Texas Assessment of Knowledge and Skills

Met Standard and Commended Performance Results

All Students

Spring 2003 and Spring 2004

Grade 3 (English)

Reading - March Administration

	TAKS Spring 2003					TAKS Spring 2004				
		Met Standard*			Commended Performance		Met Standard**			Commended Performance
	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent	Number Tested	Percent at 2 SEM	Percent at 1 SEM**	Percent at Panel Rec.	Percent
All Students	263,371	89%	86%	81%	26%	267,381	93%	91%	88%	35%
African American	40,486	82%	77%	71%	15%	39,876	89%	86%	81%	25%
Hispanic	103,440	85%	80%	74%	17%	107,689	91%	88%	83%	27%
White	109,825	96%	94%	91%	38%	109,694	97%	96%	94%	45%
Economically Disadvantaged	136,235	84%	78%	72%	15%	139,945	90%	87%	82%	25%
Limited English Proficient	38,573	77%	70%	63%	9%	40,370	87%	82%	77%	19%
Special Education	12,815	84%	80%	74%	19%	13,596	89%	86%	81%	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 errors of measurement) below the Panel's Recommendation.

Texas Assessment of Knowledge and Skills

Met Standard and Commended Performance Results

All Students

Spring 2003 and Spring 2004

Grade 3 (Spanish)

Reading - March Administration

	TAKS Spring 2003					TAKS Spring 2004				
		Met Standard*			Commended Performance		Met Standard**			Commended Performance
	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent	Number Tested	Percent at 2 SEM	Percent at 1 SEM**	Percent at Panel Rec.	Percent
All Students	24,536	82%	75%	67%	15%	25,835	88%	83%	78%	26%
Economically Disadvantaged	23,204	82%	75%	67%	15%	24,344	88%	83%	78%	26%
Special Education	651	64%	53%	44%	6%	646	75%	68%	61%	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 errors of measurement) below the Panel's Recommendation.

Texas Assessment of Knowledge and Skills
Met Standard and Commended Performance Results
All Students
Spring 2003 and Spring 2004
Grade 3 (English)

Reading - April Retest Administration

	TAKS Spring 2003					TAKS Spring 2004				
		Met Standard*			Commended Performance		Met Standard**			Commended Performance
	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent	Number Tested	Percent at 2 SEM	Percent at 1 SEM**	Percent at Panel Rec.	Percent
All Students	30,438	63%	53%	41%	3%	24,006	61%	50%	39%	3%
African American	7,300	58%	47%	36%	1%	5,603	57%	46%	36%	2%
Hispanic	16,088	60%	49%	36%	1%	13,135	57%	46%	34%	1%
White	6,281	76%	68%	58%	10%	4,739	75%	66%	57%	8%
Economically Disadvantaged	23,010	60%	49%	37%	1%	18,295	58%	47%	35%	1%
Limited English Proficient	8,675	58%	46%	33%	1%	6,900	52%	41%	29%	1%
Special Education	1,943	62%	50%	38%	2%	1,755	59%	49%	38%	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 errors of measurement) below the Panel's Recommendation.

Texas Assessment of Knowledge and Skills
Met Standard and Commended Performance Results
All Students
Spring 2003 and Spring 2004
Grade 3 (Spanish)

Reading - April Retest Administration

	TAKS Spring 2003					TAKS Spring 2004				
		Met Standard*			Commended Performance		Met Standard**			Commended Performance
	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent	Number Tested	Percent at 2 SEM	Percent at 1 SEM**	Percent at Panel Rec.	Percent
All Students	4,598	59%	46%	34%	2%	4,208	64%	52%	39%	2%
Economically Disadvantaged	4,346	59%	46%	34%	2%	3,969	64%	52%	39%	2%
Special Education	204	52%	37%	26%	1%	192	58%	45%	36%	3%

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

Texas Assessment of Knowledge and Skills
Met Standard and Commended Performance Results
All Students
Spring 2003 and Spring 2004
Grade 3 (English)

Mathematics

	TAKS Spring 2003					TAKS Spring 2004				
		Met Standard*			Commended Performance		Met Standard**			Commended Performance
	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent	Number Tested	Percent at 2 SEM	Percent at 1 SEM**	Percent at Panel Rec.	Percent
All Students	266,983	90%	84%	74%	18%	271,275	96%	90%	83%	25%
African American	40,709	81%	71%	58%	9%	40,090	91%	81%	71%	13%
Hispanic	105,196	88%	79%	67%	12%	109,728	94%	87%	78%	18%
White	111,237	96%	92%	85%	27%	111,134	98%	95%	91%	35%
Economically Disadvantaged	138,425	86%	77%	65%	11%	142,284	94%	86%	76%	17%
Limited English Proficient	39,570	85%	75%	62%	10%	41,725	93%	85%	75%	16%
Special Education	16,438	86%	77%	64%	13%	17,483	93%	84%	74%	17%

* 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 errors of measurement) below the Panel's Recommendation.

Texas Assessment of Knowledge and Skills
Met Standard and Commended Performance Results
All Students
Spring 2003 and Spring 2004
Grade 3 (Spanish)

Mathematics

	TAKS Spring 2003					TAKS Spring 2004				
		Met Standard*			Commended Performance		Met Standard**			Commended Performance
	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent	Number Tested	Percent at 2 SEM	Percent at 1 SEM**	Percent at Panel Rec.	Percent
All Students	23,671	82%	70%	57%	7%	24,713	89%	80%	68%	14%
Economically Disadvantaged	22,382	82%	70%	57%	7%	23,254	89%	80%	68%	14%
Special Education	675	70%	57%	41%	4%	719	83%	72%	56%	8%

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

Texas Assessment of Knowledge and Skills

Met Standard and Commended Performance Results

All Students

Spring 2003 and Spring 2004

Grade 4

Reading

	TAKS Spring 2003					TAKS Spring 2004				
		Met Standard*			Commended Performance		Met Standard**			Commended Performance
	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent	Number Tested	Percent at 2 SEM	Percent at 1 SEM**	Percent at Panel Rec.	Percent
All Students	268,969	85%	81%	76%	17%	270,517	89%	85%	81%	25%
African American	39,534	76%	71%	64%	8%	39,042	83%	77%	71%	14%
Hispanic	108,133	80%	75%	68%	9%	111,265	85%	80%	74%	16%
White	111,451	93%	91%	87%	27%	110,188	95%	93%	90%	36%
Economically Disadvantaged	139,319	79%	73%	66%	8%	140,784	84%	79%	73%	14%
Limited English Proficient	28,086	65%	57%	49%	3%	26,577	74%	68%	60%	7%
Special Education	11,965	79%	74%	67%	11%	12,164	82%	76%	70%	17%

Mathematics

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

Writing

	TAKS Spring 2003					TAKS Spring 2004				
		Met Standard*			Commended Performance		Met Standard**			Commended Performance
	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent	Number Tested	Percent at 2 SEM	Percent at 1 SEM**	Percent at Panel Rec.	Percent
All Students	263,916	86%	84%	78%	13%	265,206	91%	90%	88%	20%
African American	39,023	80%	76%	69%	6%	38,627	87%	86%	82%	12%
Hispanic	106,472	83%	79%	72%	8%	109,273	89%	88%	85%	13%
White	109,109	91%	90%	87%	19%	107,584	94%	94%	92%	29%
Economically Disadvantaged	137,136	81%	77%	70%	7%	138,390	88%	87%	83%	12%
Limited English Proficient	27,380	69%	62%	53%	3%	25,684	81%	79%	73%	6%
Special Education	10,590	76%	72%	65%	6%	11,117	82%	81%	76%	11%

All Tests Taken

	TAKS Spring 2003			TAKS Spring 2004		
	Number Tested	Percent Met Standard at 2 SEM*	Percent Commended Performance	Number Tested	Percent Met Standard at 1 SEM**	Percent Commended Performance
All Students	281,725	75%	4%	281,196	75%	8%
African American	41,416	62%	1%	40,704	62%	3%
Hispanic	113,850	69%	2%	116,373	69%	4%
White	116,096	85%	8%	113,769	85%	12%
Economically Disadvantaged	147,530	66%	2%	147,963	66%	3%
Limited English Proficient	30,724	51%	1%	29,135	56%	2%
Special Education	16,453	65%	2%	16,059	62%	4%

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

Texas Assessment of Knowledge and Skills

Met Standard and Commended Performance Results

All Students

Spring 2003 and Spring 2004

Grade 4 Spanish

Reading

	TAKS Spring 2003					TAKS Spring 2004				
		Met Standard*			Commended Performance		Met Standard**			Commended Performance
	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent	Number Tested	Percent at 2 SEM	Percent at 1 SEM**	Percent at Panel Rec.	Percent
All Students	13,585	81%	71%	59%	8%	15,107	85%	77%	66%	14%
Economically Disadvantaged	12,630	81%	71%	59%	8%	14,198	85%	77%	67%	14%
Special Education	306	64%	51%	42%	3%	386	73%	61%	48%	7%

Mathematics

	TAKS Spring 2003					TAKS Spring 2004				
		Met Standard*			Commended Performance		Met Standard**			Commended Performance
	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent	Number Tested	Percent at 2 SEM	Percent at 1 SEM**	Percent at Panel Rec.	Percent
All Students	12,833	74%	62%	48%	9%	14,167	83%	74%	62%	17%
Economically Disadvantaged	11,923	74%	62%	48%	9%	13,298	83%	74%	62%	16%
Special Education	335	64%	51%	39%	7%	380	78%	65%	52%	10%

Writing

	TAKS Spring 2003					TAKS Spring 2004				
		Met Standard*			Commended Performance		Met Standard**			Commended Performance
	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent	Number Tested	Percent at 2 SEM	Percent at 1 SEM**	Percent at Panel Rec.	Percent
All Students	14,226	87%	85%	82%	14%	15,828	91%	90%	88%	20%
Economically Disadvantaged	13,252	87%	85%	82%	14%	14,878	91%	90%	88%	20%
Special Education	308	73%	71%	67%	7%	390	82%	80%	77%	8%

All Tests Taken

	TAKS Spring 2003			TAKS Spring 2004		
	Number Tested	Percent Met Standard at 2 SEM*	Percent Commended Performance	Number Tested	Percent Met Standard at 1 SEM*	Percent Commended Performance
All Students	15,298	66%	3%	16,909	65%	6%
Economically Disadvantaged	14,187	66%	3%	15,847	65%	6%
Special Education	412	49%	0%	536	52%	2%

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

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

Texas Assessment of Knowledge and Skills

Met Standard and Commended Performance Results

All Students

Spring 2003 and Spring 2004

Grade 5

Reading

	TAKS Spring 2003					TAKS Spring 2004				
		Met Standard*			Commended Performance		Met Standard**			Commended Performance
	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent	Number Tested	Percent at 2 SEM	Percent at 1 SEM**	Percent at Panel Rec.	Percent
All Students	276,912	79%	74%	67%	17%	278,404	84%	79%	73%	25%
African American	39,194	69%	62%	54%	9%	39,579	76%	70%	63%	14%
Hispanic	112,564	73%	66%	58%	10%	116,163	77%	71%	63%	15%
White	115,687	89%	85%	80%	26%	112,821	93%	90%	86%	38%
Economically Disadvantaged	143,049	71%	64%	56%	9%	145,971	76%	69%	62%	13%
Limited English Proficient	22,571	48%	40%	32%	3%	25,887	51%	42%	34%	3%
Special Education	12,394	65%	57%	49%	8%	11,556	73%	67%	59%	14%

Mathematics

	TAKS Spring 2003					TAKS Spring 2004				
		Met Standard*			Commended Performance		Met Standard**			Commended Performance
	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent	Number Tested	Percent at 2 SEM	Percent at 1 SEM**	Percent at Panel Rec.	Percent
All Students	280,047	86%	77%	65%	17%	282,250	88%	82%	73%	26%
African American	39,554	74%	62%	48%	7%	40,075	79%	69%	57%	14%
Hispanic	114,508	82%	71%	58%	10%	118,438	85%	76%	66%	19%
White	116,477	93%	86%	77%	25%	113,820	95%	90%	84%	36%
Economically Disadvantaged	145,448	80%	68%	55%	9%	148,842	83%	74%	63%	17%
Limited English Proficient	23,778	68%	54%	40%	4%	27,368	72%	60%	47%	9%
Special Education	14,853	74%	61%	47%	8%	14,430	78%	67%	55%	13%

Science

	TAKS Spring 2003					TAKS Spring 2004				
		Met Standard*			Commended Performance		Met Standard**			Commended Performance
	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent	Number Tested	Percent at 2 SEM	Percent at 1 SEM**	Percent at Panel Rec.	Percent
All Students	285,701	74%	58%	39%	4%	283,843	83%	69%	55%	16%
African American	40,897	59%	39%	22%	1%	40,476	71%	52%	36%	7%
Hispanic	115,785	65%	46%	26%	2%	118,451	77%	60%	43%	9%
White	119,401	87%	74%	55%	7%	115,011	93%	84%	72%	26%
Economically Disadvantaged	148,569	63%	43%	25%	1%	149,428	76%	58%	41%	8%
Limited English Proficient	23,382	41%	23%	10%	0%	26,733	57%	36%	22%	3%
Special Education	21,485	51%	34%	20%	2%	17,636	67%	50%	36%	8%

All Tests Taken

	TAKS Spring 2003			TAKS Spring 2004		
	Number Tested	Percent Met Standard at 2 SEM*	Percent Commended Performance	Number Tested	Percent Met Standard at 1 SEM**	Percent Commended Performance
All Students	291,317	65%	2%	289,150	62%	9%
African American	41,542	48%	1%	41,171	44%	3%
Hispanic	118,873	55%	1%	121,362	51%	4%
White	121,194	79%	4%	116,599	78%	15%
Economically Disadvantaged	152,526	53%	1%	153,241	49%	3%
Limited English Proficient	25,272	32%	0%	28,568	27%	1%
Special Education	23,533	43%	1%	20,112	43%	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 errors of measurement) below the Panel's Recommendation.

Texas Assessment of Knowledge and Skills

Met Standard and Commended Performance Results

All Students

Spring 2003 and Spring 2004

Grade 5 Spanish

Reading

	TAKS Spring 2003					TAKS Spring 2004				
		Met Standard*			Commended Performance		Met Standard**			Commended Performance
	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent	Number Tested	Percent at 2 SEM	Percent at 1 SEM**	Percent at Panel Rec.	Percent
All Students	6,227	75%	63%	51%	8%	6,975	82%	72%	60%	15%
Economically Disadvantaged	5,695	75%	63%	50%	7%	6,442	82%	72%	60%	15%
Special Education	119	55%	42%	29%	6%	139	65%	52%	41%	3%

Mathematics

	TAKS Spring 2003					TAKS Spring 2004				
		Met Standard*			Commended Performance		Met Standard**			Commended Performance
	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent	Number Tested	Percent at 2 SEM	Percent at 1 SEM**	Percent at Panel Rec.	Percent
All Students	5,815	66%	52%	37%	5%	6,373	73%	61%	44%	10%
Economically Disadvantaged	5,307	66%	52%	37%	5%	5,879	73%	61%	44%	10%
Special Education	135	56%	37%	24%	3%	158	66%	52%	36%	4%

Science

	TAKS Spring 2003					TAKS Spring 2004				
		Met Standard*			Commended Performance		Met Standard**			Commended Performance
	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent	Number Tested	Percent at 2 SEM	Percent at 1 SEM**	Percent at Panel Rec.	Percent
All Students	7,115	32%	16%	6%	0%	7,047	52%	34%	20%	1%
Economically Disadvantaged	6,566	32%	15%	6%	0%	6,553	51%	34%	20%	1%
Special Education	229	15%	6%	1%	0%	193	34%	22%	10%	1%

All Tests Taken

	TAKS Spring 2003			TAKS Spring 2004		
	Number Tested	Percent Met Standard at 2 SEM*	Percent Commended Performance	Number Tested	Percent Met Standard at 1 SEM*	Percent Commended Performance
All Students	7,543	32%	0%	8,081	35%	2%
Economically Disadvantaged	6,958	32%	0%	7,493	35%	2%
Special Education	262	19%	0%	251	23%	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 errors of measurement) below the Panel's Recommendation.

Texas Assessment of Knowledge and Skills

Met Standard and Commended Performance Results

All Students

Spring 2003 and Spring 2004

Grade 6

Reading

	TAKS Spring 2003					TAKS Spring 2004				
		Met Standard*			Commended Performance		Met Standard**			Commended Performance
	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent	Number Tested	Percent at 2 SEM	Percent at 1 SEM**	Percent at Panel Rec.	Percent
All Students	281,485	86%	79%	71%	25%	287,199	92%	86%	79%	28%
African American	39,796	78%	69%	58%	13%	40,144	89%	81%	71%	17%
Hispanic	114,000	80%	71%	61%	14%	119,890	88%	80%	69%	17%
White	118,280	94%	90%	85%	38%	117,303	97%	94%	90%	41%
Economically Disadvantaged	141,512	78%	69%	59%	12%	147,687	87%	79%	69%	16%
Limited English Proficient	16,195	49%	37%	26%	2%	21,663	65%	50%	34%	3%
Special Education	12,593	73%	64%	53%	11%	11,595	82%	72%	60%	11%

Mathematics

	TAKS Spring 2003					TAKS Spring 2004				
		Met Standard*			Commended Performance		Met Standard**			Commended Performance
	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent	Number Tested	Percent at 2 SEM	Percent at 1 SEM**	Percent at Panel Rec.	Percent
All Students	283,564	79%	70%	60%	16%	289,449	83%	77%	67%	22%
African American	40,061	66%	54%	43%	7%	40,436	71%	63%	51%	10%
Hispanic	115,426	72%	61%	50%	9%	121,267	77%	70%	59%	14%
White	118,634	88%	82%	74%	24%	117,823	92%	88%	81%	33%
Economically Disadvantaged	143,198	70%	59%	48%	8%	149,336	75%	68%	56%	12%
Limited English Proficient	17,036	49%	37%	27%	3%	22,393	56%	47%	35%	5%
Special Education	14,747	58%	46%	35%	5%	13,549	67%	58%	45%	8%

All Tests Taken

	TAKS Spring 2003			TAKS Spring 2004		
	Number Tested	Percent Met Standard at 2 SEM*	Percent Commended Performance	Number Tested	Percent Met Standard at 1 SEM**	Percent Commended Performance
All Students	287,758	74%	11%	292,020	73%	15%
African American	40,706	60%	4%	40,858	59%	6%
Hispanic	116,817	66%	5%	122,066	64%	8%
White	120,696	86%	18%	119,129	86%	25%
Economically Disadvantaged	145,444	63%	4%	150,711	62%	7%
Limited English Proficient	17,259	36%	1%	22,576	35%	1%
Special Education	16,858	55%	3%	15,588	55%	5%

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

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

Texas Assessment of Knowledge and Skills

Met Standard and Commended Performance Results

All Students

Spring 2003 and Spring 2004

Grade 6 Spanish

Reading

	TAKS Spring 2003					TAKS Spring 2004				
		Met Standard*			Commended Performance		Met Standard**			Commended Performance
	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent	Number Tested	Percent at 2 SEM	Percent at 1 SEM**	Percent at Panel Rec.	Percent
All Students	1,577	82%	71%	60%	11%	1,491	83%	71%	58%	14%
Economically Disadvantaged	1,422	82%	71%	59%	10%	1,337	83%	71%	57%	13%
Special Education	16	81%	69%	44%	6%	6	67%	17%	0%	0%

Mathematics

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

All Tests Taken

	TAKS Spring 2003			TAKS Spring 2004		
	Number Tested	Percent Met Standard at 2 SEM*	Percent Commended Performance	Number Tested	Percent Met Standard at 1 SEM*	Percent Commended Performance
All Students	1,614	51%	2%	1,503	46%	5%
Economically Disadvantaged	1,456	51%	2%	1,348	45%	5%
Special Education	16	44%	0%	7	14%	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 errors of measurement) below the Panel's Recommendation.

"---" = No Data Reported For Fewer Than Five Students

Texas Assessment of Knowledge and Skills

Met Standard and Commended Performance Results

All Students

Spring 2003 and Spring 2004

Grade 7

Reading

	TAKS Spring 2003					TAKS Spring 2004				
		Met Standard*			Commended Performance		Met Standard**			Commended Performance
	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent	Number Tested	Percent at 2 SEM	Percent at 1 SEM**	Percent at Panel Rec.	Percent
All Students	281,923	87%	81%	72%	13%	290,055	88%	83%	75%	19%
African American	39,350	82%	72%	60%	5%	40,751	80%	73%	63%	8%
Hispanic	110,382	82%	74%	63%	6%	118,509	83%	77%	67%	11%
White	122,388	94%	90%	85%	22%	120,773	94%	91%	87%	29%
Economically Disadvantaged	132,000	81%	72%	60%	5%	141,145	82%	75%	65%	10%
Limited English Proficient	14,127	47%	33%	21%	1%	14,844	49%	39%	28%	1%
Special Education	12,128	72%	60%	48%	4%	11,565	72%	63%	53%	6%

Mathematics

	TAKS Spring 2003					TAKS Spring 2004				
		Met Standard*			Commended Performance		Met Standard**			Commended Performance
	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent	Number Tested	Percent at 2 SEM	Percent at 1 SEM**	Percent at Panel Rec.	Percent
All Students	283,305	73%	62%	51%	7%	290,955	79%	70%	60%	7%
African American	39,523	59%	45%	33%	2%	40,833	67%	54%	42%	2%
Hispanic	111,412	64%	51%	39%	3%	119,381	73%	62%	50%	3%
White	122,498	84%	75%	66%	11%	120,697	90%	83%	75%	11%
Economically Disadvantaged	133,103	61%	48%	36%	2%	141,983	71%	59%	48%	3%
Limited English Proficient	14,666	35%	23%	15%	1%	15,472	46%	33%	24%	1%
Special Education	13,430	48%	34%	24%	1%	11,823	59%	47%	35%	2%

Writing

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

All Tests Taken

	TAKS Spring 2003			TAKS Spring 2004		
	Number Tested	Percent Met Standard at 2 SEM*	Percent Commended Performance	Number Tested	Percent Met Standard at 1 SEM**	Percent Commended Performance
All Students	294,041	67%	3%	299,237	65%	4%
African American	41,112	52%	1%	42,294	49%	1%
Hispanic	115,429	57%	1%	122,593	56%	1%
White	127,157	80%	5%	123,997	79%	7%
Economically Disadvantaged	138,812	54%	1%	146,796	53%	1%
Limited English Proficient	15,424	21%	0%	16,219	22%	0%
Special Education	16,421	42%	0%	14,718	41%	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 errors of measurement) below the Panel's Recommendation.

Texas Assessment of Knowledge and Skills

Met Standard and Commended Performance Results

All Students

Spring 2003 and Spring 2004

Grade 8

Reading

	TAKS Spring 2003					TAKS Spring 2004				
		Met Standard*			Commended Performance		Met Standard**			Commended Performance
	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent	Number Tested	Percent at 2 SEM	Percent at 1 SEM**	Percent at Panel Rec.	Percent
All Students	275,594	88%	83%	77%	25%	286,509	93%	89%	83%	22%
African American	38,351	82%	74%	65%	13%	39,676	90%	85%	77%	12%
Hispanic	105,116	83%	76%	68%	15%	113,184	89%	84%	75%	13%
White	122,180	94%	91%	87%	37%	123,651	97%	95%	92%	33%
Economically Disadvantaged	122,331	82%	75%	66%	14%	131,556	89%	83%	74%	12%
Limited English Proficient	13,037	45%	34%	25%	2%	14,343	61%	48%	35%	2%
Special Education	13,271	71%	61%	51%	8%	12,812	82%	73%	62%	8%

Mathematics

	TAKS Spring 2003					TAKS Spring 2004				
		Met Standard*			Commended Performance		Met Standard**			Commended Performance
	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent	Number Tested	Percent at 2 SEM	Percent at 1 SEM**	Percent at Panel Rec.	Percent
All Students	275,739	72%	61%	51%	7%	286,223	75%	66%	57%	12%
African American	38,328	57%	44%	32%	2%	39,619	60%	49%	38%	4%
Hispanic	105,587	63%	50%	38%	3%	113,547	67%	57%	46%	6%
White	121,845	84%	75%	65%	10%	123,028	87%	80%	72%	19%
Economically Disadvantaged	122,779	61%	47%	36%	2%	131,734	64%	54%	43%	5%
Limited English Proficient	13,471	32%	22%	15%	1%	14,775	38%	28%	20%	2%
Special Education	13,667	46%	32%	22%	1%	12,533	51%	40%	29%	3%

Social Studies

	TAKS Spring 2003					TAKS Spring 2004				
		Met Standard*			Commended Performance		Met Standard**			Commended Performance
	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent	Number Tested	Percent at 2 SEM	Percent at 1 SEM**	Percent at Panel Rec.	Percent
All Students	278,120	93%	86%	77%	14%	288,257	93%	88%	81%	22%
African American	38,910	90%	81%	69%	6%	40,105	89%	82%	73%	12%
Hispanic	106,053	89%	80%	68%	7%	113,892	89%	82%	73%	13%
White	123,163	96%	93%	87%	22%	124,226	97%	94%	90%	32%
Economically Disadvantaged	123,981	89%	79%	67%	6%	132,791	89%	81%	72%	12%
Limited English Proficient	13,481	68%	50%	34%	1%	14,794	71%	56%	42%	3%
Special Education	16,576	81%	67%	52%	4%	16,305	79%	68%	56%	7%

All Tests Taken

	TAKS Spring 2003			TAKS Spring 2004		
	Number Tested	Percent Met Standard at 2 SEM*	Percent Commended Performance	Number Tested	Percent Met Standard at 1 SEM**	Percent Commended Performance
All Students	284,608	69%	4%	293,438	63%	7%
African American	39,782	54%	1%	40,846	46%	2%
Hispanic	108,814	58%	1%	116,147	53%	3%
White	125,872	82%	6%	126,291	78%	11%
Economically Disadvantaged	127,685	56%	1%	135,800	50%	2%
Limited English Proficient	14,211	24%	0%	15,454	21%	0%
Special Education	19,219	46%	1%	18,654	40%	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 errors of measurement) below the Panel's Recommendation.

Texas Assessment of Knowledge and Skills

Met Standard and Commended Performance Results

All Students

Spring 2003 and Spring 2004

Grade 9

Reading

	TAKS Spring 2003					TAKS Spring 2004				
		Met Standard*			Commended Performance		Met Standard**			Commended Performance
	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent	Number Tested	Percent at 2 SEM	Percent at 1 SEM**	Percent at Panel Rec.	Percent
All Students	305,026	82%	75%	66%	6%	313,367	88%	84%	76%	9%
African American	42,909	76%	67%	55%	3%	44,991	83%	77%	66%	4%
Hispanic	121,295	73%	65%	54%	3%	127,062	82%	77%	66%	4%
White	130,021	91%	86%	79%	10%	130,457	95%	93%	88%	14%
Economically Disadvantaged	128,502	72%	63%	52%	3%	135,718	82%	76%	65%	4%
Limited English Proficient	19,775	31%	22%	14%	0%	18,303	47%	38%	24%	0%
Special Education	19,033	52%	42%	31%	1%	17,020	69%	61%	47%	1%

Mathematics

	TAKS Spring 2003					TAKS Spring 2004				
		Met Standard*			Commended Performance		Met Standard**			Commended Performance
	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent	Number Tested	Percent at 2 SEM	Percent at 1 SEM**	Percent at Panel Rec.	Percent
All Students	303,553	63%	53%	44%	11%	309,943	68%	59%	50%	14%
African American	42,532	49%	37%	27%	3%	44,187	54%	43%	33%	5%
Hispanic	120,396	51%	40%	30%	4%	125,055	57%	46%	37%	7%
White	129,389	78%	69%	60%	18%	129,414	82%	75%	67%	22%
Economically Disadvantaged	127,540	49%	38%	28%	4%	133,378	55%	44%	35%	6%
Limited English Proficient	19,775	26%	17%	11%	1%	18,221	30%	21%	14%	2%
Special Education	18,216	31%	21%	14%	2%	15,900	38%	28%	20%	2%

All Tests Taken

	TAKS Spring 2003			TAKS Spring 2004		
	Number Tested	Percent Met Standard at 2 SEM*	Percent Commended Performance	Number Tested	Percent Met Standard at 1 SEM**	Percent Commended Performance
All Students	326,757	60%	3%	330,138	57%	5%
African American	46,558	46%	1%	47,820	42%	1%
Hispanic	131,305	48%	1%	134,706	45%	2%
White	136,762	75%	5%	135,692	74%	8%
Economically Disadvantaged	139,686	46%	1%	144,318	43%	1%
Limited English Proficient	22,294	17%	0%	20,190	17%	0%
Special Education	22,968	29%	0%	20,540	31%	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 errors of measurement) below the Panel's Recommendation.

Texas Assessment of Knowledge and Skills
Met Standard and Commended Performance Results
All Students
Spring 2003 and Spring 2004
Grade 10

English Language Arts

	TAKS Spring 2003					TAKS Spring 2004				
		Met Standard*			Commended Performance		Met Standard**			Commended Performance
	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent	Number Tested	Percent at 2 SEM	Percent at 1 SEM**	Percent at Panel Rec.	Percent
All Students	240,249	72%	70%	66%	5%	266,574	77%	75%	72%	4%
African American	31,628	64%	60%	54%	2%	35,894	70%	68%	63%	1%
Hispanic	85,127	63%	60%	55%	2%	100,419	69%	67%	62%	1%
White	114,082	80%	79%	77%	8%	119,951	85%	84%	82%	6%
Economically Disadvantaged	85,239	61%	57%	52%	2%	101,671	67%	65%	60%	1%
Limited English Proficient	11,922	23%	19%	14%	0%	14,027	28%	24%	19%	0%
Special Education	13,575	32%	28%	23%	0%	13,533	45%	41%	35%	0%

Mathematics

	TAKS Spring 2003					TAKS Spring 2004				
		Met Standard*			Commended Performance		Met Standard**			Commended Performance
	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent	Number Tested	Percent at 2 SEM	Percent at 1 SEM**	Percent at Panel Rec.	Percent
All Students	246,816	73%	60%	48%	7%	262,920	74%	63%	52%	8%
African American	32,438	59%	43%	30%	2%	35,287	59%	45%	32%	2%
Hispanic	89,463	63%	47%	34%	3%	98,802	65%	51%	39%	3%
White	115,056	84%	73%	62%	11%	118,344	86%	77%	67%	13%
Economically Disadvantaged	88,878	61%	45%	32%	2%	99,701	62%	49%	36%	3%
Limited English Proficient	13,816	43%	27%	17%	1%	13,921	40%	27%	18%	1%
Special Education	13,441	39%	25%	15%	1%	12,547	42%	29%	19%	1%

Social Studies

	TAKS Spring 2003					TAKS Spring 2004				
		Met Standard*			Commended Performance		Met Standard**			Commended Performance
	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent	Number Tested	Percent at 2 SEM	Percent at 1 SEM**	Percent at Panel Rec.	Percent
All Students	249,400	86%	79%	71%	15%	262,550	92%	87%	80%	19%
African American	33,212	78%	68%	58%	6%	35,283	88%	81%	71%	9%
Hispanic	90,154	80%	70%	59%	6%	98,253	88%	80%	71%	10%
White	116,108	93%	89%	84%	23%	118,607	97%	94%	90%	29%
Economically Disadvantaged	90,176	78%	68%	57%	5%	99,501	87%	79%	69%	9%
Limited English Proficient	13,901	55%	41%	29%	1%	13,714	63%	49%	36%	1%
Special Education	15,440	61%	49%	38%	3%	14,733	74%	63%	52%	5%

Science

	TAKS Spring 2003					TAKS Spring 2004				
		Met Standard*			Commended Performance		Met Standard**			Commended Performance
	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent	Number Tested	Percent at 2 SEM	Percent at 1 SEM**	Percent at Panel Rec.	Percent
All Students	245,089	69%	55%	42%	2%	262,009	76%	64%	51%	4%
African American	32,530	52%	36%	22%	0%	35,216	62%	46%	32%	1%
Hispanic	87,951	55%	38%	25%	1%	97,901	64%	49%	35%	1%
White	114,802	83%	72%	59%	4%	118,458	89%	81%	69%	7%
Economically Disadvantaged	88,116	52%	36%	23%	0%	99,174	63%	47%	33%	1%
Limited English Proficient	13,529	27%	14%	7%	0%	13,630	31%	19%	10%	0%
Special Education	14,981	35%	22%	13%	0%	14,381	45%	31%	21%	1%

All Tests Taken

	TAKS Spring 2003			TAKS Spring 2004		
	Number Tested	Percent Met Standard at 2 SEM*	Percent Commended Performance	Number Tested	Percent Met Standard at 1 SEM**	Percent Commended Performance
All Students	267,542	52%	1%	277,622	49%	1%
African American	36,131	35%	0%	37,933	30%	0%
Hispanic	98,196	39%	0%	105,062	34%	0%
White	122,367	67%	1%	123,595	65%	1%
Economically Disadvantaged	98,347	36%	0%	107,064	32%	0%
Limited English Proficient	15,405	12%	0%	15,232	8%	0%
Special Education	18,129	16%	0%	17,389	15%	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 errors of measurement) below the Panel's Recommendation.

Texas Assessment of Knowledge and Skills
Met Standard and Commended Performance Results
All Students
Spring 2003 and Spring 2004
Grade 11

English Language Arts

	TAKS Spring 2003					TAKS Spring 2004				
		Met Standard*			Commended Performance		Met Standard*			Commended Performance
	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent
All Students	183,011	69%	66%	61%	5%	217,408	87%	85%	83%	10%
African American	22,707	59%	54%	48%	2%	27,969	82%	79%	75%	4%
Hispanic	57,075	63%	58%	52%	2%	74,790	81%	79%	75%	5%
White	95,467	75%	73%	70%	7%	105,887	92%	91%	89%	14%
Economically Disadvantaged	54,513	60%	55%	49%	2%	72,042	79%	77%	73%	4%
Limited English Proficient	3,530	33%	26%	20%	0%	9,549	42%	37%	32%	0%
Special Education	7,507	33%	28%	22%	0%	10,074	56%	52%	46%	1%

Mathematics

	TAKS Spring 2003					TAKS Spring 2004				
		Met Standard*			Commended Performance		Met Standard*			Commended Performance
	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent
All Students	198,622	68%	55%	44%	6%	216,083	85%	76%	67%	15%
African American	25,038	52%	36%	25%	1%	27,873	73%	60%	48%	4%
Hispanic	65,797	57%	42%	30%	2%	74,238	78%	67%	56%	7%
White	99,205	77%	66%	56%	8%	105,149	91%	86%	79%	21%
Economically Disadvantaged	62,116	55%	40%	28%	2%	71,438	76%	64%	53%	6%
Limited English Proficient	7,899	37%	23%	15%	1%	9,537	59%	46%	34%	3%
Special Education	8,950	33%	20%	12%	1%	9,381	55%	42%	31%	2%

Social Studies

	TAKS Spring 2003					TAKS Spring 2004				
		Met Standard*			Commended Performance		Met Standard*			Commended Performance
	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent
All Students	196,731	90%	85%	78%	9%	217,710	97%	95%	91%	20%
African American	24,874	86%	78%	69%	3%	28,098	96%	92%	87%	9%
Hispanic	64,747	85%	77%	68%	3%	74,597	95%	91%	86%	10%
White	98,625	94%	90%	86%	14%	106,181	99%	98%	96%	29%
Economically Disadvantaged	61,727	84%	76%	66%	3%	72,052	95%	90%	84%	9%
Limited English Proficient	7,825	61%	47%	34%	0%	9,553	82%	71%	58%	2%
Special Education	9,948	71%	60%	49%	2%	11,066	89%	82%	72%	6%

Science

	TAKS Spring 2003					TAKS Spring 2004				
		Met Standard*			Commended Performance		Met Standard*			Commended Performance
	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent	Number Tested	Percent at 2 SEM*	Percent at 1 SEM	Percent at Panel Rec.	Percent
All Students	187,214	67%	57%	47%	2%	217,328	85%	76%	63%	5%
African American	23,765	52%	39%	29%	0%	28,076	74%	61%	44%	1%
Hispanic	60,728	56%	43%	32%	0%	74,521	75%	64%	47%	1%
White	94,483	77%	69%	60%	3%	105,886	93%	88%	78%	7%
Economically Disadvantaged	58,429	53%	41%	29%	0%	71,903	74%	61%	45%	1%
Limited English Proficient	7,416	29%	19%	12%	0%	9,551	47%	34%	20%	0%
Special Education	9,395	33%	23%	15%	0%	10,481	57%	44%	29%	1%

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