

Texas Assessment of Knowledge and Skills
 Met Standard and Commended Performance Results
All Students
 Spring 2003 to Spring 2005
Grade 3 (Spanish)

Reading Primary Administration	March 2003					March 2004					February 2005				
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.	
All Students	24,536	82%	75%	67%	15%	25,835	88%	83%	78%	26%	27,489	86%	81%	74%	17%
Economically Disadvantaged	23,204	82%	75%	67%	15%	24,344	88%	83%	78%	26%	26,117	86%	81%	74%	17%
Special Education	651	64%	53%	44%	6%	646	75%	68%	61%	12%	801	71%	62%	53%	9%

Reading Retest	April 2003					April 2004					April 2005				
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.	
All Students	4,598	59%	46%	34%	2%	4,208	64%	52%	39%	2%	7,095	60%	48%	36%	2%
Economically Disadvantaged	4,346	59%	46%	34%	2%	3,969	64%	52%	39%	2%	6,769	60%	48%	36%	2%
Special Education	204	52%	37%	26%	1%	192	58%	45%	36%	3%	336	46%	33%	24%	1%

Mathematics	April 2003					April 2004					April 2005				
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.	
All Students	23,671	82%	70%	57%	7%	24,713	89%	80%	68%	14%	26,033	87%	79%	67%	10%
Economically Disadvantaged	22,382	82%	70%	57%	7%	23,254	89%	80%	68%	14%	24,691	87%	79%	67%	10%
Special Education	675	70%	57%	41%	4%	719	83%	72%	56%	8%	809	78%	67%	53%	5%

* The Met Standard for TAKS in Spring 2003 was 2 SEM (standard errors of measurement) below the Panel's Recommendation.

** The Met Standard for TAKS in Spring 2004 was 1 SEM (standard error of measurement) below the Panel's Recommendation.

*** The Met Standard for TAKS in Spring 2005 is the Panel's Recommendation.

Texas Assessment of Knowledge and Skills
 Met Standard and Commended Performance Results
All Students
 Spring 2003 to Spring 2005
Grade 4 (English)

	April 2003					April 2004					April 2005				
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.	
All Students	268,969	85%	81%	76%	17%	270,517	89%	85%	81%	25%	273,508	88%	84%	79%	23%
African American	39,534	76%	71%	64%	8%	39,042	83%	77%	71%	14%	38,833	81%	75%	69%	13%
Hispanic	108,133	80%	75%	68%	9%	111,265	85%	80%	74%	16%	114,902	85%	80%	73%	16%
White	111,451	93%	91%	87%	27%	110,188	95%	93%	90%	36%	109,123	94%	92%	88%	33%
Economically Disadvantaged	139,319	79%	73%	66%	8%	140,784	84%	79%	73%	14%	145,599	83%	78%	71%	14%
Limited English Proficient	28,086	65%	57%	49%	3%	26,577	74%	68%	60%	7%	25,809	73%	66%	58%	8%
Special Education	11,965	79%	74%	67%	11%	12,164	82%	76%	70%	17%	11,329	81%	76%	69%	16%

	April 2003					April 2004					April 2005				
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.	
All Students	273,229	87%	80%	70%	15%	275,081	92%	86%	78%	21%	278,466	93%	87%	81%	28%
African American	39,990	78%	67%	55%	7%	39,534	84%	75%	64%	10%	39,340	86%	77%	67%	14%
Hispanic	110,641	83%	74%	62%	9%	114,007	90%	82%	73%	15%	117,929	92%	84%	76%	21%
White	112,581	94%	90%	83%	24%	111,415	96%	93%	87%	30%	110,406	97%	94%	90%	39%
Economically Disadvantaged	142,469	82%	72%	60%	8%	144,151	88%	80%	70%	13%	149,297	90%	82%	74%	19%
Limited English Proficient	29,630	74%	62%	49%	4%	28,332	85%	76%	64%	10%	27,985	87%	77%	68%	14%
Special Education	14,715	80%	70%	58%	9%	14,356	85%	76%	65%	12%	11,742	89%	81%	72%	21%

	February 2003					February 2004					February 2005				
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.	
All Students	263,916	86%	84%	78%	13%	265,206	91%	90%	88%	20%	266,822	93%	92%	90%	23%
African American	39,023	80%	76%	69%	6%	38,627	87%	86%	82%	12%	38,354	90%	88%	86%	15%
Hispanic	106,472	83%	79%	72%	8%	109,273	89%	88%	85%	13%	112,418	92%	91%	89%	17%
White	109,109	91%	90%	87%	19%	107,584	94%	94%	92%	29%	105,737	95%	94%	93%	31%
Economically Disadvantaged	137,136	81%	77%	70%	7%	138,390	88%	87%	83%	12%	142,616	90%	89%	87%	15%
Limited English Proficient	27,380	69%	62%	53%	3%	25,684	81%	79%	73%	6%	24,745	86%	84%	80%	9%
Special Education	10,590	76%	72%	65%	6%	11,117	82%	81%	76%	11%	10,992	85%	84%	81%	12%

	April 2003			April 2004			April 2005		
	Number Tested	Percent Met Standard*		Number Tested	Percent Met Standard**		Number Tested	Percent Met Standard***	
		2 SEM	Percent Commended Performance		1 SEM	Percent Commended Performance		Panel Rec.	Percent Commended Performance
All Students	281,725	75%	4%	281,196	75%	8%	283,906	70%	9%
African American	41,416	62%	1%	40,704	62%	3%	40,316	55%	4%
Hispanic	113,850	69%	2%	116,373	69%	4%	120,090	63%	5%
White	116,096	85%	8%	113,769	85%	12%	112,448	81%	14%
Economically Disadvantaged	147,530	66%	2%	147,963	66%	3%	152,661	59%	4%
Limited English Proficient	30,724	51%	1%	29,135	56%	2%	28,684	49%	3%
Special Education	16,453	65%	2%	16,059	62%	4%	12,949	56%	5%

* The Met Standard for TAKS in Spring 2003 was 2 SEM (standard errors of measurement) below the Panel's Recommendation.

** The Met Standard for TAKS in Spring 2004 was 1 SEM (standard error of measurement) below the Panel's Recommendation.

*** The Met Standard for TAKS in Spring 2005 is the Panel's Recommendation.

Texas Assessment of Knowledge and Skills
Met Standard and Commended Performance Results
All Students
Spring 2003 to Spring 2005
Grade 4 (Spanish)

	April 2003					April 2004					April 2005				
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.	
Reading															
All Students	13,585	81%	71%	59%	8%	15,107	85%	77%	66%	14%	16,553	86%	80%	69%	14%
Economically Disadvantaged	12,630	81%	71%	59%	8%	14,198	85%	77%	67%	14%	15,762	86%	80%	69%	14%
Special Education	306	64%	51%	42%	3%	386	73%	61%	48%	7%	441	68%	59%	42%	6%

	April 2003					April 2004					April 2005				
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.	
Mathematics															
All Students	12,833	74%	62%	48%	9%	14,167	83%	74%	62%	17%	15,419	86%	78%	64%	20%
Economically Disadvantaged	11,923	74%	62%	48%	9%	13,298	83%	74%	62%	16%	14,660	85%	78%	64%	20%
Special Education	335	64%	51%	39%	7%	380	78%	65%	52%	10%	457	74%	64%	50%	11%

	February 2003					February 2004					February 2005				
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.	
Writing															
All Students	14,226	87%	85%	82%	14%	15,828	91%	90%	88%	20%	17,324	89%	88%	87%	23%
Economically Disadvantaged	13,252	87%	85%	82%	14%	14,878	91%	90%	88%	20%	16,503	88%	88%	87%	23%
Special Education	308	73%	71%	67%	7%	390	82%	80%	77%	8%	428	76%	73%	71%	10%

	April 2003			April 2004			April 2005					
	Number Tested	Percent Met Standard*		Percent Commended Performance	Number Tested	Percent Met Standard**		Percent Commended Performance	Number Tested	Percent Met Standard***		Percent Commended Performance
		2 SEM	1 SEM			1 SEM	Panel Rec.			Panel Rec.		
All Tests Taken												
All Students	15,298	66%		3%	16,909	65%		6%	18,291	55%		6%
Economically Disadvantaged	14,187	66%		3%	15,847	65%		6%	17,364	55%		6%
Special Education	412	49%		0%	536	52%		2%	600	36%		3%

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Texas Assessment of Knowledge and Skills
Met Standard and Commended Performance Results
All Students
Spring 2003 to Spring 2005
Grade 5 (English)

	April 2003					April 2004					February 2005							
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance			
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.				
Reading Primary Administration																		
All Students	276,912	79%	74%	67%	17%	278,404	84%	79%	73%	25%	276,878	86%	81%	75%	23%			
African American	39,194	69%	62%	54%	9%	39,579	76%	70%	63%	14%	38,650	79%	72%	64%	12%			
Hispanic	112,564	73%	66%	58%	10%	116,163	77%	71%	63%	15%	118,501	81%	74%	66%	14%			
White	115,687	89%	85%	80%	26%	112,821	93%	90%	86%	38%	109,556	95%	92%	88%	35%			
Economically Disadvantaged	143,049	71%	64%	56%	9%	145,971	76%	69%	62%	13%	147,348	80%	73%	64%	12%			
Limited English Proficient	22,571	48%	40%	32%	3%	25,887	51%	42%	34%	3%	24,264	57%	47%	37%	3%			
Special Education	12,394	65%	57%	49%	8%	11,556	73%	67%	59%	14%	11,619	77%	70%	62%	13%			

	April 2003					April 2004					April 2005							
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance			
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.				
Mathematics Primary Administration																		
All Students	280,047	86%	77%	65%	17%	282,250	88%	82%	73%	26%	281,002	92%	87%	79%	30%			
African American	39,554	74%	62%	48%	7%	40,075	79%	69%	57%	14%	38,864	85%	76%	64%	15%			
Hispanic	114,508	82%	71%	58%	10%	118,438	85%	76%	66%	19%	121,183	90%	84%	74%	22%			
White	116,477	93%	86%	77%	25%	113,820	95%	90%	84%	36%	110,633	97%	94%	89%	41%			
Economically Disadvantaged	145,448	80%	68%	55%	9%	148,842	83%	74%	63%	17%	150,147	89%	81%	71%	20%			
Limited English Proficient	23,778	68%	54%	40%	4%	27,368	72%	60%	47%	9%	26,159	81%	71%	58%	11%			
Special Education	14,853	74%	61%	47%	8%	14,430	78%	67%	55%	13%	14,047	86%	78%	67%	16%			

	April 2003					April 2004					April 2005							
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance			
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.				
Science																		
All Students	285,701	74%	58%	39%	4%	283,843	83%	69%	55%	16%	283,477	85%	76%	64%	26%			
African American	40,897	59%	39%	22%	1%	40,476	71%	52%	36%	7%	39,525	74%	62%	46%	12%			
Hispanic	115,785	65%	46%	26%	2%	118,451	77%	60%	43%	9%	121,687	80%	69%	54%	17%			
White	119,401	87%	74%	55%	7%	115,011	93%	84%	72%	26%	111,865	94%	89%	79%	39%			
Economically Disadvantaged	148,569	63%	43%	25%	1%	149,428	76%	58%	41%	8%	151,489	78%	66%	51%	15%			
Limited English Proficient	23,382	41%	23%	10%	0%	26,733	57%	36%	22%	3%	25,915	61%	46%	31%	6%			
Special Education	21,485	51%	34%	20%	2%	17,636	67%	50%	36%	8%	18,445	67%	56%	44%	14%			

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** The Met Standard for TAKS in Spring 2004 was 1 SEM (standard error of measurement) below the Panel's Recommendation.

*** The Met Standard for TAKS in Spring 2005 is the Panel's Recommendation.

Texas Assessment of Knowledge and Skills

Met Standard and Commended Performance Results

All Students

Spring 2003 to Spring 2005

Grade 5 (Spanish)

	April 2003					April 2004					February 2005				
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.	
Reading															
Primary Administration															
All Students	6,227	75%	63%	51%	8%	6,975	82%	72%	60%	15%	7,970	85%	73%	60%	10%
Economically Disadvantaged	5,695	75%	63%	50%	7%	6,442	82%	72%	60%	15%	7,516	85%	73%	60%	10%
Special Education	119	55%	42%	29%	6%	139	65%	52%	41%	3%	159	79%	64%	49%	5%
Mathematics															
Primary Administration															
All Students	5,815	66%	52%	37%	5%	6,373	73%	61%	44%	10%	6,874	73%	62%	44%	10%
Economically Disadvantaged	5,307	66%	52%	37%	5%	5,879	73%	61%	44%	10%	6,482	73%	62%	44%	10%
Special Education	135	56%	37%	24%	3%	158	66%	52%	36%	4%	140	65%	49%	26%	6%
Science															
All Students	7,115	32%	16%	6%	0%	7,047	52%	34%	20%	1%	7,220	54%	39%	23%	3%
Economically Disadvantaged	6,566	32%	15%	6%	0%	6,553	51%	34%	20%	1%	6,815	54%	38%	23%	3%
Special Education	229	15%	6%	1%	0%	193	34%	22%	10%	1%	189	38%	22%	13%	1%

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** The Met Standard for TAKS in Spring 2004 was 1 SEM (standard error of measurement) below the Panel's Recommendation.

*** The Met Standard for TAKS in Spring 2005 is the Panel's Recommendation.

Texas Assessment of Knowledge and Skills
 Met Standard and Commended Performance Results
All Students
 Spring 2003 to Spring 2005
Grade 6 (English)

	April 2003					April 2004					April 2005				
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.	
Reading															
All Students	281,485	86%	79%	71%	25%	287,199	92%	86%	79%	28%	288,501	94%	90%	85%	39%
African American	39,796	78%	69%	58%	13%	40,144	89%	81%	71%	17%	40,528	91%	85%	78%	26%
Hispanic	114,000	80%	71%	61%	14%	119,890	88%	80%	69%	17%	124,004	91%	86%	79%	27%
White	118,280	94%	90%	85%	38%	117,303	97%	94%	90%	41%	113,730	98%	96%	93%	56%
Economically Disadvantaged	141,512	78%	69%	59%	12%	147,687	87%	79%	69%	16%	152,189	91%	85%	78%	25%
Limited English Proficient	16,195	49%	37%	26%	2%	21,663	65%	50%	34%	3%	24,204	75%	64%	51%	6%
Special Education	12,593	73%	64%	53%	11%	11,595	82%	72%	60%	11%	11,574	86%	78%	70%	20%

	April 2003					April 2004					April 2005				
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.	
Mathematics															
All Students	283,564	79%	70%	60%	16%	289,449	83%	77%	67%	22%	290,792	86%	79%	72%	27%
African American	40,061	66%	54%	43%	7%	40,436	71%	63%	51%	10%	40,796	76%	66%	57%	14%
Hispanic	115,426	72%	61%	50%	9%	121,267	77%	70%	59%	14%	125,514	81%	73%	64%	19%
White	118,634	88%	82%	74%	24%	117,823	92%	88%	81%	33%	114,174	94%	90%	84%	39%
Economically Disadvantaged	143,198	70%	59%	48%	8%	149,336	75%	68%	56%	12%	153,964	79%	71%	62%	17%
Limited English Proficient	17,036	49%	37%	27%	3%	22,393	56%	47%	35%	5%	25,185	63%	52%	41%	6%
Special Education	14,747	58%	46%	35%	5%	13,549	67%	58%	45%	8%	13,406	70%	61%	51%	11%

	April 2003			April 2004			April 2005		
	Number Tested	Percent Met Standard*		Number Tested	Percent Met Standard**		Number Tested	Percent Met Standard***	
		2 SEM	Percent Commended Performance		1 SEM	Percent Commended Performance		Panel Rec.	Percent Commended Performance
All Tests Taken									
All Students	287,758	74%	11%	292,020	73%	15%	293,331	69%	21%
African American	40,706	60%	4%	40,858	59%	6%	41,255	53%	10%
Hispanic	116,817	66%	5%	122,066	64%	8%	126,326	60%	12%
White	120,696	86%	18%	119,129	86%	25%	115,392	82%	33%
Economically Disadvantaged	145,444	63%	4%	150,711	62%	7%	155,379	57%	11%
Limited English Proficient	17,259	36%	1%	22,576	35%	1%	25,374	31%	2%
Special Education	16,858	55%	3%	15,588	55%	5%	15,403	49%	8%

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** The Met Standard for TAKS in Spring 2004 was 1 SEM (standard error of measurement) below the Panel's Recommendation.

*** The Met Standard for TAKS in Spring 2005 is the Panel's Recommendation.

Texas Assessment of Knowledge and Skills
 Met Standard and Commended Performance Results
All Students
 Spring 2003 to Spring 2005
Grade 6 (Spanish)

	April 2003					April 2004					April 2005				
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.	
Reading															
All Students	1,577	82%	71%	60%	11%	1,491	83%	71%	58%	14%	1,479	80%	70%	59%	12%
Economically Disadvantaged	1,422	82%	71%	59%	10%	1,337	83%	71%	57%	13%	1,371	80%	70%	60%	12%
Special Education	16	81%	69%	44%	6%	6	67%	17%	0%	0%	16	56%	38%	25%	0%

	April 2003					April 2004					April 2005				
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.	
Mathematics															
All Students	1,544	51%	38%	28%	3%	1,409	56%	47%	36%	7%	1,397	61%	52%	44%	10%
Economically Disadvantaged	1,389	52%	39%	28%	3%	1,269	55%	46%	36%	7%	1,297	61%	52%	44%	10%
Special Education	14	50%	21%	21%	0%	4	---	---	---	---	7	0%	0%	0%	0%

	April 2003			April 2004			April 2005		
	Number Tested	Percent Met Standard*		Number Tested	Percent Met Standard**		Number Tested	Percent Met Standard***	
		2 SEM	Panel Rec.		1 SEM	Panel Rec.		Panel Rec.	Panel Rec.
All Tests Taken									
All Students	1,614	51%	2%	1,503	46%	5%	1,529	41%	6%
Economically Disadvantaged	1,456	51%	2%	1,348	45%	5%	1,415	42%	6%
Special Education	16	44%	0%	7	14%	0%	16	25%	0%

* The Met Standard for TAKS in Spring 2003 was 2 SEM (standard errors of measurement) below the Panel's Recommendation.
 ** The Met Standard for TAKS in Spring 2004 was 1 SEM (standard error of measurement) below the Panel's Recommendation.
 *** The Met Standard for TAKS in Spring 2005 is the Panel's Recommendation.

Texas Assessment of Knowledge and Skills
 Met Standard and Commended Performance Results
All Students
 Spring 2003 to Spring 2005
Grade 7

	April 2003					April 2004					April 2005				
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.	
Reading															
All Students	281,923	87%	81%	72%	13%	290,055	88%	83%	75%	19%	293,873	91%	87%	81%	21%
African American	39,350	82%	72%	60%	5%	40,751	80%	73%	63%	8%	41,029	87%	81%	73%	11%
Hispanic	110,382	82%	74%	63%	6%	118,509	83%	77%	67%	11%	123,775	87%	81%	73%	11%
White	122,388	94%	90%	85%	22%	120,773	94%	91%	87%	29%	118,711	96%	94%	91%	33%
Economically Disadvantaged	132,000	81%	72%	60%	5%	141,145	82%	75%	65%	10%	148,333	86%	80%	72%	11%
Limited English Proficient	14,127	47%	33%	21%	1%	14,844	49%	39%	28%	1%	17,047	58%	46%	33%	1%
Special Education	12,128	72%	60%	48%	4%	11,565	72%	63%	53%	6%	10,085	79%	71%	61%	7%

	April 2003					April 2004					April 2005				
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.	
Mathematics															
All Students	283,305	73%	62%	51%	7%	290,955	79%	70%	60%	7%	294,745	83%	73%	64%	12%
African American	39,523	59%	45%	33%	2%	40,833	67%	54%	42%	2%	41,000	72%	57%	46%	4%
Hispanic	111,412	64%	51%	39%	3%	119,381	73%	62%	50%	3%	124,769	77%	64%	54%	6%
White	122,498	84%	75%	66%	11%	120,697	90%	83%	75%	11%	118,563	92%	85%	78%	18%
Economically Disadvantaged	133,103	61%	48%	36%	2%	141,983	71%	59%	48%	3%	149,235	76%	62%	51%	5%
Limited English Proficient	14,666	35%	23%	15%	1%	15,472	46%	33%	24%	1%	17,854	51%	35%	25%	1%
Special Education	13,430	48%	34%	24%	1%	11,823	59%	47%	35%	2%	9,139	66%	51%	40%	3%

	February 2003					February 2004					February 2005				
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.	
Writing															
All Students	276,575	85%	81%	76%	13%	284,670	93%	91%	89%	22%	287,818	93%	90%	88%	28%
African American	38,456	80%	74%	67%	6%	40,180	91%	88%	85%	13%	40,274	90%	87%	84%	18%
Hispanic	108,683	80%	74%	68%	7%	116,920	90%	88%	84%	13%	121,976	90%	87%	84%	19%
White	120,059	92%	89%	86%	20%	117,976	96%	95%	94%	33%	115,461	96%	95%	94%	40%
Economically Disadvantaged	129,450	79%	73%	66%	6%	139,035	89%	87%	84%	12%	145,830	89%	86%	83%	18%
Limited English Proficient	13,888	43%	34%	26%	0%	14,640	66%	60%	52%	1%	16,830	67%	59%	52%	2%
Special Education	10,560	64%	56%	48%	3%	10,458	79%	76%	71%	5%	10,202	77%	72%	68%	7%

	April 2003			April 2004			April 2005		
	Number Tested	Percent Met Standard*		Number Tested	Percent Met Standard**		Number Tested	Percent Met Standard***	
		2 SEM	Percent Commended Performance		1 SEM	Percent Commended Performance		Panel Rec.	Percent Commended Performance
All Tests Taken									
All Students	294,041	67%	3%	299,237	65%	4%	302,422	59%	6%
African American	41,112	52%	1%	42,294	49%	1%	42,350	43%	2%
Hispanic	115,429	57%	1%	122,593	56%	1%	127,819	49%	3%
White	127,157	80%	5%	123,997	79%	7%	121,591	74%	11%
Economically Disadvantaged	138,812	54%	1%	146,796	53%	1%	153,774	46%	2%
Limited English Proficient	15,424	21%	0%	16,219	22%	0%	18,602	16%	0%
Special Education	16,421	42%	0%	14,718	41%	1%	11,591	35%	1%

* The Met Standard for TAKS in Spring 2003 was 2 SEM (standard errors of measurement) below the Panel's Recommendation.

** The Met Standard for TAKS in Spring 2004 was 1 SEM (standard error of measurement) below the Panel's Recommendation.

*** The Met Standard for TAKS in Spring 2005 is the Panel's Recommendation.

Texas Assessment of Knowledge and Skills
 Met Standard and Commended Performance Results
All Students
 Spring 2003 to Spring 2005
Grade 8

	April 2003					April 2004					April 2005				
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.	
Reading															
All Students	275,594	88%	83%	77%	25%	286,509	93%	89%	83%	22%	291,845	91%	88%	83%	37%
African American	38,351	82%	74%	65%	13%	39,676	90%	85%	77%	12%	40,754	89%	84%	78%	25%
Hispanic	105,116	83%	76%	68%	15%	113,184	89%	84%	75%	13%	120,378	86%	81%	75%	24%
White	122,180	94%	91%	87%	37%	123,651	97%	95%	92%	33%	120,588	96%	94%	92%	53%
Economically Disadvantaged	122,331	82%	75%	66%	14%	131,556	89%	83%	74%	12%	141,873	86%	81%	75%	23%
Limited English Proficient	13,037	45%	34%	25%	2%	14,343	61%	48%	35%	2%	14,395	50%	40%	30%	3%
Special Education	13,271	71%	61%	51%	8%	12,812	82%	73%	62%	8%	12,770	76%	69%	61%	14%

	April 2003					April 2004					April 2005				
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.	
Mathematics															
All Students	275,739	72%	61%	51%	7%	286,223	75%	66%	57%	12%	291,433	77%	69%	61%	15%
African American	38,328	57%	44%	32%	2%	39,619	60%	49%	38%	4%	40,572	64%	54%	44%	6%
Hispanic	105,587	63%	50%	38%	3%	113,547	67%	57%	46%	6%	120,883	70%	60%	50%	9%
White	121,845	84%	75%	65%	10%	123,028	87%	80%	72%	19%	119,833	88%	82%	75%	22%
Economically Disadvantaged	122,779	61%	47%	36%	2%	131,734	64%	54%	43%	5%	142,074	68%	58%	48%	7%
Limited English Proficient	13,471	32%	22%	15%	1%	14,775	38%	28%	20%	2%	15,002	41%	31%	22%	2%
Special Education	13,667	46%	32%	22%	1%	12,533	51%	40%	29%	3%	11,981	52%	41%	31%	3%

	April 2003					April 2004					April 2005				
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.	
Social Studies															
All Students	278,120	93%	86%	77%	14%	288,257	93%	88%	81%	22%	294,927	96%	91%	85%	25%
African American	38,910	90%	81%	69%	6%	40,105	89%	82%	73%	12%	41,375	94%	88%	79%	14%
Hispanic	106,053	89%	80%	68%	7%	113,892	89%	82%	73%	13%	121,805	94%	88%	79%	15%
White	123,163	96%	93%	87%	22%	124,226	97%	94%	90%	32%	121,579	98%	96%	92%	37%
Economically Disadvantaged	123,981	89%	79%	67%	6%	132,791	89%	81%	72%	12%	144,089	94%	87%	78%	14%
Limited English Proficient	13,481	68%	50%	34%	1%	14,794	71%	56%	42%	3%	15,203	82%	67%	50%	3%
Special Education	16,576	81%	67%	52%	4%	16,305	79%	68%	56%	7%	17,721	85%	75%	62%	9%

	April 2003			April 2004			April 2005		
	Number Tested	Percent Met Standard*		Number Tested	Percent Met Standard**		Number Tested	Percent Met Standard***	
		2 SEM	Percent Commended Performance		1 SEM	Percent Commended Performance		Panel Rec.	Percent Commended Performance
All Tests Taken									
All Students	284,608	69%	4%	293,438	63%	7%	300,557	57%	9%
African American	39,782	54%	1%	40,846	46%	2%	42,140	41%	3%
Hispanic	108,814	58%	1%	116,147	53%	3%	124,423	45%	4%
White	125,872	82%	6%	126,291	78%	11%	123,701	72%	15%
Economically Disadvantaged	127,685	56%	1%	135,800	50%	2%	147,531	43%	3%
Limited English Proficient	14,211	24%	0%	15,454	21%	0%	16,082	14%	1%
Special Education	19,219	46%	1%	18,654	40%	1%	19,613	33%	2%

* The Met Standard for TAKS in Spring 2003 was 2 SEM (standard errors of measurement) below the Panel's Recommendation.

** The Met Standard for TAKS in Spring 2004 was 1 SEM (standard error of measurement) below the Panel's Recommendation.

*** The Met Standard for TAKS in Spring 2005 is the Panel's Recommendation.

Texas Assessment of Knowledge and Skills
 Met Standard and Commended Performance Results
All Students
 Spring 2003 to Spring 2005
Grade 9

	February 2003					February 2004					February 2005				
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.	
Reading															
All Students	305,026	82%	75%	66%	6%	313,367	88%	84%	76%	9%	322,176	92%	87%	82%	18%
African American	42,909	76%	67%	55%	3%	44,991	83%	77%	66%	4%	46,317	90%	82%	74%	9%
Hispanic	121,295	73%	65%	54%	3%	127,062	82%	77%	66%	4%	134,796	89%	82%	74%	11%
White	130,021	91%	86%	79%	10%	130,457	95%	93%	88%	14%	129,975	97%	95%	92%	28%
Economically Limited English Proficient	128,502	72%	63%	52%	3%	135,718	82%	76%	65%	4%	147,496	88%	81%	73%	9%
Special Education	19,775	31%	22%	14%	0%	18,303	47%	38%	24%	0%	17,582	56%	40%	30%	1%
	19,033	52%	42%	31%	1%	17,020	69%	61%	47%	1%	16,741	78%	67%	56%	3%

	April 2003					April 2004					April 2005				
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.	
Mathematics															
All Students	303,553	63%	53%	44%	11%	309,943	68%	59%	50%	14%	318,635	74%	65%	56%	15%
African American	42,532	49%	37%	27%	3%	44,187	54%	43%	33%	5%	45,286	61%	49%	38%	5%
Hispanic	120,396	51%	40%	30%	4%	125,055	57%	46%	37%	7%	133,081	65%	54%	44%	7%
White	129,389	78%	69%	60%	18%	129,414	82%	75%	67%	22%	128,896	87%	81%	73%	24%
Economically Limited English Proficient	127,540	49%	38%	28%	4%	133,378	55%	44%	35%	6%	144,602	64%	53%	42%	6%
Special Education	19,775	26%	17%	11%	1%	18,221	30%	21%	14%	2%	17,448	36%	26%	18%	2%
	18,216	31%	21%	14%	2%	15,900	38%	28%	20%	2%	14,393	48%	37%	27%	3%

	April 2003			Percent Commended Performance	April 2004			Percent Commended Performance	April 2005			Percent Commended Performance
	Number Tested	Percent Met Standard*			Number Tested	Percent Met Standard**			Number Tested	Percent Met Standard***		
		2 SEM	1 SEM			1 SEM	Panel Rec.			Panel Rec.		
All Tests Taken												
All Students	326,757	60%		3%	330,138	57%		5%	337,489	54%		8%
African American	46,558	46%		1%	47,820	42%		1%	48,793	37%		2%
Hispanic	131,305	48%		1%	134,706	45%		2%	141,832	42%		3%
White	136,762	75%		5%	135,692	74%		8%	134,880	71%		13%
Economically Limited English Proficient	139,686	46%		1%	144,318	43%		1%	155,202	40%		3%
Special Education	22,294	17%		0%	20,190	17%		0%	19,125	13%		0%
	22,968	29%		0%	20,540	31%		1%	19,148	30%		1%

* The Met Standard for TAKS in Spring 2003 was 2 SEM (standard errors of measurement) below the Panel's Recommendation.

** The Met Standard for TAKS in Spring 2004 was 1 SEM (standard error of measurement) below the Panel's Recommendation.

*** The Met Standard for TAKS in Spring 2005 is the Panel's Recommendation.

Texas Assessment of Knowledge and Skills

Met Standard and Commended Performance Results

All Students

Spring 2003 to Spring 2005

Grade 10

English Language Arts	February 2003					February 2004					February 2005				
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.	
All Students	240,249	72%	70%	66%	5%	266,574	77%	75%	72%	4%	270,825	70%	69%	67%	5%
African American	31,628	64%	60%	54%	2%	35,894	70%	68%	63%	1%	37,090	62%	61%	58%	2%
Hispanic	85,127	63%	60%	55%	2%	100,419	69%	67%	62%	1%	104,090	64%	62%	59%	2%
White	114,082	80%	79%	77%	8%	119,951	85%	84%	82%	6%	118,940	78%	77%	76%	8%
Economically Disadvantaged	85,239	61%	57%	52%	2%	101,671	67%	65%	60%	1%	109,031	62%	60%	57%	2%
Limited English Proficient	11,922	23%	19%	14%	0%	14,027	28%	24%	19%	0%	12,759	32%	27%	20%	0%
Special Education	13,575	32%	28%	23%	0%	13,533	45%	41%	35%	0%	12,942	44%	41%	36%	1%

Mathematics	April 2003					April 2004					April 2005				
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.	
All Students	246,816	73%	60%	48%	7%	262,920	74%	63%	52%	8%	266,419	79%	69%	58%	9%
African American	32,438	59%	43%	30%	2%	35,287	59%	45%	32%	2%	36,347	65%	51%	38%	3%
Hispanic	89,463	63%	47%	34%	3%	98,802	65%	51%	39%	3%	101,952	70%	58%	45%	4%
White	115,056	84%	73%	62%	11%	118,344	86%	77%	67%	13%	117,385	89%	82%	73%	14%
Economically Disadvantaged	88,878	61%	45%	32%	2%	99,701	62%	49%	36%	3%	106,327	68%	55%	43%	4%
Limited English Proficient	13,816	43%	27%	17%	1%	13,921	40%	27%	18%	1%	12,457	40%	27%	18%	1%
Special Education	13,441	39%	25%	15%	1%	12,547	42%	29%	19%	1%	10,419	50%	37%	26%	1%

Social Studies	April 2003					April 2004					April 2005				
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.	
All Students	249,400	86%	79%	71%	15%	262,550	92%	87%	80%	19%	267,797	93%	89%	84%	26%
African American	33,212	78%	68%	58%	6%	35,283	88%	81%	71%	9%	36,702	88%	82%	74%	13%
Hispanic	90,154	80%	70%	59%	6%	98,253	88%	80%	71%	10%	101,987	90%	84%	77%	15%
White	116,108	93%	89%	84%	23%	118,607	97%	94%	90%	29%	118,381	97%	95%	92%	38%
Economically Disadvantaged	90,176	78%	68%	57%	5%	99,501	87%	79%	69%	9%	107,007	89%	83%	75%	13%
Limited English Proficient	13,901	55%	41%	29%	1%	13,714	63%	49%	36%	1%	12,381	68%	56%	43%	2%
Special Education	15,440	61%	49%	38%	3%	14,733	74%	63%	52%	5%	12,587	79%	70%	60%	8%

Science	April 2003					April 2004					April 2005				
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.	
All Students	245,089	69%	55%	42%	2%	262,009	76%	64%	51%	4%	265,187	79%	67%	54%	8%
African American	32,530	52%	36%	22%	0%	35,216	62%	46%	32%	1%	36,276	66%	49%	34%	2%
Hispanic	87,951	55%	38%	25%	1%	97,901	64%	49%	35%	1%	100,838	69%	54%	38%	3%
White	114,802	83%	72%	59%	4%	118,458	89%	81%	69%	7%	117,409	90%	82%	71%	14%
Economically Disadvantaged	88,116	52%	36%	23%	0%	99,174	63%	47%	33%	1%	105,710	68%	52%	36%	3%
Limited English Proficient	13,529	27%	14%	7%	0%	13,630	31%	19%	10%	0%	12,180	36%	21%	11%	0%
Special Education	14,981	35%	22%	13%	0%	14,381	45%	31%	21%	1%	12,085	53%	36%	24%	2%

All Tests Taken	April 2003					April 2004					April 2005				
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance
		2 SEM	1 SEM	Panel Rec.			1 SEM	Panel Rec.	Panel Rec.						
All Students	267,542	52%		1%	277,622	49%		1%	281,513	39%		1%			
African American	36,131	35%		0%	37,933	30%		0%	39,102	22%		0%			
Hispanic	98,196	39%		0%	105,062	34%		0%	108,383	26%		0%			
White	122,367	67%		1%	123,595	65%		1%	122,779	54%		2%			
Economically Disadvantaged	98,347	36%		0%	107,064	32%		0%	114,245	24%		0%			
Limited English Proficient	15,405	12%		0%	15,232	8%		0%	13,815	6%		0%			
Special Education	18,129	16%		0%	17,389	15%		0%	14,254	12%		0%			

* The Met Standard for TAKS in Spring 2003 was 2 SEM (standard errors of measurement) below the Panel's Recommendation.

** The Met Standard for TAKS in Spring 2004 was 1 SEM (standard error of measurement) below the Panel's Recommendation.

*** The Met Standard for TAKS in Spring 2005 is the Panel's Recommendation.

Texas Assessment of Knowledge and Skills

Met Standard and Commended Performance Results

All Students

Spring 2003 to Spring 2005

Grade 11

		February 2003				February 2004				February 2005						
English Language Arts	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.		
	All Students	183,011	69%	66%	61%	5%	217,408	87%	85%	83%	10%	230,147	88%	88%	87%	20%
	African American	22,707	59%	54%	48%	2%	27,969	82%	79%	75%	4%	30,010	85%	84%	82%	10%
	Hispanic	57,075	63%	58%	52%	2%	74,790	81%	79%	75%	5%	83,139	83%	82%	80%	11%
	White	95,467	75%	73%	70%	7%	105,887	92%	91%	89%	14%	107,330	94%	93%	93%	29%
	Economically Disadvantaged	54,513	60%	55%	49%	2%	72,042	79%	77%	73%	4%	83,265	82%	81%	79%	10%
	Limited English Proficient	3,530	33%	26%	20%	0%	9,549	42%	37%	32%	0%	10,102	43%	39%	34%	1%
	Special Education	7,507	33%	28%	22%	0%	10,074	56%	52%	46%	1%	10,024	64%	62%	58%	3%

		April 2003				April 2004				April 2005						
Mathematics	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.		
	All Students	198,622	68%	55%	44%	6%	216,083	85%	76%	67%	15%	228,069	88%	81%	72%	16%
	African American	25,038	52%	36%	25%	1%	27,873	73%	60%	48%	4%	29,624	79%	67%	54%	4%
	Hispanic	65,797	57%	42%	30%	2%	74,238	78%	67%	56%	7%	82,086	83%	72%	61%	8%
	White	99,205	77%	66%	56%	8%	105,149	91%	86%	79%	21%	106,680	94%	90%	83%	23%
	Economically Disadvantaged	62,116	55%	40%	28%	2%	71,438	76%	64%	53%	6%	81,858	81%	70%	58%	7%
	Limited English Proficient	7,899	37%	23%	15%	1%	9,537	59%	46%	34%	3%	9,875	63%	49%	35%	2%
	Special Education	8,950	33%	20%	12%	1%	9,381	55%	42%	31%	2%	9,130	63%	50%	38%	3%

		April 2003				April 2004				April 2005						
Social Studies	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.		
	All Students	196,731	90%	85%	78%	9%	217,710	97%	95%	91%	20%	230,317	97%	94%	91%	25%
	African American	24,874	86%	78%	69%	3%	28,098	96%	92%	87%	9%	29,979	97%	92%	88%	13%
	Hispanic	64,747	85%	77%	68%	3%	74,597	95%	91%	86%	10%	82,715	95%	90%	85%	14%
	White	98,625	94%	90%	86%	14%	106,181	99%	98%	96%	29%	107,903	99%	98%	96%	36%
	Economically Disadvantaged	61,727	84%	76%	66%	3%	72,052	95%	90%	84%	9%	82,855	95%	90%	84%	13%
	Limited English Proficient	7,825	61%	47%	34%	0%	9,553	82%	71%	58%	2%	9,955	79%	65%	53%	2%
	Special Education	9,948	71%	60%	49%	2%	11,066	89%	82%	72%	6%	11,309	89%	79%	71%	8%

		April 2003				April 2004				April 2005						
Science	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.		
	All Students	187,214	67%	57%	47%	2%	217,328	85%	76%	63%	5%	228,802	88%	80%	71%	5%
	African American	23,765	52%	39%	29%	0%	28,076	74%	61%	44%	1%	29,738	80%	68%	55%	1%
	Hispanic	60,728	56%	43%	32%	0%	74,521	75%	64%	47%	1%	82,226	81%	70%	57%	1%
	White	94,483	77%	69%	60%	3%	105,886	93%	88%	78%	7%	107,154	95%	91%	84%	7%
	Economically Disadvantaged	58,429	53%	41%	29%	0%	71,903	74%	61%	45%	1%	82,223	80%	69%	55%	1%
	Limited English Proficient	7,416	29%	19%	12%	0%	9,551	47%	34%	20%	0%	9,886	56%	41%	29%	0%
	Special Education	9,395	33%	23%	15%	0%	10,481	57%	44%	29%	1%	10,407	66%	52%	40%	1%

		April 2003			April 2004			April 2005				
All Tests Taken	Number Tested	Percent Met Standard*		Percent Commended Performance	Number Tested	Percent Met Standard*		Percent Commended Performance	Number Tested	Percent Met Standard**		Percent Commended Performance
		2 SEM	1 SEM			2 SEM	1 SEM			2 SEM	1 SEM	
	All Students	222,905	49%	1%	226,117	72%	2%	238,926	68%	3%		
	African American	28,399	33%	0%	29,458	58%	0%	31,449	52%	0%		
	Hispanic	75,248	38%	0%	77,938	61%	0%	86,356	56%	1%		
	White	109,827	59%	1%	109,412	83%	3%	111,009	82%	4%		
	Economically Disadvantaged	71,208	36%	0%	75,621	58%	0%	86,951	53%	1%		
	Limited English Proficient	8,846	15%	0%	10,161	24%	0%	10,649	19%	0%		
	Special Education	12,211	16%	0%	12,615	35%	0%	12,759	34%	0%		

* The Met Standard for TAKS in Spring 2003 and Spring 2004 was 2 SEM (standard errors of measurement) below the Panel's Recommendation.

** The Met Standard for TAKS in Spring 2005 was 1 SEM (standard error of measurement) below the Panel's Recommendation.