

Snapshot 2004 Summary Tables State Totals

Summary Level	All Charters	State of Texas (excl. Charters)	State of Texas (incl. Charters)
2. Total Number of Schools	274	7,539	7,813
Students			
3. Total Students	60,748	4,250,754	4,311,502
4. % African American	39	14	14
5. % Hispanic	41	44	44
6. % White	18	39	39
7. % Other	2	3	3
8. % Economically Disadvantaged	63.1	52.7	52.8
9. % Special Education	11	12	12
10. % Bilingual/ESL Education	8	14	14
11. % Career & Technology Ed.	16	20	20
12. % Gifted & Talented Ed.	1	8	8
TAKS % Students Passing - Summed Across All Grades Spring 2004			
18. All Test Takers	47.8	67.9	67.7
19. Reading (L.A.)	74.2	85.4	85.3
20. Writing	84.9	91.0	91.0
21. Mathematics	54.8	76.0	75.8
22. Science	48.1	72.4	72.2
23. Social Studies	79.2	90.7	90.6
24. African American	44.1	53.0	52.8
25. Hispanic	42.7	58.3	58.2
26. White	60.9	80.7	80.6
27. Other	81.0	84.4	84.4
28. Economically Disadvantaged	43.2	56.7	56.5
29. SDAA Met A/RD	74.7	84.1	84.0

ATTENDANCE, COMPLETION, & DROPOUTS

2003-04 ATTENDANCE RATE

	All	African American	Hispanic	White	Econ. Disadv.
State	95.7%	95.4%	95.5%	95.9%	95.4%

COMPLETION (CLASS OF 2004) GRADES 9-12

	Graduated	Rec'd GED	Cont. H.S.	Dropped Out (4-yr.)
African American	82.8%	3.1%	9.2%	4.9%
Hispanic	78.4%	3.8%	11.6%	6.3%
White	89.4%	5.1%	3.7%	1.9%
Other	91.9%	2.0%	4.2%	1.9%
State	84.6%	4.2%	7.3%	3.9%
Economic Disadv.	78.6%	4.2%	11.3%	5.9%

**2003-04 DROPOUTS BY ETHNICITY (GRADES 7-12)
ACCOUNTABILITY INDICATOR**

	Dropouts	Annual Dropout Rate	% of All Dropouts
African American	2,815	1.0%	17.1%
Hispanic	9,999	1.3%	60.8%
White	3,360	0.4%	20.4%
Other	260	0.4%	1.6%
Total	16,434	0.9%	100.0%
Economic Disadv.	7,180	0.9%	43.7%

School Name: AKINS HIGH SCHOOL
 School Number: 227901017
 District Name: AUSTIN ISD

T E X A S E D U C A T I O N A G E N C Y
 2004-05 School Report Card

Page 2
 School Enrollment: 2,234
 Grade Span: 09 - 12
 School Type: Secondary

Attendance Rate	State Average	District Average	School Group Median	School (All Students)						
				African American	Hispanic	White	Native American	Asian/Pac. Is.	Econ. Disadv.	
2003-04	95.7%	94.4%	94.6%	91.6%	91.6%	91.2%	92.1%	87.6%	95.5%	91.0%
2002-03	95.6%	94.1%	94.4%	90.1%	90.4%	89.6%	91.2%	78.1%	92.1%	89.7%
Annual Dropout Rate (Gr 7-12)										
2003-04	0.9%	0.9%	0.7%	1.5%	1.2%	1.8%	1.1%	0.0%	0.0%	0.7%
2002-03	0.9%	1.3%	1.1%	1.2%	1.3%	1.6%	0.3%	0.0%	0.0%	1.1%
Completion/Student Status Rate (Gr 9-12) #										
Class of 2004	84.6%	80.1%	87.4%	80.1%	78.9%	72.0%	87.4%	81.8%	85.7%	71.7%
Received GED	4.2%	4.1%	3.4%	4.1%	3.9%	3.3%	4.9%	9.1%	1.9%	3.2%
Continued HS	7.3%	10.8%	4.7%	10.8%	12.1%	16.4%	5.3%	9.1%	10.5%	18.0%
Dropped Out (4-yr)	3.9%	5.1%	4.0%	5.1%	5.1%	8.3%	2.4%	0.0%	1.9%	7.1%
Class of 2003	84.2%	78.8%	86.8%	78.8%	73.8%	70.3%	87.4%	100.0%	88.6%	67.9%
Graduated	3.3%	3.0%	2.6%	3.0%	2.7%	2.5%	3.7%	0.0%	1.8%	2.4%
Received GED	7.9%	11.9%	4.8%	11.9%	15.7%	17.6%	6.0%	0.0%	7.0%	21.1%
Continued HS	4.5%	6.2%	5.1%	6.2%	7.9%	9.6%	2.9%	0.0%	2.6%	8.7%
Dropped Out (4-yr)										
Completion Rate	96.1%	94.9%	96.0%	94.9%	94.9%	91.7%	97.6%	100.0%	98.1%	92.9%
Class of 2004	95.5%	93.8%	95.0%	93.8%	92.1%	90.4%	97.1%	100.0%	97.4%	91.3%
Class of 2003										
Recommended HS Program Graduates										
Class of 2004	68.4%	69.6%	72.1%	64.5%	61.5%	64.5%	64.8%	*	63.6%	56.5%
Class of 2003	63.7%	63.6%	64.1%	60.8%	60.5%	50.8%	72.2%	-	87.5%	49.4%
TNAPS/TASP Equivalency										
Class of 2004	77.3%	74.2%	70.6%	60.2%	58.3%	53.4%	75.3%	*	50.0%	50.0%
Class of 2003	71.1%	68.1%	67.8%	54.6%	58.8%	45.5%	62.2%	-	85.7%	50.0%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2004-05 State Performance Report

Indicator:	State	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
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TAKS Met 2005 Standard
Grade 3 (English) First Administration Only

Reading	2005	89%	83%	85%	95%	93%	96%	88%	90%	83%	84%	79%	80%
	2004	88%	81%	84%	94%	92%	94%	87%	89%	82%	82%	77%	n/a
Mathematics	2005	82%	70%	77%	91%	87%	94%	83%	81%	75%	75%	73%	71%
	2004	83%	71%	79%	91%	87%	94%	85%	82%	77%	77%	75%	n/a
All Tests	2005	76%	63%	70%	87%	81%	91%	77%	76%	65%	67%	62%	61%
	2004	78%	65%	72%	88%	83%	91%	79%	78%	69%	70%	65%	n/a

TAKS Met 2005 Standard
Grade 3 (Spanish) First Administration Only

Reading	2005	74%	61%	74%	87%	29%	> 99%	71%	78%	53%	74%	74%	74%
	2004	78%	66%	78%	82%	91%	*	74%	82%	61%	78%	78%	n/a
Mathematics	2005	68%	59%	68%	93%	71%	> 99%	68%	67%	53%	67%	67%	67%
	2004	69%	78%	69%	84%	82%	*	70%	68%	56%	69%	69%	n/a
All Tests	2005	54%	44%	54%	66%	29%	> 99%	53%	55%	34%	54%	54%	54%
	2004	62%	53%	62%	76%	83%	*	60%	64%	45%	62%	62%	n/a

TAKS Met 2005 Standard
Grade 4 (English)

Reading	2005	80%	69%	74%	89%	83%	92%	78%	81%	70%	71%	58%	58%
	2004	81%	72%	75%	90%	87%	91%	79%	83%	71%	73%	60%	n/a
Mathematics	2005	82%	68%	77%	90%	84%	95%	83%	81%	73%	74%	68%	62%
	2004	79%	65%	73%	88%	80%	92%	80%	77%	66%	70%	65%	n/a
Writing	2005	91%	87%	89%	94%	90%	97%	88%	94%	82%	87%	81%	80%
	2004	88%	83%	85%	92%	91%	95%	85%	91%	77%	83%	74%	n/a
All Tests	2005	70%	56%	63%	82%	74%	88%	69%	72%	57%	60%	49%	45%
	2004	68%	53%	60%	80%	73%	85%	67%	69%	53%	57%	46%	n/a

TAKS Met 2005 Standard
Grade 4 (Spanish)

Reading	2005	69%	68%	69%	79%	71%	*	65%	73%	42%	69%	69%	69%
	2004	67%	*	67%	77%	83%	40%	62%	71%	48%	67%	67%	n/a
Mathematics	2005	65%	75%	65%	77%	50%	*	66%	64%	50%	65%	65%	65%
	2004	62%	*	62%	76%	83%	40%	63%	61%	52%	62%	62%	n/a
Writing	2005	88%	90%	88%	92%	> 99%	*	84%	91%	71%	87%	88%	88%
	2004	89%	83%	89%	90%	83%	> 99%	85%	92%	77%	88%	89%	n/a
All Tests	2005	56%	64%	56%	65%	50%	*	54%	59%	35%	56%	56%	56%
	2004	54%	63%	54%	61%	83%	50%	51%	57%	39%	54%	54%	n/a

T E X A S E D U C A T I O N A G E N C Y
Adequate Yearly Progress District Data Table

Preliminary 2006 AYP Results

District Name: AUSTIN (227901)
Status: Meets AYP

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	IEP (Measure)	IEP (Students)	Displaced Students*
Performance: Reading/English Language Arts									
2005-06 Assessments									
Met Standard	28,561	3,171	14,078	10,300	14,492	2,745	5,964	n/a	126
Number Tested	36,173	4,585	19,459	11,033	20,761	5,050	9,136	6,989	259
% Met Standard	79%	69%	72%	93%	70%	54%	65%	n/a	49%
Student Group %	100%	13%	54%	31%	57%	14%	n/a	19%	1%
2004-05 Assessments									
Met Standard	27,245	3,056	12,936	10,277	13,259	2,530	5,323	n/a	86
Number Tested	36,308	4,820	19,093	11,318	20,488	5,339	8,855	6,791	260
% Met Standard	75%	63%	68%	91%	65%	47%	60%	n/a	33%
Change 2005 to 2006	4	6	4	2	5	7	5		1%
Performance: Mathematics									
2005-06 Assessments									
Met Standard	25,175	2,465	11,893	9,829	12,090	2,718	5,195	n/a	86
Number Tested	36,245	4,602	19,507	11,036	20,826	5,045	9,211	7,067	260
% Met Standard	69%	54%	61%	89%	58%	54%	56%	n/a	33%
Student Group %	100%	13%	54%	30%	57%	14%	n/a	19%	1%
2004-05 Assessments									
Met Standard	23,914	2,362	10,802	9,795	10,981	2,511	4,510	n/a	
Number Tested	36,234	4,825	19,007	11,327	20,409	5,368	8,785	6,721	
% Met Standard	66%	49%	57%	86%	54%	47%	51%	n/a	
Change 2005 to 2006	3	5	4	3	4	7	5		

2006-07 Title I School Improvement Requirement: None

Special formats ('*', >99%, <1%) are used to protect student confidentiality
n/a indicates that the data are not available or applicable
A dash (-) indicates there were no students in that group

*In accordance with the Hurricane Katrina/Rita Flexibility Waiver, Displaced Students are not evaluated on Performance Measures.

GAP MEASUREMENTS CAN BE MISLEADING
 WITHOUT A DIRECT COMPARISON
 BETWEEN ECONOMICALLY DISADVANTAGED
 AND NON ECONOMICALLY DISADVANTAGED STUDENTS

Number of students		Percent meeting standard		
Economically Disadvantaged	Not Economically Disadvantaged	Economically Disadvantaged	All Students	Apparent Gap
250	750	50	65	15
500	500	50	60	10
750	250	50	55	5

Economically Disadvantaged	Not Economically Disadvantaged	Economically Disadvantaged	Not Economically Disadvantaged	Real Gap
250	750	50	70	20
500	500	50	70	20
750	250	50	70	20

In all cases:
 Pass rate for economically disadvantaged = 50%
 Pass rate for non economically disadvantaged = 70%

The National Assessment of Educational Progress (NAEP) assesses reading in two content areas: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Texas

- In 2005, the average scale score for fourth-grade students in Texas was 219. This was higher¹ than their average score in 2003 (215), and was higher than their average score in 1992 (213).
- Texas' average score (219) in 2005 was not significantly different from that of the Nation's public schools (217).
- Of the 52 states and other jurisdictions² that participated in the 2005 fourth-grade assessment, students' average scale scores in Texas were higher than those in 15 jurisdictions, not significantly different from those in 16 jurisdictions, and lower than those in 20 jurisdictions.
- The percentage of students in Texas who performed at or above the NAEP *Proficient* level was 29 percent in 2005. This percentage was not significantly different from that in 2003 (27 percent), and was greater than that in 1992 (24 percent).
- The percentage of students in Texas who performed at or above the NAEP *Basic* level was 64 percent in 2005. This percentage was greater than that in 2003 (59 percent), and was greater than that in 1992 (57 percent).

Student Percentage at NAEP Achievement Levels

Year	Below Basic	Basic	Proficient	Advanced
Texas (public)				
1992 ¹	43*	33	19	4*
1994 ¹	42*	32	20	6
1998 ¹	37	34	23	5
1998	41	31*	23	6
2002	38	34	22	6
2003	41*	33*	21	6
2005	36	35	29	6
Nation (public)				
2005	38	33	23	7

Percent below Basic Percent at Basic, Proficient, and Advanced
 ■ Below Basic □ Basic □ Proficient ■ Advanced

¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP reading achievement levels correspond to the following scale points: Below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; Advanced, 268 or above.

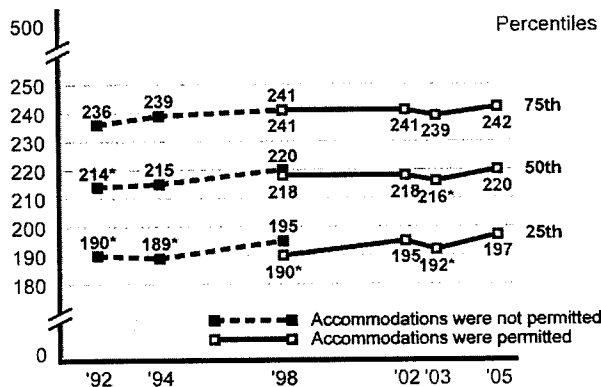
Performance of NAEP Reporting Groups in Texas

Reporting groups	Percent of students	Average score	Percent below Basic	Percent Advanced
Male	50	216 †	40 ↓	5
Female	50	222 †	32 ↓	7
White	40	232 †	21 ↓	10
Black	14	206	51	2
Hispanic	43	210 †	46 ↓	3
Asian/Pacific Islander	3	234	24	16
American Indian/Alaska Native	#	‡	‡	‡
Eligible for free/reduced-price school lunch	53	208	48	2
Not eligible for free/reduced-price school lunch	46	232 †	22 ↓	11

Average Score Gaps Between Selected Groups

- In 2005, male students in Texas had an average score that was lower than that of female students by 6 points. In 1992, the average score for male students was lower than that of female students by 7 points.
- In 2005, Black students had an average score that was lower than that of White students by 26 points. In 1992, the average score for Black students was lower than that of White students by 24 points.
- In 2005, Hispanic students had an average score that was lower than that of White students by 22 points. In 1992, the average score for Hispanic students was lower than that of White students by 23 points.
- In 2005, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 24 points. This performance gap was narrower than that of 1998 (31 points).
- In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 45 points. In 1992, the score gap between students at the 75th percentile and students at the 25th percentile was 46 points.

Reading Scale Scores at Selected Percentiles



Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.

‡ Reporting standards not met.

* Significantly different from 2005.

† Significantly higher than 2003. ↓ Significantly lower than 2003.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates across years for students with disabilities (5% nationally in 2005) and English language learners (2% nationally in 2005) in the NAEP samples. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

² "Other Jurisdictions" refers to the District of Columbia and the Department of Defense Education Activity schools.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for free/reduced-price lunch and the "Unclassified" category for race/ethnicity are not displayed. Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992-2005 Reading Assessments.

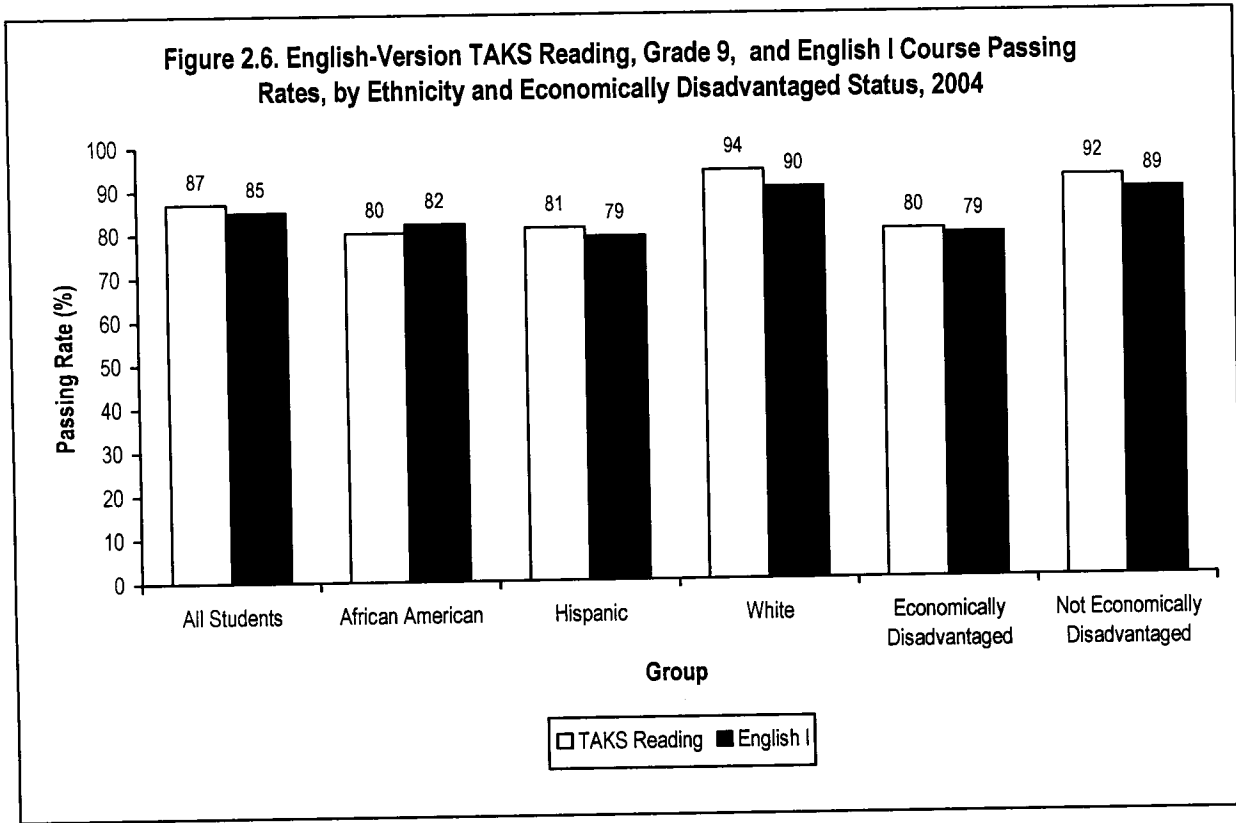


Table 2.11. Performance on English-Version TAKS Reading, Grade 9, and in English I Course, by Ethnicity and Economically Disadvantaged Status, 2004

TAKS Performance	Received Course Credit	Did Not Receive Course Credit
African American		
Passed TAKS	69	11
Failed TAKS	13	8
Hispanic		
Passed TAKS	68	13
Failed TAKS	11	8
White		
Passed TAKS	86	7
Failed TAKS	4	2
Economically Disadvantaged		
Passed TAKS	67	13
Failed TAKS	12	8
Not Economically Disadvantaged		
Passed TAKS	84	8
Failed TAKS	5	3
All Students		
Passed TAKS	77	10
Failed TAKS	8	5

Other Sources of Information

The TAKS, TELPAS, and SDAA II test results, as well as information about all state testing activities, including test development, are available on-line at www.tea.state.tx.us/student.assessment/. Released TAKS tests from 2003 and 2004 are also available online.

Texas Assessment of Knowledge and Skills
Summary Report - Group Performance
All Students

STATEWIDE

Report Date: MAY 2006
 Date of Testing: APRIL 2006

	Reading				Mathematics			
	Number of Students Tested	Average Scale Score	Percent Met Standard	Percent Commented	Number of Students Tested	Average Scale Score	Percent Met Standard	Percent Commented
All Students	31697	2100	52	5	289074	2256	82	28
Male	17621	2099	53	5	145198	2259	82	28
Female	14023	2102	52	5	143703	2253	81	27
No Information Provided	53	2145	60	15	173	2145	66	14
Native American	106	2137	60	7	1096	2262	82	29
Asian	578	2139	61	9	10624	2383	94	52
African American	8450	2083	49	3	43860	2166	68	14
Hispanic	16706	2082	48	3	121482	2220	78	21
White	5766	2173	70	14	111730	2318	91	38
No Information Provided	91	2159	65	14	282	2151	63	16
Economically Disadvantaged	24583	2084	49	3	157855	2203	75	18
No Information Provided	6976	2156	66	12	130776	2319	90	39
Title I, Part A	138	2160	66	12	442	2147	62	16
Participants	27141	2091	50	4	201342	2226	78	22
Nonparticipants	4402	2155	65	12	87229	2325	91	40
No Information Provided	154	2119	57	8	503	2141	60	15
Migrant	682	2073	45	2	3471	2183	71	15
No Information Provided	30843	2101	53	5	285048	2257	82	28
LEP	172	2129	59	10	555	2143	61	15
Current LEP	8533	2064	43	2	48078	2202	75	18
Non-LEP (Monitored 1st Year)	157	2132	63	8	5665	2350	94	44
Non-LEP (Monitored 2nd Year)	87	2105	57	5	1779	2318	90	38
Other Non-LEP	22723	2114	56	6	232892	2264	83	29
No Information Provided	197	2124	56	10	660	2143	62	14
Bilingual	4343	2061	42	2	23919	2201	75	18
Participants	27185	2107	54	6	264632	2261	82	29
Nonparticipants	169	2120	57	9	523	2141	60	15
No Information Provided	3487	2065	42	2	18889	2199	74	18
ESL	28040	2105	54	6	269661	2260	82	28
Participants	170	2125	58	10	524	2139	59	15
Nonparticipants	2180	2094	52	4	16259	2204	75	19
Special Education	29348	2101	52	5	273261	2259	82	28
No Information Provided	169	2121	57	9	554	2152	63	17
Gifted/Talented	236	2319	87	46	23822	2469	99	71
Participants	31296	2099	52	5	264741	2237	80	24
Nonparticipants	165	2122	58	9	511	2138	60	14
No Information Provided	22427	2079	48	3	122478	2180	72	14
At-Risk	9097	2152	64	12	166055	2312	89	38
No Information Provided	173	2126	60	10	541	2145	61	16

"-" = No Data Reported For Fewer Than Five Students

An Act
To close the achievement gap with accountability, flexibility, and choice,
so that no child is left behind.

This title may be cited as the No Child Left Behind Act of 2001

TITLE I—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

PART A—IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

Subpart 1—Basic Program Requirements

SEC. 1111. STATE PLANS.

b) Academic standards, academic assessments, and accountability

(3) ACADEMIC ASSESSMENTS.—

(C) REQUIREMENTS.—Such assessments shall—

(xiii) enable results to be disaggregated within each State, local educational agency, and school by gender, by each major racial and ethnic group, by English proficiency status, by migrant status, by students with disabilities as compared to nondisabled students, and **by economically disadvantaged students as compared to students who are not economically disadvantaged**, except that, in the case of a local educational agency or a school, such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student;