

RESEARCH

Educational Program Report



Texas Assessment of Knowledge And Skills (TAKS) Performance, 2008–2009



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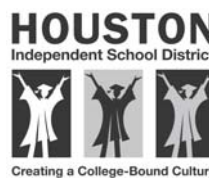
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Texas Assessment of Knowledge and Skills (TAKS) 2008–2009

TABLE OF CONTENTS

Introduction and Administration	1
State and HISD Comparison Results.....	3
Spanish TAKS Results	8
HISD Subgroup Grade Level Results	11
District Test Version Analyses	22
District Performance	25
Alternative/Charter Region Performance	27
Central Region Performance	63
East Region Performance	177
North Region Performance	263
South Region Performance	389
Special Education Campus Performance	467
West Region Performance	473
Index of Schools.....	597

District and School Texas Assessment of Knowledge and Skills (TAKS) Performance, Spring 2009

Introduction

The Student Assessment Division of the Texas Education Agency has provided an overview of testing in the State of Texas. The following information is extensively quoted from their guide “Interpreting Assessment Reports, Spring 2003.” For over twenty years, as required by state statute, Texas assessed minimum basic skills in reading, mathematics, and writing, first with the Texas Assessment of Basic Skills (TABS) tests (1980–1984) and then with the Texas Educational Assessment of Minimum Skills (TEAMS) examinations (1985–1989). Changes in state law required a new expanded criterion-referenced program, the Texas Assessment of Academic Skills (TAAS), be administered from the fall of 1990 to the spring of 2002, and a high school course-specific assessment system, the Texas end-of-course exams, be administered from the spring of 1994 to the spring of 2002. Recent changes in state law required a new expanded criterion-referenced program, the Texas Assessment of Knowledge and Skills (TAKS) beginning in the spring of 2003.

TAKS is a completely reconceived testing program. It includes more of the state curriculum, the Texas Essential Knowledge and Skills (TEKS), than TAAS did and asks questions in more authentic ways. The connection between the state curriculum, the TEKS, and the TAKS program has been strengthened so that students, schools, parents, and the general public receive meaningful information about what Texas students know and are able to do.

Administration of the TAKS Examination to HISD Students

The TAKS Examination schedule (**Table 1**) lists the various subtests administered districtwide during the spring of 2009.

Subject/Subtest	Grade Level	Date Administered
Writing	4, 4 Spanish, 7	March 3, 2009
English/Language Arts	10, 11	March 3, 2009
Reading	3, 3 Spanish, 5, 5 Spanish, 8, 9	March 3, 2009
Mathematics	5, 5 Spanish, 8	April 7, 2009
Mathematics	3–4, 3–4 Spanish, 6, 6 Spanish, 7, 9–11	April 27– 29, 2009*
Reading	4, 4 Spanish, 6–7, 6 Spanish, 3, 3 Spanish (retest), 5, 5 Spanish (retest), 8 (retest)	April 29, 2009*
Science	5, 5 Spanish, 8, 10, 11	April 30, 2009*
Social Studies	8, 10, 11	May 1, 2009*
Mathematics	5, 5 Spanish (retest), 8 (retest)	May 19, 2009*

*Dates for testing were delayed for some campuses due to inclement weather and H1N1 influenza.

Analysis of TAKS Examination Results

Results for grades 3–11 from the English TAKS for reading and mathematics; writing grades 4 and 7; science grades 5, 8, 10, and 11; and social studies grades 8, 10 and 11 were examined in this report. Similarly, results for grades 3–6 from the Spanish TAKS for reading and mathematics, grade 4 for writing, and grade 5 for science are provided. All students are required

to take the TAKS test with two exceptions: 1) students required to take the TAAS test to meet their graduation requirement; and 2) those who are exempt from it and are tested on an alternate instrument as dictated by their Individual Education Plan (IEP). The grades three, five, and eight reading tests had three separate test administrations in 2009 due to the state's Student Success Initiative: March 3, April 29 (students not previously passed), and July 1 (students not previously passed). Grades 5 and 8 mathematics also had three administrations: April 7, May 19, and June 30. The TAKS reading and math results for grades three, five, and eight reported in this report reflect the first administration. Districtwide results were compared to statewide performance for all students on both the English and Spanish versions of the TAKS. For comparison purposes, two years of data were reported.

In November of 2002, the Texas State Board of Education approved the passing standards for the TAKS test in grades 3–11 recommended by a panel of experts. As such, the State Board adopted a three-year transitional phase-in process. The proposed process employs the use of the standard error of measurement (SEM) to phase in the standards over the three-year period. Specifically, in 2003, the standard was marked at two SEM below the panel recommended standard, one SEM below the panel recommended standard in 2004, with the panel recommended passing standard to be met by 2005 and thereafter. The eleventh-grade exit exam passing standard is set at the state passing standard when the students were in tenth grade. Therefore, the 2005 eleventh-grade passing standard was 1 SEM, and the standard for 2006 and thereafter is at the Panel Recommended level. As 2006 was the first year for the grade 8 science test, the passing standard was at 2 SEM, the standard moved to 1 SEM in 2007, and to the Panel Recommended Standard for 2008 and thereafter.

According to the definitions provided by the Texas Education Agency, the meaning of SEM is as follows: If a single student were to take the same test repeatedly (with no new learning taking place between testing and no memory of question effects), the standard deviation of his/her repeated test scores is denoted as the standard error of measurement.

Results are reported as percent "met standard" at each of the different phase-in standards, which corresponds to a scale score of 2100. Additionally, the TAKS also reported a statistic defined as percent "commended performance." The "commended performance" is passing at a higher standard, specifically, a scale score of 2400. A section of tables and figures comparing these two categories of data (met standard and commended performance) for HISD and the state is included in this report.

Information at the district level was also categorized by race/ethnicity for Asian Americans, African Americans, Hispanics, and Whites as well as economically disadvantaged. Furthermore, the campus-level section of this report provides data for all students tested in English, all students tested in Spanish, and a summary section for all students who took the TAKS regardless of language version.

Starting in the spring of 2008, the Texas Education Agency unveiled its complete testing program centered around the philosophy of ensuring that all students are tested on an appropriate measure. The test version options include: the Texas Assessment of Knowledge and Skills (TAKS), TAKS-Accommodated (TAKS-A), TAKS-Modified (TAKS-M), TAKS-Alternate (TAKS-ALT), and TAKS-LAT (Linguistically Accommodated Testing). Included in this report are the total number of students tested in Reading/ELA and Mathematics and the numbers and percents of students tested on each of the available test versions. The information presented combines students who tested in English and Spanish and is derived from the information provided on each answer document submitted by the individual campuses.

State and HISD Comparison Results

English TAKS Results for All Students

The state TAKS exam results for students who took the English version were compared to HISD districtwide results for grades 3–11. This process also included a comparison of state and HISD results in all of the TAKS content areas. The data analyzed in this section include results from both non-Special Education and Special Education students. The information regarding the HISD and state comparisons for reading, mathematics, writing, science, social studies, and all tests taken is presented in **Tables 2–6**. The percent meeting the TAKS passing standard is included in the analysis. The passing standard for 2008 and 2009 was panel recommendation for all grades and subjects. The percent earning the commended status is also included. The 2008 and 2009 results for grade three reading and grades five and eight reading and math are from the first administration. **District data presented for 2008 are taken from the corrected electronic file provided by the testing contractor on June 23, 2008.**

Reading

State and HISD reading (grades 3–9) and English Language Arts (grades 10 and 11) results on the English version of the TAKS from 2008 and 2009 were examined. The results from a comparative analysis of these data are presented in **Table 2**.

Table 2: State and HISD English TAKS Results in Reading (Grades 3-9) and English Language Arts (Grades 10-11) for All Students: Spring 2008 and 2009

Grade	District / Texas	2008			2009		
		Percent Passing	Percent Commend	Avg. Scale Score	Percent Passing	Percent Commend	Avg. Scale Score
3	HISD	82	31	2264	85	41	2291
	State	88	38	2303	89	46	2318
4	HISD	77	20	2217	82	25	2243
	State	83	25	2247	84	29	2263
5	HISD	77	22	2216	79	24	2238
	State	83	29	2256	83	30	2271
6	HISD	85	34	2292	86	32	2291
	State	91	45	2350	91	43	2348
7	HISD	79	22	2220	78	22	2224
	State	84	30	2261	84	29	2262
8	HISD	87	39	2296	89	41	2330
	State	92	51	2351	93	48	2368
9	HISD	77	24	2212	82	17	2224
	State	84	32	2255	87	20	2251
10	HISD	83	14	2237	83	15	2221
	State	86	17	2261	88	18	2246
11	HISD	89	16	2263	90	26	2280
	State	90	20	2281	92	31	2300

- On the 2009 TAKS reading/English Language Arts tests, the state outperformed HISD in all grades at all levels of comparison.
- A gap analysis of the percent passing the 2009 TAKS reading test results between the state and HISD revealed the largest difference of six percentage points for grade 7 while the

smallest gaps in 2009 were at grades 4 and 11 with just a two-percentage-point difference. The district closed the gap with the state in 2009 at grades 1 through 6, and grades 8 and 9.

- In reviewing the HISD results for the 2009 TAKS reading/English Language Arts tests, eleventh graders outperformed all other grades with 90 percent of the students meeting the TAKS passing standard.
- When comparing the district's passing rates from 2008 to 2009 at the state passing standard, scores improved for seven grades. The greatest increase was five percentage points in grades 4 and 9.
- In terms of students earning the commended status on the 2009 TAKS reading/English Language Arts tests, the state reported a range of 18 percent commended in grade 10 to 48 percent commended in grade 8. HISD reported a range of 15 percent commended in grade 10 to 41 percent commended in grades 3 and 8.
- In reviewing the 2009 HISD results for students who attained commended status, there were increases from 2008 in six grades on the reading/English Language Arts TAKS.
- In 2009, when reviewing the average scale scores on the TAKS reading/English Language Arts subtest, the district's average scale scores improved for seven grades, while the state's scale scores improved at six grade levels.

Mathematics

State and HISD mathematics results on the English version of the TAKS for 2008 and 2009 were examined. The results from a comparative analysis of these data are presented in **Table 3**.

Table 3: State and HISD English TAKS Results in Mathematics for All Students
(Grades 3-11): Spring 2008 and 2009

Grade	District / Texas	2008			2009		
		Percent Passing	Percent Commend	Avg. Scale Score	Percent Passing	Percent Commend	Avg. Scale Score
3	HISD	78	26	2236	82	34	2271
	State	83	31	2266	84	37	2289
4	HISD	82	27	2254	86	39	2306
	State	84	30	2271	86	40	2312
5	HISD	82	35	2291	84	44	2326
	State	83	39	2311	84	44	2328
6	HISD	71	28	2226	74	29	2251
	State	80	37	2289	80	36	2295
7	HISD	67	13	2175	74	15	2203
	State	76	18	2219	79	19	2231
8	HISD	66	14	2181	72	19	2203
	State	75	21	2231	79	24	2241
9	HISD	51	14	2113	57	17	2154
	State	60	21	2168	67	23	2203
10	HISD	57	14	2149	58	12	2152
	State	63	16	2173	65	15	2182
11	HISD	78	22	2237	80	26	2255
	State	79	24	2246	81	28	2264

- On the 2009 TAKS mathematics test, the state outperformed HISD on most measures of comparison; however, HISD performance for grades 4 and 5 equaled the state in the percent passing the mathematics TAKS, and HISD fifth graders equaled the performance of fifth graders statewide for the percent commended.
- A gap analysis of the percent passing the 2009 TAKS mathematics test results between the state and HISD revealed the largest difference of ten percentage points at grade 9 while the smallest gap in 2009 was at grade 11 with a one-percentage point difference. The district closed the gap with the state in 2009 at all grades except grades 9 and 10. HISD equaled the performance of the state in grades 4 and 5 for the percent passing in 2009.
- For the spring 2009 TAKS mathematics test, the state's scores at the passing standard ranged from 65 percent for tenth grade to 86 percent for fourth grade. HISD scores at this same standard ranged from 57 percent for grade 9 to 86 percent for grade 4.
- When comparing the district's passing rates from 2008 to 2009 at the state passing standard, scores improved for all nine grades tested.
- Grade 5 for the state and for HISD reported the greatest percentage of commended students on the mathematics test with 44 percent commended each.
- In reviewing the 2009 HISD results for students who attained commended status, there were increases from 2008 in all grades except for tenth on the mathematics test, with the largest increase reported for grade 4, from 27 percent commended in 2008 to 39 percent in 2009.

- In 2009, the state outperformed HISD for all grade levels when reviewing the average scale scores on the TAKS mathematics test. Nevertheless, the district’s average scale scores improved in all nine grades tested.

Writing

State and HISD writing results on the English version of the TAKS for 2008 and 2009 were examined. The results from a comparative analysis of these data are presented in **Table 4**.

Table 4: State and HISD English TAKS Results in Writing for All Students (Grades 4 and 7): Spring 2008 and 2009

Grade	District/ Texas	2008			2009		
		Percent Passing	Percent Commend	Avg. Scale Score	Percent Passing	Percent Commend	Avg. Scale Score
4	HISD	90	30	2333	91	30	2377
	State	91	30	2343	91	32	2379
7	HISD	84	23	2279	88	25	2315
	State	90	33	2332	93	34	2362

- For the spring 2009 TAKS writing test, the state outperformed HISD on the percent commended and average scale score in both fourth and seventh grades and on the percent passing for grade seven. HISD fourth grade percent passing matched that of the state in 2009 at 91 percent.
- HISD fourth grade writing performance nearly closed the gap with the state on the average scale score and did close the gap on percent passing.
- In terms of commended students, the state reported 32 percent and 34 percent commended for fourth and seventh graders, respectively, while HISD reported 30 percent commended for fourth graders and 25 percent for seventh graders.
- In reviewing the 2009 HISD results for the average scale score on the TAKS writing test, HISD fourth graders increased from 2333 in 2008 to 2377 in 2009, and seventh graders improved from 2279 to 2315 over the same time period.

Science and Social Studies

State and HISD results on the English version of the TAKS for science and social studies for 2008 and 2009 were examined. The results from a comparative analysis of these data are presented in **Table 5**.

Table 5: State and HISD English TAKS Results in Science (Grades 5, 8, 10, 11) and in Social Studies (Grades 8, 10, 11) for All Students: Spring 2008 and 2009

Grade	District / Texas	2008			2009		
		Percent Passing	Percent Commend	Avg. Scale Score	Percent Passing	Percent Commend	Avg. Scale Score
Science							
5	HISD	82	34	2261	85	41	2310
	State	81	37	2271	84	43	2315
8	HISD	60	15	2148	66	18	2181
	State	68	22	2199	72	24	2227
10	HISD	55	11	2120	55	9	2125
	State	64	14	2158	66	13	2175
11	HISD	78	10	2198	83	16	2223
	State	80	12	2213	85	19	2238
Social Studies							
8	HISD	88	30	2291	89	33	2305
	State	90	38	2328	92	43	2349
10	HISD	84	25	2262	87	30	2282
	State	88	32	2299	90	40	2325
11	HISD	95	33	2333	96	42	2360
	State	95	36	2343	97	48	2384

- For the spring 2009 TAKS science test, HISD outperformed the state on the percent passing for fifth grade with 85 percent meeting the state passing standard compared to the state at 84 percent passing. On all other levels of comparison, the state outperformed HISD.
- Grade five for the state and HISD reported the greatest percentage of commended students on the science test with 43 percent and 41 percent commended, respectively.
- For the spring 2009 TAKS social studies test, the state outperformed HISD on all levels of comparison. The percent meeting the state passing standard ranged from 90 to 97 percent for the state and 87 to 96 percent for the district.
- Grade eleven for the state and HISD reported the greatest percentage of commended students on the social studies test with 48 percent and 42 percent commended, respectively.
- In reviewing the 2009 HISD results for students who attained commended status, there were increases from 2008 in all grades tested on both the science and the social studies tests, except for grade 10 science.
- In 2009, the state outperformed HISD for all grade levels when reviewing the average scale scores on the TAKS science and social studies tests; although the district's average scale scores improved on both tests at all grades.

All Tests Taken

State and HISD results on the English version of the TAKS for all tests taken at each grade for 2008 and 2009 were examined. The results from a comparative analysis of these data are presented in **Table 6**. All tests taken cannot be calculated for grades with multiple administrations.

Table 6: State and HISD English TAKS Results for All Tests Taken for All Students (Grades 4, 6, 7, and 9-11): Spring 2008 and 2009

Grade	District / Texas	2008		2009	
		Percent Passing	Percent Commend	Percent Passing	Percent Commend
4	HISD	68	10	73	13
	State	74	11	75	15
6	HISD	68	18	69	18
	State	77	28	77	26
7	HISD	60	7	65	7
	State	70	10	72	11
9	HISD	48	10	55	8
	State	58	15	65	11
10	HISD	45	4	45	3
	State	53	5	55	5
11	HISD	69	4	72	9
	State	71	6	75	10

Note: Results for grades three, five, and eight not available.

- For the spring 2009 TAKS on All Tests Taken, the state outperformed HISD at all grade levels in the percent passing and the percent commended. Nevertheless, the district continued to close the gap with the state at grades 4, 6, 7 for the percent passing and at grades 6, 9, and 11 for the percent commended.
- Grade 6 for the state reported the highest percentage of students passing at the state passing standard with 77 percent passing for the state, while HISD fourth graders reported the highest passing rate with 73 percent passing.
- In reviewing the 2009 HISD results for the percent passing, there were increases from 2008 in five of six grades for which All Tests Taken is reported.
- The highest percentage of commended students for All Tests Taken for HISD was at grade 6, which reported 18 percent commended. The percentage of commended students for the same measure ranged from 5 percent to 26 percent for the state and from 3 percent to 18 percent commended for HISD.

Spanish TAKS Results for All Students

The TAKS exam results for students who took the Spanish version statewide were compared to HISD districtwide results for grades 3 through 6. The data analyzed in this section include results for all students. The information regarding the HISD and state comparisons for reading, mathematics, writing, and science is presented in the next few sections. **District data presented for 2008 are taken from the corrected electronic file provided by the testing contractor on June 23, 2008.**

Reading and Mathematics

State and HISD reading and mathematics results on the Spanish version of the TAKS for 2008 and 2009 were examined. The results from a comparative analysis of these data are presented in **Table 7**.

Table 7: State and HISD Spanish TAKS Results in Reading and Mathematics (Grades 3–6) for All Students: Spring 2008 and 2009

Grade	District/ Texas	2008			2009		
		Percent Passing	Percent Commend	Avg. Scale Score	Percent Passing	Percent Commend	Avg. Scale Score
Reading							
3	HISD	87	28	2275	88	38	2302
	State	82	19	2233	83	29	2259
4	HISD	83	30	2268	85	34	2286
	State	75	20	2209	79	24	2237
5	HISD	73	35	2229	69	8	2174
	State	72	21	2192	68	19	2182
6	HISD	14	0	1873	70	20	2194
	State	50	21	2082	75	30	2236
Math							
3	HISD	84	31	2276	84	30	2275
	State	77	22	2229	77	24	2233
4	HISD	85	43	2321	89	50	2379
	State	74	30	2234	78	35	2278
5	HISD	44	13	2008	32	7	2007
	State	48	11	2084	45	13	2073
6	HISD	24	0	1849	78	56	2274
	State	38	11	1951	62	18	2139

- In 2009 on the Spanish TAKS reading test, HISD students in grades 3 through 5 outperformed their state counterparts as measured at the state passing standard, while state sixth graders outperformed their HISD counterparts. HISD third graders reported 88 percent meeting the TAKS state passing standard in reading compared to 83 percent for the state.
- In grades 3, 4, and 6, HISD students outperformed their state counterparts on the Spanish TAKS mathematics test for the percent passing at the state standard, with 84, 89, and 78 percent passing, respectively, while their state counterparts reported 77, 78, and 62 percent meeting the state's passing standard, respectively.
- In terms of commended status, HISD third graders reported 38 percent commended in reading, while HISD sixth graders reported the highest percentage of commended students in mathematics at 56 percent.
- In reviewing the 2009 HISD results for students who attained commended status, there were increases from 2008 for students in grades 3, 4 and 6 on the Spanish reading test and grades 4 and 6 on the mathematics test.

- In 2009, HISD outperformed the state in grades 3 and 4 for the average scale scores on the Spanish TAKS reading test and in grades 3, 4, and 6 for the average scale score on the mathematics test.

Writing and Science

State and HISD writing results on the Spanish version of the TAKS for 2008 and 2009 were examined for the fourth grade writing and fifth grade science tests. The results from a comparative analysis of these data are presented in **Table 8**.

Table 8: State and HISD Spanish TAKS Results in Writing (Grade 4) and Science (Grade 5) for All Students: Spring 2008 and 2009

Grade	District / Texas	2008			2009		
		Percent Passing	Percent Commend	Avg. Scale Score	Percent Passing	Percent Commend	Avg. Scale Score
Writing 4	HISD	93	33	2454	95	44	2463
	State	90	22	2383	91	29	2390
Science 5	HISD	61	8	2074	41	10	2023
	State	35	9	2014	43	7	2039

- In 2009 on the Spanish TAKS writing test, HISD students outperformed their state counterparts with fourth graders reporting 95 percent meeting the state passing standard compared to 91 percent for the state. HISD fifth-grade students reported a 41 percent passing rate in science, while their state counterparts reported 43 percent passing.
- HISD fourth graders outscored their state counterparts in the percentage of commended students on the Spanish TAKS at 44 percent on the writing test compared to 29 percent for the state.
- In reviewing the 2009 HISD results for students who attained commended status, there were increases from 2008 in grade 4 on the writing test and in grade 5 on the science test.
- In 2009, HISD outperformed the state when reviewing the average scale scores on the Spanish TAKS writing test.

All Tests Taken

State and HISD results for All Tests Taken on the Spanish version of the TAKS for 2008 and 2009 were examined. The results from a comparative analysis of these data are presented in **Table 9**. All tests taken cannot be calculated for grades with multiple administrations of any subject.

Table 9: State and HISD Spanish TAKS Results on All Tests Taken for All Students (Grades 4 and 6): Spring 2008 and 2009

Grade	District/ Texas	2008		2009	
		Percent Passing	Percent Commend	Percent Passing	Percent Commend
All Tests Taken					
4	HISD	75	14	78	19
	State	66	9	71	13
6	HISD	6	0	70	10
	State	39	10	60	15

Note: Results for grades three and five not available.

- In 2009 on the Spanish TAKS test, HISD students outperformed their state counterparts on All Tests Taken in the fourth grade with HISD fourth graders reporting 78 percent meeting the state passing standard, compared to 71 percent for the state meeting the same standard.
- In comparing the 2008 and the 2009 HISD results, there were increases in the percent meeting the state's passing standard in both fourth and sixth grades for All Tests Taken.
- In terms of the percentage of commended students on the Spanish TAKS, HISD fourth graders outperformed the state with 19 percent commended, compared to 13 percent commended for the state.

HISD Subgroup TAKS Results

All Students in Grades 3–11

In the following sections, the results from the spring 2009 administration of the English TAKS examination are reported for all HISD students by grade (3–11) and by student group for all tested subjects. **Beginning in the spring of 2008, results from Special Education students who took the TAKS-Accommodated are included in the TAKS results. These results were not included in any data from 2007.**

Grade 3 Performance

The percentages of HISD students in grade 3 who met the state passing standards for 2007 through 2009 on the TAKS in reading and mathematics were summarized in **Table 10**. The percentages of students who earned the commended status are reported as well. Results are reported for the first administration only.

- On the spring 2009 TAKS reading test, HISD third graders in all student groups reported an increase in the percent passing at the state standard from 2008, as well as increases in the percent reaching the commended status over the same time period.
- HISD third graders in all student groups reported increases from 2008 in the percent reaching the commended level on the mathematics TAKS in 2009. Students in all student groups, except for White students whose performance remained constant, reported increases in 2009 in the percent passing from the 2008 TAKS.

Table 10: English Reading and Math TAKS, 2007–2009: Percent Met Standard and Percent Commended by Student Group: Grade 3

	TAKS Spring 2007			TAKS Spring 2008			TAKS Spring 2009		
	N Tested	% Met	% Comm.	N Tested	% Met	% Comm.	N Tested	% Met	% Comm.
Reading									
All Students	9,807	85	30	9,888	82	31	10,174	85	41
African Am.	3,933	80	22	3,872	77	24	3,858	82	32
Hispanic	4,232	85	27	4,431	81	26	4,605	84	37
White	1,164	97	60	1,143	95	65	1,234	96	72
Econ. Dis.	7,076	82	23	7,383	78	23	7,504	83	33
LEP	821	73	16	1,046	69	13	1,541	81	31
Special Ed.	380	78	23	528	58	16	350	71	24
Math									
All Students	9,954	75	23	9,897	78	26	10,175	82	34
African Am.	3,977	66	15	3,876	70	16	3,838	75	23
Hispanic	4,310	77	22	4,427	79	26	4,621	82	32
White	1,182	93	46	1,139	94	51	1,238	94	58
Econ. Dis.	7,246	72	18	7,380	74	21	7,504	79	27
LEP	847	69	15	1,051	74	19	1,541	80	32
Special Ed.	504	58	17	564	62	13	418	72	18

Grade 4 Performance

The percentages of HISD students in grade 4 who met the state passing standard and commended standard on the TAKS reading, mathematics, and writing tests and on All Tests Taken, for 2007 through 2009 were summarized and are presented by student group in **Table 11**.

- From 2008 to 2009, HISD fourth graders in all student groups reported increases or remained constant in both the percent passing and the percent commended on the TAKS reading test. The gains on both measures ranged from four to nine percentage points.
- On the spring 2009 TAKS mathematics test, HISD students in grade 4 reported increases over 2008 in the percent meeting the state passing standard and the percent reaching commended status for students in all student groups. The gains on both measures ranged from two to 14 percentage points.
- HISD fourth graders in all student groups made gains in the percent passing on the writing TAKS from 2008 to 2009. Student in the all students, African American, LEP, and special education student groups reported increases or remained the same in the percent reaching the commended level from 2008 to 2009.
- From 2008 to 2009, HISD fourth graders in all student groups reported increases in both the percent passing and the percent commended on the TAKS All Tests Taken. The gains on both measures ranged from two to nine percentage points.

Table 11: English Reading, Math, Writing, and All Tests Taken, TAKS, 2007–2009: Percent Met Standard and Percent Commended by Student Group: Grade 4

Reading	TAKS Spring 2007			TAKS Spring 2008			TAKS Spring 2009		
	N Tested	% Met	% Comm.	N Tested	% Met	% Comm.	N Tested	% Met	% Comm.
All Students	11,106	77	24	11,580	77	20	11,239	82	25
African Am.	3,752	74	20	3,879	74	14	3,566	80	19
Hispanic	5,798	74	19	6,123	75	16	6,145	79	21
White	1,077	95	54	1,111	95	50	1,081	95	55
Econ. Dis.	8,565	73	18	9,006	73	14	8,643	79	19
LEP	2,144	60	11	2,637	62	9	2,742	71	13
Special Ed.	377	72	20	650	53	9	443	59	13
Math									
All Students	11,252	80	26	11,594	82	27	11,269	86	39
African Am.	3,789	72	16	3,889	75	17	3,583	80	27
Hispanic	5,894	80	23	6,123	83	26	6,162	87	38
White	1,088	96	56	1,111	95	51	1,079	97	65
Econ. Dis.	8,688	77	20	9,013	79	22	8,669	84	33
LEP	2,194	76	18	2,625	78	23	2,747	84	33
Special Ed.	505	71	17	694	61	14	476	71	20
Writing									
All Students	11,092	85	18	11,552	90	30	11,173	91	30
African Am.	3,776	84	15	3,905	89	26	3,587	91	26
Hispanic	5,791	83	13	6,087	89	26	6,098	89	25
White	1,057	95	42	1,091	96	57	1,059	97	55
Econ. Dis.	8,576	83	14	8,989	88	25	8,629	89	24
LEP	2,142	73	6	2,609	84	15	2,730	85	16
Special Ed.	389	75	10	700	62	11	474	66	12
All Tests Taken									
All Students	11,477	65	8	11,906	68	10	11,510	73	13
African Am.	3,891	59	4	4,015	62	5	3,669	68	8
Hispanic	5,993	62	5	6,274	66	7	6,286	71	10
White	1,103	90	25	1,130	90	30	1,102	92	35
Econ. Dis.	8,873	61	4	9,269	63	6	8,872	69	8
LEP	2,233	50	2	2,728	55	3	2,816	62	5
Special Ed.	570	58	4	830	39	3	588	48	6

Grade 5 Performance

The percentages of HISD students in grade 5 who passed the state standard on the TAKS reading, mathematics, and science tests and the percentages that achieved the commended status were summarized. Results for 2007 through 2009 for all students by student groups are presented in **Table 12**. Results are reported for the first administration only.

Table 12: English Reading, Math, and Science TAKS, 2007–2009: Percent Met Standard and Percent Commended by Student Group: Grade 5

Reading	TAKS Spring 2007			TAKS Spring 2008			TAKS Spring 2009		
	N Tested	% Met	% Comm.	N Tested	% Met	% Comm.	N Tested	% Met	% Comm.
All Students	12,220	76	19	13,157	77	22	13,078	79	24
African Am.	3,265	78	18	3,563	77	18	3,470	80	22
Hispanic	7,415	71	14	8,115	75	17	8,086	75	18
White	1,101	96	49	1,040	94	59	1,078	96	58
Econ. Dis.	9,541	72	14	10,653	74	17	10,433	75	18
LEP	3,113	52	5	3,956	61	9	3,905	62	9
Special Ed.	377	64	16	768	46	8	545	56	11
Math									
All Students	12,412	81	33	13,229	82	35	13,137	84	44
African Am.	3,332	73	22	3,536	75	24	3,460	78	34
Hispanic	7,522	81	32	8,196	82	33	8,142	84	43
White	1,109	94	57	1,046	95	65	1,081	94	66
Econ. Dis.	9,789	79	29	10,709	80	30	10,489	82	40
LEP	3,179	73	23	4,047	77	26	3,959	79	36
Special Ed.	557	63	18	807	55	15	587	63	22
Science									
All Students	12,256	71	25	13,085	82	34	12,932	85	41
African Am.	3,282	67	19	3,495	77	26	3,420	81	33
Hispanic	7,421	69	22	8,097	81	32	7,999	84	39
White	1,098	93	54	1,043	96	67	1,067	97	75
Econ. Dis.	9,603	68	20	10,592	79	30	10,308	83	36
LEP	3,137	54	13	3,947	74	25	3,859	76	30
Special Ed.	389	62	20	708	60	20	496	72	30

- On the spring 2009 TAKS reading test, HISD students in grade 5 in all student groups reported increases or constant performance from 2008 in the percent meeting the state passing standard. Students in all students groups except for White students reported increases or remained the same in the percent reaching commended status in 2009. Increases for both measures ranged from one to ten percentage points.
- HISD fifth graders in all student groups, except for White students, made gains in both the percent meeting the state passing standard and the percent attaining commended status on the mathematics TAKS from 2008 to 2009. Special education students experienced the largest gain in percent passing from 2008 to 2009, at eight percentage points, and African American, Hispanic, economically disadvantaged, and LEP students reported the largest increases in the percent commended, with a ten-percentage-point increase over the same time period.
- On the spring 2009 TAKS science test, HISD students in grade 5 reported increases over 2008 in the percent meeting the state passing standard and the percent reaching commended status for students in all student groups. Gains for both measures ranged from one to 12 percentage points.

Grade 6 Performance

The percentages of HISD students in grade 6 who met the state passing standards for 2007 through 2009 on the TAKS in reading, mathematics, and on All Tests Taken were summarized and presented by student group in **Table 13**. The percentages of students who earned the commended status are reported as well.

Table 13: English Reading, Math, and All Tests Taken TAKS, 2007–2009: Percent Met Standard and Percent Commended by Student Group: Grade 6

	TAKS Spring 2007			TAKS Spring 2008			TAKS Spring 2009		
	N Tested	% Met	% Comm.	N Tested	% Met	% Comm.	N Tested	% Met	% Comm.
Reading									
All Students	11,863	85	38	11,513	85	34	11,614	86	32
African Am.	3,509	84	33	3,255	83	31	3,166	84	29
Hispanic	7,005	83	33	6,907	84	29	7,146	84	27
White	975	97	75	949	97	73	904	97	70
Econ. Dis.	9,342	83	32	9,070	83	28	9,112	84	26
LEP	1,360	55	8	2,483	70	11	2,732	72	12
Special Ed.	472	67	20	834	46	9	557	55	14
Math									
All Students	11,976	66	21	11,577	71	28	11,682	74	29
African Am.	3,554	56	13	3,265	61	17	3,181	66	18
Hispanic	7,074	66	20	6,955	72	26	7,197	74	27
White	976	87	47	954	90	55	905	91	60
Econ. Dis.	9,453	63	17	9,125	68	23	9,173	72	25
LEP	1,390	44	7	2,520	61	16	2,759	66	19
Special Ed.	582	41	6	895	28	7	603	37	9
All Tests Taken									
All Students	12,090	62	16	11,635	68	18	11,740	69	18
African Am.	3,585	54	10	3,293	58	13	3,210	62	11
Hispanic	7,144	62	13	6,983	68	15	7,221	69	15
White	985	86	44	955	90	49	910	90	52
Econ. Dis.	9,544	59	12	9,178	64	14	9,224	66	13
LEP	1,424	33	3	2,533	53	5	2,770	55	6
Special Ed.	666	40	6	925	24	4	643	33	5

- On the spring 2009 TAKS reading test, students in all student groups reported increases or remained the same in the percent passing at the state passing standard from 2008. On the 2009 TAKS mathematics test, HISD students in grade 6 reported increases over 2008 in the percent meeting the state passing standard and the percent reaching commended status for students in all student groups. The gains on both measures ranged from one to nine percentage points.
- From 2008 to 2009, HISD sixth graders in all student groups reported increases or remained constant in the percent passing on the TAKS All Tests Taken. All students, Hispanic, White, LEP, and special education student groups reported increases or remained constant in the percent commended on the TAKS All Tests Taken over the same time period.

Grade 7 Performance

The percentages of HISD students in grade 7 who met the state passing standard and commended standard on the TAKS reading, mathematics, and writing tests and on All Tests Taken, for 2007 through 2009 were summarized and are presented by student group in **Table 14**.

Table 14: Reading, Math, Writing, and All Tests Taken, TAKS, 2007–2009: Percent Met Standard and Percent Commended by Student Group: Grade 7

	TAKS Spring 2007			TAKS Spring 2008			TAKS Spring 2009		
	N Tested	% Met	% Comm.	N Tested	% Met	% Comm.	N Tested	% Met	% Comm.
Reading									
All Students	11,763	77	17	11,894	79	22	11,103	78	22
African Am.	3,499	74	13	3,435	78	17	3,066	78	19
Hispanic	6,841	75	12	7,094	77	18	6,721	75	18
White	998	95	55	994	95	57	922	96	52
Econ. Dis.	9,018	73	11	9,165	76	16	8,381	75	17
LEP	940	29	1	1,425	42	3	1,811	49	4
Special Ed.	520	50	7	930	38	3	670	36	5
Math									
All Students	11,828	63	10	11,925	67	13	11,121	74	15
African Am.	3,519	54	6	3,448	59	6	3,057	67	9
Hispanic	6,893	62	7	7,111	67	11	6,750	74	12
White	993	89	29	996	89	35	920	92	39
Econ. Dis.	9,079	59	7	9,195	64	9	8,403	71	11
LEP	964	33	1	1,424	42	3	1,844	57	5
Special Ed.	584	33	3	950	24	2	673	31	3
Writing									
All Students	11,695	90	23	11,873	84	23	11,045	88	25
African Am.	3,498	91	20	3,448	85	19	3,062	88	21
Hispanic	6,799	88	18	7,077	82	18	6,686	87	21
White	979	98	55	989	95	55	906	96	58
Econ. Dis.	8,954	89	17	9,152	82	17	8,338	86	19
LEP	926	56	1	1,421	52	2	1,805	69	4
Special Ed.	517	70	6	928	45	4	648	54	4
All Tests Taken									
All Students	12,255	56	5	12,325	60	7	11,432	65	7
African Am.	3,689	50	3	3,595	53	3	3,181	60	4
Hispanic	7,099	54	3	7,329	58	4	6,919	62	5
White	1,022	87	20	1,018	85	26	933	89	27
Econ. Dis.	9,398	52	3	9,522	55	3	8,658	60	4
LEP	1,032	15	0	1,499	22	1	1,908	35	1
Special Ed.	743	31	1	1,044	16	1	1,680	33	1

- On the spring 2009 TAKS reading test, HISD students in grade 7 reported increases or consistent performance from 2008 in the percent reaching commended status for students in all student groups except for White students. On the 2009 TAKS mathematics test, students in all student groups reported increases from 2008 in both the percent passing and the percent reaching commended status. Gains on both measures in mathematics ranged from one to 15 percentage points.
- From 2008 to 2009, HISD seventh graders in all student groups, experienced increases or remained the same on the percent passing and the percent commended for the TAKS writing test and on All Tests Taken. Gains on all measures ranged from one to 17 percentage points.

Grade 8 Performance

The percentages of HISD students in grade 8 who passed the state standard on the reading, mathematics, social studies, and science TAKS and the percentages that achieved the commended status for 2007 through 2009 were summarized. The results for all students and by student groups are presented in **Table 15**. Results are reported for the first administration only.

Table 15: Reading, Math, Social Studies and Science TAKS, 2007–2009: Percent Met Standard and Percent Commended by Student Group: Grade 8

	TAKS Spring 2007			TAKS Spring 2008			TAKS Spring 2009		
	N Tested	% Met	% Comm.	N Tested	% Met	% Comm.	N Tested	% Met	% Comm.
Reading									
All Students	11,563	86	33	11,662	87	39	11,460	89	41
African Am.	3,557	86	29	3,486	85	33	3,347	89	37
Hispanic	6,509	84	28	6,763	86	36	6,796	88	36
White	1,072	98	68	990	97	74	967	97	73
Econ. Dis.	8,566	84	27	8,523	85	33	8,403	88	34
LEP	910	47	3	1,054	51	6	1,139	60	6
Special Ed.	505	65	11	913	50	10	722	57	10
Math									
All Students	11,586	64	11	11,653	66	14	11,377	72	19
African Am.	3,552	57	6	3,490	57	7	3,298	64	11
Hispanic	6,540	62	9	6,747	65	11	6,773	72	17
White	1,069	87	33	982	88	43	950	90	43
Econ. Dis.	8,597	60	8	8,605	62	10	8,373	70	15
LEP	930	32	1	1,067	37	4	1,134	50	6
Special Ed.	535	34	3	910	23	2	674	34	4
Social Studies									
All Students	11,430	83	23	11,472	88	30	11,179	89	33
African Am.	3,535	82	18	3,461	87	25	3,237	87	27
Hispanic	6,435	80	18	6,591	87	25	6,636	89	30
White	1,042	98	61	974	98	65	945	98	67
Econ. Dis.	8,475	81	17	8,461	86	24	8,207	88	28
LEP	896	47	3	1,026	62	8	1,086	69	11
Special Ed.	483	59	10	908	60	9	666	65	11
Science									
All Students	11,500	56	10	11,534	60	15	11,232	66	18
African Am.	3,551	48	4	3,488	53	9	3,255	58	11
Hispanic	6,477	53	7	6,626	58	11	6,664	65	14
White	1,050	92	41	977	91	53	949	93	52
Econ. Dis.	8,532	50	6	8,509	55	10	8,252	62	12
LEP	911	16	0	1,038	22	2	1,122	32	3
Special Ed.	487	29	4	914	24	4	667	30	4

- On the spring 2009 TAKS reading test, HISD students in grade 8 reported increases or remained the same from 2008 in the percent passing and the percent reaching commended status for students in all student groups, except for the White student group, whose percent commended decreased by one percentage point over the same time period.
- From 2008 to 2009, HISD eighth graders reported increases over 2008 in the percent meeting the state passing standard and the percent reaching commended status on the TAKS mathematics test for students all student groups, except for White students, whose percent

commended remained constant at 43 percent. Gains for both measures ranged from two to 13 percentage points.

- On the 2009 TAKS science and social studies tests, HISD eighth graders reported gains or constant performance from 2008 for students in all student groups on the percent meeting the state passing standard and the percent commended, except for the White students group, whose commended performance on the science TAKS decreased one percentage point over the same time period. Gains for both measures on the social studies test ranged from one to seven percentage points, and gains for both measures on the science test ranged from one to 10 percentage points.

Grade 9 Performance

The percentages of HISD students in grade 9 who met the state passing standards for 2007 through 2009 on the TAKS in reading, mathematics, and on All Tests Taken were summarized in **Table 16**. The percentages of students who earned the commended status and results for all students by student group are presented as well.

Table 16: Reading, Math, and All Tests Taken TAKS, 2007–2009: Percent Met Standard and Percent Commended by Student Group: Grade 9

	TAKS Spring 2007			TAKS Spring 2008			TAKS Spring 2009		
	N Tested	% Met	% Comm.	N Tested	% Met	% Comm.	N Tested	% Met	% Comm.
Reading									
All Students	12,875	79	18	14,018	77	24	12,920	82	17
African Am.	3,956	78	15	4,402	74	17	3,899	81	13
Hispanic	7,210	77	15	7,900	76	20	7,437	81	14
White	1,243	95	42	1,190	95	55	1,125	97	41
Econ. Dis.	8,545	77	15	9,721	75	19	8,436	80	13
LEP	842	26	0	1,330	32	1	1,018	32	1
Special Ed.	668	53	4	1,159	34	3	961	44	3
Math									
All Students	12,652	48	11	13,688	51	14	12,535	57	17
African Am.	3,906	38	5	4,303	39	7	3,772	45	10
Hispanic	7,051	44	8	7,713	50	11	7,186	57	15
White	1,229	82	34	1,175	82	44	1,114	82	44
Econ. Dis.	8,354	44	7	9,494	46	10	8,193	54	14
LEP	795	15	2	1,297	23	2	994	27	3
Special Ed.	592	18	2	1,107	12	1	916	15	2
All Tests Taken									
All Students	13,537	46	7	14,615	48	10	13,391	55	8
African Am.	4,199	38	3	4,610	38	4	4,044	44	4
Hispanic	7,561	43	4	8,233	47	7	7,713	54	6
White	1,291	81	21	1,215	82	34	1,153	82	27
Econ. Dis.	8,932	42	4	10,123	44	6	8,751	52	6
LEP	893	8	0	1,403	15	0	1,088	20	0
Special Ed.	754	21	1	1,300	11	1	1,053	15	1

- On the spring 2009 TAKS reading test, HISD students in grade 9 reported increases or consistent performance from 2008 in the percent passing for students in all student groups. On the 2009 TAKS mathematics test for HISD students in grade 9, performance increased or remained the same from 2008 in the percent passing and in the percent reaching commended

status for students in all student groups. Gains for both measure in mathematics ranged from one to eight percentage points.

- From 2008 to 2009, performance for HISD ninth graders in all student groups, increased or remained the same in the percent passing on the All Tests Taken measure. Gains ranged from four to eight percentage points. On the percent reaching commended status on All Tests Taken, the performance of HISD ninth graders decreased or remained the same over the same time period.

Grade 10 Performance

The percentages of HISD students in grade 10 who met the state standard on English/language arts, mathematics, social studies, science, and for All Tests Taken on the 2007 through 2009 TAKS and the percentages that achieved the commended status were summarized. The results for all students and by student groups are presented in **Table 17**.

- On the 2009 TAKS English/language arts test, HISD tenth graders reported gains over 2008 for the African American and White student groups on the percent meeting the state passing standard. Gains in the percent reaching commended performance were reported for all student groups except for special education over the same time period. On the 2009 TAKS mathematics test, students in the all students, African American, Hispanic, and economically disadvantaged student groups experienced increases in the percent meeting the state passing standard, and all student groups reported either constant performance or a decrease in the percent commended on the mathematics test from 2008 to 2009.
- For HISD tenth graders on the 2009 TAKS social studies and science tests, students in all student groups reported increases or remained the same from 2008 in the percent meeting the state passing standard. Six of seven student groups tested in social studies reported increases in the percent attaining commended status, and in science, students in all student groups experienced decreases or consistent performance from 2008, except for students in the LEP student group who reported a one-percentage-point gain.
- In 2009, HISD tenth graders in the all students, African American, Hispanic, and economically disadvantaged student groups reported the same passing percentages as in 2008 for All Tests Taken, and White students reported a two-percentage-point gain over the same time period.

Table 17: English Language Arts, Math, Social Studies, Science, and All Tests Taken TAKS, 2007–2009: Percent Met Standard and Percent Commended by Student Group: Grade 10

ELA	TAKS Spring 2007			TAKS Spring 2008			TAKS Spring 2009		
	N Tested	% Met	% Comm.	N Tested	% Met	% Comm.	N Tested	% Met	% Comm.
All Students	10,190	75	7	9,573	83	14	10,454	83	15
African Am.	3,065	74	4	3,026	80	8	3,231	83	10
Hispanic	5,423	71	4	4,992	82	10	5,699	79	11
White	1,214	92	22	1,117	93	34	1,072	96	35
Econ. Dis.	6,405	72	4	6,051	81	9	6,547	80	10
LEP	537	18	0	585	38	0	783	31	1
Special Ed.	455	44	2	621	43	2	618	41	1
Math									
All Students	10,008	54	11	9,380	57	14	10,376	58	12
African Am.	2,986	45	4	2,964	46	6	3,162	48	6
Hispanic	5,304	50	7	4,872	55	10	5,675	57	9
White	1,205	84	29	1,100	85	33	1,075	84	32
Econ. Dis.	6,291	49	7	5,918	53	10	6,530	55	8
LEP	547	17	2	561	23	2	876	22	2
Special Ed.	421	24	2	573	15	2	581	14	1
Social Studies									
All Students	9,824	80	23	9,277	84	25	10,092	87	30
African Am.	2,942	76	15	2,926	80	16	3,115	85	23
Hispanic	5,192	77	17	4,821	83	20	5,476	85	25
White	1,190	97	54	1,091	97	57	1,051	97	64
Econ. Dis.	6,173	77	16	5,861	82	19	6,311	85	24
LEP	492	35	1	544	50	2	745	54	4
Special Ed.	414	56	10	593	49	7	614	51	6
Science									
All Students	9,916	46	7	9,359	55	11	10,243	55	9
African Am.	2,980	37	2	2,955	45	5	3,137	46	4
Hispanic	5,240	39	3	4,864	51	6	5,587	51	6
White	1,196	84	28	1,095	88	32	1,062	88	29
Econ. Dis.	6,236	38	3	5,907	49	6	6,438	49	5
LEP	497	10	0	562	14	0	863	15	1
Special Ed.	417	18	2	598	18	2	592	18	1
All Tests Taken									
All Students	10,599	37	2	9,868	45	4	10,811	45	3
African Am.	3,184	28	1	3,151	35	1	3,335	35	1
Hispanic	5,637	31	1	5,131	41	2	5,911	41	2
White	1,243	76	10	1,129	77	14	1,097	79	12
Econ. Dis.	6,652	30	1	6,233	39	2	6,813	39	2
LEP	594	4	0	611	9	0	929	7	0
Special Ed.	548	15	1	677	10	0	686	8	0

Exit-Level Performance

The percentages of HISD students in grade 11 who passed the state standard on English/language arts, mathematics, social studies, science, and for All Tests Taken on the 2007 through 2009 TAKS and the percentages that achieved the commended status were summarized. The results for all students and by student groups are presented in **Table 18**.

Table 18: English Language Arts, Math, Social Studies, Science, and All Tests Taken TAKS, 2007–2009: Percent Met Standard and Percent Commended by Student Group: Grade 11

ELA	TAKS Spring 2007			TAKS Spring 2008			TAKS Spring 2009		
	N Tested	% Met	% Comm.	N Tested	% Met	% Comm.	N Tested	% Met	% Comm.
All Students	8,118	85	19	8,274	89	16	8,399	90	26
African Am.	2,476	86	13	2,501	88	11	2,556	88	19
Hispanic	4,061	80	13	4,206	86	11	4,381	88	22
White	1,175	97	43	1,122	98	42	1,039	97	51
Econ. Dis.	4,674	80	12	5,084	86	11	5,041	87	20
LEP	395	19	0	451	31	0	471	37	1
Special Ed.	253	60	4	422	50	2	416	57	3
Math									
All Students	7,959	77	16	8,206	78	22	8,340	80	26
African Am.	2,429	72	8	2,491	72	12	2,529	73	14
Hispanic	3,948	74	11	4,144	76	17	4,344	79	23
White	1,172	93	36	1,124	94	48	1,036	93	50
Econ. Dis.	4,592	73	10	5,025	75	16	5,013	77	22
LEP	374	42	1	429	41	6	463	48	8
Special Ed.	216	48	3	395	32	3	379	36	5
Social Studies									
All Students	7,921	93	31	8,193	95	33	8,322	96	42
African Am.	2,425	93	23	2,490	94	27	2,533	95	32
Hispanic	3,930	90	23	4,127	94	25	4,325	95	37
White	1,161	99	65	1,125	99	61	1,036	99	70
Econ. Dis.	4,569	90	22	5,022	93	26	5,010	95	35
LEP	367	59	3	432	70	5	464	76	10
Special Ed.	236	78	15	423	67	9	406	81	15
Science									
All Students	7,984	71	9	8,233	78	10	8,343	83	16
African Am.	2,441	68	4	2,503	74	3	2,527	79	9
Hispanic	3,963	65	4	4,153	75	5	4,348	81	12
White	1,169	94	26	1,127	96	29	1,036	96	38
Econ. Dis.	4,605	66	4	5,038	75	5	5,023	80	11
LEP	372	30	1	436	36	1	463	47	3
Special Ed.	243	44	3	423	35	1	392	46	4
All Tests Taken									
All Students	8,371	61	5	8,524	69	4	8,644	72	9
African Am.	2,563	56	2	2,595	62	1	2,638	66	4
Hispanic	4,178	55	2	4,319	65	2	4,499	69	5
White	1,211	89	15	1,150	91	16	1,068	90	24
Econ. Dis.	4,825	54	2	5,228	64	2	5,205	67	5
LEP	411	10	0	472	16	0	493	18	0
Special Ed.	314	31	1	473	21	0	456	26	1

- On the 2009 Exit-level TAKS English/language and mathematics tests, HISD eleventh graders reported gains or remained constant from 2008 for students in six of the seven student groups tested, with 90 percent of all students meeting the state passing standard in English/language arts. All student groups reported increases from 2008 to 2009 in the percent reaching commended status on both tests, with gains ranging from one to 11 percentage points in reading and from two to six percentage points in mathematics.

- From 2008 to 2009, HISD eleventh graders reported increases or remained the same in the percent meeting the state passing standard and the percent reaching commended status on the TAKS social studies and science tests for students in all student groups. Gains for both measures in social studies ranged from one to 14 percentage points, and gains in science ranged from two to 11 percentage points on both measures over the same time period.
- On the 2009 Exit-level TAKS All Tests Taken measure, HISD eleventh graders reported gains over 2008 for students in six of the seven student groups tested, with special education students reporting an increase of five percentage points for the percent meeting the state passing standard. For the Exit-level All Tests Taken measure, six of the seven student groups assessed reported gains in the percent achieving commended status, with White students gaining eight percentage points from 2008 to 2009.

Test Version Taken at the District-Level

The state has developed and administers different versions of the TAKS test based upon students’ instructional setting, including the TAKS (Accommodated), TAKS-Alternate (TAKS-Alt), TAKS-Modified (TAKS-M), and the TAKS-LAT. The TAKS (Accommodated) form includes some format accommodations such as larger font and fewer test items per page. The TAKS-Alt is an assessment based on alternate academic achievement standards and is designed for students with significant cognitive disabilities who meet the participation requirements. The TAKS-M is an alternate assessment based on modified academic achievement standards for students receiving special education services who meet eligibility criteria. The TAKS-LAT (Linguistically Accommodated Testing) is a special administration of TAKS for LEP-exempt recent immigrants. LAT administrations are provided in designated grades and subjects.

A count and a descriptive analysis of the number of HISD students tested on the different versions of the TAKS, including TAKS, TAKS-Accommodated, TAKS Modified, TAKS-LAT, and TAKS-Alternative, were summarized for the 2009 TAKS examination for grades 3–11. The districtwide results for reading/English language arts are presented in **Table 19**.

Table 19: TAKS Test Version: Reading/ELA, Spring 2009, Grades 3–11

Grade	<u>Total Tested</u>		<u>TAKS-Accom.</u>		<u>TAKS</u>		<u>TAKS-Modified</u>		<u>TAKS-LAT</u>		<u>TAKS-Alternative</u>	
	N		N	%	N	%	N	%	N	%	N	%
3	16,235		195	1.2	15,212	93.7	575	3.5	111	0.7	142	0.9
4	15,108		267	1.8	13,823	91.5	734	4.9	156	1.0	128	0.8
5	14,350		291	2.0	12,826	89.4	877	6.1	231	1.6	125	0.9
6	12,676		346	2.7	11,278	89.0	766	6.0	166	1.3	120	0.9
7	12,184		428	3.5	10,675	87.6	747	6.1	217	1.8	117	1.0
8	12,509		439	3.5	11,021	88.1	723	5.8	208	1.7	118	0.9
9	13,714		518	3.8	12,402	90.4	678	4.9	0	0.0	116	0.8
10	11,276		335	3.0	10,119	89.7	447	4.0	266	2.4	109	1.0
11	8,860		195	2.2	8,204	92.6	346	3.9	0	0.0	115	1.3
Total	116,912		3,014	2.6	105,560	90.3	5,893	5.0	1,355	1.2	1,090	0.9

- The number of HISD students tested on state reading/English language arts TAKS assessments in 2009 was 116,912; 105,560 of whom were tested on TAKS. The percent of students tested on the TAKS ranged from a low of 87.6 in grade 7 to a high of 93.7 in grade 3. In 2009, 3,014 students took the TAKS-Accommodated, 5,893 took the TAKS-Modified, 1,355 took the TAKS-LAT, and 1,090 took the TAKS-Alternative.

Table 20 presents a count and a descriptive analysis of the number of HISD students tested on the different versions of the TAKS, including TAKS, TAKS-Accommodated, TAKS Modified, TAKS-LAT, and TAKS-Alternative, for the 2009 TAKS mathematics examination for grades 3–11.

Table 20: TAKS Test Version: Mathematics, Spring 2009, Grades 3–11

Grade	Total Tested N	TAKS- Accom.		TAKS		TAKS- Modified		TAKS-LAT		TAKS- Alternative	
		N	%	N	%	N	%	N	%	N	%
3	16,312	233	1.4	15,148	92.9	584	3.6	205	1.3	142	0.9
4	15,243	267	1.8	13,881	91.1	708	4.6	257	1.7	130	0.9
5	14,443	299	2.1	12,879	89.2	865	6.0	274	1.9	126	0.9
6	12,797	373	2.9	11,318	88.4	718	5.6	268	2.1	120	0.9
7	12,348	410	3.3	10,711	86.7	757	6.1	353	2.9	117	0.9
8	12,576	425	3.4	10,952	87.1	770	6.1	311	2.5	118	0.9
9	13,304	500	3.8	12,035	90.5	653	4.9	0	0.0	116	0.9
10	11,126	329	3.0	10,047	90.3	452	4.1	188	1.7	110	1.0
11	8,807	185	2.1	8,155	92.6	351	4.0	0	0.0	116	1.3
Total	116,956	3,021	2.6	105,126	89.9	5,858	5.0	1,856	1.6	1,095	0.9

- In 2009, the number of HISD students tested on state TAKS mathematics assessments was 116,956; 105,126 of whom were tested on TAKS. The percent of students tested on the TAKS ranged from a low of 86.7 in grade 7 to a high of 92.9 in grade 3. In 2009, 3,021 students took the TAKS-Accommodated, 5,858 took the TAKS-Modified, 1,856 took the TAKS-LAT, and 1,095 took the TAKS-Alternative.