

**Texas Assessment of Knowledge and Skills**

Met Standard and Commended Performance Results

All Students

Spring 2003 to Spring 2007

Grade 3 (English)

Reading Primary Administration	March 2003					March 2004					February 2005					February 2006			February 2007		
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance	Number Tested	Percent Met	Percent Commended Performance	Number Tested	Percent Met	Percent Commended Performance
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			Panel Rec.			Panel Rec.	
All Students	263,371	89%	86%	81%	26%	267,381	93%	91%	88%	35%	270,771	94%	92%	89%	37%	284,987	89%	43%	292,160	89%	36%
African American	40,486	82%	77%	71%	15%	39,876	89%	86%	81%	25%	39,482	90%	86%	82%	24%	43,767	81%	27%	43,934	82%	23%
Hispanic	103,440	85%	80%	74%	17%	107,689	91%	88%	83%	27%	111,040	91%	89%	85%	27%	118,914	86%	33%	125,324	85%	26%
White	109,825	96%	94%	91%	38%	109,694	97%	96%	94%	45%	109,327	97%	96%	95%	50%	110,550	95%	58%	110,852	95%	49%
Economically Disadvantaged	136,235	84%	78%	72%	15%	139,945	90%	87%	82%	25%	143,887	91%	87%	83%	24%	155,389	84%	31%	158,504	83%	24%
Limited English Proficient	38,573	77%	70%	63%	9%	40,370	87%	82%	77%	19%	42,110	87%	83%	78%	18%	46,190	81%	25%	48,474	80%	19%
Special Education	12,815	84%	80%	74%	19%	13,596	89%	86%	81%	25%	13,948	90%	87%	83%	27%	13,386	83%	32%	13,569	82%	26%

Reading Retest	April 2003					April 2004					April 2005					April 2006			April 2007		
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance	Number Tested	Percent Met	Percent Commended Performance	Number Tested	Percent Met	Percent Commended Performance
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			Panel Rec.			Panel Rec.	
All Students	30,438	63%	53%	41%	3%	24,006	61%	50%	39%	3%	31,263	72%	64%	49%	4%	31,697	52%	5%	35,307	49%	5%
African American	7,300	58%	47%	36%	1%	5,603	57%	46%	36%	2%	7,050	68%	59%	44%	2%	8,450	49%	3%	8,359	46%	4%
Hispanic	16,088	60%	49%	36%	1%	13,135	57%	46%	34%	1%	17,103	71%	62%	46%	2%	16,706	48%	3%	19,423	45%	3%
White	6,281	76%	68%	58%	10%	4,739	75%	66%	57%	8%	6,395	80%	74%	61%	10%	5,766	70%	14%	6,740	65%	13%
Economically Disadvantaged	23,010	60%	49%	37%	1%	18,295	58%	47%	35%	1%	24,001	70%	61%	45%	2%	24,583	49%	3%	27,174	46%	3%
Limited English Proficient	8,675	58%	46%	33%	1%	6,900	52%	41%	29%	1%	9,100	69%	59%	43%	1%	8,533	43%	2%	9,960	41%	2%
Special Education	1,943	62%	50%	38%	2%	1,755	59%	49%	38%	3%	2,264	69%	61%	46%	3%	2,180	52%	4%	2,366	48%	3%

Mathematics	April 2003					April 2004					April 2005					April 2006			April 2007		
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance	Number Tested	Percent Met	Percent Commended Performance	Number Tested	Percent Met	Percent Commended Performance
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			Panel Rec.			Panel Rec.	
All Students	266,983	90%	84%	74%	18%	271,275	96%	90%	83%	25%	275,574	94%	89%	82%	25%	289,074	82%	28%	297,734	82%	28%
African American	40,709	81%	71%	58%	9%	40,090	91%	81%	71%	13%	39,741	88%	80%	69%	12%	43,860	68%	14%	44,267	69%	16%
Hispanic	105,196	88%	79%	67%	12%	109,728	94%	87%	78%	18%	113,892	92%	86%	77%	17%	121,482	78%	21%	129,041	78%	22%
White	111,237	96%	92%	85%	27%	111,134	98%	95%	91%	35%	110,778	98%	95%	91%	35%	111,730	91%	38%	112,140	90%	38%
Economically Disadvantaged	138,425	86%	77%	65%	11%	142,284	94%	86%	76%	17%	146,887	91%	84%	74%	15%	157,856	75%	18%	162,314	75%	19%
Limited English Proficient	39,570	85%	75%	62%	10%	41,725	93%	85%	75%	16%	44,145	90%	83%	72%	14%	48,078	75%	18%	51,545	75%	19%
Special Education	16,438	86%	77%	64%	13%	17,483	93%	84%	74%	17%	17,145	91%	84%	75%	17%	16,259	75%	19%	15,745	72%	19%

\* 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 2005-2007 is the Panel's Recommendation.





**Texas Assessment of Knowledge and Skills**

Met Standard and Commended Performance Results

All Students

Spring 2003 to Spring 2007

Grade 4 (Spanish)

	April 2003					April 2004					April 2005					April 2006			April 2007																																																																																																																																																																																																																																																																																																																																																																																																														
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance	Number Tested	Percent Met	Percent Commended Performance	Number Tested	Percent Met	Percent Commended Performance																																																																																																																																																																																																																																																																																																																																																																																																												
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			Panel Rec.			Panel Rec.																																																																																																																																																																																																																																																																																																																																																																																																													
Reading																						All Students	13,585	81%	71%	59%	8%	15,107	85%	77%	66%	14%	16,553	86%	80%	69%	14%	16,207	76%	16%	17,144	77%	20%	Economically Disadvantaged	12,630	81%	71%	59%	8%	14,198	85%	77%	67%	14%	15,762	86%	80%	69%	14%	15,319	76%	16%	16,138	77%	20%	Special Education	306	64%	51%	42%	3%	386	73%	61%	48%	7%	441	68%	59%	42%	6%	350	57%	7%	428	62%	10%																							Mathematics																						All Students	12,833	74%	62%	48%	9%	14,167	83%	74%	62%	17%	15,419	86%	78%	64%	20%	14,563	69%	23%	14,756	72%	27%	Economically Disadvantaged	11,923	74%	62%	48%	9%	13,298	83%	74%	62%	16%	14,660	85%	78%	64%	20%	13,771	69%	23%	13,897	72%	27%	Special Education	335	64%	51%	39%	7%	380	78%	65%	52%	10%	457	74%	64%	50%	11%	331	55%	14%	406	56%	16%																							Writing																						All Students	14,226	87%	85%	82%	14%	15,828	91%	90%	88%	20%	17,324	89%	88%	87%	23%	17,203	90%	24%	18,149	89%	20%	Economically Disadvantaged	13,252	87%	85%	82%	14%	14,878	91%	90%	88%	20%	16,503	88%	88%	87%	23%	16,290	90%	24%	17,095	89%	20%	Special Education	308	73%	71%	67%	7%	390	82%	80%	77%	8%	428	76%	73%	71%	10%	370	78%	13%	456	75%	11%																							All Tests Taken																						All Students	15,298	66%			3%	16,909	65%			6%	18,291	55%			6%	18,085	62%	8%	18,947	65%	8%	Economically Disadvantaged	14,187	66%			3%	15,847	65%			6%	17,364	55%			6%	17,069	62%	7%	17,799	65%	8%	Special Education	412	49%			0%	536	52%			2%	600	36%			3%	454	46%	4%	562	48%	3%
All Students	13,585	81%	71%	59%	8%	15,107	85%	77%	66%	14%	16,553	86%	80%	69%	14%	16,207	76%	16%	17,144	77%	20%																																																																																																																																																																																																																																																																																																																																																																																																												
Economically Disadvantaged	12,630	81%	71%	59%	8%	14,198	85%	77%	67%	14%	15,762	86%	80%	69%	14%	15,319	76%	16%	16,138	77%	20%																																																																																																																																																																																																																																																																																																																																																																																																												
Special Education	306	64%	51%	42%	3%	386	73%	61%	48%	7%	441	68%	59%	42%	6%	350	57%	7%	428	62%	10%																																																																																																																																																																																																																																																																																																																																																																																																												
																						Mathematics																						All Students	12,833	74%	62%	48%	9%	14,167	83%	74%	62%	17%	15,419	86%	78%	64%	20%	14,563	69%	23%	14,756	72%	27%	Economically Disadvantaged	11,923	74%	62%	48%	9%	13,298	83%	74%	62%	16%	14,660	85%	78%	64%	20%	13,771	69%	23%	13,897	72%	27%	Special Education	335	64%	51%	39%	7%	380	78%	65%	52%	10%	457	74%	64%	50%	11%	331	55%	14%	406	56%	16%																							Writing																						All Students	14,226	87%	85%	82%	14%	15,828	91%	90%	88%	20%	17,324	89%	88%	87%	23%	17,203	90%	24%	18,149	89%	20%	Economically Disadvantaged	13,252	87%	85%	82%	14%	14,878	91%	90%	88%	20%	16,503	88%	88%	87%	23%	16,290	90%	24%	17,095	89%	20%	Special Education	308	73%	71%	67%	7%	390	82%	80%	77%	8%	428	76%	73%	71%	10%	370	78%	13%	456	75%	11%																							All Tests Taken																						All Students	15,298	66%			3%	16,909	65%			6%	18,291	55%			6%	18,085	62%	8%	18,947	65%	8%	Economically Disadvantaged	14,187	66%			3%	15,847	65%			6%	17,364	55%			6%	17,069	62%	7%	17,799	65%	8%	Special Education	412	49%			0%	536	52%			2%	600	36%			3%	454	46%	4%	562	48%	3%																																																																																								
Mathematics																						All Students	12,833	74%	62%	48%	9%	14,167	83%	74%	62%	17%	15,419	86%	78%	64%	20%	14,563	69%	23%	14,756	72%	27%	Economically Disadvantaged	11,923	74%	62%	48%	9%	13,298	83%	74%	62%	16%	14,660	85%	78%	64%	20%	13,771	69%	23%	13,897	72%	27%	Special Education	335	64%	51%	39%	7%	380	78%	65%	52%	10%	457	74%	64%	50%	11%	331	55%	14%	406	56%	16%																							Writing																						All Students	14,226	87%	85%	82%	14%	15,828	91%	90%	88%	20%	17,324	89%	88%	87%	23%	17,203	90%	24%	18,149	89%	20%	Economically Disadvantaged	13,252	87%	85%	82%	14%	14,878	91%	90%	88%	20%	16,503	88%	88%	87%	23%	16,290	90%	24%	17,095	89%	20%	Special Education	308	73%	71%	67%	7%	390	82%	80%	77%	8%	428	76%	73%	71%	10%	370	78%	13%	456	75%	11%																							All Tests Taken																						All Students	15,298	66%			3%	16,909	65%			6%	18,291	55%			6%	18,085	62%	8%	18,947	65%	8%	Economically Disadvantaged	14,187	66%			3%	15,847	65%			6%	17,364	55%			6%	17,069	62%	7%	17,799	65%	8%	Special Education	412	49%			0%	536	52%			2%	600	36%			3%	454	46%	4%	562	48%	3%																																																																																																														
All Students	12,833	74%	62%	48%	9%	14,167	83%	74%	62%	17%	15,419	86%	78%	64%	20%	14,563	69%	23%	14,756	72%	27%																																																																																																																																																																																																																																																																																																																																																																																																												
Economically Disadvantaged	11,923	74%	62%	48%	9%	13,298	83%	74%	62%	16%	14,660	85%	78%	64%	20%	13,771	69%	23%	13,897	72%	27%																																																																																																																																																																																																																																																																																																																																																																																																												
Special Education	335	64%	51%	39%	7%	380	78%	65%	52%	10%	457	74%	64%	50%	11%	331	55%	14%	406	56%	16%																																																																																																																																																																																																																																																																																																																																																																																																												
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Writing																						All Students	14,226	87%	85%	82%	14%	15,828	91%	90%	88%	20%	17,324	89%	88%	87%	23%	17,203	90%	24%	18,149	89%	20%	Economically Disadvantaged	13,252	87%	85%	82%	14%	14,878	91%	90%	88%	20%	16,503	88%	88%	87%	23%	16,290	90%	24%	17,095	89%	20%	Special Education	308	73%	71%	67%	7%	390	82%	80%	77%	8%	428	76%	73%	71%	10%	370	78%	13%	456	75%	11%																							All Tests Taken																						All Students	15,298	66%			3%	16,909	65%			6%	18,291	55%			6%	18,085	62%	8%	18,947	65%	8%	Economically Disadvantaged	14,187	66%			3%	15,847	65%			6%	17,364	55%			6%	17,069	62%	7%	17,799	65%	8%	Special Education	412	49%			0%	536	52%			2%	600	36%			3%	454	46%	4%	562	48%	3%																																																																																																																																																																																																																												
All Students	14,226	87%	85%	82%	14%	15,828	91%	90%	88%	20%	17,324	89%	88%	87%	23%	17,203	90%	24%	18,149	89%	20%																																																																																																																																																																																																																																																																																																																																																																																																												
Economically Disadvantaged	13,252	87%	85%	82%	14%	14,878	91%	90%	88%	20%	16,503	88%	88%	87%	23%	16,290	90%	24%	17,095	89%	20%																																																																																																																																																																																																																																																																																																																																																																																																												
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All Tests Taken																						All Students	15,298	66%			3%	16,909	65%			6%	18,291	55%			6%	18,085	62%	8%	18,947	65%	8%	Economically Disadvantaged	14,187	66%			3%	15,847	65%			6%	17,364	55%			6%	17,069	62%	7%	17,799	65%	8%	Special Education	412	49%			0%	536	52%			2%	600	36%			3%	454	46%	4%	562	48%	3%																																																																																																																																																																																																																																																																																																																																										
All Students	15,298	66%			3%	16,909	65%			6%	18,291	55%			6%	18,085	62%	8%	18,947	65%	8%																																																																																																																																																																																																																																																																																																																																																																																																												
Economically Disadvantaged	14,187	66%			3%	15,847	65%			6%	17,364	55%			6%	17,069	62%	7%	17,799	65%	8%																																																																																																																																																																																																																																																																																																																																																																																																												
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\*\*\* The Met Standard for TAKS in Spring 2005-2007 is the Panel's Recommendation.

**Texas Assessment of Knowledge and Skills**

Met Standard and Commended Performance Results

**All Students**

Spring 2003 to Spring 2007

**Grade 5 (English)**

	April 2003					April 2004					February 2005					February 2006			February 2007			
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance	Number Tested	Percent Met	Percent Commended Performance	Number Tested	Percent Met	Percent Commended Performance	
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.								Panel Rec.
<b>Reading Primary Administration</b>																						
All Students	276,912	79%	74%	67%	17%	278,404	84%	79%	73%	25%	276,878	86%	81%	75%	23%	291,992	80%	22%	294,885	82%	25%	
African American	39,194	69%	62%	54%	9%	39,579	76%	70%	63%	14%	38,650	79%	72%	64%	12%	42,397	69%	12%	41,113	75%	17%	
Hispanic	112,564	73%	66%	58%	10%	116,163	77%	71%	63%	15%	118,501	81%	74%	66%	14%	128,348	73%	14%	132,006	76%	17%	
White	115,687	89%	85%	80%	26%	112,821	93%	90%	86%	38%	109,556	95%	92%	88%	35%	110,191	91%	34%	110,011	91%	36%	
Economically Disadvantaged	143,049	71%	64%	56%	9%	145,971	76%	69%	62%	13%	147,348	80%	73%	64%	12%	160,162	71%	12%	159,791	75%	15%	
Limited English Proficient	22,571	48%	40%	32%	3%	25,887	51%	42%	34%	3%	24,264	57%	47%	37%	3%	28,849	48%	4%	29,459	52%	5%	
Special Education	12,394	65%	57%	49%	8%	11,556	73%	67%	59%	14%	11,619	77%	70%	62%	13%	11,302	70%	13%	11,152	72%	15%	
<b>Mathematics Primary Administration</b>																						
All Students	280,047	86%	77%	65%	17%	282,250	88%	82%	73%	26%	281,002	92%	87%	79%	30%	295,119	81%	38%	299,380	85%	39%	
African American	39,554	74%	62%	48%	7%	40,075	79%	69%	57%	14%	38,864	85%	76%	64%	15%	42,402	68%	22%	41,321	74%	23%	
Hispanic	114,508	82%	71%	58%	10%	118,438	85%	76%	66%	19%	121,183	90%	84%	74%	22%	130,720	77%	30%	135,239	81%	32%	
White	116,477	93%	86%	77%	25%	113,820	95%	90%	84%	36%	110,633	97%	94%	89%	41%	110,801	91%	50%	110,860	92%	51%	
Economically Disadvantaged	145,448	80%	68%	55%	9%	148,842	83%	74%	63%	17%	150,147	89%	81%	71%	20%	162,295	74%	27%	163,101	79%	29%	
Limited English Proficient	23,778	68%	54%	40%	4%	27,368	72%	60%	47%	9%	26,159	81%	71%	58%	11%	30,837	63%	16%	32,080	69%	19%	
Special Education	14,853	74%	61%	47%	8%	14,430	78%	67%	55%	13%	14,047	86%	78%	67%	16%	13,431	72%	23%	12,983	75%	24%	
<b>Science</b>																						
All Students	285,701	74%	58%	39%	4%	283,843	83%	69%	55%	16%	283,477	85%	76%	64%	26%	292,450	75%	24%	296,436	77%	31%	
African American	40,897	59%	39%	22%	1%	40,476	71%	52%	36%	7%	39,525	74%	62%	46%	12%	42,037	59%	11%	40,913	64%	17%	
Hispanic	115,785	65%	46%	26%	2%	118,451	77%	60%	43%	9%	121,687	80%	69%	54%	17%	129,516	67%	16%	134,288	70%	23%	
White	119,401	87%	74%	55%	7%	115,011	93%	84%	72%	26%	111,865	94%	89%	79%	39%	109,733	88%	36%	109,346	90%	46%	
Economically Disadvantaged	148,569	63%	43%	25%	1%	149,428	76%	58%	41%	8%	151,489	78%	66%	51%	15%	160,679	65%	15%	161,506	68%	21%	
Limited English Proficient	23,382	41%	23%	10%	0%	26,733	57%	36%	22%	3%	25,915	61%	46%	31%	6%	30,553	46%	6%	32,099	49%	10%	
Special Education	21,485	51%	34%	20%	2%	17,636	67%	50%	36%	8%	18,445	67%	56%	44%	14%	11,831	65%	17%	10,587	69%	25%	

\* 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 2005-2007 is the Panel's Recommendation.

**Texas Assessment of Knowledge and Skills**

Met Standard and Commended Performance Results

All Students

Spring 2003 to Spring 2007

Grade 5 (Spanish)

		April 2003					April 2004					February 2005					February 2006			February 2007		
		Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance	Number Tested	Percent Met Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Panel Rec.	Percent Commended Performance
			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.							
<b>Reading Primary Administration</b>																						
All Students		6,227	75%	63%	51%	8%	6,975	82%	72%	60%	15%	7,970	85%	73%	60%	10%	7,885	65%	19%	7,867	78%	25%
Economically Disadvantaged		5,695	75%	63%	50%	7%	6,442	82%	72%	60%	15%	7,516	85%	73%	60%	10%	7,449	64%	19%	7,411	78%	24%
Special Education		119	55%	42%	29%	6%	139	65%	52%	41%	3%	159	79%	64%	49%	5%	136	51%	10%	143	59%	14%
<b>Mathematics Primary Administration</b>																						
All Students		5,815	66%	52%	37%	5%	6,373	73%	61%	44%	10%	6,874	73%	62%	44%	10%	6,490	47%	12%	5,834	50%	11%
Economically Disadvantaged		5,307	66%	52%	37%	5%	5,879	73%	61%	44%	10%	6,482	73%	62%	44%	10%	6,098	47%	11%	5,469	49%	11%
Special Education		135	56%	37%	24%	3%	158	66%	52%	36%	4%	140	65%	49%	26%	6%	103	44%	9%	98	43%	5%
<b>Science</b>																						
All Students		7,115	32%	16%	6%	0%	7,047	52%	34%	20%	1%	7,220	54%	39%	23%	3%	5,960	31%	5%	4,957	35%	8%
Economically Disadvantaged		6,566	32%	15%	6%	0%	6,553	51%	34%	20%	1%	6,815	54%	38%	23%	3%	5,619	30%	4%	4,656	35%	7%
Special Education		229	15%	6%	1%	0%	193	34%	22%	10%	1%	189	38%	22%	13%	1%	90	26%	1%	68	21%	7%

\* 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 2005-2007 is the Panel's Recommendation.

**Texas Assessment of Knowledge and Skills**  
 Met Standard and Commended Performance Results  
**All Students**  
 Spring 2003 to Spring 2007  
**Grade 6 (English)**

	April 2003					April 2004					April 2005					April 2006			April 2007				
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance	Number Tested	Percent Met	Percent Commended Performance	Number Tested	Percent Met	Percent Commended Performance		
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.								Panel Rec.	
<b>Reading</b>																							
All Students	281,485	86%	79%	71%	25%	287,199	92%	86%	79%	28%	288,501	94%	90%	85%	39%	283,859	91%	39%	297,626	92%	51%		
African American	39,796	78%	69%	58%	13%	40,144	89%	81%	71%	17%	40,528	91%	85%	78%	26%	40,006	87%	28%	41,367	88%	40%		
Hispanic	114,000	80%	71%	61%	14%	119,890	88%	80%	69%	17%	124,004	91%	86%	79%	27%	122,954	87%	27%	133,834	89%	41%		
White	118,280	94%	90%	85%	38%	117,303	97%	94%	90%	41%	113,730	98%	96%	93%	56%	110,191	96%	55%	110,971	96%	66%		
Economically Disadvantaged	141,512	78%	69%	59%	12%	147,687	87%	79%	69%	16%	152,189	91%	85%	78%	25%	149,475	87%	26%	158,710	88%	38%		
Limited English Proficient	16,195	49%	37%	26%	2%	21,663	65%	50%	34%	3%	24,204	75%	64%	51%	6%	20,111	64%	6%	22,475	67%	13%		
Special Education	12,593	73%	64%	53%	11%	11,595	82%	72%	60%	11%	11,574	86%	78%	70%	20%	11,054	79%	18%	11,398	80%	27%		
<b>Mathematics</b>																							
All Students	283,564	79%	70%	60%	16%	289,449	83%	77%	67%	22%	290,792	86%	79%	72%	27%	285,671	79%	31%	299,437	79%	34%		
African American	40,061	66%	54%	43%	7%	40,436	71%	63%	51%	10%	40,796	76%	66%	57%	14%	40,140	65%	17%	41,506	66%	19%		
Hispanic	115,426	72%	61%	50%	9%	121,267	77%	70%	59%	14%	125,514	81%	73%	64%	19%	124,285	74%	23%	135,078	74%	27%		
White	118,634	88%	82%	74%	24%	117,823	92%	88%	81%	33%	114,174	94%	90%	84%	39%	110,465	89%	43%	111,353	88%	45%		
Economically Disadvantaged	143,198	70%	59%	48%	8%	149,336	75%	68%	56%	12%	153,964	79%	71%	62%	17%	150,914	72%	20%	160,127	71%	24%		
Limited English Proficient	17,036	49%	37%	27%	3%	22,393	56%	47%	35%	5%	25,185	63%	52%	41%	6%	20,971	54%	9%	23,270	56%	12%		
Special Education	14,747	58%	46%	35%	5%	13,549	67%	58%	45%	8%	13,406	70%	61%	51%	11%	12,428	59%	12%	12,938	59%	15%		
<b>All Tests Taken</b>																							
All Students	287,758	74%			11%	292,020	73%			15%	293,331	69%			21%	288,480	77%		22%	301,977	77%		28%
African American	40,706	60%			4%	40,858	59%			6%	41,255	53%			10%	40,656	64%		11%	41,954	64%		15%
Hispanic	116,817	66%			5%	122,066	64%			8%	126,326	60%			12%	125,227	71%		14%	135,985	71%		20%
White	120,696	86%			18%	119,129	86%			25%	115,392	82%			33%	111,761	88%		34%	112,489	87%		40%
Economically Disadvantaged	145,444	63%			4%	150,711	62%			7%	155,379	57%			11%	152,496	68%		12%	161,555	68%		17%
Limited English Proficient	17,259	36%			1%	22,576	35%			1%	25,374	31%			2%	21,186	45%		3%	23,494	47%		6%
Special Education	16,858	55%			3%	15,588	55%			5%	15,403	49%			8%	14,733	59%		8%	15,048	59%		12%

\* 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 2005-2007 is the Panel's Recommendation.

**Texas Assessment of Knowledge and Skills**  
 Met Standard and Commended Performance Results  
**All Students**  
 Spring 2003 to Spring 2007  
**Grade 6 (Spanish)**

	April 2003					April 2004					April 2005					April 2006			April 2007			
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance	Number Tested	Percent Met	Percent Commended Performance	Number Tested	Percent Met	Percent Commended Performance	
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			Panel Rec.			Panel Rec.		
Reading																						
All Students	1,577	82%	71%	60%	11%	1,491	83%	71%	58%	14%	1,479	80%	70%	59%	12%	1,190	66%	18%	998	75%	26%	
Economically Disadvantaged	1,422	82%	71%	59%	10%	1,337	83%	71%	57%	13%	1,371	80%	70%	60%	12%	1,097	66%	17%	892	74%	25%	
Special Education	16	81%	69%	44%	6%	6	67%	17%	0%	0%	16	56%	38%	25%	0%	7	43%	0%	7	71%	14%	
Mathematics																						
All Students	1,544	51%	38%	28%	3%	1,409	56%	47%	36%	7%	1,397	61%	52%	44%	10%	1,076	52%	17%	902	56%	13%	
Economically Disadvantaged	1,389	52%	39%	28%	3%	1,269	55%	46%	36%	7%	1,297	61%	52%	44%	10%	998	52%	17%	811	56%	13%	
Special Education	14	50%	21%	21%	0%	4	---	---	---	---	7	0%	0%	0%	0%	6	50%	0%	4	---	---	
All Tests Taken																						
All Students	1,614	51%			2%	1,503	46%			5%	1,529	41%			6%	1,224	49%	10%	1,029	56%	13%	
Economically Disadvantaged	1,456	51%			2%	1,348	45%			5%	1,415	42%			6%	1,128	49%	10%	921	56%	12%	
Special Education	16	44%			0%	7	14%			0%	16	25%			0%	9	44%	0%	7	71%	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 2005-2007 is the Panel's Recommendation.





**Texas Assessment of Knowledge and Skills**

Met Standard and Commended Performance Results

**All Students**

Spring 2003 to Spring 2007

**Grade 8**

	April 2003					April 2004					April 2005					April 2006			April 2007		
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	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.			Panel Rec.			Panel Rec.	
All Students	275,594	88%	83%	77%	25%	286,509	93%	89%	83%	22%	291,845	91%	88%	83%	37%	297,866	83%	36%	301,262	89%	42%
African American	38,351	82%	74%	65%	13%	39,676	90%	85%	77%	12%	40,754	89%	84%	78%	25%	42,907	76%	23%	43,356	84%	31%
Hispanic	105,116	83%	76%	68%	15%	113,184	89%	84%	75%	13%	120,378	86%	81%	75%	24%	125,261	76%	24%	130,324	84%	31%
White	122,180	94%	91%	87%	37%	123,651	97%	95%	92%	33%	120,588	96%	94%	92%	53%	118,927	93%	51%	116,243	95%	57%
Economically Limited English Proficient	122,331	82%	75%	66%	14%	131,556	89%	83%	74%	12%	141,873	86%	81%	75%	23%	148,106	75%	23%	150,794	83%	29%
Special Education	13,037	45%	34%	25%	2%	14,343	61%	48%	35%	2%	14,395	50%	40%	30%	3%	16,389	32%	2%	18,074	49%	5%
	13,271	71%	61%	51%	8%	12,812	82%	73%	62%	8%	12,770	76%	69%	61%	14%	11,998	63%	12%	11,879	73%	17%

	April 2003					April 2004					April 2005					April 2006			April 2007		
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	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.			Panel Rec.			Panel Rec.	
All Students	275,739	72%	61%	51%	7%	286,223	75%	66%	57%	12%	291,433	77%	69%	61%	15%	296,430	67%	15%	299,850	71%	17%
African American	38,328	57%	44%	32%	2%	39,619	60%	49%	38%	4%	40,572	64%	54%	44%	6%	42,545	50%	6%	43,069	58%	7%
Hispanic	105,587	63%	50%	38%	3%	113,547	67%	57%	46%	6%	120,883	70%	60%	50%	9%	125,170	58%	9%	130,134	64%	11%
White	121,845	84%	75%	65%	10%	123,028	87%	80%	72%	19%	119,833	88%	82%	75%	22%	117,919	80%	23%	115,283	83%	26%
Economically Limited English Proficient	122,779	61%	47%	36%	2%	131,734	64%	54%	43%	5%	142,074	68%	58%	48%	7%	147,588	56%	8%	150,279	62%	9%
Special Education	13,471	32%	22%	15%	1%	14,775	38%	28%	20%	2%	15,002	41%	31%	22%	2%	16,738	29%	2%	18,375	36%	2%
	13,667	46%	32%	22%	1%	12,533	51%	40%	29%	3%	11,981	52%	41%	31%	3%	10,408	40%	3%	10,418	46%	4%

	April 2003					April 2004					April 2005					April 2006			April 2007		
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	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.			Panel Rec.			Panel Rec.	
All Students	278,120	93%	86%	77%	14%	288,257	93%	88%	81%	22%	294,927	96%	91%	85%	25%	294,630	83%	30%	297,421	87%	34%
African American	38,910	90%	81%	69%	6%	40,105	89%	82%	73%	12%	41,375	94%	88%	79%	14%	42,359	76%	18%	42,899	81%	22%
Hispanic	106,053	89%	80%	68%	7%	113,892	89%	82%	73%	13%	121,805	94%	88%	79%	15%	124,141	77%	19%	128,891	82%	23%
White	123,163	96%	93%	87%	22%	124,226	97%	94%	90%	32%	121,579	98%	96%	92%	37%	117,446	91%	43%	114,348	94%	49%
Economically Limited English Proficient	123,981	89%	79%	67%	6%	132,791	89%	81%	72%	12%	144,089	94%	87%	78%	14%	146,533	76%	18%	148,856	81%	21%
Special Education	13,481	68%	50%	34%	1%	14,794	71%	56%	42%	3%	15,203	82%	67%	50%	3%	16,435	46%	3%	17,976	53%	5%
	16,576	81%	67%	52%	4%	16,305	79%	68%	56%	7%	17,721	85%	75%	62%	9%	12,249	62%	12%	10,229	71%	16%

	April 2006					April 2007				
	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.	
All Students	295,971	71%	62%	52%	12%	298,069	78%	70%	60%	17%
African American	42,771	54%	42%	32%	3%	42,969	65%	53%	41%	6%
Hispanic	124,664	61%	50%	39%	5%	129,222	70%	59%	47%	9%
White	117,791	87%	80%	71%	21%	114,586	92%	86%	79%	29%
Economically Limited English Proficient	147,365	59%	48%	37%	5%	149,225	68%	57%	45%	8%
Special Education	16,529	23%	15%	9%	1%	18,025	33%	22%	13%	1%
	12,163	47%	37%	28%	4%	10,100	59%	48%	37%	7%

	April 2003					April 2004					April 2005					April 2006			April 2007		
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	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.			Panel Rec.			Panel Rec.	
All Students	284,608	69%		4%	293,438	63%		7%	300,557	57%		9%	303,536	57%		6%	306,077	60%		8%	
African American	39,782	54%		1%	40,846	46%		2%	42,140	41%		3%	43,916	38%		1%	44,204	43%		3%	
Hispanic	108,814	58%		1%	116,147	53%		3%	124,423	45%		4%	127,825	45%		2%	132,515	49%		4%	
White	125,872	82%		6%	126,291	78%		11%	123,701	72%		15%	120,862	74%		11%	117,863	77%		14%	
Economically Limited English Proficient	127,685	56%		1%	135,800	50%		2%	147,531	43%		3%	151,737	43%		2%	153,764	46%		3%	
Special Education	14,211	24%		0%	15,454	21%		0%	16,082	14%		1%	17,487	12%		0%	19,053	15%		0%	
	19,219	46%		1%	18,654	40%		1%	19,613	33%		2%	16,218	31%		1%	15,145	39%		2%	

\* The Met Standard for TAKS in Spring 2003 and Science Spring 2006 was 2 SEM (standard errors of measurement) below the Panel's Recommendation.

\*\* The Met Standard for TAKS in Spring 2004 and Science 2007 was 1 SEM (standard error of measurement) below the Panel's Recommendation.

\*\*\* The Met Standard for TAKS in Spring 2005-2007 is the Panel's Recommendation.



**Texas Assessment of Knowledge and Skills**  
 Met Standard and Commended Performance Results  
**All Students**  
 Spring 2003 to Spring 2007  
**Grade 10**

English Language Arts	February 2003					February 2004					February 2005					February 2006			February 2007		
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance	Number Tested	Percent Met Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Panel Rec.	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%	281,932	85%	13%	285,228	84%	11%
African American	31,628	64%	60%	54%	2%	35,894	70%	68%	63%	1%	37,090	62%	61%	58%	2%	40,148	78%	6%	40,435	79%	5%
Hispanic	85,127	63%	60%	55%	2%	100,419	69%	67%	62%	1%	104,090	64%	62%	59%	2%	110,528	79%	7%	116,263	79%	6%
White	114,082	80%	79%	77%	8%	119,951	85%	84%	82%	6%	118,940	78%	77%	76%	8%	120,333	92%	19%	117,293	91%	17%
Economically Disadvantaged	85,239	61%	57%	52%	2%	101,671	67%	65%	60%	1%	109,031	62%	60%	57%	2%	117,817	77%	6%	121,713	78%	5%
Limited English Proficient	11,922	23%	19%	14%	0%	14,027	28%	24%	19%	0%	12,759	32%	27%	20%	0%	12,190	32%	0%	12,032	34%	0%
Special Education	13,575	32%	28%	23%	0%	13,533	45%	41%	35%	0%	12,942	44%	41%	36%	1%	12,771	55%	2%	12,235	55%	1%

Mathematics	April 2003					April 2004					April 2005					April 2006			April 2007		
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance	Number Tested	Percent Met Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Panel Rec.	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%	276,538	60%	12%	279,945	63%	14%
African American	32,438	59%	43%	30%	2%	35,287	59%	45%	32%	2%	36,347	65%	51%	38%	3%	39,027	40%	3%	39,394	45%	4%
Hispanic	89,463	63%	47%	34%	3%	98,802	65%	51%	39%	3%	101,952	70%	58%	45%	4%	108,197	50%	6%	113,678	54%	8%
White	115,056	84%	73%	62%	11%	118,344	86%	77%	67%	13%	117,385	89%	82%	73%	14%	118,335	74%	18%	115,499	78%	22%
Economically Disadvantaged	85,239	61%	45%	32%	2%	99,701	62%	49%	36%	3%	106,327	68%	55%	43%	4%	114,636	47%	5%	118,459	51%	7%
Limited English Proficient	13,816	43%	27%	17%	1%	13,921	40%	27%	18%	1%	12,457	40%	27%	18%	1%	12,048	23%	1%	11,843	24%	2%
Special Education	13,441	39%	25%	15%	1%	12,547	42%	29%	19%	1%	10,419	50%	37%	26%	1%	10,191	28%	2%	10,045	29%	2%

Social Studies	April 2003					April 2004					April 2005					April 2006			April 2007		
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance	Number Tested	Percent Met Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Panel Rec.	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%	274,314	83%	29%	277,049	86%	33%
African American	33,212	78%	68%	58%	6%	35,283	88%	81%	71%	9%	36,702	88%	82%	74%	13%	38,445	74%	15%	39,079	78%	17%
Hispanic	90,154	80%	70%	59%	6%	98,253	88%	80%	71%	10%	101,987	90%	84%	77%	15%	106,756	75%	17%	111,812	81%	22%
White	116,108	93%	89%	84%	23%	118,607	97%	94%	90%	29%	118,381	97%	95%	92%	38%	118,251	92%	42%	114,894	94%	47%
Economically Disadvantaged	90,176	78%	68%	57%	5%	99,501	87%	79%	69%	9%	107,007	89%	83%	75%	13%	113,243	74%	16%	116,723	79%	19%
Limited English Proficient	13,901	55%	41%	29%	1%	13,714	63%	49%	36%	1%	12,381	68%	56%	43%	2%	11,706	41%	3%	11,448	46%	3%
Special Education	15,440	61%	49%	38%	3%	14,733	74%	63%	52%	5%	12,587	79%	70%	60%	8%	11,964	59%	10%	11,175	63%	11%

Science	April 2003					April 2004					April 2005					April 2006			April 2007		
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance	Number Tested	Percent Met Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Panel Rec.	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%	275,777	60%	11%	278,537	58%	11%
African American	32,530	52%	36%	22%	0%	35,216	62%	46%	32%	1%	36,276	66%	49%	34%	2%	38,939	39%	3%	39,343	40%	3%
Hispanic	87,951	55%	38%	25%	1%	97,901	64%	49%	35%	1%	100,838	69%	54%	38%	3%	107,520	45%	4%	112,738	45%	5%
White	114,802	83%	72%	59%	4%	118,458	89%	81%	69%	7%	117,409	90%	82%	71%	14%	118,407	79%	19%	115,157	76%	19%
Economically Disadvantaged	88,116	52%	36%	23%	0%	99,174	63%	47%	33%	1%	105,710	68%	52%	36%	3%	114,155	43%	4%	117,593	43%	4%
Limited English Proficient	13,529	27%	14%	7%	0%	13,630	31%	19%	10%	0%	12,180	36%	21%	11%	0%	11,806	13%	0%	11,550	14%	1%
Special Education	14,981	35%	22%	13%	0%	14,381	45%	31%	21%	1%	12,085	53%	36%	24%	2%	11,234	33%	4%	10,597	28%	3%

All Tests Taken	April 2003					April 2004					April 2005					April 2006			April 2007		
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Standard***			Percent Commended Performance	Number Tested	Percent Met Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Panel Rec.	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%	291,725	49%	3%	294,305	50%	4%			
African American	36,131	35%		0%	37,933	30%		0%	39,102	22%		0%	41,970	29%	1%	42,140	31%	1%			
Hispanic	98,196	39%		0%	105,062	34%		0%	108,383	26%		0%	114,646	35%	1%	120,053	37%	1%			
White	122,367	67%		1%	123,595	65%		1%	122,779	54%		2%	123,645	66%	6%	120,361	66%	6%			
Economically Disadvantaged	98,347	36%		0%	107,064	32%		0%	114,245	24%		0%	122,749	33%	1%	126,046	35%	1%			
Limited English Proficient	15,405	12%		0%	15,232	8%		0%	13,815	6%		0%	13,250	8%	0%	12,946	9%	0%			
Special Education	18,129	16%		0%	17,389	15%		0%	14,254	12%		0%	14,932	20%	0%	14,961	21%	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 2005-2007 is the Panel's Recommendation.

**Texas Assessment of Knowledge and Skills**

Met Standard and Commended Performance Results

**All Students**

Spring 2003 to Spring 2007

**Grade 11**

English Language Arts	February 2003					February 2004					February 2005					February 2006			February 2007		
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard*			Percent Commended Performance	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.			Panel Rec.			Panel Rec.	
All Students	183,011	69%	66%	61%	5%	217,408	87%	85%	83%	10%	230,147	88%	88%	87%	20%	235,465	88%	21%	242,430	90%	25%
African American	22,707	59%	54%	48%	2%	27,969	82%	79%	75%	4%	30,010	85%	84%	82%	10%	32,404	83%	12%	33,020	86%	12%
Hispanic	57,075	63%	58%	52%	2%	74,790	81%	79%	75%	5%	83,139	83%	82%	80%	11%	86,055	82%	13%	91,948	85%	16%
White	95,467	75%	73%	70%	7%	105,887	92%	91%	89%	14%	107,330	94%	93%	93%	29%	106,862	94%	29%	107,154	96%	35%
Economically Limited English Proficient	54,513	60%	55%	49%	2%	72,042	79%	77%	73%	4%	83,265	82%	81%	79%	10%	88,001	81%	11%	92,161	84%	13%
Special Education	3,530	33%	26%	20%	0%	9,549	42%	37%	32%	0%	10,102	43%	39%	34%	1%	9,861	36%	1%	9,259	33%	1%
	7,507	33%	28%	22%	0%	10,074	56%	52%	46%	1%	10,024	64%	62%	58%	3%	9,284	64%	3%	8,341	68%	4%

Mathematics	April 2003					April 2004					April 2005					April 2006			April 2007		
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard*			Percent Commended Performance	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.			Panel Rec.			Panel Rec.	
All Students	198,622	68%	55%	44%	6%	216,083	85%	76%	67%	15%	228,069	88%	81%	72%	16%	232,620	77%	18%	240,285	80%	19%
African American	25,038	52%	36%	25%	1%	27,873	73%	60%	48%	4%	29,624	79%	67%	54%	4%	31,854	60%	6%	32,668	66%	6%
Hispanic	65,797	57%	42%	30%	2%	74,238	78%	67%	56%	7%	82,086	83%	72%	61%	8%	84,727	69%	10%	90,798	72%	11%
White	99,205	77%	66%	56%	8%	105,149	91%	86%	79%	21%	106,680	94%	90%	83%	23%	105,800	87%	25%	106,444	89%	27%
Economically Limited English Proficient	62,116	55%	40%	28%	2%	71,438	76%	64%	53%	6%	81,858	81%	70%	58%	7%	86,282	66%	9%	90,710	70%	10%
Special Education	7,899	37%	23%	15%	1%	9,537	59%	46%	34%	3%	9,875	63%	49%	35%	2%	9,594	43%	4%	9,027	44%	3%
	8,950	33%	20%	12%	1%	9,381	55%	42%	31%	2%	9,130	63%	50%	38%	3%	7,792	46%	3%	6,687	53%	4%

Social Studies	April 2003					April 2004					April 2005					April 2006			April 2007		
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard*			Percent Commended Performance	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.			Panel Rec.			Panel Rec.	
All Students	196,731	90%	85%	78%	9%	217,710	97%	95%	91%	20%	230,317	97%	94%	91%	25%	233,553	94%	29%	241,179	94%	36%
African American	24,874	86%	78%	69%	3%	28,098	96%	92%	87%	9%	29,979	97%	92%	88%	13%	31,848	91%	15%	32,811	90%	21%
Hispanic	64,747	85%	77%	68%	3%	74,597	95%	91%	86%	10%	82,715	95%	90%	85%	14%	84,890	90%	17%	90,876	90%	23%
White	98,625	94%	90%	86%	14%	106,181	99%	98%	96%	29%	107,903	99%	98%	96%	36%	106,588	98%	42%	107,098	98%	51%
Economically Limited English Proficient	61,727	84%	76%	66%	3%	72,052	95%	90%	84%	9%	82,855	95%	90%	84%	13%	86,584	89%	15%	90,993	89%	21%
Special Education	7,825	61%	47%	34%	0%	9,553	82%	71%	58%	2%	9,955	79%	65%	53%	2%	9,589	64%	3%	8,991	63%	4%
	9,948	71%	60%	49%	2%	11,066	89%	82%	72%	6%	11,309	89%	79%	71%	8%	9,983	79%	10%	8,418	82%	16%

Science	April 2003					April 2004					April 2005					April 2006			April 2007		
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard*			Percent Commended Performance	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.			Panel Rec.			Panel Rec.	
All Students	187,214	67%	57%	47%	2%	217,328	85%	76%	63%	5%	228,802	88%	80%	71%	5%	233,472	75%	9%	240,949	77%	11%
African American	23,765	52%	39%	29%	0%	28,076	74%	61%	44%	1%	29,738	80%	68%	55%	1%	31,955	58%	2%	32,809	64%	3%
Hispanic	60,728	56%	43%	32%	0%	74,521	75%	64%	47%	1%	82,226	81%	70%	57%	1%	84,925	63%	4%	90,902	66%	5%
White	94,483	77%	69%	60%	3%	105,886	93%	88%	78%	7%	107,154	95%	91%	84%	7%	106,306	88%	14%	106,840	89%	18%
Economically Limited English Proficient	58,429	53%	41%	29%	0%	71,903	74%	61%	45%	1%	82,223	80%	69%	55%	1%	86,593	60%	3%	90,914	65%	4%
Special Education	7,416	29%	19%	12%	0%	9,551	47%	34%	20%	0%	9,886	56%	41%	29%	0%	9,590	30%	1%	9,013	33%	1%
	9,395	33%	23%	15%	0%	10,481	57%	44%	29%	1%	10,407	66%	52%	40%	1%	8,858	46%	2%	7,413	51%	3%

All Tests Taken	April 2003					April 2004					April 2005					April 2006			April 2007		
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard*			Percent Commended Performance	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.			Panel Rec.			Panel Rec.	
All Students	222,905	49%			1%	226,117	72%			2%	238,926	68%			3%	243,457	64%	4%	250,316	69%	6%
African American	28,399	33%			0%	29,458	58%			0%	31,449	52%			0%	33,871	45%	1%	34,360	52%	1%
Hispanic	75,248	38%			0%	77,938	61%			0%	86,356	56%			1%	88,897	52%	1%	94,721	57%	2%
White	109,827	59%			1%	109,412	83%			3%	111,009	82%			4%	110,113	79%	7%	110,579	83%	10%
Economically Limited English Proficient	71,208	36%			0%	75,621	58%			0%	86,951	53%			1%	91,455	49%	1%	95,397	54%	2%
Special Education	8,846	15%			0%	10,161	24%			0%	10,649	19%			0%	10,343	15%	0%	9,669	16%	0%
	12,211	16%			0%	12,615	35%			0%	12,759	34%			0%	11,548	33%	1%	10,063	41%	1%

\* 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.

The Met Standard for TAKS in Spring 2006-2007 is the Panel's Recommendation.