

MEMORANDUM

May 21, 2010

TO: Board Members
FROM: Terry B. Grier, Ed.D.
Superintendent of Schools
CONTACT: Carla Stevens, (713) 556-6700
SUBJECT: **2010 TAKS GRADES 3–11 RESULTS**

The spring 2010 Texas Assessment of Knowledge and Skills (TAKS) results have arrived. As in 2009, the 2010 results from Special Education students who took the TAKS (Accommodated) [TAKS-A] are included in the overall results. Additionally, this year the state included results from students taking the Linguistically Accommodated Tests (LAT) as well. The 2010 state testing program produced several changes from previous years, highlighted by the following:

1. Spanish TAKS is no longer given at the sixth grade;
2. Only one administration of the third grade reading TAKS; and
3. The development of a vertical scale score system for assessing the performance of students in grades 3–8 in reading and mathematics.

As a result of the vertical scale score system, the Texas Education Agency had to set new achievement expectations for grades 3–8 in reading and mathematics. These scale scores range from 0-1000 and allow users to chart progress from grade to grade. Vertical scale scores from different subjects and language versions can not be compared. The cut points or achievement expectations set by the state are the scale scores associated with the Met Standard and Commended Performance levels. The performance standards for TAKS and TAKS-A are provided in the **Table 1**. It should be noted that for all other grades and subjects a scale score of 2100 and 2400 continue to be the performance standards for Met Standard and Commended Performance, respectively.

Table 1: 2010 Vertical Scale Score Performance Standards for TAKS and TAKS-A

Grade	Reading		Mathematics	
	Met Standard	Commended	Met Standard	Commended
English-Version Tests				
3	483	659	500	640
4	554	725	554	698
5	620	763	603	738
6	644	797	637	783
7	670	829	670	823
8	700	850	700	850
Spanish-Version Tests				
3	503	657	503	649
4	555	694	555	692
5	623	744	627	755

Table 2 shows the percent passing at the state standard, the percent commended, and the average scale score for spring 2010 in comparison to spring 2009 scores. As in 2009, the 2010 results from Special Education students who took the TAKS (Accommodated) [TAKS-A] are included in the overall results, along with students taking the TAKS LAT.

Some of this year's highlights are as follows.

- The percent commended, which shows exceptional performance on the test, stayed the same or increased for four grades in English reading and for all three grades in Spanish reading, four grades in English math and two grades in Spanish math, grade 7 in English writing, grades 5 (English and Spanish), 8, and 10 in science, and all three grades in social studies.
- The highest commended rate in reading was 48 percent for grade 3 Spanish; in math was 44 percent for grade 4 Spanish; in writing was 43 percent for grade 4 Spanish; in science was 41 percent for grade 5 English; and in social studies was 50 percent for grade 11.
- The passing rate stayed the same or increased for six grades in English reading and all three grades in Spanish reading, all grades in English math and grade 5 in Spanish math, all grades in English and Spanish writing, all grades in English and Spanish science, and all grades in social studies.
- Passing rates reached highs of 90 percent in reading for grade 3 Spanish and grade 11; of 87 percent in math for grade 4 English and grade 11; of 96 percent in writing for grade 4 Spanish; of 89 percent in science for grade 11; and of 97 percent in social studies for grade 11.
- The average scale score stayed the same or increased for seven grades in English reading and all three grades in Spanish reading, all grades in English and Spanish math, grade 7 in English and grade 4 in Spanish writing, all grades in English and Spanish science, and all grades in social studies.

Table 2: TAKS Percent Passing at State Standard, Percent Commended, and Average Scale Scores for All Students Tested: 2009 and 2010

Grade	2009	2010	2009			2010			2009			2010		
	Total Tested	Total Tested	Reading/ELA			Reading/ELA			Math			Math		
			% Pass	% Comm	Scale Score	% Pass	% Comm	Scale Score	% Pass	% Comm	Scale Score	% Pass	% Comm	Scale Score
3-Eng	10,174	10,605	85	41	595	89	43	616	82	34	579	83	28	579
3-Span	5,233	4,951	88	38	606	90	48	628	84	30	579	82	33	595
4-Eng	11,510	12,421	82	25	636	81	23	634	86	39	652	87	36	654
4-Span	2,923	2,797	85	34	641	89	43	666	89	50	646	83	44	651
*5-Eng	13,078	13,122	79	24	686	81	28	692	84	44	694	85	40	698
*5-Span	39	27	69	8	653	85	11	664	32	7	587	67	14	636
6-Eng	11,740	11,721	86	32	702	81	27	712	74	29	697	79	27	711
6-Span	10		70	20	664	---	---	---	78	56	691	---	---	---
7	11,432	11,927	78	22	736	82	22	741	74	15	723	78	19	734
*8	11,460	11,098	89	41	781	87	37	797	72	19	746	75	20	759
9	13,391	13,226	82	17	2224	88	20	2238	57	17	2154	64	20	2188
10	10,811	10,871	83	15	2221	87	13	2237	58	12	2152	68	15	2179
11	8,644	9,722	90	26	2280	90	24	2279	80	26	2255	87	22	2258

* Results from the first administration for fifth and eighth grade reading and math are presented. Total tested grades 5 and 8 represent total tested in reading; all other grades total tested represents all tests taken.

Eng=English-language version of TAKS; Span=Spanish-language version of TAKS.

The Spanish TAKS is not given at the 6th grade in 2010; no results available.

Bold numbers reflect stable or increased rates.

Table 2: TAKS Percent Passing at State Standard, Percent Commended, and Average Scale Scores for All Students Tested: 2009 and 2010 (continued)

Grade	2009			2010			2009			2010		
	Writing			Writing			Science			Science		
	% Pass	% Comm	Scale Score	% Pass	% Comm	Scale Score	% Pass	% Comm	Scale Score	% Pass	% Comm	Scale Score
3-Eng												
3-Span												
4-Eng	91	30	2377	92	25	2333						
4-Span	95	44	2463	96	43	2503						
5-Eng							85	41	2310	87	41	2322
5-Span							41	10	2023	43	17	2055
6-Eng												
6-Span												
7	88	25	2315	93	32	2352						
8							66	18	2181	73	25	2236
9												
10							55	9	2125	66	14	2169
11							83	16	2223	89	14	2241

Eng=English-language version of TAKS; Span=Spanish-language version of TAKS.

All Tests Taken is not calculated for grades with multiple test administrations.

The Spanish TAKS is not given at the 6th grade in 2010; no results available.

Bold numbers reflect stable or increased rates.

Table 2: TAKS Percent Passing at State Standard, Percent Commended, and Average Scale Scores for All Students Tested: 2009 and 2010 (continued)

Grade	2009			2010			2009		2010	
	Social Studies			Social Studies			All Tests Taken		All Tests Taken	
	% Pass	% Comm	Scale Score	% Pass	% Comm	Scale Score	% Pass	% Comm	% Pass	% Comm
3-Eng									79	22
3-Span									79	26
4-Eng							73	13	73	10
4-Span							78	19	77	20
5-Eng										
5-Span										
6-Eng							69	18	71	16
6-Span							70	10	---	---
7							65	7	69	10
8	89	33	2305	94	35	2329				
9							55	8	62	10
10	87	30	2282	90	36	2322	45	3	56	5
11	96	42	2360	97	50	2380	72	9	79	7

Eng=English-language version of TAKS; Span=Spanish-language version of TAKS.

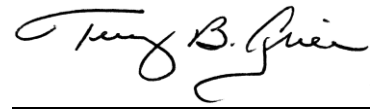
All Tests Taken is not calculated for grades with multiple test administrations.

The Spanish TAKS is not given at the 6th grade in 2010; no results available.

Bold numbers reflect stable or increased rates.

Attached are additional tables that provide the percent passing at the Panel Recommended standard for all students and by student group (see **Appendix A**), as well as tables that present percent passing by state passing standards and gap analysis by ethnicity (see **Appendix B**). Additionally, graphs are provided in **Appendix C** depicting the 2009 and 2010 Vertical Scale scores for each grade level.

A detailed report by campus will be available within 20 working days. Should you have further questions, please contact my office or Carla Stevens in the Department of Research and Accountability at 713-556-6700.


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Attachments

cc: Superintendent's Direct Reports
Chief School Officers
Regional Superintendents
Rachele Vincent
Tracy Weeden
Noelia Garza
Martha Salazar-Zamora
Irma Rohatgi
Carolyn Guess
Norm Uhl

Appendix A: Percent Met Standard and Commended Performance Results

Houston Independent School District
 Texas Assessment of Knowledge and Skills
 Percent Met Standard and Commended Performance Results
 All Students
 Spring 2008–2010
 Grade 3 (English)

Reading (First Administration)

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	9,888	82	31	10,174	85	41	10,497	89	43
African American	3,872	77	24	3,858	82	32	3,862	86	34
Hispanic	4,431	81	26	4,605	84	37	4,897	89	40
White	1,143	95	65	1,234	96	72	1,210	97	69
Economically Disadvantaged	7,383	78	23	7,504	83	33	7,919	87	36
Limited English Proficient	1,046	69	13	1,541	81	31	1,789	87	34
Special Education	528	58	16	350	71	24	294	79	26

Mathematics

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	9,897	78	26	10,175	82	34	10,574	83	28
African American	3,876	70	16	3,838	75	23	3,877	78	19
Hispanic	4,427	79	26	4,621	82	32	4,947	84	27
White	1,139	94	51	1,238	94	58	1,217	93	49
Economically Disadvantaged	7,380	74	21	7,504	79	27	7,988	80	23
Limited English Proficient	1,051	74	19	1,541	80	32	1,805	84	27
Special Education	564	62	13	418	72	18	363	72	17

Appendix A: Percent Met Standard and Commended Performance Results

Texas Assessment of Knowledge and Skills
 Percent Met Standard and Commended Performance Results
 All Students
 Spring 2008–2010
 Grade 3 (Spanish)

Reading (First Administration)

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	4,901	87	28	5,233	88	38	4,947	90	48
African American	17	82	12	26	77	15	16	81	31
Hispanic	4,857	87	28	5,186	88	38	4,909	90	48
White	23	74	13	18	83	39	16	88	50
Economically Disadvantaged	4,689	87	28	5,023	88	38	4,754	90	48
Limited English Proficient	4,780	87	28	5,109	88	38	4,838	90	48
Special Education	187	58	9	147	49	8	150	53	19

Mathematics

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	4,898	84	31	5,206	84	30	4,948	82	33
African American	17	88	24	25	96	36	16	81	38
Hispanic	4,851	84	31	5,160	84	30	4,910	82	33
White	23	96	43	18	100	67	16	100	56
Economically Disadvantaged	4,680	84	30	4,997	84	30	4,754	82	33
Limited English Proficient	4,772	84	31	5,086	84	30	4,839	82	33
Special Education	193	55	12	156	53	7	148	56	11

Appendix A: Percent Met Standard and Commended Performance Results

Houston Independent School District
 Texas Assessment of Knowledge and Skills
 Percent Met Standard and Commended Performance Results
 All Students
 Spring 2008–2010
 Grade 4 (English)

Reading

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	11,594	77	20	11,239	82	25	12,171	81	23
African American	3,869	74	14	3,566	80	19	3,702	81	18
Hispanic	6,148	74	16	6,145	79	21	6,816	78	18
White	1,111	94	50	1,081	95	55	1,177	96	53
Economically Disadvantaged	9,024	73	14	8,643	79	19	9,498	78	17
Limited English Proficient	2,672	61	9	2,742	71	13	3,491	70	13
Special Education	652	50	9	443	59	13	432	65	12

Mathematics

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	11,599	82	27	11,269	86	39	12,232	87	36
African American	3,879	75	17	3,583	80	27	3,723	80	23
Hispanic	6,139	82	26	6,162	87	38	6,855	88	36
White	1,111	95	51	1,079	97	65	1,177	94	58
Economically Disadvantaged	9,023	79	22	8,669	84	33	9,558	85	31
Limited English Proficient	2,652	77	22	2,747	84	33	3,497	87	33
Special Education	696	59	13	476	71	20	501	74	19

Writing

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	11,548	90	30	11,173	91	30	12,009	92	25
African American	3,905	89	26	3,587	91	26	3,660	91	20
Hispanic	6,083	89	26	6,098	89	25	6,724	91	23
White	1,091	96	57	1,059	97	55	1,161	95	44
Economically Disadvantaged	8,985	88	25	8,629	89	24	9,390	91	21
Limited English Proficient	2,605	84	15	2,730	85	16	3,426	88	17
Special Education	700	62	11	474	66	12	438	74	8

All Tests Taken

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	11,946	68	10	11,510	73	13	12,421	73	10
African American	4,015	62	5	3,669	68	8	3,796	68	6
Hispanic	6,314	66	7	6,286	71	10	6,952	72	8
White	1,130	90	30	1,102	92	35	1,194	90	28
Economically Disadvantaged	9,308	63	6	8,872	69	8	9,716	69	7
Limited English Proficient	2,767	54	3	2,816	62	5	3,555	64	6
Special Education	832	37	3	588	48	6	592	54	4

Appendix A: Percent Met Standard and Commended Performance Results

Houston Independent School District
 Texas Assessment of Knowledge and Skills
 Percent Met Standard and Commended Performance Results
 All Students
 Spring 2008–2010
 Grade 4 (Spanish)

Reading

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	2,685	83	30	2,851	85	34	2,689	89	43
African American	26	54	23	15	93	47	9	78	22
Hispanic	2,637	83	30	2,811	85	34	2,663	89	43
White	14	100	57	19	95	53	15	93	73
Economically Disadvantaged	2,552	83	30	2,718	85	34	2,578	89	43
Limited English Proficient	2,570	83	30	2,755	85	34	2,628	89	43
Special Education	118	48	7	109	54	6	87	49	7

Mathematics

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	2,737	84	42	2,879	89	50	2,712	83	44
African American	26	58	27	15	93	73	9	100	22
Hispanic	2,689	84	42	2,838	88	49	2,686	83	44
White	14	93	79	20	100	75	15	93	80
Economically Disadvantaged	2,599	84	42	2,743	88	50	2,600	83	43
Limited English Proficient	2,618	84	42	2,781	89	50	2,651	83	43
Special Education	123	51	15	114	61	20	93	43	11

Writing

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	2,730	93	33	2,886	95	44	2,767	96	43
African American	16	88	19	16	81	25	19	100	11
Hispanic	2,695	93	33	2,846	95	44	2,728	96	43
White	14	93	57	20	100	30	18	100	67
Economically Disadvantaged	2,597	93	33	2,748	95	44	2,647	96	43
Limited English Proficient	2,635	93	33	2,788	95	44	2,694	96	43
Special Education	121	59	8	112	63	11	92	67	12

All Tests Taken

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	2,811	75	14	2,923	78	19	2,797	77	20
African American	27	44	11	16	81	19	19	89	5
Hispanic	2,762	75	14	2,880	78	19	2,758	77	20
White	14	93	36	20	95	30	18	89	56
Economically Disadvantaged	2,669	74	14	2,782	78	19	2,674	77	19
Limited English Proficient	2,688	75	14	2,820	78	19	2,719	77	19
Special Education	132	36	1	120	44	3	98	35	3

Appendix A: Percent Met Standard and Commended Performance Results

Houston Independent School District
 Texas Assessment of Knowledge and Skills
 Percent Met Standard and Commended Performance Results
 All Students
 Spring 2008–2010
 Grade 5 (English)

Reading (First Administration)

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	13,127	77	22	13,078	79	24	13,122	81	28
African American	3,562	77	18	3,470	80	22	3,308	83	26
Hispanic	8,086	74	17	8,086	75	18	8,314	77	24
White	1,040	94	59	1,078	96	58	1,063	96	58
Economically Disadvantaged	10,623	74	17	10,433	75	18	10,518	78	23
Limited English Proficient	3,940	61	9	3,905	62	9	4,009	65	15
Special Education	767	45	8	545	56	11	509	61	12

Mathematics (First Administration)

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	13,228	82	35	13,137	84	44	13,192	85	40
African American	3,536	75	24	3,460	78	34	3,296	80	29
Hispanic	8,195	83	33	8,142	84	43	8,391	86	39
White	1,046	95	65	1,081	94	66	1,067	95	65
Economically Disadvantaged	10,708	80	30	10,489	82	40	10,577	84	36
Limited English Proficient	4,047	77	26	3,959	79	36	4,057	81	32
Special Education	807	55	15	587	63	22	559	66	15

Science

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	13,070	82	34	12,932	85	41	13,149	87	41
African American	3,493	77	26	3,420	81	33	3,286	85	31
Hispanic	8,084	81	32	7,999	84	39	8,347	87	39
White	1,043	96	67	1,067	97	75	1,066	97	71
Economically Disadvantaged	10,582	79	30	10,308	83	36	10,530	86	36
Limited English Proficient	3,947	74	25	3,859	76	30	4,033	79	30
Special Education	708	60	20	496	72	30	482	74	24

All Tests Taken

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students									
African American									
Hispanic									
White									
Economically Disadvantaged		Not Available			Not Available			Not Available	
Limited English Proficient									
Special Education									

Appendix A: Percent Met Standard and Commended Performance Results

Houston Independent School District
 Texas Assessment of Knowledge and Skills
 Percent Met Standard and Commended Performance Results
 All Students
 Spring 2008–2010
 Grade 5 (Spanish)

Reading (First Administration)

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	93	49	24	39	69	8	27	85	11
African American	2	-	-	0	-	-	0	-	-
Hispanic	89	52	25	39	69	8	27	85	11
White	1	-	-	0	-	-	0	-	-
Economically Disadvantaged	89	51	25	37	70	8	25	84	12
Limited English Proficient	72	60	29	38	68	8	27	85	11
Special Education	9	56	22	1	-	-	1	-	-

Mathematics (First Administration)

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	87	44	13	41	32	7	21	67	14
African American	8	0	0	3	-	-	0	-	-
Hispanic	77	49	14	38	34	8	21	67	14
White	0	-	-	0	-	-	0	-	-
Economically Disadvantaged	83	43	13	38	32	5	19	74	16
Limited English Proficient	61	59	18	36	36	8	21	67	14
Special Education	7	57	0	0	-	-	0	-	-

Science

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	76	49	7	39	41	10	23	43	17
African American	3	-	-	0	-	-	0	-	-
Hispanic	73	51	7	39	41	10	23	43	17
White	0	-	-	0	-	-	0	-	-
Economically Disadvantaged	68	53	7	38	39	11	22	45	18
Limited English Proficient	54	65	9	38	42	11	22	45	18
Special Education	7	71	14	0	-	-	1	-	-

All Tests Taken

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students									
African American		Not			Not			Not	
Hispanic									
White									
Economically Disadvantaged		Available			Available			Available	
Limited English Proficient									
Special Education									

Appendix A: Percent Met Standard and Commended Performance Results

Houston Independent School District
 Texas Assessment of Knowledge and Skills
 Percent Met Standard and Commended Performance Results
 All Students
 Spring 2008–2010
 Grade 6 (English)

Reading

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	11,371	85	34	11,614	86	32	11,585	81	27
African American	3,205	83	31	3,166	84	29	3,154	80	23
Hispanic	6,849	84	29	7,146	84	27	7,083	78	22
White	924	98	73	904	97	70	966	96	63
Economically Disadvantaged	8,982	83	27	9,112	84	26	9,069	78	21
Limited English Proficient	2,458	70	11	2,732	72	12	2,551	60	9
Special Education	811	46	8	557	55	14	530	48	8

Mathematics

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	11,435	71	27	11,682	74	29	11,640	79	27
African American	3,222	61	17	3,181	66	18	3,162	70	17
Hispanic	6,894	72	26	7,197	74	27	7,128	81	26
White	927	91	55	905	91	60	964	93	52
Economically Disadvantaged	9,042	68	23	9,173	72	25	9,117	77	23
Limited English Proficient	2,493	61	16	2,759	66	19	2,589	73	16
Special Education	879	28	7	603	37	9	572	42	7

All Tests Taken

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	11,503	67	18	11,740	69	18	11,721	71	16
African American	3,249	58	12	3,210	62	11	3,199	64	11
Hispanic	6,927	67	15	7,221	69	15	7,163	70	13
White	932	90	49	910	90	52	972	92	43
Economically Disadvantaged	9,097	64	14	9,224	66	13	9,182	67	11
Limited English Proficient	2,508	53	5	2,770	55	6	2,604	52	4
Special Education	908	24	4	643	33	5	632	33	4

Appendix A: Percent Met Standard and Commended Performance Results

Houston Independent School District
 Texas Assessment of Knowledge and Skills
 Percent Met Standard and Commended Performance Results
 All Students
 Spring 2008–2010
 Grade 7 (English)

Reading

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	11,894	79	22	11,103	78	22	11,599	82	22
African American	3,435	78	17	3,066	78	19	3,127	81	17
Hispanic	7,094	77	18	6,721	75	18	7,088	79	16
White	994	95	57	922	96	52	960	96	59
Economically Disadvantaged	9,165	76	16	8,381	75	17	8,908	79	16
Limited English Proficient	1,425	42	3	1,811	49	4	2,008	59	4
Special Education	930	38	3	670	36	5	563	45	6

Mathematics

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	11,925	67	13	11,121	74	15	11,631	78	19
African American	3,448	59	6	3,057	67	9	3,123	68	10
Hispanic	7,111	67	11	6,750	74	12	7,122	79	18
White	996	89	35	920	92	39	958	92	43
Economically Disadvantaged	9,195	64	9	8,403	71	11	8,937	76	15
Limited English Proficient	1,424	42	3	1,844	57	5	2,047	66	9
Special Education	950	24	2	673	31	3	566	43	5

Writing

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	11,873	84	23	11,045	88	25	11,463	93	32
African American	3,448	85	19	3,062	88	21	3,089	92	28
Hispanic	7,077	82	18	6,686	87	21	7,012	92	27
White	989	95	55	906	96	58	945	99	61
Economically Disadvantaged	9,152	82	17	8,338	86	19	8,799	92	26
Limited English Proficient	1,421	52	2	1,805	69	4	1,967	81	7
Special Education	928	45	4	648	54	4	525	67	7

All Tests Taken

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	12,325	59	7	11,432	65	7	11,927	69	10
African American	3,595	53	3	3,181	60	4	3,233	62	5
Hispanic	7,329	58	4	6,919	62	5	7,288	68	6
White	1,018	85	26	933	89	27	976	90	33
Economically Disadvantaged	9,522	55	3	8,658	60	4	9,176	66	6
Limited English Proficient	1,499	22	1	1,908	35	1	2,109	45	1
Special Education	1,044	16	1	1,680	33	1	678	29	2

Appendix A: Percent Met Standard and Commended Performance Results

Houston Independent School District
 Texas Assessment of Knowledge and Skills
 Percent Met Standard and Commended Performance Results
 All Students
 Spring 2008–2010
 Grade 8 (English)

Reading (First Administration)

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	11,662	87	39	11,460	89	41	11,098	87	37
African American	3,486	85	33	3,347	89	37	3,056	86	33
Hispanic	6,763	86	35	6,796	88	36	6,627	85	31
White	990	97	74	967	97	73	1,023	97	69
Economically Disadvantaged	8,523	85	33	8,403	88	34	8,233	85	30
Limited English Proficient	1,054	51	6	1,139	60	6	1,396	60	6
Special Education	913	48	10	722	57	10	604	55	11

Mathematics (First Administration)

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	11,653	66	14	11,377	72	19	11,094	75	20
African American	3,490	57	7	3,298	64	11	3,048	66	11
Hispanic	6,747	65	11	6,773	72	17	6,638	75	18
White	982	88	43	950	90	43	1,015	88	41
Economically Disadvantaged	8,605	62	10	8,373	70	15	8,236	72	16
Limited English Proficient	1,067	37	4	1,134	50	6	1,412	56	7
Special Education	910	23	2	674	34	4	597	39	4

Social Studies

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	11,472	88	30	11,179	89	33	10,982	94	35
African American	3,461	87	25	3,237	87	27	3,020	92	29
Hispanic	6,591	87	25	6,636	89	30	6,547	94	31
White	974	98	65	945	98	67	1,009	97	63
Economically Disadvantaged	8,461	86	24	8,207	88	28	8,138	94	29
Limited English Proficient	1,026	62	8	1,086	69	11	1,372	86	11
Special Education	908	60	9	666	65	11	569	81	12

Science

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	11,534	60	15	11,232	66	18	11,056	73	25
African American	3,488	53	9	3,255	58	11	3,030	66	16
Hispanic	6,626	58	11	6,664	65	14	6,599	73	22
White	977	91	53	949	93	52	1,016	92	52
Economically Disadvantaged	8,509	55	10	8,252	62	12	8,207	70	20
Limited English Proficient	1,038	22	2	1,122	32	3	1,413	45	7
Special Education	914	24	4	667	30	4	558	39	7

All Tests Taken

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students									
African American									
Hispanic									
White									
Economically Disadvantaged		Not Available			Not Available			Not Available	
Limited English Proficient									
Special Education									

Appendix A: Percent Met Standard and Commended Performance Results

Houston Independent School District
 Texas Assessment of Knowledge and Skills
 Percent Met Standard and Commended Performance Results
 All Students
 Spring 2008–2010
 Grade 9 (English)

Reading

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	14,018	77	24	12,920	82	17	12,787	88	20
African American	4,402	74	17	3,899	81	13	3,835	86	16
Hispanic	7,900	76	20	7,437	81	14	7,490	87	17
White	1,190	95	55	1,125	97	41	1,043	98	42
Economically Disadvantaged	9,721	75	19	8,436	80	13	9,325	87	16
Limited English Proficient	1,330	32	1	1,018	32	1	1,043	52	1
Special Education	1,159	34	3	961	44	3	917	56	3

Mathematics

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	13,688	51	14	12,535	57	17	12,562	64	20
African American	4,303	39	7	3,772	45	10	3,736	52	10
Hispanic	7,713	50	11	7,186	57	15	7,358	65	18
White	1,175	82	44	1,114	82	44	1,035	86	46
Economically Disadvantaged	9,494	46	10	8,193	54	14	9,151	61	15
Limited English Proficient	1,297	23	2	994	27	3	1,012	42	6
Special Education	1,107	12	1	916	15	2	825	22	2

All Tests Taken

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	14,615	48	10	13,391	55	8	13,226	62	10
African American	4,610	38	4	4,044	44	4	3,977	51	5
Hispanic	8,233	47	7	7,713	54	6	7,738	63	7
White	1,215	82	34	1,153	82	27	1,071	86	28
Economically Disadvantaged	10,123	44	6	8,751	52	6	9,652	59	7
Limited English Proficient	1,403	15	0	1,088	20	0	1,095	31	0
Special Education	1,300	11	1	1,053	15	1	978	23	1

Appendix A: Percent Met Standard and Commended Performance Results

Houston Independent School District
 Texas Assessment of Knowledge and Skills
 Percent Met Standard and Commended Performance Results
 All Students
 Spring 2008–2010
 Grade 10 (English)

Reading/ELA

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	9,573	83	14	10,454	83	15	10,588	87	13
African American	3,026	80	8	3,231	83	10	3,185	85	9
Hispanic	4,992	82	10	5,699	79	11	5,967	86	9
White	1,117	93	34	1,072	96	35	1,006	97	36
Economically Disadvantaged	6,051	81	9	6,547	80	10	7,196	85	8
Limited English Proficient	585	38	0	783	31	1	679	35	0
Special Education	621	43	2	618	41	1	645	49	1

Mathematics

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	9,380	57	14	10,376	58	12	10,425	68	15
African American	2,964	46	6	3,162	48	6	3,124	59	7
Hispanic	4,872	55	10	5,675	57	9	5,847	68	12
White	1,100	85	33	1,075	84	32	1,003	91	40
Economically Disadvantaged	5,918	53	10	6,530	55	8	7,074	65	11
Limited English Proficient	561	23	2	876	22	2	662	31	2
Special Education	573	15	2	581	14	1	599	26	2

Social Studies

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	9,277	84	25	10,092	87	30	10,225	90	36
African American	2,926	80	16	3,115	85	23	3,087	87	26
Hispanic	4,821	83	20	5,476	85	25	5,712	90	32
White	1,091	97	57	1,051	97	64	993	98	69
Economically Disadvantaged	5,861	82	19	6,311	85	24	6,921	89	30
Limited English Proficient	544	50	2	745	54	4	587	63	8
Special Education	593	49	7	614	51	6	631	62	9

Science

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	9,359	55	11	10,243	55	9	10,415	66	14
African American	2,955	45	5	3,137	46	4	3,141	57	8
Hispanic	4,864	51	6	5,587	51	6	5,831	64	9
White	1,095	88	32	1,062	88	29	995	92	41
Economically Disadvantaged	5,907	49	6	6,438	49	5	7,076	61	9
Limited English Proficient	562	14	0	863	15	1	662	23	1
Special Education	598	18	2	592	18	1	637	26	2

All Tests Taken

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	9,868	45	4	10,811	45	3	10,871	56	5
African American	3,151	35	1	3,335	35	1	3,294	46	2
Hispanic	5,131	41	2	5,911	41	2	6,097	54	2
White	1,129	77	14	1,097	79	12	1,021	86	18
Economically Disadvantaged	6,233	39	2	6,813	39	2	7,391	51	2
Limited English Proficient	611	9	0	929	7	0	734	12	0
Special Education	677	10	0	686	8	0	701	14	0

Appendix A: Percent Met Standard and Commended Performance Results

Houston Independent School District
 Texas Assessment of Knowledge and Skills
 Percent Met Standard and Commended Performance Results
 All Students
 Spring 2008–2010
 Grade 11 (English)

Reading/ELA

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	8,274	89	16	8,399	90	26	9,432	90	24
African American	2,501	88	11	2,556	88	19	2,891	91	18
Hispanic	4,206	86	11	4,381	88	22	5,060	89	19
White	1,122	98	42	1,039	97	51	1,019	97	55
Economically Disadvantaged	5,084	86	11	5,041	87	20	6,210	88	17
Limited English Proficient	451	31	0	471	37	1	640	42	1
Special Education	422	50	2	416	57	3	497	58	2

Mathematics

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	8,206	78	22	8,340	80	26	9,372	87	22
African American	2,491	72	12	2,529	73	14	2,881	83	13
Hispanic	4,144	76	17	4,344	79	23	5,006	86	18
White	1,124	94	48	1,036	93	50	1,019	97	48
Economically Disadvantaged	5,025	75	16	5,013	77	22	6,156	85	17
Limited English Proficient	429	41	6	463	48	8	627	55	4
Special Education	395	32	3	379	36	5	454	42	2

Social Studies

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	8,193	95	33	8,322	96	42	9,385	97	50
African American	2,490	94	27	2,533	95	32	2,899	97	42
Hispanic	4,127	94	25	4,325	95	37	5,005	97	45
White	1,125	99	61	1,036	99	70	1,016	100	82
Economically Disadvantaged	5,022	93	26	5,010	95	35	6,160	97	44
Limited English Proficient	432	70	5	464	76	10	634	85	13
Special Education	423	67	9	406	81	15	505	84	16

Science

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	8,233	78	10	8,343	83	16	9,411	89	14
African American	2,503	74	3	2,527	79	9	2,904	88	9
Hispanic	4,153	75	5	4,348	81	12	5,023	87	11
White	1,127	96	29	1,036	96	38	1,018	99	37
Economically Disadvantaged	5,038	75	5	5,023	80	11	6,182	87	11
Limited English Proficient	436	36	1	463	47	3	636	56	2
Special Education	423	35	1	392	46	4	497	50	2

All Tests Taken

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended	Number Tested	Percent Met Standard	Percent Commended
All Students	8,524	69	4	8,644	72	9	9,722	79	7
African American	2,595	62	1	2,638	66	4	3,006	76	3
Hispanic	4,319	65	2	4,499	69	5	5,200	77	4
White	1,150	91	16	1,068	90	24	1,042	94	23
Economically Disadvantaged	5,228	64	2	5,205	67	5	6,407	76	4
Limited English Proficient	472	16	0	493	18	0	673	26	0
Special Education	473	21	0	456	26	1	555	28	0

Appendix B: Gap Analysis for Grades 3–11 All Subjects

**HISD English TAKS Reading Percent Passing at State Standard
Gap Analysis by Ethnicity for All Students: Spring 2007–2010**

Grade	2007 (Panel Rec)			2008 (Panel Rec)			2009 (Panel Rec)			2010 (Panel Rec)			2007-2010 Gap Difference	2009-2010 Gap Difference
	White	Af Amer	Gap	White	Af Amer	Gap	White	Af Amer	Gap	White	Af Amer	Gap		
3	97	80	17	95	77	18	96	82	14	97	86	11	-6	-3
4	95	74	21	94	74	20	95	80	15	96	81	15	-6	0
*5	96	78	18	94	77	17	96	80	16	96	83	13	-5	-3
6	97	84	13	98	83	15	97	84	13	96	80	16	3	3
7	95	74	21	95	78	17	96	78	18	96	81	15	-6	-3
*8	98	86	12	97	85	12	97	89	8	97	86	11	-1	3
9	95	78	17	95	74	21	97	81	16	98	86	12	-5	-4
10	92	74	18	93	80	13	96	83	13	97	85	12	-6	-1
11	97	86	11	98	88	10	97	88	9	97	91	6	-5	-3

Grade	2007 (Panel Rec)			2008 (Panel Rec)			2009 (Panel Rec)			2010 (Panel Rec)			2007-2010 Gap Difference	2009-2010 Gap Difference
	White	Hispanic	Gap	White	Hispanic	Gap	White	Hispanic	Gap	White	Hispanic	Gap		
3	97	85	12	95	81	14	96	84	12	97	89	8	-4	-4
4	95	74	21	94	74	20	95	79	16	96	78	18	-3	2
*5	96	71	25	94	74	20	96	75	21	96	77	19	-6	-2
6	97	83	14	98	84	14	97	84	13	96	78	18	4	5
7	95	75	20	95	77	18	96	75	21	96	79	17	-3	-4
*8	98	84	14	97	86	11	97	88	9	97	85	12	-2	3
9	95	77	18	95	76	19	97	81	16	98	87	11	-7	-5
10	92	71	21	93	82	11	96	79	17	97	86	11	-10	-6
11	97	80	17	98	86	12	97	88	9	97	89	8	-9	-1

* First Administration

Appendix B: Gap Analysis for Grades 3–11 All Subjects

**HISD English TAKS Mathematics Percent Passing at State Standard
Gap Analysis by Ethnicity for All Students: Spring 2007–2010**

Grade	2007 (Panel Rec)			2008 (Panel Rec)			2009 (Panel Rec)			2010 (Panel Rec)			2007-2010 Gap Difference	2009-2010 Gap Difference
	White	Af Amer	Gap	White	Af Amer	Gap	White	Af Amer	Gap	White	Af Amer	Gap		
3	93	66	27	94	70	24	94	75	19	93	78	15	-12	-4
4	96	72	24	95	75	20	97	80	17	94	80	14	-10	-3
*5	94	73	21	95	75	20	94	78	16	95	80	15	-6	-1
6	87	56	31	91	61	30	91	66	25	93	70	23	-8	-2
7	89	54	35	89	59	30	92	67	25	92	68	24	-11	-1
*8	87	57	30	88	57	31	90	64	26	88	66	22	-8	-4
9	82	38	44	82	39	43	82	45	37	86	52	34	-10	-3
10	84	45	39	85	46	39	84	48	36	91	59	32	-7	-4
11	93	72	21	94	72	22	93	73	20	97	83	14	-7	-6

Grade	2007 (Panel Rec)			2008 (Panel Rec)			2009 (Panel Rec)			2010 (Panel Rec)			2007-2010 Gap Difference	2009-2010 Gap Difference
	White	Hispanic	Gap	White	Hispanic	Gap	White	Hispanic	Gap	White	Hispanic	Gap		
3	93	77	16	94	79	15	94	82	12	93	84	9	-7	-3
4	96	80	16	95	82	13	97	87	10	94	88	6	-10	-4
*5	94	81	13	95	83	12	94	84	10	95	86	9	-4	-1
6	87	66	21	91	72	19	91	74	17	93	81	12	-9	-5
7	89	62	27	89	67	22	92	74	18	92	79	13	-14	-5
*8	87	62	25	88	65	23	90	72	18	88	75	13	-12	-5
9	82	44	38	82	50	32	82	57	25	86	65	21	-17	-4
10	84	50	34	85	55	30	84	57	27	91	68	23	-11	-4
11	93	74	19	94	76	18	93	79	14	97	86	11	-8	-3

* First Administration

Appendix B: Gap Analysis for Grades 3–11 All Subjects

**HISD English TAKS Writing Percent Passing at State Standard
Gap Analysis by Ethnicity for All Students: Spring 2007–2010**

Grade	2007 (Panel Rec)			2008 (Panel Rec)			2009 (Panel Rec)			2010 (Panel Rec)			2007- 2010 Gap Difference	2009- 2010 Gap Difference
	White	Af Amer	Gap	White	Af Amer	Gap	White	Af Amer	Gap	White	Af Amer	Gap		
4	95	84	11	96	89	7	97	91	6	95	91	4	-7	-2
7	98	91	7	95	85	10	96	88	8	99	92	7	0	-1

Grade	2007 (Panel Rec)			2008 (Panel Rec)			2009 (Panel Rec)			2010 (Panel Rec)			2007- 2010 Gap Difference	2009- 2010 Gap Difference
	White	Hispanic	Gap	White	Hispanic	Gap	White	Hispanic	Gap	White	Hispanic	Gap		
4	95	83	12	96	89	7	97	89	8	95	91	4	-8	-4
7	98	88	10	95	82	13	96	87	9	99	92	7	-3	-2

Appendix B: Gap Analysis for Grades 3–11 All Subjects

**HISD English TAKS Science Percent Passing at State Standard
Gap Analysis by Ethnicity for All Students: Spring 2007–2010**

Grade	2007 (Panel Rec)			2008 (Panel Rec)			2009 (Panel Rec)			2010 (Panel Rec)			2007- 2010 Gap Difference	2009- 2010 Gap Difference
	White	Af Amer	Gap	White	Af Amer	Gap	White	Af Amer	Gap	White	Af Amer	Gap		
5	93	67	26	96	77	19	97	81	16	97	85	12	-14	-4
*8	92	48	44	91	53	38	93	58	35	92	66	26	-18	-9
10	84	37	47	88	45	43	88	46	42	92	57	35	-12	-7
11	94	68	26	96	74	22	96	79	17	99	88	11	-15	-6

Grade	2007 (Panel Rec)			2008 (Panel Rec)			2009 (Panel Rec)			2010 (Panel Rec)			2007- 2010 Gap Difference	2009- 2010 Gap Difference
	White	Hispanic	Gap	White	Hispanic	Gap	White	Hispanic	Gap	White	Hispanic	Gap		
5	93	69	24	96	81	15	97	84	13	97	87	10	-14	-3
*8	92	53	39	91	58	33	93	65	28	92	73	19	-20	-9
10	84	39	45	88	51	37	88	51	37	92	64	28	-17	-9
11	94	65	29	96	75	21	96	81	15	99	87	12	-17	-3

* First Administration

Appendix B: Gap Analysis for Grades 3–11 All Subjects

**HISD English TAKS Social Studies Percent Passing at State Standard
Gap Analysis by Ethnicity for All Students: Spring 2007–2010**

Grade	2007 (Panel Rec)			2008 (Panel Rec)			2009 (Panel Rec)			2010 (Panel Rec)			2007- 2010 Gap Difference	2009- 2010 Gap Difference
	White	Af Amer	Gap	White	Af Amer	Gap	White	Af Amer	Gap	White	Af Amer	Gap		
*8	98	82	16	98	87	11	98	87	11	97	92	5	-11	-6
10	97	76	21	97	80	17	97	85	12	98	87	11	-10	-1
11	99	93	6	99	94	5	99	95	4	100	97	3	-3	-1

Grade	2007 (Panel Rec)			2008 (Panel Rec)			2009 (Panel Rec)			2010 (Panel Rec)			2007- 2010 Gap Difference	2009- 2010 Gap Difference
	White	Hispanic	Gap	White	Hispanic	Gap	White	Hispanic	Gap	White	Hispanic	Gap		
*8	98	80	18	98	87	11	98	89	9	97	94	3	-15	-6
10	97	77	20	97	83	14	97	85	12	98	90	8	-12	-4
11	99	90	9	99	94	5	99	95	4	100	97	3	-6	-1

* First Administration

Appendix B: Gap Analysis for Grades 3–11 All Subjects

**HISD English TAKS All Tests Taken Percent Passing at State Standard
Gap Analysis by Ethnicity for All Students: Spring 2007–2010**

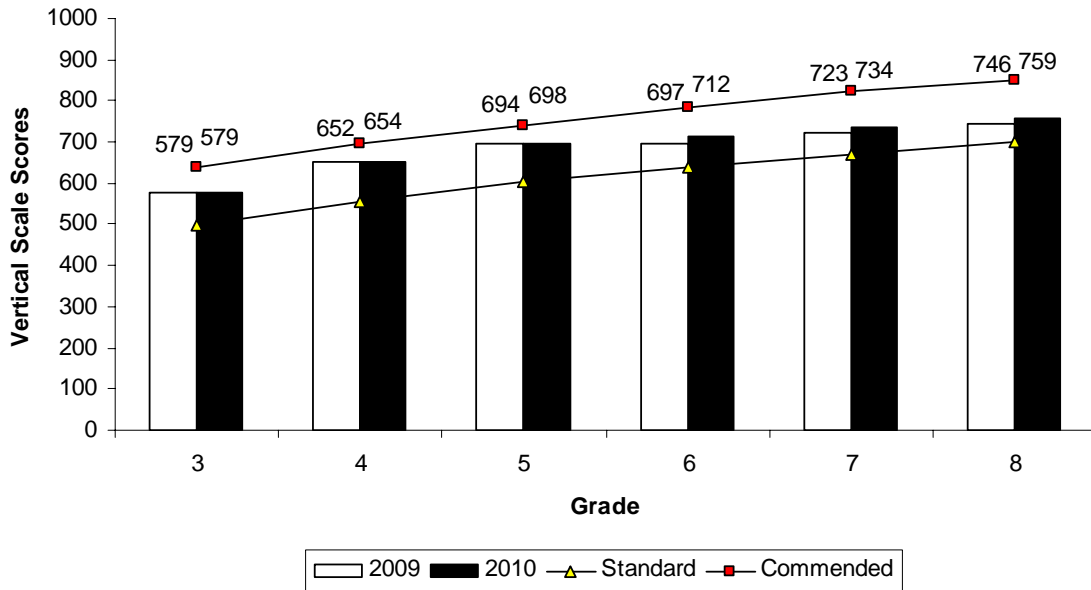
Grade	2007 (Panel Rec)			2008 (Panel Rec)			2009 (Panel Rec)			2010 (Panel Rec)			2007-2010 Gap Difference	2009-2010 Gap Difference
	White	Af Amer	Gap	White	Af Amer	Gap	White	Af Amer	Gap	White	Af Amer	Gap		
*3	NA	NA	NA	NA	NA	NA	NA	NA	NA	91	73	18	NA	NA
4	90	59	31	90	62	28	92	68	24	90	68	22	-9	-2
*5	NA	7NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
6	86	54	32	90	58	32	90	62	28	92	64	28	-4	0
7	87	50	37	85	53	32	89	60	29	90	62	28	-9	-1
*8	84	38	46	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
9	81	38	43	82	38	44	82	44	38	86	51	36	-7	-2
10	76	28	48	77	35	42	79	35	44	86	46	40	-8	-4
11	89	56	33	91	62	29	90	66	24	94	76	18	-15	-6

Grade	2007 (Panel Rec)			2008 (Panel Rec)			2009 (Panel Rec)			2010 (Panel Rec)			2007-2010 Gap Difference	2009-2010 Gap Difference
	White	Hispanic	Gap	White	Hispanic	Gap	White	Hispanic	Gap	White	Hispanic	Gap		
*3	NA	NA	NA	NA	NA	NA	NA	NA	NA	91	80	11	NA	NA
4	90	62	28	90	66	24	92	71	21	90	72	18	-10	-3
*5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
6	86	62	24	90	67	23	90	69	21	92	70	22	-2	1
7	87	54	33	85	58	27	89	62	27	90	68	22	-11	-5
*8	84	44	40	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
9	81	43	38	82	47	35	82	54	28	86	63	23	-15	-5
10	76	31	45	77	41	36	79	41	38	86	54	32	-13	-6
11	89	55	34	91	65	26	90	69	21	94	77	17	-17	-4

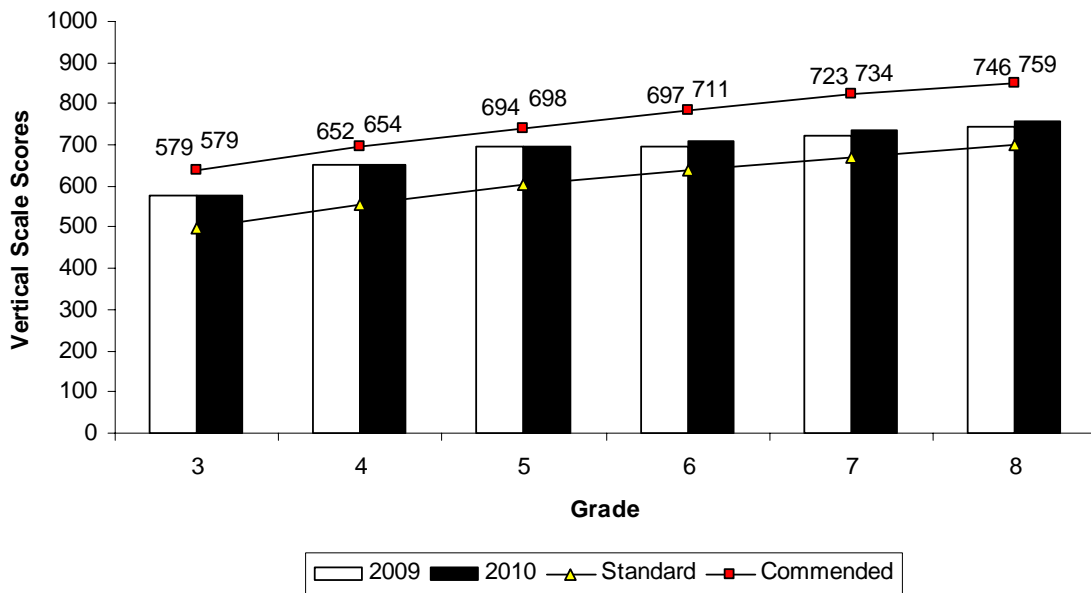
* All tests taken not calculated for grades with multiple administrations.

Appendix C: Vertical Scales Scores for Grade 3–8 Reading and Mathematics

Vertical Scale Score for TAKS Reading English: 2009 and 2010

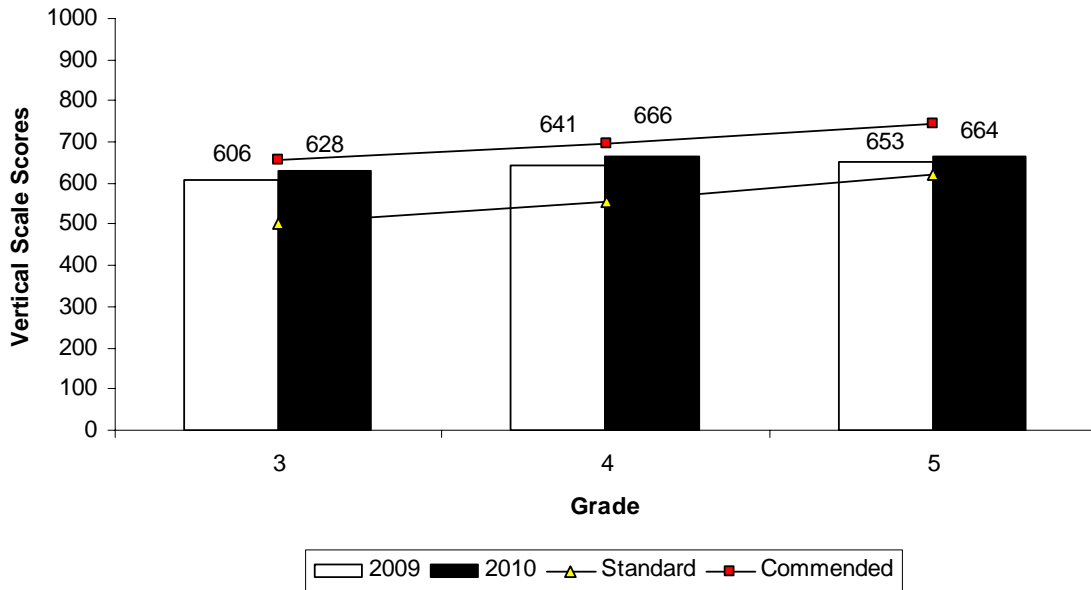


Vertical Scale Score for TAKS Mathematics English: 2009 and 2010



Appendix C: Vertical Scales Scores for Grade 3–8 Reading and Mathematics

Vertical Scale Score for TAKS Reading Spanish: 2009 and 2010



Vertical Scale Score for TAKS Mathematics Spanish: 2009 and 2010

