

District and School Texas Assessment of Knowledge and Skills (TAKS) Performance, Spring 2010

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 2010.

Subject/Subtest	Grade Level	Date Administered
Writing	4, 4 Spanish, 7	March 3, 2010
English/Language Arts	10, 11	March 3, 2010
Reading	9	March 3, 2010
Mathematics	5, 5 Spanish, 8	April 6, 2010
Reading	5, 5 Spanish, 8	April 7, 2010
Mathematics	3–4, 3–4 Spanish, 6–7, 10	April 27, 2010
Reading	3–4, 3–4 Spanish, 6–7	April 28, 2010
Mathematics	11	April 28, 2010
Science	5, 5 Spanish, 8, 10–11	April 29, 2010
Mathematics	9	April 29, 2010
Social Studies	8, 10–11	April 30, 2010

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 3–5 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). Grades five and eight reading tests had three separate test administrations in 2010 due to the state's Student Success Initiative: April 7, May 19 (students not previously passing), and June 30 (students not previously passing). Grades 5 and 8 mathematics also had three administrations: April 6, May 18, and June 29. The TAKS reading and math results for grades 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. 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. As of 2008, the passing standards for all subjects and grade levels were at the panel recommended level. For Exit-level retesters, the passing standard is set at the state passing standard when the students were in tenth grade.

The TEA Code, Section 39.03, required the development of a vertical scale to assess student performance on the Texas Assessment of Knowledge and Skills (TAKS) in reading and mathematics in grades 3–8. During the 2009 academic year, vertical scales were provided on the Confidential Student Reports (CSR). Starting in 2010, vertical scales will be the only scale provided for grades 3–8 in the subjects of 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. All other grades and subjects will continue using the same horizontal scale that has been used in the past. Those results are reported as percent “met standard,” which corresponds to a scale score of 2100 and the percent “commended,” which is a scale score of 2400. As in 2009, the 2010 results from Special Education students who took the TAKS (Accommodated) [TAKS-A] are included in the overall results. Additional changes to the state assessment program for 2009–2010 involve the inclusion of results from students taking the Linguistically Accommodated Tests (LAT); Spanish TAKS is no longer given at the sixth grade; and there is only one administration of the third grade reading TAKS; and

A section of tables and figures comparing the met standard and commended performance data 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 and the percent earning the commended status are included in the analysis. Comparisons between 2009 and 2010 results for the average scale scores for grades 3–8 cannot be made in reading and math due to the use of the new vertical scale. Also, the state only provided district results not statewide results for 2009 using the vertical scale, so the 2009 results are presented with the horizontal scale scores that were in use in 2009. The 2009 and 2010 results for grades five and eight reading and math are from the first administration.

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 2009 and 2010 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 2009 and 2010

Grade	District / Texas	2009			2010		
		Percent Passing	Percent Commend	Avg. Scale Score	Percent Passing	Percent Commend	Avg. Scale Score
3	HISD	85	41	2291	89	43	616
	State	89	46	2318	92	46	627
4	HISD	82	25	2243	81	23	634
	State	84	29	2263	86	28	651
5	HISD	79	24	2238	81	28	692
	State	83	30	2271	85	33	705
6	HISD	86	32	2291	81	27	712
	State	91	43	2348	86	32	728
7	HISD	78	22	2224	82	22	741
	State	84	29	2262	86	29	761
8	HISD	89	41	2330	87	37	797
	State	93	48	2368	91	46	818
9	HISD	82	17	2224	88	20	2238
	State	87	20	2251	92	26	2272
10	HISD	83	15	2221	87	13	2237
	State	88	18	2246	90	16	2261
11	HISD	90	26	2280	90	24	2279
	State	92	31	2300	93	32	2308

- On the 2010 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 2010 TAKS reading test results between the state and HISD revealed the largest difference of five percentage points for grades four and six while the smallest gaps in 2010 were at grades three, ten, and eleven with a three-percentage-point difference. The district closed the gap with the state in 2009 at grades three, seven, nine, and ten.
- In reviewing the HISD results for the 2010 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 2009 to 2010 at the state passing standard, scores improved for four grades. The greatest increase was four percentage points in grades three, seven, and ten.
- In terms of students earning the commended status on the 2010 TAKS reading/English Language Arts tests, the state reported a range of 16 percent commended in grade 10 to 46 percent commended in grades three and eight. HISD reported a range of 13 percent commended in grade 10 to 43 percent commended in grade three.
- In reviewing the 2010 HISD results for students who attained commended status, there were increases from 2009 in three grades on the reading/English Language Arts TAKS.

Mathematics

State and HISD mathematics results on the English version of the TAKS for 2009 and 2010 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 2009 and 2010

Grade	District / Texas	2009			2010		
		Percent Passing	Percent Commend	Avg. Scale Score	Percent Passing	Percent Commend	Avg. Scale Score
3	HISD	82	34	2271	83	28	579
	State	84	37	2289	86	32	589
4	HISD	86	39	2306	87	36	654
	State	86	40	2312	88	37	657
5	HISD	84	44	2326	85	40	698
	State	84	44	2328	86	42	701
6	HISD	74	29	2251	79	27	711
	State	80	36	2295	82	31	722
7	HISD	74	15	2203	78	19	734
	State	79	19	2231	81	23	743
8	HISD	72	19	2203	75	20	759
	State	79	24	2241	80	23	771
9	HISD	57	17	2154	64	20	2188
	State	67	23	2203	70	24	2227
10	HISD	58	12	2152	68	15	2179
	State	65	15	2182	74	18	2205
11	HISD	80	26	2255	87	22	2258
	State	81	28	2264	89	25	2273

- On the 2010 TAKS mathematics test, the state outperformed HISD at all grades on all measures of comparison.
- A gap analysis of the percent passing the 2010 TAKS mathematics test results between the state and HISD revealed the largest difference of six percentage points at grades nine and ten, while the smallest gaps in 2010 were at grades four and five with a one-percentage point difference. The district closed the gap with the state in 2010 in grades six through ten.
- For the spring 2010 TAKS mathematics test, the state's scores at the passing standard ranged from 70 percent for ninth grade to 89 percent for eleventh grade. HISD scores at this same standard ranged from 64 percent for grade nine to 87 percent for grades four and eleven.
- When comparing the district's passing rates from 2009 to 2010 at the state passing standard, scores improved for all nine grades tested.
- Grade five for the state and for HISD reported the greatest percentage of commended students on the mathematics test with 42 percent and 40 percent commended, respectively.
- In reviewing the 2010 HISD results for students who attained commended status, there were increases from 2009 in grades seven through ten, with the largest increase reported for grade seven, at four percentage points.

Writing

State and HISD writing results on the English version of the TAKS for 2009 and 2010 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 2009 and 2010

Grade	District/ Texas	2009			2010		
		Percent Passing	Percent Commend	Avg. Scale Score	Percent Passing	Percent Commend	Avg. Scale Score
4	HISD	91	30	2377	92	25	2333
	State	91	32	2379	92	29	2343
7	HISD	88	25	2315	93	32	2352
	State	93	34	2362	95	36	2385

- For the spring 2010 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 2010 at 92 percent.
- From 2009 to 2010, performance gaps on the TAKS writing test increased between HISD fourth graders and state fourth graders on the percent commended and average scale score, and gaps decreased between district and state seventh graders on all three performance measures.

- In terms of commended students, the state reported 29 percent and 36 percent commended for fourth and seventh graders, respectively, while HISD reported 25 percent commended for fourth graders and 32 percent for seventh graders.
- In reviewing the 2010 results for the average scale score on the TAKS writing test, both HISD and state fourth graders reported decreases from 2009 to 2010, while both groups of seventh graders improved 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 2009 and 2010 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 2009 and 2010

Grade	District / Texas	2009			2010		
		Percent Passing	Percent Commend	Avg. Scale Score	Percent Passing	Percent Commend	Avg. Scale Score
Science							
5	HISD	85	41	2310	87	41	2322
	State	84	43	2315	88	44	2337
8	HISD	66	18	2181	73	25	2236
	State	72	24	2227	78	30	2268
10	HISD	55	9	2125	66	14	2169
	State	66	13	2175	74	17	2206
11	HISD	83	16	2223	89	14	2241
	State	85	19	2238	91	18	2259
Social Studies							
8	HISD	89	33	2305	94	35	2329
	State	92	43	2349	95	42	2359
10	HISD	87	30	2282	90	36	2322
	State	90	40	2325	93	42	2352
11	HISD	96	42	2360	97	50	2380
	State	97	48	2384	98	54	2395

- For the spring 2010 TAKS science test, the state outperformed the HISD at all grade levels and for all measures of comparison although district students showed progress in closing the gaps at grades eight and ten. The percent meeting the state passing standard ranged from 74 percent to 91 percent for the state and 66 percent to 89 percent for HISD.
- Grade five for the state and HISD reported the greatest percentage of commended students on the science test with 44 percent and 41 percent commended, respectively.
- For the spring 2010 TAKS social studies test, the state outperformed HISD on all levels of comparison. Nevertheless, HISD students are showing a performance gap with the state of only one to three percentage points. The percent meeting the state passing standard ranged from 93 to 98 percent for the state and 90 to 97 percent for the district.

- Grade eleven for the state and HISD reported the greatest percentage of commended students on the social studies test with 54 percent and 50 percent commended, respectively.
- In reviewing the 2010 HISD results for students who attained commended status, there were increases from 2009 in all grades tested on the social studies test and for grades eight and ten on the science test.
- In 2010, 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 2009 and 2010 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.

Grade	District / Texas	2009		2010	
		Percent Passing	Percent Commend	Percent Passing	Percent Commend
3	HISD	NA	NA	79	22
	State	NA	NA	83	25
4	HISD	73	13	73	10
	State	75	15	78	14
6	HISD	69	18	71	16
	State	77	26	76	20
7	HISD	65	7	69	10
	State	72	11	74	13
9	HISD	55	8	62	10
	State	65	11	69	13
10	HISD	45	3	56	5
	State	55	5	64	6
11	HISD	72	9	79	7
	State	75	10	82	9

Note: Results for grades three (in 2009), five, and eight not available.

- For the spring 2010 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 6 through 10 for the percent passing and at grades 6, 7, and 10 for the percent commended.
- Grade 3 for the state reported the highest percentage of students passing at the state passing standard with 83 percent passing for the state, while HISD third and eleventh graders reported the highest passing rates with 79 percent passing all tests taken.
- In reviewing the 2010 HISD results for the percent passing, there were increases from 2009 in five grades for which All Tests Taken is reported.

- The highest percentage of commended students for All Tests Taken for HISD was at grade 3, which reported 22 percent commended. The percentage of commended students for the same measure ranged from 6 percent to 25 percent for the state and from 5 percent to 22 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 three through five. The test is no longer being administered in grade six. The data analyzed in this section include results for all students for the percent passing, the percent commended, and the average scale score. Comparisons between 2009 and 2010 results for the average scale scores for grades three through five cannot be made in reading and math due to the use of the new vertical scale. Also, the state only provided district results not statewide results for 2009 using the vertical scale, so the 2009 results are presented with the horizontal scale scores that were in use in 2009. The information regarding the HISD and state comparisons for reading, mathematics, writing, and science is presented in the next few sections.

Reading and Mathematics

State and HISD reading and mathematics results on the Spanish version of the TAKS for 2009 and 2010 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 2009 and 2010

Grade	District/ Texas	2009			2010		
		Percent Passing	Percent Commend	Avg. Scale Score	Percent Passing	Percent Commend	Avg. Scale Score
Reading							
3	HISD	88	38	2302	90	48	628
	State	83	29	2259	85	38	603
4	HISD	85	34	2286	89	43	666
	State	79	24	2237	83	31	636
5	HISD	69	8	2174	85	11	664
	State	68	19	2182	73	21	664
6	HISD	70	20	2194		NA	
	State	75	30	2236			
Math							
3	HISD	84	30	2275	82	33	595
	State	77	24	2233	73	24	564
4	HISD	89	50	2379	83	44	651
	State	78	35	2278	72	30	612
5	HISD	32	7	2007	67	14	636
	State	45	13	2073	44	14	617
6	HISD	78	56	2274		NA	
	State	62	18	2139			

- In 2010 on the Spanish TAKS reading test, HISD students in grades three through five outperformed their state counterparts as measured at the state passing standard. HISD third graders reported 90 percent meeting the TAKS state passing standard in reading compared to 85 percent for the state.
- In terms of commended status, HISD third graders reported 48 percent commended in reading, while HISD fourth graders reported the highest percentage of commended students in mathematics at 44 percent.
- Compared to 2009, HISD students showed improvements at all three grade levels in reading for both passing and commended rate on the Spanish TAKS.
- In grades three through five, HISD students outperformed their state counterparts on the Spanish TAKS mathematics test for the percent passing at the state standard.
- In reviewing the 2010 HISD results for students who attained commended status, there were increases from 2009 for students in grades three and five on the mathematics test.
- In 2010, HISD outperformed the state in grades three and four and equaled the state in grade five for the average scale scores on the Spanish TAKS reading test and in grades three through five 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 2009 and 2010 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 2009 and 2010

Grade	District / Texas	2009			2010		
		Percent Passing	Percent Commend	Avg. Scale Score	Percent Passing	Percent Commend	Avg. Scale Score
Writing							
4	HISD	95	44	2463	96	43	2503
	State	91	29	2390	94	32	2440
Science							
5	HISD	41	10	2023	43	17	2055
	State	43	7	2039	51	13	2084

- In 2010 on the Spanish TAKS writing test, HISD students outperformed their state counterparts with fourth graders reporting 96 percent meeting the state passing standard compared to 94 percent for the state. HISD fifth-grade students reported a 43 percent passing rate in science, while their state counterparts reported 51 percent passing.
- HISD fourth graders outscored their state counterparts in the percentage of commended students on the Spanish TAKS at 43 percent on the writing test compared to 32 percent for the state and on the TAKS science test at 17 percent compared to 13 percent for the state.

- In reviewing the 2010 HISD results for students who attained commended status, there was an increase from 2009 for grade 5 on the science test, from 10 percent to 17 percent.
- In 2010, 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 2009 and 2010 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 3–6): Spring 2009 and 2010

Grade	District/ Texas	2009		2010	
		Percent Passing	Percent Commend	Percent Passing	Percent Commend
All Tests Taken					
3	HISD	NA	NA	79	26
	State	NA	NA	74	24
4	HISD	78	19	77	20
	State	71	13	73	14
6	HISD	70	10	NA	
	State	60	15		

Note: Results for grades three (in 2009) and five not available.

- In 2010 on the Spanish TAKS test, HISD students outperformed their state counterparts on the percent passing and the percent commended on All Tests Taken for both grades for which All Tests Taken is reported.
- In 2010 HISD third graders reported 79 percent passing and 26 percent commended on All Tests Taken on the Spanish TAKS, compared with 74 percent and 24 percent for the state, respectively.
- HISD fourth graders reported 77 percent passing and 20 percent commended on All Tests Taken on the Spanish TAKS, compared with 73 percent and 14 percent for the state, respectively. These rates are an improvement from 2009.

HISD Subgroup TAKS Results

All Students in Grades 3–11

In the following sections, the results from the spring 2008–2010 administrations of the English TAKS examination are reported for all HISD students by grade (3–11) and by student group for all tested subjects. Results from Special Education students who took the TAKS-Accommodated are included in the TAKS results.

Grade 3 Performance

The percentages of HISD students in grade 3 who met the state passing standards for 2008 through 2010 on the TAKS in reading, mathematics, and All Tests Taken were summarized in **Table 10**. The percentages of students who earned the commended status are reported as well.

- On the spring 2010 TAKS reading test, HISD third graders in all student groups reported an increase in the percent passing at the state standard from 2009, and all students groups except for the White student group increased in the percent reaching the commended status over the same time period.
- HISD third graders in all student groups except for the White student group reported increases from 2009 in the percent meeting the passing standard on the mathematics TAKS in 2010. Students in all student groups reported decreases in 2010 in the percent reaching the commended level from the 2009 TAKS.

Table 10: English Reading and Math TAKS, 2008–2010: Percent Met Standard and Percent Commended by Student Group: Grade 3

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	N Tested	% Met	% Comm.	N Tested	% Met	% Comm.	N Tested	% Met	% Comm.
Reading									
All Students	9,888	82	31	10,174	85	41	10,497	89	43
African Am.	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
Econ. Dis.	7,383	78	23	7,504	83	33	7,919	87	36
LEP	1,046	69	13	1,541	81	31	1,789	87	34
Special Ed.	528	58	16	350	71	24	294	79	26
Math									
All Students	9,897	78	26	10,175	82	34	10,574	83	28
African Am.	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
Econ. Dis.	7,380	74	21	7,504	79	27	7,988	80	23
LEP	1,051	74	19	1,541	80	32	1,805	84	27
Special Ed.	564	62	13	418	72	18	363	72	17
All Tests Taken									
All Students							10,605	79	22
African Am.							3,891	73	14
Hispanic							4,961	80	20
White		NA			NA		1,220	91	43
Econ. Dis.							8,012	76	17
LEP							1,813	79	19
Special Ed.							385	66	12

Grade 4 Performance

The percentages of HISD students in grade four who met the state passing standard and commended standard on the TAKS reading, mathematics, and writing tests and on All Tests Taken, for 2008 through 2010 were summarized and are presented by student group in **Table 11**.

- From 2009 to 2010, HISD fourth graders in the African American, White, and special education student groups reported increases in the percent passing, and all student groups

either remained constant or reported decreases in the percent commended on the TAKS reading test.

- On the spring 2010 TAKS mathematics test, HISD students in grade four maintained or reported increases over 2009 in the percent meeting the state passing standard for all students groups except for the White student group, and all student groups either remained constant or reported decreases in the percent reaching commended status.
- HISD fourth graders in all student groups, except for the White student group, maintained or made gains in the percent passing on the writing TAKS from 2009 to 2010. Students in the LEP student group reported an increase in the percent reaching the commended level from 2009 to 2010.
- From 2009 to 2010, HISD fourth graders in the Hispanic, LEP, and special education student groups reported increases in the percent passing, and students in the LEP student group increased in the percent commended on the TAKS All Tests Taken.

Table 11: English Reading, Math, Writing, and All Tests Taken, TAKS, 2008–2010: Percent Met Standard and Percent Commended by Student Group: Grade 4

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	N Tested	% Met	% Comm.	N Tested	% Met	% Comm.	N Tested	% Met	% Comm.
Reading									
All Students	11,580	77	20	11,239	82	25	12,171	81	23
African Am.	3,879	74	14	3,566	80	19	3,702	81	18
Hispanic	6,123	75	16	6,145	79	21	6,816	78	18
White	1,111	95	50	1,081	95	55	1,177	96	53
Econ. Dis.	9,006	73	14	8,643	79	19	9,498	78	17
LEP	2,637	62	9	2,742	71	13	3,491	70	13
Special Ed.	650	53	9	443	59	13	432	65	12
Math									
All Students	11,594	82	27	11,269	86	39	12,232	87	36
African Am.	3,889	75	17	3,583	80	27	3,723	80	23
Hispanic	6,123	83	26	6,162	87	38	6,855	88	36
White	1,111	95	51	1,079	97	65	1,177	94	58
Econ. Dis.	9,013	79	22	8,669	84	33	9,558	85	31
LEP	2,625	78	23	2,747	84	33	3,497	87	33
Special Ed.	694	61	14	476	71	20	501	74	19
Writing									
All Students	11,552	90	30	11,173	91	30	12,009	92	25
African Am.	3,905	89	26	3,587	91	26	3,660	91	20
Hispanic	6,087	89	26	6,098	89	25	6,724	91	23
White	1,091	96	57	1,059	97	55	1,161	95	44
Econ. Dis.	8,989	88	25	8,629	89	24	9,390	91	21
LEP	2,609	84	15	2,730	85	16	3,426	88	17
Special Ed.	700	62	11	474	66	12	438	74	8
All Tests Taken									
All Students	11,906	68	10	11,510	73	13	12,421	73	10
African Am.	4,015	62	5	3,669	68	8	3,796	68	6
Hispanic	6,274	66	7	6,286	71	10	6,952	72	8
White	1,130	90	30	1,102	92	35	1,194	90	28
Econ. Dis.	9,269	63	6	8,872	69	8	9,716	69	7
LEP	2,728	55	3	2,816	62	5	3,555	64	6
Special Ed.	830	39	3	588	48	6	592	54	4

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 2008 through 2010 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, 2008–2010: Percent Met Standard and Percent Commended by Student Group: Grade 5

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	N Tested	% Met	% Comm.	N Tested	% Met	% Comm.	N Tested	% Met	% Comm.
Reading									
All Students	13,157	77	22	13,078	79	24	13,122	81	28
African Am.	3,563	77	18	3,470	80	22	3,308	83	26
Hispanic	8,115	75	17	8,086	75	18	8,314	77	24
White	1,040	94	59	1,078	96	58	1,063	96	58
Econ. Dis.	10,653	74	17	10,433	75	18	10,518	78	23
LEP	3,956	61	9	3,905	62	9	4,009	65	15
Special Ed.	768	46	8	545	56	11	509	61	12
Math									
All Students	13,229	82	35	13,137	84	44	13,192	85	40
African Am.	3,536	75	24	3,460	78	34	3,296	80	29
Hispanic	8,196	82	33	8,142	84	43	8,391	86	39
White	1,046	95	65	1,081	94	66	1,067	95	65
Econ. Dis.	10,709	80	30	10,489	82	40	10,577	84	36
LEP	4,047	77	26	3,959	79	36	4,057	81	32
Special Ed.	807	55	15	587	63	22	559	66	15
Science									
All Students	13,085	82	34	12,932	85	41	13,149	87	41
African Am.	3,495	77	26	3,420	81	33	3,286	85	31
Hispanic	8,097	81	32	7,999	84	39	8,347	87	39
White	1,043	96	67	1,067	97	75	1,066	97	71
Econ. Dis.	10,592	79	30	10,308	83	36	10,530	86	36
LEP	3,947	74	25	3,859	76	30	4,033	79	30
Special Ed.	708	60	20	496	72	30	482	74	24

- On the spring 2010 TAKS reading test, HISD students in grade 5 in all student groups reported increases or constant performance from 2009 in the percent meeting the state passing standard. Students in all students groups reported increases or remained the same in the percent reaching commended status in 2010. Increases for both measures ranged from one to six percentage points.
- HISD fifth graders in all student groups increased the percent meeting the state passing standard and decreased the percent attaining commended status on the mathematics TAKS from 2009 to 2010. Gains in the percent passing ranged from one to three percentage points, and decreases in the percent commended ranged from one to seven percentage points.
- On the spring 2010 TAKS science test, HISD students in grade 5 reported increases or constant performance from 2009 in the percent meeting the state passing standard, and all groups reported decreases or constant performance in the percent reaching commended status. The greatest gain in the percent passing was for African American students at four

percentage points, and the greatest decrease in the percent commended was six percentage points for special education students.

Grade 6 Performance

The percentages of HISD students in grade 6 who met the state passing standards for 2008 through 2010 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, 2008–2010: Percent Met Standard and Percent Commended by Student Group: Grade 6

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	N Tested	% Met	% Comm.	N Tested	% Met	% Comm.	N Tested	% Met	% Comm.
Reading									
All Students	11,513	85	34	11,614	86	32	11,585	81	27
African Am.	3,255	83	31	3,166	84	29	3,154	80	23
Hispanic	6,907	84	29	7,146	84	27	7,083	78	22
White	949	97	73	904	97	70	966	96	63
Econ. Dis.	9,070	83	28	9,112	84	26	9,069	78	21
LEP	2,483	70	11	2,732	72	12	2,551	60	9
Special Ed.	834	46	9	557	55	14	530	48	8
Math									
All Students	11,577	71	28	11,682	74	29	11,640	79	27
African Am.	3,265	61	17	3,181	66	18	3,162	70	17
Hispanic	6,955	72	26	7,197	74	27	7,128	81	26
White	954	90	55	905	91	60	964	93	52
Econ. Dis.	9,125	68	23	9,173	72	25	9,117	77	23
LEP	2,520	61	16	2,759	66	19	2,589	73	16
Special Ed.	895	28	7	603	37	9	572	42	7
All Tests Taken									
All Students	11,635	68	18	11,740	69	18	11,721	71	16
African Am.	3,293	58	13	3,210	62	11	3,199	64	11
Hispanic	6,983	68	15	7,221	69	15	7,163	70	13
White	955	90	49	910	90	52	972	92	43
Econ. Dis.	9,178	64	14	9,224	66	13	9,182	67	11
LEP	2,533	53	5	2,770	55	6	2,604	52	4
Special Ed.	925	24	4	643	33	5	632	33	4

- On the spring 2010 TAKS reading test, students in all student groups reported a decline in the percent passing at the state passing standard and the percent reaching commended status from 2009, with decreases on both measures ranging from one to 12 percentage points. On the 2010 TAKS mathematics test, HISD students in grade 6 reported increases over 2009 in the percent meeting the state passing standard, with Hispanic and LEP students gaining by seven percentage points each. All student groups reported decreases in the percent reaching commended status ranging from one to eight percentage points.
- From 2009 to 2010, HISD sixth graders in all student groups except for LEP students reported increases or remained constant in the percent passing on the TAKS All Tests Taken. All students groups reported decreases 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 2008 through 2010 were summarized and are presented by student group in **Table 14**.

Table 14: Reading, Math, Writing, and All Tests Taken, TAKS, 2008–2010: Percent Met Standard and Percent Commended by Student Group: Grade 7

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	N Tested	% Met	% Comm.	N Tested	% Met	% Comm.	N Tested	% Met	% Comm.
Reading									
All Students	11,894	79	22	11,103	78	22	11,599	82	22
African Am.	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
Econ. Dis.	9,165	76	16	8,381	75	17	8,908	79	16
LEP	1,425	42	3	1,811	49	4	2,008	59	4
Special Ed.	930	38	3	670	36	5	563	45	6
Math									
All Students	11,925	67	13	11,121	74	15	11,631	78	19
African Am.	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
Econ. Dis.	9,195	64	9	8,403	71	11	8,937	76	15
LEP	1,424	42	3	1,844	57	5	2,047	66	9
Special Ed.	950	24	2	673	31	3	566	43	5
Writing									
All Students	11,873	84	23	11,045	88	25	11,463	93	32
African Am.	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
Econ. Dis.	9,152	82	17	8,338	86	19	8,799	92	26
LEP	1,421	52	2	1,805	69	4	1,967	81	7
Special Ed.	928	45	4	648	54	4	525	67	7
All Tests Taken									
All Students	12,325	60	7	11,432	65	7	11,927	69	10
African Am.	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
Econ. Dis.	9,522	55	3	8,658	60	4	9,176	66	6
LEP	1,499	22	1	1,908	35	1	2,109	45	1
Special Ed.	1,044	16	1	1,680	33	1	678	29	2

- On the spring 2010 TAKS reading test, HISD students in grade 7 reported increases or consistent performance from 2009 in the percent meeting the passing standard for students in all student groups. On the 2010 TAKS mathematics test, students in all student groups reported increases or remained the same from 2009 in both the percent passing and the percent reaching commended status. Gains on both measures in mathematics ranged from one to 12 percentage points.
- From 2009 to 2010, 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, except for special education students who dropped four percentage points on the All Tests Taken measure.

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 2008 through 2010 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, 2008–2010: Percent Met Standard and Percent Commended by Student Group: Grade 8

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	N Tested	% Met	% Comm.	N Tested	% Met	% Comm.	N Tested	% Met	% Comm.
Reading									
All Students	11,662	87	39	11,460	89	41	11,098	87	37
African Am.	3,486	85	33	3,347	89	37	3,056	86	33
Hispanic	6,763	86	36	6,796	88	36	6,627	85	31
White	990	97	74	967	97	73	1,023	97	69
Econ. Dis.	8,523	85	33	8,403	88	34	8,233	85	30
LEP	1,054	51	6	1,139	60	6	1,396	60	6
Special Ed.	913	50	10	722	57	10	604	55	11
Math									
All Students	11,653	66	14	11,377	72	19	11,094	75	20
African Am.	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
Econ. Dis.	8,605	62	10	8,373	70	15	8,236	72	16
LEP	1,067	37	4	1,134	50	6	1,412	56	7
Special Ed.	910	23	2	674	34	4	597	39	4
Social Studies									
All Students	11,472	88	30	11,179	89	33	10,982	94	35
African Am.	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
Econ. Dis.	8,461	86	24	8,207	88	28	8,138	94	29
LEP	1,026	62	8	1,086	69	11	1,372	86	11
Special Ed.	908	60	9	666	65	11	569	81	12
Science									
All Students	11,534	60	15	11,232	66	18	11,056	73	25
African Am.	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
Econ. Dis.	8,509	55	10	8,252	62	12	8,207	70	20
LEP	1,038	22	2	1,122	32	3	1,413	45	7
Special Ed.	914	24	4	667	30	4	558	39	7

- On the spring 2010 TAKS reading test, HISD students in grade 8 reported decreases or remained the same from 2009 in the percent passing and the percent reaching commended status for students in all student groups, except for special education students, whose percent commended increased by one percentage point over the same time period.

- From 2009 to 2010, HISD eighth graders reported increases or constant performance in the percent meeting the state passing standard and the percent reaching commended status on the TAKS mathematics test for students in all student groups, except for White students, whose percents passing and commended decreased two percentage points. Gains for both measures ranged from one to six percentage points.
- On the 2010 TAKS science and social studies tests, HISD eighth graders reported gains or constant performance from 2009 for students in all student groups on the percent meeting the state passing standard and the percent commended, except for the White student group, whose commended performance on the science TAKS remained the same as in 2009, and whose percent passing decreased in both subjects. LEP students gained 17 percentage points in the percent passing the social studies test and 13 percentage points in the percent passing the science test.

Grade 9 Performance

The percentages of HISD students in grade 9 who met the state passing standards for 2008 through 2010 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, 2008–2010: Percent Met Standard and Percent Commended by Student Group: Grade 9

	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	N Tested	% Met	% Comm.	N Tested	% Met	% Comm.	N Tested	% Met	% Comm.
Reading									
All Students	14,018	77	24	12,920	82	17	12,787	88	20
African Am.	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
Econ. Dis.	9,721	75	19	8,436	80	13	9,325	87	16
LEP	1,330	32	1	1,018	32	1	1,043	52	1
Special Ed.	1,159	34	3	961	44	3	917	56	3
Math									
All Students	13,688	51	14	12,535	57	17	12,562	64	20
African Am.	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
Econ. Dis.	9,494	46	10	8,193	54	14	9,151	61	15
LEP	1,297	23	2	994	27	3	1,012	42	6
Special Ed.	1,107	12	1	916	15	2	825	22	2
All Tests Taken									
All Students	14,615	48	10	13,391	55	8	13,226	62	10
African Am.	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
Econ. Dis.	10,123	44	6	8,751	52	6	9,652	59	7
LEP	1,403	15	0	1,088	20	0	1,095	31	0
Special Ed.	1,300	11	1	1,053	15	1	978	23	1

- On the spring 2010 TAKS reading and mathematics tests, HISD students in grade 9 reported increases or consistent performance from 2009 in the percent passing and percent commended for students in all student groups. Gains for both measures in reading ranged from one to 20 points and gains for both measures in mathematics ranged from one to 15 percentage points. The greatest gains in the percent passing in both subjects were recorded by students in the LEP student group.
- From 2009 to 2010, performance for HISD ninth graders in all student groups increased or remained the same in the percent passing and on the percent commended on the All Tests Taken measure. Gains in the percent passing measure ranged from four to 11 percentage points.

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 2008 through 2010 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 2010 TAKS English/language arts test, HISD tenth graders reported gains over 2009 for students in all student groups on the percent meeting the state passing standard. White students gained one percentage point in the percent reaching commended performance, while all other student groups reported decreases or constant performance on the same measure. From 2009 to 2010 on the TAKS mathematics test, students in all student groups experienced increases or remained the same in the percent meeting the state passing standard and on the percent commended on the mathematics test. Gains for both measures in mathematics ranged from one to 12 percentage points.
- For HISD tenth graders on the 2010 TAKS social studies and science tests, students in all student groups reported increases or remained the same from 2009 in the percent meeting the state passing standard and in the percent attaining commended status, with gains on both measures in social studies ranging from one to 11 percentage points and gains on both measures in science ranging from one to 13 percentage points.
- From 2009 to 2010, performance for HISD tenth graders in all student groups increased or remained the same in the percent passing and on the percent commended on the All Tests Taken measure. Gains in the percent passing measure ranged from one to 13 percentage points.

Table 17: English Language Arts, Math, Social Studies, Science, and All Tests Taken TAKS, 2008–2010: Percent Met Standard and Percent Commended by Student Group: Grade 10

ELA	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	N Tested	% Met	% Comm.	N Tested	% Met	% Comm.	N Tested	% Met	% Comm.
All Students	9,573	83	14	10,454	83	15	10,588	87	13
African Am.	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
Econ. Dis.	6,051	81	9	6,547	80	10	7,196	85	8
LEP	585	38	0	783	31	1	679	35	0
Special Ed.	621	43	2	618	41	1	645	49	1
Math									
All Students	9,380	57	14	10,376	58	12	10,425	68	15
African Am.	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
Econ. Dis.	5,918	53	10	6,530	55	8	7,074	65	11
LEP	561	23	2	876	22	2	662	31	2
Special Ed.	573	15	2	581	14	1	599	26	2
Social Studies									
All Students	9,277	84	25	10,092	87	30	10,225	90	36
African Am.	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
Econ. Dis.	5,861	82	19	6,311	85	24	6,921	89	30
LEP	544	50	2	745	54	4	587	63	8
Special Ed.	593	49	7	614	51	6	631	62	9
Science									
All Students	9,359	55	11	10,243	55	9	10,415	66	14
African Am.	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
Econ. Dis.	5,907	49	6	6,438	49	5	7,076	61	9
LEP	562	14	0	863	15	1	662	23	1
Special Ed.	598	18	2	592	18	1	637	26	2
All Tests Taken									
All Students	9,868	45	4	10,811	45	3	10,871	56	5
African Am.	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
Econ. Dis.	6,233	39	2	6,813	39	2	7,391	51	2
LEP	611	9	0	929	7	0	734	12	0
Special Ed.	677	10	0	686	8	0	701	14	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 2008 through 2010 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, 2008–2010: Percent Met Standard and Percent Commended by Student Group: Grade 11

ELA	TAKS Spring 2008			TAKS Spring 2009			TAKS Spring 2010		
	N Tested	% Met	% Comm.	N Tested	% Met	% Comm.	N Tested	% Met	% Comm.
All Students	8,274	89	16	8,399	90	26	9,432	90	24
African Am.	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
Econ. Dis.	5,084	86	11	5,041	87	20	6,210	88	17
LEP	451	31	0	471	37	1	640	42	1
Special Ed.	422	50	2	416	57	3	497	58	2
Math									
All Students	8,206	78	22	8,340	80	26	9,372	87	22
African Am.	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
Econ. Dis.	5,025	75	16	5,013	77	22	6,156	85	17
LEP	429	41	6	463	48	8	627	55	4
Special Ed.	395	32	3	379	36	5	454	42	2
Social Studies									
All Students	8,193	95	33	8,322	96	42	9,385	97	50
African Am.	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
Econ. Dis.	5,022	93	26	5,010	95	35	6,160	97	44
LEP	432	70	5	464	76	10	634	85	13
Special Ed.	423	67	9	406	81	15	505	84	16
Science									
All Students	8,233	78	10	8,343	83	16	9,411	89	14
African Am.	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
Econ. Dis.	5,038	75	5	5,023	80	11	6,182	87	11
LEP	436	36	1	463	47	3	636	56	2
Special Ed.	423	35	1	392	46	4	497	50	2
All Tests Taken									
All Students	8,524	69	4	8,644	72	9	9,722	79	7
African Am.	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
Econ. Dis.	5,228	64	2	5,205	67	5	6,407	76	4
LEP	472	16	0	493	18	0	673	26	0
Special Ed.	473	21	0	456	26	1	555	28	0

- On the 2010 Exit-level TAKS English/language arts and mathematics tests, HISD eleventh graders reported gains or remained constant from 2009 for students in all student groups on the percent meeting the passing standard, with 90 percent of all students meeting the state passing standard in English/language arts and 87 percent meeting the standard in mathematics. All student groups reported decreases or remained constant from 2009 to 2010 in the percent reaching commended status on both tests, except for the White student group who increased the percent commended in ELA by four percentage points.

- From 2009 to 2010, HISD eleventh graders reported increases in the percent meeting the state passing standard and the percent reaching commended status on the TAKS social studies test and in the percent passing on the science test. Gains for both measures in social studies ranged from one to 12 percentage points. For all student groups, the percent reaching commended status decreased on the science test from 2009 to 2010.
- On the 2010 Exit-level TAKS All Tests Taken measure, HISD eleventh graders reported gains over 2009 for students in all student groups tested, with African American students reporting an increase of ten percentage points for the percent meeting the state passing standard. For the Exit-level All Tests Taken measure, all student groups assessed reported decreases or constant performance in the percent achieving commended status from 2009 to 2010.

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-Alternate, were summarized for the 2010 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 2010, Grades 3–11

Grade	<u>Total Tested</u>		<u>TAKS</u>		<u>TAKS-Accom</u>		<u>TAKS-Modified</u>		<u>TAKS-LAT</u>		<u>TAKS-Alternate</u>	
	N		N	%	N	%	N	%	N	%	N	%
3	16,356		15,237	93.2	192	1.2	741	4.5	15	0.1	171	1.0
4	15,767		14,542	92.2	317	2.0	763	4.8	1	0.0	144	0.9
5	14,120		12,853	91.0	296	2.1	814	5.8	0	0.0	157	1.1
6	12,469		11,201	89.8	375	3.0	745	6.0	9	0.1	139	1.1
7	12,445		11,194	89.9	405	3.3	714	5.7	0	0.0	132	1.1
8	11,970		10,681	89.2	417	3.5	735	6.1	0	0.0	137	1.1
9	13,537		12,162	89.8	625	4.6	638	4.7	0	0.0	112	0.8
10	11,096		10,119	91.2	397	3.6	391	3.5	72	0.6	117	1.1
11	9,914		9,146	92.3	286	2.9	367	3.7	0	0.0	115	1.2
Total	117,674		107,135	91.0	3,310	2.8	5,908	5.0	97	0.1	1,224	1.0

- The number of HISD students tested on state reading/English language arts TAKS assessments in 2010 was 117,674; 107,135 of whom were tested on TAKS. The percent of students tested on the TAKS ranged from a low of 89.2 in grade 8 to a high of 93.2 in grade 3. In 2010, 3,310 students took the TAKS-Accommodated, 5,908 took the TAKS-Modified, 97 took the TAKS-LAT, and 1,224 took the TAKS-Alternate.

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-Alternate, for the 2010 TAKS mathematics examination for grades 3–11.

Table 20: TAKS Test Version: Mathematics, Spring 2010, Grades 3–11

Grade	<u>Total Tested</u>		<u>TAKS</u>			<u>TAKS-Accom.</u>		<u>TAKS-Modified</u>		<u>TAKS-LAT</u>		<u>TAKS-Alternate</u>	
	N		N	%	N	%	N	%	N	%	N	%	
3	16,374		15,280	93.3	223	1.4	681	4.2	19	0.1	171	1.0	
4	15,777		14,587	92.5	355	2.3	689	4.4	2	0.0	144	0.9	
5	14,130		12,887	91.2	326	2.3	760	5.4	0	0.0	157	1.1	
6	12,480		11,230	90.0	400	3.2	701	5.6	10	0.1	139	1.1	
7	12,475		11,231	90.0	400	3.2	712	5.7	0	0.0	132	1.1	
8	11,978		10,667	89.1	427	3.6	747	6.2	0	0.0	137	1.1	
9	13,343		11,983	89.8	579	4.3	670	5.0	0	0.0	111	0.8	
10	10,948		10,026	91.6	399	3.6	406	3.7	0	0.0	117	1.1	
11	9,886		9,081	91.9	291	2.9	399	4.0	0	0.0	115	1.2	
Total	117,391		106,972	91.1	3,400	2.9	5,765	4.9	31	0.0	1,223	1.0	

- In 2010, the number of HISD students tested on state TAKS mathematics assessments was 117,391; 106,972 of whom were tested on TAKS. The percent of students tested on the TAKS ranged from a low of 89.1 in grade 8 to a high of 93.3 in grade 3. In 2010, 3,400 students took the TAKS-Accommodated, 5,765 took the TAKS-Modified, 31 took the TAKS-LAT, and 1,223 took the TAKS-Alternate.