

# Rusk Elementary School

2013 – 2014

## Campus Plan

### MISSION STATEMENT

Rusk Elementary is dedicated to providing unified curriculum and powerful learning within a safe and positive climate for all students so they may become self-confident, life-long learners.

Rusk Elementary believes  
“Every Child Can and Will Learn”  
in an appropriate educational setting.

**Campus #037-907-102**  
**Title 1, Part A School Wide**  
**Total student population: 322**  
**Total student At Risk: 163**  
**50.6% At Risk student**

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## Campus Improvement Committee

**Debbie Welch, Principal**  
**Sheila Hicks, Counselor**  
**Christina Beindorf, Teacher**  
**Tammy Brogdon, Teacher**  
**Melonie Hoffman, Teacher**  
**Mandy Powers, Parent**

As of 10/28/2013	Entity Count	White	Black	Hisp	Asian	At Risk	LSES	Sp Education	504	LEP ESL	GT
2 <sup>nd</sup>	149							7	6	16	6
3 <sup>rd</sup>	173							11	7	19	12
<b>Total</b>	<b>322</b>	<b>221</b>	<b>41</b>	<b>60</b>	<b>0</b>	<b>164</b>	<b>220</b>	<b>18</b>	<b>13</b>	<b>35</b>	<b>18</b>

**Comprehensive Needs Assessment Summary  
For School Year: 2013 - 2014**

<b>Area Reviewed</b>	<b>Data Sources Reviewed</b>	<b>Summary of Strengths</b>	<b>Summary of Needs</b>	<b>Prioritized objectives, describing use of funding</b>
<b>Demographics</b>	2013 STAAR raw scores grade 3, ISIP results for grade 2	Experienced staff with little turnover	Economically Disadvantaged, At Risk	Continue to improve performance for any subgroup scoring below state scores
<b>Student Achievement/Assessments</b>	2013 STAAR raw scores grades 3	Some areas scored at or above state scores	Comprehensive 3-5 year plan for success on STAAR, including Margaret Kilgo and PLC process.	In each testing area of STAAR, the campus will work toward all sub groups scoring above the state average and moving to the next level in state accountability
	2013 Accountability and System Safeguards	Reading scores At 88%.	Improvement in Math and Reading scores to meet System Safeguards: Rdg: 90% and Math: 80% for 2013 – 2014	Develop a plan for 2013-2014 for improving STAAR results and continuing to meet System Safeguards.
	iStation reports	Many students scored on grade level or above (Tier I range)	Improvement in Math for students scoring in Tier II & III range	In each area of iStation (Grade 2) the campus will work toward all students scoring in the Tier I range
	STAR reports	Many students scored on grade level	Improvement for students who scored below grade level	The campus will work to have all students scoring on grade level in reading and math.

	TELPAS Results	Many students advanced one proficiency level	Some students did not advance one proficiency level	The campus will work toward each student advancing at least one proficiency level each year to meet AMAO objectives and standards
	Retention Rates	Careful review during student meeting Students have been successful in previous years following a year of retention	16 students retained in 2013	The campus will work toward a retention rate less than the state average
	Attendance Data from AEIS			The campus will work toward an attendance rate of at least 98 %
	Comparison of At-Risk Students to All Students			The campus will work toward decreasing the gap between all students and at-risk students by at least 5 % each year.
	Fitnessgram reports	Many students scoring in the healthy fitness zone	Not all students scoring the healthy fitness zone	<p>Increase the % of students able to achieve the healthy fitness zone standard in all required tests on the Fitness gram (Grade 3)</p> <p>Develop and implement goals and objectives for physical education/activity programs after reviewing data collected through Fitnessgram</p> <p>Incorporate Coordinated School Health on campus</p> <p>Strengthen and utilize</p>

				the School Health Advisory Council to support the implementation for all school health policies and practices.
<b>Curriculum, Instruction, Assessment</b>	Academic assessments	Teachers develop scope and sequence that is aligned with instruction and benchmark assessments during summer staff development	STAAR resources	<p>Campus will work toward providing curriculum and instruction to meet the needs of all learners.</p> <p>Campus will work toward 100% of grade levels/subjects having a complete sequence at minimum showing student expectations by week</p> <p>Campus will work toward 100% of teachers utilizing their grade/subject sequence</p> <p>Campus will work on training 100% of teacher on the Teacher Toolkit</p> <p>Campus will work toward 100% of teachers utilizing the Teacher Toolkit in planning with the targeted student expectations</p> <p>Campus will work toward teachers knowing and teaching the standards</p> <p>Teachers will work toward students showing proof learning</p>

				at least weekly  Teachers will work as PLCs to analyze data and implement interventions
	Instructional Strategies	Past success on TAKS	New instructional strategies needed for STAAR	Daggett questioning techniques  PLCs and intervention implementation
<b>Staff Quality/Professional Development</b>	HQ Report			Maintain 100% HQ teachers on campus  Attract and retain highly qualified teachers
<b>Family and Community Involvement</b>	Parental Involvement Plans			Campus will develop and utilize a variety of strategies to ensure communication with 100% of targeted parents and community members regarding student achievement, meetings, and training sessions
<b>School Culture and Climate</b>	New required trainings for 2013 – 2014	Inservice day(s) planned for August for all required trainings	Training during August inservice days	Staff attend required trainings provided by the district during August inservice days
	PEIMS 425 Record			The campus will work toward reducing the number of conduct problems referred to office
	Transition from EC programs to Elem school			Campus will work to improve the transition from EC to Elem school

<b>Technology</b>	Technology Plan			<p>Campus will use technology to improve student learning</p> <p>Campus will work toward training teachers on current technology</p> <p>Campus will work toward teachers integrating the current technologies within their curriculum</p>
<b>School Context and Organization</b>	DEIC, CIC, and Administrative meetings	Structures in place		Campus will work toward putting processes and structures in place to support intervention of targeted students



Displayed at Central Office and on each Campus are banners with the following focus:  
**Rusk ISD ABCs of 2013 – 2014:**

**A – Academic Success**

**B – Behavioral Success**

**C – Challenge for Success**

The following goals, objectives and strategies address our identified needs for 2013 – 2014:  
Beginning with 2013 – 2014, Rusk ISD has identified the following goals:

- (1) All students within all **demographic** areas, will reach high standards. At a minimum, all **student achievement** will be at the level of proficiency or better on **assessments** in:
  - reading/language arts,
  - mathematics,
  - science and
  - social studies.All students will demonstrate exemplary performance in comparison to state performance standards.
- (2) All students will be provided a well-balanced and appropriate **curriculum**, keeping abreast of the development of creative and innovative **instructional** techniques, to improve learning.
- (3) All students will be taught by **highly qualified staff** current in **professional development**.
- (4) All students in the **community** will have **families** that are full partners with educators in the education of their children.
- (5) All students will be educated in a **school culture and climate** that is safe, drug-free, and conducive to learning.
- (6) All students will have the benefit of **technology** that is implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration.
- (7) All students will be educated in a **school context and organization** which ensures processes, structures, decision-making and overall leadership address quality teaching and learning.

**Goal: (1)** All students within all **demographic** areas, will reach high standards. At a minimum, all **student achievement** will be at the level of proficiency or better on **assessments** in:

- reading/language arts,
- mathematics,
- science and
- social studies.

All students will demonstrate exemplary performance in comparison to state performance standards.

Area from Needs Assessment: Student Achievement/Assessments

Objective from Needs Assessment: System Safeguards for 2013-14

In TELPAS the campus will work toward each student advancing at least one proficiency level each year to meet AMAO objectives and standards.

In reading and math, advance all of our students reading levels to meet or exceed the state average in all subgroups.

Strategies/Actions	Person Responsible	Funding Resources	Timelines	Evidence of Implementation	Formative/Summative Evaluation Data	__ Met Goal __ Continue Goal
System 44/Read 180 training, maintenance and support	Anita Silva B. Collins Special Ed And RtI Teachers	Title 1, Part A	Oct. 30, 2013 and Nov 7, 2013	Special Education and RtI students enrolled in and using System 44/Read 180	# of students showing growth from BOY to EOY	__ Met Goal __ Continue Strategy
Shifting from a summative benchmark to a formative quickcheck assessment	Teachers RtI	Title 1, Part A	Minimum of 2 quickchecks each grading period	All applicable students are provided a modified or accommodations on quickchecks	DMAC reports reviewed for students taking quickchecks	__ Met Goal __ Continue Strategy
Dr. Bill Daggett Training on Rigor and Relevance – subs provided	T. Gates B. Collins	Title 1, Part A, SIP	August 6, 2013	Training completed	Increase on STAAR in Math and Reading	__ Met Goal __ Continue Strategy
Provide for ESL certification of identified teachers	B. Collins	ESL	August 2013 – May 2014	ESL certification documentation	Increase on TELPAS, STAAR	__ Met Goal __ Continue Strategy
Provide STAAR snacks	Principals Counselors	General	August 2013 – May 2014	PO documentation	STAAR Scores	__ Met Goal __ Continue Strategy
ESL students use Rosetta Stone daily	Teachers Computer Lab Teacher	ESL	August 2013 – May 2014	PO documentation	Increase on TELPAS, STAAR	__ Met Goal __ Continue Strategy

**Goal: (2)** All students will be provided a well-balanced and appropriate **curriculum**, keeping abreast of the development of creative and innovative techniques, to improve learning.

Area from Needs Assessment: Curriculum and Instruction

Objective from Needs Assessment: Campus will work toward providing curriculum and instruction to meet the needs of all learners.

Strategies/Actions	Person Responsible	Funding Resources	Timelines	Evidence of Implementation	Formative/ Summative Evaluation Data	Met Goal Continue Goal
Provide specialized reading programs such as Dyslexia programs	Principals Teachers	State Comp Ed	August 2013 – May 2014	Master Schedule	STAAR scores	__ Met Goal __ Continue Strategy
Provide a teacher to administer intervention to Tier II and Tier III students on campus	Principals B. Collins T. Gates RtI Teachers	General State Comp Ed 1 FTE	August 2013 – May 2014	Master Schedule	STAAR scores RtI	__ Met Goal __ Continue Strategy
Provide individualized and small group targeted instruction utilizing settings such as STAAR lab and grade-level labs	Principals Teachers	State Comp Ed	August 2013 – May 2014	Master Schedule	STAAR scores	__ Met Goal __ Continue Strategy
Provide Disciplinary Alternative Education Program (DAEP) services including teacher, assistant, supplies, etc.	Principals Teacher Assistant	State Comp Ed	August 2013 – May 2014	Master Schedule	Discipline referrals and STAAR scores	__ Met Goal __ Continue Strategy
Provide instructional supplies and reading materials	Principals T. Gates B. Collins	General State Comp Ed IMA	August 2013 – May 2014	PO documentation	STAAR scores	__ Met Goal __ Continue Strategy

**Goal: (3) All students will be taught by highly qualified staff current in professional development.**

Area from Needs Assessment: Highly Qualified Staff/Professional Development

Objective from Needs Assessment: Increase or maintain the percentage of teachers receiving high-quality professional development on each campus to 100%.

Attract and retain highly qualified teachers.

Strategies/Actions	Person Responsible	Funding Resources	Timelines	Evidence of Implementation	Formative/ Summative Evaluation Data	__ Met Goal __ Continue Goal
Provide staff incentive programs, including spring, longevity, attendance, performance and annual to promote positive staff morale	Principals Lesa Jones	General	August 2013 – May 2014	Time-off sheets, state accountability ratings, continued employment	Retention of high-quality staff	Attract and retain highly qualified teachers
Provide highly qualified teachers to deliver instruction to students	Principals B. Collins	General	August 2013- May 2014	Employee contracts	Employee contracts	Attract and retain highly qualified teachers

*Participate in local, regional, and state professional development including:*

Conference for advancement of Math Teaching (CAMT)	B. Collins Principal Teachers	Title I, Part A	July 21 – 23, 2014	Teachers implement knowledge gained into classroom	STAAR scores above state average	__ Met Goal __ Continue Strategy
Conference for the Advancement of Science Teaching (CAST)	B. Collins Principal Teachers	Title I, Part A	Nov. 7-9, 2013	Teachers implement knowledge gained into classroom	STAAR scores above state average	__ Met Goal __ Continue Strategy
Gifted & Talented Certification and annual 6 Hour Update	T. Gates Principal Teachers	General	August 2013 & June - August 2014	Certificates from Region VII	Delivery of GT instruction to applicable students	__ Met Goal __ Continue Strategy
Grade Level/Subject Conferences	B. Collins Principals Teachers	General	Jan. 9-10, 2014	Teachers implement knowledge gained into classrooms	STAAR scores above state average	__ Met Goal __ Continue Strategy
Texas Computer Educators Assoc. Conference (TCEA) Tots for Technology	B. Collins Principals Teachers	Title II, Part A	June 15-17, 2014	Teachers implement knowledge gained into classrooms	STAAR scores above state average	__ Met Goal __ Continue Strategy

Bill Daggett 21 <sup>st</sup> Century Learner	B. Collins Principals Teachers	General	August 6 & 7, 2013	Teachers implement knowledge gained into classrooms	STAAR scores above state average	__ Met Goal __ Continue Strategy
Professional Learning Community Workshop	B. Collins T. Gates Principals Teachers	General	August 5, 2013	Teachers implement knowledge gained into classrooms	STAAR scores above state average	__ Met Goal __ Continue Strategy
Summer Staff Development for Curriculum, Instruction and Assessment (ELA, Math, Social Studies, & Science) with focus on collaboration between Special Ed and Regular Ed teachers to increase AYP math and reading	B. Collins T. Gates Principals Teachers	Title I, Part A	June 4-5, 2013	Scope and Sequence, Instructional Practice and Quickcheck assessments (modified and general) reviewed	STAAR scores above state average	__ Met Goal __ Continue Strategy
Region VII Math/Science Region VII Admin Leadership Coop Region VII ELA/Social Studies Title I contracted Service (Para training)	B. Collins Principals Teachers	Title II, Part A  Title I, Part A	Aug. 1, 2013 – July 31, 2014	Teachers implement knowledge gained into classrooms	STAAR scores above state average	__ Met Goal __ Continue Strategy
Provide staff development in the use of DMAC to analyze state assessment and benchmark data to aid in instructional planning in preparation for STAAR	B. Collins T. Gates	General	August 2013- May 2014	Sign-in sheets Agendas Quickcheck Review meetings Emails with instruction sheets	STAAR scores	__ Met Goal __ Continue Strategy

<b>Goal: (4)</b> All students in the <b>community</b> will have <b>families</b> that are full partners with educators in the education of their children.						
Area from Needs Assessment: Family and Community Involvement						
Objective from Needs Assessment: Campus will develop and utilize strategies to ensure communication with 100% of targeted parent and community members regarding student achievement, meetings, and training sessions.						
Strategies/Actions	Person Responsible	Funding Resources	Timelines	Evidence of Implementation	Formative/ Summative Evaluation Data	__ Met Goal __ Continue Goal
Parent Newsletters	B. Collins	Title I, Part A	Aug. 2013 – May 2014	Newsletters distributed to parents	Increased parental communication	__ Met Goal __ Continue Strategy
Parent Institute Electronic Library	B. Collins	Title I, Part A	Aug. 2013– May 2014	Electronic Library accessed	Increased parental communication	__ Met Goal __ Continue Strategy
Contact parents by letter, newspaper, phone, and website concerning STAAR information and dates. Included is a request to help students be physically prepared for school and exams	Principals T. Gates	General	April 2014	Communication completed	Focused participation on STAAR with a positive increase in results	__ Met Goal __ Continue Strategy
Provide parent, community and businesses the opportunity for involvement in academic programs such as reading, student teacher assistants, and career presentations	Principals	General	August 2013 – May 2014	Student evaluations Community feedback	STAAR scores	__ Met Goal __ Continue Strategy
Provide families access to student information and grades through the internet	Teachers	General	August 2013- May 2014	Student information and grades updated	Increase of positive benchmark scores, progress reports, grades, STAAR scores	__ Met Goal __ Continue Strategy
Conduct parent and community outreach information meetings	Principals	General	August 2013- May 2014	Meeting Agendas	Positive Parent and Community feedback	__ Met Goal __ Continue Strategy

Conduct an annual evaluation of parent and community involvement	Principals	General	August 2013- May 2014	Evaluations completed	Positive evaluations	__ Met Goal __Continue Strategy
Parental Involvement Activities: Meet the Teacher Veteran's Day Program Awards Assembly Book Fair Reading Day Field Day Classroom Activities	Principal Counselor Teachers	General Activity Fund	August 2013- May 2014	Agendas Sign In Sheets	Improved grades Improved attendance Improved Parent communication	__ Met Goal __Continue Strategy
Fall Parent Conferences	Teachers	General	August 2013 – December 2014	Completed Documentation	Improved communication Increase in grades and benchmark tests	__ Met Goal __Continue Strategy

**Goal: (5)** All students will be educated in a **school culture and climate** that is safe, drug-free, and conducive to learning.

Area from Needs Assessment: School Culture and Climate

Objective from Needs Assessment: The campus will work toward incorporating required trainings during August inservice days.

The campus will work toward reducing the number of conduct problems referred to office.

Strategies/Actions	Person Responsible	Funding Resources	Timelines	Evidence of Implementation	Formative/ Summative Evaluation Data	__ Met Goal __ Continue Goal
Maltreatment training with the Crisis Center of Anderson and Cherokee counties	Instructional Department	General Fund	August 2013	Sign-in sheets	Accurate reporting of maltreatment	__ Met Goal __ Continue Strategy
Bullying training with the Crisis Center of Anderson and Cherokee counties	Instructional Department	General Fund	August 2013	Sign-in sheets	Accurate reporting of bullying	__ Met Goal __ Continue Strategy
Guidance and counseling services are provided on campus	Principals Counselor	State Comp Ed	August 2013 – May 2014	Master Schedule PEIMS 425 record	Reduction in the number of office referrals	__ Met Goal __ Continue Strategy
Red Ribbon Week activities on all campuses	T. Gates Principals Counselors	General	October 2013	Campus Activity Agenda	PEIMS 425 Record Annual Safe and Drug Free Report	__ Met Goal __ Continue Strategy
D.A.V.E. curriculum will be available for use by all teachers on the web	Principals	General	August 2013- May 2014	Curriculum uploaded to web	PEIMS 425 Record Annual Safe and Drug Free Report	__ Met Goal __ Continue Strategy
Emergency Management Plan in place on campus, including drills	Principals T. Gates	General	August 2013- May 2014	Drills documented Emergency Management Plan notebooks	Positive reporting during annual August meeting of community stakeholders	__ Met Goal __ Continue Strategy
Radios for campus administrators	Principals	General	August 2013– May 2014	Radios in excellent working condition	Positive reporting during annual August meeting of community stakeholders	__ Met Goal __ Continue Strategy



Character Education, including the Honor Code and bullying prevention on campus	Counselors	General	August 2013- May 2014	Annual Character Education report in September DEIC meeting	PEIMS 425 Record Annual Safe and Drug Free Report	__ Met Goal __Continue Strategy
Campus participate in Motivational Production assembly	Principals Counselors T. Gates	General	January 2014	PO documentation	PEIMS 425 Record Annual Safe and Drug Free Report	__ Met Goal __Continue Strategy

<b>Goal: (6)</b> All students will have the benefit of <b>technology</b> that is implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration.						
Area from Needs Assessment: Technology						
Objective from Needs Assessment: Campus will use technology to improve student learning. Campus will work toward training teachers on current technology. Teachers will work toward integrating the current technology within their curriculum.						
Strategies/Actions	Person Responsible	Funding Resources	Timelines	Evidence of Implementation	Formative/ Summative Evaluation Data	__ Met Goal __ Continue Goal
Reflex Math	B. Collins Teachers	Title I, Part A	Aug. 2013 – May 2014	Student use of software	Increase in STAAR math scores	__ Met Goal  __ Continue Strategy
Attend Technology Integration Specialist trainings and seek assistance in implementing technology into classroom instruction	B. Collins Principals Teachers	General	Aug. 2013 – May 2014	Technology Integration Specialists schedules and training sign in sheets	Increase in STAAR scores	__ Met Goal  __ Continue Strategy
iStation will be used to assist in the assessment, instruction and intervention of reading	Principals Teachers T. Gates B. Collins RtI teachers	General (PK – 2)	Aug. 2013 – May 2014	iStation Reports	Increase in STAAR scores	__ Met Goal  __ Continue Strategy
Use STAR Math and Reading to predict student performance on STAAR and to identify students in need of intervention for Grade 3 math and reading	Principals Teachers B. Collins T. Gates RtI teachers	General	Aug. 2013– May 2014	STAR Reports	Increase in STAAR scores	__ Met Goal  __ Continue Strategy
Provide STEMScopes to enhance student learning	B. Collins Teachers	General IMA	Aug. 2013 – May 2014	Software installed and in use	Increase in STAAR scores	__ Met Goal  __ Continue Strategy
Provide Math Facts in a Flash software program to improve mastery of math facts	Principals Teachers RtI Teachers B. Collins	General	Aug. 2013 – May 2014	Ren Place Reports	Increase in STAAR scores	__ Met Goal  __ Continue Strategy
Use Rosetta Stone to improve the acquisition of vocabulary and language skills for ELLs	B. Collins ESL Teachers	General	Aug. 2013 – May 2014	Rosetta Stone Reports	Increase in STAAR and TELPAS scores	__ Met Goal  __ Continue Strategy

Use READ 180/ System 44 to improve mastery of reading components	Principals Teachers RtI Teachers	General	Aug. 2013– May 2014	Read 180/System 44 reports	Increase in STAAR scores	__ Met Goal __Continue Strategy
Provide Internet Safety information for students and parents	B. Collins Tech Dept Technology Integration Specialist	General	Aug. 2013– May 2014	Agendas	Appropriate use of the internet	__ Met Goal __Continue Strategy
Use Brain Pop Jr and LoneStar Digital Reading and Math to enhance student learning	B. Collins Tech Dept Teachers	Instructional Materials Allotment (IMA)	Aug. 2013– May 2014	Software installed and in use	Increase in STAAR scores	__ Met Goal __Continue Strategy

**Goal: (7)** All students will be educated in a **school context and organization** which ensures processes, structures, decision-making and overall leadership address quality teaching and learning.

Area from Needs Assessment: School Context and Organization

Objective from Needs Assessment: Campus will work toward putting processes and structures in place to support intervention of targeted students

Strategies/Actions	Person Responsible	Funding Resources	Timelines	Evidence of Implementation	Formative/ Summative Evaluation Data	__ Met Goal __ Continue Goal
Targeted Intervention for All Students	B. Collins Principals Teachers	General	August 2013- May 2014	Extended Day student rosters	Progress monitoring of Extended Day and STAAR scores	__ Met Goal __ Continue Strategy
DEIC and CIC meetings	Principals Teachers	General	August 2013- May 2014	Sign In Sheets Agendas	School organization Surveys conducted in DEIC	__ Met Goal __ Continue Strategy

STATE COMPENSATORY EDUCATION FUNDS (SCE)

**Activities/Strategies Partially or Wholly Budgeted with SCE:**

ACTIVITIES/ STRATEGIES	HIGH SCHOOL	JR. HIGH	INTERMEDIATE	ELEMENTARY	PRIMARY
Individualized Instruction/ Small Group		X CM- Daniel, Harder \$21,643 FTEs-.45 Targeted Instruction- S Blackmon, Boyett, Burkhalter, Christopher, Cook, Day, Dowling, A. Fredericks Friederich, Garner, Gates, McCown, McCoy, Peloquin, Rogers, Stingley, Tarrant, Wright \$56,388 FTEs-1.33 Math Lab-Day, McCown, Gates, Tarrant \$36,400 FTEs-.86	X Reading Lab/Small Group-Turner \$53,237 FTEs-1.0 Math Lab/Small Group- Lindsey, Priest \$67,447 FTEs-1.28 Targeted Instruction- Bateman, Beck,Bottoms, K Bixler, Bowman, Carroll, Dominy, Frazer, Fredericks, Mabry, McRight, Oliver, C Ruiz \$82,294 FTE's-1.77 Dyslexia-S Bowling \$26,523 FTE's-.50	X Lab/Small Group- Gordon, Nichols, Sunday \$91,559 FTEs-1.92 Targeted Instruction-K. Bowling, Brogdon, Cook, Collins, Hickman, Hoffman, Howell, Kadlecck, Lee, Massingill, Moore, Morgan, Peters, Tucker \$60,508 FTE's-1.40 Dyslexia-S Bowling \$26,524 FTE's-.50	X Targeted Instruction- Acker, Blackmon, Dyess, Garner, Goff, Loden, Lucas, Palmer, Sanders, Simpson, Starkey, Thompson, Tropp, Waldon, Williams \$45,165 FTE's-1.20
Specialized Reading Program		X Reading Lab- Boyett, Christopher, Friederich \$45,250 FTEs-.97			
Pre-Kindergarten-4 Year Old Program-Extended to Full-day					X Teachers and Aides- Payroll Costs- \$197,016 FTEs-7.74
Pre-Kindergarten-3 Year Old Program					X Teachers and Aides- Payroll Costs- \$62,375 FTEs-2.0
Pre-Kindergarten					X Supplies-\$1,500 Misc Oper Costs- \$2,400 TOTAL:\$3,900
Targeted Interventionist Program		X Jones \$37,090 FTEs-1.0	X M. Black \$47,598 FTE's-1.0	X Mehlenbacher \$35,231 FTEs-1.0	X McNew, Ross \$57,778 FTEs-1.46
Teacher Aides/Assistants		X \$13,831 FTEs-.82	X \$24,545 FTEs-1.60	X \$33,578 FTEs-1.62	X \$71,906 FTEs-3.40
Extended Day		X Payroll Costs-\$17,106 Misc Oper Costs- \$2,000 TOTAL:\$19,106	X Payroll Costs-\$19,658 Supplies-\$500 Misc Oper Costs-\$2,000 TOTAL:\$22,158	X Payroll Costs-\$19,658 Misc Oper Costs-\$2,000 TOTAL:\$21,658	X Payroll Costs- \$14,247 Misc Oper Costs- \$1,000 TOTAL:\$15,247
Extended Year (Summer School)		X Payroll Costs-\$8,169 Supplies-\$500 TOTAL:\$8,669	X Payroll Costs-\$8,680 Supplies-\$500 Misc Oper Costs-\$500 TOTAL:\$9,680	X Payroll Costs-\$5,105	X Payroll Costs-\$3,574
Disciplinary Alternative Education Program (DAEP)-Basic Services	X Payroll Costs-Teacher and Assistant-\$38,218 Contracted Services- \$5,045	X Payroll Costs-Teacher and Assistant-\$10,357 Contracted Services- \$1,248		X Payroll Costs-Teacher and Assistant-\$1,186 FTE's-.04	

ACTIVITIES/ STRATEGIES	HIGH SCHOOL	JR. HIGH	INTERMEDIATE	ELEMENTARY	PRIMARY
	Supplies-\$500 Janitorial-\$358 Utilities-\$1,304 TOTAL-\$45,425 FTEs-1.22	Supplies-\$250 Janitorial-\$358 Utilities-\$1,304 TOTAL-\$13,517 FTEs-.33			
Dyslexia Program		X Supplies-\$500	X Supplies-\$1,000	X Supplies-\$1,000 Testing Materials-\$500	
Contracted Services- Instructional		X \$1,050	X \$1,050		
Supplies-Instructional		X \$650	X \$1,000	X Supplies \$1,000 Reading Materials \$250	X \$600
Guidance & Counseling			X Testing Materials-\$300	X Testing Materials-\$100	X Testing Materials-\$250

**Please double check that the above noted activities/strategies are included in your campus plan and State Comp Ed is noted as a funding source with the SCE budget amount and SCE FTEs included.**

The activities/strategies that are no longer funded out of SCE but may be eligible expenditures are listed in the table below and still need to be addressed in your campus plan if you are doing these things, but the source of funds will be something other than SCE. I have noted another fund source in the space provided.

**Activities/Strategies from prior years that are not budgeted with SCE:**

ACTIVITIES/ STRATEGIES	HIGH SCHOOL	JR. HIGH	INTERMEDIATE	ELEMENTARY	PRIMARY
DOR-Dropout Recovery (Nondisciplinary Alternative Education Program-NAEP)	X General Fund				
Head Start					X General Fund
Class-size Reduction					
Saturday School	X General Fund				
Pregnancy Services	X General Fund	X General Fund			

**Please make sure that the above activities/strategies are addressed in your campus plan with the funding source noted if you are doing these things. It may be that as the campus plan is revised during the year, SCE funds may be added as a funding source.**

**Please review the attached SCE campus budget to verify that all activities/strategies that target at-risk students are included in your campus plan.**

Rusk Elementary School  
 State Compensatory Education Funds  
 Additional Information as Required By Section 42.152, Texas Education Code  
 2013-2014

Supplemental direct costs and personnel attributed to compensatory education and accelerated instruction budgeted and addressed in the campus improvement plan are as follows:

<u><b>Expenditure</b></u>	<u><b>Amount</b></u>	<u><b>Full Time Equivalent (FTEs)</b></u> (Does not include extended day, week, or year FTEs)
Payroll Costs	\$273,349	6.48
Professional and Contracted Services	0	
Supplies and Materials	2,850	
Other Operating Costs	2,000	
Debt Service	0	
Capital Outlay	0	
<b>TOTAL</b>	<b>\$278,199</b>	

<b><u>ELEM (ECO DISADV ≥ 40%)</u></b>				
<b><u>Teachers:</u></b>				
BOWLING, KARA	10%	0.10	TARGETED INSTRUCTION	BASED ON SCHEDULE
BOWLING, PAMELA SUE	50%	0.50	DYSLEXIA INTERVENTION	BASED ON SCHEDULE
BROGDON, TAMMY	10%	0.10	TARGETED INSTRUCTION	BASED ON SCHEDULE
COLLINS, CADI	10%	0.10	TARGETED INSTRUCTION	BASED ON SCHEDULE
COOK, MIRANDA	10%	0.10	TARGETED INSTRUCTION	BASED ON SCHEDULE
GORDON, KATHY	30%	0.30	INSTRUCTIONAL LAB/SCIENCE ROTATION	BASED ON SCHEDULE
HICKMAN, SUNNYE	10%	0.10	TARGETED INSTRUCTION	BASED ON SCHEDULE
HOFFMAN, MELONIE	10%	0.10	TARGETED INSTRUCTION	BASED ON SCHEDULE
HOWELL, MICAH	10%	0.10	TARGETED INSTRUCTION	BASED ON SCHEDULE
KADLECEK, ROBIN	10%	0.10	TARGETED INSTRUCTION	BASED ON SCHEDULE
LEE, DAWN	10%	0.10	TARGETED INSTRUCTION	BASED ON SCHEDULE
MASSINGILL, SARABETH	10%	0.10	TARGETED INSTRUCTION	BASED ON SCHEDULE
MEHLENBACHER, ALANNA	100%	1.00	TARGETED INTERVENTIONIST	BASED ON SCHEDULE
MOORE, DARLA	10%	0.10	TARGETED INSTRUCTION	BASED ON SCHEDULE
MORGAN, JENNIFER	10%	0.10	TARGETED INSTRUCTION	BASED ON SCHEDULE
NICHOLS, LINDA	93%	0.93	READING/MATH LAB	BASED ON SCHEDULE
PETERS, LAURIE	10%	0.10	TARGETED INSTRUCTION	BASED ON SCHEDULE
SUNDAY, ROBIN	69%	0.69	INSTRUCTIONAL LAB	BASED ON SCHEDULE
TUCKER, RITA	10%	0.10	TARGETED INSTRUCTION	BASED ON SCHEDULE
<b><u>Aides:</u></b>				
HILL, DONNA	62%	0.62	TEACHER ASSISTANT	BASED ON SCHEDULE
MCNAIR, DOLORES	100%	1.00	TEACHER ASSISTANT	BASED ON SCHEDULE
<b>TOTAL PIC 30 FTEs</b>				
		6.44		



RUSK ELEMENTARY						
STATE COMPENSATORY BUDGET						
2013-2014						
ACCOUNT NUMBER	ACCOUNT DESCRIPTION					2013-14 BUDGET
199 E 11 6119 00 102 0 30 000	PROF PERSONNEL			ELEM	SCE SW	192,878.00
199 E 11 6119 00 102 0 30 870	PROF PERSONNEL		LONGEVITY	ELEM	SCE SW	3,640.00
199 E 11 6119 00 102 0 30 875	PROF PERSONNEL		PERFORMANCE PAY	ELEM	SCE SW	2,565.00
199 E 11 6119 00 102 0 30 896	PROF PERSONNEL		INCENTIVE PAY	ELEM	SCE SW	320.00
199 E 11 6119 00 102 0 30 897	PROF PERSONNEL		EXT DAY	ELEM	SCE SW	15,000.00
199 E 11 6119 40 102 0 29 000	PROF PERSONNEL	AEP/DOR		ELEM	DAEP-SP	690.00
199 E 11 6119 40 102 0 29 875	PROF PERSONNEL	AEP/DOR	PERFORMANCE PAY	ELEM	DAEP-SP	4.00
199 E 11 6119 40 102 0 29 896	PROF PERSONNEL	AEP/DOR	INCENTIVE PAY	ELEM	DAEP-SP	5.00
199 E 11 6129 00 102 0 30 000	SUPPORT PERSONNEL			ELEM	SCE SW	30,628.00
199 E 11 6129 00 102 0 30 875	SUPPORT PERSONNEL		PERFORMANCE PAY	ELEM	SCE SW	851.00
199 E 11 6129 00 102 0 30 897	SUPPORT PERSONNEL		EXT DAY	ELEM	SCE SW	500.00
199 E 11 6129 40 102 0 29 000	SUPPORT PERSONNEL	AEP/DOR		ELEM	DAEP-SP	349.00
199 E 11 6141 00 102 0 30 000	SOCIAL SECURITY/MEDICARE			ELEM	SCE SW	2,759.00
199 E 11 6141 00 102 0 30 870	SOCIAL SECURITY/MEDICARE		LONGEVITY	ELEM	SCE SW	51.00
199 E 11 6141 00 102 0 30 875	SOCIAL SECURITY/MEDICARE		PERFORMANCE PAY	ELEM	SCE SW	44.00
199 E 11 6141 00 102 0 30 896	SOCIAL SECURITY/MEDICARE		INCENTIVE PAY	ELEM	SCE SW	5.00
199 E 11 6141 00 102 0 30 897	SOCIAL SECURITY/MEDICARE		EXT DAY	ELEM	SCE SW	225.00
199 E 11 6141 40 102 0 29 000	SOCIAL SECURITY/MEDICARE	AEP/DOR		ELEM	DAEP-SP	13.00
199 E 11 6142 00 102 0 30 000	GROUP HEALTH & LIFE INSURANCE			ELEM	SCE SW	11,745.00
199 E 11 6142 40 102 0 29 000	GROUP HEALTH & LIFE INSURANCE	AEP/DOR		ELEM	DAEP-SP	108.00
199 E 11 6145 00 102 0 30 000	UNEMPLOYMENT COMPENSATION			ELEM	SCE SW	246.00
199 E 11 6145 00 102 0 30 870	UNEMPLOYMENT COMPENSATION		LONGEVITY	ELEM	SCE SW	4.00
199 E 11 6145 00 102 0 30 875	UNEMPLOYMENT COMPENSATION		PERFORMANCE PAY	ELEM	SCE SW	4.00
199 E 11 6145 00 102 0 30 897	UNEMPLOYMENT COMPENSATION		EXT DAY	ELEM	SCE SW	17.00
199 E 11 6145 40 102 0 29 000	UNEMPLOYMENT COMPENSATION	AEP/DOR		ELEM	DAEP-SP	1.00
199 E 11 6146 00 102 0 30 000	TEACHER RETIREMENT/TRS CARE			ELEM	SCE SW	1,614.00
199 E 11 6146 00 102 0 30 870	TEACHER RETIREMENT/TRS CARE		LONGEVITY	ELEM	SCE SW	27.00
199 E 11 6146 00 102 0 30 875	TEACHER RETIREMENT/TRS CARE		PERFORMANCE PAY	ELEM	SCE SW	19.00
199 E 11 6146 00 102 0 30 897	TEACHER RETIREMENT/TRS CARE		EXT DAY	ELEM	SCE SW	85.00
199 E 11 6146 40 102 0 29 000	TEACHER RETIREMENT/TRS CARE	AEP/DOR		ELEM	DAEP-SP	16.00
199 E 11 61-- -- -- -- --	*PAYROLL COSTS					264,413.00
199 E 11 6329 00 102 0 30 000	READING MATERIALS			ELEM	SCE SW	250.00
199 E 11 6399 00 102 0 30 000	GENERAL SUPPLIES			ELEM	SCE SW	1,000.00
199 E 11 6399 00 102 0 30 912	GENERAL SUPPLIES		DYSLEXIA	ELEM	SCE SW	1,000.00
199 E 11 63-- -- -- -- --	*SUPPLIES & MATERIALS					2,250.00
199 E 11 6499 00 102 0 30 897	MISC OPERATING COSTS		EXT DAY	ELEM	SCE SW	2,000.00
199 E 11 64-- -- -- -- --	*OTHER OPERATING COSTS					2,000.00
199 E 11 -- -- -- -- --	*INSTRUCTION					268,663.00
199 E 21 6119 00 102 0 30 897	PROF PERSONNEL		EXT DAY	ELEM	SCE SW	1,000.00
199 E 21 6141 00 102 0 30 897	SOCIAL SECURITY/MEDICARE		EXT DAY	ELEM	SCE SW	15.00
199 E 21 6145 00 102 0 30 897	UNEMPLOYMENT COMPENSATION		EXT DAY	ELEM	SCE SW	1.00
199 E 21 6146 00 102 0 30 897	TEACHER RETIREMENT/TRS CARE		EXT DAY	ELEM	SCE SW	6.00
199 E 21 61-- -- -- -- --	*PAYROLL COSTS					1,022.00
199 E 21 -- -- -- -- --	*INSTRUCTIONAL LEADERSHIP					1,022.00
199 E 23 6119 00 102 0 30 897	PROF PERSONNEL		EXT DAY	ELEM	SCE SW	500.00
199 E 23 6129 00 102 0 30 897	SUPPORT PERSONNEL		EXT DAY	ELEM	SCE SW	500.00
199 E 23 6141 00 102 0 30 897	SOCIAL SECURITY/MEDICARE		EXT DAY	ELEM	SCE SW	15.00
199 E 23 6145 00 102 0 30 897	UNEMPLOYMENT COMPENSATION		EXT DAY	ELEM	SCE SW	1.00
199 E 23 6146 00 102 0 30 897	TEACHER RETIREMENT/TRS CARE		EXT DAY	ELEM	SCE SW	6.00
199 E 23 61-- -- -- -- --	*PAYROLL COSTS					1,022.00
199 E 23 -- -- -- -- --	*SCHOOL LEADERSHIP					1,022.00
199 E 31 6339 00 102 0 30 000	TESTING MATERIALS			ELEM	SCE SW	100.00
199 E 31 6339 00 102 0 30 912	TESTING MATERIALS		DYSLEXIA	ELEM	SCE SW	500.00
199 E 31 63-- -- -- -- --	*SUPPLIES & MATERIALS					600.00
199 E 31 -- -- -- -- --	*GUIDANCE & COUNSELING					600.00
199 E -- -- -- -- --	*Expense					271,307.00
199 -- -- -- -- --	*GENERAL FUND					271,307.00
	TRANSPORTATION-EXTENDED DAY					1,787.00
	SCE BUDGET EXCLUDING SUMMER SCHOOL					273,094.00
	<b>SUMMER SCHOOL</b>					
199 E 11 6119 00 699 0 30 102	PROF PERSONNEL			ELEM	SUMM	3,500.00
199 E 11 6129 00 699 0 30 102	SUPPORT PERSONNEL			ELEM	SUMM	1,000.00
199 E 11 6141 00 699 0 30 102	SOCIAL SECURITY/MEDICARE			ELEM	SUMM	65.00
199 E 11 6145 00 699 0 30 102	UNEMPLOYMENT COMPENSATION			ELEM	SUMM	5.00
199 E 11 6146 00 699 0 30 102	TEACHER RETIREMENT/TRS CARE			ELEM	SUMM	25.00
199 E 11 61-- -- -- -- --	*PAYROLL COSTS					4,595.00
199 E 11 -- -- -- -- --	*INSTRUCTION					4,595.00
199 E -- -- -- -- --	*Expense					4,595.00
199 -- -- -- -- --	*GENERAL FUND					4,595.00
	TRANSPORTATION-SUMMER SCHOOL					510.00
	SCE SUMMER SCHOOL BUDGET					5,105.00
	TOTAL STATE COMPENSATORY BUDGET					278,199.00

# STAAR Scores - Reading

3 Reading	All			AA			His.			White			2+			Male			Female			ELL			SPED			ECODIS			At-Risk		
	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD
2012 Phase-In I	76	75	76	66	60	72	71	68	62	86	83	80	83	76	*							66	63	55	53	51	60	69	66	67	63	61	55
2013 Phase-In I	79	79	87	69	65	64	74	70	77	89	87	91	86	76	67							68	64	75	59	61	91	71	73	82	66	66	71
4 Reading	All			AA			His.			White			2+			Male			Female			ELL			SPED			ECODIS			At-Risk		
2012 Phase-In I	77	76	77	66	59	57	72	70	68	88	84	84	88	76	*							61	58	40	51	49	45	70	67	71	58	55	44
2013 Phase-In I	72	71	70	60	55	30	65	60	52	85	80	80	*	*	*							53	45	33	46	47	75	62	62	62	54	51	49
5 Reading	All			AA			His.			White			2+			Male			Female			ELL			SPED			ECODIS			At-Risk		
2012 Phase-In I	77		75	68		54	72		46	87		83	85		50						51		0	46		40	70		61	55	53	44	
2013 Phase-In I	77	85	83	68	74	69	74	78	74	89	92	90	*	*	*						*	*	*	49	69	75	69	80	75	73	67	57	
6 Reading	All			AA			His.			White			2+			Male			Female			ELL			SPED			ECODIS			At-Risk		
2012 Phase-In I	75	75	71	68	62	63	67	65	63	86	84	74	84	75	80						38	36	*	36	39	80	67	65	67	49	50	44	
2013 Phase-In I	71	72	66	63	55	38	63	61	50	85	82	75	*	*	*						*	*	*	*	*	*	61	63	51	67	45	35	
7 Reading	All			AA			His.			White			2+			Male			Female			ELL			SPED			ECODIS			At-Risk		
2012 Phase-In I	76	75	81	70	62	70	70	70	77	86	82	83	85	75	*						37	37	*	34	32	71	69	66	75	52	52	50	
2013 Phase-In I	77	78	78	71	63	87	71	69	73	88	86	73	86	79	83						*	*	*	38	42	88	69	70	83	52	54	52	
8 Reading	All			AA			His.			White			2+			Male			Female			ELL			SPED			ECODIS			At-Risk		
2012 Phase-In I	80		85	73		76	74		76	90		87	88		87						34		*	40		*	73		80	58	59	65	
2013 Phase-In I	84	90	92	78	82	100	79	86	97	92	95	91	91	89	80						*	*	*	46	63	86	77	86	87	75	78	82	
Eng. I Reading	All			AA			His.			White			2+			Male			Female			ELL			SPED			ECODIS			At-Risk		
2012 Phase-In I	68	69	73	59	54	43	59	57	57	82	78	80			73	*						16	*		23	*	57	57	61	42	43	53	
2013 Phase-In I	65	65	67	55	47	33	56	55	53	81	76	76	*	*	*						*	*	*	22	21	59	54	55	59	40	40	42	
Eng. II Reading	All			AA			His.			White			2+			Male			Female			ELL			SPED			ECODIS			At-Risk		
2013 Phase-In I	78	78	72	71	67	54	71	68	79	88	84	73	*	*	*						*	*	*	36	32	39	69	69	61	61	61	61	

Green – At or above state average  
 Yellow – 1 to 4 points below state average  
 Orange – 5 to 8 points below state average  
 Pink - More than 8 points below state average

# STAAR Scores - Mathematics

3 Math	All			AA			His.			White			2+			Male			Female			ELL			SPED			ECODIS			At-Risk				
	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.
2012 Phase-In I	68	66	64	50	43	38	64	64	57	79	73	72	74	69	*							64	64	50	45	44	80	60	57	55	55	51	48		
2013 Phase-In I	79	69	77	69	48	40	74	66	64	89	76	93	86	66	50							68	61	67	59	49	87	71	62	71	57	55	54		
4 Math	All			AA			His.			White			2+			Male			Female			ELL			SPED			ECODIS			At-Risk				
2012 Phase-In I	68	65	69	52	45	33	64	64	67	78	73	79	73	64	*							61	57	58	41	39	73	60	57	60	52	46	38		
2013 Phase-In I	68	65	63	52	45	23	64	63	52	79	72	73	*	*	*							60	52	33	41	40	54	60	58	53	55	50	43		
5 Math	All			AA			His.			White			2+			Male			Female			ELL			SPED			ECODIS			At-Risk				
2012 Phase-In I	77		77	65		54	74		71	86		83	83		50							64		40	47		80	71		69	59	54	52		
2013 Phase-In I	75	86	88	61	73	69	71	84	76	85	91	96	*	*	*							*	*	*	46	67	89	68	82	83	76	71	61		
6 Math	All			AA			His.			White			2+			Male			Female			ELL			SPED			ECODIS			At-Risk				
2012 Phase-In I	77	77	73	64	58	38	73	74	69	87	84	79	83	78	100							59	57	*	41	43	50	71	70	69	56	56	47		
2013 Phase-In I	74	75	72	61	56	50	69	71	36	85	82	80	*	*	*							*	*	*	*	*	43	66	68	60	51	52	42		
7 Math	All			AA			His.			White			2+			Male			Female			ELL			SPED			ECODIS			At-Risk				
2012 Phase-In I	71	72	60	56	52	38	65	69	52	83	78	65	83	74	*							45	48	*	34	36	25	63	63	51	46	49	19		
2013 Phase-In I	71	74	78	58	55	59	66	70	73	83	81	80	78	72	100							*	*	*	37	43	88	64	67	73	49	51	57		
8 Math	All			AA			His.			White			2+			Male			Female			ELL			SPED			ECODIS			At-Risk				
2012 Phase-In I	76		85	64		59	70		90	87		88	83		*							50		*	44		*	69		80	55	59	69		
2013 Phase-In I	77	89	92	67	79	93	74	87	100	86	93	92	*	*	*							*	*	*	48	74	83	71	85	88	74	78	86		
Algebra I	All			AA			His.			White			2+			Male			Female			ELL			SPED			ECODIS			At-Risk				
2012 Phase-In I	83	81	70	75	73	57	79	79	79	90	85	69			80	*	*	*					58	*		49	*	77	76	60	66	64	44		
2013 Phase-In I	78	79	65	69	67	55	74	75	67	88	83	67	*	*	*							*	*	*	*	*	58	71	73	65	59	60	55		
Geometry	All			AA			His.			White			2+			Male			Female			ELL			SPED			ECODIS			At-Risk				
2012 Phase-In I	98	99	100	95	99	*	97	99	100	99	99	100			100	*	*	*					86	*		100	*	96	98	100	90	93	100		
2013 Phase-In I	86	85	86	78	75	92	83	84	89	92	89	86	*	*	*							*	*	*	55	57	47	81	81	81	74	73	78		
Algebra II	All			AA			His.			White			2+			Male			Female			ELL			SPED			ECODIS			At-Risk				
2013 Phase-In I	97	95	100			*			*	99	96	100			*									*			*	95	92	100	89	85	100		

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# STAAR Scores - Writing

4 Writing	All			AA			His.			White			2+			Male			Female			ELL			SPED			EcoDis			At-Risk		
	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD
2012 Phase-In I	71	68	62	61	51	35	67	61	68	81	77	68	78	70	*				54	48	40	37	36	36	63	59	54	51	46	36			
2013 Phase-In I	71	67	61	62	55	52	65	59	40	80	75	68	*	*	*				54	45	0	38	35	38	62	59	56	53	25	31			
7 Writing	All			AA			His.			White			2+			Male			Female			ELL			SPED			EcoDis			At-Risk		
2012 Phase-In I	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD
2012 Phase-In I	71	72	71	64	60	50	65	64	61	82	78	80	81	74	40				30	30	*	27	25	57	63	62	62	45	48	42			
2013 Phase-In I	70	71	71	63	59	53	63	63	73	81	78	72	79	74	67				*	*	*	26	24	69	61	63	64	42	45	43			
Eng. I Writing	All			AA			His.			White			2+			Male			Female			ELL			SPED			EcoDis			At-Risk		
2012 Phase-In I	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD
2012 Phase-In I	55	54	47	45	39	21	44	41	41	70	64	53		56	*					6	*		10		0	41	41	38	26	26	30		
2013 Phase-In I	48	47	51	37	30	36	38	37	39	64	58	53	*	*	*				*	*	*	10	8	45	35	35	41	22	23	30			
Eng. II Writing	All			AA			His.			White			2+			Male			Female			ELL			SPED			EcoDis			At-Risk		
2013 Phase-In I	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD
2013 Phase-In I	52	51	50	38	32	38	43	40	47	68	60	52	*	*	*				*	*	*	11	29	17	39	39	37	27	27	30			

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 Pink - More than 8 points below state average

# STAAR Scores - Science

5 Science	All			AA			His.			White			2+			Male			Female			ELL			SPED			EcoDis			At-Risk				
	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.
2012 Phase-In I	73	71	77	59	52	50	67	61	50	85	82	86	81	71	80							49	39	0	44	44	83	64	61	67	51	50	52		
2013 Phase-In I	73	71	74	58	53	68	67	61	68	85	81	85	*	*	*							*	*	*	44	48	50	65	63	73	53	49	61		
8 Science	All			AA			His.			White			2+			Male			Female			ELL			SPED			EcoDis			At-Risk				
2012 Phase-In I	70	69	71	59	48	38	67	61	55	85	78	79	81	78	*							49	26	*	44	29	20	64	57	60	44	42	32		
2013 Phase-In I	75	73	86	63	56	74	68	65	77	86	81	90	*	*	*							*	*	*	36	36	88	66	65	78	52	50	67		
Biology	All			AA			His.			White			2+			Male			Female			ELL			SPED			EcoDis			At-Risk				
2012 Phase-In I	87	88	86	83	83	77	82	84	86	94	91	86			87	*							62	*		57	63	81	82	81	73	76	78		
2013 Phase-In I	85	85	84	80	75	67	80	79	79	93	91	90	*	*	*							*	*	*	54	57	73	79	79	82	71	70	68		
Chemistry	All			AA			His.			White			2+			Male			Female			ELL			SPED			EcoDis			At-Risk				
2013 Phase-In I	84	81	81	78	74	70	79	75	74	91	85	83	*	*	*							*	*	*	*	*	*	77	75	74	69	66	72		

# STAAR Scores - Social Studies

8 Soc. Studies	All			AA			His.			White			2+			Male			Female			ELL			SPED			EcoDis			At-Risk				
	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.	RISD	St.	Reg.
2012 Phase-In I	59	55	47	49	36	25	50	45	25	74	63	54	71	60	*							22	15	*	27	20	20	48	42	35	33	29	19		
2013 Phase-In I	63	59	51	55	43	52	55	51	39	76	68	55	*	*	*							*	*	*	28	25	56	52	50	45	38	34	33		
W. Geography	All			AA			His.			White			2+			Male			Female			ELL			SPED			EcoDis			At-Risk				
2012 Phase-In I	81	78	71	71	63	23	75	72	67	90	86	78			75	*							39	*		43	38	72	69	62	61	59	50		
2013 Phase-In I	75	73	64	65	52	45	70	67	52	87	82	70	*	*	*							*	*	*	36	33	56	66	63	61	55	50	37		
W. History	All			AA			His.			White			2+			Male			Female			ELL			SPED			EcoDis			At-Risk				
2013 Phase-In I	70	64	65	59	50	50	62	54	53	82	73	69	*	*	*							*	*	*	35	32	20	59	54	54	51	45	51		

Green – At or above state average  
 Yellow – 1 to 4 points below state average  
 Orange – 5 to 8 points below state average  
 Pink - More than 8 points below state average

# Accountability Indexes

	Index 1 - Student Achievement						Index 2 - Student Progress						Index 3 - Closing Performance Gaps						Index 4 - Postsecondary Readiness					
	Texas	RISD	RHS	RJH	Int	Elem	Texas	RISD	RHS	RJH	Int	Elem	Texas	RISD	RHS	RJH	Int	Elem	Texas	RISD	RHS	RJH	Int	Elem
2013	77	77	76	78	77	83	34	35	21	39	40	NA	71	68	69	71	68	79	85	81	81	NA	NA	NA

## Distinction Designation

Year	Academic Achievement in Reading/ELA					Academic Achievement in Math					Top 25 Percent Student Progress				
	RHS	RJH	Int	Elem	Prim	RHS	RJH	Int	Elem	Prim	RHS	RJH	Int	Elem	Prim
2012-2013	*33%	0%	0%	0%	0%	*33%	25%	0%	0%	0%	None	None	None	NA	NA

\* Distinction Earned

### System Safeguards

	Performance Rates								Participation Rates								Graduation Rates								Met Federal Limits on Alternative Assessments								Total System Safeguards Score							
	State	Region	RISD	RHS	RJH	Int	Elem	Prim	State	Region	RISD	RHS	RJH	Int	Elem	Prim	State	Region	RISD	RHS	RJH	Int	Elem	Prim	State	Region	RISD	RHS	RJH	Int	Elem	Prim	State	Region	RISD	RHS	RJH	Int	Elem	Prim
2012-2013	95%	91%	94%	90%	91%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	82%	90%	100%	100%	NA	NA	NA	NA	100%	NA	0%	NA	NA	NA	NA	NA	94%	93%	94%	93%	94%	100%	100%	100%	



STAAR Reading Vertical Alignment  
Reporting Category 1

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II
			Rpt Cat 1 74%	Rpt Cat 1 72%	Rpt Cat 1 68%	Rpt Cat 1 71%	Rpt Cat 1 65%	Rpt Cat 1 72%	Rpt Cat 1 49%	Rpt Cat 1 58%
		5 (A)	4 (A) 75%	2 (A) NT	2 (A) NT	2 (A) NT	2 (A) 45%	2 (A) 80%	1 (A) NT	1 (A) NT
	6 (C)	5 (B)	4 (B) 70%	2 (B) 74%	2 (B) 63%	2 (B) 77%	2 (B) 75%	2 (B) 71%	1 (B) 79%	1 (B) 65%
5 (C)	6 (D)	5 (C)	4 (C) 88%	2 (C)	2 (C)	2 (C)	2 (C)	2 (C)	1 (C)	1 (C) NT
			4 (D)	2 (D)	2 (D)	2 (D)	2 (D)	2 (D)	1 (D) NT	1 (D) NT
5 (D)	6 (E)	5 (D)	4 (E)	2 (E) 84%	2 (E) 88%	2 (E) 74%	2 (E) NT	2 (E) NT	1 (E) NT	1 (E) NT
6 (B)	7 (A)	6 (A)	5 (A)	3 (A)	3 (A) NT	3 (A)	3 (A)	3 (A) NT	2 (A) NT	2 (A) NT
6 (D)	7 (B)	6 (B)	5 (B)	3 (B)	3 (B)	3 (B)	3 (B)	3 (B) NT	2 (B)	2 (B)
					3 (C)	3 (C) NT	3 (C)	3 (C)	2 (C)	2 (C)
	10 (A)	10 (A)	9 (A)	7 (A) NT	7 (A)	7 (A) NT	7 (A) NT	7 (A)	6 (A)	6 (A)
9 (A)	13 (A)	13 (A)	12 (A)	10 (A)	10 (A)	9 (A) NT	9 (A) NT	9 (A) NT	8 (A)	8 (A)
			14 (A)	12 (A)	12 (A)	11 (A) NT	11 (A)	11 (A) NT	11 (A)	11 (A)
					11 (E)	10 (D)	10 (D)	10 (D)	9 (D) NT	9 (D) NT
Fig 19 (D)	Fig 19 (D)	Fig 19 (D)	Fig 19 (D)	Fig 19 (D)	Fig 19 (D)	Fig 19 (D)	Fig 19 (D)	Fig 19 (D)	Fig 19 (B) 61%	Fig 19 (B) 66%
Fig 19 (F)	Fig 19 (F)	Fig 19 (F)	Fig 19 (F)	Fig 19 (F) 66%	Fig 19 (F) 69%	Fig 19 (F) 65%	Fig 19 (F) 60%	Fig 19 (F) 68%		

Gray boxes with notation are taught but not eligible for testing at that grade

Gray boxes without notation are not taught at that grade level

Whole numbers without a letter distinguish genres tested with Figure 19

Red indicates performance of less than 70% student mastery

STAAR Reading Vertical Alignment  
Reporting Category 2

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II
			Rpt Cat 2 67%	Rpt Cat 2 62%	Rpt Cat 2 69%	Rpt Cat 2 67%	Rpt Cat 2 62%	Rpt Cat 2 74%	Rpt Cat 2 61%	Rpt Cat 2 67%
4	4	3	2 NT							
4 (B)	4 (B)	3 (B)	2 (B) NT							
6	7	6	5 NT	3 60%	3 NT	3 58%	3 76%	3 78%	2 NT	2 79%
6 (B)	7 (A)	6 (A)	5 (A) 73%	3 (A) NT	3 (A)	3 (A) 68%	3 (A) NT	3 (A)	2 (A)	2 (A)
6 (D)	7 (B)	6 (B)	5 (B)	3 (B) NT	3 (B) NT	3 (B) NT	3 (B) NT	3 (B)	2 (B) NT	2 (B) NT
					3 (C) NT	3 (C)	3 (C) NT	3 (C) NT	2 (C) NT	2 (C) 70%
7	8	7	6 60%	4 61%	4 71%	4 65%	4 72%	4 73%	3 58%	3 62%
7 (A)	8 (A)	7 (A)	6 (A) 69%	4 (A) 65%	4 (A) NT	4 (A) 67%	4 (A) 82%	4 (A) NT	3 (A) 70%	3 (A) NT
		8	7	5 70%	5 76%	5 NT	5 54%	5 NT	4 NT	4 NT
		8 (A)	7 (A)	5 (A) 27%	5 (A)	5 (A) NT	5 (A) 64%	5 (A) NT	4 (A) NT	4 (A) NT
8	9	9	8 64%	6 49%	6 NT	6 69%	6 49%	6 67%	5 65%	5 67%
8 (A)	9 (A)	9 (A)	8 (A) 67%	6 (A) 54%	6 (A) 69%	6 (A) 57%	6 (A) 68%	6 (A) 54%	5 (A) 52%	5 (A) NT
8 (B)	9 (B)	9 (B)	8 (B) 73%	6 (B) 72%	6 (B) 58%	6 (B) NT	6 (B) 58%	6 (B) 84%	5 (B) 72%	5 (B) NT
			8 (C)	6 (C) NT	6 (C) NT	6 (C) 83%	6 (C) 58%	6 (C) NT	5 (C) 43%	5 (C) NT
	10	10	9 NT	7	7 NT	7 70%	7 57%	7 NT	6 NT	6 NT
	10 (A)	10 (A)	9 (A) NT	7 (A)	7 (A) NT	7 (A)	7 (A)	7 (A) NT	6 (A) NT	6 (A) 60%
	11		10 71%	8 82%	8 NT	8 NT	8 60%	8 80%	7 67%	7 68%
	11 (A)		10 (A) 72%	8 (A) NT	8 (A) 73%	8 (A) 58%	8 (A) 67%	8 (A) 83%	7 (A) NT	7 (A) NT
12	16	16	16 NT	14 NT	14 NT	13 NT	13 NT	13 NT	12 42%	12 NT
12 (A)	16 (A)	16 (A)	16 (A)	14 (A)	14 (A)	13 (A) NT	13 (A) NT	13 (A) NT	12 (A) NT	12 (A) NT
						14 (C) NT	13 (B) NT	13 (C) NT	12 (C)	12 (C)
		16 (C)	16 (C)	14 (C)	14 (D)	13 (D)	13 (D)	13 (D)	12 (D) NT	12 (D) NT
Fig 19 (D)	Fig 19 (D)	Fig 19 (D)	Fig 19 (D) 63%	Fig 19 (D) 62%	Fig 19 (D) 72%	Fig 19 (D) 69%	Fig 19 (D) 67%	Fig 19 (D) 72%	Fig 19 (B) 61%	Fig 19 (B) 66%
Fig 19 (E)	Fig 19 (E)	Fig 19 (E)	Fig 19 (E) 58%	Fig 19 (E) 64%	Fig 19 (E) 66%	Fig 19 (E) 58%	Fig 19 (E) 47%	Fig 19 (E) NT	Fig 19 (A)	Fig 19 (A)

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Whole numbers without a letter distinguish genres tested with Figure 19

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Figure 19 questions are represented twice in the chart above but counted once in STAAR scores. See whole numbers for Figure 19 breakdown by genre.

STAAR Reading Vertical Alignment  
Reporting Category 3

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II
			Rpt Cat 3 71%	Rpt Cat 3 62%	Rpt Cat 3 64%	Rpt Cat 3 61%	Rpt Cat 3 69%	Rpt Cat 3 66%	Rpt Cat 3 76%	Rpt Cat 3 72%
9	13	13	12 NT	10 65%	10 NT	9 65%	9 70%	9 74%	8 NT	8 NT
9 (A)	13 (A)	13 (A)	12 (A)	10 (A)	10 (A) 68%	9 (A)	9 (A)	9 (A)	8 (A) 79%	8 (A) 73%
10	14	14	13 58%	11 NT	11 60%	10 67%	10 65%	10 72%	9 NT	9 NT
10 (A)	14 (A)	14 (A)	13 (A) 81%	11 (A) 74%	11 (A) 61%	10 (A) 46%	10 (A) 73%	10 (A) 58%	9 (A) 76%	9 (A) 77%
10 (A)	14 (B)	14 (B)	13 (B) 68%	11 (B) NT	11 (B) NT	10 (B) 45%	10 (B) NT	10 (B) 49%	9 (B) NT	9 (B) 94%
10 (B)	14 (C)	14 (C)	13 (C) 80%	11 (C) 60%	11 (C) 64%	10 (C) 69%	10 (C) 57%	10 (C) 70%	9 (C) 75%	9 (C) 68%
10 (D)	14 (D)	14 (D)	13 (D) NT	11 (D) NT	11 (D) 60%					
					11 (E) 71%	10 (D) 59%	10 (D) 76%	10 (D) 68%	9 (D)	9 (D)
			14	12	12 NT	11 NT	11 NT	11 59%	10 NT	10 NT
			14 (A)	12 (A)	12 (A) NT	11 (A)	11 (A) NT	11 (A)	10 (A) NT	10 (A) NT
					12 (B) NT	11 (B) NT	11 (B) NT	11 (B) 65%	10 (B) NT	10 (B)
11	15	15	15 NT	13 62%	13 NT	12 NT	12 72%	12 NT	11 NT	11 NT
11 (A)	15 (A)	15 (A)	15 (A)	13 (A) NT	13 (A) NT	12 (A)	12 (A)	12 (A)	11 (A) 84%	11 (A) RDG
11 (B)	15 (B)	15 (B)	15 (B) 65%	13 (B) NT	13 (B) 71%	12 (B) NT	12 (B) 80%	12 (B) 70%	11 (B) 61%	11 (B) NT
12	16	16	16 49%	14 NT	14 NT	13 69%	13 NT	13 NT	12 NT	12 NT
12 (A)	16 (A)	16 (A)	16 (A)	14 (A)	14 (A)	13 (A) 69%	13 (A) NT	13 (A) NT	12 (A) NT	12 (A) 73%
					14 (C) NT	13 (B) NT	13 (C) NT	13 (C) NT	12 (C)	12 (C)
		16 (C)	16 (C)	14 (C)	14 (D)	13 (D)	13 (D)	13 (D)	12 (D) NT	12 (D) NT
Fig 19 (D)	Fig 19 (D)	Fig 19 (D)	Fig 19 (D) 58%	Fig 19 (D) 62%	Fig 19 (D) 72%	Fig 19 (D) 69%	Fig 19 (D) 67%	Fig 19 (D) 72%	Fig 19 (B) NT	Fig 19 (B) NT
Fig 19 (E)	Fig 19 (E)	Fig 19 (E)	Fig 19 (E) 63%	Fig 19 (E) 64%	Fig 19 (E) 66%	Fig 19 (E) 58%	Fig 19 (E) 47%	Fig 19 (E) 72%	Fig 19 (A)	Fig 19 (A)

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Whole numbers without a letter distinguish genres tested with Figure 19

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Figure 19 questions are represented twice in the chart above but counted once in STAAR scores. See whole numbers for Figure 19 breakdown by genre.



STAAR Writing Vertical Alignment  
Reporting Category 2/5 Revising

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II
				Rpt Cat 2 57%			Rpt Cat 2 66%		Rpt Cat 5 66%	Rpt Cat 5 73%
13	17	17	17	15 NT	15	14	14 NT	14	13 NT	13 NT
13 (C)	17 (C)	17 (C)	17 (C)	15 (C) 59%	15 (C)	14 (C)	14 (C) 59%	14 (C)	13 (C) 74%	13 (C) 76%
15	19	19	20	18 NT	18	17	17 NT	17	15 NT	15 NT
15 (A)	19 (A)	19 (A)	20 (A)	18 (A) 49%	18 (A)	17 (A)	17 (A) 75%	17 (A)	15 (A) NT	15 (A) 64%
			18 (A) i	18 (A) i NT						
			20 (A) iii	18 (A) iii NT	18 (A) i	17 (A) i	17 (A) i NT	17 (A) i	15 (A) i NT	15 (A) i NT
					18 (A) iv	17 (A) iv	17 (A) v NT	17 (A) v	15 (A) ii NT	15 (A) ii NT
					18 (A) ii	17 (A) ii	17 (A) ii NT	17 (A) ii	15 (A) iii NT	15 (A) iii NT
			20 (A) ii	18 (A) ii NT	18 (A) iii	17 (A) iii	17 (A) iii NT	17 (A) iii	15 (A) iv NT	15 (A) iv NT
							17 (A) iv NT	17 (A) iv		
									15 (A) v NT	15 (A) v NT
									15 (A) vi	15 (A) vi NT
		20	21	19	19	18	18 NT	18	16 NT	16 NT
		20 (A)	21 (A)	19 (A)	19 (A)	18 (A)	18 (A) NT	18 (A)	16 (A) 51%	16 (A) 67%
									16 (C) NT	16 (C) NT
							18 (C) 49%	18 (C)	16 (D) 69%	16 (D) NT
									16 (E) 70%	16 (E) NT
										16 (F) NT

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Gray boxes without notation are not taught at that grade level

Whole numbers without a letter distinguish genres tested with Figure 19

Red indicates performance of less than 70% student mastery

Figure 19 questions are represented twice in the chart above but counted once in STAAR scores. See whole numbers for Figure 19 breakdown by genre.

STAAR Writing Vertical Alignment  
Reporting Category 3/6 Edit

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II
				Rpt Cat 3 64%			Rpt Cat 3 64%		Rpt Cat 6 68%	Rpt Cat 6 72%
13	17	17	17	15 NT	15	14	14 NT	14	13 NT	13 NT
13 (D)	17 (D)	17 (D)	17 (D)	15 (D) 62%	15 (D)	14 (D)	14 (D) 69%	14 (D)	13 (D) 74%	13 (D) 78%
16	20	21	22	20 NT	20	19	19 NT	19	17 NT	17 NT
16 (A)	20 (A)	21 (A)	22 (A)	20 (A) 69%	20 (A)	19 (A)	19 (A) 67%	19 (A)	17 (A) 71%	17 (A) 80%
16 (A) i	20 (A) i	21 (A) i	22 (A) i	20 (A) i NT	20 (A) i	19 (A) i	19 (A) i NT	19 (A) i	17 (A) i NT	17 (A) i NT
16 (A) ii	20 (A) ii	21 (A) ii	22 (A) ii	20 (A) ii NT	20 (A) ii	19 (A) ii				
16 (A) iii	20 (A) iii	21 (A) iii	22 (A) iii	20 (A) iii NT	20 (A) iii	19 (A) iii				
							19 (A) ii NT	19 (A) ii		
							19 (A) iii NT	19 (A) iii		
	20 (A) iv	21 (A) iv	22 (A) iv	20 (A) iv NT	20 (A) iv	19 (A) iv	19 (A) iv NT			
16 (A) iv	20 (A) v	21 (A) v	22 (A) v	20 (A) v NT	20 (A) v	19 (A) v	19 (A) v NT			
			22 (A) vii	20 (A) vii NT	20 (A) vii	19 (A) vii	19 (A) vii NT	19 (A) v		
	20 (A) vii	21 (A) vii	22 (A) viii	20 (A) viii NT	20 (A) viii	19 (A) viii	19 (a) viii NT			
16 (A) v	20 (A) vi	21 (A) vi	22 (A) vi	20 (A) vi NT	20 (A) vi	19 (A) vi	19 (A) vi NT	19 (A) iv	17 (A) ii NT	17 (A) ii NT
									17 (A) iii NT	17 (A) iii NT
16 (B)	20 (B)	21 (B)	22 (B)	20 (B) 63%	20 (B)		19 (B) NT	19 (B)		
16 (C)			22 (C)	20 (C) 81%	20 (C)	19 (C)	19 (C) 63%	19 (C)	17 (C) 71%	17 (C) 68%
17	21	22	23	21 NT	21	20	20 NT	20	18 NT	18 NT
17 (B)	21 (B)	22 (B)	23 (B)	21 (B) NT	21 (A)	20 (A)	20 (A) 53%	20 (A)	18 (A) 56%	18 (A) 81%
			23 (B) ii	21 (B) i NT						
				21 (B) ii NT	21 (A)	20 (A)				
				21 (B) iii NT						
17 (C)	21 (C)	22 (C)	23 (C)	21 (C) 68%	21 (B)	20 (B)	20 (B) 59%	20 (B)	18 (B) 66%	18 (B) 63%
			23 (C) ii	21 (C) i NT	21 (B) i	20 (B) i	20 (B) i NT	20 (B) i	18 (B) ii NT	18 (B) i NT
						20 (B) iii	20 (B) ii NT	20 (B) ii	18 (B) iii	18 (B) iii
				21 (C) ii NT	21 (B) ii	20 (B) ii			18 (B) i NT	18 (B) ii NT
	22	23	24	22 NT	22	21	21 NT	21	19 NT	19 NT
18 (B)	22 (B)	23 (B)	24 (B)	22 (A) NT	22 (A)					
				22 (A) i NT						
				22 (A) ii NT						
			24 (B) iv	22 (A) iii NT						
				22 (A) iv NT						
				22 (A) v NT	22 (A) iii					
	22 (D)	23 (D)		22 (B) 66%	22 (B) i - iv					
			24 (E)	22 (C) 53%	22 (C)	21 (A)				
	22 (E)	24 (F)	24 (G)	22 (D) NT	22 (D)	21 (B)	21 (A) 63%	21 (A)	19 (A) 60%	19 (A) 81%