

**TAKS passing rates hit record highs for all students in all subjects!**

Despite rising standards, from 2004-2007, the percentage of all students passing the reading portion of the TAKS exam rose 9 points from 80% to 89% and the percentage of all students passing mathematics rose 11 points from 66% to 77%. Additionally, the percentage of all students passing the science portion of the exam climbed 15% and scores on the writing portion of TAKS went up 3 points to 92%. The largest gains in each subject area are found in the economically disadvantaged student subgroup. For example, the percentage of these students passing the science portion of the exam jumped 21 points!

**State Performance on Accountability Indicators: 2004 to 2007**

**Standard Procedures**

Indicator	2004	2005	2006	2007	Change 2004-2007
<b>TAKS Results<sup>+</sup>, summed across grades 3-11 [accountability subset]</b>	<i>Academically Acceptable standards are shown in shaded cells.</i>				
<b>Reading / English Language Arts</b>	<b>50%</b>	<b>50%</b>	<b>60%</b>	<b>65%</b>	
<i>All Students</i>	80%	83%	87%	89%	+9%
<i>African American</i>	71%	76%	82%	84%	+13%
<i>Hispanic</i>	72%	77%	82%	84%	+12%
<i>White</i>	89%	91%	94%	95%	+6%
<i>Economically Disadvantaged</i>	70%	76%	81%	83%	+13%
<b>Writing</b>	<b>50%</b>	<b>50%</b>	<b>60%</b>	<b>65%</b>	
<i>All Students</i>	89%	90%	91%	92%	+3%
<i>African American</i>	84%	86%	89%	89%	+5%
<i>Hispanic</i>	85%	87%	89%	91%	+6%
<i>White</i>	93%	94%	95%	95%	+2%
<i>Economically Disadvantaged</i>	84%	85%	88%	89%	+5%
<b>Social Studies</b>	<b>50%</b>	<b>50%</b>	<b>60%</b>	<b>65%</b>	
<i>All Students</i>	84%	87%	87%	89%	+5%
<i>African American</i>	77%	81%	81%	84%	+7%
<i>Hispanic</i>	76%	80%	80%	84%	+8%
<i>White</i>	92%	94%	94%	95%	+3%
<i>Economically Disadvantaged</i>	74%	79%	79%	83%	+9%
<b>Mathematics</b>	<b>35%</b>	<b>35%</b>	<b>40%</b>	<b>45%</b>	
<i>All Students</i>	66%	71%	75%	77%	+11%
<i>African American</i>	49%	55%	61%	64%	+15%
<i>Hispanic</i>	57%	63%	68%	71%	+14%
<i>White</i>	78%	83%	86%	87%	+9%
<i>Economically Disadvantaged</i>	55%	61%	66%	69%	+14%
<b>Science</b>	<b>25%</b>	<b>25%</b>	<b>35%<sup>*</sup></b>	<b>40%<sup>*</sup></b>	
<i>All Students</i>	56%	63%	70%	71%	+15%
<i>African American</i>	38%	45%	54%	56%	+18%
<i>Hispanic</i>	41%	50%	59%	61%	+20%
<i>White</i>	73%	79%	85%	85%	+12%
<i>Economically Disadvantaged</i>	39%	48%	58%	60%	+21%

<b>State-Developed Alternative Assessment (SDAA)</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>	<b>Change 2005-2007</b> ⌘
<i>All Students</i>	84%	79%	84%	89%	+10%

Indicator	2004	2005	2006	Change 2004-2006	2007‡
<b>Annual Dropout Rate, Grades 7-8</b>	<b>2.0%</b>	<b>1.0%</b>	<b>1.0%</b>		<b>1.0%</b>
	2002-03	2003-04	2004-05		2005-06
<i>All Students</i>	0.2%	0.2%	0.2%	0.0%	0.4%
<i>African American</i>	0.2%	0.2%	0.2%	0.0%	0.8%
<i>Hispanic</i>	0.4%	0.3%	0.3%	-0.1%	0.6%
<i>White</i>	0.1%	0.1%	0.1%	0.0%	0.2%
<i>Economically Disadvantaged</i>	0.3%	0.2%	0.2%	-0.1%	0.5%
<b>Completion Rate I*, Grades 9-12</b>	<b>75.0%</b>	<b>75.0%</b>	<b>75.0%</b>		<b>75.0%</b>
	Class of 2003	Class of 2004	Class of 2005		Class of 2006
<i>All Students</i>	92.2%	91.9%	91.9%	-0.3%	88.9%
<i>African American</i>	91.7%	92.0%	91.9%	+0.2%	85.0%
<i>Hispanic</i>	90.0%	90.0%	89.7%	-0.3%	84.9%
<i>White</i>	93.7%	93.0%	93.3%	-0.4%	93.2%
<i>Economically Disadvantaged</i>	90.2%	90.0%	89.4%	-0.8%	83.9%

- † The TAKS accountability standards were held constant in 2004 and 2005 during the phase-in of the student passing standards. In 2004, the student passing standard was 1 standard error of measurement (SEM) below panel recommendation (PR) for grades 3-10 and 2 SEM below PR for grade 11. In 2005, the student passing standard was PR for grades 3-10 and 1 SEM below PR for grade 11. In 2006, the student passing standard was PR for all grades. In this table, TAKS results are shown at the PR student passing standard for all years so the change calculations are based on the same student passing standards.
- ‡ Grade 8 science results are not included because they were not used in the 2006 or 2007 accountability system.
- ⊗ Performance in 2004 is not comparable because the 2004 results are based on SDAA and results in 2005, 2006, and 2007 are based on SDAA II. Gain is shown from 2005-2007 on the SDAA II.
- \* While accountability ratings issued under standard procedures for 2004 and 2005 used Completion Rate II, the results shown are for Completion Rate I for all years so the change calculations are based on the same indicator.
- ‡ Due to the change to the National Center for Education Statistics (NCES) dropout definition, gains/losses from 2004-2006 are not comparable to 2007 for either the dropout rate or the completion rate.