

**Houston Independent School District**  
**Texas Assessment of Knowledge and Skills**  
 Met Standard and Commended Performance Results  
 All Students  
 Spring 2004 and Spring 2005  
 Grade 3 (English)

**Reading (First Administration)**

	TAKS Spring 2004					TAKS Spring 2005				
	Number Tested	Met Standard*			Commended Performance Percent	Number Tested	Met Standard**			Commended Performance Percent
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.			Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	
All Students	10,380	90	87	83	31	9,668	90	87	83	29
African American	4,368	88	85	80	27	3,876	87	83	78	22
Hispanic	4,216	89	86	81	27	4,018	89	86	82	25
White	1,352	97	96	95	51	1,298	98	97	96	60
Economically Disadvantaged	8,001	88	84	80	26	7,350	88	84	80	22
Limited English Proficient	1,068	81	76	68	17	849	79	74	67	12
Special Education	471	86	80	76	22	378	83	79	73	25

**Mathematics**

	TAKS Spring 2004					TAKS Spring 2005				
	Number Tested	Met Standard*			Commended Performance Percent	Number Tested	Met Standard**			Commended Performance Percent
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.			Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	
All Students	10,502	92	84	75	19	9,788	88	80	70	17
African American	4,388	89	80	70	14	3,898	82	72	60	9
Hispanic	4,286	91	82	73	16	4,093	89	81	71	15
White	1,374	98	95	92	39	1,313	98	95	91	38
Economically Disadvantaged	8,069	90	81	71	14	7,457	86	77	66	12
Limited English Proficient	1,089	88	77	66	12	879	83	73	61	9
Special Education	649	85	72	61	13	560	76	66	57	10

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

\*\* The Met Standard for TAKS in Spring 2005 was at the Panel Recommended level.

**Houston Independent School District**  
**Texas Assessment of Knowledge and Skills**  
 Met Standard and Commended Performance Results  
 All Students  
 Spring 2004 and Spring 2005  
 Grade 3 (Spanish)

**Reading (First Administration)**

	TAKS Spring 2004					TAKS Spring 2005				
	Number Tested	Met Standard*			Commended Performance Percent	Number Tested	Met Standard**			Commended Performance Percent
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.			Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	
<b>All Students</b>	5,188	92	88	84	32	5,083	89	85	79	21
<b>Hispanic</b>	5,148	92	88	84	32	5,048	89	85	79	21
<b>Economically Disadvantaged</b>	5,084	92	88	84	32	4,962	89	85	79	21
<b>Limited English Proficient</b>	5,095	92	88	84	32	5,001	89	85	79	21
<b>Special Education</b>	120	78	68	59	13	126	71	64	57	10

**Mathematics**

	TAKS Spring 2004					TAKS Spring 2005				
	Number Tested	Met Standard*			Commended Performance Percent	Number Tested	Met Standard**			Commended Performance Percent
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.			Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	
<b>All Students</b>	5,169	92	85	74	18	5,059	89	82	71	12
<b>Hispanic</b>	5,124	92	85	74	18	5,019	89	82	71	12
<b>Economically Disadvantaged</b>	5,054	92	85	74	18	4,936	89	82	71	12
<b>Limited English Proficient</b>	5,073	92	85	74	18	4,970	89	82	71	12
<b>Special Education</b>	125	81	74	60	10	126	79	68	49	2

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

\*\* The Met Standard for TAKS in Spring 2005 was at the Panel Recommended level.

**Houston Independent School District**  
**Texas Assessment of Knowledge and Skills**  
 Met Standard and Commended Performance Results  
 All Students  
 Spring 2004 and Spring 2005  
 Grade 4 (English)

**Reading**

	TAKS Spring 2004					TAKS Spring 2005				
	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	12,079	85	80	75	19	11,281	81	76	70	17
African American	4,336	84	79	73	16	3,987	77	71	64	12
Hispanic	5,964	82	77	71	14	5,568	79	73	67	14
White	1,318	96	94	92	46	1,281	95	94	93	43
Economically Disadvantaged	9,627	82	77	71	14	8,962	78	72	65	12
Limited English Proficient	2,234	71	65	58	7	1,928	68	60	53	8
Special Education	532	71	63	58	12	387	66	64	58	12

**Mathematics**

	TAKS Spring 2004					TAKS Spring 2005				
	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	12,307	87	79	70	16	11,506	87	77	69	20
African American	4,414	83	74	64	11	4,058	81	68	58	10
Hispanic	6,085	87	79	69	13	5,698	88	78	69	17
White	1,340	97	94	90	36	1,300	98	94	92	48
Economically Disadvantaged	9,808	85	76	66	12	9,158	85	74	64	14
Limited English Proficient	2,279	83	74	64	11	1,974	84	73	64	13
Special Education	736	73	63	53	8	439	78	66	57	17

**Writing**

	TAKS Spring 2004					TAKS Spring 2005				
	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	12,094	87	86	82	16	11,260	91	90	88	18
African American	4,360	87	86	83	13	4,022	90	89	86	14
Hispanic	5,980	85	84	79	11	5,527	90	89	86	14
White	1,297	95	95	95	37	1,271	96	96	96	36
Economically Disadvantaged	9,655	85	84	80	11	8,941	90	89	86	14
Limited English Proficient	2,251	74	72	65	4	1,914	84	82	77	9
Special Education	585	72	70	63	7	439	83	81	77	10

**All Tests Taken**

	TAKS Spring 2004			TAKS Spring 2005		
	Number Tested	Met Standard*	Commended Performance	Number Tested	Met Standard**	Commended Performance
		Percent at 1 SEM	Percent		Percent at Panel Rec.	Percent
All Students	12,620	67	5	11,781	57	6
African American	4,551	62	3	4,178	47	3
Hispanic	6,223	64	3	5,799	55	4
White	1,368	88	17	1,331	87	18
Economically Disadvantaged	10,075	62	3	9,367	51	3
Limited English Proficient	2,343	50	1	2,017	44	2
Special Education	861	48	2	523	45	3

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

\*\* The Met Standard for TAKS in Spring 2005 was at the Panel Recommended level.

**Houston Independent School District**  
**Texas Assessment of Knowledge and Skills**  
 Met Standard and Commended Performance Results  
 All Students  
 Spring 2004 and Spring 2005  
 Grade 4 (Spanish)

**Reading**

	TAKS Spring 2004					TAKS Spring 2005				
	Number Tested	Met Standard*			Commended Performance Percent	Number Tested	Met Standard**			Commended Performance Percent
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.			Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	
All Students	3,110	90	83	74	19	3,193	89	84	74	17
Hispanic	3,096	90	83	74	19	3,161	89	84	74	17
Economically Disadvantaged	3,049	90	83	74	19	3,125	89	84	74	17
Limited English Proficient	3,068	90	83	74	19	3,096	89	84	74	17
Special Education	78	81	62	55	9	76	74	64	47	8

**Mathematics**

	TAKS Spring 2004					TAKS Spring 2005				
	Number Tested	Met Standard*			Commended Performance Percent	Number Tested	Met Standard**			Commended Performance Percent
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.			Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	
All Students	3,102	87	79	69	21	3,206	90	84	73	27
Hispanic	3,088	87	79	69	21	3,174	90	84	73	27
Economically Disadvantaged	3,041	87	79	68	21	3,138	90	84	72	26
Limited English Proficient	3,059	87	79	69	21	3,108	90	84	72	26
Special Education	69	83	78	64	13	81	81	78	65	21

**Writing**

	TAKS Spring 2004					TAKS Spring 2005				
	Number Tested	Met Standard*			Commended Performance Percent	Number Tested	Met Standard**			Commended Performance Percent
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.			Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	
All Students	3,095	93	92	91	24	3,157	91	91	90	27
Hispanic	3,086	93	92	91	24	3,132	91	91	90	27
Economically Disadvantaged	3,040	93	92	91	24	3,101	91	91	90	27
Limited English Proficient	3,062	93	92	91	24	3,073	91	91	90	27
Special Education	78	83	82	81	13	58	78	78	76	14

**All Tests Taken**

	TAKS Spring 2004			TAKS Spring 2005		
	Number Tested	Met Standard*	Commended Performance	Number Tested	Met Standard**	Commended Performance
		Percent at 1 SEM	Percent		Percent at Panel Rec.	Percent
All Students	3,180	70	7	3,268	60	7
Hispanic	3,162	70	7	3,233	60	7
Economically Disadvantaged	3,112	70	6	3,197	59	7
Limited English Proficient	3,133	70	6	3,168	59	7
Special Education	100	56	3	98	39	6

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

\*\* The Met Standard for TAKS in Spring 2005 was at the Panel Recommended level.

**Houston Independent School District**  
**Texas Assessment of Knowledge and Skills**  
 Met Standard and Commended Performance Results  
 All Students  
 Spring 2004 and Spring 2005  
 Grade 5 (English)

**Reading (First Administration)**

	TAKS Spring 2004					TAKS Spring 2005				
	Number Tested	Met Standard*			Commended Performance Percent	Number Tested	Met Standard**			Commended Performance Percent
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.			Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	
All Students	13,919	77	71	64	17	13,435	77	70	62	15
African American	4,300	81	75	68	16	3,881	78	72	63	14
Hispanic	7,844	71	64	56	12	7,901	72	65	56	10
White	1,334	95	94	92	47	1,194	97	96	93	47
Economically Disadvantaged	11,486	74	67	59	13	11,110	73	66	57	10
Limited English Proficient	3,266	50	43	34	4	3,240	52	43	33	2
Special Education	561	66	59	51	10	479	64	55	49	10

**Mathematics (First Administration)**

	TAKS Spring 2004					TAKS Spring 2005				
	Number Tested	Met Standard*			Commended Performance Percent	Number Tested	Met Standard**			Commended Performance Percent
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.			Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	
All Students	14,115	84	76	65	20	13,644	86	78	67	19
African American	4,373	82	73	61	16	3,946	82	71	59	12
Hispanic	7,948	83	74	62	16	8,030	86	78	66	17
White	1,351	95	92	87	44	1,204	99	96	90	46
Economically Disadvantaged	11,659	82	73	61	16	11,296	84	75	64	15
Limited English Proficient	3,316	75	64	49	9	3,294	79	69	55	11
Special Education	740	67	57	45	11	695	69	59	46	8

**Science**

	TAKS Spring 2004					TAKS Spring 2005				
	Number Tested	Met Standard*			Commended Performance Percent	Number Tested	Met Standard**			Commended Performance Percent
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.			Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	
All Students	13,502	78	61	46	13	13,698	77	65	51	17
African American	4,429	76	57	42	10	4,132	73	59	44	11
Hispanic	7,261	75	57	41	9	7,871	75	63	48	14
White	1,367	95	89	80	36	1,226	96	92	85	48
Economically Disadvantaged	11,026	75	57	41	9	11,315	73	61	46	12
Limited English Proficient	2,610	60	40	25	4	3,054	60	47	31	6
Special Education	893	57	40	28	6	1,134	44	34	24	7

**All Tests Taken**

	TAKS Spring 2004			TAKS Spring 2005		
	Number Tested	Met Standard*	Commended Performance	Number Tested	Met Standard**	Commended Performance
		Percent at 1 SEM	Percent		Percent at Panel Rec.	Percent
All Students	14,441	52	6			
African American	4,496	49	4			
Hispanic	8,115	46	3			
White	1,380	84	23		Not Available	
Economically Disadvantaged	11,936	47	3			
Limited English Proficient	3,404	29	1			
Special Education	1,037	35	3			

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\*\* The Met Standard for TAKS in Spring 2005 was at the Panel Recommended level.

**Houston Independent School District**  
**Texas Assessment of Knowledge and Skills**  
 Met Standard and Commended Performance Results  
 All Students  
 Spring 2004 and Spring 2005  
 Grade 5 (Spanish)

**Reading (First Administration)**

	TAKS Spring 2004					TAKS Spring 2005				
	Number Tested	Met Standard*			Commended Performance Percent	Number Tested	Met Standard**			Commended Performance Percent
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.			Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	
All Students	283	89	80	71	18	207	93	82	68	13
Hispanic	282	89	80	71	18	206	93	82	68	13
Economically Disadvantaged	278	88	80	71	18	198	93	82	68	13
Limited English Proficient	281	89	80	71	18	204	93	82	68	13
Special Education	8	75	75	63	0	4	-	-	-	-

**Mathematics (First Administration)**

	TAKS Spring 2004					TAKS Spring 2005				
	Number Tested	Met Standard*			Commended Performance Percent	Number Tested	Met Standard**			Commended Performance Percent
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.			Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	
All Students	282	79	70	57	13	209	76	65	48	13
Hispanic	281	79	70	57	13	208	75	65	48	13
Economically Disadvantaged	277	78	70	57	13	205	76	65	48	14
Limited English Proficient	280	79	70	58	13	206	76	66	49	14
Special Education	7	86	86	71	14	2	-	-	-	-

**Science**

	TAKS Spring 2004					TAKS Spring 2005				
	Number Tested	Met Standard*			Commended Performance Percent	Number Tested	Met Standard**			Commended Performance Percent
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.			Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	
All Students	1,081	53	36	21	1	606	62	44	28	4
Hispanic	1,078	53	36	21	1	605	61	44	28	4
Economically Disadvantaged	1,047	52	37	21	1	592	62	44	28	4
Limited English Proficient	1,058	52	36	21	1	591	61	43	27	4
Special Education	43	30	23	14	2	33	24	18	12	3

**All Tests Taken**

	TAKS Spring 2004			TAKS Spring 2005		
	Number Tested	Met Standard*	Commended Performance	Number Tested	Met Standard**	Commended Performance
		Percent at 1 SEM	Percent		Percent at Panel Rec.	Percent
All Students	1,087	35	1			
Hispanic	1,084	35	1		Not Available	
Economically Disadvantaged	1,053	36	1			
Limited English Proficient	1,064	35	1			
Special Education	44	23	0			

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

\*\* The Met Standard for TAKS in Spring 2005 was at the Panel Recommended level.

**Houston Independent School District**  
**Texas Assessment of Knowledge and Skills**  
 Met Standard and Commended Performance Results  
 All Students  
 Spring 2004 and Spring 2005  
 Grade 6 (English)

**Reading**

	TAKS Spring 2004					TAKS Spring 2005				
	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	12,990	86	78	67	17	12,835	90	84	76	26
African American	3,972	86	78	67	15	3,925	90	83	74	20
Hispanic	7,397	84	74	61	12	7,321	89	82	74	20
White	1,202	98	95	91	48	1,162	98	97	95	66
Economically Disadvantaged	10,657	84	74	62	12	10,565	89	82	73	19
Limited English Proficient	2,008	60	45	28	2	1,935	73	60	46	4
Special Education	543	70	57	44	7	542	75	67	57	13

**Mathematics**

	TAKS Spring 2004					TAKS Spring 2005				
	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	13,108	70	62	50	12	12,997	74	65	55	15
African American	4,026	61	52	41	7	3,986	66	55	45	9
Hispanic	7,451	70	61	48	8	7,416	75	65	54	12
White	1,207	93	90	82	35	1,167	93	90	86	42
Economically Disadvantaged	10,757	66	57	45	8	10,717	71	61	51	11
Limited English Proficient	2,034	48	38	26	3	1,981	56	44	32	4
Special Education	653	49	42	28	5	683	47	39	29	5

**All Tests Taken**

	TAKS Spring 2004			TAKS Spring 2005		
	Number Tested	Met Standard*	Commended Performance	Number Tested	Met Standard**	Commended Performance
		Percent at 1 SEM	Percent		Percent at Panel Rec.	Percent
All Students	13,216	57	7	13,095	51	11
African American	4,068	49	5	4,021	42	6
Hispanic	7,507	54	4	7,468	49	7
White	1,216	88	27	1,174	84	38
Economically Disadvantaged	10,852	52	4	10,798	46	7
Limited English Proficient	2,053	27	1	2,006	23	1
Special Education	745	37	3	748	28	4

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

\*\* The Met Standard for TAKS in Spring 2005 was at the Panel Recommended level.

**Houston Independent School District**  
**Texas Assessment of Knowledge and Skills**  
 Met Standard and Commended Performance Results  
 All Students  
 Spring 2004 and Spring 2005  
 Grade 6 (Spanish)

**Reading**

	TAKS Spring 2004					TAKS Spring 2005				
	Number Tested	Met Standard*			Commended Performance Percent	Number Tested	Met Standard**			Commended Performance Percent
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.			Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	
All Students	62	77	69	58	16	57	81	70	63	9
Hispanic	62	77	69	58	16	54	81	72	65	9
Economically Disadvantaged	61	77	69	57	16	54	81	72	65	9
Limited English Proficient	53	85	77	66	19	51	82	73	67	10
Special Education	1	-	-	-	-	0				

**Mathematics**

	TAKS Spring 2004					TAKS Spring 2005				
	Number Tested	Met Standard*			Commended Performance Percent	Number Tested	Met Standard**			Commended Performance Percent
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.			Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	
All Students	62	58	52	45	15	57	67	53	44	5
Hispanic	62	58	52	45	15	54	69	56	46	6
Economically Disadvantaged	61	57	51	44	15	54	69	56	46	6
Limited English Proficient	53	68	60	53	17	51	67	57	47	6
Special Education	1	-	-	-	-	0				

**All Tests Taken**

	TAKS Spring 2004			TAKS Spring 2005		
	Number Tested	Met Standard*	Commended Performance	Number Tested	Met Standard**	Commended Performance
		Percent at 1 SEM	Percent		Percent at Panel Rec.	Percent
All Students	62	50	5	57	40	2
Hispanic	62	50	5	54	43	2
Economically Disadvantaged	61	49	5	54	43	2
Limited English Proficient	53	58	6	51	43	2
Special Education	1	-	-	0		

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

\*\* The Met Standard for TAKS in Spring 2005 was at the Panel Recommended level.



**Houston Independent School District**  
**Texas Assessment of Knowledge and Skills**  
 Met Standard and Commended Performance Results  
 All Students  
 Spring 2004 and Spring 2005  
 Grade 7 (English)

**Reading**

	TAKS Spring 2004					TAKS Spring 2005				
	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	12,808	85	77	68	11	12,350	88	82	73	12
African American	3,839	82	74	63	8	3,756	88	81	72	8
Hispanic	7,249	84	76	66	8	6,986	86	79	70	8
White	1,256	96	94	92	37	1,201	97	96	94	41
Economically Disadvantaged	10,155	83	74	64	7	9,910	86	79	70	8
Limited English Proficient	1,077	50	38	25	1	1,158	57	43	28	1
Special Education	603	67	56	45	5	447	73	64	53	4

**Mathematics**

	TAKS Spring 2004					TAKS Spring 2005				
	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	12,914	68	57	45	4	12,430	72	58	48	6
African American	3,882	61	47	35	2	3,789	64	48	37	2
Hispanic	7,304	67	55	43	2	7,030	71	57	45	3
White	1,264	91	85	79	14	1,201	94	89	83	22
Economically Disadvantaged	10,257	64	52	39	2	9,987	69	53	42	3
Limited English Proficient	1,128	38	26	16	0	1,177	42	26	17	1
Special Education	701	44	31	21	2	435	49	33	24	2

**Writing**

	TAKS Spring 2004					TAKS Spring 2005				
	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	12,672	90	88	86	13	12,232	91	88	85	20
African American	3,824	91	89	86	11	3,723	92	89	86	17
Hispanic	7,207	89	86	83	8	6,934	90	86	83	15
White	1,230	98	97	97	41	1,179	98	97	96	51
Economically Disadvantaged	10,108	89	87	83	9	9,848	90	87	83	14
Limited English Proficient	1,074	61	55	47	0	1,149	66	57	48	1
Special Education	547	78	74	70	3	476	78	73	67	5

**All Tests Taken**

	TAKS Spring 2004			TAKS Spring 2005		
	Number Tested	Met Standard*	Commended Performance	Number Tested	Met Standard**	Commended Performance
		Percent at 1 SEM	Percent		Percent at Panel Rec.	Percent
All Students	13,346	52	2	12,853	44	3
African American	4,045	44	1	3,937	35	1
Hispanic	7,522	50	1	7,264	40	1
White	1,298	83	9	1,225	81	14
Economically Disadvantaged	10,619	47	1	10,337	38	1
Limited English Proficient	1,184	17	0	1,246	11	0
Special Education	831	28	1	551	24	1

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

\*\* The Met Standard for TAKS in Spring 2005 was at the Panel Recommended level.

**Houston Independent School District**  
**Texas Assessment of Knowledge and Skills**  
 Met Standard and Commended Performance Results  
 All Students  
 Spring 2004 and Spring 2005  
 Grade 8 (English)

**Reading**

	TAKS Spring 2004					TAKS Spring 2005				
	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	11,488	92	87	80	16	12,097	89	85	78	26
African American	3,500	93	88	80	12	3,578	91	87	80	24
Hispanic	6,306	90	85	76	12	6,863	86	81	74	20
White	1,248	98	97	95	41	1,226	98	97	95	60
Economically Disadvantaged	8,852	91	85	76	10	9,506	87	82	75	20
Limited English Proficient	995	60	47	33	1	851	47	37	27	2
Special Education	501	82	75	59	6	599	72	66	56	9

**Mathematics**

	TAKS Spring 2004					TAKS Spring 2005				
	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	11,529	66	56	46	8	12,143	67	57	47	9
African American	3,524	60	48	38	4	3,596	60	49	39	4
Hispanic	6,330	64	54	43	4	6,893	65	55	44	6
White	1,241	89	84	77	25	1,224	90	86	81	27
Economically Disadvantaged	8,894	62	51	40	4	9,558	63	52	41	5
Limited English Proficient	1,012	32	23	16	1	884	34	25	18	1
Special Education	541	41	31	22	2	630	38	28	22	2

**Social Studies**

	TAKS Spring 2004					TAKS Spring 2005				
	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	11,664	90	83	75	15	12,402	64	87	78	14
African American	3,610	89	81	72	10	3,718	93	85	74	10
Hispanic	6,367	89	82	72	10	7,001	93	86	76	10
White	1,254	98	96	94	42	1,247	99	97	95	43
Economically Disadvantaged	9,006	88	81	71	9	9,767	93	85	74	9
Limited English Proficient	1,036	66	50	35	1	955	79	61	42	2
Special Education	712	71	60	49	5	924	79	66	50	4

**All Tests Taken**

	TAKS Spring 2004			TAKS Spring 2005		
	Number Tested	Met Standard*	Commended Performance	Number Tested	Met Standard**	Commended Performance
		Percent at 1 SEM	Percent		Percent at Panel Rec.	Percent
All Students	11,821	53	3	12,586	43	4
African American	3,664	44	1	3,782	36	2
Hispanic	6,449	50	1	7,109	39	2
White	1,269	83	15	1,255	79	19
Economically Disadvantaged	9,138	47	1	9,925	37	2
Limited English Proficient	1,063	17	0	992	11	0
Special Education	796	31	1	1,000	22	1

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

\*\* The Met Standard for TAKS in Spring 2005 was at the Panel Recommended level.

**Houston Independent School District**  
**Texas Assessment of Knowledge and Skills**  
 Met Standard and Commended Performance Results  
 All Students  
 Spring 2004 and Spring 2005  
 Grade 9 (English)

**Reading**

	TAKS Spring 2004					TAKS Spring 2005				
	Number Tested	Met Standard*			Commended Performance Percent	Number Tested	Met Standard**			Commended Performance Percent
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.			Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	
All Students	13,988	83	78	68	5	13,159	89	83	75	11
African American	4,246	83	77	66	3	3,960	90	82	73	7
Hispanic	7,718	81	75	64	3	7,187	87	80	72	8
White	1,517	96	94	90	17	1,534	98	96	94	30
Economically Disadvantaged	10,234	81	75	63	3	9,584	88	80	72	7
Limited English Proficient	1,454	40	30	17	0	982	46	31	22	1
Special Education	782	61	53	35	1	638	68	54	43	2

**Mathematics**

	TAKS Spring 2004					TAKS Spring 2005				
	Number Tested	Met Standard*			Commended Performance Percent	Number Tested	Met Standard**			Commended Performance Percent
		Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.			Percent at 2 SEM	Percent at 1 SEM	Percent at Panel Rec.	
All Students	13,783	55	44	35	9	12,832	64	54	44	9
African American	4,234	47	36	26	3	3,850	56	45	34	5
Hispanic	7,499	51	40	30	5	6,983	61	51	40	5
White	1,500	86	80	74	32	1,510	88	82	75	30
Economically Disadvantaged	9,965	50	38	29	4	9,287	60	48	38	5
Limited English Proficient	1,371	23	15	9	1	926	26	18	12	1
Special Education	826	25	16	10	1	561	32	23	18	2

**All Tests Taken**

	TAKS Spring 2004			TAKS Spring 2005		
	Number Tested	Met Standard*	Commended Performance	Number Tested	Met Standard**	Commended Performance
		Percent at 1 SEM	Percent		Percent at Panel Rec.	Percent
All Students	14,794	43	3	13,843	42	4
African American	4,553	35	1	4,190	34	2
Hispanic	8,084	39	1	7,547	39	2
White	1,572	79	11	1,591	74	16
Economically Disadvantaged	10,749	37	1	10,054	36	2
Limited English Proficient	1,554	11	0	1,058	8	0
Special Education	1,000	18	0	733	19	0

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

\*\* The Met Standard for TAKS in Spring 2005 was at the Panel Recommended level.

**Houston Independent School District**  
**Texas Assessment of Knowledge and Skills**  
Met Standard and Commended Performance Results  
All Students  
Spring 2004 and Spring 2005  
Grade 10 (English)

**Reading**

	TAKS Spring 2004					TAKS Spring 2005				
	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	10,194	68	66	62	3	10,307	59	58	55	3
African American	3,098	68	65	60	1	3,128	59	57	54	1
Hispanic	5,271	63	62	57	1	5,344	53	52	48	1
White	1,367	84	83	82	8	1,373	78	78	77	9
Economically Disadvantaged	6,697	64	62	57	1	6,990	54	53	49	1
Limited English Proficient	1,056	21	19	14	0	757	21	17	11	0
Special Education	491	35	32	26	0	474	38	34	28	0

**Mathematics**

	TAKS Spring 2004					TAKS Spring 2005				
	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	10,044	63	50	38	5	10,119	67	55	44	7
African American	3,049	52	38	26	2	3,084	59	44	32	2
Hispanic	5,177	61	47	34	2	5,227	63	51	38	3
White	1,356	87	80	71	16	1,355	91	86	79	21
Economically Disadvantaged	6,568	58	44	31	2	6,843	62	48	36	3
Limited English Proficient	1,036	33	22	14	0	719	26	18	10	0
Special Education	530	27	17	10	0	411	38	25	17	1

**Social Studies**

	TAKS Spring 2004					TAKS Spring 2005				
	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	10,001	87	80	71	13	10,124	88	82	74	17
African American	3,008	85	77	66	8	3,110	85	77	69	9
Hispanic	5,179	85	77	67	7	5,214	86	79	71	11
White	1,353	97	95	92	38	1,344	98	96	94	48
Economically Disadvantaged	6,553	84	76	65	7	6,862	86	78	69	10
Limited English Proficient	1,048	56	42	29	1	741	60	44	32	1
Special Education	590	61	50	35	2	477	72	62	49	5

**Science**

	TAKS Spring 2004					TAKS Spring 2005				
	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	9,977	63	49	36	3	10,013	65	50	37	5
African American	2,996	56	40	26	1	3,084	58	40	26	1
Hispanic	5,168	58	43	29	1	5,136	61	44	29	2
White	1,353	91	83	74	11	1,336	92	86	78	21
Economically Disadvantaged	6,526	56	41	27	1	6,764	60	42	28	2
Limited English Proficient	1,037	23	13	5	0	723	24	12	6	0
Special Education	583	26	15	9	0	464	41	25	16	1

**All Tests Taken**

	TAKS Spring 2004			TAKS Spring 2005		
	Number Tested	Met Standard*	Commended Performance	Number Tested	Met Standard**	Commended Performance
		Percent at 1 SEM	Percent		Percent at Panel Rec.	Percent
All Students	10,734	34	1	10,811	26	1
African American	3,295	25	0	3,332	17	0
Hispanic	5,536	29	0	5,585	19	0
White	1,415	66	2	1,412	62	4
Economically Disadvantaged	7,066	27	0	7,332	18	0
Limited English Proficient	1,154	4	0	836	2	0
Special Education	705	6	0	545	7	0

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\*\* The Met Standard for TAKS in Spring 2005 was at the Panel Recommended level.

**Houston Independent School District**  
**Texas Assessment of Knowledge and Skills**  
 Met Standard and Commended Performance Results  
 All Students  
 Spring 2004 and Spring 2005  
 Grade 11 (English)

**Reading**

	TAKS Spring 2004					TAKS Spring 2005				
	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	7,412	80	78	75	6	8,394	81	80	79	13
African American	2,304	80	78	75	4	2,509	86	84	83	8
Hispanic	3,579	75	73	70	3	4,241	74	73	72	7
White	1,161	91	91	91	14	1,230	93	93	92	33
Economically Disadvantaged	4,447	76	74	70	3	5,453	77	76	74	8
Limited English Proficient	652	31	26	21	0	645	29	27	23	0
Special Education	335	39	37	35	1	346	51	48	46	0

**Mathematics**

	TAKS Spring 2004					TAKS Spring 2005				
	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	7,480	79	70	59	11	8,307	82	69	59	11
African American	2,385	75	63	51	4	2,474	77	62	49	4
Hispanic	3,565	76	65	54	7	4,193	79	65	55	6
White	1,151	95	92	86	30	1,217	95	91	85	31
Economically Disadvantaged	4,507	75	63	52	6	5,373	78	64	53	6
Limited English Proficient	645	53	37	26	2	617	51	36	26	1
Special Education	357	43	32	22	1	316	52	38	26	2

**Social Studies**

	TAKS Spring 2004					TAKS Spring 2005				
	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	7,509	95	91	87	17	8,395	95	90	86	19
African American	2,380	96	92	87	10	2,508	97	91	87	12
Hispanic	3,593	93	88	82	9	4,238	93	86	81	11
White	1,157	99	98	98	47	1,230	99	98	97	48
Economically Disadvantaged	4,518	93	89	82	8	5,445	94	87	83	11
Limited English Proficient	657	77	64	51	2	638	73	54	46	1
Special Education	390	81	70	56	4	423	80	66	58	5

**Science**

	TAKS Spring 2004					TAKS Spring 2005				
	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	7,518	76	66	51	3	8,353	79	65	55	3
African American	2,385	74	60	45	1	2,487	77	61	48	1
Hispanic	3,598	70	58	42	1	4,226	73	59	48	1
White	1,156	96	93	84	11	1,216	95	90	87	12
Economically Disadvantaged	4,522	70	58	41	1	5,408	75	59	48	1
Limited English Proficient	657	39	28	15	0	635	43	28	17	0
Special Education	384	42	31	18	1	406	47	35	25	0

**All Tests Taken**

	TAKS Spring 2004			TAKS Spring 2005		
	Number Tested	Met Standard*	Commended Performance	Number Tested	Met Standard*	Commended Performance
		Percent at 2 SEM	Percent		Percent at 1 SEM	Percent
All Students	7,840	61	1	8,807	52	2
African American	2,508	57	0	2,636	45	1
Hispanic	3,731	54	0	4,457	45	0
White	1,211	86	4	1,277	81	7
Economically Disadvantaged	4,719	54	0	5,700	44	1
Limited English Proficient	701	15	0	700	11	0
Special Education	464	20	0	481	19	0

\*The Met Standard for TAKS in 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 errors of measurement) below the Panel's Recommendation.