



Question: What are the performance results of former English language learners (ELL) or limited English proficient (LEP) students on Texas Assessment of Knowledge and Skills (TAKS) subject area tests since the first year that TAKS was implemented in spring 2003 (school year 2002–2003) through spring 2006 (school year 2005–2006)? Part 2

Methodology

In fall 2006, former ELL students were identified based on data available in Austin Independent School District (AISD) student records. Based on their bilingual education (BE)/English as a Second Language (ESL) program exit codes and dates, a group of 5,625 former ELL students was identified, and TAKS data were available for 5,416 of these students. See Table 1 for the ethnicity of the former ELL students.

Table 1: Numbers and Percentages of Former ELL Students by Ethnicity, Fall 2006

Ethnicity	Number	Percentage
American Indian	1	<1%
Asian/Pacific	380	7%
Black, not of Hispanic origin	34	1%
Hispanic	5,081	90%
White, not of Hispanic origin	129	2%
Total	5,625	100%

Source: AISD student records, fall 2006

The purpose of this report was to identify former ELL students and to know how they as a group had performed on TAKS. The first section of this report presents English TAKS results for the entire group of exited students and then for three cohort groups of students that were created based on their program exit dates and data availability. The TAKS data for each cohort of students were examined for 2003 through 2006. The second section of the report includes a series of figures that compared the respective cohorts of former ELL students to all students at AISD and their performance on TAKS.

Figures 1 through 3 present 2006 TAKS performance data for all former ELL students, by subject and grade. The numbers of students tested in each subject were:

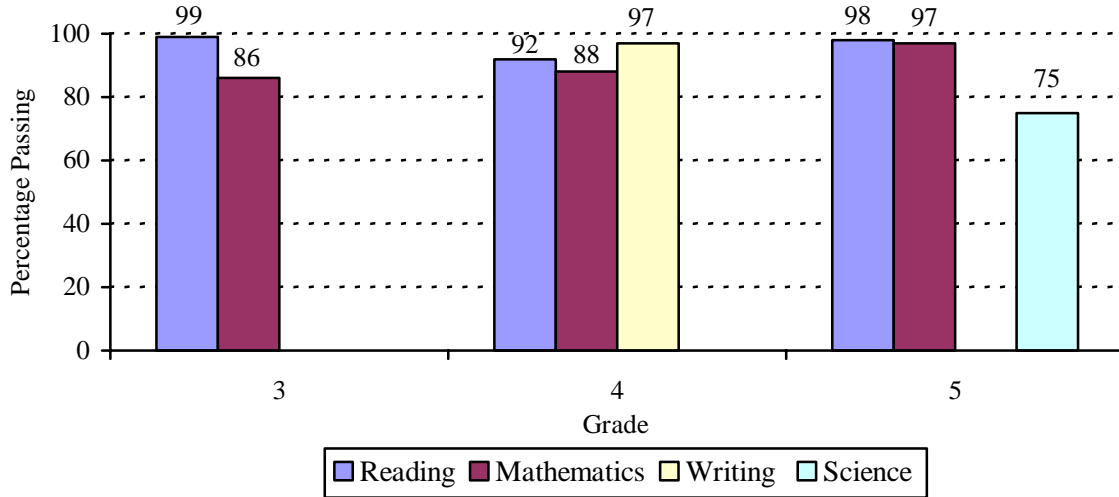
- 5,416 in reading/ELA
- 5,402 in mathematics
- 1,281 in writing
- 2,298 in science
- 1,595 in social studies

Former ELL students included all those students who had BE/ESL program exit dates. The program exit dates covered 8 school years (from 1997–1998 through 2005–2006). Some of these students participated in the Texas Assessment of Academic Skills (TAAS), which was the previous state assessment, until 2001–2002 and began taking the TAKS when it was implemented in 2002–2003.

Former ELL students performed very well in TAKS reading/ELA and writing; the percentages of students passing were above 92% in all grades except in grade 7, where the percentage passing was 81%. In TAKS mathematics, the percentages of former ELL students passing were above 77% in grades 3 through 6. In grades 7 through 9, former ELL

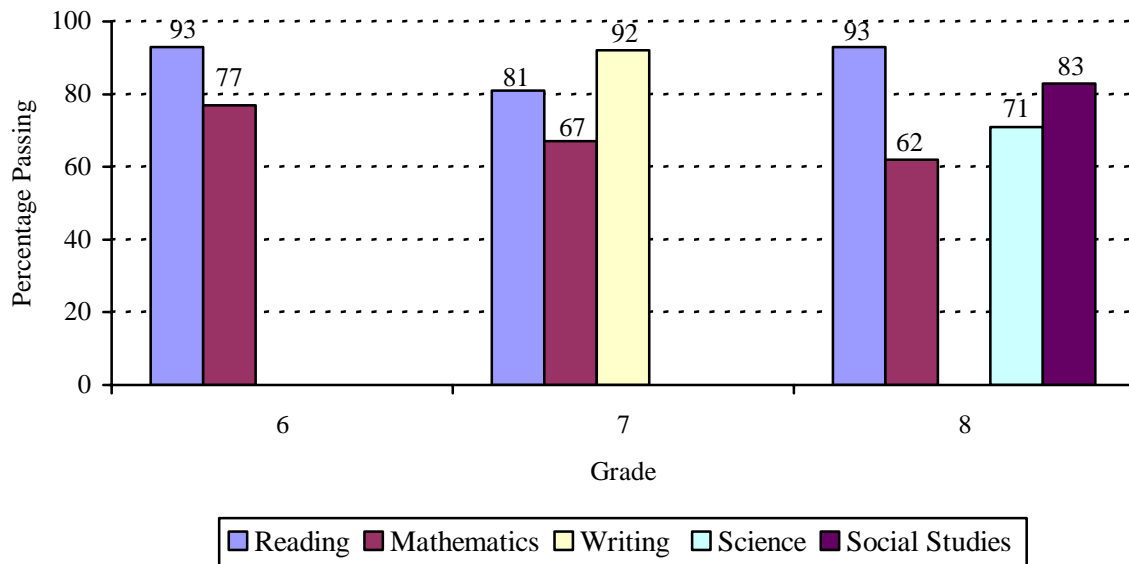
students struggled with TAKS mathematics, and the percentages of students passing ranged from 54% in grade 9 to 67% in grade 7. Former ELL students had academic difficulty with TAKS science and social studies in grade 10; the percentage passing was 49% in science and the percentage passing in social studies was 79%. The percentages of former ELL students passing TAKS mathematics, science, and social studies indicate that these students were struggling with these academic subjects and that they continued to need instructional support all through their middle and high school years.

Figure 1: Percentages of Former ELL Students Passing TAKS Reading, Mathematics, Writing, and Science, Grades 3 Through 5, Spring 2006



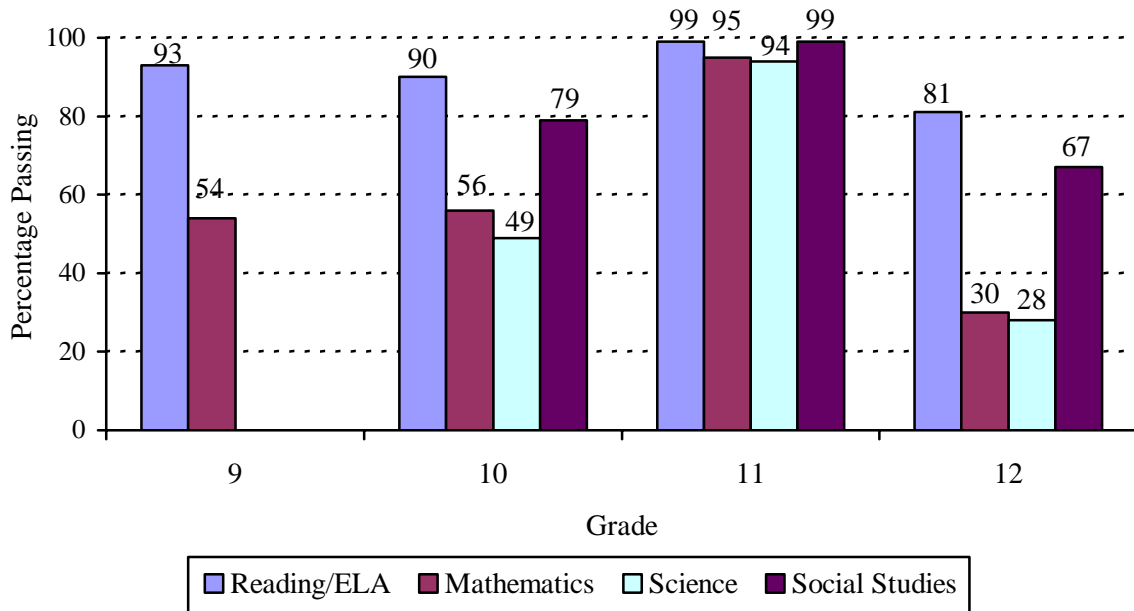
Source: AISD student records

Figure 2: Percentages of Former ELL Students Passing TAKS Reading, Mathematics, Writing, Science, and Social Studies, Grades 6 Through 8, Spring 2006



Source: AISD student records

Figure 3: Percentages of Former ELL Students Passing TAKS Reading/ELA, Mathematics, Science, and Social Studies, Grades 9 Through 12, Spring 2006



Source: AISD student records

Cohort 1

TAKS reading/ELA, mathematics, writing, science, and social studies data for former ELL students included in Cohort 1 are presented in Tables 2 through 6. Former ELL students in Cohort 1 had 4 years of TAKS data available after they exited the BE/ESL programs. Spring 2003 was the first year former ELL students in Cohort 1 participated in the TAKS tests. These former ELL students' exits from the BE/ESL programs were based on their performance on the TAAS.

Table 2 shows that the percentage of former ELL students passing TAKS reading/ELA remained high as they progressed from one grade level to the next one. By spring 2006, the percentages of former ELL students in grades 7 through 11 who passed their TAKS reading/ELA ranged from 85% in grade 7 to 95% in grade 11.

Table 2: Percentages of Former ELL Students in Cohort 1 Passing TAKS Reading/ELA, Grades 3 Through 12, Spring 2003, 2004, 2005, and 2006

Grade	2003 (n = 1,436)	2004 (n = 1,435)	2005 (n = 1,411)	2006 (n = 1,379)
3	*	**	**	**
4	99%	*	**	**
5	99%	97%	*	**
6	98%	95%	96%	*
7	99%	88%	89%	85%
8	98%	97%	88%	94%
9	84%	94%	93%	93%
10	*	85%	79%	94%
11	*	*	89%	95%
12	**	**	**	*

Source: AISD student records

* < 10 students ** No students at that grade

Table 3 shows the percentages of Cohort 1 students who passed TAKS mathematics for the same 4 school years. The former ELL students' performance on TAKS mathematics was very different from their performance on TAKS reading/ELA. Through the years, a high percentage of these students were able to pass TAKS mathematics in grades 4 and 5. In grade 6, the percentages of former ELL students passing TAKS mathematics ranged from 80% to 85%. However, the percentages of students passing TAKS mathematics decreased after grade 6, and were less than 50% in some grades.

Table 3: Percentages of Former ELL Students in Cohort 1 Passing TAKS Mathematics, Grades 3 Through 12, Spring 2003, 2004, 2005, and 2006

Grade	2003 (n = 1,428)	2004 (n = 1,428)	2005 (n = 1,409)	2006 (n = 1,376)
3	*	**	**	**
4	98%	*	**	**
5	96%	89%	*	**
6	81%	85%	80%	*
7	79%	57%	70%	80%
8	71%	69%	60%	70%
9	41%	57%	64%	57%
10	*	30%	53%	63%
11	*	*	43%	77%
12	*	*	*	50%

Source: AISD student records

* < 10 students ** No students at that grade

Tables 4, 5, and 6 present the percentages of students who passed TAKS writing, science, and social studies. Because the grades tested for TAKS writing, science, and social studies were not sequential (except for grades 10, 11, and 12, due to re-testing), groups of former ELL students were not easy to follow in the cohorts. In Table 4, which presents data for TAKS writing, the number of students in grade 4 in 2003 and the number of students in

grade 7 in 2006 were very similar, and the percentages of students who passed were very high (97%) in both cases.

Table 4: Percentages of Former ELL Students in Cohort 1 Passing TAKS Writing, Grades 4 and 7, Spring 2003, 2004, 2005, and 2006

Grade	2003 (n = 472)	2004 (n = 406)	2005 (n = 212)	2006 (n = 142)
4	97%	*	*	*
7	99%	94%	98%	97%

Source: AISD student records
* < 10 students

In Table 5, the cohort of former ELL students who took TAKS science in 2003 and who were tested 3 years later in 2006 had a 26 percentage-point decrease with respect to those passing. The percentages of students passing TAKS science in grades 10, 11, and 12 indicate that these students could benefit from enhanced academic support in this subject.

Table 5: Percentages of Former ELL Students in Cohort 1 Passing TAKS Science, Grades 5, 8, 10, 11, and 12, Spring 2003, 2004, 2005, and 2006

Grade	2003 (n = 233)	2004 (n = 175)	2005 (n = 311)	2006 (n = 822)
5	83%	74%	*	*
8	*	*	*	79%
10	*	15%	46%	57%
11	*	*	40%	73%
12	*	*	*	18%

Source: AISD student records
* < 10 students

Based on the percentages of students who passed TAKS social studies, former ELL students had greater academic success with this subject than with other subjects. Table 6 shows that 97% of former ELL students in grade 8 in 2003 passed TAKS social studies, and that the same group of students, who were in grade 11 in 2006, maintained a 97% passing rate.

Table 6: Percentages of Former ELL Students in Cohort 1 Passing TAKS Social Studies, Grades 8, 10, 11, and 12 in Spring 2003, 2004, 2005, and 2006

Grade	2003 (n = 308)	2004 (n = 356)	2005 (n = 715)	2006 (n = 810)
8	97%	93%	90%	89%
10	*	52%	88%	85%
11	*	*	94%	97%
12	**	**	**	*

Source: AISD student records
* < 10 students ** No students at that grade

Cohort 2

Former ELL students in Cohort 2 had exited the BE/ESL programs for 3 years. TAKS data were available for 3 consecutive school years. Like students in Cohort 1, high percentages of former ELL students in Cohort 2 continued to pass TAKS reading/ELA as they progressed from one grade level to the next. In spring 2006, the percentages of former students passing TAKS reading/ELA ranged from 84% in grade 7 to 96% in grades 6 and 9 (see Table 7).

Table 7: Percentages of Former ELL Students in Cohort 2 Passing TAKS Reading/ELA, Grades 4 Through 11, Spring 2004, 2005, and 2006

Grade	2004 (n = 602)	2005 (n = 594)	2006 (n = 573)
4	94%	**	**
5	84%	100%	**
6	91%	100%	96%
7	91%	96%	84%
8	83%	97%	94%
9	96%	97%	96%
10	*	94%	85%
11		*	94%

Source: AISD student records

*<10 students **No students at that grade

Table 8 shows the percentages of Cohort 2 students passing TAKS mathematics in 3 school years. As with Cohort 1, these former ELL students' performance on TAKS mathematics was very different from their performance on TAKS reading. In most cases, larger percentages of these students had passed TAKS mathematics in grades 4, 5, and 6 than had former ELL students in other grade levels. The performance of former ELL students on TAKS mathematics showed a decline in percentages passing in grades 7 through 10 during the 3 years with the exception of grade 11 (exit level test) in 2006. During those years, in grades 8, 9, and 10, the percentages of these students passing TAKS mathematics ranged from 40% to 72%.

Table 8: Percentages of Former ELL Students in Cohort 2 Passing TAKS Mathematics, Grades 4 Through 12, Spring 2004, 2005, and 2006

Grade	2004 (n = 600)	2005 (n = 589)	2006 (n = 576)
4	92%	**	**
5	89%	97%	**
6	80%	74%	85%
7	78%	67%	74%
8	50%	69%	67%
9	43%	40%	72%
10	*	47%	49%
11	**	**	83%
12	**	**	*

Data source: AISD student records

*<10 students **No students at that grade

As Table 9 shows, very large percentages of former ELL students passed TAKS writing in grades 4 and 7 throughout the 3 years.

Table 9: Percentages of Former ELL Students in Cohort 2 Passing TAKS Writing, Grades 4 and 7, Spring 2004, 2005, and 2006

Grade	2004 (n = 293)	2005 (n = 116)	2006 (n = 121)
4	96%	*	*
7	96%	99%	94%

Source: AISD student records
* < 10 students

Table 10 shows an increase in the percentage of former ELL students who passed TAKS science in grade 11 in spring 2006, compared with results for their performance in grade 10. However in 2006, in grade 10 and during the previous 2 years, percentages passing were less than 70% in grades 5. These percentages passing indicate that additional instructional support would be beneficial for these students to improve their percentages passing the TAKS science.

Table 10: Percentages of Former ELL Students in Cohort 2 Passing TAKS Science, Grades 5, 8, 10, 11, and 12, Spring 2004, 2005, and 2006

Grade	2004 (n = 129)	2005 (n = 229)	2006 (n = 173)
5	68%	69%	**
8	*	*	80%
10	*	47%	45%
11	*	*	89%
12	*	*	*

Source: AISD student records
* < 10 students ** No students at that grade

Table 11 shows the percentages of former ELL students in Cohort 2 passing TAKS social studies. The majority of these students (74% or more) were able to pass TAKS social studies.

Table 11: Percentages of Former ELL Students in Cohort 2 Percentages Passing TAKS Social Studies, Grades 8, 10, 11, and 12, Spring 2004, 2005 and 2006

Grade	2004 (n = 50)	2005 (n = 97)	2006 (n = 170)
8	88%	90%	87%
10	*	88%	74%
11	**	*	89%
12	**	**	*

Source: AISD student records
* < 10 students ** No students at that grade

Cohort 3

Data for Cohort 3 are presented in Tables 12 through 16. These former ELL students had exited the BE/ESL programs for 2 years. Table 12 presents TAKS reading/ELA data for spring 2005 and 2006. As with the previous cohorts of former ELL students, high percentages of these students passed TAKS reading/ELA.

Table 12: Percentages of Former ELL Students in Cohort 3 Passing TAKS Reading/ELA, Grades 4 Through 12, Spring 2005 and 2006

Grade	2005 (n = 784)	2006 (n = 768)
4	98%	*
5	100%	99%
6	100%	97%
7	98%	83%
8	94%	87%
9	95%	92%
10	99%	76%
11	*	93%
12	**	*

Source: AISD student records
 * < 10 students ** No students at that grade

Table 13 shows the percentages of students in Cohort 3 who passed TAKS mathematics in 2 school years. As with the previous cohorts, students in Cohort 3 were academically challenged by TAKS mathematics. In both years, the percentages of former ELL students passing TAKS mathematics in grades 7 through 10 were less than or equal to 64%.

Table 13: Percentages of Former ELL Students in Cohort 3 Passing TAKS Mathematics, Grades 4 Through 12, Spring 2005 and 2006

Grade	2005 (n = 778)	2006 (n = 768)
4	90%	*
5	99%	98%
6	74%	84%
7	63%	64%
8	44%	59%
9	42%	47%
10	47%	42%
11	*	67%
12	**	*

Source: AISD student records
 * < 10 students ** No students at that grade

Table 14 shows that high percentages of former ELL students passed TAKS writing in grades 4 and 7. As with the previous cohorts, the percentages of students passing TAKS writing remained above 90% for this cohort.

Table 14: Percentages of Former ELL Students in Cohort 3 Passing TAKS Writing, Grades 4 and 7, Spring 2005 and 2006

Grade	2005 (n = 346)	2006 (n = 139)
4	99%	*
7	100%	92%

Source: AISD student records

* < 10 students

Table 15 shows an increase in the percentage of former ELL students passing TAKS science in grade 11 in 2006, compared with their previous performance in 2005 in grade 10. However, the percentages of students passing science were 58% for grade 8 in 2006 and 63% for grade 5 in 2005. These results indicate the need for instructional support to prepare former ELL students for future TAKS science tests.

Table 15: Percentages of Former ELL Students in Cohort 3 Passing TAKS Science, Grades 5, 8, 10, 11, and 12, Spring 2005 and 2006

Grade	2005 (n = 177)	2006 (n = 415)
5	63%	83%
8	*	58%
10	53%	33%
11	*	80%
12	**	*

Source: AISD student records

* < 10 students ** No students at that grade

Table 16 presents the percentages of students passing TAKS social studies. In 2006, all (100%) former ELL students tested in grade 11 and 83% of those tested in grade 10 passed.

Table 16: Percentages of Former ELL Students in Cohort 3 Passing TAKS Social Studies, Grades 8, 10, and 11, Spring 2005 and 2006

Grade	2005 (n = 67)	2006 (n = 135)
8	80%	74%
10	87%	83%
11	*	100%

Source: AISD student records

* < 10 students

In summary, former ELL students across all cohorts performed well on TAKS reading/ELA for several years after exiting the program. Former ELL students performed well on TAKS mathematics in grades 3, 4, 5, and sometimes in grade 6. The academic struggle with mathematics began at grade 6 and persisted through middle and high school, as is reflected in the percentages passing. Former ELL students performed well on TAKS writing in grades 4 and 7. Former ELL students did not do well on TAKS science. Slightly more than half (57%) of former ELL students passed TAKS science in grade 10 in Cohort 1 in 2006. Finally, former ELL students performed well on TAKS social studies.

Comparisons of Former ELL Student Cohorts with All Students in AISD

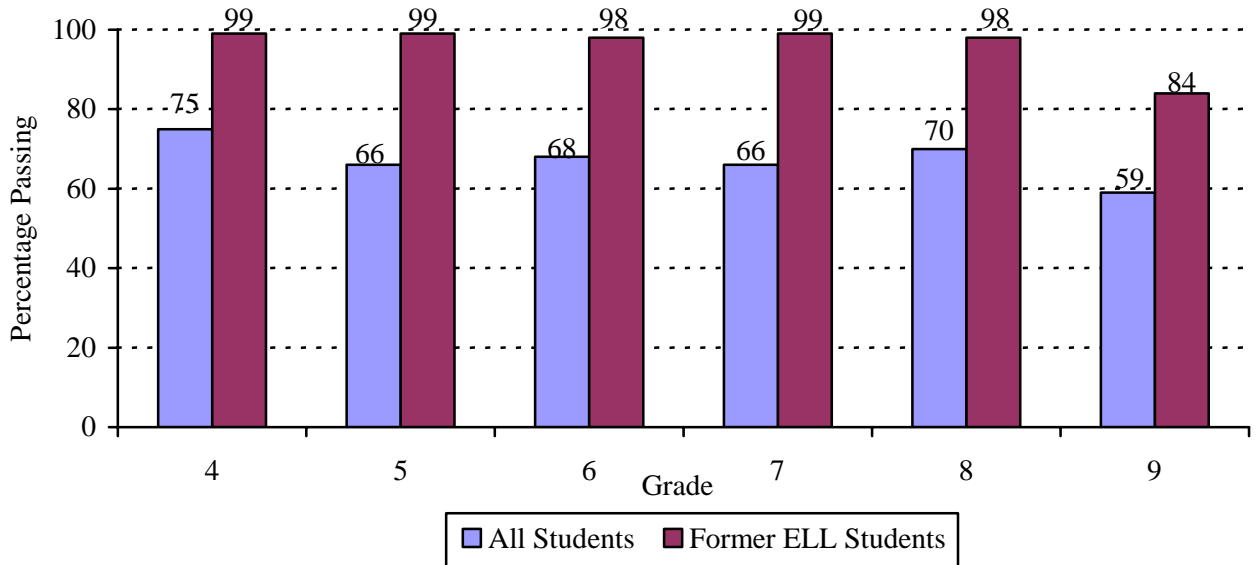
Former ELL students (n = 5,416) were arranged into cohorts of students based on their program exit dates. Cohort 1 had the most students (n = 1,436), and their TAKS data were available for 4 school years (spring 2003, 2004, 2005, and 2006). Former ELL students were consistently identified or matched to themselves for those 4 years to gauge their academic progress in terms of having passed TAKS. Percentages of those passing TAKS were collected for all AISD students for those same school years. Former ELL students were compared with all students in AISD with respect to TAKS performance to determine if students continued to be academically successful (i.e., as defined by high percentages of students passing TAKS). The same methodology as that described earlier was used with subsequent cohorts of former ELL students and all AISD students. Data for TAKS reading and mathematics were available for a greater number of students, compared with data for TAKS writing, science, and social studies, because more grades were tested in reading and mathematics. There were 602 students in Cohort 2 and 784 students in Cohort 3.

The following series of bar graphs present TAKS performance for all AISD students and former ELL students, arranged by cohorts and the number of school years for which data were available. Figures 4 through 23 show TAKS performance data for students in Cohort 1. Figures 24 through 38 present TAKS performance data for students in Cohort 2. Finally, Figures 39 through 48 show TAKS performance data for students in Cohort 3. See Tables 17 through 20 for TAKS performance data for all students in AISD, by subject, during spring 2003, 2004, 2005, and 2006.

Overall, former ELL students performed well on TAKS reading/ELA, writing, and social studies, frequently they performed better than all AISD students with respect to the percentages passing TAKS. However, the data show that, as is true for all AISD students, former ELL students would benefit from academic support in mathematics and science to enhance their performance on those TAKS tests.

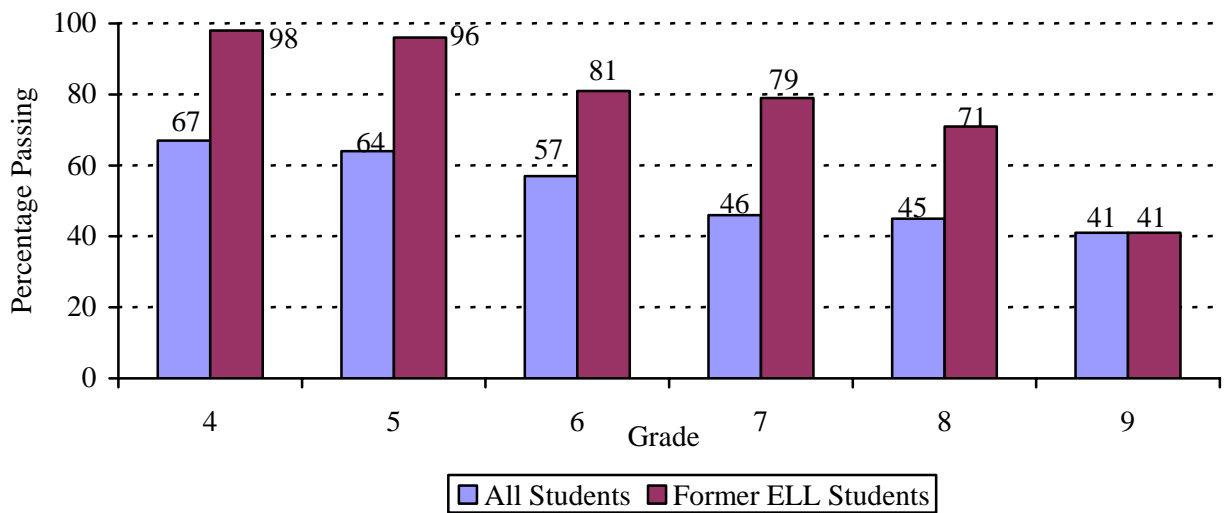
Cohort 1 Results (Figures 4 Through 23)

Figure 4: AISD Students and Former ELL Students in Cohort 1 Passing TAKS Reading/ELA, Grades 4 Through 9, Spring 2003



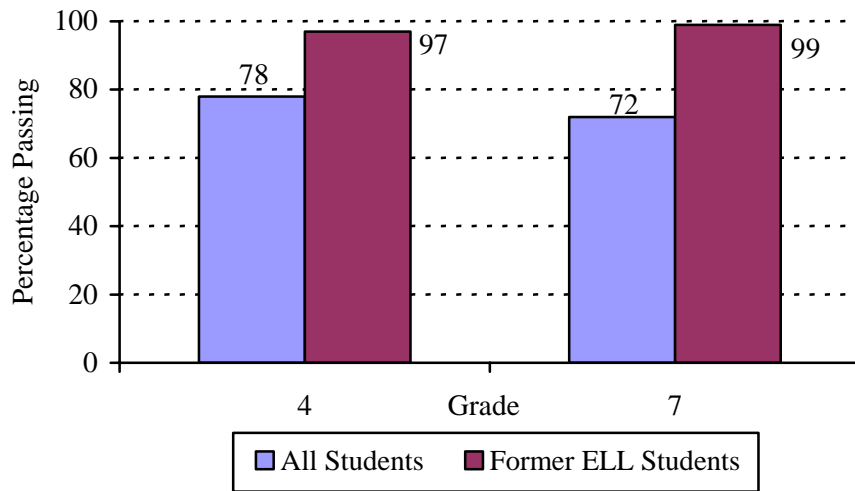
Source: AISD student records

Figure 5: Percentages of AISD Students and Former ELL Students in Cohort 1 Passing TAKS Mathematics, Grades 4 Through 9, Spring 2003



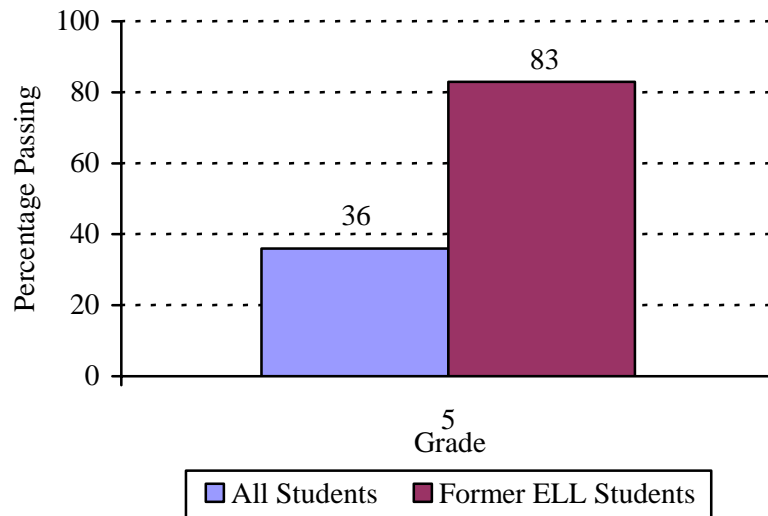
Source: AISD student records

Figure 6: Percentages of AISD Students and Former ELL Students in Cohort 1 Passing TAKS Writing, Grades 4 and 7, Spring 2003



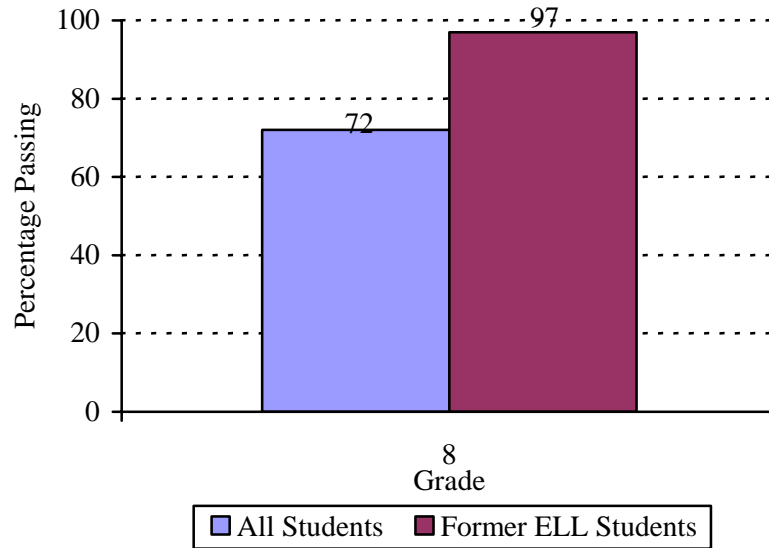
Source: AISD student records

Figure 7: Percentages of AISD Students and Former ELL Students in Cohort 1 Passing TAKS Science, Grade 5, Spring 2003



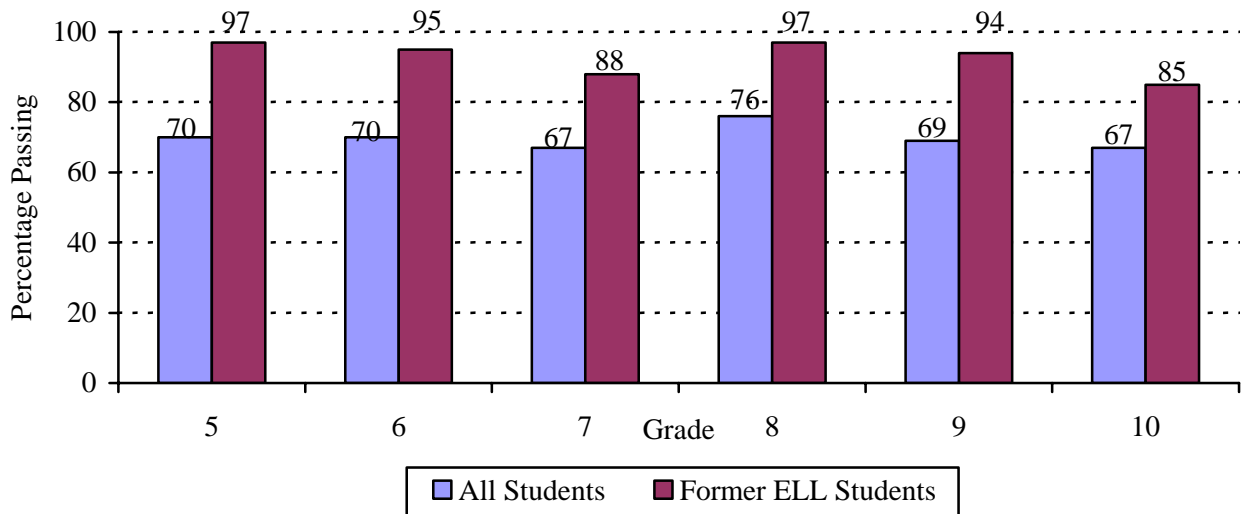
Source: AISD student records

Figure 8: Percentages of AISD Students and Former ELL Students in Cohort 1 Passing TAKS Social Studies, Grade 5, Spring 2003



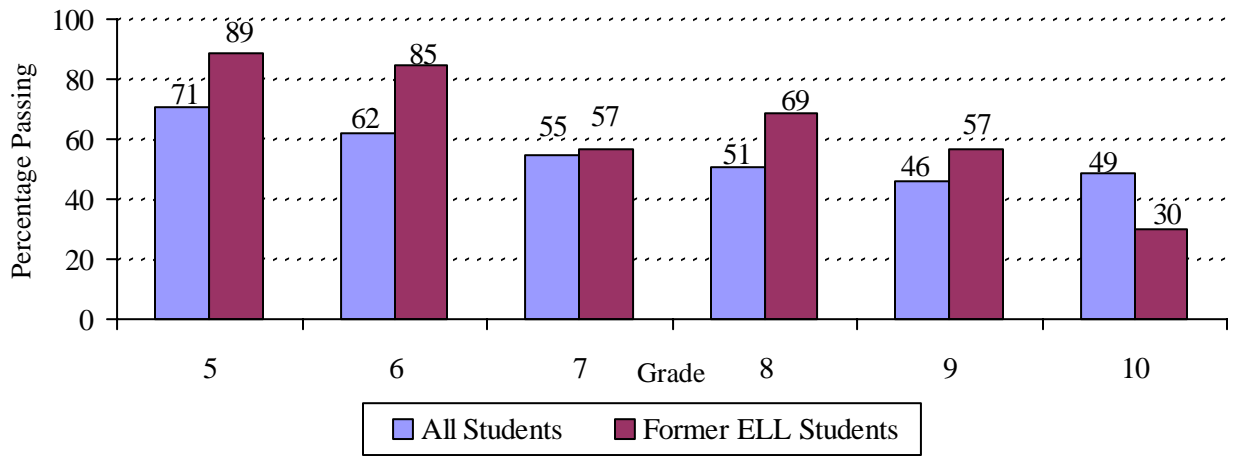
Source: AISD student records

Figure 9: Percentages of AISD Students and Former ELL Students in Cohort 1 Passing TAKS Reading/ELA, Grades 5 Through 10, Spring 2004



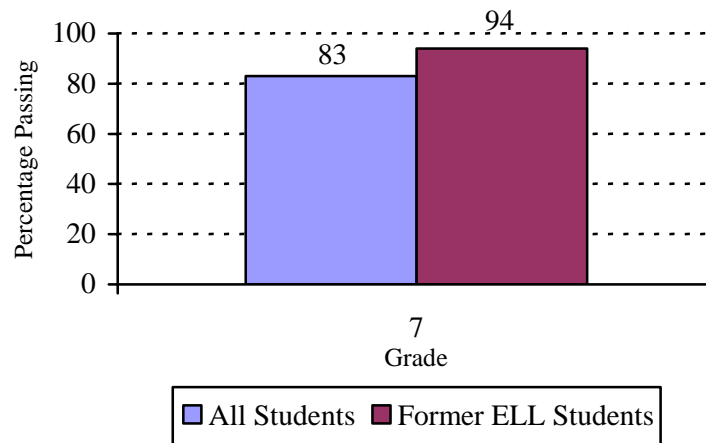
Source: AISD student records

Figure 10: Percentages of AISD Students and Former ELL Students in Cohort 1 Passing TAKS Mathematics, Grades 5 Through 10, Spring 2004



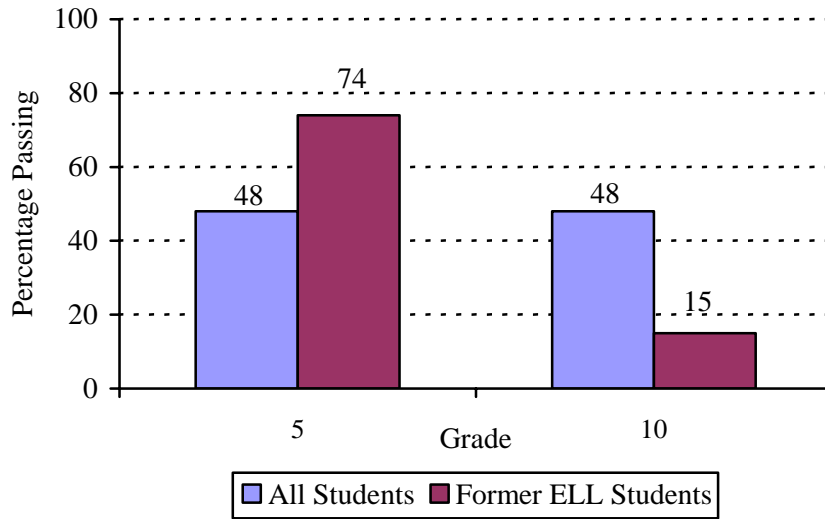
Source: AISD student records

Figure 11: AISD Students and Former ELL Students in Cohort 1 Passing TAKS Writing, Grade 7, Spring 2004



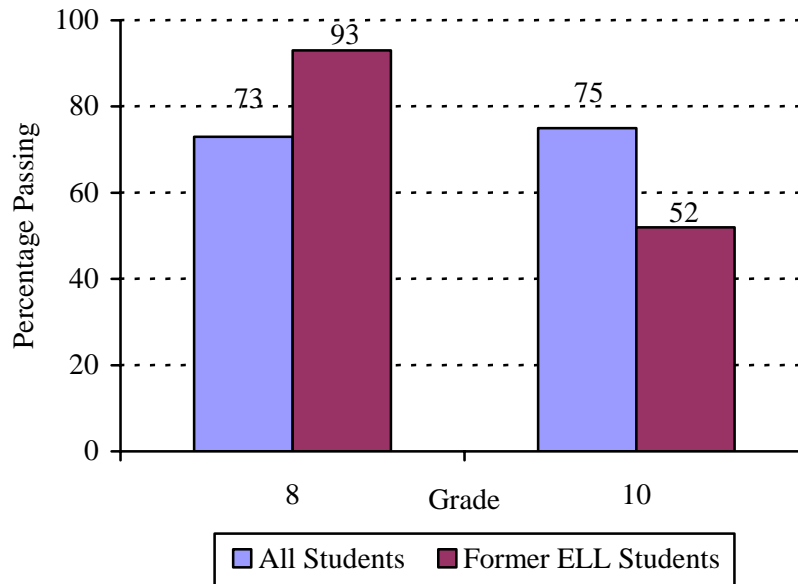
Source: AISD student records

Figure 12: Percentages of AISD Students and Former ELL Students in Cohort 1 Passing TAKS Science, Grades 5 and 10, Spring 2004



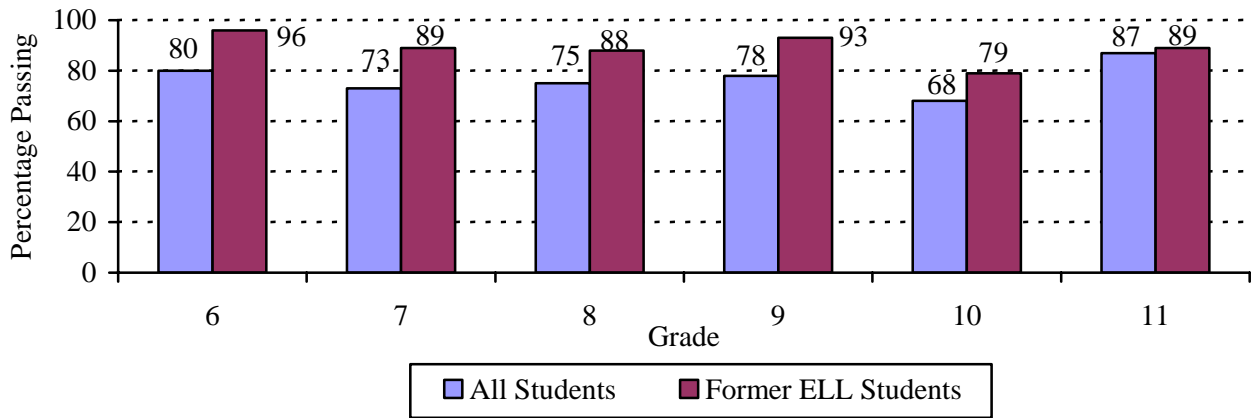
Source: AISD student records

Figure 13: Percentages of AISD Students and Former ELL Students in Cohort 1 Passing TAKS Social Studies, Grades 8 and 10, Spring 2004



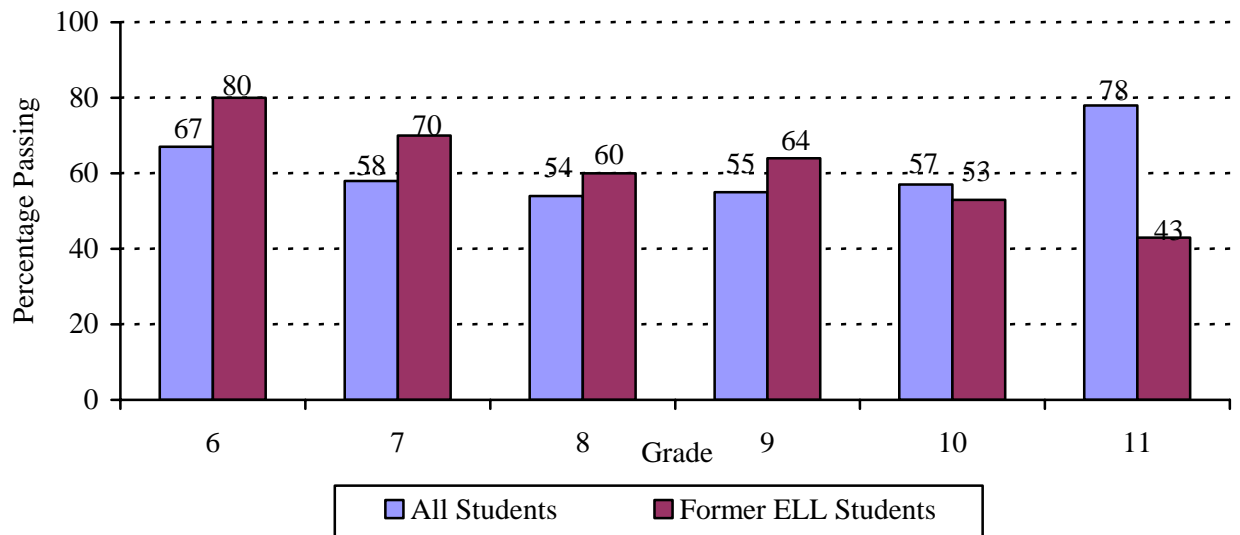
Source: AISD student records

Figure 14: Percentages of AISD Students and Former ELL Students in Cohort 1 Passing TAKS Reading/ELA, Grades 6 through 11, Spring 2005



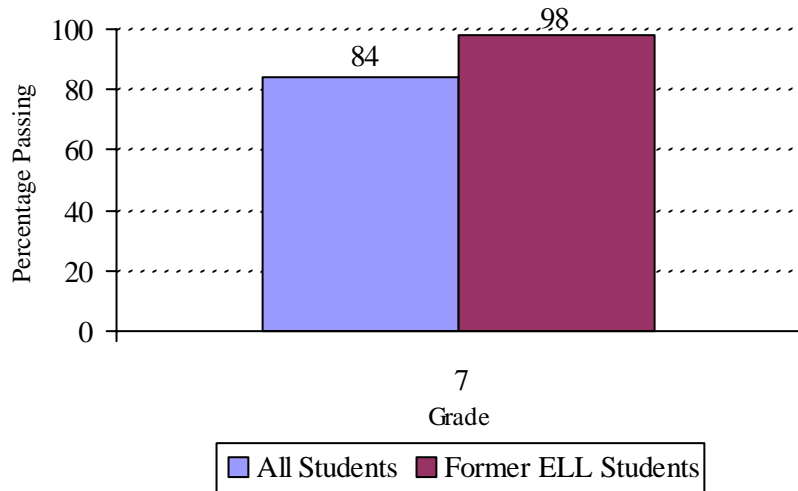
Source: AISD student records

Figure 15: Percentages of AISD Students and Former ELL Students in Cohort 1 Passing TAKS Mathematics, Grades 6 Through 11, Spring 2005



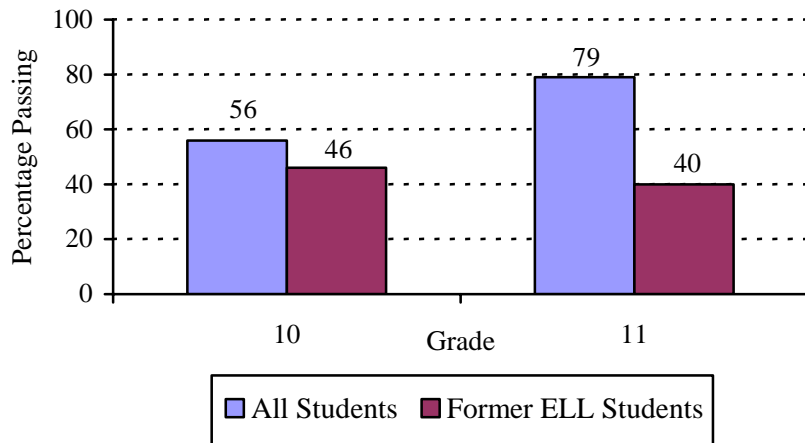
Source: AISD student records

Figure 16: Percentages of AISD Students and Former ELL Students in Cohort 1 Passing TAKS Writing, Grade 7, Spring 2005



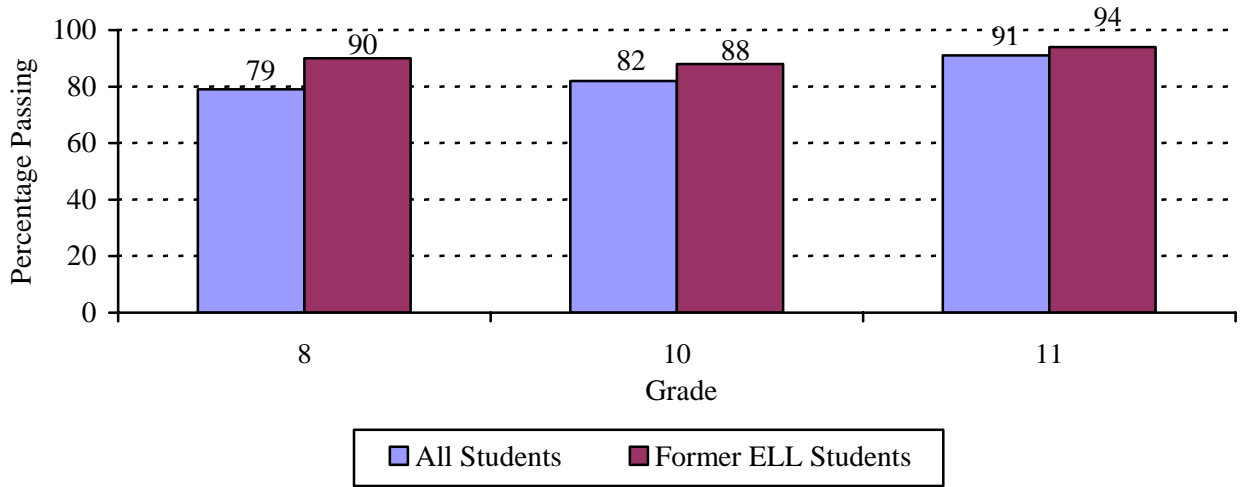
Source: AISD student records

Figure 17: Percentages of AISD Students and Former ELL Students in Cohort 1 Passing TAKS Science, Grades 10 and 11, Spring 2005



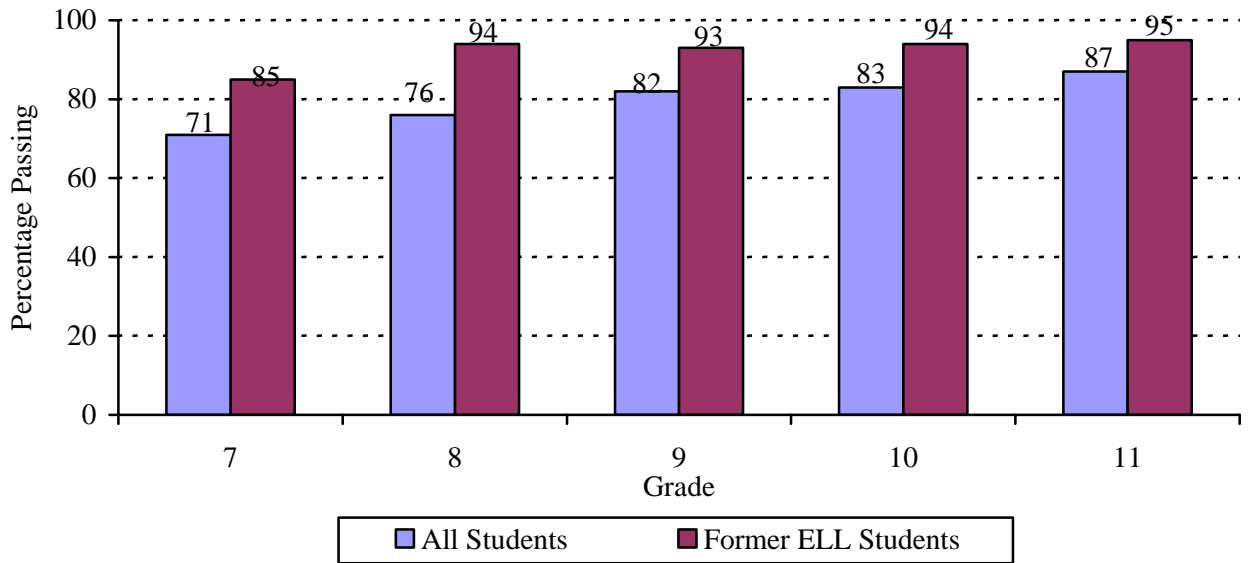
Source: AISD student records

Figure 18: Percentages of AISD Students and Former ELL Students in Cohort 1 Passing TAKS Social Studies, Grades 8, 10, and 11, Spring 2005



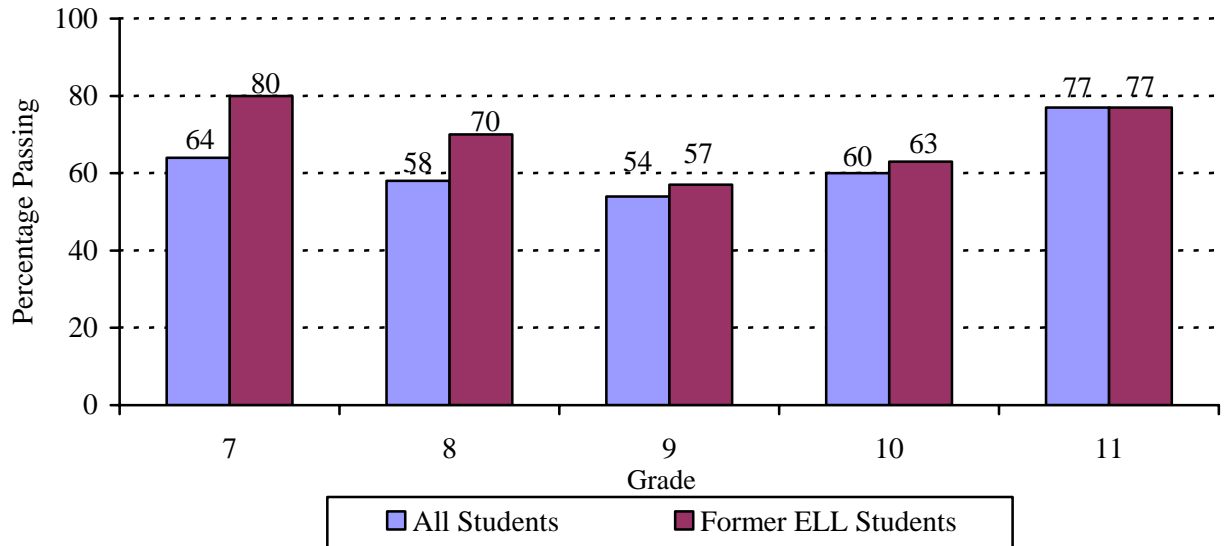
Source: AISD student records

Figure 19: Percentages of AISD Students and Former ELL Students in Cohort 1 Passing TAKS Reading/ELA, Grades 7 Through 11, Spring 2006



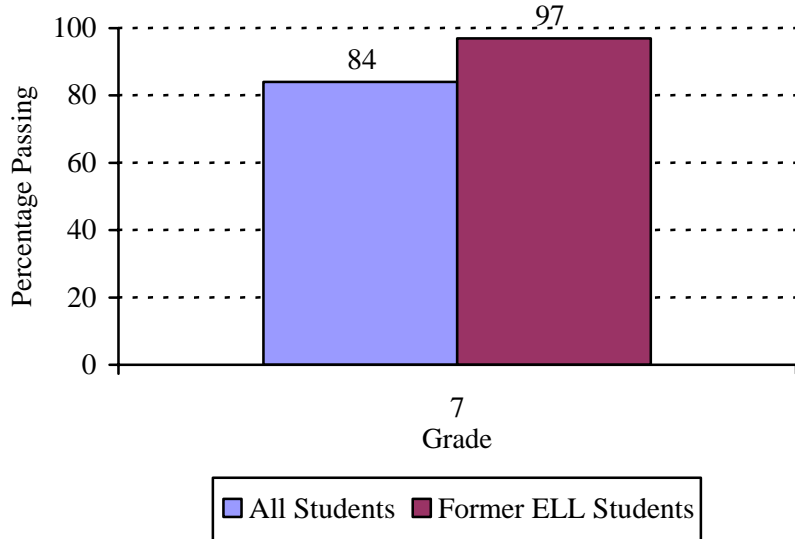
Source: AISD student records

Figure 20: Percentages of AISD Students and Former ELL Students in Cohort 1 Passing TAKS Mathematics, Grades 7 Through 11, Spring 2006



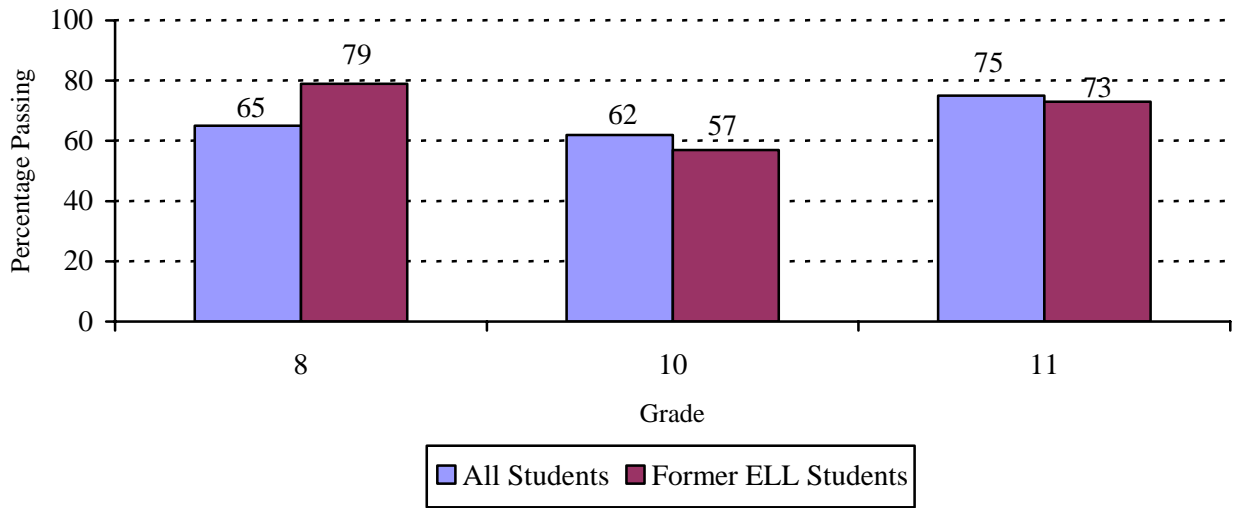
Source: AISD student records

Figure 21: Percentages of AISD Students and Former ELL Students in Cohort 1 Passing TAKS Writing, Grade 7, Spring 2006



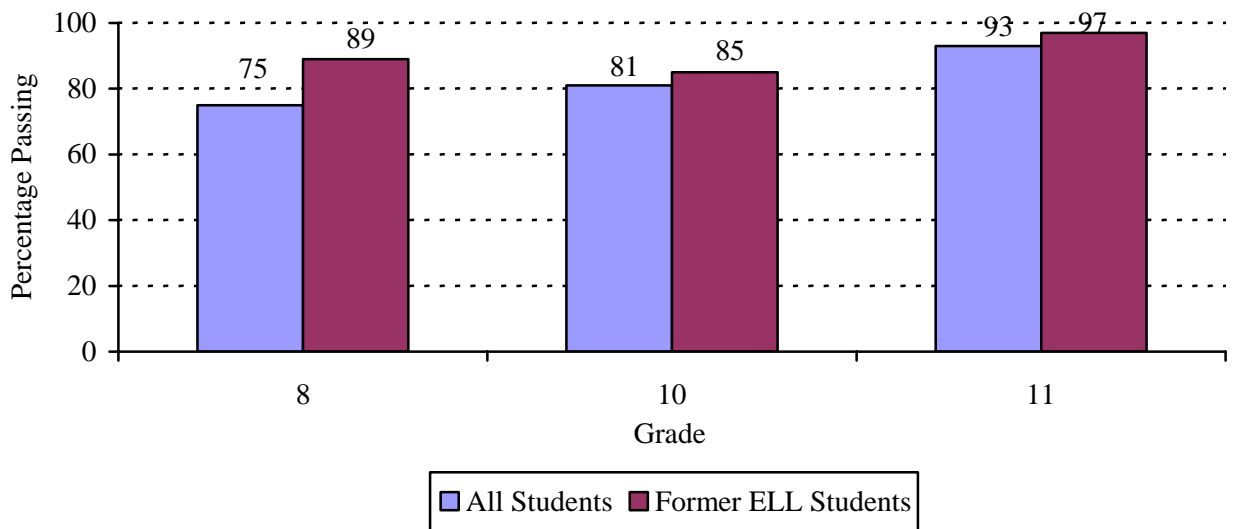
Source: AISD student records

Figure 22: Percentages of AISD Students and Former ELL Students in Cohort 1 Passing TAKS Science, Grades 8, 10, and 11, Spring 2006



Source: AISD student records

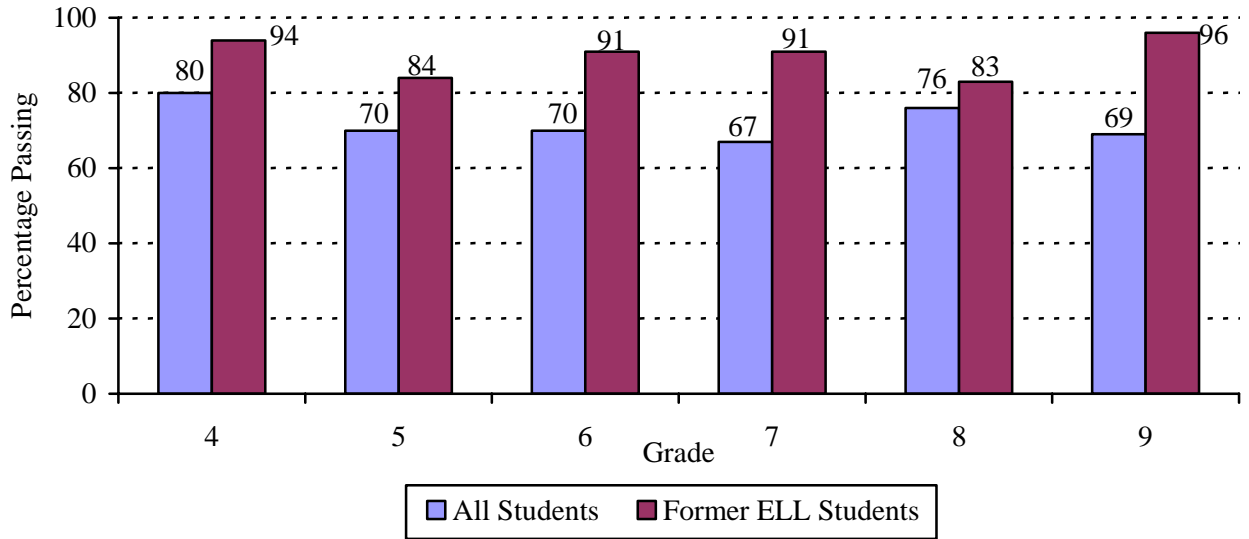
Figure 23: Percentages of AISD Students and Former ELL Students in Cohort 1 Passing TAKS Social Studies, Grades 8, 10, and 11, Spring 2006



Source: AISD student records

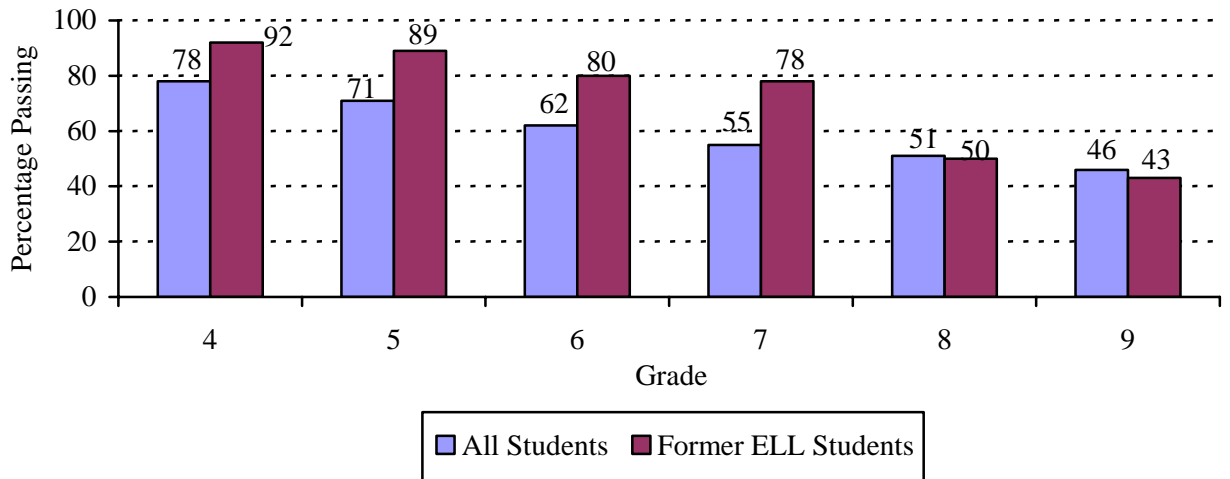
Cohort 2 Results (Figures 24 Through 38)

Figure 24: Percentages of AISD Students and Former ELL Students in Cohort 2 Passing TAKS Reading/ELA, Grades 4 Through 9, Spring 2004



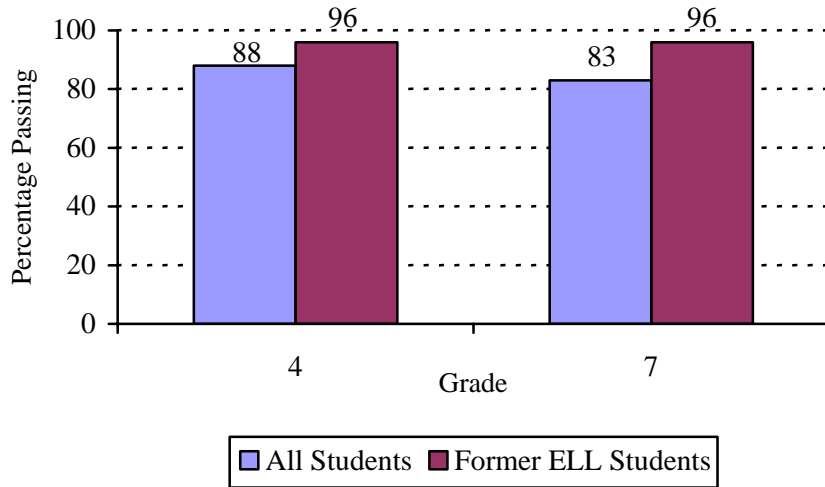
Source: AISD student records

Figure 25: Percentages of AISD Students and Former ELL Students in Cohort 2 Passing TAKS Mathematics, Grades 4 Through 9, Spring 2004



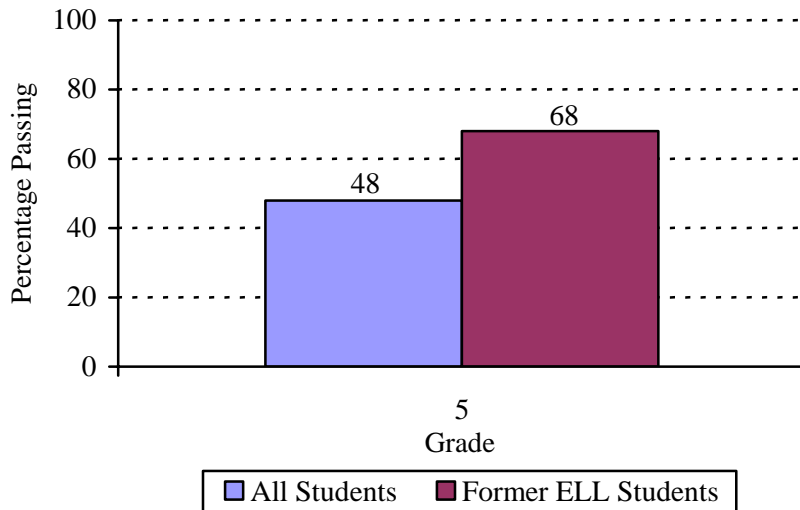
Source: AISD student records

Figure 26: Percentages of AISD Students and Former ELL Students in Cohort 2 Passing TAKS Writing, Grades 4 and 7, Spring 2004



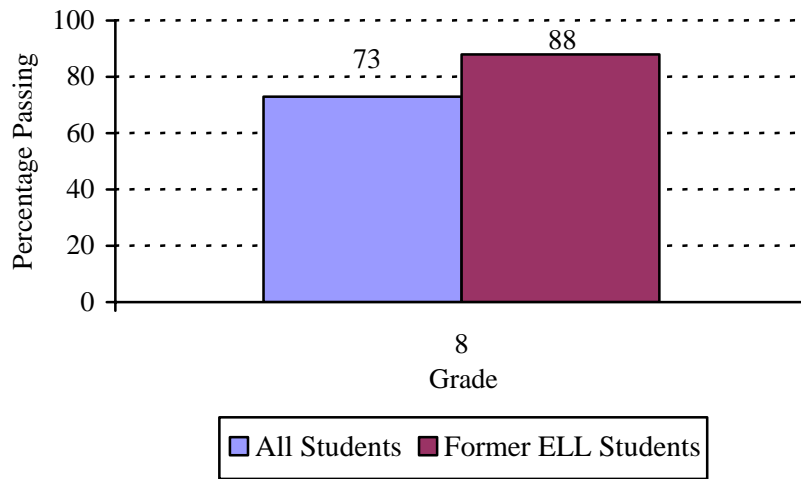
Source: AISD student records

Figure 27: Percentages of AISD Students and Former ELL Students in Cohort 2 Passing TAKS Science, Grade 5, Spring 2004



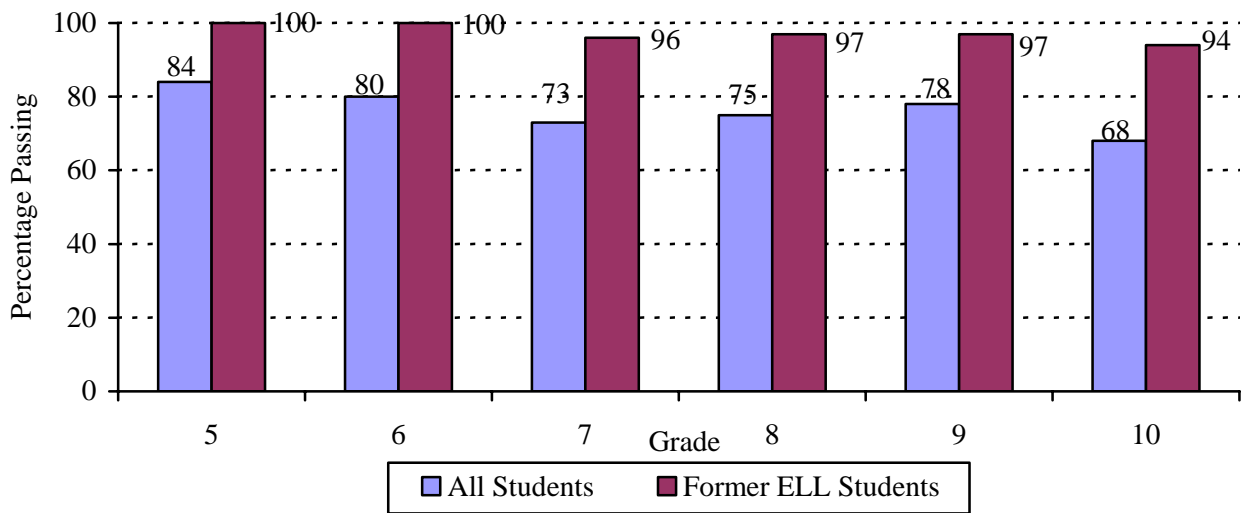
Source: AISD student records

Figure 28: Percentages of AISD Students and Former ELL Students in Cohort 2 Passing TAKS Social Studies, Grade 8, Spring 2004



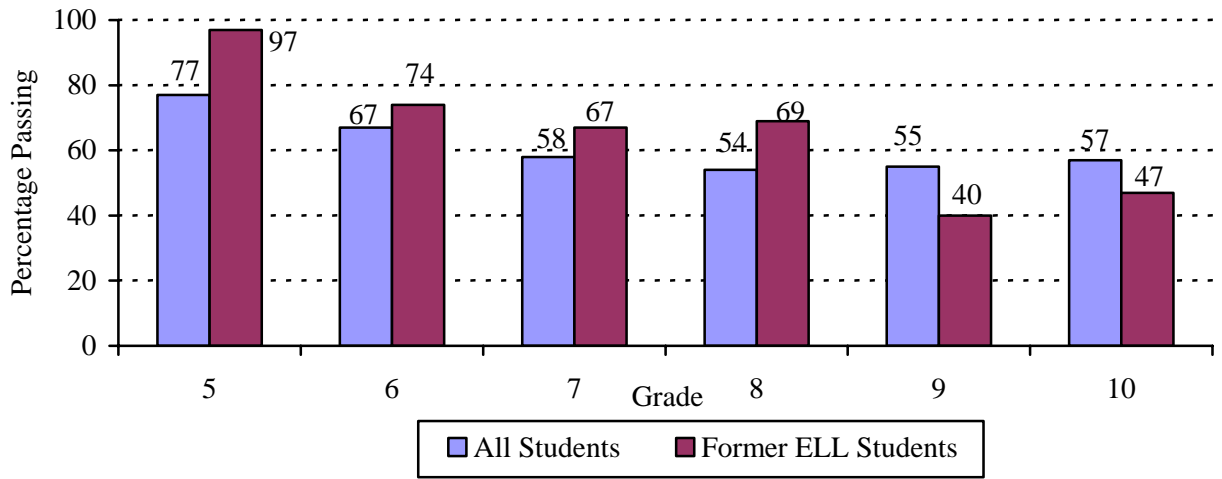
Source: AISD student records

Figure 29: Percentages of AISD Students and Former ELL Students in Cohort 2 Passing TAKS Reading/ELA, Grades 5 Through 10, Spring 2005



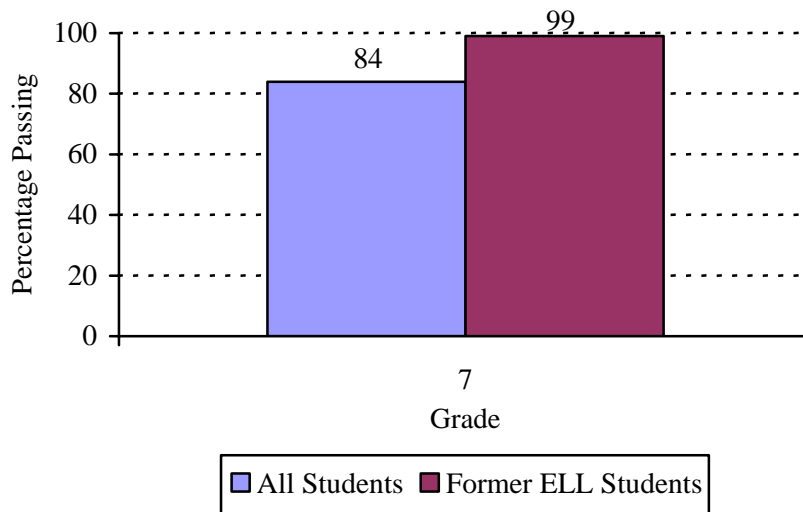
Source: AISD student records

Figure 30: Percentages of AISD Students and Former ELL Students in Cohort 2 Passing TAKS Mathematics, Grades 5 Through 10, Spring 2005



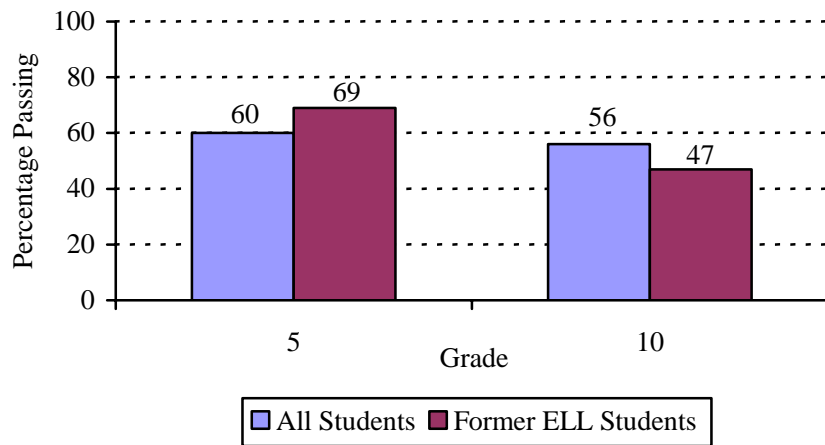
Source: AISD student records

Figure 31: Percentages of AISD Students and Former ELL Students in Cohort 2 Passing TAKS Writing, Grade 7, Spring 2005



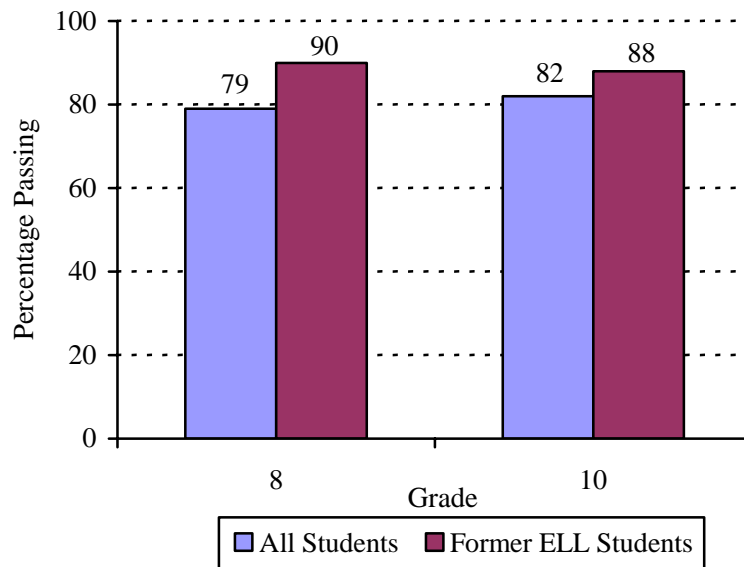
Source: AISD student records

Figure 32: Percentages of AISD Students and Former ELL Students in Cohort 2 Passing TAKS Science, Grades 5 and 10, Spring 2005



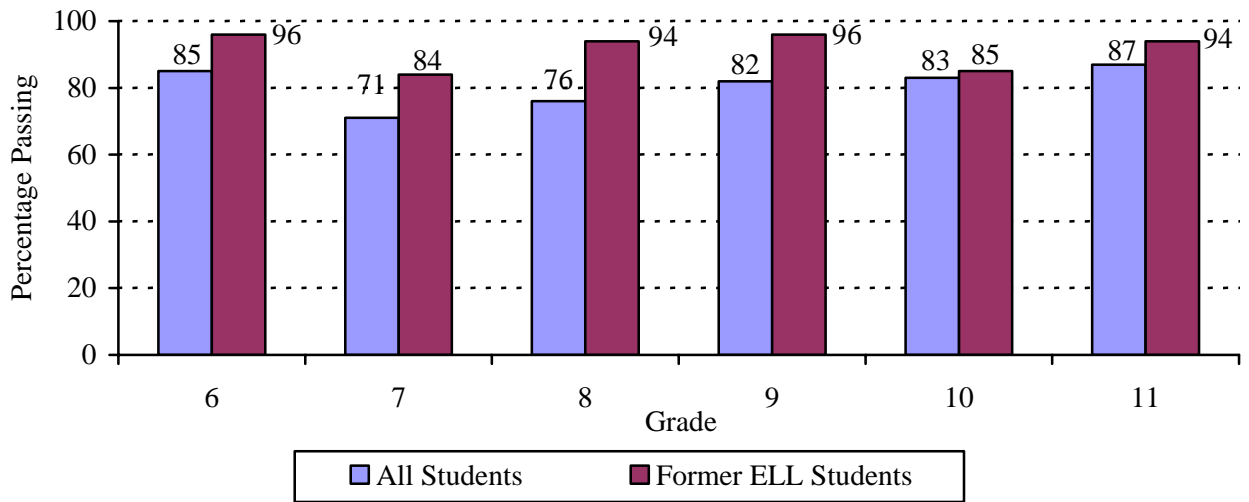
Source: AISD student records

Figure 33: Percentages of AISD Students and Former ELL Students in Cohort 2 Passing TAKS Social Studies, Grades 8 and 10, Spring 2005



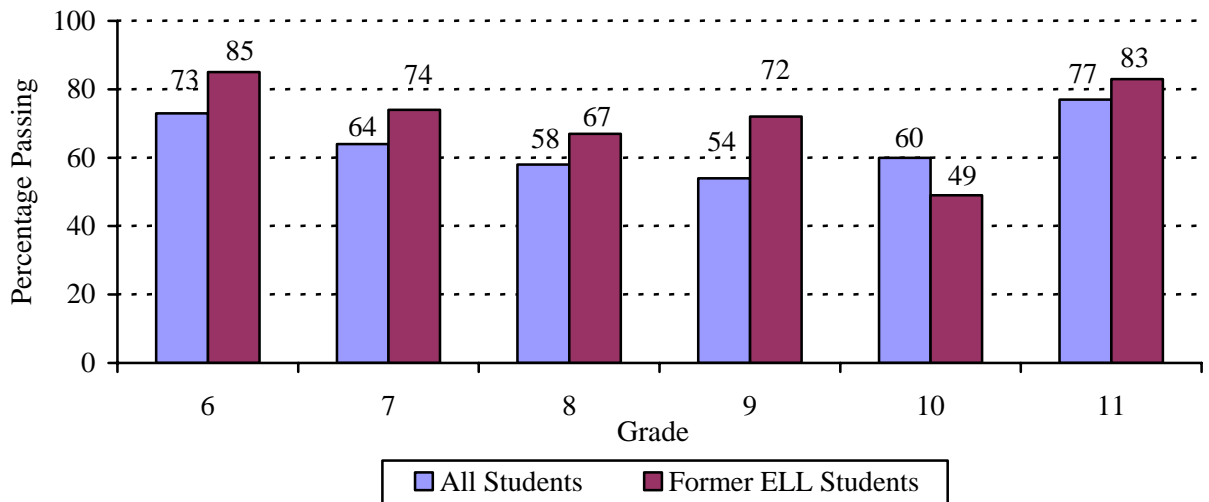
Source: AISD student records

Figure 34: Percentages of AISD Students and Former ELL Students in Cohort 2 Passing TAKS Reading/ELA in Grades 6 Through 11, Spring 2006



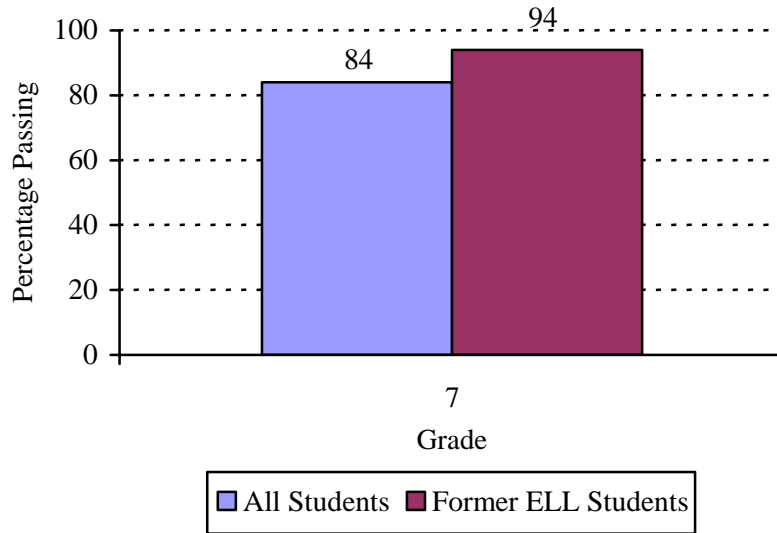
Source: AISD student records

Figure 35: Percentages of AISD Students and Former ELL Students in Cohort 2 Passing TAKS Mathematics, Grades 6 Through 11, Spring 2006



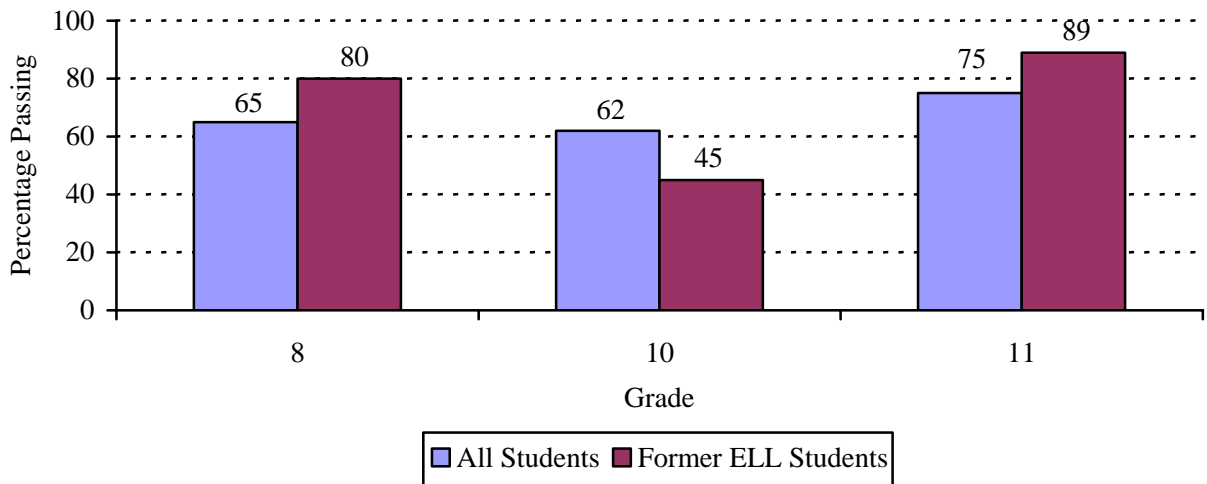
Source: AISD student records

Figure 36: Percentages of AISD Students and Former ELL Students in Cohort 2 Passing TAKS Writing, Grade 7, Spring 2006



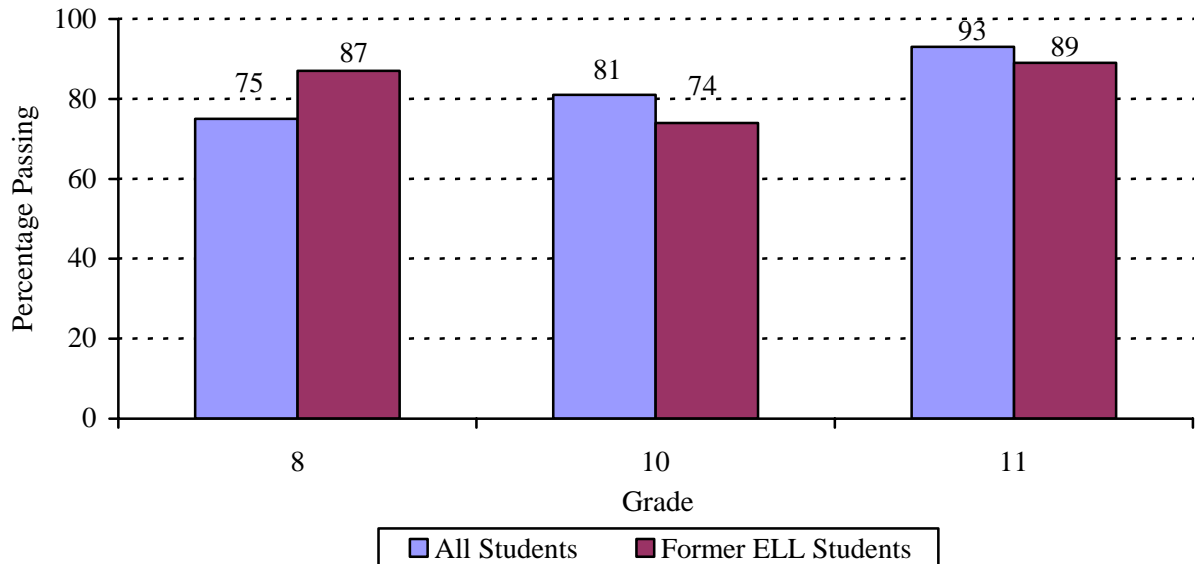
Source: AISD student records

Figure 37: Percentages of AISD Students and Former ELL Students in Cohort 2 Passing TAKS Science, Grades 8, 10, and 11, Spring 2006



Source: AISD student records

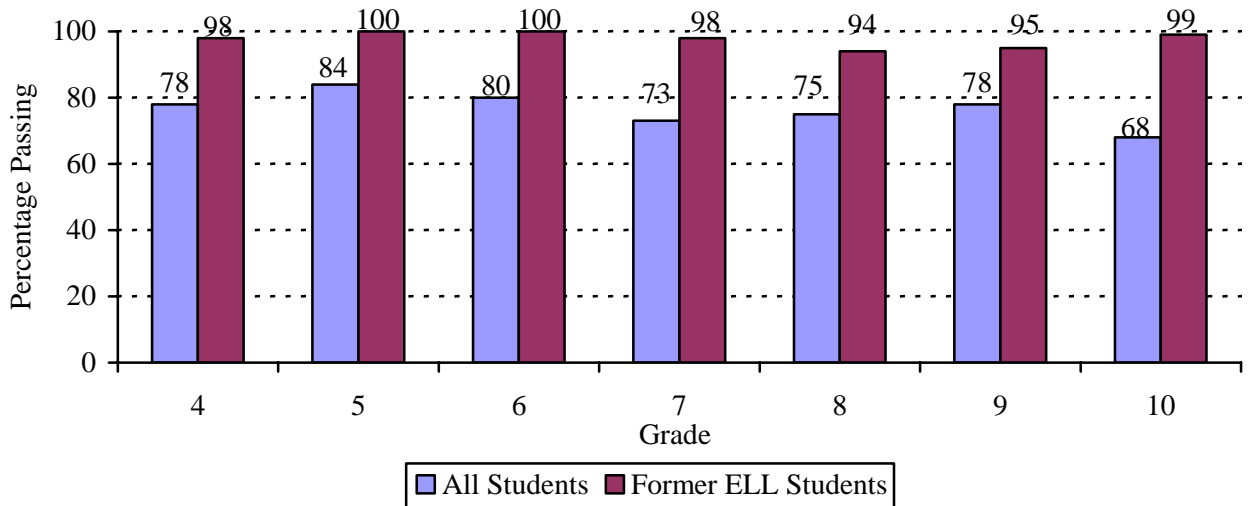
Figure 38: Percentages of AISD Students and Former ELL Students in Cohort 2 Passing TAKS Social Studies, Grades 8, 10, and 11, Spring 2006



Source: AISD student records

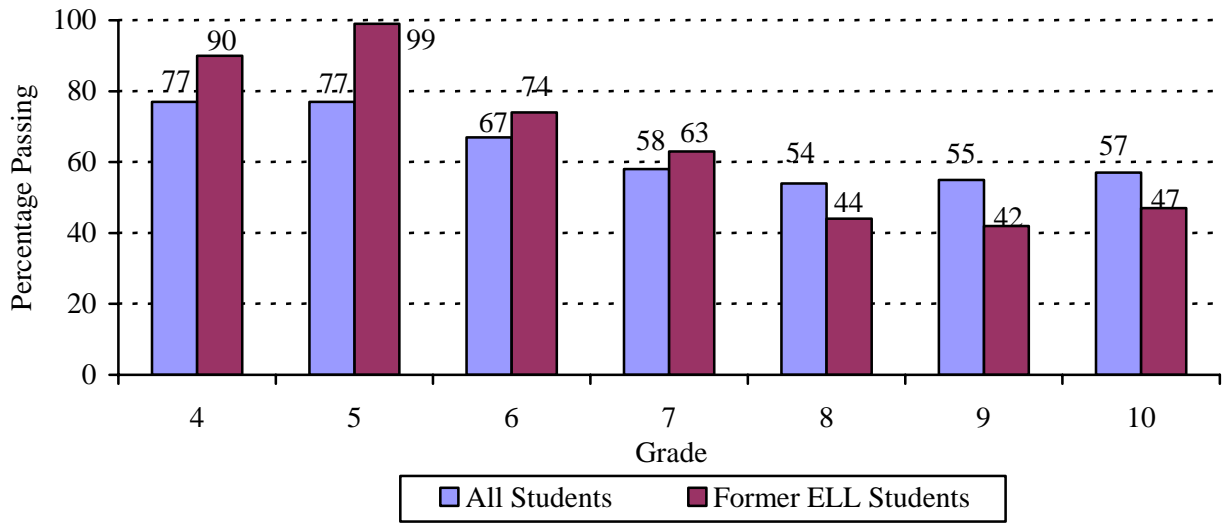
Cohort 3 Results (Figures 39 Through 48)

Figure 39: Percentages of AISD Students and Former ELL Students in Cohort 3 Passing TAKS Reading/ELA, Grades 4 Through 10, Spring 2005



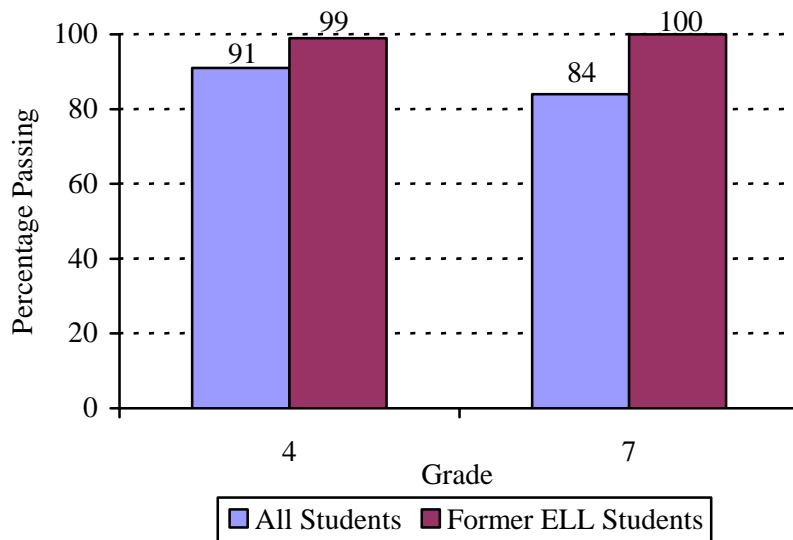
Source: AISD student records

Figure 40: Percentages of AISD Students and Former ELL Students in Cohort 3 Passing TAKS Mathematics, Grades 4 Through 10, Spring 2005



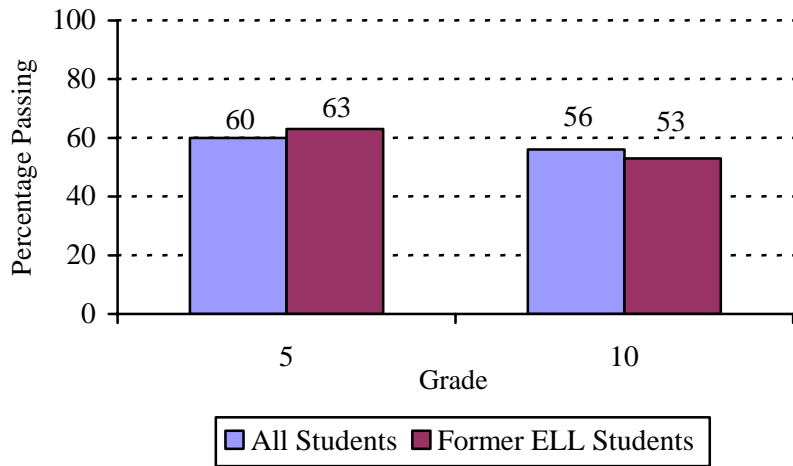
Source: AISD student records

Figure 41: Percentages of AISD Students and Former ELL Students in Cohort 3 Passing TAKS Writing, Grades 4 and 7, Spring 2005



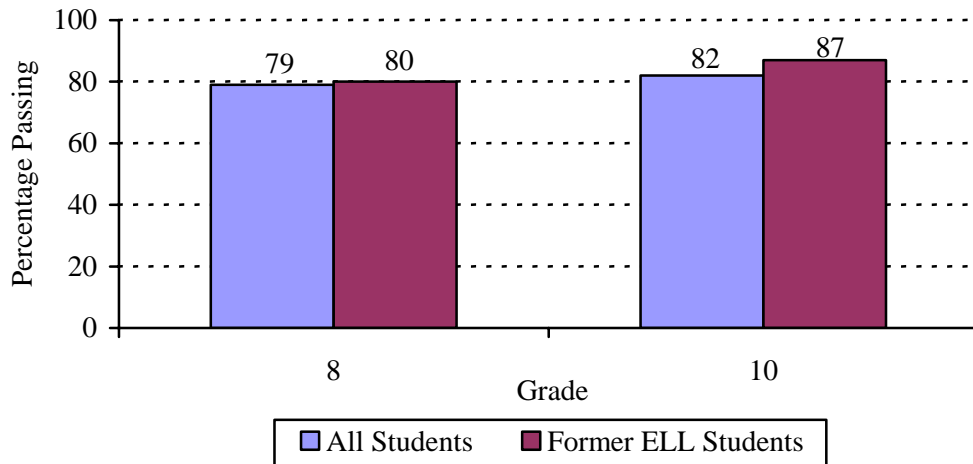
Source: AISD student records

Figure 42: Percentages of AISD Students and Former ELL Students in Cohort 3 Passing TAKS Science, Grades 5 and 10, Spring 2005



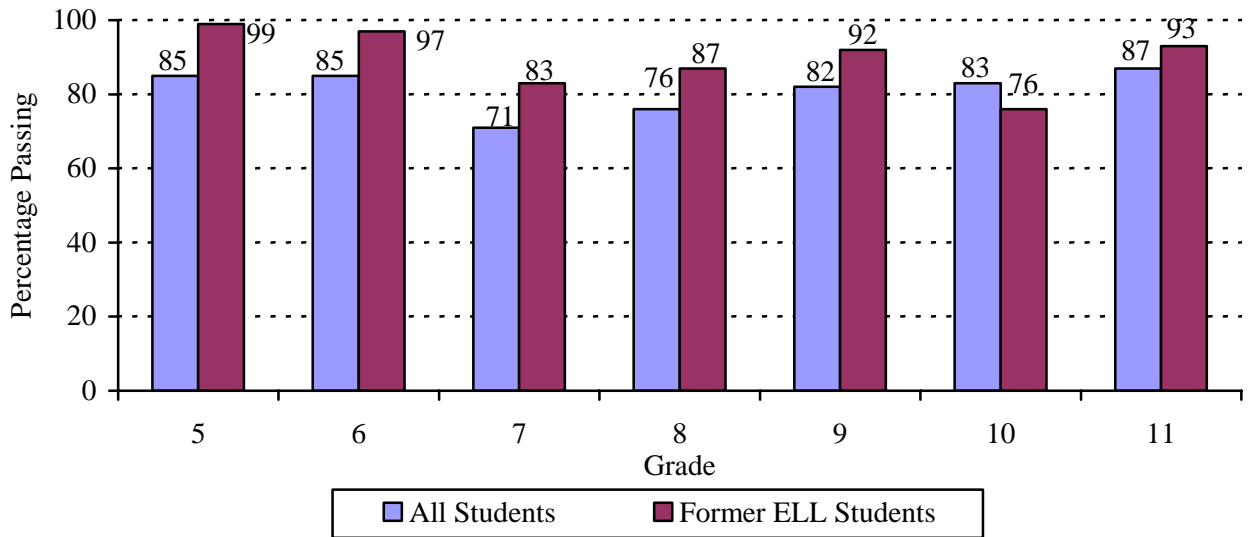
Source: AISD student records

Figure 43: Percentages of AISD Students and Former ELL Students in Cohort 3 Passing TAKS Social Studies, Grades 8 and 10, Spring 2005



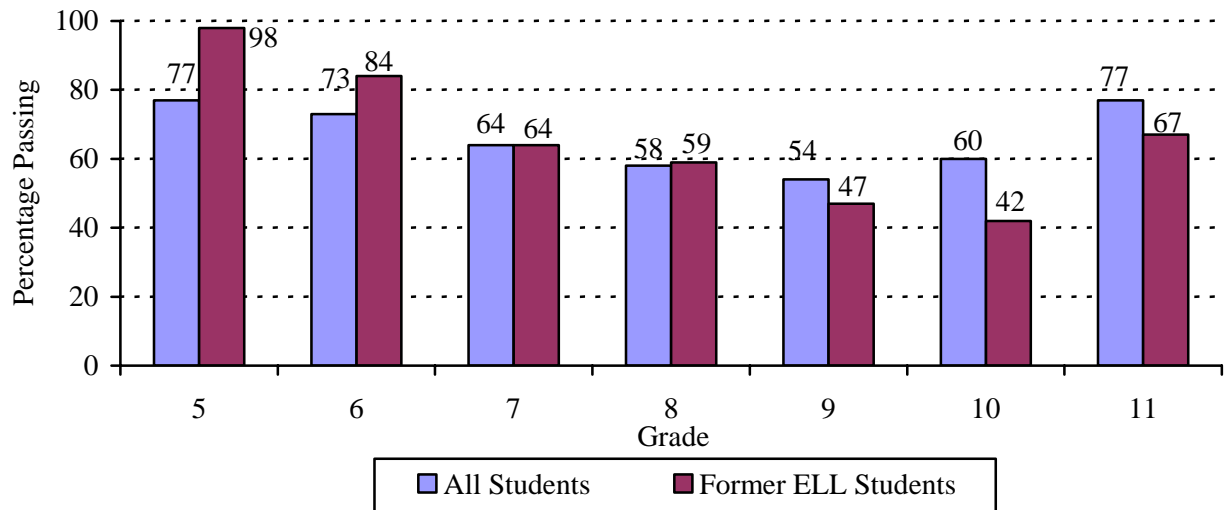
Source: AISD student records

Figure 44: Percentages of AISD Students and Former ELL Students in Cohort 3 Passing TAKS Reading/ELA, Grades 5 Through 11, Spring 2006



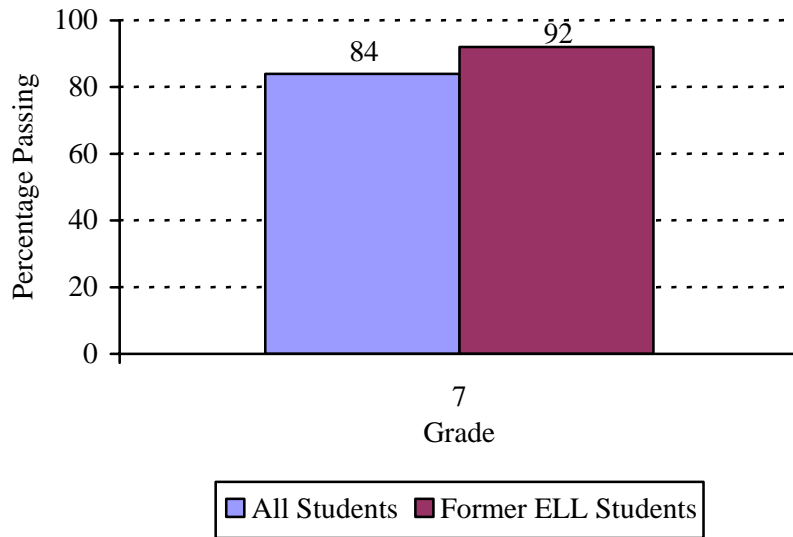
Source: AISD student records

Figure 45: Percentages of AISD Students and Former ELL Students in Cohort 3 Passing TAKS Mathematics, Grades 5 Through 11, Spring 2006



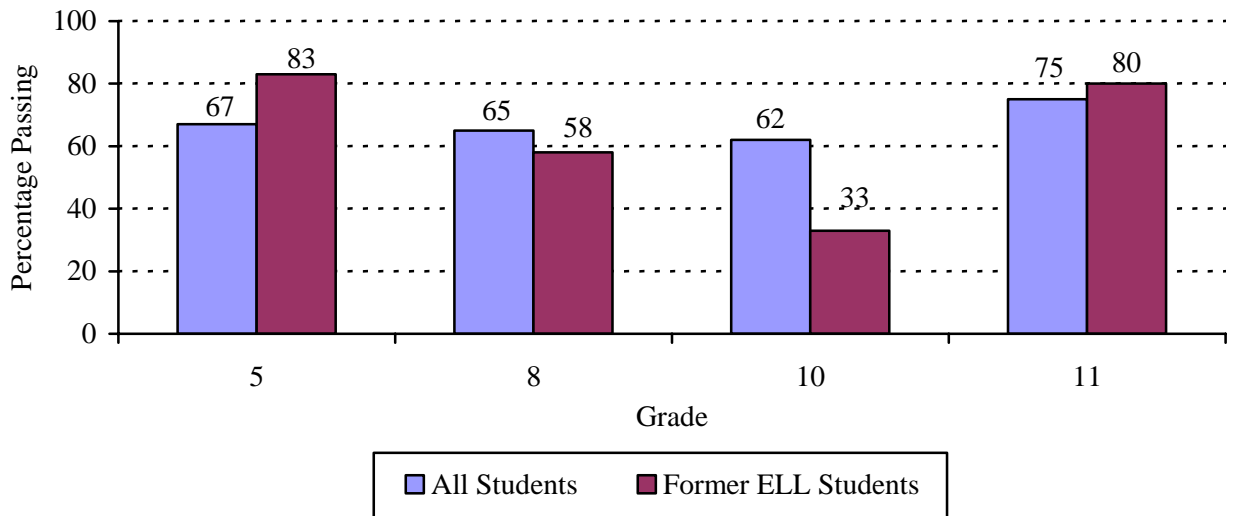
Source: AISD student records

Figure 46: Percentages of AISD Students and Former ELL Students in Cohort 3 Passing TAKS Writing, Grade 7, Spring 2006



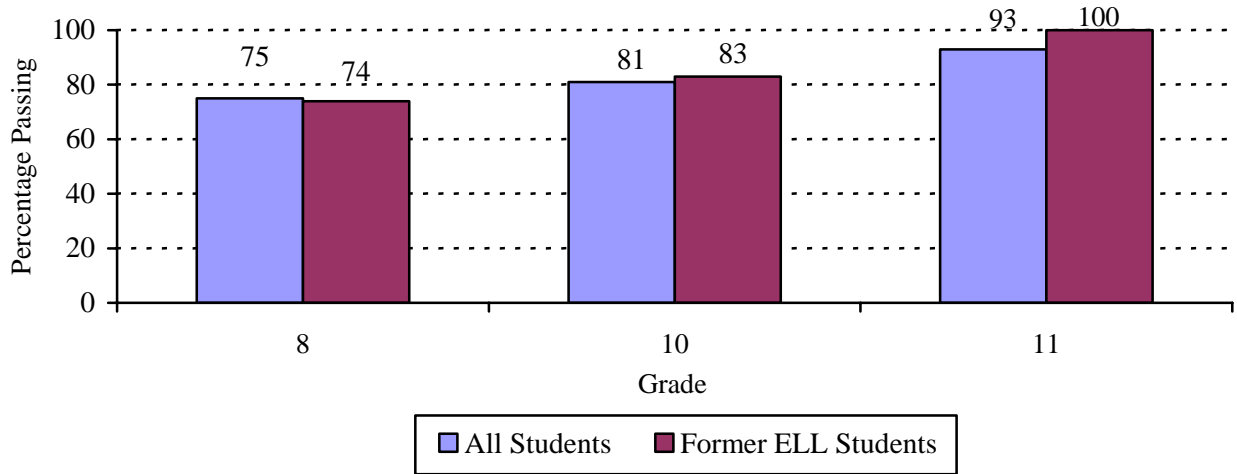
Source: AISD student records

Figure 47: Percentages of AISD Students and Former ELL Students in Cohort 3 Passing TAKS Science, Grades 5, 8, 10, and 11, Spring 2006



Source: AISD student records

Figure 48: Percentages of AISD Students and Former ELL Students in Cohort 3 Passing TAKS Social Studies, Grades 8, 10, and 11, Spring 2006



Source: AISD student records

Table 17: Percentages of All AISD Students Passing TAKS Reading/ELA, Mathematics, Writing, Science, and Social Studies, Spring 2003

Grade	Reading/ELA	Mathematics	Writing	Science	Social Studies
3	84	72	*	*	*
4	75	67	78	*	*
5	66	64	*	36	*
6	68	57	*	*	*
7	66	46	72	*	*
8	70	45	*	*	72
9	59	41	*	*	*
10	60	47	*	42	68
11	57	55	*	59	84

Source: AISD student records

*Grade not tested

Table 18: Percentages of All AISD Students Passing TAKS Reading/ELA, Mathematics, Writing, Science, and Social Studies, Spring 2004

Grade	Reading/ELA	Mathematics	Writing	Science	Social Studies
3	89	81	*	*	*
4	80	78	88	*	*
5	70	71	*	48	*
6	70	62	*	*	*
7	67	55	83	*	*
8	76	51	*	*	73
9	69	46	*	*	*
10	67	49	*	48	75
11	86	74	*	75	93

Source: AISD student records

*Grade not tested

Table 19: Percentages of All AISD Students Passing TAKS Reading/ELA, Mathematics, Writing, Science, and Social Studies, Spring 2005

Grade	Reading/ELA	Mathematics	Writing	Science	Social Studies
3	94	81	*	*	*
4	78	77	91	*	*
5	84	77	*	60	*
6	80	67	*	*	*
7	73	58	84	*	*
8	75	54	*	*	79
9	78	55	*	*	*
10	68	57	*	56	82
11	87	78	*	79	91

Source: AISD student records

*Grade not tested

Table 20: Percentages of All AISD Students Passing TAKS Reading/ELA, Mathematics, Writing, Science, and Social Studies, Spring 2006

Grade	Reading/ELA	Mathematics	Writing	Science	Social Studies
3	92	77	*	*	*
4	80	79	89	*	*
5	85	77	*	67	*
6	85	73	*	*	*
7	71	64	84	*	*
8	76	58	*	65	75
9	82	54	*	*	*
10	83	60	*	62	81
11	87	77	*	75	93

Source: AISD student records

*Grade not tested