

Texas Assessment of Knowledge and Skills

Met Standard and Commended Performance Results

All Students

Spring 2003 to Spring 2010

Grade 3 (English)

Reading	March 2003					March 2004					February 2005					February 2006			February 2007			March 2008 [^]			March 2009 [^]			April 2010 [^]								
	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 Std	Percent Commended Performance	Number Tested	Percent Met Std	Percent Commended Performance	Number Tested	Percent Met Std	Percent Commended Performance	Number Tested	Percent Met Std	Percent Commended Performance	Number Tested	Percent Met Std	Percent Commended Performance	Number Tested	Percent Met Std	Percent Commended Performance	Number Tested	Percent Met Std	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.			Panel Rec.			Panel Rec.			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%	309,102	88%	38%	316,319	89%	46%	319,808	92%	46%						
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%	46,285	81%	26%	47,624	83%	34%	47,169	86%	34%						
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%	134,281	84%	27%	137,950	86%	36%	142,754	90%	38%						
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%	115,740	94%	54%	116,750	95%	61%	114,722	96%	58%						
Economically Limited English Proficient	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%	168,997	82%	26%	175,746	85%	34%	187,000	88%	35%						
Special Education	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%	53,963	80%	19%	54,588	83%	30%	57,117	88%	33%						
	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%	19,253	68%	21%	16,630	75%	26%	16,207	80%	25%						

Mathematics	April 2003					April 2004					April 2005					April 2006			April 2007			April 2008 [^]			April 2009 [^]			April 2010 [^]					
	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 Std	Percent Commended Performance	Number Tested	Percent Met Std	Percent Commended Performance	Number Tested	Percent Met Std	Percent Commended Performance	Number Tested	Percent Met Std	Percent Commended Performance	Number Tested	Percent Met Std	Percent Commended Performance	Number Tested	Percent Met Std	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.			Panel Rec.			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%	314,511	83%	31%	326,160	84%	37%	332,841	86%	32%			
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%	46,409	71%	18%	47,676	73%	23%	47,394	76%	20%			
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%	138,723	80%	26%	147,039	81%	30%	154,916	83%	25%			
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%	116,405	90%	41%	117,299	91%	49%	115,283	92%	42%			
Economically Limited English Proficient	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%	173,423	77%	23%	184,835	78%	27%	199,272	81%	23%			
Special Education	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%	57,947	80%	25%	63,195	81%	29%	68,713	83%	24%			
	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%	21,174	63%	16%	18,682	68%	21%	17,909	70%	16%			

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*** The Met Standard for TAKS in Spring 2005-2010 is the Panel's Recommendation.

[^]Includes TAKS (Accommodated) data

Texas Assessment of Knowledge and Skills
 Met Standard and Commended Performance Results
All Students
 Spring 2003 to Spring 2010
Grade 4 (English)

Reading	April 2003					April 2004					April 2005					April 2006					April 2007					April 2008 [^]					April 2009 [^]					April 2010 [^]				
	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	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.			Percent Met Std	Percent Commended Performance	Percent Met Std			Percent Commended Performance	Percent Met Std	Percent Commended Performance			Percent Met Std	Percent Commended Performance	Percent Met Std			Percent Commended Performance								
All Students	268,969	85%	81%	76%	17%	270,517	89%	85%	81%	25%	273,508	88%	84%	79%	23%	280,737	82%	20%	293,653	84%	30%	311,704	83%	25%	318,128	84%	29%	326,345	86%	28%										
African American	39,534	76%	71%	64%	8%	39,042	83%	77%	71%	14%	38,833	81%	75%	69%	13%	40,626	72%	11%	42,203	75%	20%	45,075	73%	15%	45,359	76%	18%	46,614	79%	17%										
Hispanic	108,133	80%	75%	68%	9%	111,265	85%	80%	74%	16%	114,902	85%	80%	73%	16%	119,492	77%	13%	128,527	79%	21%	139,642	78%	17%	144,032	80%	21%	149,063	82%	19%										
White	111,451	93%	91%	87%	27%	110,188	95%	93%	90%	36%	109,123	94%	92%	88%	33%	109,156	91%	30%	110,683	92%	41%	114,202	91%	36%	115,393	92%	41%	116,082	93%	40%										
Economically Disadvantaged	139,319	79%	73%	66%	8%	140,784	84%	79%	73%	14%	145,599	83%	78%	71%	14%	151,128	75%	11%	158,855	77%	19%	170,713	75%	15%	177,599	78%	19%	189,752	80%	17%										
Limited English Proficient	28,086	65%	57%	49%	3%	26,577	74%	68%	60%	7%	25,809	73%	66%	58%	8%	29,775	63%	6%	32,591	66%	11%	45,587	67%	9%	50,572	73%	13%	50,682	73%	11%										
Special Education	11,965	79%	74%	67%	11%	12,164	82%	76%	70%	17%	11,329	81%	76%	69%	16%	11,452	74%	14%	12,515	75%	19%	21,725	53%	10%	18,087	61%	13%	17,163	66%	12%										

Mathematics	April 2003					April 2004					April 2005					April 2006					April 2007					April 2008 [^]					April 2009 [^]					April 2010 [^]				
	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	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.			Percent Met Std	Percent Commended Performance	Percent Met Std			Percent Commended Performance	Percent Met Std	Percent Commended Performance			Percent Met Std	Percent Commended Performance	Percent Met Std			Percent Commended Performance								
All Students	273,229	87%	80%	70%	15%	275,081	92%	86%	78%	21%	278,466	93%	87%	81%	28%	285,433	83%	31%	298,431	86%	34%	316,549	84%	30%	323,665	86%	40%	335,917	88%	37%										
African American	39,990	78%	67%	55%	7%	39,534	84%	75%	64%	10%	39,340	86%	77%	67%	14%	40,988	71%	17%	42,479	75%	19%	45,260	73%	18%	45,424	77%	25%	46,634	79%	23%										
Hispanic	110,641	83%	74%	62%	9%	114,007	90%	82%	73%	15%	117,929	92%	84%	76%	21%	122,818	79%	24%	132,147	83%	26%	143,776	81%	25%	149,071	84%	34%	158,256	87%	32%										
White	112,581	94%	90%	83%	24%	111,415	96%	93%	87%	30%	110,406	97%	94%	90%	39%	110,085	91%	42%	111,427	93%	45%	114,650	91%	40%	115,763	92%	50%	116,319	93%	46%										
Economically Disadvantaged	142,469	82%	72%	60%	8%	144,151	88%	80%	70%	13%	149,297	90%	82%	74%	19%	154,842	77%	21%	162,777	80%	24%	174,920	79%	22%	182,619	81%	30%	198,906	84%	28%										
Limited English Proficient	29,630	74%	62%	49%	4%	28,332	85%	76%	64%	10%	27,985	87%	77%	68%	14%	32,323	72%	16%	35,649	75%	18%	49,333	77%	20%	55,317	81%	29%	59,653	85%	27%										
Special Education	14,715	80%	70%	58%	9%	14,356	85%	76%	65%	12%	11,742	89%	81%	72%	21%	12,203	78%	23%	14,585	77%	22%	23,109	57%	13%	18,877	65%	19%	18,011	70%	17%										

Writing	February 2003					February 2004					February 2005					February 2006					February 2007					March 2008 [^]					March 2009 [^]					March 2010 [^]				
	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	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.			Percent Met Std	Percent Commended Performance	Percent Met Std			Percent Commended Performance	Percent Met Std	Percent Commended Performance			Percent Met Std	Percent Commended Performance	Percent Met Std			Percent Commended Performance								
All Students	263,916	86%	84%	78%	13%	265,206	91%	90%	88%	20%	266,822	93%	92%	90%	23%	275,099	92%	20%	285,605	91%	28%	306,492	91%	30%	312,385	91%	32%	320,707	92%	29%										
African American	39,023	80%	76%	69%	6%	38,627	87%	86%	82%	12%	38,354	90%	88%	86%	15%	40,376	87%	13%	41,516	86%	19%	44,645	87%	22%	44,821	88%	22%	46,056	88%	21%										
Hispanic	106,472	83%	79%	72%	8%	109,273	89%	88%	85%	13%	112,418	92%	91%	89%	17%	117,203	90%	15%	125,582	90%	22%	137,170	90%	24%	141,359	90%	26%	146,321	91%	24%										
White	109,109	91%	90%	87%	19%	107,584	94%	94%	92%	29%	105,737	95%	94%	93%	31%	106,374	95%	28%	106,645	93%	37%	112,109	93%	38%	113,116	93%	40%	113,978	94%	38%										
Economically Disadvantaged	137,136	81%	77%	70%	7%	138,390	88%	87%	83%	12%	142,616	90%	89%	87%	15%	148,663	88%	13%	155,197	88%	19%	167,821	88%	21%	174,345	88%	23%	186,345	89%	21%										
Limited English Proficient	27,380	69%	62%	53%	3%	25,684	81%	79%	73%	6%	24,745	86%	84%	80%	9%	28,690	83%	8%	31,290	83%	12%	44,249	86%	14%	48,983	86%	17%	49,017	87%	15%										
Special Education	10,590	76%	72%	65%	6%	11,117	82%	81%	76%	11%	10,992	85%	84%	81%	12%	10,866	83%	11%	10,453	81%	16%	20,132	64%	10%	16,316	68%	12%	15,332	72%	11%										

All Tests Taken	April 2003					April 2004					April 2005					April 2006					April 2007					April 2008 [^]					April 2009 [^]					April 2010 [^]				
	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	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.			Percent Met Std	Percent Commended Performance	Percent Met Std			Percent Commended Performance	Percent Met Std	Percent Commended Performance			Percent Met Std	Percent Commended Performance	Percent Met Std			Percent Commended Performance	Percent Met Std	Percent Commended Performance											
All Students	281,725	75%		4%	281,196	75%		8%	283,906	70%		9%	291,395	73%		8%	303,850	75%	13%	321,842	74%	11%	328,841	75%	15%	341,161	78%	14%												
African American	41,416	62%		1%	40,704	62%		3%	40,316	55%		4%	42,254	59%		3%	43,542	62%	6%	46,307	61%	5%	46,418	64%	7%	47,676	67%	6%												
Hispanic	113,850	69%		2%	116,373	69%		4%	120,090	63%		5%	125,166	67%		4%	134,399	69%	8%	146,138	69%	7%	151,405	71%	10%	160,616	74%	9%												
White	116,096	85%		8%	113,769	85%		12%	112,448	81%		14%	112,196	84%		12%	113,347	84%	19%	116,349	83%	17%	117,426	84%	22%	118,016	86%	20%												
Economically Disadvantaged	147,530	66%		2%	147,963	66%		3%	152,661	59%		4%	158,716	64%		3%	166,247	66%	6%	178,421	65%	5%	186,121	67%	8%	202,525	71%	8%												
Limited English Proficient	30,724	51%		1%	29,135	56%		2%	28,684	49%		3%	33,166	54%		3%	36,414	58%	4%	50,367	59%	4%	56,347	64%	6%	60,600	67%	7%												
Special Education	16,453	65%		2%	16,059	62%		4%	12,949	56%		5%	13,573	63%		4%	16,343	64%	7%	24,984	39%	3%	20,945	46%	5%	20,448	52%	4%												

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*** The Met Standard for TAKS in Spring 2005-2010 is the Panel's Recommendation.

[^] Includes TAKS (Accommodated) data

Texas Assessment of Knowledge and Skills

Met Standard and Commended Performance Results

All Students

Spring 2003 to Spring 2010

Grade 4 (Spanish)

Reading	April 2003					April 2004					April 2005					April 2006			April 2007			April 2008 [^]			April 2009 [^]			April 2010 [^]		
	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 Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std 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	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%	17,479	76%	21%	18,539	80%	24%	21,558	83%	31%
Economically	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%	16,364	75%	20%	17,470	79%	24%	20,580	83%	30%
Special Education	306	64%	51%	42%	3%	386	73%	61%	48%	7%	441	68%	59%	42%	6%	350	57%	7%	428	62%	10%	717	37%	5%	752	46%	6%	732	53%	9%

Mathematics	April 2003					April 2004					April 2005					April 2006			April 2007			April 2008 [^]			April 2009 [^]			April 2010 [^]		
	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 Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std 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	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%	14,285	74%	31%	14,238	78%	35%	12,907	72%	30%
Economically	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%	13,324	74%	30%	13,346	78%	35%	12,213	72%	30%
Special Education	335	64%	51%	39%	7%	380	78%	65%	52%	10%	457	74%	64%	50%	11%	331	55%	14%	406	56%	16%	653	39%	10%	611	52%	15%	500	44%	12%

Writing	February 2003					February 2004					February 2005					February 2006			February 2007			March 2008 [^]			March 2009 [^]			March 2010 [^]		
	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 Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std 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	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%	18,427	90%	22%	19,818	91%	29%	22,768	94%	32%
Economically	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%	17,268	90%	22%	18,642	91%	29%	21,745	94%	32%
Special Education	308	73%	71%	67%	7%	390	82%	80%	77%	8%	428	76%	73%	71%	10%	370	78%	13%	456	75%	11%	771	59%	6%	845	63%	6%	823	72%	11%

All Tests Taken	April 2003			April 2004			April 2005			April 2006			April 2007			April 2008 [^]			April 2009 [^]			April 2010 [^]		
	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 Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance
		2 SEM	1 SEM			1 SEM	Panel Rec.			2 SEM	1 SEM													
All Students	15,298	66%	3%	16,909	65%	6%	18,291	55%	6%	18,085	62%	8%	18,947	65%	8%	19,287	67%	9%	20,586	71%	12%	23,561	73%	14%
Economically	14,187	66%	3%	15,847	65%	6%	17,364	55%	6%	17,069	62%	7%	17,799	65%	8%	18,016	66%	9%	19,334	71%	12%	22,447	72%	14%
Special Education	412	49%	0%	536	52%	2%	600	36%	3%	454	46%	4%	562	48%	3%	860	27%	2%	901	37%	2%	869	42%	3%

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[^] Includes TAKS (Accommodated) data

Texas Assessment of Knowledge and Skills

Met Standard and Commended Performance Results

All Students

Spring 2003 to Spring 2010

Grade 5 (Spanish)

		April 2003					April 2004					February 2005					February 2006					February 2007					March 2008 [^]					March 2009 [^]					April 2010 [^]									
		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 Std Panel Rec.			Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.			Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.			Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.			Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.			Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.			Percent Commended Performance
			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			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%	7,885	65%	19%		7,867	78%	25%		7,700	72%	21%		7,711	68%	19%		7,090	73%	21%											
	Economically	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%		7,268	72%	21%		7,249	68%	18%		6,804	73%	20%											
	Special Education	119	55%	42%	29%	6%	139	65%	52%	41%	3%	159	79%	64%	49%	5%	136	51%	10%		143	59%	14%		273	38%	4%		236	31%	2%		227	39%	6%											
Reading 1st Retest	All Students																																													
	Economically																																													
	Special Education																																													
Mathematics Primary Administration	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%		5,233	48%	11%		4,603	45%	13%		3,596	44%	14%											
	Economically	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%		4,921	47%	11%		4,277	45%	13%		3,419	44%	14%											
	Special Education	135	56%	37%	24%	3%	158	66%	52%	36%	4%	140	65%	49%	26%	6%	103	44%	9%		98	43%	5%		206	23%	1%		157	20%	5%		117	25%	2%											
Mathematics 1st Retest	All Students																																													
	Economically																																													
	Special Education																																													
Science	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%		3,987	37%	9%		3,261	43%	7%		2,720	51%	13%											
	Economically	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%		3,750	37%	9%		3,045	43%	7%		2,584	51%	13%											
	Special Education	229	15%	6%	1%	0%	193	34%	22%	10%	1%	189	38%	22%	13%	1%	90	26%	1%		68	21%	7%		129	15%	1%		81	21%	2%		89	31%	3%											

* 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 2005-2010 is the Panel's Recommendation.

[^] Includes TAKS (Accommodated) data

Texas Assessment of Knowledge and Skills

Met Standard and Commended Performance Results

All Students

Spring 2003 to Spring 2010

Grade 6

Reading	April 2003					April 2004				April 2005				April 2006			April 2007			April 2008 [^]			April 2009 [^]			April 2010 [^]				
	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 Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std 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	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%	316,052	91%	45%	323,525	91%	43%	329,740	86%	32%
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%	43,796	87%	36%	44,422	88%	33%	45,242	82%	25%
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%	144,592	88%	35%	150,978	88%	33%	156,888	81%	24%
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%	115,144	95%	60%	114,904	96%	58%	114,037	92%	45%
Economically Limited English Proficient	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%	170,609	87%	33%	178,513	87%	31%	191,100	80%	22%
Special Education	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%	30,654	71%	12%	32,212	70%	11%	34,452	59%	7%
	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%	23,843	59%	13%	19,030	68%	15%	17,584	56%	9%

Mathematics	April 2003					April 2004				April 2005				April 2006			April 2007			April 2008 [^]			April 2009 [^]			April 2010 [^]				
	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 Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std 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	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%	317,052	80%	37%	323,730	80%	36%	329,839	82%	31%
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%	43,814	67%	22%	44,301	69%	22%	45,027	72%	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%	145,391	76%	30%	151,432	76%	28%	157,369	79%	24%
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%	115,292	88%	48%	114,725	88%	48%	113,813	90%	41%
Economically Limited English Proficient	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%	171,487	73%	27%	178,820	73%	25%	191,351	76%	21%
Special Education	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%	31,279	61%	16%	32,657	62%	15%	34,985	66%	12%
	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%	24,527	39%	9%	18,748	46%	11%	17,304	52%	9%

All Tests Taken	April 2003			April 2004			April 2005			April 2006			April 2007			April 2008 [^]			April 2009 [^]			April 2010 [^]										
	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 Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance								
		2 SEM	1 SEM			1 SEM	1 SEM			Panel Rec.																						
All Students	287,758	74%		11%	292,020	73%		15%	293,331	69%		21%	288,480	77%		22%	301,977	77%		28%	318,860	77%		28%	326,271	77%		26%	332,514	76%		20%
African American	40,706	60%		4%	40,858	59%		6%	41,255	53%		10%	40,656	64%		11%	41,954	64%		15%	44,190	65%		16%	44,832	66%		15%	45,646	66%		11%
Hispanic	116,817	66%		5%	122,066	64%		8%	126,326	60%		12%	125,227	71%		14%	135,985	71%		20%	146,129	72%		19%	152,480	72%		18%	158,426	70%		13%
White	120,696	86%		18%	119,129	86%		25%	115,392	82%		33%	111,761	88%		34%	112,489	87%		40%	115,947	86%		40%	115,640	87%		38%	114,763	86%		29%
Economically Limited English Proficient	145,444	63%		4%	150,711	62%		7%	155,379	57%		11%	152,496	68%		12%	161,555	68%		17%	172,639	69%		17%	180,444	69%		16%	193,118	68%		11%
Special Education	17,259	36%		1%	22,576	35%		1%	25,374	31%		2%	21,186	45%		3%	23,494	47%		6%	31,515	52%		6%	32,953	52%		5%	35,274	49%		4%
	16,858	55%		3%	15,588	55%		5%	15,403	49%		8%	14,733	59%		8%	15,048	59%		12%	25,959	34%		5%	20,949	43%		6%	19,707	42%		4%

* 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 2005-2010 is the Panel's Recommendation.

[^]Includes TAKS (Accommodated) data

Texas Assessment of Knowledge and Skills
Met Standard and Commended Performance Results
All Students
Spring 2003 to Spring 2010
Grade 7

	April 2003					April 2004					April 2005					April 2006			April 2007			April 2008 [^]			April 2009 [^]			April 2010 [^]		
	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 Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std 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	281,923	87%	81%	72%	13%	290,055	88%	83%	75%	19%	293,873	91%	87%	81%	21%	298,996	79%	21%	294,152	85%	25%	318,775	84%	30%	319,830	84%	29%	328,792	86%	29%
African American	39,350	82%	72%	60%	5%	40,751	80%	73%	63%	8%	41,029	87%	81%	73%	11%	43,616	68%	11%	41,156	78%	15%	45,114	78%	20%	44,301	79%	21%	45,129	82%	20%
Hispanic	110,382	82%	74%	63%	6%	118,509	83%	77%	67%	11%	123,775	87%	81%	73%	11%	128,652	71%	13%	128,923	79%	15%	144,728	80%	21%	146,692	79%	21%	154,249	81%	19%
White	122,388	94%	90%	85%	22%	120,773	94%	91%	87%	29%	118,711	96%	94%	91%	33%	115,908	90%	32%	112,738	93%	38%	116,740	92%	43%	115,862	92%	40%	115,560	93%	43%
Economically Limited English Proficient	132,000	81%	72%	60%	5%	141,145	82%	75%	65%	10%	148,333	86%	80%	72%	11%	154,102	70%	12%	149,617	78%	14%	167,501	78%	18%	170,078	77%	19%	184,229	80%	18%
Special Education	14,127	47%	33%	21%	1%	14,844	49%	39%	28%	1%	17,047	58%	46%	33%	1%	18,751	29%	1%	15,482	41%	2%	23,220	47%	3%	25,357	48%	4%	26,569	53%	3%
	12,128	72%	60%	48%	4%	11,565	72%	63%	53%	6%	10,085	79%	71%	61%	7%	10,168	58%	7%	11,853	64%	9%	25,194	44%	6%	20,053	45%	5%	18,202	54%	7%

	April 2003					April 2004					April 2005					April 2006			April 2007			April 2008 [^]			April 2009 [^]			April 2010 [^]		
	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 Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std 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	283,305	73%	62%	51%	7%	290,955	79%	70%	60%	7%	294,745	83%	73%	64%	12%	299,160	70%	13%	294,052	76%	17%	318,800	76%	18%	318,922	79%	19%	327,536	81%	23%
African American	39,523	59%	45%	33%	2%	40,833	67%	54%	42%	2%	41,000	72%	57%	46%	4%	43,537	53%	5%	41,039	62%	8%	45,037	63%	8%	43,945	66%	9%	44,717	69%	12%
Hispanic	111,412	64%	51%	39%	3%	119,381	73%	62%	50%	3%	124,769	77%	64%	54%	6%	129,193	62%	8%	129,352	69%	11%	145,015	71%	12%	146,568	74%	13%	153,974	77%	17%
White	122,498	84%	75%	66%	11%	120,697	90%	83%	75%	11%	118,563	92%	85%	78%	18%	115,537	83%	20%	112,285	86%	25%	116,509	86%	27%	115,401	87%	28%	114,929	89%	32%
Economically Limited English Proficient	133,103	61%	48%	36%	2%	141,983	71%	59%	48%	3%	149,235	76%	62%	51%	5%	154,535	59%	6%	149,845	67%	10%	167,687	67%	10%	169,601	71%	11%	183,459	75%	14%
Special Education	14,666	35%	23%	15%	1%	15,472	46%	33%	24%	1%	17,854	51%	35%	25%	1%	19,366	33%	2%	15,953	44%	3%	23,592	48%	4%	25,541	56%	5%	26,810	61%	7%
	13,430	48%	34%	24%	1%	11,823	59%	47%	35%	2%	9,139	66%	51%	40%	3%	9,235	48%	4%	11,552	51%	5%	24,965	32%	3%	18,753	42%	3%	16,678	49%	5%

	February 2003					February 2004					February 2005					February 2006			February 2007			March 2008 [^]			March 2009 [^]			April 2010 [^]		
	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 Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std 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	276,575	85%	81%	76%	13%	284,670	93%	91%	89%	22%	287,818	93%	90%	88%	28%	293,337	90%	37%	287,499	93%	31%	315,669	90%	33%	316,168	93%	34%	324,677	95%	36%
African American	38,456	80%	74%	67%	6%	40,180	91%	88%	85%	13%	40,274	90%	87%	84%	18%	42,903	87%	26%	40,385	91%	22%	44,777	86%	23%	43,827	90%	24%	44,563	93%	27%
Hispanic	108,683	80%	74%	68%	7%	116,920	90%	88%	84%	13%	121,976	90%	87%	84%	19%	127,089	86%	27%	127,071	91%	23%	143,737	87%	24%	145,432	91%	26%	152,653	93%	28%
White	120,059	92%	89%	86%	20%	117,976	96%	95%	94%	33%	115,461	96%	95%	94%	40%	112,791	95%	50%	108,982	96%	42%	115,115	94%	44%	114,083	95%	46%	113,781	97%	47%
Economically Limited English Proficient	129,450	79%	73%	66%	6%	139,035	89%	87%	84%	12%	145,830	89%	86%	83%	18%	152,044	86%	25%	146,982	90%	21%	166,212	86%	22%	168,319	90%	23%	181,914	92%	25%
Special Education	13,888	43%	34%	26%	0%	14,640	66%	60%	52%	1%	16,830	67%	59%	52%	2%	18,655	56%	3%	15,167	67%	3%	23,089	64%	4%	25,090	74%	5%	26,154	80%	6%
	10,560	64%	56%	48%	3%	10,458	79%	76%	71%	5%	10,202	77%	72%	68%	7%	9,943	74%	12%	9,636	78%	9%	23,876	54%	4%	18,152	64%	5%	16,212	72%	7%

	April 2003			April 2004			April 2005			April 2006			April 2007			April 2008 [^]			April 2009 [^]			April 2010 [^]		
	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 Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance
		2 SEM	1 SEM			1 SEM	Panel Rec.			Panel Rec.														
All Students	294,041	67%	3%	299,237	65%	4%	302,422	59%	6%	307,515	64%	7%	301,544	70%	9%	326,167	70%	10%	326,260	72%	11%	334,365	74%	13%
African American	41,112	52%	1%	42,294	49%	1%	42,350	43%	2%	45,230	47%	2%	42,441	56%	3%	46,529	57%	4%	45,378	60%	5%	46,062	63%	6%
Hispanic	115,429	57%	1%	122,593	56%	1%	127,819	49%	3%	132,536	54%	3%	132,382	62%	4%	148,379	63%	6%	149,938	65%	6%	157,082	69%	7%
White	127,157	80%	5%	123,997	79%	7%	121,591	74%	11%	118,622	79%	12%	115,124	82%	14%	118,798	81%	17%	117,784	83%	17%	117,157	85%	20%
Economically Limited English Proficient	138,812	54%	1%	146,796	53%	1%	153,774	46%	2%	159,679	51%	3%	154,321	60%	3%	172,453	60%	4%	174,411	62%	5%	188,121	66%	6%
Special Education	15,424	21%	0%	16,219	22%	0%	18,602	16%	0%	20,182	18%	0%	16,673	27%	1%	24,624	30%	1%	26,496	35%	1%	27,649	40%	1%
	16,421	42%	0%	14,718	41%	1%	11,591	35%	1%	12,072	40%	1%	15,280	46%	2%	28,131	23%	1%	22,651	28%	1%	20,405	36%	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 2005-2010 is the Panel's Recommendation.
[^] Includes TAKS (Accommodated) data

Texas Assessment of Knowledge and Skills
Met Standard and Commended Performance Results
All Students
Spring 2003 to Spring 2010
Grade 8

Reading Primary Administration	April 2003				April 2004				April 2005				April 2006			April 2007			March 2008 [^]			March 2009 [^]			April 2010 [^]					
	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 Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std 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	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%	311,264	92%	51%	319,826	93%	48%	322,548	91%	46%
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%	44,396	87%	37%	45,087	90%	39%	44,452	87%	36%
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%	137,545	89%	41%	145,802	90%	39%	149,021	87%	36%
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%	117,496	96%	65%	116,413	96%	60%	115,508	96%	60%
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%	156,718	88%	37%	166,508	89%	36%	176,371	86%	34%
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%	17,989	58%	8%	19,254	63%	9%	20,385	57%	7%
	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%	24,877	60%	12%	20,768	67%	13%	18,311	63%	13%

Reading 1st Retest	April 2008 [^]			April 2009 [^]			May 2010 [^]		
	Number Tested	Percent Met Std	Percent Commended Performance	Number Tested	Percent Met Std	Percent Commended Performance	Number Tested	Percent Met Std	Percent Commended Performance
		Panel Rec.			Panel Rec.			Panel Rec.	
All Students	26,638	43%	5%	24,527	46%	5%	31,369	47%	3%
African American	5,647	44%	3%	4,340	44%	4%	5,714	47%	2%
Hispanic	15,376	37%	3%	14,931	39%	2%	19,432	42%	2%
White	5,171	59%	12%	4,801	68%	14%	5,606	62%	7%
Economically Limited English Proficient	19,829	39%	3%	18,497	40%	3%	24,627	44%	2%
Special Education	7,512	24%	0%	7,054	23%	0%	8,733	30%	0%
	9,848	28%	1%	6,418	35%	2%	6,546	35%	1%

Mathematics Primary Administration	April 2003				April 2004				April 2005				April 2006			April 2007			April 2008 [^]			April 2009 [^]			April 2010 [^]					
	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 Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std 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	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%	309,854	75%	21%	317,831	79%	24%	321,204	80%	23%
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%	44,026	61%	9%	44,563	66%	12%	44,027	68%	12%
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%	137,085	69%	14%	145,087	74%	18%	148,706	76%	17%
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%	116,845	85%	31%	115,587	88%	33%	114,885	88%	31%
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%	155,816	66%	12%	165,151	71%	16%	175,608	73%	15%
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%	18,085	41%	5%	19,306	50%	6%	20,517	55%	6%
	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%	23,421	30%	3%	18,703	44%	5%	16,678	46%	4%

Mathematics 1st Retest	May 2008 [^]			May 2009 [^]			May 2010 [^]		
	Number Tested	Percent Met Std	Percent Commended Performance	Number Tested	Percent Met Std	Percent Commended Performance	Number Tested	Percent Met Std	Percent Commended Performance
		Panel Rec.			Panel Rec.			Panel Rec.	
All Students	76,923	30%	0%	66,482	28%	0%	63,943	39%	0%
African American	16,941	24%	0%	14,849	22%	0%	13,877	35%	0%
Hispanic	41,662	29%	0%	36,779	27%	0%	35,699	36%	0%
White	17,262	37%	1%	13,914	37%	1%	13,488	48%	1%
Economically Limited English Proficient	52,307	27%	0%	46,617	26%	0%	46,974	36%	0%
Special Education	10,450	18%	0%	9,145	19%	0%	9,313	26%	0%
	16,254	13%	0%	9,904	17%	0%	8,656	27%	0%

Social Studies	April 2003				April 2004				April 2005				April 2006			April 2007			April 2008 [^]			April 2009 [^]			April 2010 [^]					
	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 Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std 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	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%	304,638	90%	38%	313,167	92%	43%	319,461	95%	42%
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%	43,258	86%	27%	44,083	89%	31%	44,068	93%	31%
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%	134,122	87%	28%	142,124	89%	33%	147,388	93%	33%
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%	115,403	95%	51%	114,403	96%	57%	114,437	98%	56%
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%	152,076	85%	26%	161,978	88%	31%	174,415	93%	30%
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%	16,939	63%	8%	18,359	68%	9%	19,988	82%	11%
	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%	21,394	64%	11%	18,410	72%	15%	17,422	81%	14%

Science	April 2006				April 2007				April 2008 [^]			April 2009 [^]			April 2010 [^]				
	Number Tested	Percent Met Standard*			Percent Commended Performance	Number Tested	Percent Met Standard**			Percent Commended Performance	Number Tested	Percent Met Std	Percent Commended Performance	Number Tested	Percent Met Std	Percent Commended Performance	Number Tested	Percent Met Std	Percent Commended Performance
		2 SEM	1 SEM	Panel Rec.			Panel Rec.	Panel Rec.											
All Students	295,971	71%	62%	52%	12%	298,069	78%	70%	60%	17%	305,444	68%	22%	313,896	72%	24%	319,712	78%	30%
African American	42,771	54%	42%	32%	3%	42,969	65%	53%	41%	6%	43,368	54%	10%	44,127	59%	11%	43,980	66%	16%
Hispanic	124,664	61%	50%	39%	5%	129,222	70%	59%	47%	9%	134,516	59%	13%	142,562	64%	15%	147,594	71%	21%
White	117,791	87%	80%	71%	21%	114,586	92%	86%	79%	29%	115,692	83%	34%	114,637	86%	39%	114,534	89%	44%
Economically Limited English Proficient	147,365	59%	48%	37%	5%	149,225	68%	57%	45%	8%	152,558	57%	11%	162,482	62%	13%	174,575	69%	19%
Special Education	16,529	23%	15%	9%	1%	18,025	33%	22%	13%	1%	17,061	24%	2%	18,461	30%	2%	20,140	39%	5%
	12,163	47%	37%	28%	4%	10,100	59%	48%	37%	7%	21,138	29%	4%	17,757	38%	6%	16,636	45%	9%

* 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 2005-2010 and Science 2008-2010 is the Panel's Recommendation.

[^] Includes TAKS (Accommodated) data

Texas Assessment of Knowledge and Skills
Met Standard and Commended Performance Results
All Students
Spring 2003 to Spring 2010
Grade 10

English Language Arts	February 2003					February 2004					February 2005					February 2006			February 2007			March 2008^			March 2009^			March 2010^		
	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 Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std 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%	298,426	86%	17%	299,127	88%	18%	302,085	90%	16%
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%	42,915	81%	9%	43,334	83%	11%	43,074	86%	9%
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%	124,299	83%	11%	127,555	84%	12%	132,002	88%	10%
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%	119,243	92%	25%	115,772	93%	26%	113,915	94%	24%
Economically Limited English Proficient	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%	130,407	80%	9%	135,701	82%	11%	145,923	86%	9%
Special Education	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%	15,084	45%	1%	15,212	45%	1%	13,476	50%	1%
	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%	20,912	46%	1%	18,276	48%	2%	18,464	54%	1%

Mathematics	April 2003					April 2004					April 2005					April 2006			April 2007			April 2008^			April 2009^			April 2010^		
	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 Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std 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%	293,041	63%	16%	293,402	65%	15%	296,255	74%	18%
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%	41,868	46%	6%	42,127	49%	6%	41,836	61%	7%
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%	121,688	54%	10%	124,846	58%	9%	129,232	69%	12%
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%	117,468	76%	23%	113,904	77%	22%	112,086	84%	26%
Economically Limited English Proficient	88,878	61%	45%	32%	2%	99,701	62%	49%	36%	3%	106,327	68%	55%	43%	4%	114,636	47%	5%	118,459	51%	7%	127,130	51%	9%	132,114	55%	8%	142,049	66%	10%
Special Education	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%	14,698	26%	3%	14,966	31%	3%	12,984	41%	3%
	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%	18,891	17%	1%	15,471	21%	1%	15,424	30%	2%

Social Studies	April 2003					April 2004					April 2005					April 2006			April 2007			April 2008^			April 2009^			April 2010^		
	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 Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std 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%	290,685	88%	32%	292,046	90%	40%	296,274	93%	42%
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%	41,572	81%	18%	42,011	85%	26%	42,010	88%	28%
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%	120,131	84%	22%	123,814	86%	28%	128,717	91%	34%
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%	117,032	94%	46%	113,791	96%	55%	112,494	96%	55%
Economically Limited English Proficient	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%	125,663	82%	19%	131,394	85%	26%	142,107	90%	30%
Special Education	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%	14,339	56%	3%	14,691	59%	5%	12,751	71%	9%
	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%	19,813	55%	6%	18,059	60%	9%	18,657	67%	10%

Science	April 2003					April 2004					April 2005					April 2006			April 2007			April 2008^			April 2009^			April 2010^		
	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 Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std 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%	291,432	64%	14%	291,812	66%	13%	296,251	74%	17%
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%	41,730	47%	5%	42,003	50%	5%	41,963	62%	8%
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%	120,647	53%	7%	123,828	55%	7%	129,012	66%	10%
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%	117,075	81%	22%	113,513	82%	22%	112,204	87%	27%
Economically Limited English Proficient	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%	126,091	50%	6%	131,228	53%	6%	142,141	64%	9%
Special Education	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%	14,394	17%	1%	14,842	19%	1%	12,999	30%	2%
	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%	19,058	24%	2%	16,575	26%	2%	17,065	33%	3%

All Tests Taken	April 2003					April 2004					April 2005					April 2006			April 2007			April 2008^			April 2009^			April 2010^		
	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 Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance
		2 SEM	1 SEM	Panel Rec.			1 SEM	Panel Rec.	Panel Rec.			2 SEM	1 SEM	Panel Rec.																
All Students	267,542	52%		1%	277,622	49%		1%	281,513	39%		1%	291,725	49%	3%	294,305	50%	4%	306,042	53%	5%	306,291	55%	5%	308,779	64%	6%			
African American	36,131	35%		0%	37,933	30%		0%	39,102	22%		0%	41,970	29%	1%	42,140	31%	1%	44,510	35%	1%	44,756	38%	1%	44,437	49%	2%			
Hispanic	98,196	39%		0%	105,062	34%		0%	108,383	26%		0%	114,646	35%	1%	120,053	37%	1%	127,6											

Texas Assessment of Knowledge and Skills

Met Standard and Commended Performance Results

All Students

Spring 2003 to Spring 2010

Grade 11

	February 2003				February 2004				February 2005				February 2006			February 2007			March 2008^			March 2009^			March 2010^															
	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 Std***	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Std Panel Rec.	Percent Commended Performance										
		2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.			2 SEM	1 SEM	Panel Rec.																	2 SEM	1 SEM	Panel Rec.	2 SEM	1 SEM	Panel Rec.	2 SEM	1 SEM	Panel Rec.	2 SEM
English Language Arts	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%	255,890	90%	20%	265,895	92%	31%	274,245	93%	32%									
	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%	35,543	87%	11%	36,865	89%	19%	38,174	91%	20%									
	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%	101,290	86%	12%	109,171	89%	22%	116,653	90%	23%									
	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%	108,035	96%	29%	108,191	97%	41%	106,914	97%	44%									
	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%	102,453	84%	10%	111,275	88%	19%	125,385	89%	20%									
	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%	11,086	40%	1%	11,998	49%	1%	12,556	53%	2%									
		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%	15,268	53%	2%	15,056	60%	3%	15,101	64%	4%									
Mathematics	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%	252,694	79%	24%	261,644	81%	28%	271,209	89%	25%									
	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%	35,015	65%	10%	36,039	69%	13%	37,508	81%	11%									
	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%	99,891	72%	16%	107,203	75%	20%	115,387	85%	17%									
	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%	106,787	88%	34%	106,770	89%	39%	105,784	94%	35%									
	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%	100,629	69%	14%	108,716	73%	18%	123,441	84%	15%									
	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%	10,708	43%	5%	11,592	47%	6%	12,303	61%	5%									
		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%	13,617	30%	3%	12,263	35%	4%	12,586	51%	3%									
Social Studies	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%	253,924	95%	36%	263,438	97%	48%	273,515	98%	54%									
	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%	35,269	92%	23%	36,343	95%	32%	38,064	97%	40%									
	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%	100,181	92%	24%	107,707	95%	37%	116,027	97%	43%									
	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%	107,465	98%	49%	107,744	99%	62%	106,864	99%	68%									
	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%	101,193	91%	22%	109,632	95%	33%	124,663	96%	40%									
	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%	10,805	69%	4%	11,705	79%	9%	12,432	86%	12%									
		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%	15,558	73%	10%	15,043	82%	15%	15,603	86%	18%									
Science	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%	253,404	80%	12%	262,301	85%	19%	272,462	91%	18%									
	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%	35,185	67%	4%	36,203	76%	8%	37,805	86%	8%									
	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%	100,051	72%	6%	107,338	78%	10%	115,694	87%	10%									
	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%	107,136	91%	20%	107,128	94%	29%	106,402	97%	27%									
	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%	100,934	69%	5%	108,998	77%	9%	124,100	86%	10%									
	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%	10,770	37%	1%	11,604	45%	2%	12,363	58%	2%									
		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%	14,461	38%	2%	13,401	47%	3%	14,013	62%	4%									
All Tests Taken	All Students	222,905	49%			1%	226,117	72%			2%	238,926	68%			3%	243,457	64%			4%	250,316	69%			262,699	71%			6%	272,666	75%			10%	281,181	82%			9%
	African American	28,399	33%			0%	29,458	58%			0%	31,449	52%			0%	33,871	45%			1%	34,360	52%			36,818	55%			4%	38,026	61%			4%	39,419	73%			3%
	Hispanic	75,248	38%			0%	77,938	61%			0%	86,356	56%			1%	88,897	52%			1%	94,721	57%			103,950	61%			5%	111,906	67%			5%	119,487	76%			5%
	White	109,827	59%			1%	109,412	83%			3%	111,009	82%			4%	110,113	79%			7%	110,579	83%			110,642	83%			10%	110,822	86%			17%	109,483	91%			15%
	Economically Limited English Proficient	71,208	36%			0%	75,621	58%			0%	86,951	53%			1%	91,455	49%			1%	95,397	54%			105,592	58%			2%	114,573	64%			4%	129,095	74%			4%
	Special Education	8,846	15%			0%	10,161	24%			0%	10,649	19%			0%	10,343	15%			0%	9,669	16%			11,511	20%			0%	12,446	26%			0%	12,997	34%			0%
		12,211	16%			0%	12,615	35%			0%	12,759	34%			0%	11,548	33%			1%	10,063	41%			17,354	25%			1%	16,834	30%			1%	17,089	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 2006-2010 is the Panel's Recommendation.

^ Includes TAKS (Accommodated) data