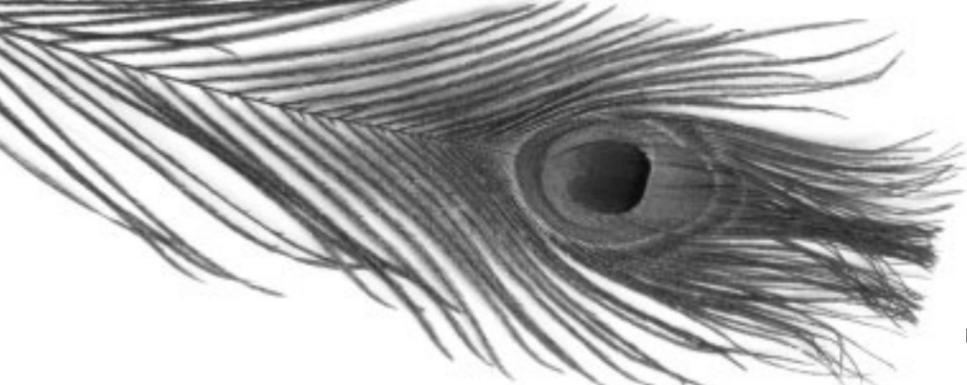


2004-2005



AUSTIN INDEPENDENT SCHOOL DISTRICT  
ANNUAL REPORT

*Proud to Go Public* 



# Welcome Reader

We are “Proud to Go Public” with the 2005 Annual Report of the Austin Independent School District.

This report is organized according to the Board of Trustees’ Results Policies, which are used to gauge how well the District is doing to help students meet—and exceed—specific academic goals that the community deems to be valuable. The report also is published in Spanish so the information is available to the growing number of Spanish-speaking individuals who live in Austin.

This report is intended to be a straightforward account to the Austin community of our successes and shortcomings, but next to the words, charts, and graphs, you’ll see in this publication photographs of students and parents—individuals who are “Proud to Go Public” about their satisfaction with their Austin schools and their commitment to public education. Parents and students are partners with us in this mission and we value the trust they place in us.

We hope that after reading this Annual Report, you’ll give us your feedback. You’ll find a survey card inside, which you can return via U.S. Mail, or you can complete electronically on our website, [www.austinisd.org](http://www.austinisd.org).

*Thank you.*

## RESULTS POLICY 1: AISD MISSION

*All students will progress academically and intellectually, and will graduate prepared for personal success and inspired to contribute to society.*



### Austin Independent School District Board of Trustees

(Front row, l-r) Pat Whiteside, SECRETARY; Doyle Valdez, PRESIDENT; Cheryl Bradley; and Johna Edwards (Back row, l-r) John Fitzpatrick, Mark Williams, Robert Schneider, Rudy Montoya, Jr., and Ave Wahrmond, VICE PRESIDENT.

# Academic Achievement

## RESULTS POLICY 2

*All students will think critically and analytically and will achieve at high academic levels that meet or exceed state and national performance standards, including the Texas Assessment of Knowledge and Skills (TAKS), effectively eliminating any achievement gap.*

### Students will be proficient in

- Language Arts:
  - Reading
  - Writing
- Oral Communications:
  - Speaking
  - Listening
- Mathematics
- Sciences
- Social Studies:
  - Economics/Government
  - Geography
  - History
- Technology
- A second language

### Student Progress

- This policy is scheduled to be monitored by the Board of Trustees as follows:
  - R-2.1 & R-2.2 Reading + Math  
September 26, 2005
  - R-2.3 & 2.4 Science + Social Studies  
October 24, 2005
  - R-2.6 Second Language  
November 14, 2005
  - R-2.5 Technology  
December 12, 2005

### District Strategies, Programs And Operations

The 2004-2005 school year was the third year of statewide testing using the Texas Assessment of Knowledge and Skills (TAKS). Results from TAKS testing in 2004 were used to modify programs and identify interventions necessary to improve student performance in 2005.

In August 2005, state accountability ratings were issued by the Texas Education Agency. AISD earned an *Academically Acceptable* rating as a district, and 21 campuses earned *Exemplary* or *Recognized* ratings. This represents a little over 20 percent of AISD’s 103 regular campuses. AISD’s distinguished campuses for 2005 are:

**EXEMPLARY** Casis, Highland Park, Hill, and Lee elementary schools.

**RECOGNIZED** Baranoff, Barton Hills, Boone, Brentwood, Bryker Woods, Cunningham, Davis, Doss, Gullett, Kiker, Mathews, Mills, Oak Hill, Patton, Pillow, Ridgeway, and Summitt elementary schools.

TEA rated 76 regular Austin campuses as *Academically Acceptable*. Five regular campuses, the same number as in 2004, were deemed *Academically Unacceptable*

for 2005—Johnston High School; Pearce, Porter, and Webb middle schools; and Pecan Springs Elementary School.

In the federal accountability system created by the *No Child Left Behind* act, campuses and districts are required to make Adequate Yearly Progress (AYP). All of the District’s 74 elementary schools, and 12 of its 29 secondary campuses—or 83 percent of total campuses—met AYP Standards. For campuses that do not meet AYP, areas of need must be addressed in the schools’ campus improvement plans. Failure to meet AYP for two consecutive years in the same area(s) necessitates issuing “choice options” to students enrolled at those schools. Seventeen of the District’s 103 campuses failed to meet AYP for 2005. Of these, six must offer students the choice to enroll elsewhere; five of the six also must offer students who are economically disadvantaged the opportunity to receive supplemental education services. The six schools that must provide students with options to enroll at another Austin campus are: Johnston, Lanier, Reagan, and Travis high schools; and Dobie and Porter middle schools.

### NO CHILD LEFT BEHIND HIGHLY QUALIFIED TEACHER REPORT FOR 2004-2005 AND 2003-04

	Percentage of Classes Taught by Highly Qualified Teachers		Percentage of Classes Taught by Highly Qualified Teachers in High Poverty Schools		Percentage of Highly Qualified Teachers		Percentage of Teachers Receiving High-Quality Professional Development	
	2004-05	2003-04	2004-05	2003-04	2004-05	2003-04	2004-05	2003-04
AUSTIN ISD	94.85%	88.27%	94.51%	87.02	97.48%	92.19%	100%	100%
STATE TARGETS	90%	80%	90%	80%	90%	80%	97%	94.9%

Data Source: Austin ISD Highly Qualified (HQ) Teachers as of the last day of School Year, 2003-04 and 2004-05 Compliance Report submitted to TEA, which required districts to report highly qualified teachers defined as 1) Holding at least a bachelor’s degree AND 2) Having full state certification AND 3) Demonstrating competency through a) Passing ExCET or TeXES in subject taught OR b) Holding a college major or coursework equivalent to a major in subject OR c) Meeting High, Objective, Uniform Standard of Evaluation (HOUSE).

*Proud to Go Public*

The *No Child Left Behind* act also requires districts to monitor and to publicize the percentage of highly qualified teachers in the district's classrooms. Austin ISD has met the required standards annually for the past three years. (See chart, p. 1)

### TAKS Results

Austin students continued to keep pace with rising TAKS requirements in 2005, showing improvement at all grade levels and for nearly all student groups. Of the 63 possible comparisons (nine grade levels tested times seven student groups), Austin students showed improvements in 58 comparisons to 2004, or 92 percent of the time. A comparison with the statewide results shows that Austin students again patterned the state passing rates on TAKS, especially at the elementary and high school grades. Austin students' passing rate on the all-important eleventh grade TAKS tests, which are required for high school graduation, was 68 percent.

### 2005 TAKS Results by Subject

#### Reading/English Language Arts (Grades 3-11)

- Greatest improvements relative to 2004 in Reading/English Language Arts were seen at fifth grade across all students, up by 14 percentage points.
- Substantial increases in the passing rates in Reading/English Language Arts were also observed from 2003 to 2005 at grades five, nine, and eleven among all student groups. Gains among African American, Hispanic, and Economically Disadvantaged students generally were two times greater than those seen among White students, except at grades nine and eleven.

#### Mathematics (Grades 3-11)

- Among all students tested in Mathematics, the passing rate was highest at third grade, at 81 percent. Improvements in the passing rates since 2004 were greatest at ninth, tenth, and fifth grades.
- Among all grades tested, elementary level students most often scored at "Commended" level in Mathematics:
  - Grade Three** 27 percent. **Grade Four** 28 percent.
  - Grade Five** 29 percent. **Grade Six** 27 percent.

A comparison of passing rates by "All Students" for "All Tests Taken" in English in 2004 and 2005 shows improvement nearly across the board in AISD:

Grade	2004	2005	Diff.
3	77%	79%	+2
4	67%	67%	0
5	44%	56%	+12
6	56%	63%	+7
7	50%	53%	+3
8	47%	50%	+3
9	44%	53%	+9
10	37%	41%	+4
11	64%	68%	+4

#### Writing (Grades 4 & 7)

- Double-digit improvements were observed in Writing over the two-year period (2003-2005) for every student subgroup, except for White students whose passing rates improved by four percentage points in that same time period.

#### Science (Grades 5, 10 & 11)

- Improvements relative to 2004 were evident at every grade level and for every student subgroup in Science.

#### Social Studies (Grades 8, 10 & 11)

- Performance in Social Studies improved for all students and all student groups tested in eighth and tenth grades.
- Improvements in the passing rates at eighth and tenth grades were greatest for Hispanic, African American, and Economically Disadvantaged students, and least for White students.

In addition to the TAKS results, AISD students and schools achieved in several important areas:

- Sixty-seven Austin schools received 181 acknowledgements under TEA's Gold Performance Acknowledgement system. The acknowledgements recognize high performance in areas critical to academic success such as advanced course completion, AP/IB exam participation and performance, attendance rate, commended TAKS performance, TAKS improvement, Recommended High School or Distinguished Achievement Plan participation, and College admissions test participation and performance.

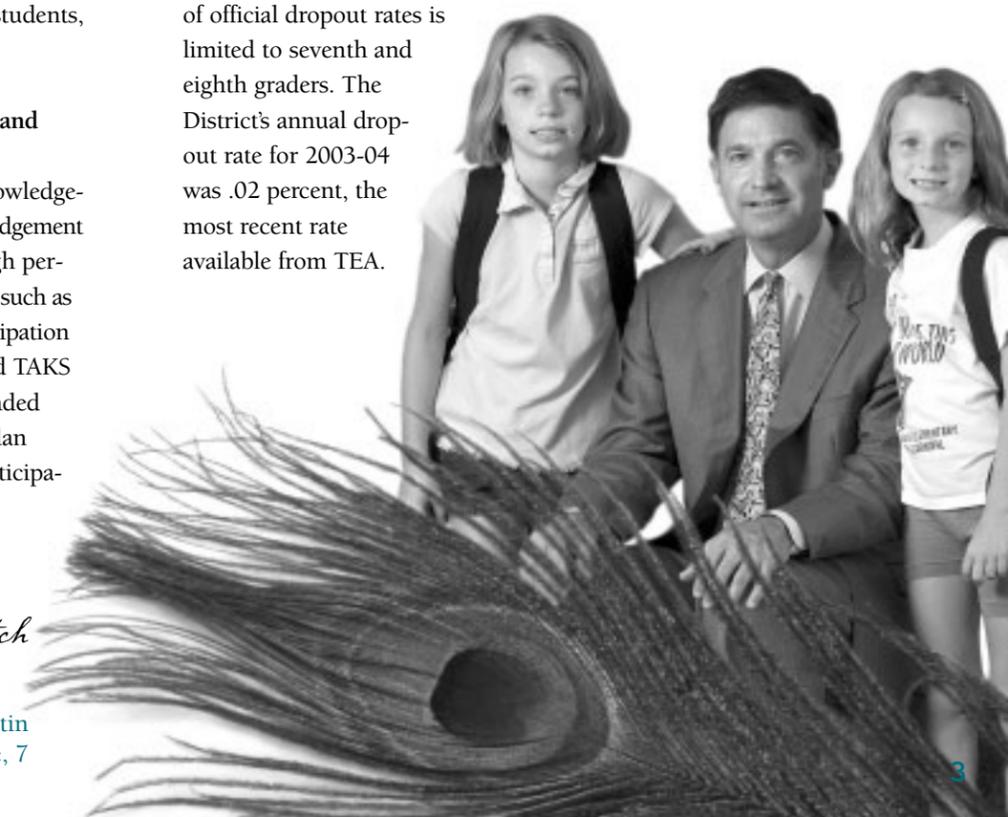
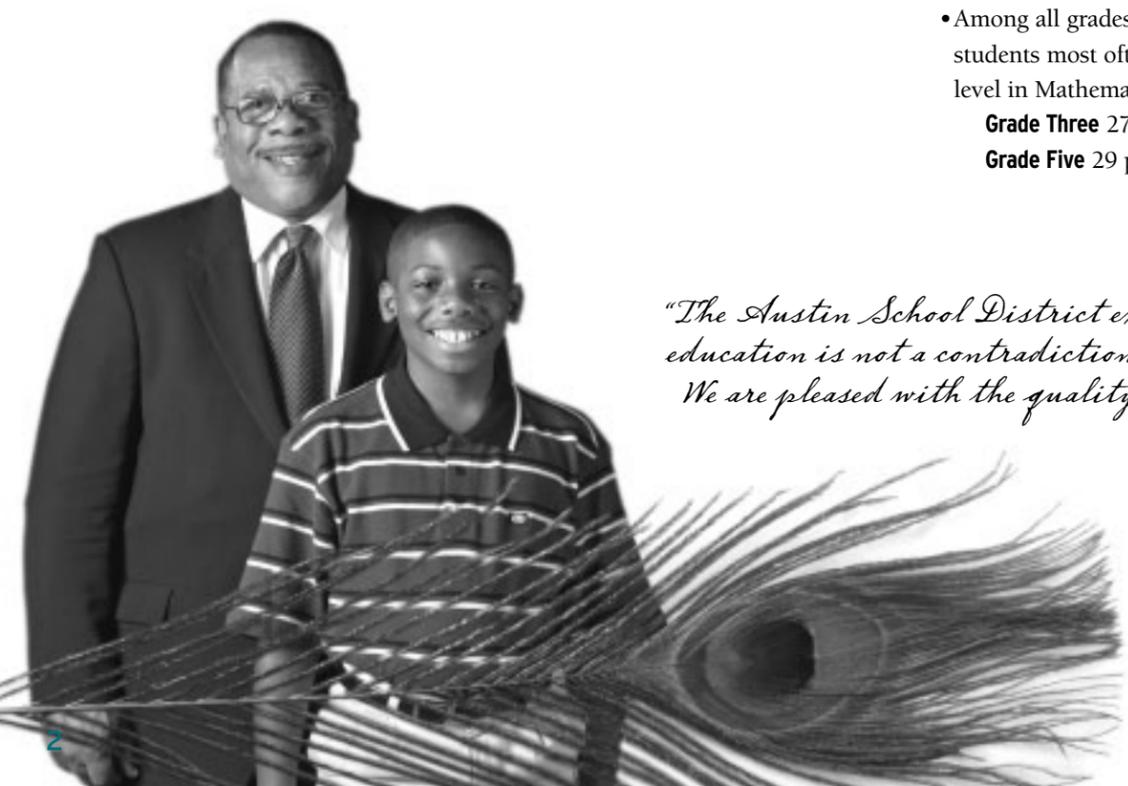
- On the SAT college entrance exam, Austin students achieved a total average score of 1036 points-510 in the verbal subtest and 526 in the math subtest surpassing their Texas counterparts by 41 points (995), and national counterparts by eight points (1028).
- Austin had 146 students named National Merit Scholars in 2005.
- The Class of 2005 earned \$32.9 million in college scholarships.
- In 2005, 24 percent of seniors garnered these valuable financial recognitions.
- 118 AISD seventh graders were honored by the Duke University Talent Identification Program for their exceptional achievement on the SAT and/or ACT tests.
- AISD's four-year high school completion rate rose from 87.1 percent for the Class of 2000 to 95 percent for the Class of 2004.
- TEA's current calculation of official dropout rates is limited to seventh and eighth graders. The District's annual dropout rate for 2003-04 was .02 percent, the most recent rate available from TEA.

*"The Austin School District exemplifies that high standards and public education is not a contradiction. We have had three children in AISD. We are pleased with the quality instruction provided by AISD."*

Albert Hawkins, Executive Commissioner  
Texas Health & Human Services Commission  
Son, Phillip Hawkins, 10

*"I am a proud AISD parent. I'm on campus with my children frequently and know that they are enjoying a top-notch experience, particularly in the classroom!"*

Will Wynn, Mayor of Austin  
Daughters, Larkin, 9 and Kyrie, 7



**Percentage of AISD Students Meeting the Passing Standard on TAKS in 2005  
For All Students and Each Student Group**

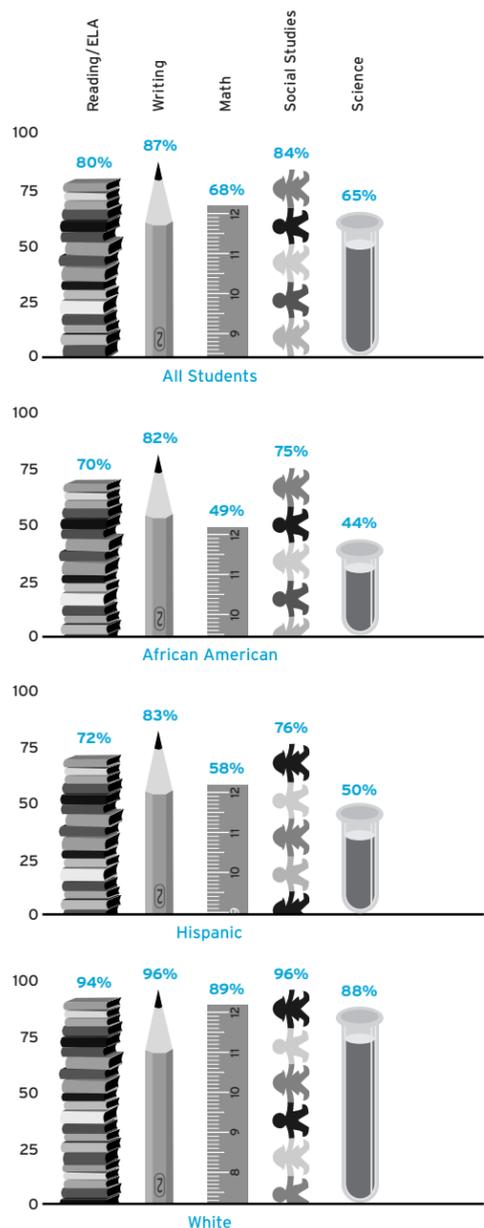
*"Public education is our last stand in favor of community, against recent government efforts to shrink the social safety net, for the values of social justice in our neighborhoods, state, and nation. To be citizens of the world, our children need educational settings that encompass and value the rich cultural, racial, and linguistic diversity of American society. Public schools in Austin meet that objective, and over the past six years, they have provided our children with an excellent education."*

Charles Hale, Ph.D., Associate Professor of Anthropology, University of Texas and  
Melissa Smith, M.D., Medical Director, Seton Community Health Centers  
Daughters, Sofia Smith Hale, 9, and Amalia Smith Hale, 12

**Bilingual Education/English as a Second Language**

AISD is resolute about raising the academic achievement of its English Language Learners, and is engaged in implementing a districtwide plan, *English Learners and Educators Versed in Academic Rigor (ELEVAR)*.

At the elementary school level, *Rigorous Instruction in Spanish and English* is a framework for instruction built on providing all English Language Learners equal access to the standard curriculum while providing coherent programs of bilingual education/ESL. The *Read 180 Reading Program*, an intensive opportunity for the acceleration of language and reading skills, is provided in middle schools that serve the largest number of



**2005 TAKS Preliminary Results (English Only) for All Students Tested in Each Subject**

	Grade 3**	Grade 4	Grade 5**	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
<b>AUSTIN</b>	N/A	67%	N/A	63%	53%	50%	53%	41%	68%
Corpus Christi	N/A	73%	N/A	55%	48%	44%	45%	31%	61%
Dallas	N/A	53%	N/A	62%	44%	41%	33%	27%	58%
El Paso	N/A	69%	N/A	48%	41%	39%	40%	27%	59%
Fort Worth	N/A	62%	N/A	56%	45%	42%	43%	28%	56%
Houston	N/A	57%	N/A	51%	44%	43%	42%	26%	52%
San Antonio	N/A	56%	N/A	53%	44%	41%	31%	25%	54%
Ysleta	N/A	70%	N/A	73%	60%	53%	50%	26%	57%

<sup>1</sup> Cutoff is State Board Panel Recommendation (PR), except at exit level, where it remained at 1 SEM below PR.\*English Language Arts is given at Gr. 10-11; all others take Reading. \*\*Gr. 3 & 5 results in Reading are for Feb. and April combined, if available.

English Language Learners. At the high school level, approximately 180 students were served by the newly-established International High School serving immigrant students new to the United States school system.

**Special Education**

AISD provides a full continuum of special education classes for students with disabilities that include a variety of specialized services, highly qualified professionals, and well-equipped classrooms and schools. During 2004-05, the Special Education Department strengthened and expanded collaboration with the departments of Curriculum and Bilingual Education. The focus was on access to rigorous, grade-level instruction for students with disabilities.

**Technology**

Instructional Technology oversees and facilitates the use of educational technology in the schools. The department works directly with campuses through the District Technology Leadership Team, the Campus Technology Leadership Team, and the Educational Technology

Advisory Committee to develop the capacity of teachers to work with technology within the curriculum. Ultimately, the end result of these efforts is to foster student achievement through the implementation of technology in collaborative, student-centered, classroom environments.

**Advanced Academic Programs**

- AISD's Advanced Academic Magnets at Fulmore and Kealing middle schools and LBJ High School enroll students from across the district.
- In 2004-05, more than 6,000 students were served by the Gifted and Talented (GT) program across the District.
- The International Baccalaureate Program is a comprehensive, rigorous two-year curriculum offered at Anderson High School. In 2004-05, 60 students graduated with recognition for participation in the IB program. An IB Middle Years Programme is offered at Murchison Middle School.

*"My daughter, Molly, is getting a wonderful education in AISD. She's had great teachers, made good friends, and had lots of challenging, fun experiences. Our high school is a great community—we're so pleased to be part of it."*

Susan Kaderka, Director, Gulf States Office, National Wildlife Federation  
Daughter, Molly, 16

# College/Career

## RESULTS POLICY 3

*All students will demonstrate and understand the skills, knowledge, work habits, attitude, leadership and teamwork required by employers for success in the global 21st century workplace.*

### District Strategies, Programs And Operations

AISD is committed to preparing all students for college and careers. Building and implementing a comprehensive educational plan for all students based on high standards, teaching a curriculum aligned with those standards, and upholding principles to guide every classroom will help achieve this goal. In addition, programs such as AISD's College Connections partnership with Austin Community College, AVID, GEAR UP, and Project ADVANCE are designed to increase participation of all students in post-secondary education.

Plans for pursuing post-secondary college and career options were reported on the 2005 High School Exit Survey (85 percent of seniors responded).

- 82 percent of responding seniors reported that they had applied to a college or post-secondary vocational school.
- 81 percent reported that they planned to continue their education within a year of graduation from high school.

### High School Redesign

In 2004-2005, AISD began a High School Redesign Initiative—an undertaking to transform its 11 comprehensive high schools from the 20th Century factory model into schools that will meet students' needs in the 21st Century. In the years ahead, our complex society

will require that students be independent thinkers and problem-solvers. They should all be prepared to attend college. They should be prepared to change jobs several times in their adult lives, bringing with them the ability to think deeply, communicate effectively, calculate solutions, understand the world in which they live, and master evolving technology. To meet those needs, AISD is preparing to change the way it teaches them.

Working with the Stanford University High School redesign team, AISD intends to redesign every comprehensive high school around the "4 R's":

**RIGOR** Every classroom will be designed to challenge all students, pushing them to achieve at the highest levels.

**RELATIONSHIPS** No student will fall through the cracks; each will have an adult professional at the school closely following his or her academic and social progress.

**RELEVANCE** Classwork will be meaningfully connected to the outside world and to career possibilities in adult life.

**RESULTS** High schools redesigned into smaller units will work closely with all students to make sure they all achieve at high levels and graduate prepared for college and future success.



*"Since kindergarten, my daughters have been students of the Austin Independent School District. I have always been proud and more than satisfied with the quality of their education. I can say that they truly have received a well-rounded education that will prepare Pilar and my new college-aged student, Mallory, to compete for opportunity."*

Brenda Kennedy, Judge 403rd District Court  
Daughter, Pilar Caldwell, 16

### Students will

Explore and experience a wide range of career options in relation to their interests and aptitudes.

Graduate as a Texas Scholar with a jumpstart on college and career success, including consideration of:

- Postsecondary credit.
- Industry certification.
- Scholarship opportunities.

Demonstrate and understand the skills and knowledge to:

- Successfully enroll in postsecondary education.
- Access financial aid.
- Transition into the work force.
- Be successful in a variety of jobs and careers.

### Student Progress

This policy was monitored by the Board of Trustees on October 24, 2005.

Every AISD high school will be redesigned to address these 4 R's. But the school design may take one of several different approaches. The district is working with national experts to study the best models for high school redesign that will be most appropriate for Austin. Each school's community (principal, teachers, staff, students and parents) will draw up its school's design.

- Some schools may be divided up into separate academies. Johnston High School has begun life this year (2005-06) as three separate academies under a chief academic officer.
- Some schools may create a ninth grade academy and then let students select among separate houses within the school, according to their interest, for the tenth through twelfth grades.
- Other schools may look more like the current model but with revised daily schedules to allow students to build relationships with teachers, tackle more rigorous subject matter, and intern in real-world jobs related to their future plans.

All AISD high schools have been studying high school redesign and meeting with national experts since Spring 2004. Each held high school meetings and will hold additional meetings to gather community input and response. Schools will begin implementing the new plans over a three-year period beginning in 2006.



*"We've studied schools intently, and we are convinced that AISD provides an excellent education—not just a 'very good' education—for our child. Her elementary school consistently ranks high, and there is an added 'plus' of her having classmates from around the world."*

Jeffrey Richard, CEO, Austin Area Urban League and  
Naomi Richard, Manager, Lower Colorado River Authority  
Daughter, Rebecca Richard, 8

# Arts

## RESULTS POLICY 4

*Students will use the arts for self-expression, as a tool to understand others, and to increase their knowledge of other cultures and history.*

### District Strategies, Programs And Operations

A quality Fine Arts program is based on clear and concise guidelines for what a student should know and be able to do in each Fine Arts Class. The Texas Essential Knowledge and Skills are required to be taught in all enrichment courses, including the Fine Arts, as well as all foundation academic courses. One hundred percent of elementary school students, 80 percent of middle schoolers, and 68 percent of high schoolers were enrolled in art or music classes in 2004-2005.

It is the philosophy of AISD's Fine Arts Department to actively:

- 1) Build musical literacy while respecting diverse methodologies/systems of all music teachers in AISD,
- 2) Provide opportunities for the experience and development of critical thinking skills, critical judgment, creative processes, analysis and independence of self-expression, and
- 3) Provide a diversity of musical experiences and musical literature from all cultures, genres, styles and periods.

Austin students may explore the performing and visual arts through many specialized courses in Art, Band, Choir, Orchestra, Theatre Arts, and Dance. Every student—at every grade level—has the opportunity to experience, learn, and grow through the arts.

### Students will use the visual and performing arts for

#### Artistic Perception

- To develop intellect, and
- To understand underlying concepts of various art forms.

#### Creative Expression

- As a tool for communication,
- An outlet for self-expression, and
- To take risks and share themselves/their passion with others.

#### Historical and Cultural Heritage

- As a tool to understand people, their cultures, and their place in time
- To develop confidence, and
- To improve critical thinking.

#### Response and Evaluation

- To improve based on self-criticism

### Student Progress

This policy was monitored by the Board of Trustees on November 14, 2005.

*"We have had tremendous success with our four sons attending AISD. Because of the great education they've received, they have been able to attend great universities."*

Juan & Margo Portillo, Owners, Tramex Travel Son, Michael Portillo, 16

# Civic Engagement

## RESULTS POLICY 5

*All students will value democracy and be productive members of the community.*

### Students will

Recognize and respect the broad range of cultures, languages, belief structures, and economic differences in our community.

Demonstrate civic responsibility:

- Vote and participate in the political process;
- Contribute positively to the community, including volunteering; and
- Be good stewards of the environment.

### Student Progress

This policy is scheduled to be monitored by the Board of Trustees on November 28, 2005.

### District Strategies, Programs And Operations

The District intends for students to learn about, understand, and respect the broad range of cultures, languages, and beliefs that shape our world. Within the classroom, Civic Engagement is a strand of the *Texas Essential Knowledge and Skills* within the AISD Social Studies curriculum. Students are required to complete history and geography courses to gain knowledge and understanding of various cultures and their beliefs. The Recommended High School Program not only requires 3.5 years of specific Social Studies courses, but also two years of a language other than English. These courses promote understanding of various cultures, and respect for others and their beliefs.

Outside the classroom, students experience activities that teach and respect the broad range of cultures, languages, and beliefs that shape our community. Each campus offers a wide range multicultural activities. To appreciate our democracy, secondary students explore the political process, and practice civic responsibility by participating in voting and other political processes. With and beyond classroom activities, secondary-level students also undertake service-learning projects, perform community service, and participate in campus and community activities, thereby enhancing their understanding of others while allowing them to contribute to society.

*"My children are getting a terrific education. AISD schools break the stereotype of poor public schools. The schools are great! My kids are getting a great education with kids from all areas of the city."*

Rebecca Lightsey, Former Director, Safeplace Daughters, Isabel Simpson, 13, and Felicia Simpson, 10



# Personal Development Skills

## RESULTS POLICY 6

*All students will demonstrate the aptitude, attitude, skills, and self-esteem to lead responsible, fulfilling, and respectful lives.*

### District Strategies, Programs and Operations

The District implemented a new Character Education Program, *Creating Tomorrow's Citizens*, in August 2005. The main goal of the program is to engage the school, family and community in providing every student with the character skills they need to put forth the maximum sustained effort into their academics, resulting in more productive and safer schools. The Character Education program is designed to provide a comprehensive approach to modeling and reinforcing positive character traits. Character Education will be implemented at the classroom, campus and District levels, with a variety of activities to encourage student participation.

*"Public schools are the very foundation of a free society—and we have some excellent ones in Austin!"*

State Senator Gonzalo Barrientos  
Grandson, Elias Barrientos, 17



### Students will

Effectively solve problems by managing resources such as:

- Time
- Money
- Information, and
- Human Resources

Identify and accomplish personal goals

Compete and cooperate as circumstances require

Acquire the skills to manage conflict

Demonstrate good character traits of:

- Responsibility
- Respect
- Perseverance
- Caring
- Self-Discipline
- Honesty
- Trustworthiness
- Integrity
- Courage
- Fairness

Demonstrate practical, real-world skills, including financial management skills.

### Student Progress

This policy is scheduled to be monitored by the Board of Trustees on November 28, 2005.

# Health and Safety

## RESULTS POLICY 7

### Students will

Practice healthy lifestyles, including:

- Practice good nutrition habits.
- Regularly engage in physical fitness activities.
- Avoid drugs, alcohol, and tobacco.
- Recognize and practice appropriate rather than inappropriate behaviors.
- Exhibit mental wellness, having the ability and aptitude to meet the challenges of everyday life.
- Practice proactive physical wellness.

Protect physical, mental and emotional well-being, knowing how to access help and support for themselves and others.

### Student Progress

This policy is scheduled to be monitored by the Board of Trustees on December 12, 2005.

*All students will have self-respect and practice behaviors that lead to healthy, balanced and positive lives.*

### District Strategies, Programs And Operations

The *Initiative for Healthy Kids*, a joint project between AISD and the District's *School Health Advisory Council*, began in 2004. The project addresses student health issues by emphasizing physical activity and exercise during the school day and nutrition education for children and parents to promote healthy lifestyles.

As part of this initiative, AISD expanded the Texas Department of Agriculture's policy to ensure that carbonated beverages and foods of minimal nutritional value are not provided on any AISD campus or on off-campus field trips during the school day. In addition, AISD cafeterias now offer more healthful food and beverage selections for students.

*"My daughter has attended Austin public schools from the start. We had an incredible learning experience at her elementary school, and the tradition of excellence has continued through middle school. The teachers and administrators are first class!"*

Judy Maggio, KEYE-TV News Anchor/Managing Editor  
Daughter, Carly Brown, 13



## 2005-2006 DISTRICT BUDGET

For 2005-2006, Austin ISD will have a total operating budget of \$761 million. Developing the new budget was particularly challenging this year because the District must fund its operation on a property tax rate that is capped at \$1.50 per \$100 of assessed property value, and because the Texas Legislature has not yet reformed public school finance or provided for a salary increase for school employees.

Included in this budget is a “recapture” payment of \$136 million as the District’s commitment to equalize public school funding in Texas under the state’s “share the wealth” school finance system. To balance the budget will also require that the District dip into its Fund Balance, basically its savings account, by \$22.5 million.

Despite these challenges, the District’s budget targets additional spending for new student growth, added services for needy students, and for employee compensation to offset rising health insurance costs and retirement contribution payments. These include:

**HIGH SCHOOLS** To complement the District’s accelerating *High School Redesign Initiative*, the 2005-2006 budget increases funding for high school literacy and targeted interventions, particularly for students who must pass one or more portions of the *Texas Assessment of Knowledge & Skills Exit Test* to graduate. A few new teaching positions also were created on several high school campuses to accelerate the District’s expanding *Career and Technology Education* programs.

**SCIENCE** Student performance on the TAKS Science test reflects the fact that Austin students have not had consistent or deep Science education over the years. The new budget includes significant new funding for

elementary, middle and high school Science staff development and student interventions.

**MATH EDUCATION** Included in the budget is new funding for increased Math interventions in elementary, middle, and high school. The interventions will target students who are below grade level to have a significant impact on closing the achievement gaps in math.

**ENGLISH LANGUAGE LEARNERS** AISD will continue to support student growth at the International High School, as well as more intensive bilingual education, aimed at developing full literacy in Academic English and Academic Spanish, and transition into English after three years.

**SECONDARY LITERACY** Also included is money for the District to increase its Read 180 capacity to address the needs of middle and high school students who are reading below grade level.

**COMPENSATION & SUPPORT** The District will allocate over \$11.6 million for state compensation increases, namely:

**\$6 million** to pay the full health insurance cost increases for all District employees.

**\$5.6 million** that will be paid to all full-time Austin teachers, librarians, and counselors in May 2006 as a one-time retention stipend.

In addition to the \$1.50 tax rate for operations, the District will assess 12.3 cents per \$100 valuation to pay for bond debt. AISD’s combined tax rate will remain at \$1.623 of \$100 of assessed property value, the lowest tax rate of any school district in Central Texas.

## MAJOR BUDGET INCREASES

Increased Staffing Due to Student Growth	\$ 6.86 million
Retention Stipend	\$ 5.6 million
Employee Health Insurance Increase	\$ 6.0 million
State Recapture Payment Increase	\$ 3.01 million
Increase in Teacher Retirement System Costs	\$ 1.61 million
Increased Utility Costs	\$ 1.06 million
SchoolNet Contract Increase (Benchmark Testing)	\$ .42 million
AP Strategies for Secondary Schools	\$ .32 million
New School Startup Costs	\$ .3 million
Character Education and Safety	\$ .11 million
Seton Nursing Contract Increase	\$ .153 million
Strategic Support for Students with Academic Needs and Teacher Development	\$ 2.19 million

## MAJOR BUDGET DECREASES

Decrease in Building and Grounds Maintenance	\$10.56 million
Decrease in Long-Term Debt Payments	\$ 6.21 million
E-rate Reimbursement	\$ 1.57 million
Implementation of Student & Financial Systems	\$ 1.22 million

## Austin ISD Goes 'Green' with Bond Program



Austin ISD, long a leader, nationally, in the purchase of renewable energy and the adoption of conservation-minded features in its schools, will accelerate those efforts, as a result of the *Apple at Work Bond Program*.

Austin voters in September 2004 gave their overwhelming approval to a five-year, \$519.5 million school bond program to alleviate student overcrowding, keep up with Austin’s growth, and improve the quality, safety and sustainability of AISD’s campuses and facilities. Every Austin student, family and school will benefit from the investments made under this bond program.

The Bond Program calls for the construction of eight new schools or District facilities; renovations, repairs and additions at existing campuses; upgrades to AISD’s three athletic complexes; and new safety and security measures.

Because sustainability and environmental stewardship are important values to the Austin community, the *Apple at Work Bond Program* includes many projects and design features to conserve energy and water, improve indoor air quality, and to protect the environment.



**THE APPLE AT WORK**  
our schools. our community. our future.  
**AISD BOND PROGRAM**



District officials and guests break ground on new elementary schools in Southeast and Southwest Austin. The schools will open in August 2006.

These include:

All new school buildings and additions will be built to achieve a minimum Two-Star Rating in Austin Energy’s Green Building Program. Required features include

- Storm water run-off and water quality control;
- Roofing to reduce heat island effects;
- Exceeding Energy Code by 15 percent;
- 15 percent water-use reduction;
- Use of less volatile paint materials;
- Storage and collection of recyclables; and
- Recycle or salvage 50 percent of construction debris.

Major renovations and retrofits will incorporate applicable, best-value elements of the Green Building Program, including

- Ventilation equipment that is at least 15 percent more efficient;
- Increased thermal insulation;
- Automated temperature and lighting controls;
- Energy-efficient lighting and greater use of daylight;
- Low-leakage windows and doors;
- Low-water-use fixtures; and
- High-performance roofing replacement strategies.

Landscaping will incorporate native, low-water-use plants and trees for shading western-and southern-facing windows.

In addition, AISD is working hand-in-hand with Austin Energy to maximize existing efficiency rebates and incentives, modify Green Building Program policy for schools, and develop customized strategies for energy efficiency. Other sustainable strategies in progress include

- Low-emission bus purchases: 150 buses total (50 already purchased);
- Green Choice Power commitments for 30 percent of District energy requirements; and
- District education program through the State Energy Conservation Office.

To learn more, visit [www.theappleatwork.com](http://www.theappleatwork.com)

## OVERSIGHT COMMITTEE WATCHES BUILDING PROGRESS

The AISD Board of Trustees has appointed a 22-member Community Bond Oversight Committee to help ensure that the *Apple at Work Bond Program* stays on track and faithful to the expectations of Austin voters.

The committee is led by tri-chairs Donnetta Goodall, Bobby Jenkins and Vincent Torres. Trustees have approved the “charge” of the Committee, which includes:

- Review and evaluate all projects and expenditures of bond funds and progress of the Bond Program;
- Design surveys that assess key stakeholder satisfaction with the quality of work and rating of customer service i.e., courtesy, knowledge and helpfulness for bond projects;
- Review and evaluate proposed changes to the scope of work of the voter-approved Bond Program;
- Conduct public hearings on substantive proposed changes to the voter-approved Bond Program prior to Board action;
- Report to the Superintendent and the Board on such issues as:

- Overall economics and budget status;
- Individual projects: scope, schedule, quality, and economics;
- Survey results;
- Construction management practices;
- Any proposed substantive changes;
- Environmental stewardship; and
- Utilization of Historically Underutilized Businesses.



## CHALLENGES WE FACE

### A Message from the Superintendent

Austin ISD is a strong and successful organization, but it faces multiple and often competing challenges.

Changing student demographics, more rigorous accountability standards, and adequate funding must be confronted. The District's *Strategic Plan for 2005-2010* identifies the most complex challenges that AISD must continue to address over the next five years:

- Enrolling an increased number of English Language Learning students in the District each year, as well as an increase in the number of children in Austin who live in poverty.
- Developing and implementing effective educational programs that close the achievement gaps among student groups, and that prepare all students for successful careers.
- Implementing college and career preparatory programs that keep pace with changing job market demands.
- Maintaining the safety and security of all schools and District facilities.
- Keeping pace with current technology and integrating technology in the classroom.
- Recruiting and retaining special education, bilingual, math and science teachers.
- Providing adequate incentives and support to retain highly qualified teachers and principals.
- Engaging and involving parents and the public into the District's decision-making process, and encourage their sense of ownership and investment in Austin schools.
- Providing increased professional development for all teachers, so they are better prepared to meet the specific challenges of their students.

Pascal D. Forgione, Jr., Ph.D.

## AISD PROFILE 2004-05

### Our Students\*

Early Education - Grade 5	43,574
Grades 6-8	15,851
Grades 9-12	20,363
<b>Total</b>	<b>79,788</b>

### Students by Ethnicity\*

African American	10,653 (13.35%)
Asian	2,218 (2.78%)
Hispanic	43,601 (54.65%)
Native American	202 (0.25%)
White	23,114 (28.97%)
<b>Total</b>	<b>79,788</b>

### Budget Summary

Total Budget	\$731,621,459
Operations	\$656,104,017
Food Service	\$27,350,456
Debt Service	\$48,166,986
Taxable Value	\$40,191,751,980
Bonded Debt	\$449,036,948
% Debt to Assessed Value	1.12%
Tax Rate/valuation	1.623/\$100
Expenditure per Pupil	\$6,644
Recapture Payment	\$135,501,051

### Our Facilities

Elementary Campuses	74
Middle/Jr. High Campuses	17
High School Campuses	12
Special Campuses	4

### Our Staff\*

Teachers	5,388
Professional Support (campus & central)	802
Campus Administration	278
Central Administration	110
Auxiliary Staff	4,136
<b>Total</b>	<b>10,714</b>

\*Data are preliminary, based on initial preparation of district PEIMS submissions to TEA.

This 2004-2005 Annual Report was prepared by staff from the Superintendent's Office, Office of Accountability, Division of Education, Division of Finance, Office of Facilities, Office of Information Systems, and Office of Planning & Community Relations; Photography by David Omer; Cover photography by G Brook Sefton and David Omer; Design by BAH! Design.



## WE WANT TO HEAR FROM YOU

*To the Austin Community*

One of the principle responsibilities of the nine-member AISD Board of Trustees is to stay in touch with

the Austin community. Elsewhere in this publication you will find the complete list of Results Policies that the Board has developed, based upon on-going dialogue with parents, students, school employees, community representatives, business leaders, and others, to help us gauge the progress the District is making in providing a well-rounded education for all students. These seven Results Policies form the foundation for our evaluation of the job the School District is doing to provide the quality education that the Austin community *expects* all students to receive.

While a great deal of work remains, we believe that the vision and oversight presented by the Board of Trustees has helped the Austin School District chart a course that addresses the diverse challenges of our student population. We also believe that this Annual Report accurately reflects the District's successes to date, and fairly presents the many challenges we must still overcome, if all students are to succeed to their full potential.

As Trustees, we can best fulfill our mission, on behalf of Austin children, when we hear from you. You can contact us by email at [trustees@austinisd.org](mailto:trustees@austinisd.org) or by mail at AISD Board of Trustees, 1111 West Sixth Street, Austin, TX 78703.

Sincerely,

Doyle Valdez  
President, Austin School District Board of Trustees