

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

<u>Indicator:</u>	<u>State</u>	<u>African American</u>	<u>Hispanic</u>	<u>White</u>	<u>Native American</u>	<u>Asian/Pacific Is</u>	<u>Male</u>	<u>Female</u>	<u>Special Ed</u>	<u>Econ Disad</u>	<u>LEP</u>	<u>At Risk</u>	
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%	75%	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

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TAKS Met 2005 Standard Grade 5 (English) First Administration Only													
Reading	2005	75%	64%	66%	88%	79%	87%	75%	76%	62%	64%	37%	48%
	2004	74%	63%	64%	87%	80%	88%	72%	75%	60%	62%	34%	n/a
Mathematics	2005	80%	65%	74%	89%	85%	93%	81%	79%	67%	72%	59%	58%
	2004	73%	58%	66%	85%	79%	91%	74%	73%	56%	64%	48%	n/a
Science	2005	64%	47%	55%	80%	72%	81%	68%	61%	45%	52%	32%	37%
	2004	55%	37%	44%	72%	63%	74%	60%	51%	36%	42%	22%	n/a
All Tests	2005	55%	36%	44%	72%	61%	75%	57%	53%	36%	41%	19%	24%
	2004	49%	31%	37%	66%	56%	71%	52%	46%	30%	35%	17%	n/a
TAKS Met 2005 Standard Grade 5 (Spanish) First Administration Only													
Reading	2005	60%	*	60%	43%	*	*	57%	63%	48%	60%	60%	60%
	2004	60%	*	60%	70%	40%	*	56%	64%	41%	60%	60%	n/a
Mathematics	2005	45%	*	45%	71%	*	*	46%	44%	28%	45%	45%	45%
	2004	45%	*	45%	56%	33%	*	45%	45%	37%	45%	45%	n/a
Science	2005	24%	*	24%	20%	*	*	26%	22%	13%	23%	24%	24%
	2004	20%	*	20%	< 1%	33%	*	23%	17%	10%	20%	20%	n/a
All Tests	2005	13%	*	13%	< 1%	*	*	14%	13%	8%	13%	13%	13%
	2004	21%	*	21%	10%	29%	*	23%	20%	12%	21%	21%	n/a
TAKS Met 2005 Standard Grade 6 (English)													
Reading	2005	86%	78%	80%	94%	90%	95%	84%	87%	70%	78%	51%	70%
	2004	79%	71%	70%	90%	84%	91%	77%	81%	60%	69%	35%	n/a
Mathematics	2005	73%	58%	65%	85%	78%	92%	73%	73%	51%	62%	41%	49%
	2004	68%	52%	59%	81%	74%	89%	69%	68%	46%	57%	35%	n/a
All Tests	2005	69%	54%	60%	83%	75%	90%	69%	70%	50%	58%	31%	43%
	2004	63%	47%	52%	78%	70%	85%	63%	64%	42%	50%	22%	n/a
TAKS Met 2005 Standard Grade 6 (Spanish)													
Reading	2005	61%	*	61%	*	*	*	58%	64%	25%	61%	61%	61%
	2004	59%	*	60%	*	*	*	55%	64%	< 1%	58%	60%	n/a
Mathematics	2005	45%	*	45%	*	*	*	46%	44%	< 1%	45%	45%	45%
	2004	38%	*	38%	*	*	*	39%	38%	*	38%	38%	n/a
All Tests	2005	43%	*	43%	*	*	*	43%	43%	25%	43%	43%	43%
	2004	37%	*	37%	*	*	*	37%	37%	< 1%	36%	37%	n/a

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TAKS Met 2005 Standard Grade 7													
Reading	2005	81%	74%	74%	91%	86%	93%	79%	83%	62%	73%	33%	61%
	2004	76%	63%	68%	87%	78%	88%	73%	79%	54%	66%	28%	n/a
Mathematics	2005	65%	48%	55%	79%	70%	88%	65%	64%	41%	52%	25%	34%
	2004	61%	43%	51%	76%	61%	85%	62%	61%	36%	48%	24%	n/a
Writing	2005	89%	85%	84%	94%	90%	96%	85%	93%	68%	83%	52%	76%
	2004	89%	86%	85%	94%	90%	96%	85%	93%	71%	84%	53%	n/a
All Tests	2005	60%	44%	49%	75%	66%	85%	59%	61%	36%	47%	16%	28%
	2004	56%	38%	45%	71%	56%	80%	55%	58%	31%	42%	15%	n/a
TAKS Met 2005 Standard Grade 8													
Reading	2005	84%	79%	76%	93%	87%	92%	83%	84%	62%	75%	30%	65%
	2004	84%	77%	76%	92%	87%	92%	83%	84%	63%	75%	35%	n/a
Mathematics	2005	62%	45%	51%	76%	63%	86%	62%	62%	32%	49%	23%	30%
	2004	58%	39%	47%	73%	61%	82%	60%	57%	30%	44%	20%	n/a
Soc Studies	2005	85%	79%	79%	93%	90%	95%	85%	85%	62%	78%	51%	71%
	2004	82%	74%	74%	90%	85%	94%	82%	81%	57%	72%	42%	n/a
All Tests	2005	58%	42%	46%	73%	61%	83%	58%	58%	33%	44%	14%	26%
	2004	54%	36%	42%	70%	57%	79%	55%	53%	29%	39%	14%	n/a
TAKS Met 2005 Standard Grade 9													
Reading	2005	83%	75%	75%	93%	88%	91%	78%	87%	57%	74%	30%	68%
	2004	77%	67%	67%	88%	85%	88%	74%	80%	48%	66%	24%	n/a
Mathematics	2005	58%	40%	45%	74%	62%	84%	58%	58%	28%	43%	18%	29%
	2004	52%	35%	38%	68%	55%	81%	52%	51%	21%	36%	14%	n/a
All Tests	2005	56%	38%	43%	73%	60%	80%	55%	57%	31%	41%	13%	28%
	2004	50%	33%	36%	67%	54%	77%	49%	50%	22%	34%	10%	n/a

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TAKS Met 2005 Standard Grade 10													
Eng Lang Arts	2005	68%	59%	59%	77%	72%	81%	61%	75%	37%	57%	20%	51%
	2004	73%	64%	62%	83%	73%	84%	66%	79%	35%	60%	18%	n/a
Mathematics	2005	59%	39%	46%	75%	67%	84%	61%	58%	27%	44%	18%	28%
	2004	53%	33%	39%	68%	55%	80%	54%	52%	19%	37%	18%	n/a
Science	2005	55%	35%	39%	72%	63%	78%	58%	52%	24%	37%	11%	25%
	2004	52%	32%	36%	70%	58%	74%	56%	49%	21%	33%	11%	n/a
Soc Studies	2005	85%	76%	77%	93%	90%	94%	85%	84%	61%	76%	43%	69%
	2004	81%	72%	71%	91%	86%	92%	83%	79%	52%	69%	36%	n/a
All Tests	2005	40%	22%	27%	56%	46%	66%	39%	41%	12%	24%	6%	13%
	2004	39%	21%	24%	55%	40%	64%	39%	39%	10%	22%	5%	n/a
TAKS Met 2005 Standard Grade 11 (April Administration)													
Eng Lang Arts	2005	88%	84%	82%	94%	89%	93%	85%	91%	62%	81%	39%	80%
	2004	86%	80%	79%	91%	88%	90%	81%	90%	53%	77%	38%	n/a
Mathematics	2005	81%	68%	73%	90%	84%	94%	84%	79%	51%	71%	49%	66%
	2004	77%	61%	68%	86%	80%	92%	78%	75%	42%	65%	46%	n/a
Science	2005	81%	69%	71%	91%	88%	91%	85%	77%	53%	69%	42%	66%
	2004	77%	62%	64%	88%	83%	89%	80%	73%	44%	62%	34%	n/a
Soc Studies	2005	95%	93%	90%	98%	97%	97%	96%	94%	80%	90%	65%	90%
	2004	95%	93%	92%	98%	97%	97%	96%	95%	82%	91%	71%	n/a
All Tests	2005	69%	53%	57%	82%	73%	85%	71%	68%	35%	54%	19%	48%
	2004	64%	46%	51%	78%	70%	81%	65%	64%	26%	47%	17%	n/a
TAKS Met 2005 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)													
Reading/ELA	2005	83%	76%	77%	91%	87%	92%	81%	86%	65%	76%	58%	68%
	2004	80%	71%	72%	89%	84%	90%	77%	82%	59%	71%	52%	n/a
Mathematics	2005	72%	57%	64%	84%	76%	90%	72%	71%	53%	62%	54%	48%
	2004	67%	50%	58%	79%	70%	87%	68%	66%	45%	56%	49%	n/a
Writing	2005	90%	86%	87%	94%	90%	97%	86%	93%	75%	85%	74%	78%
	2004	89%	84%	85%	93%	90%	95%	85%	92%	74%	84%	72%	n/a
Science	2005	66%	49%	53%	81%	73%	83%	69%	62%	41%	51%	28%	43%
	2004	60%	42%	46%	77%	67%	78%	64%	56%	33%	43%	21%	n/a
Soc Studies	2005	88%	82%	82%	94%	92%	95%	88%	87%	67%	80%	52%	76%
	2004	85%	78%	77%	93%	88%	94%	86%	84%	61%	75%	46%	n/a
All Tests	2005	62%	47%	53%	77%	68%	83%	62%	63%	42%	51%	39%	37%
	2004	58%	41%	47%	72%	62%	79%	58%	58%	35%	45%	35%	n/a

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TAKS Met 2005 Standard (Sum of All Grades Tested) (Panel Recommendation)													
Reading/ELA	2005	83%	76%	77%	91%	87%	92%	80%	85%	65%	76%	58%	68%
	2004	80%	71%	72%	89%	84%	90%	77%	82%	58%	70%	51%	n/a
Mathematics	2005	71%	55%	63%	83%	75%	90%	72%	70%	52%	61%	53%	47%
	2004	66%	49%	57%	78%	69%	87%	67%	65%	44%	55%	48%	n/a
Writing	2005	90%	86%	87%	94%	90%	97%	86%	93%	75%	85%	74%	78%
	2004	89%	84%	85%	93%	90%	95%	85%	92%	74%	84%	72%	n/a
Science	2005	63%	45%	50%	79%	70%	82%	67%	59%	37%	48%	26%	38%
	2004	56%	38%	41%	73%	63%	76%	61%	52%	29%	39%	19%	n/a
Soc Studies	2005	87%	81%	80%	94%	91%	95%	87%	86%	65%	79%	49%	75%
	2004	84%	77%	76%	92%	88%	94%	86%	83%	60%	74%	44%	n/a
All Tests	2005	62%	45%	52%	76%	67%	83%	62%	62%	41%	50%	39%	36%
	2004	57%	40%	46%	71%	61%	78%	57%	57%	34%	44%	34%	n/a
TAKS Commended Performance (Sum of All Grades Tested)													
Reading/ELA	2005	25%	15%	17%	36%	28%	40%	23%	27%	12%	15%	9%	8%
	2004	20%	12%	13%	29%	22%	33%	18%	22%	9%	12%	9%	n/a
Mathematics	2005	20%	9%	13%	29%	21%	46%	21%	19%	10%	12%	9%	5%
	2004	17%	8%	11%	25%	18%	41%	18%	16%	8%	10%	9%	n/a
Writing	2005	26%	17%	19%	36%	26%	46%	21%	32%	10%	17%	11%	9%
	2004	22%	13%	14%	31%	20%	41%	17%	26%	8%	12%	9%	n/a
Science	2005	14%	6%	8%	20%	15%	27%	16%	11%	7%	8%	3%	3%
	2004	9%	3%	4%	14%	11%	19%	11%	7%	4%	4%	2%	n/a
Soc Studies	2005	26%	14%	15%	38%	29%	47%	30%	22%	8%	13%	3%	8%
	2004	21%	10%	11%	31%	22%	40%	25%	17%	6%	10%	2%	n/a
All Tests	2005	10%	4%	5%	15%	10%	24%	10%	10%	4%	5%	3%	2%
	2004	8%	3%	4%	12%	8%	19%	8%	8%	3%	4%	3%	n/a
SDAA II Examinations (Sum of Grades 3-10) Met ARD Expectations (Standard Accountability & AEA Indicator)													
	2005	79%	78%	76%	83%	83%	83%	78%	81%	79%	78%	76%	78%
SDAA II Examinees (Sum of Grades 3-10) Met ARD Expectations													
Reading/ELA	2005	82%	81%	80%	86%	85%	87%	81%	85%	82%	81%	78%	81%
Mathematics	2005	80%	79%	78%	84%	86%	84%	80%	81%	80%	80%	78%	79%
Writing	2005	65%	65%	62%	70%	69%	70%	63%	69%	65%	64%	61%	63%
All Tests	2005	68%	66%	64%	73%	74%	74%	67%	70%	68%	66%	63%	67%

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2005 TAKS/SDAA II Participation (Grades 3-11)												
Tested	97.0%	97.2%	95.7%	98.4%	97.4%	96.0%	96.6%	97.4%	90.1%	96.0%	87.0%	95.1%
By Testing Program												
TAKS/SDAA II	90.8%	87.3%	89.3%	93.5%	90.0%	94.4%	88.7%	93.0%	43.0%	87.3%	76.5%	86.3%
SDAA II Only	6.2%	9.9%	6.4%	4.9%	7.4%	1.6%	7.9%	4.4%	47.1%	8.7%	10.6%	8.8%
By Mobility Status												
Acct Subset	91.3%	89.5%	90.4%	93.4%	88.2%	92.6%	90.9%	92.0%	82.7%	90.6%	82.7%	90.7%
Mobile Subset	5.7%	7.7%	5.3%	5.0%	9.2%	3.4%	5.7%	5.4%	7.4%	5.4%	4.4%	4.5%
Not Tested	3.0%	2.8%	4.3%	1.6%	2.6%	4.0%	3.4%	2.6%	9.9%	4.0%	13.0%	4.9%
Absent	0.2%	0.3%	0.3%	0.2%	0.3%	0.1%	0.3%	0.2%	0.5%	0.3%	0.2%	0.4%
ARD Exempt	0.8%	1.1%	0.8%	0.7%	0.9%	0.5%	1.0%	0.6%	5.9%	0.9%	1.0%	0.9%
LEP Exempt	1.0%	0.2%	2.1%	0.1%	0.3%	2.3%	1.1%	1.0%	0.0%	1.7%	9.0%	2.1%
Other	1.0%	1.1%	1.2%	0.6%	1.1%	1.1%	1.1%	0.8%	3.5%	1.1%	2.7%	1.4%
Total Count	2,931,773	419,924	1,261,614	1,144,136	9,937	88,936	1,501,929	1,426,001	385,626	1,511,786	333,324	1,262,502
2004 TAKS/SDAA Participation (Grades 3-11)												
Tested	95.4%	94.9%	93.8%	97.2%	95.7%	95.6%	94.5%	96.3%	79.4%	93.8%	84.2%	n/a
By Testing Program												
TAKS/SDAA	90.4%	87.0%	88.5%	93.4%	89.5%	94.2%	88.2%	92.7%	42.5%	86.6%	75.3%	n/a
SDAA Only	5.0%	7.8%	5.2%	3.9%	6.1%	1.4%	6.3%	3.6%	36.9%	7.2%	8.9%	n/a
By Mobility Status												
Acct Subset	89.4%	86.9%	88.2%	92.1%	85.7%	92.0%	88.4%	90.8%	68.9%	87.7%	78.9%	n/a
Mobile Subset	5.9%	7.9%	5.6%	5.1%	10.0%	3.6%	6.1%	5.5%	10.5%	6.1%	5.2%	n/a
Not Tested	4.6%	5.1%	6.2%	2.8%	4.3%	4.4%	5.5%	3.7%	20.6%	6.2%	15.8%	n/a
Absent	0.2%	0.3%	0.3%	0.2%	0.4%	0.1%	0.3%	0.2%	0.3%	0.3%	0.2%	n/a
ARD Exempt	2.1%	3.2%	2.1%	1.7%	2.1%	0.8%	2.6%	1.4%	15.3%	2.6%	2.7%	n/a
LEP Exempt	1.2%	0.1%	2.5%	0.1%	0.3%	2.5%	1.2%	1.1%	0.1%	1.9%	10.2%	n/a
Other	1.2%	1.5%	1.4%	0.8%	1.5%	1.0%	1.4%	0.9%	5.0%	1.4%	2.6%	n/a
Total Count	2,886,460	414,708	1,212,584	1,157,565	9,611	84,308	1,478,720	1,403,711	387,954	1,442,214	327,204	n/a
TAKS Exit-Level Cumulative Pass Rate												
Class of 2005	91%	85%	86%	95%	90%	95%	90%	91%	60%	84%	60%	83%
Progress of Prior Year TAKS Failers (Sum of Grades 4-11)												
Percent of Failers Passing TAKS												
Reading/ELA 2005	45%	42%	40%	58%	53%	56%	44%	46%	37%	40%	30%	44%
2004	47%	45%	42%	60%	54%	57%	46%	48%	39%	42%	30%	n/a
Mathematics 2005	25%	21%	23%	34%	29%	38%	26%	25%	20%	22%	18%	25%
2004	27%	23%	25%	35%	32%	38%	28%	27%	21%	24%	20%	n/a
Average TGI Growth												
Reading/ELA 2005	0.53	0.49	0.43	0.80	0.75	0.70	0.53	0.52	0.35	0.44	0.32	0.51
2004	0.50	0.45	0.43	0.71	0.63	0.67	0.49	0.52	0.35	0.43	0.34	0.49
Mathematics 2005	0.38	0.34	0.34	0.47	0.40	0.58	0.40	0.36	0.30	0.34	0.32	0.37
2004	0.38	0.34	0.35	0.48	0.45	0.60	0.40	0.37	0.26	0.35	0.32	0.37

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Student Success Initiative												
Grade 3 Reading (English and Spanish)												
Students Requiring Accelerated Instruction												
2005	13%	18%	17%	6%	9%	5%	14%	11%	20%	18%	23%	22%
2004	10%	14%	13%	4%	6%	4%	11%	9%	15%	14%	17%	n/a
TAKS Cumulative Met Standard (First and Second Administrations)												
2005	93%	90%	90%	98%	97%	98%	92%	94%	89%	90%	86%	87%
2004	95%	92%	93%	99%	98%	98%	95%	96%	92%	93%	90%	n/a
TAKS Failers Promoted by Grade Placement Committee												
2004	48.2%	54.6%	43.8%	57.5%	72.7%	54.3%	50.5%	44.8%	84.9%	47.4%	44.6%	49.0%
2003	40.9%	47.5%	37.0%	51.2%	50.0%	37.7%	41.2%	40.4%	72.5%	39.9%	36.2%	n/a
TAKS Met Standard (Failed in Previous Year)												
Promoted to Grade 4												
2005	56%	56%	50%	73%	67%	71%	56%	54%	13%	54%	49%	50%
2004	29%	31%	24%	49%	*	20%	29%	29%	16%	27%	24%	n/a
Retained in Grade 3												
2005	76%	73%	75%	86%	*	84%	76%	76%	76%	75%	72%	76%
2004	84%	83%	84%	89%	*	90%	85%	84%	84%	84%	84%	n/a
Grade 5 Reading (English and Spanish)												
Students Requiring Accelerated Instruction												
2005	25%	36%	34%	12%	22%	13%	26%	25%	39%	36%	57%	51%
TAKS Cumulative Met Standard (First and Second Administrations)												
2005	86%	79%	80%	95%	90%	95%	85%	87%	76%	79%	61%	68%
Grade 5 Mathematics (English and Spanish)												
Students Requiring Accelerated Instruction												
2005	21%	35%	27%	11%	16%	7%	20%	22%	34%	30%	44%	43%
TAKS Cumulative Met Standard (First and Second Administrations)												
2005	88%	78%	84%	95%	92%	97%	89%	87%	80%	82%	72%	72%

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RPTE Change												
Sum of 3-12												
Scored 'Beginning' in 2004												
Beginning 2005	48.2%	37.1%	48.7%	34.6%	46.7%	23.5%	50.2%	45.9%	62.2%	48.8%	48.2%	48.3%
Intermediate 2005	32.7%	34.4%	32.5%	38.3%	34.7%	41.0%	31.7%	33.8%	28.0%	32.5%	32.7%	32.6%
Advanced 2005	14.6%	22.0%	14.3%	18.8%	17.3%	26.4%	13.8%	15.5%	8.7%	14.4%	14.6%	14.6%
Advanced High 2005	4.5%	6.6%	4.4%	8.3%	1.3%	9.2%	4.3%	4.8%	1.1%	4.4%	4.5%	4.5%
Scored 'Intermediate' in 2004												
Beginning 2005	8.9%	7.6%	9.2%	6.4%	8.7%	3.7%	9.7%	8.0%	11.2%	9.2%	8.9%	8.9%
Intermediate 2005	30.0%	28.1%	30.2%	25.9%	33.3%	26.7%	30.8%	29.1%	37.7%	30.3%	30.0%	30.1%
Advanced 2005	41.9%	44.2%	42.0%	39.8%	39.1%	40.8%	41.0%	42.9%	44.4%	41.9%	41.9%	41.9%
Advanced High 2005	19.2%	20.1%	18.7%	27.8%	18.8%	28.8%	18.5%	20.1%	6.7%	18.6%	19.2%	19.2%
Scored 'Advanced' in 2004												
Beginning 2005	1.5%	1.1%	1.6%	0.9%	1.2%	0.6%	1.8%	1.3%	2.1%	1.6%	1.5%	1.5%
Intermediate 2005	8.8%	9.6%	8.8%	8.6%	9.5%	8.1%	9.6%	7.9%	11.3%	8.8%	8.8%	8.8%
Advanced 2005	46.8%	43.2%	47.4%	38.5%	46.4%	38.0%	46.3%	47.3%	59.6%	47.1%	46.8%	46.9%
Advanced High 2005	42.9%	46.1%	42.2%	52.0%	42.9%	53.2%	42.3%	43.5%	26.9%	42.4%	42.9%	42.8%
Attendance Rate												
2003-04	95.7%	95.4%	95.5%	95.9%	95.0%	97.7%	95.7%	95.8%	94.3%	95.4%	96.5%	94.9%
2002-03	95.6%	95.3%	95.4%	95.7%	94.7%	97.5%	95.5%	95.6%	94.1%	95.3%	96.3%	n/a
Annual Dropout Rate (Gr 7-8) (Standard Accountability Indicator)												
2003-04	0.2%	0.2%	0.3%	0.1%	0.2%	0.1%	0.2%	0.2%	0.2%	0.2%	0.5%	0.2%
2002-03	0.2%	0.2%	0.4%	0.1%	0.4%	0.2%	0.2%	0.2%	0.2%	0.3%	0.6%	n/a
Annual Dropout Rate (Gr 7-12) (AEA Indicator)												
2003-04	0.9%	1.0%	1.3%	0.4%	0.8%	0.4%	0.9%	0.8%	1.2%	0.9%	2.0%	1.1%
2002-03	0.9%	1.2%	1.4%	0.4%	0.9%	0.4%	1.0%	0.8%	1.2%	1.0%	1.8%	n/a
Completion/Student Status Rate (Gr 9-12)												
Class of 2004												
Graduated	84.6%	82.8%	78.4%	89.4%	84.3%	92.7%	81.4%	87.8%	75.4%	78.6%	58.1%	75.6%
Received GED	4.2%	3.1%	3.8%	5.1%	6.1%	1.6%	5.2%	3.2%	3.2%	4.2%	1.9%	5.7%
Continued HS	7.3%	9.2%	11.6%	3.7%	5.9%	4.0%	9.1%	5.5%	15.1%	11.3%	23.7%	12.8%
Dropped Out (4-yr)	3.9%	4.9%	6.3%	1.9%	3.7%	1.7%	4.3%	3.4%	6.3%	5.9%	16.3%	6.0%
Class of 2003												
Graduated	84.2%	81.1%	77.3%	89.8%	84.7%	91.5%	80.9%	87.7%	75.0%	77.8%	54.5%	n/a
Received GED	3.3%	2.1%	2.9%	4.1%	4.6%	1.5%	4.3%	2.3%	2.5%	3.2%	1.3%	n/a
Continued HS	7.9%	10.6%	12.6%	3.9%	6.2%	5.1%	9.9%	5.9%	15.9%	12.4%	26.1%	n/a
Dropped Out (4-yr)	4.5%	6.3%	7.1%	2.2%	4.6%	1.9%	4.9%	4.1%	6.6%	6.6%	18.1%	n/a



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Completion Rate II (w/GED) (Standard Accountability & AEA Indicator)												
Class of 2004	96.1%	95.1%	93.7%	98.1%	96.3%	98.3%	95.7%	96.6%	93.7%	94.1%	83.7%	94.0%
Class of 2003	95.5%	93.7%	92.9%	97.8%	95.4%	98.1%	95.1%	95.9%	93.4%	93.4%	81.9%	n/a
Completion Rate I (w/o GED)												
Class of 2004	91.9%	92.0%	90.0%	93.0%	90.1%	96.7%	90.5%	93.3%	90.5%	90.0%	81.9%	88.3%
Class of 2003	92.2%	91.7%	90.0%	93.7%	90.9%	96.6%	90.8%	93.6%	90.9%	90.2%	80.6%	n/a
Advanced Course/Dual Enrollment Completion												
2003-04	19.9%	13.0%	15.5%	24.7%	19.8%	38.6%	17.7%	22.2%	4.4%	13.6%	8.5%	11.0%
2002-03	19.7%	12.7%	15.3%	24.4%	18.5%	37.7%	17.5%	22.1%	4.4%	13.4%	7.8%	n/a
RHSP/DAP Graduates												
Class of 2004	68.4%	59.9%	68.2%	69.9%	64.8%	83.1%	62.9%	73.7%	14.6%	64.7%	48.8%	55.5%
Class of 2003	63.7%	56.3%	63.3%	65.0%	61.9%	78.9%	58.3%	68.9%	12.8%	60.2%	42.8%	n/a
AP/IB Results												
Tested												
2004	17.4%	9.2%	13.2%	21.0%	18.3%	39.8%	15.2%	19.4%	n/a	n/a	n/a	n/a
2003	16.1%	7.8%	12.2%	19.5%	17.0%	37.6%	14.1%	18.0%	n/a	n/a	n/a	n/a
Examinees >= Criterion												
2004	53.9%	26.6%	44.9%	59.5%	43.3%	68.0%	55.8%	52.6%	n/a	n/a	n/a	n/a
2003	56.0%	30.0%	46.4%	61.1%	55.3%	69.8%	57.9%	54.6%	n/a	n/a	n/a	n/a
Scores >= Criterion												
2004	49.3%	24.5%	34.5%	55.3%	37.5%	62.5%	51.8%	47.3%	n/a	n/a	n/a	n/a
2003	51.4%	27.1%	36.0%	56.7%	49.8%	65.6%	54.2%	49.2%	n/a	n/a	n/a	n/a
TAAS/TASP Equivalency												
Class of 2004	77.3%	65.4%	67.7%	86.6%	81.0%	84.2%	77.1%	77.5%	38.8%	65.6%	25.4%	55.5%
Class of 2003	71.1%	55.9%	59.7%	82.0%	75.7%	77.3%	70.8%	71.5%	29.7%	56.8%	21.2%	n/a
Texas Success Initiative (TSI) - Higher Education Readiness Component												
Eng Lang Arts												
2005	39%	28%	30%	48%	44%	53%	32%	46%	13%	27%	4%	24%
2004	29%	19%	20%	36%	31%	43%	22%	35%	6%	17%	3%	n/a
Mathematics												
2005	48%	26%	34%	62%	51%	74%	52%	44%	17%	32%	14%	22%
2004	43%	21%	29%	56%	46%	69%	46%	39%	12%	26%	13%	n/a

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SAT/ACT Results Tested												
Class of 2004	61.9%	60.9%	46.3%	67.2%	76.3%	80.3%	59.4%	64.0%	n/a	n/a	n/a	n/a
Class of 2003	62.4%	59.5%	45.7%	66.4%	69.3%	79.3%	60.3%	64.1%	n/a	n/a	n/a	n/a
At/Above Criterion												
Class of 2004	27.0%	7.6%	10.5%	37.6%	30.6%	45.6%	30.0%	24.6%	n/a	n/a	n/a	n/a
Class of 2003	27.2%	7.2%	10.8%	37.2%	29.2%	44.5%	30.3%	24.6%	n/a	n/a	n/a	n/a
Mean SAT Score												
Class of 2004	987	843	894	1047	993	1072	1008	970	n/a	n/a	n/a	n/a
Class of 2003	989	843	891	1051	977	1078	1010	971	n/a	n/a	n/a	n/a
Mean ACT Score												
Class of 2004	20.1	17.1	17.9	21.8	20.7	22.3	20.1	20.1	n/a	n/a	n/a	n/a
Class of 2003	19.9	16.8	17.8	21.6	20.5	22.0	20.0	19.9	n/a	n/a	n/a	n/a

'\*' indicates results are masked due to small numbers to protect student confidentiality.

'n/a' indicates data reporting is not applicable for this group.

STUDENT INFORMATION	Count	Percent	PROGRAM INFORMATION	Count	Percent
Total Students	4,383,871	100.0%	Student Enrollment by Program:		
Students By Grade:			Bilingual/ESL Education	631,534	14.4%
Early Childhood Education	14,355	0.3%	Career and Technology Education	892,018	20.3%
Pre-Kindergarten	175,633	4.0%	Gifted and Talented Education	337,650	7.7%
Kindergarten	333,530	7.6%	Special Education	506,391	11.6%
Grade 1	345,464	7.9%	Teachers by Program (population served):		
Grade 2	333,959	7.6%	Bilingual/ESL Education	24,790.4	8.4%
Grade 3	326,753	7.5%	Career and Technology Education	11,787.1	4.0%
Grade 4	324,221	7.4%	Compensatory Education	8,982.8	3.1%
Grade 5	323,492	7.4%	Gifted and Talented Education	6,452.8	2.2%
Grade 6	328,582	7.5%	Regular Education	204,670.0	69.6%
Grade 7	332,830	7.6%	Special Education	30,200.8	10.3%
Grade 8	329,003	7.5%	Other	7,374.4	2.5%
Grade 9	383,353	8.7%	Class Size Averages by Grade and Subject:		
Grade 10	311,018	7.1%	Elementary: Kindergarten		19.1
Grade 11	274,815	6.3%	Grade 1		18.7
Grade 12	246,863	5.6%	Grade 2		18.9
Ethnic Distribution:			Grade 3		18.9
African American	621,999	14.2%	Grade 4		19.4
Hispanic	1,961,549	44.7%	Grade 5		22.0
White	1,653,008	37.7%	Grade 6		22.3
Native American	14,305	0.3%	Mixed Grades		25.6
Asian/Pacific Islander	133,010	3.0%	Secondary: English/Language Arts		20.5
Economically Disadvantaged	2,394,001	54.6%	Foreign Language		21.8
Limited English Proficient (LEP)	684,007	15.6%	Mathematics		20.6
Students w/Disciplinary Placements (2003-04)	106,587	2.4%	Science		21.7
At-Risk	2,005,807	45.8%	Social Studies		22.7
Total Graduates (Class of 2004):	244,165	100.0%	Non-Special Education Rates		
By Ethnicity (incl. Special Ed.):			Special Education Rates		
African American	33,213	13.6%	Retention Rates By Grade: Kindergarten	2.9%	11.3%
Hispanic	85,412	35.0%	Grade 1	6.0%	9.7%
White	116,497	47.7%	Grade 2	3.6%	4.0%
Native American	739	0.3%	Grade 3	2.7%	2.0%
Asian/Pacific Islander	8,304	3.4%	Grade 4	1.7%	1.3%
By Graduation Type (incl. Special Ed.):			Grade 5	0.9%	1.5%
Minimum H.S. Program	77,194	31.6%	Grade 6	1.5%	1.6%
Recommended H.S. Pgm./DAP	166,971	68.4%	Grade 7	2.3%	2.2%
Special Education Graduates	24,954	10.2%	Grade 8	1.7%	3.0%
Data Quality: PID Errors (student)	14,227	0.3%			
Underreported Students	4,572	0.2%			

STAFF INFORMATION	Count	Percent		Years
Total Staff:	583,759.8	100.0%	Average Yrs. Experience of Teachers:	11.5 yrs.
Professional Staff:	362,967.1	62.2%	Average Yrs. Experience of Teachers with Districts	7.5 yrs.
Teachers	294,258.3	50.4%	Average Teacher Salary by Years of Experience: (regular duties only)	Amount
Professional Support	46,785.3	8.0%	Beginning Teachers	\$33,775
Campus Administration (School Leadership)	16,219.2	2.8%	1-5 Years Experience	\$35,706
Central Administration	5,704.3	1.0%	6-10 Years Experience	\$38,220
Educational Aides:	59,539.7	10.2%	11-20 Years Experience	\$43,501
Auxiliary Staff:	161,253.0	27.6%	Over 20 Years Experience	\$51,215
Total Minority Staff:	239,468.2	41.0%	Average Actual Salaries (regular duties only):	
Teachers by Ethnicity and Sex:			Teachers	\$41,011
African American	26,241.8	8.9%	Professional Support	\$48,820
Hispanic	57,396.1	19.5%	Campus Administration (School Leadership)	\$61,612
White	206,776.9	70.3%	Central Administration	\$76,324
Native American	798.6	0.3%	Turnover Rate For Teachers:	16.1%
Asian/Pacific Islander	3,044.8	1.0%	Instructional Staff Percent	63.8%
Males	67,341.6	22.9%	EXCLUSIONS	
Females	226,916.6	77.1%	Shared Services Arrangement Staff:	Count
Teachers by Highest Degree Held:			Professional Staff	1,376.5
No Degree	3,176.3	1.1%	Educational Aides	311.9
Bachelors	226,981.1	77.1%	Auxiliary Staff	886.4
Masters	62,637.1	21.3%	Contracted Instructional Staff:	2,829.4
Doctorate	1,463.7	0.5%		
Teachers by Years of Experience:				
Beginning Teachers	22,648.6	7.7%		
1-5 Years Experience	84,482.3	28.7%		
6-10 Years Experience	57,027.2	19.4%		
11-20 Years Experience	72,100.3	24.5%		
Over 20 Years Experience	57,999.8	19.7%		
Number of Students Per Teacher:	14.9	n/a		

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TAX INFORMATION (CALENDAR YEAR 2004)	-----State-----		ACTUAL EXPENDITURE INFORMATION (2003-04)	-----State-----		
	Amount	Percent/Rate		All Funds	Percent	Per Student
Adopted Tax Rate			By Object:			
Maintenance and Operations	n/a	\$1.447	Total Expenditures	\$38,436,673,980	100.0%	\$8,916
Interest and Sinking Fund #	n/a	\$0.112	Payroll Costs	\$24,660,620,238	64.2%	\$5,720
-----			Other Operating Costs	\$6,354,100,489	16.5%	\$1,474
Total Rate (sum of above)	n/a	\$1.559	Debt Service	\$2,991,921,342	7.8%	\$694
Standardized Local Tax Base (comptroller valuation)			Capital Outlay	\$4,430,031,911	11.5%	\$1,028
Value (after exemptions)	\$1,123,632,795,591	n/a	By Function (Objects 6100-6400 only):			
Value Per Pupil	\$260,579	n/a	Total Operating Expenditures	\$30,539,587,274	100.0%	\$7,084
Value by Category			Instruction (11,95)	\$17,690,001,678	57.9%	\$4,103
Business	\$436,415,295,120	34.0%	Instructional-Related Services (12,13)	\$1,093,480,229	3.6%	\$254
Residential	\$700,084,952,458	54.6%	Instructional Leadership (21)	\$476,825,380	1.6%	\$111
Land	\$84,427,095,405	6.6%	School Leadership (23)	\$1,722,572,907	5.6%	\$400
Oil and Gas	\$51,889,539,655	4.0%	Support Services-Student (31,32,33)	\$1,467,626,210	4.8%	\$340
Other	\$9,281,659,115	0.7%	Student Transportation (34)	\$819,366,779	2.7%	\$190
FUND BALANCE INFORMATION			Food Services (35)	\$1,594,771,255	5.2%	\$370
Fund Balance (End of Year 2003-04 audited)	\$4,899,116,058	n/a	Cocurricular Activities (36)	\$771,194,528	2.5%	\$179
Percent of Total Budgeted Expenditures (2004-05)	n/a	16.8%	Central Administration (41,92)	\$1,103,673,044	3.6%	\$256
			Plant Maintenance and Operations (51)	\$3,182,941,823	10.4%	\$738
			Security and Monitoring Services (52)	\$206,439,567	0.7%	\$48
			Data Processing Services (53)	\$410,466,374	1.3%	\$95
			Community Services (61)	\$199,963,897	n/a	\$46
			Equity Transfers (excluded from expenditures)	\$1,065,593,638	n/a	\$247
ACTUAL PROGRAM EXPENDITURE INFORMATION (2003-04)	-----State-----		Instructional Expenditure Ratio (11,12,13,31)		64.6%	
	All Funds	Percent	Per Student			
By Program:				ACTUAL REVENUE INFORMATION (2003-04)		
Total Operating Expenditures	\$22,948,481,650	100.0%	\$5,323	By Source:		
Bilingual/ESL Education (25)	\$965,336,115	4.2%	\$224	Total Revenues	\$34,924,503,630	100.0%
Career & Technology Education (22)	\$842,895,004	3.7%	\$196	Local Tax	\$16,354,481,518	46.8%
Accelerated Education (24,30)	\$2,754,485,390	12.0%	\$639	Other Local & Intermediate	\$1,609,513,075	4.6%
Gifted & Talented Education (21)	\$367,749,046	1.6%	\$85	State	\$13,379,677,486	38.3%
Regular Education (11)	\$13,493,936,532	58.8%	\$3,130	Federal	\$3,580,831,551	10.3%
Special Education (23)	\$3,729,870,123	16.3%	\$865	Equity Transfers (excluded from revenues)	\$1,065,593,638	n/a
Athletics/Related Activities (91)	\$532,584,104	2.3%	\$124			\$247
Other (26,27,28,29)	\$261,625,336	1.1%	\$61			

# The \$0.112 includes 301 districts with an Interest and Sinking (I & S) tax rate of \$0.000. Among districts with I & S tax rates, the state average is \$0.157.

'n/a' indicates data reporting is not applicable for this group.