

The Austin Independent School District is required by state law to notify parents of the accountability ratings assigned by the state, along with an explanation of the ratings, with the first report card of the year. A

The Austin Independent

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The Austin Independent School District is required by state law to notify parents of the accountability ratings assigned by the state, along with an explanation of the ratings, with the first report card of the year. CROCKETT HIGH SCHOOL received a rating of ACADEMICALLY UNACCEPTABLE for 2006. If you have any questions about your school's rating or current performance data, please contact the principal at 414-2532. You can also find additional information about state accountability ratings on the Texas Education Agency web site at <http://www.tea.state.tx.us/perfreport/account/2006/manual/index.html>. The requirements for each accountability rating are shown below. Updated information about the school's rating will be sent to you in winter 2007, when released by the Texas Education Agency to the district.

State ratings for all schools this year are assigned based on student passing rates on state tests. All students in the school must pass at the rates shown in the chart to achieve the given rating. Also, if enough African American, Hispanic, White or economically disadvantaged students were enrolled and tested at the school, then the students in each of those four groups also must pass at the same rates, as shown in the chart. Performance on all requirements will be discussed in detail at the school's Campus Advisory Council meeting.

<i>School Rating</i>	<i>Requirements to Earn This Rating</i>	<i>Additional Ways to Meet Requirements</i>
Exemplary	90% of all students, and 90% of students in each group (if enough	

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State ratings for all schools this year are assigned based on student passing rates on state tests. All students in the school must pass at the rates shown in the chart to achieve the given rating. Also, if enough African American, Hispanic, White or economically disadvantaged students were enrolled and tested at the school, then the students in each of those four groups also must pass at the same rates, as shown in the chart. Performance on all requirements will be discussed in detail at the school's Campus Advisory Council meeting.

<i>School Rating</i>	<i>Requirements to Earn This Rating</i>	<i>Additional Ways to Meet Requirements</i>
Exemplary	90% of all students, and 90% of students in each group (if enough tested), passed Spring 2006 TAKS ¹ ; AND, 90% of students in Special Education who took Spring 2006 SDAA II ² tests performed to expected levels	None.
Recognized	70% of all students, and 70% of students in each group (if enough tested), passed Spring 2006 TAKS; AND, 70% of students in Special Education who took Spring 2006 SDAA II tests performed to expected levels.	If at least 65% of all students passed Spring 2006 TAKS, or at least 65% of all SDAA II scores were at expected levels, AND if the school demonstrated enough improvement on the specific test to reach the 70% cutoff within 2 years, then the requirements are met.
Academically Acceptable	Student passing rates on Spring 2006 tests met or exceeded these levels: Reading / English Language Arts – 60%; Writing – 60%; Social Studies – 60%, SDAA II (as applicable) – 50%; Mathematics – 40%; Science – 35%.	School passing rates showed enough improvement on the specific test(s) to reach the <i>Academically Acceptable</i> levels within two years, OR, the state allowed a one-time exception for a specific area.

ADDITIONAL REQUIREMENTS FOR HIGH SCHOOLS*

Exemplary	At least 95.0% of students (all and each group with enough members) graduated or were still finishing diplomas in 4 years.	None.
Recognized	At least 85.0% of students (all and each group with enough members) graduated or were still finishing diplomas in 4 years.	At least 80% completed in 4 years and the rate improved enough to reach the cutoff within 2 years.
Academically Acceptable	At least 75.0% of students (all and each group with enough members) graduated or were still finishing diplomas in 4 years.	Completion rates showed enough improvement to reach the cutoff within 2 years.

***Note:** If both the test score and additional requirements were not met by the school, then the school received a state rating of *Academically Unacceptable*.

Please note that federal ratings, per the No Child Left Behind act, for all schools are separate and apart from the state ratings issued by the Texas Education Agency.

Explanation for Abbreviations: 1. TAKS – This is the Texas Assessment of Knowledge and Skills. Students in grades 3 through 11 take Reading / English Language Arts and Mathematics; students in grades 5, 8, 10, and 11 take Science; students in grades 8, 10, and 11 take Social Studies; and students in grades 4 and 7 take Writing. 2. SDAA II – This is the State Developed Alternative Assessment for students who are receiving special education services, and it is taken only when placement committees determine that this test is the most appropriate way to assess the students' learning.

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The Austin Independent School District is required by state law to notify parents of the accountability ratings assigned by the state, along with an explanation of the ratings, with the first report card of the year. REAGAN HIGH SCHOOL received a rating of ACADEMICALLY UNACCEPTABLE for 2006. If you have any questions about your school's rating or current performance data, please contact the principal at 414-2523. You can also find additional information about state accountability ratings on the Texas Education Agency web site at <http://www.tea.state.tx.us/perfreport/account/2006/manual/index.html>. The requirements for each accountability rating are shown below. Updated information about the school's rating will be sent to you in winter 2007, when released by the Texas Education Agency to the district.

State ratings for all schools this year are assigned based on student passing rates on state tests. All students in the school must pass at the rates shown in the chart to achieve the given rating. Also, if enough African American, Hispanic, White or economically disadvantaged students were enrolled and tested at the school, then the students in each of those four groups also must pass at the same rates, as shown in the chart. Performance on all requirements will be discussed in detail at the school's Campus Advisory Council meeting.

<i>School Rating</i>	<i>Requirements to Earn This Rating</i>	<i>Additional Ways to Meet Requirements</i>
Exemplary	90% of all students, and 90% of students in each group (if enough tested), passed Spring 2006 TAKS ¹ ; AND, 90% of students in Special Education who took Spring 2006 SDAA II ² tests performed to expected levels	None.
Recognized	70% of all students, and 70% of students in each group (if enough tested), passed Spring 2006 TAKS; AND, 70% of students in Special Education who took Spring 2006 SDAA II tests performed to expected levels.	If at least 65% of all students passed Spring 2006 TAKS, or at least 65% of all SDAA II scores were at expected levels, AND if the school demonstrated enough improvement on the specific test to reach the 70% cutoff within 2 years, then the requirements are met.
Academically Acceptable	Student passing rates on Spring 2006 tests met or exceeded these levels: Reading / English Language Arts – 60%; Writing – 60%; Social Studies – 60%, SDAA II (as applicable) – 50%; Mathematics – 40%; Science – 35%.	School passing rates showed enough improvement on the specific test(s) to reach the <i>Academically Acceptable</i> levels within two years, OR, the state allowed a one-time exception for a specific area.

ADDITIONAL REQUIREMENTS FOR HIGH SCHOOLS*

Exemplary	At least 95.0% of students (all and each group with enough members) graduated or were still finishing diplomas in 4 years.	None.
Recognized	At least 85.0% of students (all and each group with enough members) graduated or were still finishing diplomas in 4 years.	At least 80% completed in 4 years and the rate improved enough to reach the cutoff within 2 years.
Academically Acceptable	At least 75.0% of students (all and each group with enough members) graduated or were still finishing diplomas in 4 years.	Completion rates showed enough improvement to reach the cutoff within 2 years.

***Note:** If both the test score and additional requirements were not met by the school, then the school received a state rating of *Academically Unacceptable*.

Please note that federal ratings, per the No Child Left Behind act, for all schools are separate and apart from the state ratings issued by the Texas Education Agency.

Explanation for Abbreviations: 1. TAKS – This is the Texas Assessment of Knowledge and Skills. Students in grades 3 through 11 take Reading / English Language Arts and Mathematics; students in grades 5, 8, 10, and 11 take Science; students in grades 8, 10, and 11 take Social Studies; and students in grades 4 and 7 take Writing. 2. SDAA II – This is the State Developed Alternative Assessment for students who are receiving special education services, and it is taken only when placement committees determine that this test is the most appropriate way to assess the students' learning.

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