

Campus Listing
Percentages of AISD Students by Grade Level Scoring at 2004 Standard¹ on TAKS

| | | Science (English Only) | | | | | | | | | | | | | | |
|--------------------|-----------|-------------------------------|------|--------------|-------------------------|------|--------------|-----------------|------|--------------|--------------|------|--------------|-------------------|------|--------------|
| | | All Students | | | African American | | | Hispanic | | | White | | | Econ. Dis. | | |
| Grade Level | | 2003 | 2004 | 1-yr. Change | 2003 | 2004 | 1-yr. Change | 2003 | 2004 | 1-yr. Change | 2003 | 2004 | 1-yr. Change | 2003 | 2004 | 1-yr. Change |
| Akins | 10 | 38% | 44% | 6 | 19% | 12% | -7 | 35% | 38% | 4 | 59% | 74% | 15 | 31% | 35% | 4 |
| | 11 | 42% | 78% | 36 | 34% | 71% | 36 | 33% | 76% | 43 | 57% | 88% | 31 | 36% | 72% | 37 |
| Anderson | 10 | 77% | 85% | 7 | 44% | 46% | 2 | 63% | 64% | 1 | 84% | 91% | 7 | 49% | 51% | 2 |
| | 11 | 86% | 97% | 11 | 36% | 96% | 60 | 74% | 94% | 19 | 91% | 98% | 7 | 60% | 85% | 25 |
| Austin | 10 | 69% | 73% | 4 | 40% | 30% | -10 | 40% | 49% | 9 | 86% | 88% | 2 | 31% | 34% | 3 |
| | 11 | 78% | 91% | 13 | 54% | 88% | 34 | 61% | 78% | 16 | 87% | 98% | 11 | 56% | 72% | 16 |
| Bowie | 10 | 76% | 82% | 7 | 50% | 57% | 7 | 59% | 73% | 13 | 80% | 87% | 7 | 53% | 52% | -2 |
| | 11 | 77% | 94% | 17 | 40% | 89% | 49 | 61% | 93% | 32 | 82% | 95% | 13 | 40% | 86% | 46 |
| Crockett | 10 | 47% | 53% | 6 | 30% | 32% | 2 | 37% | 37% | 0 | 66% | 78% | 12 | 33% | 36% | 4 |
| | 11 | 79% | 80% | 1 | 57% | 68% | 11 | 72% | 75% | 3 | 93% | 89% | -3 | 66% | 79% | 13 |
| Garza | 10 | 33% | * | * | N/A | N/A | 0 | 0% | * | * | * | * | * | * | * | * |
| | 11 | 51% | 60% | 9 | 20% | * | * | 35% | 67% | 31 | 70% | 71% | 2 | 40% | 60% | 20 |
| Johnston | 10 | 19% | 27% | 8 | 12% | 21% | 9 | 21% | 27% | 6 | * | 50% | * | 25% | 25% | 0 |
| | 11 | 39% | 59% | 20 | 44% | 50% | 6 | 38% | 59% | 21 | N/A | 80% | 1 | 39% | 59% | 20 |
| Lanier | 10 | 32% | 33% | 1 | 36% | 23% | -13 | 28% | 29% | 1 | 41% | 75% | 34 | 30% | 25% | -5 |
| | 11 | 65% | 63% | -1 | 42% | 64% | 22 | 63% | 58% | -5 | 94% | 80% | -14 | 64% | 59% | -5 |
| LBJ Comprehensive | 10 | 28% | 31% | 3 | 22% | 28% | 6 | 26% | 25% | -1 | 89% | 73% | -16 | 21% | 24% | 3 |
| | 11 | 38% | 69% | 31 | 40% | 68% | 28 | 30% | 66% | 36 | * | 89% | * | 40% | 64% | 24 |
| LBJ Magnet | 10 | 92% | 95% | 3 | 70% | 74% | 4 | 93% | 93% | 0 | 97% | 99% | 2 | 85% | 92% | 7 |
| | 11 | 96% | 98% | 2 | 92% | 92% | 0 | 89% | 100% | 11 | 100% | 100% | 0 | 90% | 100% | 10 |
| LBJ | 10 | 66% | 67% | 1 | 33% | 36% | 3 | 57% | 56% | -1 | 97% | 97% | 0 | 36% | 42% | 6 |
| | 11 | 79% | 86% | 7 | 56% | 74% | 17 | 63% | 79% | 16 | 99% | 99% | 0 | 61% | 72% | 11 |

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| | | All Students | | | African American | | | Hispanic | | | White | | | Econ. Dis. | | |
| | | Grade Level | 2003 | 2004 | 1-yr. Change | 2003 | 2004 | 1-yr. Change | 2003 | 2004 | 1-yr. Change | 2003 | 2004 | 1-yr. Change | 2003 | 2004 |
| McCallum | 10 | 65% | 68% | 3 | 27% | 45% | 18 | 45% | 32% | -12 | 80% | 86% | 6 | 29% | 39% | 11 |
| | 11 | 68% | 91% | 23 | 43% | 84% | 41 | 49% | 80% | 32 | 81% | 95% | 14 | 50% | 78% | 28 |
| Reagan | 10 | 15% | 27% | 12 | 15% | 23% | 9 | 15% | 27% | 13 | * | * | * | 10% | 26% | 16 |
| | 11 | 33% | 45% | 11 | 26% | 38% | 12 | 41% | 48% | 7 | * | * | * | 32% | 45% | 13 |
| Travis | 10 | 26% | 37% | 11 | 13% | 27% | 14 | 22% | 36% | 13 | 69% | 57% | -12 | 20% | 35% | 15 |
| | 11 | 47% | 71% | 23 | 45% | 57% | 12 | 43% | 70% | 27 | 71% | 88% | 17 | 39% | 65% | 25 |

¹The Met Standard for TAKS in Spring 2003 was 2 SEM (standard errors of measurement) below the State Board Panel's Recommendation. In Spring 2004 the Met Standard value equaled 1 SEM below the Panel's Recommendation for Grades 3-10. To complete the phase-in of the Panel's Recommendation, the Met Standard will move to the Panel's Recommendation in 2005. For comparative purposes, 2003 TAKS results shown here were recalculated at the 1 SEM level for Grades 3-10. Results for Grade 11 remain calculated at the 2 SEM level, to reflect the SBOE's decision to hold that cutoff level for this particular cohort of students.

Note: Results presented do not reflect those of the accountability (non-mobile) subset and thus will not match what appears in AEIS reports.