

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

Reading (March)

	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	11,134	84	79	73	19	10,380	90	87	83	31
African American	4,872	81	75	68	15	4,368	88	85	80	27
Hispanic	4,418	83	78	71	14	4,216	89	86	81	27
White	1,364	97	95	93	44	1,352	97	96	95	51
Economically Disadvantaged	8,602	81	75	68	13	8,001	88	84	80	26
Limited English Proficient	1,231	72	66	57	8	1,068	81	76	68	17
Special Education	468	76	71	63	13	471	86	80	76	22

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	11,299	84	76	66	15	10,502	92	84	75	19
African American	4,911	80	70	59	10	4,388	89	80	70	14
Hispanic	4,494	84	76	64	12	4,286	91	82	73	16
White	1,400	96	93	88	34	1,374	98	95	92	39
Economically Disadvantaged	8,704	81	72	61	11	8,069	90	81	71	14
Limited English Proficient	1,242	80	70	58	11	1,089	88	77	66	12
Special Education	633	73	64	51	10	649	85	72	61	13

*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.

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

Reading (March)

	TAKS Spring 2003					TAKS Spring 2004				
	Number Tested	Met Standard*			Commended Performance	Number Tested	Met Standard**			Commended Performance
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent
All Students	5,277	85	78	71	19	5,188	92	88	84	32
African American	7	86	71	43	29	20	65	60	60	15
Hispanic	5,252	85	78	71	19	5,148	92	88	84	32
White	6	50	33	17	0	13	100	92	85	31
Economically Disadvantaged	5,172	85	78	71	19	5,084	92	88	84	32
Limited English Proficient	5,168	85	78	71	19	5,095	92	88	84	32
Special Education	135	64	56	46	9	120	78	68	59	13

Mathematics

	TAKS Spring 2003					TAKS Spring 2004				
	Number Tested	Met Standard*			Commended Performance	Number Tested	Met Standard**			Commended Performance
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent
All Students	5,227	85	74	62	10	5,169	92	85	74	18
African American	7	71	71	43	0	22	91	91	82	32
Hispanic	5,198	85	74	62	10	5,124	92	85	74	18
White	6	67	67	67	0	13	100	100	100	31
Economically Disadvantaged	5,114	85	74	62	10	5,054	92	85	74	18
Limited English Proficient	5,110	85	74	62	10	5,073	92	85	74	18
Special Education	128	72	61	46	6	125	81	74	60	10

*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.

Houston Independent School District
Texas Assessment of Knowledge and Skills
Met Standard and Commended Performance Results
All Students
Spring 2003 and Spring 2004
Grade 4 (English)

Reading

	TAKS Spring 2003					TAKS Spring 2004				
	Number Tested	Met Standard*			Commended Performance	Number Tested	Met Standard**			Commended Performance
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent
All Students	12,738	80	75	69	12	12,079	85	80	75	19
African American	4,711	78	73	66	9	4,336	84	79	73	16
Hispanic	6,067	78	72	65	7	5,964	82	77	71	14
White	1,451	95	93	91	35	1,318	96	94	92	46
Economically Disadvantaged	10,055	77	71	64	8	9,627	82	77	71	14
Limited English Proficient	2,462	67	60	53	4	2,234	71	65	58	7
Special Education	531	72	66	60	8	532	71	63	58	12

Mathematics

	TAKS Spring 2003					TAKS Spring 2004				
	Number Tested	Met Standard*			Commended Performance	Number Tested	Met Standard**			Commended Performance
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent
All Students	12,918	82	74	63	11	12,307	87	79	70	16
African American	4,801	78	68	57	7	4,414	83	74	64	11
Hispanic	6,133	82	72	60	8	6,085	87	79	69	13
White	1,468	96	93	87	30	1,340	97	94	90	36
Economically Disadvantaged	10,201	80	70	58	7	9,808	85	76	66	12
Limited English Proficient	2,481	77	67	55	6	2,279	83	74	64	11
Special Education	675	70	59	48	6	736	73	63	53	8

Writing

	TAKS Spring 2003					TAKS Spring 2004				
	Number Tested	Met Standard*			Commended Performance	Number Tested	Met Standard**			Commended Performance
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent
All Students	12,684	81	77	70	10	12,094	87	86	82	16
African American	4,742	81	76	68	8	4,360	87	86	83	13
Hispanic	6,054	78	73	66	6	5,980	85	84	79	11
White	1,426	93	92	90	26	1,297	95	95	95	37
Economically Disadvantaged	10,066	78	73	65	6	9,655	85	84	80	11
Limited English Proficient	2,433	64	58	48	2	2,251	74	72	65	4
Special Education	548	70	64	55	3	585	72	70	63	7

All Tests Taken

	TAKS Spring 2003			TAKS Spring 2004		
	Number Tested	Met Standard*	Commended Performance	Number Tested	Met Standard**	Commended Performance
		Percent at 2 SEM	Percent		Percent at 1 SEM	Percent
All Students	13,267	67	3	12,620	67	5
African American	4,941	63	1	4,551	62	3
Hispanic	6,289	64	1	6,223	64	3
White	1,502	89	11	1,368	88	17
Economically Disadvantaged	10,490	62	1	10,075	62	3
Limited English Proficient	2,540	50	1	2,343	50	1
Special Education	776	53	1	861	48	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.

Houston Independent School District
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				
	Number Tested	Met Standard*			Commended Performance	Number Tested	Met Standard**			Commended Performance
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent
All Students	2,789	86	78	68	11	3,110	90	83	74	19
African American	5	80	80	40	0	1	-	-	-	-
Hispanic	2,780	86	78	68	11	3,096	90	83	74	19
White	2	-	-	-	-	3	-	-	-	-
Economically Disadvantaged	2,745	86	78	68	11	3,049	90	83	74	19
Limited English Proficient	2,729	86	78	68	10	3,068	90	83	74	19
Special Education	66	76	55	45	3	78	81	62	55	9

Mathematics

	TAKS Spring 2003					TAKS Spring 2004				
	Number Tested	Met Standard*			Commended Performance	Number Tested	Met Standard**			Commended Performance
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent
All Students	2,799	79	68	56	13	3,102	87	79	69	21
African American	5	80	80	80	40	1	-	-	-	-
Hispanic	2,789	79	68	56	13	3,088	87	79	69	21
White	2	-	-	-	-	3	-	-	-	-
Economically Disadvantaged	2,753	79	68	56	13	3,041	87	79	68	21
Limited English Proficient	2,738	79	68	56	13	3,059	87	79	69	21
Special Education	71	72	62	51	8	69	83	78	64	13

Writing

	TAKS Spring 2003					TAKS Spring 2004				
	Number Tested	Met Standard*			Commended Performance	Number Tested	Met Standard**			Commended Performance
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent
All Students	2,790	89	88	84	16	3,095	93	92	91	24
African American	5	60	60	60	0	1	-	-	-	-
Hispanic	2,781	89	88	84	16	3,086	93	92	91	24
White	2	-	-	-	-	3	-	-	-	-
Economically Disadvantaged	2,750	89	88	84	16	3,040	93	92	91	24
Limited English Proficient	2,736	89	88	84	16	3,062	93	92	91	24
Special Education	68	84	79	74	7	78	83	82	81	13

All Tests Taken

	TAKS Spring 2003			TAKS Spring 2004		
	Number Tested	Met Standard*	Commended Performance	Number Tested	Met Standard**	Commended Performance
		Percent at 2 SEM	Percent		Percent at 1 SEM	Percent
All Students	2,876	70	3	3,180	70	7
African American	5	40	0	1	-	-
Hispanic	2,865	70	3	3,162	70	7
White	2	-	-	3	-	-
Economically Disadvantaged	2,827	70	3	3,112	70	6
Limited English Proficient	2,813	70	3	3,133	70	6
Special Education	85	61	0	100	56	3

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Houston Independent School District
Texas Assessment of Knowledge and Skills
Met Standard and Commended Performance Results
All Students
Spring 2003 and Spring 2004
Grade 5 (English)

Reading

	TAKS Spring 2003					TAKS Spring 2004				
	Number Tested	Met Standard*			Commended Performance	Number Tested	Met Standard**			Commended Performance
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent
All Students	14,056	72	65	58	12	13,919	77	71	64	17
African American	4,452	73	66	58	11	4,300	81	75	68	16
Hispanic	7,828	67	60	52	8	7,844	71	64	56	12
White	1,333	93	90	87	34	1,334	95	94	92	47
Economically Disadvantaged	11,544	68	61	53	9	11,486	74	67	59	13
Limited English Proficient	3,257	49	40	33	4	3,266	50	43	34	4
Special Education	644	57	51	41	7	561	66	59	51	10

Mathematics

	TAKS Spring 2003					TAKS Spring 2004				
	Number Tested	Met Standard*			Commended Performance	Number Tested	Met Standard**			Commended Performance
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent
All Students	14,238	79	68	55	11	14,115	84	76	65	20
African American	4,537	74	62	48	7	4,373	82	73	61	16
Hispanic	7,910	79	67	53	8	7,948	83	74	62	16
White	1,349	94	90	84	30	1,351	95	92	87	44
Economically Disadvantaged	11,713	77	65	51	8	11,659	82	73	61	16
Limited English Proficient	3,300	70	56	42	4	3,316	75	64	49	9
Special Education	826	62	47	35	4	740	67	57	45	11

Science

	TAKS Spring 2003					TAKS Spring 2004				
	Number Tested	Met Standard*			Commended Performance	Number Tested	Met Standard**			Commended Performance
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent
All Students	13,595	65	47	29	3	13,502	78	61	46	13
African American	4,643	60	41	24	2	4,429	76	57	42	10
Hispanic	7,128	61	41	23	1	7,261	75	57	41	9
White	1,375	91	83	67	9	1,367	95	89	80	36
Economically Disadvantaged	11,038	60	40	23	1	11,026	75	57	41	9
Limited English Proficient	2,485	44	25	12	1	2,610	60	40	25	4
Special Education	1,058	40	26	14	1	893	57	40	28	6

All Tests Taken

	TAKS Spring 2003			TAKS Spring 2004		
	Number Tested	Met Standard*	Commended Performance	Number Tested	Met Standard**	Commended Performance
		Percent at 2 SEM	Percent		Percent at 1 SEM	Percent
All Students	14,708	54	1	14,441	52	6
African American	4,736	49	1	4,496	49	4
Hispanic	8,131	50	1	8,115	46	3
White	1,386	87	4	1,380	84	23
Economically Disadvantaged	12,125	49	1	11,936	47	3
Limited English Proficient	3,419	34	0	3,404	29	1
Special Education	1,220	34	1	1,037	35	3

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Houston Independent School District
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				
	Number Tested	Met Standard*			Commended Performance	Number Tested	Met Standard**			Commended Performance
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent
All Students	410	79	68	54	10	283	89	80	71	18
African American	0	-	-	-	-	1	-	-	-	-
Hispanic	409	79	68	55	10	282	89	80	71	18
White	0	-	-	-	-	0	-	-	-	-
Economically Disadvantaged	402	78	68	54	10	278	88	80	71	18
Limited English Proficient	403	79	68	55	10	281	89	80	71	18
Special Education	9	56	33	22	0	8	75	75	63	0

Mathematics

	TAKS Spring 2003					TAKS Spring 2004				
	Number Tested	Met Standard*			Commended Performance	Number Tested	Met Standard**			Commended Performance
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent
All Students	412	71	57	42	7	282	79	70	57	13
African American	0	-	-	-	-	1	-	-	-	-
Hispanic	411	71	57	42	7	281	79	70	57	13
White	0	-	-	-	-	0	-	-	-	-
Economically Disadvantaged	404	71	57	42	7	277	78	70	57	13
Limited English Proficient	405	72	58	42	7	280	79	70	58	13
Special Education	10	60	50	40	0	7	86	86	71	14

Science

	TAKS Spring 2003					TAKS Spring 2004				
	Number Tested	Met Standard*			Commended Performance	Number Tested	Met Standard**			Commended Performance
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent
All Students	1,378	34	17	6	0	1,081	53	36	21	1
African American	3	-	-	-	-	2	-	-	-	-
Hispanic	1,371	35	18	6	0	1,078	53	36	21	1
White	2	-	-	-	-	0	-	-	-	-
Economically Disadvantaged	1,359	35	18	6	0	1,047	52	37	21	1
Limited English Proficient	1,337	34	18	7	0	1,058	52	36	21	1
Special Education	56	16	5	0	0	43	30	23	14	2

All Tests Taken

	TAKS Spring 2003			TAKS Spring 2004		
	Number Tested	Met Standard*	Commended Performance	Number Tested	Met Standard**	Commended Performance
		Percent at 2 SEM	Percent		Percent at 1 SEM	Percent
All Students	1,379	33	0	1,087	35	1
African American	3	-	-	2	-	-
Hispanic	1,372	33	0	1,084	35	1
White	2	-	-	0	-	-
Economically Disadvantaged	1,360	33	0	1,053	36	1
Limited English Proficient	1,338	33	0	1,064	35	1
Special Education	57	14	0	44	23	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.

Houston Independent School District
Texas Assessment of Knowledge and Skills
Met Standard and Commended Performance Results
All Students
Spring 2003 and Spring 2004
Grade 6 (English)

Reading

	TAKS Spring 2003					TAKS Spring 2004				
	Number Tested	Met Standard*			Commended Performance	Number Tested	Met Standard**			Commended Performance
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent
All Students	13,288	79	69	58	15	12,990	86	78	67	17
African American	4,106	76	66	55	11	3,972	86	78	67	15
Hispanic	7,477	76	66	54	10	7,397	84	74	61	12
White	1,295	95	92	88	46	1,202	98	95	91	48
Economically Disadvantaged	10,680	75	65	53	10	10,657	84	74	62	12
Limited English Proficient	1,412	45	33	22	2	2,008	60	45	28	2
Special Education	641	63	52	41	6	543	70	57	44	7

Mathematics

	TAKS Spring 2003					TAKS Spring 2004				
	Number Tested	Met Standard*			Commended Performance	Number Tested	Met Standard**			Commended Performance
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent
All Students	13,448	66	54	43	7	13,108	70	62	50	12
African American	4,171	56	44	34	4	4,026	61	52	41	7
Hispanic	7,552	65	53	41	5	7,451	70	61	48	8
White	1,316	88	81	74	22	1,207	93	90	82	35
Economically Disadvantaged	10,829	61	49	38	5	10,757	66	57	45	8
Limited English Proficient	1,469	43	30	22	2	2,034	48	38	26	3
Special Education	807	43	32	22	3	653	49	42	28	5

All Tests Taken

	TAKS Spring 2003			TAKS Spring 2004		
	Number Tested	Met Standard*	Commended Performance	Number Tested	Met Standard**	Commended Performance
		Percent at 2 SEM	Percent		Percent at 1 SEM	Percent
All Students	13,576	60	5	13,216	57	7
African American	4,222	52	3	4,068	49	5
Hispanic	7,617	59	3	7,507	54	4
White	1,325	86	18	1,216	88	27
Economically Disadvantaged	10,935	55	2	10,852	52	4
Limited English Proficient	1,485	30	1	2,053	27	1
Special Education	878	38	2	745	37	3

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Houston Independent School District
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					Spring 2004				
	Number Tested	Met Standard*			Commended Performance	Number Tested	Met Standard**			Commended Performance
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent
All Students	88	89	77	66	10	62	77	69	58	16
African American	0	-	-	-	-	0	-	-	-	-
Hispanic	86	88	78	66	10	62	77	69	58	16
White	0	-	-	-	-	0	-	-	-	-
Economically Disadvantaged	83	88	77	66	10	61	77	69	57	16
Limited English Proficient	86	88	78	66	10	53	85	77	66	19
Special Education	3	-	-	-	-	1	-	-	-	-

Mathematics

	TAKS Spring 2003					TAKS Spring 2004				
	Number Tested	Met Standard*			Commended Performance	Number Tested	Met Standard**			Commended Performance
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent
All Students	89	60	45	30	1	62	58	52	45	15
African American	0	-	-	-	-	0	-	-	-	-
Hispanic	87	60	45	31	1	62	58	52	45	15
White	0	-	-	-	-	0	-	-	-	-
Economically Disadvantaged	84	60	45	31	1	61	57	51	44	15
Limited English Proficient	87	60	45	31	1	53	68	60	53	17
Special Education	3	-	-	-	-	1	-	-	-	-

All Tests Taken

	TAKS Spring 2003			TAKS Spring 2004		
	Number Tested	Met Standard*	Commended Performance	Number Tested	Met Standard**	Commended Performance
		Percent at 2 SEM	Percent		Percent at 1 SEM	Percent
All Students	89	56	0	62	50	5
African American	0	-	-	0	-	-
Hispanic	87	56	0	62	50	5
White	0	-	-	0	-	-
Economically Disadvantaged	84	56	0	61	49	5
Limited English Proficient	87	56	0	53	58	6
Special Education	3	-	-	1	-	-

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Houston Independent School District
Texas Assessment of Knowledge and Skills
Met Standard and Commended Performance Results
All Students
Spring 2003 and Spring 2004
Grade 7 (English)

Reading

	TAKS Spring 2003					TAKS Spring 2004				
	Number Tested	Met Standard*			Commended Performance	Number Tested	Met Standard**			Commended Performance
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent
All Students	11,866	85	77	65	7	12,808	85	77	68	11
African American	3,705	85	75	61	4	3,839	82	74	63	8
Hispanic	6,447	83	74	61	4	7,249	84	76	66	8
White	1,283	96	94	90	30	1,256	96	94	92	37
Economically Disadvantaged	9,270	83	73	59	3	10,155	83	74	64	7
Limited English Proficient	988	44	30	18	0	1,077	50	38	25	1
Special Education	497	70	55	44	2	603	67	56	45	5

Mathematics

	TAKS Spring 2003					TAKS Spring 2004				
	Number Tested	Met Standard*			Commended Performance	Number Tested	Met Standard**			Commended Performance
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent
All Students	11,944	59	46	35	3	12,914	68	57	45	4
African American	3,729	53	39	27	2	3,882	61	47	35	2
Hispanic	6,488	56	42	30	1	7,304	67	55	43	2
White	1,283	86	78	69	13	1,264	91	85	79	14
Economically Disadvantaged	9,339	54	39	28	1	10,257	64	52	39	2
Limited English Proficient	1,002	26	15	8	0	1,128	38	26	16	0
Special Education	563	35	21	15	0	701	44	31	21	2

Writing

	TAKS Spring 2003					TAKS Spring 2004				
	Number Tested	Met Standard*			Commended Performance	Number Tested	Met Standard**			Commended Performance
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent
All Students	11,773	81	76	69	8	12,672	90	88	86	13
African American	3,639	82	76	68	5	3,824	91	89	86	11
Hispanic	6,452	77	71	64	5	7,207	89	86	83	8
White	1,274	95	94	91	29	1,230	98	97	97	41
Economically Disadvantaged	9,233	78	72	64	4	10,108	89	87	83	9
Limited English Proficient	988	34	27	21	1	1,074	61	55	47	0
Special Education	487	57	49	39	1	547	78	74	70	3

All Tests Taken

	TAKS Spring 2003			TAKS Spring 2004		
	Number Tested	Met Standard*	Commended Performance	Number Tested	Met Standard**	Commended Performance
		Percent at 2 SEM	Percent		Percent at 1 SEM	Percent
All Students	12,387	53	1	13,346	52	2
African American	3,879	48	0	4,045	44	1
Hispanic	6,725	49	0	7,522	50	1
White	1,319	83	7	1,298	83	9
Economically Disadvantaged	9,694	48	0	10,619	47	1
Limited English Proficient	1,063	13	0	1,184	17	0
Special Education	683	29	0	831	28	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.

Houston Independent School District
Texas Assessment of Knowledge and Skills
Met Standard and Commended Performance Results
All Students
Spring 2003 and Spring 2004
Grade 8 (English)

Reading

	TAKS Spring 2003					TAKS Spring 2004				
	Number Tested	Met Standard*			Commended Performance	Number Tested	Met Standard**			Commended Performance
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent
All Students	11,326	85	79	71	18	11,488	92	87	80	16
African American	3,579	85	78	69	13	3,500	93	88	80	12
Hispanic	6,130	83	76	67	13	6,306	90	85	76	12
White	1,183	96	94	91	50	1,248	98	97	95	41
Economically Disadvantaged	8,676	83	76	66	12	8,852	91	85	76	10
Limited English Proficient	968	40	28	20	1	995	60	47	33	1
Special Education	616	65	56	45	7	501	82	75	59	6

Mathematics

	TAKS Spring 2003					TAKS Spring 2004				
	Number Tested	Met Standard*			Commended Performance	Number Tested	Met Standard**			Commended Performance
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent
All Students	11,341	62	49	38	4	11,529	66	56	46	8
African American	3,575	56	42	30	1	3,524	60	48	38	4
Hispanic	6,154	59	45	33	2	6,330	64	54	43	4
White	1,176	87	80	72	16	1,241	89	84	77	25
Economically Disadvantaged	8,703	57	43	31	2	8,894	62	51	40	4
Limited English Proficient	995	25	16	10	1	1,012	32	23	16	1
Special Education	654	34	22	13	1	541	41	31	22	2

Social Studies

	TAKS Spring 2003					TAKS Spring 2004				
	Number Tested	Met Standard*			Commended Performance	Number Tested	Met Standard**			Commended Performance
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent
All Students	11,562	89	79	67	8	11,664	90	83	75	15
African American	3,726	90	80	67	4	3,610	89	81	72	10
Hispanic	6,201	87	75	61	4	6,367	89	82	72	10
White	1,198	97	95	90	31	1,254	98	96	94	42
Economically Disadvantaged	8,883	87	76	62	4	9,006	88	81	71	9
Limited English Proficient	1,013	62	39	22	1	1,036	66	50	35	1
Special Education	869	71	54	40	2	712	71	60	49	5

All Tests Taken

	TAKS Spring 2003			TAKS Spring 2004		
	Number Tested	Met Standard*	Commended Performance	Number Tested	Met Standard**	Commended Performance
		Percent at 2 SEM	Percent		Percent at 1 SEM	Percent
All Students	11,747	58	2	11,821	53	3
African American	3,794	52	1	3,664	44	1
Hispanic	6,305	55	1	6,449	50	1
White	1,208	85	11	1,269	83	15
Economically Disadvantaged	9,031	53	1	9,138	47	1
Limited English Proficient	1,054	18	0	1,063	17	0
Special Education	971	35	0	796	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.

Houston Independent School District
Texas Assessment of Knowledge and Skills
Met Standard and Commended Performance Results
All Students
Spring 2003 and Spring 2004
Grade 9 (English)

Reading

	TAKS Spring 2003					TAKS Spring 2004				
	Number Tested	Met Standard*			Commended Performance	Number Tested	Met Standard**			Commended Performance
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent
All Students	14,282	74	66	55	3	13,988	83	78	68	5
African American	4,496	76	66	53	2	4,246	83	77	66	3
Hispanic	7,752	69	60	49	2	7,718	81	75	64	3
White	1,502	91	88	83	11	1,517	96	94	90	17
Economically Disadvantaged	9,992	70	61	49	2	10,234	81	75	63	3
Limited English Proficient	1,747	26	18	10	0	1,454	40	30	17	0
Special Education	1,049	39	28	19	0	782	61	53	35	1

Mathematics

	TAKS Spring 2003					TAKS Spring 2004				
	Number Tested	Met Standard*			Commended Performance	Number Tested	Met Standard**			Commended Performance
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent
All Students	14,055	48	37	29	6	13,783	55	44	35	9
African American	4,403	41	29	21	2	4,234	47	36	26	3
Hispanic	7,584	45	33	24	3	7,499	51	40	30	5
White	1,497	80	71	65	22	1,500	86	80	74	32
Economically Disadvantaged	9,741	43	31	23	3	9,965	50	38	29	4
Limited English Proficient	1,683	19	12	7	1	1,371	23	15	9	1
Special Education	981	17	11	7	0	826	25	16	10	1

All Tests Taken

	TAKS Spring 2003			TAKS Spring 2004		
	Number Tested	Met Standard*	Commended Performance	Number Tested	Met Standard**	Commended Performance
		Percent at 2 SEM	Percent		Percent at 1 SEM	Percent
All Students	15,433	46	2	14,794	43	3
African American	4,868	40	1	4,553	35	1
Hispanic	8,351	41	1	8,084	39	1
White	1,587	77	6	1,572	79	11
Economically Disadvantaged	10,712	40	1	10,749	37	1
Limited English Proficient	1,923	12	0	1,554	11	0
Special Education	1,277	17	0	1,000	18	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.

Houston Independent School District
Texas Assessment of Knowledge and Skills
Met Standard and Commended Performance Results
All Students
Spring 2003 and Spring 2004
Grade 10 (English)

Reading

	TAKS Spring 2003					TAKS Spring 2004				
	Number Tested	Met Standard*			Commended Performance	Met Standard**				Commended Performance
		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	8,935	62	59	55	3	10,194	68	66	62	3
African American	2,779	62	59	54	2	3,098	68	65	60	1
Hispanic	4,481	56	53	49	2	5,271	63	62	57	1
White	1,252	77	76	75	10	1,367	84	83	82	8
Economically Disadvantaged	5,456	57	53	49	1	6,697	64	62	57	1
Limited English Proficient	904	16	12	9	0	1,056	21	19	14	0
Special Education	544	19	15	12	0	491	35	32	26	0

Mathematics

	TAKS Spring 2003					TAKS Spring 2004				
	Number Tested	Met Standard*			Commended Performance	Met Standard**				Commended Performance
		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	9,479	61	47	35	5	10,044	63	50	38	5
African American	2,865	55	40	27	2	3,049	52	38	26	2
Hispanic	4,898	57	41	29	2	5,177	61	47	34	2
White	1,281	87	79	68	15	1,356	87	80	71	16
Economically Disadvantaged	5,753	56	41	28	2	6,568	58	44	31	2
Limited English Proficient	1,009	35	21	13	1	1,036	33	22	14	0
Special Education	516	24	13	8	0	530	27	17	10	0

Social Studies

	TAKS Spring 2003					TAKS Spring 2004				
	Number Tested	Met Standard*			Commended Performance	Met Standard**				Commended Performance
		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	9,649	79	70	60	10	10,001	87	80	71	13
African American	2,972	75	65	53	6	3,008	85	77	66	8
Hispanic	4,954	76	66	54	5	5,179	85	77	67	7
White	1,280	95	92	89	33	1,353	97	95	92	38
Economically Disadvantaged	5,840	75	64	53	4	6,553	84	76	65	7
Limited English Proficient	1,043	48	35	24	0	1,048	56	42	29	1
Special Education	608	45	33	24	1	590	61	50	35	2

Science

	TAKS Spring 2003					TAKS Spring 2004				
	Number Tested	Met Standard*			Commended Performance	Met Standard**				Commended Performance
		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	9,460	52	38	26	2	9,977	63	49	36	3
African American	2,885	46	31	19	1	2,996	56	40	26	1
Hispanic	4,884	46	30	18	0	5,168	58	43	29	1
White	1,253	85	77	66	8	1,353	91	83	74	11
Economically Disadvantaged	5,734	45	30	18	1	6,526	56	41	27	1
Limited English Proficient	1,012	18	9	4	0	1,037	23	13	5	0
Special Education	604	18	10	6	0	583	26	15	9	0

All Tests Taken

	TAKS Spring 2003			TAKS Spring 2004		
	Number Tested	Met Standard*	Commended Performance	Number Tested	Met Standard**	Commended Performance
		Percent at 2 SEM	Percent		Percent at 1 SEM	Percent
All Students	10,524	37	0	10,734	34	1
African American	3,270	31	0	3,295	25	0
Hispanic	5,396	30	0	5,536	29	0
White	1,371	68	1	1,415	66	2
Economically Disadvantaged	6,340	30	0	7,066	27	0
Limited English Proficient	1,148	6	0	1,154	4	0
Special Education	765	7	0	705	6	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.

Houston Independent School District
Texas Assessment of Knowledge and Skills
Met Standard and Commended Performance Results
All Students
Spring 2003 and Spring 2004
Grade 11 (English)

Reading

	TAKS Spring 2003					TAKS Spring 2004				
	Number Tested	Met Standard*			Commended Performance	Number Tested	Met Standard*			Commended Performance
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent
All Students	5,816	60	56	51	3	7,412	80	78	75	6
African American	1,839	56	51	45	1	2,304	80	78	75	4
Hispanic	2,621	56	51	44	1	3,579	75	73	70	3
White	996	72	70	69	9	1,161	91	91	91	14
Economically Disadvantaged	3,200	56	50	44	1	4,447	76	74	70	3
Limited English Proficient	216	19	15	12	0	652	31	26	21	0
Special Education	254	21	16	14	1	335	39	37	35	1

Mathematics

	TAKS Spring 2003					TAKS Spring 2004				
	Number Tested	Met Standard*			Commended Performance	Number Tested	Met Standard*			Commended Performance
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent
All Students	6,797	61	48	37	5	7,480	79	70	59	11
African American	1,987	52	37	26	1	2,385	75	63	51	4
Hispanic	3,238	55	40	29	1	3,565	76	65	54	7
White	1,162	85	77	69	14	1,151	95	92	86	30
Economically Disadvantaged	3,646	54	40	28	1	4,507	75	63	52	6
Limited English Proficient	460	30	19	12	1	645	53	37	26	2
Special Education	301	26	19	12	1	357	43	32	22	1

Social Studies

	TAKS Spring 2003					TAKS Spring 2004				
	Number Tested	Met Standard*			Commended Performance	Number Tested	Met Standard*			Commended Performance
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent
All Students	6,742	84	76	67	7	7,509	95	91	87	17
African American	2,030	82	73	62	2	2,380	96	92	87	10
Hispanic	3,217	80	70	59	3	3,593	93	88	82	9
White	1,098	96	94	91	24	1,157	99	98	98	47
Economically Disadvantaged	3,657	80	70	59	2	4,518	93	89	82	8
Limited English Proficient	488	52	38	25	0	657	77	64	51	2
Special Education	327	60	49	39	4	390	81	70	56	4

Science

	TAKS Spring 2003					TAKS Spring 2004				
	Number Tested	Met Standard*			Commended Performance	Number Tested	Met Standard*			Commended Performance
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	Percent
All Students	6,378	57	45	36	2	7,518	76	66	51	3
African American	1,916	49	37	27	0	2,385	74	60	45	1
Hispanic	3,082	49	35	26	0	3,598	70	58	42	1
White	998	84	79	72	5	1,156	96	93	84	11
Economically Disadvantaged	3,494	49	35	26	0	4,522	70	58	41	1
Limited English Proficient	464	21	11	7	0	657	39	28	15	0
Special Education	302	28	18	15	1	384	42	31	18	1

All Tests Taken

	TAKS Spring 2003			TAKS Spring 2004		
	Number Tested	Met Standard*	Commended Performance	Number Tested	Met Standard*	Commended Performance
		Percent at 2 SEM	Percent		Percent at 2 SEM	Percent
All Students	7,785	39	1	7,840	61	1
African American	2,344	31	0	2,508	57	0
Hispanic	3,708	32	0	3,731	54	0
White	1,273	65	2	1,211	86	4
Economically Disadvantaged	4,190	32	0	4,719	54	0
Limited English Proficient	533	10	0	701	15	0
Special Education	406	12	0	464	20	0

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