Met Standard and Commended Performance Results
All Students

Spring 2003 to Spring 2006 Grade 3 (English)

		N	March 20	003			N	larch 20	004			Fe	bruary 2	2005		Fe	ebruary 20	06
Reading	Number	Percen	t Met Sta	ındard*	Percent Commended	Number	Percent	Met Sta	ndard**	Percent	Number	Percent	Met Star	dard***	Percent	Number	Percent Met	Percent Commended
Primary Administration	Tested	2 SEM	1 SEM	Panel Rec.	Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	Panel Rec.	Performance
All Students	263,371	89%	86%	81%	26%	267,381	93%	91%	88%	35%	270,771	94%	92%	89%	37%	284,987	89%	43%
African American	40,486	82%	77%	71%	15%	39,876	89%	86%	81%	25%	39,482	90%	86%	82%	24%	43,767	81%	27%
Hispanic	103,440	85%	80%	74%	17%	107,689	91%	88%	83%	27%	111,040	91%	89%	85%	27%	118,914	86%	33%
White	109,825	96%	94%	91%	38%	109,694	97%	96%	94%	45%	109,327	97%	96%	95%	50%	110,550	95%	58%
Economically Disadvantaged	136,235	84%	78%	72%	15%	139,945	90%	87%	82%	25%	143,887	91%	87%	83%	24%	155,389	84%	31%
Limited English Proficient	38,573	77%	70%	63%	9%	40,370	87%	82%	77%	19%	42,110	87%	83%	78%	18%	46,190	81%	25%
Special Education	12,815	84%	80%	74%	19%	13,596	89%	86%	81%	25%	13,948	90%	87%	83%	27%	13,386	83%	32%

			April 200	03				April 200	04				April 20	05			April 2006	
Reading	Number	Percen	nt Met Sta	ndard*	Percent	Number	Percent	Met Sta	ndard**	Percent	Number	Percent	Met Star	ndard***	Percent	Number	Percent Met	Percent
Retest	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	Panel Rec.	Commended Performance
All Students	30,438	63%	53%	41%	3%	24,006	61%	50%	39%	3%	31,263	72%	64%	49%	4%	31,697	52%	5%
African American	7,300	58%	47%	36%	1%	5,603	57%	46%	36%	2%	7,050	68%	59%	44%	2%	8,450	49%	3%
Hispanic	16,088	60%	49%	36%	1%	13,135	57%	46%	34%	1%	17,103	71%	62%	46%	2%	16,706	48%	3%
White	6,281	76%	68%	58%	10%	4,739	75%	66%	57%	8%	6,395	80%	74%	61%	10%	5,766	70%	14%
Economically Disadvantaged	23,010	60%	49%	37%	1%	18,295	58%	47%	35%	1%	24,001	70%	61%	45%	2%	24,583	49%	3%
Limited English Proficient	8,675	58%	46%	33%	1%	6,900	52%	41%	29%	1%	9,100	69%	59%	43%	1%	8,533	43%	2%
Special Education	1,943	62%	50%	38%	2%	1,755	59%	49%	38%	3%	2,264	69%	61%	46%	3%	2,180	52%	4%

			April 200	03				April 200	04				April 200)5			April 2006	
Mathematics	Number	Percen	t Met Sta	ndard*	Percent Commended	Number	Percent	Met Sta	ndard**	Percent Commended	Number	Percent	Met Star	dard***	Percent Commended	Number	Percent Met	Percent Commended
	Tested	2 SEM	1 SEM	Panel Rec.	Performance	Tested	2 SEM	1 SEM	Panel Rec.	Performance	Tested	2 SEM	1 SEM	Panel Rec.	Performance	Tested	Panel Rec.	Performance
All Students	266,983	90%	84%	74%	18%	271,275	96%	90%	83%	25%	275,574	94%	89%	82%	25%	289,074	82%	28%
African American	40,709	81%	71%	58%	9%	40,090	91%	81%	71%	13%	39,741	88%	80%	69%	12%	43,860	68%	14%
Hispanic	105,196	88%	79%	67%	12%	109,728	94%	87%	78%	18%	113,892	92%	86%	77%	17%	121,482	78%	21%
White	111,237	96%	92%	85%	27%	111,134	98%	95%	91%	35%	110,778	98%	95%	91%	35%	111,730	91%	38%
Economically Disadvantaged	138,425	86%	77%	65%	11%	142,284	94%	86%	76%	17%	146,887	91%	84%	74%	15%	157,856	75%	18%
Limited English Proficient	39,570	85%	75%	62%	10%	41,725	93%	85%	75%	16%	44,145	90%	83%	72%	14%	48,078	75%	18%
Special Education	16,438	86%	77%	64%	13%	17,483	93%	84%	74%	17%	17,145	91%	84%	75%	17%	16,259	75%	19%

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

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

^{***} The Met Standard for TAKS in Spring 2005 and 2006 is the Panel's Recommendation.

Met Standard and Commended Performance Results
All Students

Spring 2003 to Spring 2006 Grade 3 (Spanish)

		N	larch 20	003			N	/larch 20	04			Fe	bruary 2	2005			February 2006	6
Reading	Number	Percen	t Met Sta	andard*	Percent	Number	Percen	t Met Sta	ndard**		Number	Percent	Met Star	ndard***		Number	Percent Met Standard***	Percent
Primary Administration	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	Panel Rec.	Commended Performance
All Students	24,536	82%	75%	67%	15%	25,835	88%	83%	78%	26%	27,489	86%	81%	74%	17%	28,781	76%	16%
Economically Disadvantaged	23,204	82%	75%	67%	15%	24,344	88%	83%	78%	26%	26,117	86%	81%	74%	17%	27,197	76%	16%
Special Education	651	64%	53%	44%	6%	646	75%	68%	61%	12%	801	71%	62%	53%	9%	760	53%	6%

			April 20	03				April 20	04				April 20	05			April 2006	
Reading	Number	Percen	t Met Sta	andard*	Percent	Number	Percen	t Met Sta	ndard**	Percent	Number	Percent	Met Star	ndard***	Percent	Number	Percent Met Standard***	Percent
Retest	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	Panel Rec.	Performance
All Students	4,598	59%	46%	34%	2%	4,208	64%	52%	39%	2%	7,095	60%	48%	36%	2%	6,987	51%	3%
Economically Disadvantaged	4,346	59%	46%	34%	2%	3,969	64%	52%	39%	2%	6,769	60%	48%	36%	2%	6,631	51%	3%
Special Education	204	52%	37%	26%	1%	192	58%	45%	36%	3%	336	46%	33%	24%	1%	336	41%	1%

			April 20	03				April 20	04				April 20	05			April 2006	
Mathematics	Number	Percen	t Met Sta	ndard*	Percent	Number	Percen	t Met Sta	ndard**	Percent	Number	Percent	Met Star	ndard***	Percent	Number	Percent Met Standard***	Percent
	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Performance	Tested	Panel Rec.	Performance
All Students	23,671	82%	70%	57%	7%	24,713	89%	80%	68%	14%	26,033	87%	79%	67%	10%	27,010	69%	16%
Economically Disadvantaged	22,382	82%	70%	57%	7%	23,254	89%	80%	68%	14%	24,691	87%	79%	67%	10%	25,492	69%	16%
Special Education	675	70%	57%	41%	4%	719	83%	72%	56%	8%	809	78%	67%	53%	5%	829	52%	8%

^{*} 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 and 2006 is the Panel's Recommendation.

Met Standard and Commended Performance Results All Students

Spring 2003 to Spring 2006 Grade 4 (English)

			April 200)3				April 20	04				April 200)5			April 2006	
Reading	Number	Percen	t Met Sta	ndard*	Percent	Number	Percen	t Met Sta	ndard**	Percent	Number	Percent	Met Star	dard***	Percent	Number	Percent Met	Percent
Ů	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	Panel Rec.	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%
African American	39,534	76%	71%	64%	8%	39,042	83%	77%	71%	14%	38,833	81%	75%	69%	13%	40,626	72%	11%
Hispanic	108,133	80%	75%	68%	9%	111,265	85%	80%	74%	16%	114,902	85%	80%	73%	16%	119,492	77%	13%
White	111,451	93%	91%	87%	27%	110,188	95%	93%	90%	36%	109,123	94%	92%	88%	33%	109,156	91%	30%
Economically Disadvantaged	139,319	79%	73%	66%	8%	140,784	84%	79%	73%	14%	145,599	83%	78%	71%	14%	151,128	75%	11%
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%
Special Education	11,965	79%	74%	67%	11%	12,164	82%	76%	70%	17%	11,329	81%	76%	69%	16%	11,452	74%	14%

			April 200)3				April 200	04				April 200)5			April 2006	
Mathematics	Number	Percen	t Met Sta	ndard*	Percent	Number	Percen	t Met Sta	ndard**	Percent	Number	Percent	Met Star	dard***	Percent	Number	Percent Met	Percent
	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	Panel Rec.	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%
African American	39,990	78%	67%	55%	7%	39,534	84%	75%	64%	10%	39,340	86%	77%	67%	14%	40,988	71%	17%
Hispanic	110,641	83%	74%	62%	9%	114,007	90%	82%	73%	15%	117,929	92%	84%	76%	21%	122,818	79%	24%
White	112,581	94%	90%	83%	24%	111,415	96%	93%	87%	30%	110,406	97%	94%	90%	39%	110,085	91%	42%
Economically Disadvantaged	142,469	82%	72%	60%	8%	144,151	88%	80%	70%	13%	149,297	90%	82%	74%	19%	154,842	77%	21%
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%
Special Education	14,715	80%	70%	58%	9%	14,356	85%	76%	65%	12%	11,742	89%	81%	72%	21%	12,203	78%	23%

		Fe	bruary 2	2003			Fe	bruary 2	2004			Fe	bruary 2	:005		Fe	ebruary 200)6
Writing	Number	Percen	t Met Sta	ındard*	Percent	Number	Percen	t Met Sta	ndard**	Percent	Number	Percent	Met Star	dard***	Percent	Number	Percent Met	Percent
-	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	Panel Rec.	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%
African American	39,023	80%	76%	69%	6%	38,627	87%	86%	82%	12%	38,354	90%	88%	86%	15%	40,376	87%	13%
Hispanic	106,472	83%	79%	72%	8%	109,273	89%	88%	85%	13%	112,418	92%	91%	89%	17%	117,203	90%	15%
White	109,109	91%	90%	87%	19%	107,584	94%	94%	92%	29%	105,737	95%	94%	93%	31%	106,374	95%	28%
Economically Disadvantaged	137,136	81%	77%	70%	7%	138,390	88%	87%	83%	12%	142,616	90%	89%	87%	15%	148,663	88%	13%
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%
Special Education	10,590	76%	72%	65%	6%	11,117	82%	81%	76%	11%	10,992	85%	84%	81%	12%	10,866	83%	11%

		April 2003			April 2004			April 2005			April 2006	
All Tests Taken	Number	Percent Met Standard*	Percent	Number	Percent Met Standard**	Percent	Number	Percent Met Standard***	Percent	Number	Percent Met	Percent
	Tested	2 SEM	Commended Performance	Tested	1 SEM	Commended Performance	Tested	Panel Rec.	Commended Performance	Tested	Panel Rec.	Commended Performance
All Students	281,725	75%	4%	281,196	75%	8%	283,906	70%	9%	291,395	73%	8%
African American	41,416	62%	1%	40,704	62%	3%	40,316	55%	4%	42,254	59%	3%
Hispanic	113,850	69%	2%	116,373	69%	4%	120,090	63%	5%	125,166	67%	4%
White	116,096	85%	8%	113,769	85%	12%	112,448	81%	14%	112,196	84%	12%
Economically Disadvantaged	147,530	66%	2%	147,963	66%	3%	152,661	59%	4%	158,716	64%	3%
Limited English Proficient	30,724	51%	1%	29,135	56%	2%	28,684	49%	3%	33,166	54%	3%
Special Education	16,453	65%	2%	16,059	62%	4%	12,949	56%	5%	13,573	63%	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 is the Panel's Recommendation.

Met Standard and Commended Performance Results
All Students

Spring 2003 to Spring 2006 Grade 4 (Spanish)

> Percent Commended

Performance

16%

7%

			April 20	03				April 20)4				April 20	05			April 2006	
Reading	Number	Percen	t Met Sta	andard*	Percent	Number	Percent	Met Sta	ndard**	Percent	Number	Percent	Met Star	ndard***	Percent	Number	Percent Met	
· ·	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	Panel Rec.	P
All Students	13,585	81%	71%	59%	8%	15,107	85%	77%	66%	14%	16,553	86%	80%	69%	14%	16,207	76%	
Economically Disadvantaged	12,630	81%	71%	59%	8%	14,198	85%	77%	67%	14%	15,762	86%	80%	69%	14%	15,319	76%	
Special Education	306	64%	51%	42%	3%	386	73%	61%	48%	7%	441	68%	59%	42%	6%	350	57%	

			April 20	03				April 20	04				April 200)5			April 2006	
Mathematics	Number	Percen	t Met Sta	ndard*	Percent	Number	Percent	Met Sta	ndard**	Percent	Number	Percent	Met Stan	dard***	Percent	Number	Percent Met	Percent
	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	Panel Rec.	Commended Performance
All Students	12,833	74%	62%	48%	9%	14,167	83%	74%	62%	17%	15,419	86%	78%	64%	20%	14,563	69%	23%
Economically Disadvantaged	11,923	74%	62%	48%	9%	13,298	83%	74%	62%	16%	14,660	85%	78%	64%	20%	13,771	69%	23%
Special Education	335	64%	51%	39%	7%	380	78%	65%	52%	10%	457	74%	64%	50%	11%	331	55%	14%

		Fe	bruary 2	2003			Fe	bruary 2	2004			Fe	bruary 2	2005		F	ebruary 20	06
Writing	Number	Percen	t Met Sta	ndard*	Percent	Number	Percent	Met Sta	ndard**	Percent	Number	Percent	Met Stan	dard***	Percent	Number	Percent Met	Percent
-	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	Panel Rec.	Performance
All Students	14,226	87%	85%	82%	14%	15,828	91%	90%	88%	20%	17,324	89%	88%	87%	23%	17,203	90%	24%
Economically Disadvantaged	13,252	87%	85%	82%	14%	14,878	91%	90%	88%	20%	16,503	88%	88%	87%	23%	16,290	90%	24%
Special Education	308	73%	71%	67%	7%	390	82%	80%	77%	8%	428	76%	73%	71%	10%	370	78%	13%

		April 2003			April 2004			April 2005			April 2006	
All Tests Taken	Number Tested	Percent Met Standard* 2 SEM	Percent Commended Performance	Number Tested	Percent Met Standard** 1 SEM	Percent Commended Performance	Number Tested	Percent Met Standard*** Panel Rec.	Percent Commended Performance	Number Tested	Percent Met Panel Rec.	Percent Commended Performance
All Students	15,298	66%	3%	16,909	65%	6%	18,291	55%	6%	18,085	62%	8%
Economically Disadvantaged	14,187	66%	3%	15,847	65%	6%	17,364	55%	6%	17,069	62%	7%
Special Education	412	49%	0%	536	52%	2%	600	36%	3%	454	46%	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 is the Panel's Recommendation.

Met Standard and Commended Performance Results
All Students

Spring 2003 to Spring 2006 Grade 5 (English)

			April 20	03				April 200)4			Fe	bruary 2	2005		Fe	ebruary 20	06
Reading	Number	Percen	t Met Sta	ndard*	Percent Commended	Number	Percent	Met Sta	ndard**	Percent Commended	Number	Percent	Met Stan	dard***	Percent	Number	Percent Met	Percent Commended
Primary Administration	Tested	2 SEM	1 SEM	Panel Rec.	Performance	Tested	2 SEM	1 SEM	Panel Rec.	Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	Panel Rec.	Performance
All Students	276,912	79%	74%	67%	17%	278,404	84%	79%	73%	25%	276,878	86%	81%	75%	23%	291,992	80%	22%
African American	39,194	69%	62%	54%	9%	39,579	76%	70%	63%	14%	38,650	79%	72%	64%	12%	42,397	69%	12%
Hispanic	112,564	73%	66%	58%	10%	116,163	77%	71%	63%	15%	118,501	81%	74%	66%	14%	128,348	73%	14%
White	115,687	89%	85%	80%	26%	112,821	93%	90%	86%	38%	109,556	95%	92%	88%	35%	110,191	91%	34%
Economically Disadvantaged	143,049	71%	64%	56%	9%	145,971	76%	69%	62%	13%	147,348	80%	73%	64%	12%	160,162	71%	12%
Limited English Proficient	22,571	48%	40%	32%	3%	25,887	51%	42%	34%	3%	24,264	57%	47%	37%	3%	28,849	48%	4%
Special Education	12,394	65%	57%	49%	8%	11,556	73%	67%	59%	14%	11,619	77%	70%	62%	13%	11,302	70%	13%

Mathematics			April 200	03				April 200)4				April 200)5			April 2006	
Primary	Number	Percen	nt Met Sta	ndard*	Percent	Number	Percent	Met Star	ndard**	Percent	Number	Percent	Met Star	dard***	Percent	Number	Percent Met	Percent
Administration	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	Panel Rec.	Commended Performance
All Students	280,047	86%	77%	65%	17%	282,250	88%	82%	73%	26%	281,002	92%	87%	79%	30%	295,119	81%	38%
African American	39,554	74%	62%	48%	7%	40,075	79%	69%	57%	14%	38,864	85%	76%	64%	15%	42,402	68%	22%
Hispanic	114,508	82%	71%	58%	10%	118,438	85%	76%	66%	19%	121,183	90%	84%	74%	22%	130,720	77%	30%
White	116,477	93%	86%	77%	25%	113,820	95%	90%	84%	36%	110,633	97%	94%	89%	41%	110,801	91%	50%
Economically Disadvantaged	145,448	80%	68%	55%	9%	148,842	83%	74%	63%	17%	150,147	89%	81%	71%	20%	162,295	74%	27%
Limited English Proficient	23,778	68%	54%	40%	4%	27,368	72%	60%	47%	9%	26,159	81%	71%	58%	11%	30,837	63%	16%
Special Education	14,853	74%	61%	47%	8%	14,430	78%	67%	55%	13%	14,047	86%	78%	67%	16%	13,431	72%	23%

			April 200	03				April 20	04				April 200)5			April 2006	
Science	Number	Percen	t Met Sta	ndard*	Percent	Number	Percent	Met Sta	ndard**	Percent	Number	Percent	Met Star	dard***	Percent	Number	Percent Met	Percent
	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	Panel Rec.	Commended Performance
All Students	285,701	74%	58%	39%	4%	283,843	83%	69%	55%	16%	283,477	85%	76%	64%	26%	292,450	75%	24%
African American	40,897	59%	39%	22%	1%	40,476	71%	52%	36%	7%	39,525	74%	62%	46%	12%	42,037	59%	11%
Hispanic	115,785	65%	46%	26%	2%	118,451	77%	60%	43%	9%	121,687	80%	69%	54%	17%	129,516	67%	16%
White	119,401	87%	74%	55%	7%	115,011	93%	84%	72%	26%	111,865	94%	89%	79%	39%	109,733	88%	36%
Economically Disadvantaged	148,569	63%	43%	25%	1%	149,428	76%	58%	41%	8%	151,489	78%	66%	51%	15%	160,679	65%	15%
Limited English Proficient	23,382	41%	23%	10%	0%	26,733	57%	36%	22%	3%	25,915	61%	46%	31%	6%	30,553	46%	6%
Special Education	21,485	51%	34%	20%	2%	17,636	67%	50%	36%	8%	18,445	67%	56%	44%	14%	11,831	65%	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 error of measurement) below the Panel's Recommendation.

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

Met Standard and Commended Performance Results

All Students

Spring 2003 to Spring 2006 Grade 5 (Spanish)

			April 20	03				April 20	04			Fe	bruary 2	2005			ebruary 2006	
Reading	Number	Percen	t Met Sta	andard*	Percent	Number	Percen	t Met Sta	ndard**	Percent	Number	Percent	Met Star	ndard***	Percent	Number	Percent Met Standard***	Percent
Primary Administration	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	Panel Rec.	Performance
All Students	6,227	75%	63%	51%	8%	6,975	82%	72%	60%	15%	7,970	85%	73%	60%	10%	7,885	65%	19%
Economically Disadvantaged	5,695	75%	63%	50%	7%	6,442	82%	72%	60%	15%	7,516	85%	73%	60%	10%	7,449	64%	19%
Special Education	119	55%	42%	29%	6%	139	65%	52%	41%	3%	159	79%	64%	49%	5%	136	51%	10%

Mathematics Primary Administration	
All Students	
Economically Disadvantaged	
Special Education	

		April 20	03				April 20	04				April 200)5			April 2006	
Number	Der Comme			Percent	Number	Percen	t Met Sta	ndard**	Percent	Number	Percent	Met Star	ndard***	Percent	Number	Percent Met Standard***	Percent
Tested	2 SEM	SEM 1 SEM Panel Rec. Commended Performance Tested 2 SE		2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	Panel Rec.	Performance		
5,815	66%	52%	37%	5%	6,373	73%	61%	44%	10%	6,874	73%	62%	44%	10%	6,490	47%	12%
5,307	66%	52%	37%	5%	5,879	73%	61%	44%	10%	6,482	73%	62%	44%	10%	6,098	47%	11%
135	56%	37%	24%	3%	158	66%	52%	36%	4%	140	65%	49%	26%	6%	103	44%	9%

			April 20	03				April 200)4				April 200)5			April 2006	
Science	Number	Percen	t Met Sta	ndard*	Percent	Number	Percent	Met Sta	ndard**	Percent	Number	Percent	Met Star	ndard***	Percent	Number	Percent Met Standard***	Percent
	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	Panel Rec.	Performance
All Students	7,115	32%	16%	6%	0%	7,047	52%	34%	20%	1%	7,220	54%	39%	23%	3%	5,960	31%	5%
Economically Disadvantaged	6,566	32%	15%	6%	0%	6,553	51%	34%	20%	1%	6,815	54%	38%	23%	3%	5,619	30%	4%
Special Education	229	15%	6%	1%	0%	193	34%	22%	10%	1%	189	38%	22%	13%	1%	90	26%	1%

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

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

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

Met Standard and Commended Performance Results All Students

> Spring 2003 to Spring 2006 Grade 6 (English)

> > April 2006 Percent

Panel Rec.

91%

87%

87%

96%

87%

64%

79%

Number

Tested

283,859

40,006

122,954

110,191

149,475

20,111

11,054

Percent

Commended

Performance

39%

28%

27%

55%

26%

6%

18%

Percent

Commended

Performance

39%

26%

27%

56%

25%

6%

20%

			April 20	03				April 20	04				April 200)5
Reading	Number	Percen	t Met Sta	ndard*	Percent	Number	Percent	Met Sta	ndard**	Percent	Number	Percent	Met Star	dard***
•	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	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%
African American	39,796	78%	69%	58%	13%	40,144	89%	81%	71%	17%	40,528	91%	85%	78%
Hispanic	114,000	80%	71%	61%	14%	119,890	88%	80%	69%	17%	124,004	91%	86%	79%
White	118,280	94%	90%	85%	38%	117,303	97%	94%	90%	41%	113,730	98%	96%	93%
Economically Disadvantaged	141,512	78%	69%	59%	12%	147,687	87%	79%	69%	16%	152,189	91%	85%	78%
Limited English Proficient	16,195	49%	37%	26%	2%	21,663	65%	50%	34%	3%	24,204	75%	64%	51%
Special Education	12,593	73%	64%	53%	11%	11,595	82%	72%	60%	11%	11,574	86%	78%	70%

			April 20	03				April 20	04				April 200)5			April 2006	
Mathematics	Number	Percen	t Met Sta	ndard*	Percent	Number	Percent	Met Sta	ndard**	Percent	Number	Percent	Met Stan	dard***	Percent	Number	Percent Met	Percent
	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	Panel Rec.	Commended Performance
All Students	283,564	79%	70%	60%	16%	289,449	83%	77%	67%	22%	290,792	86%	79%	72%	27%	285,671	79%	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%
Hispanic	115,426	72%	61%	50%	9%	121,267	77%	70%	59%	14%	125,514	81%	73%	64%	19%	124,285	74%	23%
White	118,634	88%	82%	74%	24%	117,823	92%	88%	81%	33%	114,174	94%	90%	84%	39%	110,465	89%	43%
Economically Disadvantaged	143,198	70%	59%	48%	8%	149,336	75%	68%	56%	12%	153,964	79%	71%	62%	17%	150,914	72%	20%
Limited English Proficient	17,036	49%	37%	27%	3%	22,393	56%	47%	35%	5%	25,185	63%	52%	41%	6%	20,971	54%	9%
Special Education	14,747	58%	46%	35%	5%	13,549	67%	58%	45%	8%	13,406	70%	61%	51%	11%	12,428	59%	12%

		April 2003			April 2004			April 2005			April 2006	
All Tests Taken	Number	Percent Met Standard*	Percent	Number	Percent Met Standard**	Percent	Number	Percent Met Standard***	Percent	Number	Percent Met	Percent
	Tested	2 SEM	Commended Performance	Tested	1 SEM	Commended Performance	Tested	Panel Rec.	Commended Performance	Tested	Panel Rec.	Commended Performance
All Students	287,758	74%	11%	292,020	73%	15%	293,331	69%	21%	288,480	77%	22%
African American	40,706	60%	4%	40,858	59%	6%	41,255	53%	10%	40,656	64%	11%
Hispanic	116,817	66%	5%	122,066	64%	8%	126,326	60%	12%	125,227	71%	14%
White	120,696	86%	18%	119,129	86%	25%	115,392	82%	33%	111,761	88%	34%
Economically Disadvantaged	145,444	63%	4%	150,711	62%	7%	155,379	57%	11%	152,496	68%	12%
Limited English Proficient	17,259	36%	1%	22,576	35%	1%	25,374	31%	2%	21,186	45%	3%
Special Education	16,858	55%	3%	15,588	55%	5%	15,403	49%	8%	14,733	59%	8%

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

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

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

Met Standard and Commended Performance Results
All Students

Spring 2003 to Spring 2006 Grade 6 (Spanish)

			April 2003 Percent Met Standard*					April 20	04				April 200)5			April 2006	i
Reading	Number	Percen	t Met Sta	ndard*	Percent	Number	Percent	Met Sta	ndard**	Percent	Number	Percent	Met Star	dard***		Number	Percent Met	Percent
-	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	Panel Rec.	Commended Performance
All Students	1,577	82%	71%	60%	11%	1,491	83%	71%	58%	14%	1,479	80%	70%	59%	12%	1,190	66%	18%
Economically Disadvantaged	1,422	82%	71%	59%	10%	1,337	83%	71%	57%	13%	1,371	80%	70%	60%	12%	1,097	66%	17%
Special Education	16	81%	69%	44%	6%	6	67%	17%	0%	0%	16	56%	38%	25%	0%	7	43%	0%

		April 200	03				April 20	04				April 200	05			April 2006		
Mathematics	Mathematics Number	Percen	t Met Sta	ndard*	Percent	Number	Percent	Met Sta	ndard**	Percent	Number	Percent	Met Star	ndard***	Percent	Number	Percent Met	Percent
	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	Panel Rec.	Commended Performance
All Students	1,544	51%	38%	28%	3%	1,409	56%	47%	36%	7%	1,397	61%	52%	44%	10%	1,076	52%	17%
Economically Disadvantaged	1,389	52%	39%	28%	3%	1,269	55%	46%	36%	7%	1,297	61%	52%	44%	10%	998	52%	17%
Special Education	14	50%	21%	21%	0%	4					7	0%	0%	0%	0%	6	50%	0%

		April 2003			April 2004			April 2005			April 2006	
All Tests Taken	Number	Percent Met Standard*	Percent	Number	Percent Met Standard**	Percent	Number	Percent Met Standard***	Percent	Number	Percent Met	Percent
	Tested	2 SEM	Commended Performance	Tested	1 SEM	Commended Performance	Tested	Panel Rec.	Commended Performance	Tested	Panel Rec.	Commended Performance
All Students	1,614	51%	2%	1,503	46%	5%	1,529	41%	6%	1,224	49%	10%
Economically Disadvantaged	1,456	51%	2%	1,348	45%	5%	1,415	42%	6%	1,128	49%	10%
Special Education	16	44%	0%	7	14%	0%	16	25%	0%	9	44%	0%

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

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

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

Met Standard and Commended Performance Results

All Students

Spring 2003 to Spring 2006 Grade 7

			April 20	03				April 200)4				April 200)5			April 2006	
Reading	Number	Percen	t Met Sta	ndard*	Percent	Number	Percen	Met Sta	ndard**	Percent	Number	Percent	Met Star	ndard***	Percent	Number	Percent Met	Percent
, and the second	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	Panel Rec.	Commended Performance
All Students	281,923	87%	81%	72%	13%	290,055	88%	83%	75%	19%	293,873	91%	87%	81%	21%	298,996	79%	21%
African American	39,350	82%	72%	60%	5%	40,751	80%	73%	63%	8%	41,029	87%	81%	73%	11%	43,616	68%	11%
Hispanic	110,382	82%	74%	63%	6%	118,509	83%	77%	67%	11%	123,775	87%	81%	73%	11%	128,652	71%	13%
White	122,388	94%	90%	85%	22%	120,773	94%	91%	87%	29%	118,711	96%	94%	91%	33%	115,908	90%	32%
Economically Disadvantaged	132,000	81%	72%	60%	5%	141,145	82%	75%	65%	10%	148,333	86%	80%	72%	11%	154,102	70%	12%
Limited English Proficient	14,127	47%	33%	21%	1%	14,844	49%	39%	28%	1%	17,047	58%	46%	33%	1%	18,751	29%	1%
Special Education	12,128	72%	60%	48%	4%	11,565	72%	63%	53%	6%	10,085	79%	71%	61%	7%	10,168	58%	7%
							•											

			April 20	03				April 20	04				April 200)5			April 2006	
Mathematics	Number	Percen	t Met Sta	ndard*	Percent	Number	Percen	t Met Sta	ndard**	Percent	Number	Percent	Met Stan	dard***	Percent	Number	Percent Met	Percent
	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	Panel Rec.	Commended Performance
All Students	283,305	73%	62%	51%	7%	290,955	79%	70%	60%	7%	294,745	83%	73%	64%	12%	299,160	70%	13%
African American	39,523	59%	45%	33%	2%	40,833	67%	54%	42%	2%	41,000	72%	57%	46%	4%	43,537	53%	5%
Hispanic	111,412	64%	51%	39%	3%	119,381	73%	62%	50%	3%	124,769	77%	64%	54%	6%	129,193	62%	8%
White	122,498	84%	75%	66%	11%	120,697	90%	83%	75%	11%	118,563	92%	85%	78%	18%	115,537	83%	20%
Economically Disadvantaged	133,103	61%	48%	36%	2%	141,983	71%	59%	48%	3%	149,235	76%	62%	51%	5%	154,535	59%	6%
Limited English Proficient	14,666	35%	23%	15%	1%	15,472	46%	33%	24%	1%	17,854	51%	35%	25%	1%	19,366	33%	2%
Special Education	13,430	48%	34%	24%	1%	11,823	59%	47%	35%	2%	9,139	66%	51%	40%	3%	9,235	48%	4%

		Fe	bruary 2	2003			Fe	bruary 2	2004			Fe	bruary 2	2005		F	ebruary 20	06
Writing	Number	Percen	t Met Sta	ndard*	Percent	Number	Percen	t Met Sta	ndard**	Percent	Number	Percent	Met Star	ndard***	Percent	Number	Percent Met	Percent
•	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	Panel Rec.	Commended Performance
All Students	276,575	85%	81%	76%	13%	284,670	93%	91%	89%	22%	287,818	93%	90%	88%	28%	293,337	90%	37%
African American	38,456	80%	74%	67%	6%	40,180	91%	88%	85%	13%	40,274	90%	87%	84%	18%	42,903	87%	26%
Hispanic	108,683	80%	74%	68%	7%	116,920	90%	88%	84%	13%	121,976	90%	87%	84%	19%	127,089	86%	27%
White	120,059	92%	89%	86%	20%	117,976	96%	95%	94%	33%	115,461	96%	95%	94%	40%	112,791	95%	50%
Economically Disadvantaged	129,450	79%	73%	66%	6%	139,035	89%	87%	84%	12%	145,830	89%	86%	83%	18%	152,044	86%	25%
Limited English Proficient	13,888	43%	34%	26%	0%	14,640	66%	60%	52%	1%	16,830	67%	59%	52%	2%	18,655	56%	3%
Special Education	10,560	64%	56%	48%	3%	10,458	79%	76%	71%	5%	10,202	77%	72%	68%	7%	9,943	74%	12%

		April 2003			April 2004			April 2005			April 2006	
All Tests Taken	Number	Percent Met Standard*	Percent	Number	Percent Met Standard**	Percent	Number	Percent Met Standard***	Percent	Number	Percent Met	Percent
	Tested	2 SEM	Commended Performance	Tested	1 SEM	Commended Performance	Tested	Panel Rec.	Commended Performance	Tested	Panel Rec.	Performance
All Students	294,041	67%	3%	299,237	65%	4%	302,422	59%	6%	307,515	64%	7%
African American	41,112	52%	1%	42,294	49%	1%	42,350	43%	2%	45,230	47%	2%
Hispanic	115,429	57%	1%	122,593	56%	1%	127,819	49%	3%	132,536	54%	3%
White	127,157	80%	5%	123,997	79%	7%	121,591	74%	11%	118,622	79%	12%
Economically Disadvantaged	138,812	54%	1%	146,796	53%	1%	153,774	46%	2%	159,679	51%	3%
Limited English Proficient	15,424	21%	0%	16,219	22%	0%	18,602	16%	0%	20,182	18%	0%
Special Education	16,421	42%	0%	14,718	41%	1%	11,591	35%	1%	12,072	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 error of measurement) below the Panel's Recommendation.

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

Met Standard and Commended Performance Results
All Students
Spring 2003 to Spring 2006
Grade 8

			April 200	03				April 200)4				April 200)5			April 2006	
Reading	Number	Percen	t Met Sta	ndard*	Percent	Number	Percen	t Met Sta	ndard**	Percent	Number	Percent	Met Stan	dard***	Percent	Number	Percent Met	Percent
3	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	Panel Rec.	Performance
All Students	275,594	88%	83%	77%	25%	286,509	93%	89%	83%	22%	291,845	91%	88%	83%	37%	297,866	83%	36%
African American	38,351	82%	74%	65%	13%	39,676	90%	85%	77%	12%	40,754	89%	84%	78%	25%	42,907	76%	23%
Hispanic	105,116	83%	76%	68%	15%	113,184	89%	84%	75%	13%	120,378	86%	81%	75%	24%	125,261	76%	24%
White	122,180	94%	91%	87%	37%	123,651	97%	95%	92%	33%	120,588	96%	94%	92%	53%	118,927	93%	51%
Economically Disadvantaged	122,331	82%	75%	66%	14%	131,556	89%	83%	74%	12%	141,873	86%	81%	75%	23%	148,106	75%	23%
Limited English Proficient	13,037	45%	34%	25%	2%	14,343	61%	48%	35%	2%	14,395	50%	40%	30%	3%	16,389	32%	2%
Special Education	13,271	71%	61%	51%	8%	12,812	82%	73%	62%	8%	12,770	76%	69%	61%	14%	11,998	63%	12%

			April 200)3				April 200)4			,	April 200)5			April 2006	
Mathematics	Number	Percen	t Met Sta	ndard*	Percent	Number	Percen	t Met Sta	ndard**	Percent	Number	Percent	Met Stan	dard***	Percent	Number	Percent Met	Percent
	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	Panel Rec.	Commended Performance
All Students	275,739	72%	61%	51%	7%	286,223	75%	66%	57%	12%	291,433	77%	69%	61%	15%	296,430	67%	15%
African American	38,328	57%	44%	32%	2%	39,619	60%	49%	38%	4%	40,572	64%	54%	44%	6%	42,545	50%	6%
Hispanic	105,587	63%	50%	38%	3%	113,547	67%	57%	46%	6%	120,883	70%	60%	50%	9%	125,170	58%	9%
White	121,845	84%	75%	65%	10%	123,028	87%	80%	72%	19%	119,833	88%	82%	75%	22%	117,919	80%	23%
Economically Disadvantaged	122,779	61%	47%	36%	2%	131,734	64%	54%	43%	5%	142,074	68%	58%	48%	7%	147,588	56%	8%
Limited English Proficient	13,471	32%	22%	15%	1%	14,775	38%	28%	20%	2%	15,002	41%	31%	22%	2%	16,738	29%	2%
Special Education	13,667	46%	32%	22%	1%	12,533	51%	40%	29%	3%	11,981	52%	41%	31%	3%	10,408	40%	3%

			April 200)3				April 200)4				April 200)5			April 2006	
Social Studies	Number	Percen	t Met Sta	ndard*	Percent	Number	Percen	t Met Sta	ndard**	Percent	Number	Percent	Met Star	dard***	Percent	Number	Percent Met	Percent
	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	Panel Rec.	Performance
All Students	278,120	93%	86%	77%	14%	288,257	93%	88%	81%	22%	294,927	96%	91%	85%	25%	294,630	83%	30%
African American	38,910	90%	81%	69%	6%	40,105	89%	82%	73%	12%	41,375	94%	88%	79%	14%	42,359	76%	18%
Hispanic	106,053	89%	80%	68%	7%	113,892	89%	82%	73%	13%	121,805	94%	88%	79%	15%	124,141	77%	19%
White	123,163	96%	93%	87%	22%	124,226	97%	94%	90%	32%	121,579	98%	96%	92%	37%	117,446	91%	43%
Economically Disadvantaged	123,981	89%	79%	67%	6%	132,791	89%	81%	72%	12%	144,089	94%	87%	78%	14%	146,533	76%	18%
Limited English Proficient	13,481	68%	50%	34%	1%	14,794	71%	56%	42%	3%	15,203	82%	67%	50%	3%	16,435	46%	3%
Special Education	16,576	81%	67%	52%	4%	16,305	79%	68%	56%	7%	17,721	85%	75%	62%	9%	12,249	62%	12%

			April 200	06	
Science	Number	Percer	t Met Sta	ındard*	Percent
	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance
All Students	295,971	71%	62%	52%	12%
African American	42,771	54%	42%	32%	3%
Hispanic	124,664	61%	50%	39%	5%
White	117,791	87%	80%	71%	21%
Economically Disadvantaged	147,365	59%	48%	37%	5%
Limited English Proficient	16,529	23%	15%	9%	1%
Special Education	12,163	47%	37%	28%	4%

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

 $^{^{\}star\star\star}$ The Met Standard for TAKS in Spring 2005 is the Panel's Recommendation.

Met Standard and Commended Performance Results All Students Spring 2003 to Spring 2006 Grade 9

		Fe	bruary 2	2003			Fe	bruary 2	2004			Fe	bruary 2	2005			February 2006	
Reading	Number	Percen	t Met Sta	ndard*	Percent Commended	Number	Percent	Met Sta	ndard**	Percent Commended	Number	Percent	Met Star	ndard***	Percent Commended	Number	Percent Met Standard	Percent Commended
	Tested	2 SEM	1 SEM	Panel Rec.	Performance	Tested	2 SEM	1 SEM	Panel Rec.	Performance	Tested	2 SEM	1 SEM	Panel Rec.	Performance	Tested	Panel Rec.	Performance
All Students	305,026	82%	75%	66%	6%	313,367	88%	84%	76%	9%	322,176	92%	87%	82%	18%	330,495	87%	20%
African American	42,909	76%	67%	55%	3%	44,991	83%	77%	66%	4%	46,317	90%	82%	74%	9%	49,023	82%	10%
Hispanic	121,295	73%	65%	54%	3%	127,062	82%	77%	66%	4%	134,796	89%	82%	74%	11%	142,823	81%	13%
White	130,021	91%	86%	79%	10%	130,457	95%	93%	88%	14%	129,975	97%	95%	92%	28%	127,197	95%	31%
Economically	128,502	72%	63%	52%	3%	135,718	82%	76%	65%	4%	147,496	88%	81%	73%	9%	157,693	81%	11%
Limited English Proficient	19,775	31%	22%	14%	0%	18,303	47%	38%	24%	0%	17,582	56%	40%	30%	1%	18,833	41%	1%
Special Education	19,033	52%	42%	31%	1%	17,020	69%	61%	47%	1%	16,741	78%	67%	56%	3%	16,249	68%	5%

			April 200	03				April 200	04				April 200)5			April 2006	
Mathematics	Number	Percen	t Met Sta	ındard*	Percent Commended	Number	Percent	Met Sta	ndard**	Percent Commended	Number	Percent	Met Star	ndard***	Percent Commended	Number	Percent Met Standard	Percent Commended
	Tested	2 SEM	1 SEM	Panel Rec.	Performance	Performance Tested 2 11% 309,943 (2 SEM	1 SEM	Panel Rec.	Performance	Tested	2 SEM	1 SEM	Panel Rec.	Performance	Tested	Panel Rec.	Performance
All Students	303,553	63%	53%	44%	11%	309,943	68%	59%	50%	14%	318,635	74%	65%	56%	15%	325,606	56%	14%
African American	42,532	49%	37%	27%	3%	44,187	54%	43%	33%	5%	45,286	61%	49%	38%	5%	47,898	37%	4%
Hispanic	120,396	51%	40%	30%	4%	125,055	57%	46%	37%	7%	133,081	65%	54%	44%	7%	140,216	45%	7%
White	129,389	78%	69%	60%	18%	129,414	82%	75%	67%	22%	128,896	87%	81%	73%	24%	125,767	73%	24%
Economically	127,540	49%	38%	28%	4%	133,378	55%	44%	35%	6%	144,602	64%	53%	42%	6%	154,078	42%	6%
Limited English Proficient	19,775	26%	17%	11%	1%	18,221	30%	21%	14%	2%	17,448	36%	26%	18%	2%	18,746	19%	2%
Special Education	18,216	31%	21%	14%	2%	15,900	38%	28%	20%	2%	14,393	48%	37%	27%	3%	13,481	26%	3%

		April 2003			April 2004			April 2005			April 2006	
All Tests Taken	Number	Percent Met Standard*	Percent Commended	Number	Percent Met Standard**	Percent Commended	Number	Percent Met Standard***	Percent Commended	Number	Percent Met Standard	Percent Commended
	Tested	2 SEM	Performance	Tested	1 SEM	Performance	Tested	Panel Rec.	Performance	Tested	Panel Rec.	Performance
All Students	326,757	60%	3%	330,138	57%	5%	337,489	54%	8%	345,288	56%	8%
African American	46,558	46%	1%	47,820	42%	1%	48,793	37%	2%	51,665	38%	2%
Hispanic	131,305	48%	1%	134,706	45%	2%	141,832	42%	3%	149,609	44%	4%
White	136,762	75%	5%	135,692	74%	8%	134,880	71%	13%	131,787	73%	15%
Economically	139,686	46%	1%	144,318	43%	1%	155,202	40%	3%	165,515	42%	3%
Limited English Proficient	22,294	17%	0%	20,190	17%	0%	19,125	13%	0%	20,460	16%	1%
Special Education	22,968	29%	0%	20,540	31%	1%	19,148	30%	1%	18,409	34%	2%

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

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

Met Standard and Commended Performance Results All Students Spring 2003 to Spring 2006 Grade 10

İ	February 2003 Percent Met Standard* Percent				Fe	bruary 2	004			Fe	bruary 2	005		F	ebruary 200)6		
English Language Arts	Number	Percer	nt Met Sta	ndard*	Percent	Number	Percen	t Met Sta	ndard**	Percent	Number	Percent	Met Star	dard***	Percent	Number	Percent Met	Percent
	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	Panel Rec.	Commended Performance
All Students	240,249	72%	70%	66%	5%	266,574	77%	75%	72%	4%	270,825	70%	69%	67%	5%	281,932	85%	13%
African American	31,628	64%	60%	54%	2%	35,894	70%	68%	63%	1%	37,090	62%	61%	58%	2%	40,148	78%	6%
Hispanic	85,127	63%	60%	55%	2%	100,419	69%	67%	62%	1%	104,090	64%	62%	59%	2%	110,528	79%	7%
White	114,082	80%	79%	77%	8%	119,951	85%	84%	82%	6%	118,940	78%	77%	76%	8%	120,333	92%	19%
Economically Disadvantaged	85,239	61%	57%	52%	2%	101,671	67%	65%	60%	1%	109,031	62%	60%	57%	2%	117,817	77%	6%
Limited English Proficient	11,922	23%	19%	14%	0%	14,027	28%	24%	19%	0%	12,759	32%	27%	20%	0%	12,190	32%	0%
Special Education	13,575	32%	28%	23%	0%	13,533	45%	41%	35%	0%	12,942	44%	41%	36%	1%	12,771	55%	2%

İ			April 200	13				April 200)4				April 200	15			April 2006	
Mathematics	Number	Percer	nt Met Sta	ndard*	Percent	Number	Percen	t Met Sta	ndard**	Percent	Number	Percent	Met Star	dard***	Percent	Number	Percent Met	Percent
	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	Panel Rec.	Commended Performance
All Students	246,816	73%	60%	48%	7%	262,920	74%	63%	52%	8%	266,419	79%	69%	58%	9%	276,538	60%	12%
African American	32,438	59%	43%	30%	2%	35,287	59%	45%	32%	2%	36,347	65%	51%	38%	3%	39,027	40%	3%
Hispanic	89,463	63%	47%	34%	3%	98,802	65%	51%	39%	3%	101,952	70%	58%	45%	4%	108,197	50%	6%
White	115,056	84%	73%	62%	11%	118,344	86%	77%	67%	13%	117,385	89%	82%	73%	14%	118,335	74%	18%
Economically Disadvantaged	88,878	61%	45%	32%	2%	99,701	62%	49%	36%	3%	106,327	68%	55%	43%	4%	114,636	47%	5%
Limited English Proficient	13,816	43%	27%	17%	1%	13,921	40%	27%	18%	1%	12,457	40%	27%	18%	1%	12,048	23%	1%
Special Education	13,441	39%	25%	15%	1%	12,547	42%	29%	19%	1%	10,419	50%	37%	26%	1%	10,191	28%	2%

			April 200	13				April 200)4				April 200	5			April 2006	
Social Studies	Number	Percer	nt Met Sta	ndard*	Percent	Number	Percen	t Met Sta	ndard**	Percent	Number	Percent	Met Stan	dard***	Percent	Number	Percent Met	Percent
	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	2 SEM	1 SEM	Panel Rec.	Commended Performance	Tested	Panel Rec.	Commended Performance
All Students	249,400	86%	79%	71%	15%	262,550	92%	87%	80%	19%	267,797	93%	89%	84%	26%	274,314	83%	29%
African American	33,212	78%	68%	58%	6%	35,283	88%	81%	71%	9%	36,702	88%	82%	74%	13%	38,445	74%	15%
Hispanic	90,154	80%	70%	59%	6%	98,253	88%	80%	71%	10%	101,987	90%	84%	77%	15%	106,756	75%	17%
White	116,108	93%	89%	84%	23%	118,607	97%	94%	90%	29%	118,381	97%	95%	92%	38%	118,251	92%	42%
Economically Disadvantaged	90,176	78%	68%	57%	5%	99,501	87%	79%	69%	9%	107,007	89%	83%	75%	13%	113,243	74%	16%
Limited English Proficient	13,901	55%	41%	29%	1%	13,714	63%	49%	36%	1%	12,381	68%	56%	43%	2%	11,706	41%	3%
Special Education	15,440	61%	49%	38%	3%	14,733	74%	63%	52%	5%	12,587	79%	70%	60%	8%	11,964	59%	10%

		1	April 200	3				April 200)4				April 200	5			April 2006	
Science	Number	Percen	t Met Sta	ndard*	Percent Commended	Number	Percen	t Met Sta	ndard**	Percent Commended	Number	Percent	Met Stan	dard***	Percent Commended	Number	Percent Met	Percent Commended
	Tested	2 SEM	1 SEM	Panel Rec.	Performance	Tested	2 SEM	1 SEM	Panel Rec.	Performance	Tested	2 SEM	1 SEM	Panel Rec.	Performance	Tested	Panel Rec.	Performance
All Students	245,089	69%	55%	42%	2%	262,009	76%	64%	51%	4%	265,187	79%	67%	54%	8%	275,777	60%	11%
African American	32,530	52%	36%	22%	0%	35,216	62%	46%	32%	1%	36,276	66%	49%	34%	2%	38,939	39%	3%
Hispanic	87,951	55%	38%	25%	1%	97,901	64%	49%	35%	1%	100,838	69%	54%	38%	3%	107,520	45%	4%
White	114,802	83%	72%	59%	4%	118,458	89%	81%	69%	7%	117,409	90%	82%	71%	14%	118,407	79%	19%
Economically Disadvantaged	88,116	52%	36%	23%	0%	99,174	63%	47%	33%	1%	105,710	68%	52%	36%	3%	114,155	43%	4%
Limited English Proficient	13,529	27%	14%	7%	0%	13,630	31%	19%	10%	0%	12,180	36%	21%	11%	0%	11,806	13%	0%
Special Education	14,981	35%	22%	13%	0%	14,381	45%	31%	21%	1%	12,085	53%	36%	24%	2%	11,234	33%	4%

		April 2003			April 2004			April 2005			April 2006	
All Tests Taken	Number	Percent Met Standard*	Percent	Number	Percent Met Standard**	Percent	Number	Percent Met Standard***	Percent	Number	Percent Met	Percent
	Tested	2 SEM	Commended Performance	Tested	1 SEM	Commended Performance		Panel Rec.	Commended Performance	Tested	Panel Rec.	Performance
All Students	267,542	52%	1%	277,622	49%	1%	281,513	39%	1%	291,725	49%	3%
African American	36,131	35%	0%	37,933	30%	0%	39,102	22%	0%	41,970	29%	1%
Hispanic	98,196	39%	0%	105,062	34%	0%	108,383	26%	0%	114,646	35%	1%
White	122,367	67%	1%	123,595	65%	1%	122,779	54%	2%	123,645	66%	6%
Economically Disadvantaged	98,347	36%	0%	107,064	32%	0%	114,245	24%	0%	122,749	33%	1%
Limited English Proficient	15,405	12%	0%	15,232	8%	0%	13,815	6%	0%	13,250	8%	0%
Special Education	18,129	16%	0%	17,389	15%	0%	14,254	12%	0%	14,932	20%	0%

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

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

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

Met Standard and Commended Performance Results

All Students
Spring 2003 to Spring 2006
Grade 11

		Fel	bruary 2	003			Fe	bruary 2	2004			Fel	oruary 20	005		F	ebruary 2000	6
English Language Arts	Number	Percen	t Met Sta	ndard*	Percent Commended	Number	Percen	t Met Sta	ındard*	Percent Commended	Number	Percen	Met Star	ndard**	Percent Commended	Number	Percent Met Standard	Percent Commended
	Tested	2 SEM	1 SEM	Panel Rec.	Performance	Tested	2 SEM	1 SEM	Panel Rec.	Performance	Tested	2 SEM	1 SEM	Panel Rec.	Performance	Tested	Panel Rec.	Performance
All Students	183,011	69%	66%	61%	5%	217,408	87%	85%	83%	10%	230,147	88%	88%	87%	20%	235,465	88%	21%
African American	22,707	59%	54%	48%	2%	27,969	82%	79%	75%	4%	30,010	85%	84%	82%	10%	32,404	83%	12%
Hispanic	57,075	63%	58%	52%	2%	74,790	81%	79%	75%	5%	83,139	83%	82%	80%	11%	86,055	82%	13%
White	95,467	75%	73%	70%	7%	105,887	92%	91%	89%	14%	107,330	94%	93%	93%	29%	106,862	94%	29%
Economically Disadvantaged	54,513	60%	55%	49%	2%	72,042	79%	77%	73%	4%	83,265	82%	81%	79%	10%	88,001	81%	11%
Limited English Proficient	3,530	33%	26%	20%	0%	9,549	42%	37%	32%	0%	10,102	43%	39%	34%	1%	9,861	36%	1%
Special Education	7,507	33%	28%	22%	0%	10,074	56%	52%	46%	1%	10,024	64%	62%	58%	3%	9,284	64%	3%

		April 2003					A	April 200)4				April 200	5			April 2006	
Mathematics	Number	Percen	t Met Sta	ndard*	Percent Commended	Number	Percen	t Met Sta	ındard*	Percent Commended	Number	Percen	t Met Star	ndard**	Percent Commended	Number	Percent Met Standard	Percent Commended
	Tested	2 SEM	1 SEM	Panel Rec.	Performance	Tested	2 SEM	1 SEM	Panel Rec.	Performance	Tested	2 SEM	1 SEM	Panel Rec.	Performance	Tested	Panel Rec.	Performance
All Students	198,622	68%	55%	44%	6%	216,083	85%	76%	67%	15%	228,069	88%	81%	72%	16%	232,620	77%	18%
African American	25,038	52%	36%	25%	1%	27,873	73%	60%	48%	4%	29,624	79%	67%	54%	4%	31,854	60%	6%
Hispanic	65,797	57%	42%	30%	2%	74,238	78%	67%	56%	7%	82,086	83%	72%	61%	8%	84,727	69%	10%
White	99,205	77%	66%	56%	8%	105,149	91%	86%	79%	21%	106,680	94%	90%	83%	23%	105,800	87%	25%
Economically Disadvantaged	62,116	55%	40%	28%	2%	71,438	76%	64%	53%	6%	81,858	81%	70%	58%	7%	86,282	66%	9%
Limited English Proficient	7,899	37%	23%	15%	1%	9,537	59%	46%	34%	3%	9,875	63%	49%	35%	2%	9,594	43%	4%
Special Education	8,950	33%	20%	12%	1%	9,381	55%	42%	31%	2%	9,130	63%	50%	38%	3%	7,792	46%	3%

		P	April 200	3			-	April 200)4			,	pril 200	5			April 2006	
Social Studies	Number	Percen	t Met Sta	ndard*	Percent Commended	Number	Percen	t Met Sta	ındard*	Percent Commended	Number	Percen	Met Star	ndard**	Percent Commended	Number	Percent Met Standard	Percent Commended
	Tested	2 SEM	1 SEM	Panel Rec.	Performance	Tested	2 SEM	1 SEM	Panel Rec.	Performance	Tested	2 SEM	1 SEM	Panel Rec.	Performance	Tested	Panel Rec.	Performance
All Students	196,731	90%	85%	78%	9%	217,710	97%	95%	91%	20%	230,317	97%	94%	91%	25%	233,553	94%	29%
African American	24,874	86%	78%	69%	3%	28,098	96%	92%	87%	9%	29,979	97%	92%	88%	13%	31,848	91%	15%
Hispanic	64,747	85%	77%	68%	3%	74,597	95%	91%	86%	10%	82,715	95%	90%	85%	14%	84,890	90%	17%
White	98,625	94%	90%	86%	14%	106,181	99%	98%	96%	29%	107,903	99%	98%	96%	36%	106,588	98%	42%
Economically Disadvantaged	61,727	84%	76%	66%	3%	72,052	95%	90%	84%	9%	82,855	95%	90%	84%	13%	86,584	89%	15%
Limited English Proficient	7,825	61%	47%	34%	0%	9,553	82%	71%	58%	2%	9,955	79%	65%	53%	2%	9,589	64%	3%
Special Education	9,948	71%	60%	49%	2%	11,066	89%	82%	72%	6%	11,309	89%	79%	71%	8%	9,983	79%	10%

			April 200	3			- 1	April 200)4			,	April 200	5			April 2006	
Science	Number	Percen	t Met Sta	ndard*	Percent Commended	Number	Percen	t Met Sta	ındard*	Percent Commended	Number	Percen	t Met Stai	ndard**	Percent Commended	Number	Percent Met Standard	Percent Commended
	Tested	2 SEM	1 SEM	Panel Rec.	Performance	Tested	2 SEM	1 SEM	Panel Rec.	Performance	Tested	2 SEM	1 SEM	Panel Rec.	Performance	Tested	Panel Rec.	Performance
All Students	187,214	67%	57%	47%	2%	217,328	85%	76%	63%	5%	228,802	88%	80%	71%	5%	233,472	75%	9%
African American	23,765	52%	39%	29%	0%	28,076	74%	61%	44%	1%	29,738	80%	68%	55%	1%	31,955	58%	2%
Hispanic	60,728	56%	43%	32%	0%	74,521	75%	64%	47%	1%	82,226	81%	70%	57%	1%	84,925	63%	4%
White	94,483	77%	69%	60%	3%	105,886	93%	88%	78%	7%	107,154	95%	91%	84%	7%	106,306	88%	14%
Economically Disadvantaged	58,429	53%	41%	29%	0%	71,903	74%	61%	45%	1%	82,223	80%	69%	55%	1%	86,593	60%	3%
Limited English Proficient	7,416	29%	19%	12%	0%	9,551	47%	34%	20%	0%	9,886	56%	41%	29%	0%	9,590	30%	1%
Special Education	9,395	33%	23%	15%	0%	10,481	57%	44%	29%	1%	10,407	66%	52%	40%	1%	8,858	46%	2%

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