

Rusk Elementary School

2014 – 2015

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: 320
Total student At Risk: 176
55.0% At Risk student

Table of Contents

Campus Improvement Committee & Entity Counts	3
Comprehensive Needs Assessment Summary	
Demographics	4
Student Achievement/Assessments	4
Curriculum, Instruction, Assessment	6
Staff Quality/Professional Development	7
Family and Community Involvement	7
School Culture and Climate	7
Technology	8
School Context and Organization	8
Rusk Elementary Goals, Objectives, and Strategies	9
Demographic and Student Achievement Goals, Objectives, and Strategies	10
Curriculum, Instruction, & Assessment Goals, Objectives, and Strategies	11
Staff Quality, Recruitment, & Retention Goals, Objectives, and Strategies	12
Family and Community Involvement Goals, Objectives, and Strategies	14
School Culture and Climate Goals, Objectives, and Strategies	16
Technology Goals, Objectives, and Strategies	18
School Context and Organization Goals, Objectives, and Strategies	20
State Comp Ed Funds Strategies	21
State Comp Ed Budget	25

Campus Improvement Committee

Debbie Welch, Principal
Sheila Hicks, Counselor
Dawn Lee, Teacher
Tammy Brogdon, Teacher
Melonie Hoffman, Teacher
Marla Kozlovsky, Parent

As of 05/30/2014	Entity Count	White	Black	Hisp	Asian	At Risk	LSES	Sp Education	504	LEP ESL	GT
2 nd	149							14	6	17	7
3 rd	170							17	6	19	12
Total	319	216	41	60	0	164	216	31	12	36	19

**Comprehensive Needs Assessment Summary
For School Year: 2014 - 2015**

Area Reviewed	Data Sources Reviewed	Summary of Strengths	Summary of Needs	Prioritized objectives, describing use of funding
Demographics	2014 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
Student Achievement/Assessments	2014 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
	2014 Accountability and System Safeguards	Reading scores At 81%.	Improvement in Math and Reading scores to meet System Safeguards: Rdg: 90% and Math: 85% for 2014 – 2015	Develop a plan for 2014-2015 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	11 students retained in 2014	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	Increase the % of students able to achieve the healthy fitness zone standard in all required tests on the Fitness gram (Grade 3) Develop and implement goals and objectives for physical education/activity programs after reviewing data collected through Fitnessgram Incorporate Coordinated School Health on campus Strengthen and utilize

				the School Health Advisory Council to support the implementation for all school health policies and practices.
Curriculum, Instruction, Assessment	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 at least weekly</p>

				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
Staff Quality/Professional Development	HQ Report			Maintain 100% HQ teachers on campus Attract and retain highly qualified teachers
Family and Community Involvement	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
School Culture and Climate	New required trainings for 2014 – 2015	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

<p>Technology</p>	<p>Technology Plan</p>			<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> <p>Campus will add 50 iPads to current technology to integrate within their curriculum</p>
<p>School Context and Organization</p>	<p>DEIC, CIC, and Administrative meetings</p>	<p>Structures in place</p>		<p>Campus will work toward putting processes and structures in place to support intervention of targeted students</p>

Displayed at Central Office and on each Campus are banners with the following focus:
Rusk ISD ABCs of 2014 – 2015:

A – Academic Success

B – Behavioral Success

C – Challenge for Success

The following goals, objectives and strategies address our identified needs for 2014 – 2015:
Beginning with 2014 – 2015, 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 2014-15

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	August 25, 2014 – June 3, 2015	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
Patsy Ramirez – District Consultant for Reading	T. Gates B. Collins	Title 1, Part A, SIP	August 25, 2014 – June 3, 2015	Training completed	Increase on STAAR in Math and Reading	__ Met Goal __ Continue Strategy
Provide for ESL certification of identified teachers	B. Collins	ESL	August 25, 2014 – June 3, 2015	ESL certification documentation	Increase on TELPAS, STAAR	__ Met Goal __ Continue Strategy
Provide STAAR snacks	Principals Counselors	General	August 25, 2014 – June 3, 2015	PO documentation	STAAR Scores	__ Met Goal __ Continue Strategy
ESL students use Rosetta Stone daily	Teachers Computer Lab Teacher	ESL	August 25, 2014 – June 3, 2015	PO documentation	Increase on TELPAS, STAAR	__ Met Goal __ Continue Strategy
Continue programs to assist in meeting the needs of all students.	Principal; Classroom Teachers; Teacher	State Comp Ed	August 25, 2014 – June 3, 2015	Acceptable performance on instructional goals set by the	Increase in scores	__ Met Goal __ Continue Strategy

- GT - Literacy Lab - Resource - ESL - RTI - Send in/pull out aides - Accelerated - Targeted Instruction - Extended Day/Year Program - Counseling - Tutoring	Aides			campus committee		
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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 25, 2014 – June 3, 2015	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 25, 2014 – June 3, 2015	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 25, 2014 – June 3, 2015	Master Schedule	STAAR scores	__ Met Goal __ Continue Strategy
Provide Disciplinary Alternative Education Program (DAEP) services including teacher, assistant, supplies, etc.	Principals Teacher Assistant	General/State Comp Ed	August 25, 2014 – June 3, 2015	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 25, 2014 – June 3, 2015	PO documentation	STAAR scores	__ Met Goal __Continue Strategy
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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 25, 2014 – June 3, 2015	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 25, 2014 – June 3, 2015	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 20 – 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. 20 - 22, 2014	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 25, 2014 – June 3, 2015	Certificates from Region VII	Delivery of GT instruction to applicable	__ Met Goal __Continue Strategy

					students	
Patsy Ramirez – District Reading Consultant	B. Collins Principals Teachers	General	August 25, 2014 – June 3, 2015	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 2015	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 25, 2014 – June 3, 2015	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 3-4, 2014	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	August 25, 2014 – June 3, 2015	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 25, 2014 – June 3, 2015	Sign-in sheets Agendas Quickcheck Review meetings Emails with instruction sheets	STAAR scores	__ Met Goal __ Continue Strategy

Goal: (4) All students in the **community** will have **families** 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	August 25, 2014 – June 3, 2015	Newsletters distributed to parents	Increased parental communication	__ Met Goal __ Continue Strategy
Parent Institute Electronic Library	B. Collins	Title I, Part A	August 25, 2014 – June 3, 2015	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 2015	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 25, 2014 – June 3, 2015	Student evaluations Community feedback	STAAR scores	__ Met Goal __ Continue Strategy
Provide families access to student information and grades through the internet	Teachers	General	August 25, 2014 – June 3, 2015	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 25, 2014 – June 3, 2015	Meeting Agendas	Positive Parent and Community feedback	__ Met Goal __ Continue Strategy

Conduct an annual evaluation of parent and community involvement	Principals	General	August 25, 2014 – June 3, 2015	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 25, 2014 – June 3, 2015	Agendas Sign In Sheets	Improved grades Improved attendance Improved Parent communication	__ Met Goal __ Continue Strategy
Fall Parent Conferences	Teachers	General	August 2014 – December 2015	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. 100% of students will participate in fitness testing.						
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 2014	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 2014	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 25, 2014 – June 3, 2015	Master Schedule PEIMS 425 record	Reduction in the number of office referrals	__ Met Goal __ Continue Strategy
Red Ribbon Week activities on all	T. Gates Principals	General	October 2014	Campus Activity Agenda	PEIMS 425 Record	__ Met Goal

campuses	Counselors				Annual Safe and Drug Free Report	__ Continue Strategy
D.A.V.E. curriculum will be available for use by all teachers on the web	Principals	General	August 25, 2014 – June 3, 2015	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 25, 2014 – June 3, 2015	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 25, 2014 – June 3, 2015	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 25, 2014 – June 3, 2015	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	August 25, 2014 – June 3, 2015	PO documentation	PEIMS 425 Record Annual Safe and Drug Free Report	__ Met Goal __ Continue Strategy
Students will participate in physical education for the required number minutes weekly.	Teacher Principal	General	August 25, 2014-June 3, 2015	Master Schedule	Increased performance on Fitness Gram	__ Met Goal __ Continue Strategy

Goal: (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.

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	August 25, 2014 –	Student use of software	Increase in STAAR	__ Met Goal

			June 3, 2015		math scores	__ Continue Strategy
Attend Technology Integration Specialist trainings and seek assistance in implementing technology into classroom instruction	B. Collins Principals Teachers	General	August 25, 2014 – June 3, 2015	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)	August 25, 2014 – June 3, 2015	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	August 25, 2014 – June 3, 2015	STAR Reports	Increase in STAAR scores	__ Met Goal __ Continue Strategy
Provide STEMScopes to enhance student learning	B. Collins Teachers	General IMA	August 25, 2014 – June 3, 2015	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	August 25, 2014 – June 3, 2015	Ren Place Reports	Increase in STAAR scores	__ Met Goal __ Continue Strategy
Use Rosetta Stone and/or vocabulary software to improve the acquisition of vocabulary and language skills for ELLs	B. Collins ESL Teachers	General	August 25, 2014 – June 3, 2015	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	August 25, 2014 – June 3, 2015	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	August 25, 2014 – June 3, 2015	Agendas	Appropriate use of the internet	__ Met Goal __ Continue Strategy
Use Brain Pop Jr, Study Island, and LoneStar Digital Reading and Math to enhance student learning	B. Collins Tech Dept Teachers	Instructional Materials Allotment (IMA)	August 25, 2014 – June 3, 2015	Software installed and in use	Increase in STAAR scores	__ Met Goal __ Continue Strategy
Use iPads to assist in improving mastery of reading and math standards	Tech Dept Teachers	Title VI General	August 25, 2014 – June 3, 2015	Applications 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/Enrichment for All Students during and after the school day and during Summer if appropriate.	B. Collins Principals Teachers	General	August 25, 2014 – June 3, 2015	Extended Day student rosters	Progress monitoring of Extended Day and STAAR scores	___ Met Goal ___ Continue Strategy
DEIC and CIC meetings	Principals Teachers	General	August 25, 2014 – June 3, 2015	Sign In Sheets Agendas	School organization Surveys conducted in DEIC	___ Met Goal ___ Continue Strategy

Activities/Strategies Partially or Wholly Budgeted with SCE:

ACTIVITIES/ STRATEGIES	HIGH SCHOOL	JR. HIGH	INTERMEDIATE	ELEMENTARY	PRIMARY
Individualized Instruction/ Small Group	X S. Nimitz (EOC) Payroll Costs \$19,478 FTE's-.40	X CM- C. Gault \$2,735 FTE's-.07 Targeted Instruction- Besson, G. Blackmon, Boyett, Burkhalter, Christopher, Cook, Day, Eckel, Friederich, Garner, Gates, C. Guidry, Harris, Henderson, Kellis, Moore, Peloquin, Robbins, Russell, Thompson, Wallace, Watkins, B Williams, C Williams \$69,448 FTE's-1.68 Math-Day, Jones, Gates, Russell \$47,572 FTE's-1.21	X Reading Lab/Small Group-Turner \$54,558 FTE's-1.0 Math Lab/Small Group- Franklin, Priest \$64,403 FTE's-1.23 Targeted Instruction- Bixler, Bottoms, Boudreaux, Bowman, Carroll, Cox, Dominy, Frazer, Fredericks, Lucas, Oliver, Pepin, C Ruiz \$77,132 FTE's-1.70	X Lab/Small Group- Gordon, Kearney, Nichols \$97,581 FTE's-1.92 Targeted Instruction- Beck, Brogdon, Clayton, Cook, Hickman, Hoffman, Howell, Jinkins, Kadlecek, Mabry, Moore, Peters, Sunday, Tucker \$44,675 FTE's-1.02	X Targeted Instruction- Berryman, Blackmon, Cahalane, Covington, Dyess, Eckel, Garner, Goff, Peters, Sanders, Simpson, Starkey, Thompson, Williams, Y'Barbo \$42,465 FTE's-1.06
Specialized Reading Program		X Reading Lab- Christopher, C Guidry, C Williams \$50,228 FTE's-1.28			
Pre-Kindergarten-4 Year Old Program-Extended to Full-day					X Teachers and Aides- Payroll Costs-\$198,119 FTE's-7.8
Pre-Kindergarten-3 Year Old Program					X Teachers and Aides- Payroll Costs-\$64,858 FTE's-2.0
Pre-Kindergarten					X Supplies-\$2,000 Misc Oper Costs-\$8,150 TOTAL:\$10,150
Targeted Interventionist Program		X McCown \$50,293 FTE's-.93	X M. Black \$49,401 FTE's-1.0	X Morgan \$37,161 FTE's-1.0	X Gunn, McNew \$57,642 FTE's-1.47
Teacher Aides/Assistants		X \$31,587 FTE's-1.77	X \$30,387 FTE's-1.68	X \$32,931 FTE's-1.62	X \$102,733 FTE's-5.20
Extended Day	X Payroll Costs-\$1,041 (EOC)	X Payroll Costs-\$17,435 Misc Oper Costs- \$2,000 TOTAL:\$19,435	X Payroll Costs-\$20,037 Supplies-\$500 Misc Oper Costs-\$2,000 TOTAL:\$22,537	X Payroll Costs-\$20,036 Misc Oper Costs-\$2,000 TOTAL:\$22,036	X Payroll Costs-\$14,832 Misc Oper Costs-\$1,000 TOTAL:\$15,832
Extended Year (Summer School)	X Payroll Costs-\$5,204 (EOC)	X Payroll Costs-\$8,326 Supplies-\$500 TOTAL:\$8,826	X Payroll Costs-\$9,887 Supplies-\$500 Misc Oper Costs-\$500 TOTAL:\$10,887	X Payroll Costs-\$5,203	X Payroll Costs-\$3,644
Disciplinary Alternative	X	X			

ACTIVITIES/ STRATEGIES	HIGH SCHOOL	JR. HIGH	INTERMEDIATE	ELEMENTARY	PRIMARY
Education Program (DAEP)-Basic Services	Payroll Costs-Teacher and Assistant-\$44,332 Contracted Svc-\$5,848 Supplies-\$500 Janitorial-\$1,785 Utilities-\$984 TOTAL-\$53,449 FTE's-1.33	Payroll Costs-Teacher and Assistant-\$6,331 Contracted Svc-\$866 Supplies-\$250 Janitorial-\$1,785 Utilities-\$984 TOTAL-\$10,216 FTE's-.19			
Dyslexia Program		X Supplies-\$175 Travel-\$100 TOTAL-\$275	X Dyslexia-Collins \$18,562 Supplies-\$2,250 Travel-\$300 TOTAL-\$21,112 FTE's-.50	X Dyslexia-Collins \$18,562 Supplies-\$400 Testing Materials-\$500 Travel-\$300 TOTAL-\$19,762 FTE's-.50	X Supplies-\$955 Testing Materials-\$250 Travel-\$100 TOTAL-\$1,305
Contracted Services-Instructional		X \$1,050	X \$1,050		
Supplies-Instructional		X \$650	X Supplies-\$1,000 Reading Material-\$500	X Supplies \$1,250 Reading Materials \$250	X \$600
Guidance & Counseling		X Testing Materials-\$250	X Testing Materials-\$300	X Testing Materials-\$100	X Testing Materials-\$250

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			

Rusk Elementary School
State Compensatory Education Funds
Additional Information as Required By Section 42.152, Texas Education Code
2014-2015

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

<u>Expenditure</u>	<u>Amount</u>	<u>Full Time Equivalent (FTEs)</u> (Does not include extended day, week, or year FTEs)
Payroll Costs	\$256,149	6.06
Professional and Contracted Services	0	
Supplies and Materials	2,500	

Other Operating Costs	2,300	
Debt Service	0	
Capital Outlay	0	
TOTAL	\$260,949	

<u>ELEM (ECO DISADV>=40%)</u>				
Teachers:				
BECK, HEATHER	7%	0.07	TARGETED INSTRUCTION	BASED ON SCHEDULE
BROGDON, TAMMY	7%	0.07	TARGETED INSTRUCTION	BASED ON SCHEDULE
COLLINS, CADI	50%	0.50	DYSLEXIA INTERVENTION	BASED ON SCHEDULE
CLAYTON, ROBERT	11%	0.11	TARGETED INSTRUCTION	BASED ON SCHEDULE
COOK, MIRANDA	7%	0.07	TARGETED INSTRUCTION	BASED ON SCHEDULE
GORDON, KATHY	30%	0.30	INSTRUCTIONAL LAB/ROTATION	BASED ON SCHEDULE
HICKMAN, SUNNYE	7%	0.07	TARGETED INSTRUCTION	BASED ON SCHEDULE
HOFFMAN, MELONIE	7%	0.07	TARGETED INSTRUCTION	BASED ON SCHEDULE
HOWELL, MICAH	7%	0.07	TARGETED INSTRUCTION	BASED ON SCHEDULE
JINKINS, ALEXIS	7%	0.07	TARGETED INSTRUCTION	BASED ON SCHEDULE
KADLECEK, ROBIN	7%	0.07	TARGETED INSTRUCTION	BASED ON SCHEDULE
KEARNEY, MICHELLE	69%	0.69	INSTRUCTIONAL LAB/READING	
MABRY, CANDIS	7%	0.07	TARGETED INSTRUCTION	BASED ON SCHEDULE
MORGAN, JENNIFER	100%	1.00	TARGETED INTERVENTIONIST	BASED ON SCHEDULE
MOORE, DARLA	7%	0.07	TARGETED INSTRUCTION	BASED ON SCHEDULE
NICHOLS, LINDA	93%	0.93	INSTRUCTIONAL LAB/READING/MATH LAB	BASED ON SCHEDULE
PETERS, LAURIE	7%	0.07	TARGETED INSTRUCTION	BASED ON SCHEDULE
SUNDAY, ROBIN	7%	0.07	TARGETED INSTRUCTION	BASED ON SCHEDULE

TUCKER, RITA	7%	0.07	TARGETED INSTRUCTION	BASED ON SCHEDULE
<u>Aides:</u>				
HILL, DONNA	62%	0.62	TEACHER ASSISTANT	BASED ON SCHEDULE
MCNAIR, DOLORES	100%	1.00	TEACHER ASSISTANT	BASED ON SCHEDULE
TOTAL PIC 30 FTEs		6.06		
<u>DAEP BASIC SERVICES-PIC 29</u>				
<u>Teachers:</u>				
	0%	0.00	DAEP BASIC SERVICES	
	0%	0.00	DAEP BASIC SERVICES	
<u>Aides:</u>				
	0%	0.00	DAEP BASIC SERVICES	
TOTAL PIC 29 FTEs		0.00		
TOTAL ELEM FTEs		6.06		

RUSK ELEMENTARY					
STATE COMPENSATORY BUDGET					
2014-2015					
					2014-15
ACCOUNT NUMBER	ACCOUNT DESCRIPTION				BUDGET
199 E 11 6119 00 102 0 30 000	PROF PERSONNEL		ELEM	SCE SW	157,960.0 0
199 E 11 6119 00 102 0 30 870	PROF PERSONNEL	LONGEVITY	ELEM	SCE SW	3,058.00
199 E 11 6119 00 102 0 30 875	PROF PERSONNEL	PERFORMANC E PAY	ELEM	SCE SW	2,219.00
199 E 11 6119 00 102 0 30 896	PROF PERSONNEL	INCENTIVE PAY	ELEM	SCE SW	110.00
199 E 11 6119 00 102 0 30 897	PROF PERSONNEL	EXT DAY	ELEM	SCE SW	15,000.00
199 E 11 6119 00 102 0 30 912	PROF PERSONNEL	DYSLEXIA	ELEM	SCE SW	17,555.00
199 E 11 6129 00 102 0 30 000	SUPPORT PERSONNEL		ELEM	SCE SW	31,312.00
199 E 11 6129 00 102 0 30 875	SUPPORT PERSONNEL	PERFORMANC E PAY	ELEM	SCE SW	567.00
199 E 11 6129 00 102 0 30 897	SUPPORT PERSONNEL	EXT DAY	ELEM	SCE SW	500.00
199 E 11 6141 00 102 0 30 000	SOCIAL SECURITY/MEDICARE		ELEM	SCE SW	2,260.00
199 E 11 6141 00 102 0 30 870	SOCIAL SECURITY/MEDICARE	LONGEVITY	ELEM	SCE SW	44.00
199 E 11 6141 00 102 0 30 875	SOCIAL SECURITY/MEDICARE	PERFORMANC E PAY	ELEM	SCE SW	37.00
199 E 11 6141 00 102 0 30 896	SOCIAL SECURITY/MEDICARE	INCENTIVE PAY	ELEM	SCE SW	2.00
199 E 11 6141 00 102 0 30 897	SOCIAL SECURITY/MEDICARE	EXT DAY	ELEM	SCE SW	225.00
199 E 11 6141 00 102 0 30 912	SOCIAL SECURITY/MEDICARE	DYSLEXIA	ELEM	SCE SW	255.00
199 E 11 6142 00 102 0 30 000	GROUP HEALTH & LIFE INSURANCE		ELEM	SCE SW	9,585.00
199 E 11 6143 00 102 0 30 000	WORKER'S COMPENSATION		ELEM	SCE SW	946.00
199 E 11 6143 00 102	WORKER'S	LONGEVITY	ELEM	SCE	15.00

0 30 870	COMPENSATION			SW	
199 E 11 6143 00 102 0 30 875	WORKER'S COMPENSATION	PERFORMANC E PAY	ELEM	SCE SW	14.00
199 E 11 6143 00 102 0 30 896	WORKER'S COMPENSATION	INCENTIVE PAY	ELEM	SCE SW	1.00
199 E 11 6143 00 102 0 30 897	WORKER'S COMPENSATION	EXT DAY	ELEM	SCE SW	78.00
199 E 11 6143 00 102 0 30 912	WORKER'S COMPENSATION	DYSLEXIA	ELEM	SCE SW	88.00
199 E 11 6145 00 102 0 30 000	UNEMPLOYMENT COMPENSATION		ELEM	SCE SW	123.00
199 E 11 6145 00 102 0 30 870	UNEMPLOYMENT COMPENSATION	LONGEVITY	ELEM	SCE SW	2.00
199 E 11 6145 00 102 0 30 875	UNEMPLOYMENT COMPENSATION	PERFORMANC E PAY	ELEM	SCE SW	2.00
199 E 11 6145 00 102 0 30 897	UNEMPLOYMENT COMPENSATION	EXT DAY	ELEM	SCE SW	10.00
199 E 11 6145 00 102 0 30 912	UNEMPLOYMENT COMPENSATION	DYSLEXIA	ELEM	SCE SW	11.00
199 E 11 6146 00 102 0 30 000	TEACHER RETIREMENT/TRS CARE		ELEM	SCE SW	4,220.00
199 E 11 6146 00 102 0 30 870	TEACHER RETIREMENT/TRS CARE	LONGEVITY	ELEM	SCE SW	69.00
199 E 11 6146 00 102 0 30 875	TEACHER RETIREMENT/TRS CARE	PERFORMANC E PAY	ELEM	SCE SW	62.00
199 E 11 6146 00 102 0 30 897	TEACHER RETIREMENT/TRS CARE	EXT DAY	ELEM	SCE SW	318.00
199 E 11 6146 00 102 0 30 912	TEACHER RETIREMENT/TRS CARE	DYSLEXIA	ELEM	SCE SW	393.00
199 E 11 61-- -- -- -- ---	*PAYROLL COSTS				247,041.0 0
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	1,250.00
199 E 11 6399 00 102 0 30 912	GENERAL SUPPLIES	DYSLEXIA	ELEM	SCE SW	400.00
199 E 11 63-- -- -- -- ---	*SUPPLIES & MATERIALS				1,900.00
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				250,941.0 0
199 E 13 6411 00 102 0 30 912	TRAVEL-EMPLOYEE ONLY	DYSLEXIA	ELEM	SCE SW	300.00

199 E 13 64-- -- -- -- -- ---	*OTHER OPERATING COSTS					300.00
199 E 13 ---- -- -- -- -- ---	*CURRICULUM DEV.& INST.STF DEV					300.00
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 6143 00 102 0 30 897	WORKER'S COMPENSATION	EXT DAY	ELEM	SCE SW		5.00
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		21.00
199 E 21 61-- -- -- -- -- ---	*PAYROLL COSTS					1,042.00
199 E 21 ---- -- -- -- -- ---	*INSTRUCTIONAL LEADERSHIP					1,042.00
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 6143 00 102 0 30 897	WORKER'S COMPENSATION	EXT DAY	ELEM	SCE SW		5.00
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		21.00
199 E 23 61-- -- -- -- -- ---	*PAYROLL COSTS					1,042.00
199 E 23 ---- -- -- -- -- ---	*SCHOOL LEADERSHIP					1,042.00
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					253,925.0 0
199 - -- ---- -- -- -- -- -	*GENERAL FUND					253,925.0 0

	TRANSPORTATION- EXTENDED DAY				1,821.00
	SCE BUDGET EXCLUDING SUMMER SCHOOL				255,746.0 0
	<u>SUMMER SCHOOL</u>				
199 E 11 6119 00 699 0 30 102	PROF PERSONNEL	ELEM	SUM M	SCE SW	3,500.00
199 E 11 6129 00 699 0 30 102	SUPPORT PERSONNEL	ELEM	SUM M	SCE SW	1,000.00
199 E 11 6141 00 699 0 30 102	SOCIAL SECURITY/MEDICARE	ELEM	SUM M	SCE SW	65.00
199 E 11 6143 00 699 0 30 102	WORKER'S COMPENSATION	ELEM	SUM M	SCE SW	23.00
199 E 11 6145 00 699 0 30 102	UNEMPLOYMENT COMPENSATION	ELEM	SUM M	SCE SW	3.00
199 E 11 6146 00 699 0 30 102	TEACHER RETIREMENT/TRS CARE	ELEM	SUM M	SCE SW	92.00
199 E 11 61-- -- -- -- ---	*PAYROLL COSTS				4,683.00
199 E 11 ---- -- -- -- ---	*INSTRUCTION				4,683.00
199 E -- ---- -- -- -- --	*Expense				4,683.00
199 - - - - - -- -- -- -- -	*GENERAL FUND				4,683.00
	TRANSPORTATION- SUMMER SCHOOL				520.00
	SCE SUMMER SCHOOL BUDGET				5,203.00
	TOTAL STATE COMPENSATORY BUDGET				260,949.0 0

Summary Of **Level II** Performance of Campus SubPops compared to State Average

RISD Level II		# of SubPops at or above State Ave	Total SubPops	%age	Yellow	Orange	Pink
Reading	2011-2012	27	67	40%	19	8	12
	2012-2013	39	76	51%	11	10	15
	2013-2014	55	75	73%	7	8	5
Math	2011-2012	21	66	32%	9	10	24
	2012-2013	32	67	48%	7	9	17
	2013-2014	44	65	68%	11	6	4
Writing	2011-2012	4	20	20%	6	1	9
	2012-2013	7	20	35%	1	2	10
	2013-2014	7	18	39%	4	3	4
Science	2011-2012	15	29	52%	3	4	7
	2012-2013	21	27	78%	5	0	1
	2013-2014	26	30	87%	1	2	1
Social Studies	2011-2012	0	9	0%	0	2	1
	2012-2013	1	9	11%	1	2	5
	2013-2014	8	19	42%	1	2	8
District Summary All Tests	2011-2012	67	191	35%	37	25	53
	2012-2013	100	199	50%	25	23	48
	2013-2014	140	207	68%	24	21	22
Elementary Level II				%age	Yellow	Orange	Pink
Reading	2011-2012	4	10	40%	2	2	2
	2012-2013	9	11	82%	0	1	1
	2013-2014	9	11	82%	1	1	0
Math	2011-2012	1	10	10%	2	5	2
	2012-2013	5	11	45%	3	0	3
	2013-2014	8	11	73%	2	1	0
Campus Summary All Tests	2011-2012	5	20	25%	4	7	4
	2012-2013	14	22	64%	3	1	4
	2013-2014	17	22	77%	3	2	0
Intermediate Level II				%age	Yellow	Orange	Pink
Reading	2011-2012	4	21	19%	5	3	9
	2012-2013	9	19	47%	3	3	4
	2013-2014	10	20	50%	1	5	4
Writing	2011-2012	1	10	10%	1	1	7
	2012-2013	1	10	10%	0	2	7
	2013-2014	0	10	0%	4	3	3
Math	2011-2012	9	21	43%	4	3	5
	2012-2013	9	19	47%	1	4	5
	2013-2014	11	20	55%	5	3	1
Science	2011-2012	7	11	64%	1	0	3
	2012-2013	9	9	100%	0	0	0
	2013-2014	8	10	80%	0	1	1
Campus Summary All Tests	2011-2012	21	63	33%	11	7	24
	2012-2013	28	57	49%	4	9	16
	2013-2014	29	60	48%	10	12	9

Jr. High Level II					%age	Yellow	Orange	Pink
Reading	2011-2012	14	28	50%	10	3	1	
	2012-2013	13	28	46%	6	2	7	
	2013-2014	20	25	80%	4	1	0	
Writing	2011-2012	3	10	30%	5	0	2	
	2012-2013	6	10	60%	1	0	3	
	2013-2014	7	8	88%	0	0	1	
Math	2011-2012	10	27	37%	3	2	12	
	2012-2013	17	28	61%	2	3	6	
	2013-2014	17	25	68%	3	2	3	
Science	2011-2012	3	9	33%	1	1	4	
	2012-2013	9	9	100%	0	0	0	
	2013-2014	9	10	90%	0	1	0	
Social Studies	2011-2012	0	9	0%	0	2	7	
	2012-2013	1	9	11%	1	2	5	
	2013-2014	0	10	0%	0	2	8	
Campus Summary All Tests	2011-2012	30	83	36%	19	8	26	
	2012-2013	46	84	55%	10	7	21	
	2013-2014	53	78	68%	7	6	12	
High School Level II					%age	Yellow	Orange	Pink
English I/II	2011-2012	5	8	63%	2	0	0	
	2012-2013	8	18	44%	2	4	3	
	2013-2014	16	19	84%	1	1	1	
Algebra I	2011-2012	1	8	13%	0	0	5	
	2012-2013	1	9	11%	1	2	3	
	2013-2014	8	9	89%	1	0	0	
Biology	2011-2012	5	9	56%	1	3	0	
	2012-2013	3	9	33%	5	0	1	
	2013-2014	9	10	90%	1	0	0	
US History	2011-2012	NA	NA	NA	NA	NA	NA	
	2012-2013	NA	NA	NA	NA	NA	NA	
	2013-2014	8	9	89%	1	0	0	
Campus Summary All Tests	2011-2012	11	25	44%	3	3	6	
	2012-2013	12	36	33%	8	6	7	
	2013-2014	41	47	87%	4	1	1	

Summary Of **Level III** Performance of Campus SubPops compared to State Average

RISD Level III		# of SubPops at or above State Ave	Total SubPops	%age	Yellow	Orange	Pink
Reading	2011-2012	18	67	27%	20	17	12
	2012-2013	21	76	28%	26	16	13
	2013-2014	21	75	28%	25	19	10
Math	2011-2012	12	66	18%	18	13	23
	2012-2013	12	65	18%	13	27	13
	2013-2014	16	66	24%	20	14	12
Writing	2011-2012	1	20	5%	15	1	3
	2012-2013	4	19	21%	11	4	0
	2013-2014	1	18	6%	12	4	1
Science	2011-2012	7	29	24%	13	7	2
	2012-2013	15	27	56%	9	1	2
	2013-2014	9	30	30%	9	7	5
Social Studies	2011-2012	0	9	0%	5	2	2
	2012-2013	0	9	0%	3	2	4
	2013-2014	7	19	37%	6	1	5
District Summary All Tests	2011-2012	38	191	20%	71	40	42
	2012-2013	52	116	45%	62	50	32
	2013-2014	54	208	26%	72	49	33
Elementary Level III				%age	Yellow	Orange	Pink
Reading	2011-2012	1	10	10%	1	3	5
	2012-2013	9	11	82%	1	0	1
	2013-2014	2	11	18%	2	5	2
Math	2011-2012	2	10	20%	6	1	1
	2012-2013	10	11	91%	1	0	0
	2013-2014	4	11	36%	3	4	0
Campus Summary All Tests	2011-2012	3	20	15%	7	4	6
	2012-2013	19	22	86%	2	0	1
	2013-2014	6	22	27%	5	9	2
Intermediate Level III				%age	Yellow	Orange	Pink
Reading	2011-2012	7	21	33%	4	6	4
	2012-2013	5	19	26%	5	6	3
	2013-2014	7	20	35%	4	7	2
Writing	2011-2012	0	10	0%	9	1	0
	2012-2013	1	9	11%	6	2	0
	2013-2014	0	10	0%	8	2	0
Math	2011-2012	2	20	10%	5	7	6
	2012-2013	1	19	5%	2	12	4
	2013-2014	4	20	20%	7	4	5
Science	2011-2012	3	11	27%	4	4	0
	2012-2013	7	9	78%	2	0	0
	2013-2014	3	10	30%	4	3	0
Campus Summary All Tests	2011-2012	12	62	19%	22	18	10
	2012-2013	14	56	25%	15	20	7
	2013-2014	14	60	23%	23	16	7

Jr. High Level III					%age	Yellow	Orange	Pink
Reading	2011-2012	7	27	26%	10	7	3	
	2012-2013	3	28	11%	11	7	7	
	2013-2014	4	25	16%	10	6	5	
Writing	2011-2012	1	10	10%	6	0	3	
	2012-2013	3	10	30%	5	2	0	
	2013-2014	1	8	13%	4	2	1	
Math	2011-2012	8	27	30%	5	4	10	
	2012-2013	1	27	4%	9	13	4	
	2013-2014	7	26	27%	9	8	2	
Science	2011-2012	2	9	22%	3	2	2	
	2012-2013	3	9	33%	5	0	1	
	2013-2014	2	10	20%	1	3	4	
Social Studies	2011-2012	0	9	0%	5	2	2	
	2012-2013	0	9	0%	3	2	4	
	2013-2014	2	10	20%	3	1	4	
Campus Summary All Tests	2011-2012	18	82	22%	29	15	20	
	2012-2013	10	83	12%	33	24	16	
	2013-2014	16	79	20%	27	20	16	
High School Level III					%age	Yellow	Orange	Pink
English I/II	2011-2012	3	9	33%	5	1	0	
	2012-2013	4	18	22%	9	3	2	
	2013-2014	8	19	42%	9	1	1	
Algebra I	2011-2012	0	9	0%	2	1	6	
	2012-2013	0	8	0%	1	2	5	
	2013-2014	1	9	11%	1	2	5	
Biology	2011-2012	2	9	22%	6	1	0	
	2012-2013	5	9	56%	2	1	1	
	2013-2014	4	10	40%	4	1	1	
US History	2011-2012	NA	NA	NA	NA	NA	NA	
	2012-2013	NA	NA	NA	NA	NA	NA	
	2013-2014	5	9	56%	3	0	1	
Campus Summary All Tests	2011-2012	5	27	19%	13	3	6	
	2012-2013	9	35	26%	12	6	8	
	2013-2014	18	47	38%	17	4	8	

STAAR Scores - Reading Level II

	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	
3 Reading	2012 Phase-In I Lev II	76	75	76	66	60	72	71	68	62	86	83	80	83	76	*	74	72	70	79	78	81	66	63	55	53	51	60	69	66	65	63	61	55
	2013 Phase-In I Lev II	79	79	87	69	65	64	74	70	77	89	87	91	86	76	67	77	77	86	81	82	85	68	64	75	59	61	91	71	73	82	66	66	71
	2014 Phase-In I Lev II	76	76	81	63	58	55	71	68	77	87	85	85	83	77	86	74	74	81	78	77	81	65	62	72	56	56	83	67	68	76	62	62	63
4 Reading	All			AA			His.			White			2+			Male			Female			ELL			SPED			ECODIS			At-Risk			
	2012 Phase-In I Lev II	77	76	77	66	59	57	72	70	68	88	84	84	85	76	*	75	74	69	79	78	82	61	58	40	51	49	45	70	67	71	58	55	44
	2013 Phase-In I Lev II	72	71	70	60	55	30	65	60	52	85	80	80	81	76	*	70	68	64	74	73	73	53	45	33	46	47	75	62	62	62	54	51	49
2014 Phase-In I Lev II	74	72	75	62	57	79	69	65	62	84	80	76	81	74	*	71	70	72	77	74	78	58	56	43	49	49	40	65	64	70	55	53	50	
5 Reading	All			AA			His.			White			2+			Male			Female			ELL			SPED			ECODIS			At-Risk			
	2012 Phase-In I Lev II	77	76	75	68	60	54	72	68	46	87	84	83	85	83	50	75	74	71	79	78	80	51	45	0	46	48	40	70	66	61	55	53	44
	2013 Phase-In I Lev II	77	85	83	68	74	69	74	78	74	89	92	90	85	78	*	75	73	75	79	77	78	53	47	*	49	69	75	69	80	75	73	67	57
2014 Phase-In I Lev II	76	75	76	66	60	56	71	67	70	88	84	81	85	82	*	74	73	74	78	78	79	52	48	43	50	50	100	68	67	63	59	58	60	
6 Reading	All			AA			His.			White			2+			Male			Female			ELL			SPED			ECODIS			At-Risk			
	2012 Phase-In I Lev II	75	75	71	68	62	63	67	65	63	86	84	74	84	75	80	72	71	69	77	79	74	38	36	*	36	39	80	67	65	67	49	50	44
	2013 Phase-In I Lev II	71	72	66	63	55	38	63	61	50	85	82	75	82	80	*	69	70	64	73	74	73	32	29	*	34	42	*	61	63	51	67	45	35
2014 Phase-In I Lev II	77	77	83	68	62	77	71	72	77	88	84	86	85	80	*	74	74	83	80	80	83	48	48	*	41	45	*	69	70	80	56	56	70	
7 Reading	All			AA			His.			White			2+			Male			Female			ELL			SPED			ECODIS			At-Risk			
	2012 Phase-In I Lev II	76	75	81	70	62	70	70	70	77	86	82	83	85	75	*	72	71	74	80	80	86	37	37	*	34	32	71	69	66	75	52	52	50
	2013 Phase-In I Lev II	77	78	78	71	63	87	71	69	73	88	86	73	86	79	83	75	75	73	80	81	79	38	35	*	38	42	88	69	70	83	52	54	52
2014 Phase-In I Lev II	75	75	81	66	57	62	68	67	71	87	84	86	84	80	*	72	70	75	78	78	88	34	31	*	37	38	*	65	66	71	51	52	67	
8 Reading	All			AA			His.			White			2+			Male			Female			ELL			SPED			ECODIS			At-Risk			
	2012 Phase-In I Lev II	80	80	85	73	65	76	74	75	76	90	87	87	88	85	87	78	79	84	82	82	86	34	33	*	40	39	*	73	72	80	58	59	65
	2013 Phase-In I Lev II	84	90	92	78	82	100	79	86	97	92	95	91	91	89	80	80	81	76	87	87	85	46	48	*	46	63	86	77	86	87	75	78	82
2014 Phase-In I Lev II	83	82	86	76	70	83	77	75	83	92	89	88	90	83	83	80	78	84	85	86	89	43	41	*	47	47	*	75	75	84	66	65	75	
Eng. I	All			AA			His.			White			2+			Male			Female			ELL			SPED			ECODIS			At-Risk			
	2012 Phase-In I Lev II	68	69	73	59	54	43	59	57	57	82	78	80	79	73	*	62	63	64	74	75	81	18	16	*	24	23	*	57	57	61	42	43	53
	2013 Phase-In I Lev II	65	65	67	55	47	33	56	55	53	81	76	76	78	70	*	60	59	59	70	72	76	18	14	*	22	21	59	54	55	59	40	40	42
2014 Phase-In I Lev II	62	63	77	53	47	59	55	53	79	78	75	81	76	70	80	56	56	67	69	71	87	21	16	*	23	26	55	52	54	72	44	44	56	
Eng. II	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	

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STAAR Scores - Reading Level II

R 2012 Phase-In I Lev II	61	46	NA	54	27	NA	60	42	NA	64	51	NA	65	59	NA	55	36	NA	68	57	NA	21	12	NA	20	17	NA	53	36	NA	38	23	NA
R 2013 Phase-In I Lev II	78	78	72	71	67	54	71	68	79	88	84	73	87	80	*	75	74	60	81	81	83	31	25	*	36	32	39	69	69	61	61	61	61
R/W 2014 Phase-In I Lev II	66	66	72	55	48	36	58	56	68	81	77	80	79	78	*	61	60	66	71	73	78	20	16	*	22	19	14	55	56	70	46	46	50

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 Pink - More than 8 points below state average

STAAR Scores - Reading Level III

	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			
3 Reading																																				
2012 Level III	21	17	13	12	7	3	14	12	5	30	23	17	28	17	*	19	16	6	23	19	19	10	7	0	9	10	20	11	10	6	8	6	1			
2013 Level III	20	18	25	11	8	14	14	10	23	30	24	28	27	20	17	18	16	24	22	20	26	9	7	25	9	9	22	11	11	16	7	6	9			
2014 Level III	17	14	12	9	5	18	10	7	13	27	20	12	23	10	0	15	13	10	18	15	13	7	4	0	7	6	0	9	8	7	6	5	3			
4 Reading																																				
2012 Level III	19	16	20	10	5	3	12	9	14	29	22	27	27	18	*	18	16	22	19	16	19	5	4	0	7	8	27	9	9	10	5	5	7			
2013 Level III	20	17	18	11	7	0	14	11	10	31	24	24	28	17	*	19	17	12	22	18	23	6	5	0	8	8	0	12	11	15	7	6	3			
2014 Level III	18	15	18	10	6	5	12	8	14	27	21	22	25	14	*	16	13	11	20	17	24	6	4	0	7	7	20	10	9	11	5	4	6			
5 Reading																																				
2012 Level III	17	15	8	10	7	4	11	8	0	26	20	9	24	18	17	15	14	8	18	16	7	3	2	0	5	6	0	8	8	4	4	3	2			
2013 Level III	20	17	14	12	6	4	13	9	9	31	24	18	29	19	*	19	15	15	22	18	12	4	2	*	6	7	13	11	10	12	5	4	6			
2014 Level III	20	18	14	10	7	6	13	10	5	32	25	18	28	22	*	19	16	6	21	19	21	4	2	0	7	8	0	11	11	7	5	5	1			
6 Reading																																				
2012 Level III	17	15	10	10	6	6	10	7	6	28	22	11	25	13	20	16	14	9	19	17	12	2	0	*	3	2	0	8	7	11	3	2	0			
2013 Level III	20	19	16	12	7	5	13	10	0	32	26	20	29	23	*	19	18	14	21	20	18	2	1	*	5	7	*	11	11	6	4	4	2			
2014 Level III	15	12	12	8	4	0	9	7	3	24	17	17	22	14	*	13	10	11	17	14	13	2	1	*	3	3	*	7	7	7	2	2	0			
7 Reading																																				
2012 Level III	18	15	14	11	7	10	11	9	6	28	21	17	27	18	*	15	13	14	21	18	14	1	1	*	3	1	0	9	8	9	3	3	4			
2013 Level III	16	15	10	9	6	0	10	8	13	26	21	11	24	14	17	14	13	13	18	17	7	1	1	*	3	3	17	8	8	9	3	2	0			
2014 Level III	19	18	17	11	6	5	12	9	7	31	24	20	28	21	*	18	16	15	21	19	19	1	1	*	4	4	*	10	10	8	3	3	3			
8 Reading																																				
2012 Level III	19	17	17	11	7	24	12	9	14	30	23	17	28	21	*	17	15	9	21	19	25	1	0	*	3	2	*	9	9	11	3	3	4			
2013 Level III	24	22	20	15	10	11	17	14	10	36	29	24	34	23	0	21	19	20	28	85	20	2	1	*	4	4	0	14	13	11	5	6	3			
2014 Level III	23	21	13	14	9	6	15	12	11	35	28	13	32	20	33	20	18	10	26	23	16	1	0	*	4	4	*	13	12	13	5	4	3			
Eng. I																																				
2012 Level III	8	7	7	4	3	0	4	3	0	13	10	9	12	10	*	6	5	1	10	10	12	0	0	*	1	0	0	3	3	3	1	1	3			
2013 Level III	11	9	7	6	3	5	6	4	0	18	13	8	18	10	*	7	6	5	14	12	10	0	0	*	1	1	0	4	4	1	1	1	2			
2014 Level III	6	5	4	2	1	0	3	2	3	12	7	6	11	7	0	4	3	3	9	7	5	0	0	*	0	0	0	2	2	4	1	0	1			

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STAAR Scores - Reading Level III

Eng. II	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
R 2012 Level III	9	4	NA	5	1	NA	6	1	NA	11	6	NA	11	9	NA	7	3	NA	10	6	NA	0	0	NA	0	1	NA	5	2	NA	1	1	NA
R 2013 Level III	21	18	20	11	7	15	13	11	0	31	23	24	30	21	*	18	14	12	24	22	26	1	0	*	2	2	0	11	10	10	5	4	6
R/W 2014 Level III	6	4	5	2	1	0	3	2	0	10	6	7	10	6	*	4	3	0	7	6	10	0	0	*	0	0	0	2	1	2	0	0	2

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STAAR Scores - Mathematics Level II

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 Lev II	68	66	64	50	43	38	64	64	57	79	73	72	74	69	*	68	66	66	68	65	63	64	64	50	45	44	80	60	57	55	55	51	48		
2013 Phase-In I Lev II	79	69	77	69	48	40	74	66	64	89	76	93	86	66	50	69	68	83	70	69	71	68	61	67	59	49	87	71	62	71	57	55	54		
2014 Phase-In I Lev II	70	69	77	53	48	45	67	66	84	80	77	79	74	66	71	70	69	76	70	69	79	67	65	79	47	44	60	62	61	72	59	56	64		
4 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 Lev II	68	65	69	52	45	33	64	64	67	78	73	79	73	64	*	68	64	63	68	66	73	61	57	58	41	39	73	60	57	60	52	46	38		
2013 Phase-In I Lev II	68	65	63	52	45	23	64	63	52	79	72	73	74	70	*	68	65	60	69	66	66	60	52	33	41	40	54	60	58	53	55	50	43		
2014 Phase-In I Lev II	70	68	72	53	49	55	66	64	76	80	74	75	76	66	*	70	67	76	71	68	68	62	60	57	44	44	43	62	60	69	52	49	48		
5 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 Lev II	77	75	77	65	57	54	74	71	71	86	81	83	83	77	50	77	74	72	78	76	83	64	55	40	47	45	80	71	67	69	59	54	52		
2013 Phase-In I Lev II	75	86	88	61	73	69	71	84	76	85	91	96	81	75	*	75	72	82	75	74	82	62	54	*	46	67	89	68	82	83	76	71	61		
2014 Phase-In I Lev II	79	76	80	65	60	67	75	73	70	87	83	84	84	75	*	78	76	81	79	77	80	67	63	57	52	53	80	72	70	70	64	62	68		
6 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 Lev II	77	77	73	64	58	38	73	74	69	87	84	79	83	78	100	77	76	66	78	79	82	59	57	*	41	43	50	71	70	69	56	56	47		
2013 Phase-In I Lev II	74	75	72	61	56	50	69	71	36	85	82	80	81	76	*	73	74	67	75	75	56	52	49	*	38	46	43	66	68	60	51	52	42		
2014 Phase-In I Lev II	79	79	82	66	63	77	74	77	68	88	85	86	84	79	*	77	78	81	80	80	82	62	61	*	47	50	*	72	73	76	61	61	68		
7 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 Lev II	71	72	60	56	52	38	65	69	52	83	78	65	83	74	*	70	71	59	71	72	61	45	48	*	34	36	25	63	63	51	46	49	19		
2013 Phase-In I Lev II	71	74	78	58	55	59	66	70	73	83	81	80	78	72	100	71	73	44	72	75	50	49	48	*	37	43	88	64	67	73	49	51	57		
2014 Phase-In I Lev II	67	67	65	54	46	33	61	61	57	81	76	70	75	70	*	67	66	62	68	68	69	41	34	*	34	33	*	58	58	49	44	42	44		
8 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 Lev II	76	78	85	64	61	59	70	75	90	87	85	88	83	82	*	76	78	83	76	79	86	50	52	*	44	46	*	69	71	80	55	59	69		
2013 Phase-In I Lev II	77	89	92	67	79	93	74	87	100	86	93	92	84	74	*	77	80	87	77	82	85	59	60	*	48	74	83	71	85	88	74	78	86		
2014 Phase-In I Lev II	79	82	91	68	65	89	76	79	89	88	88	92	84	84	100	79	81	89	80	82	94	60	59	*	52	55	*	73	77	89	65	67	85		
Algebra I	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 Lev II	83	81	70	75	73	57	79	79	79	90	85	69	89	80	*	81	80	45	84	83	71	60	58	*	50	49	*	77	76	60	66	64	44		
2013 Phase-In I Lev II	78	79	65	69	67	55	74	75	67	88	83	67	86	79	*	76	76	63	81	81	69	51	53	*	43	45	58	71	73	65	59	60	55		
2014 Phase-In I Lev II	81	81	88	72	71	89	77	78	88	90	86	86	87	77	*	79	79	89	83	84	87	56	53	*	46	50	100	75	76	88	67	68	78		

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STAAR Scores Mathematics - Level III

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 Level III	15	12	14	6	3	3	10	11	5	21	15	18	19	11	*	15	13	11	14	12	17	10	10	0	7	7	30	8	7	6	7	5	3		
2013 Level III	16	13	24	7	5	5	12	10	36	22	17	25	20	14	33	16	13	27	15	13	22	11	10	42	7	6	11	10	9	21	8	6	13		
2014 Level III	16	13	14	7	4	0	12	10	13	21	17	15	20	9	29	16	13	13	15	12	15	12	9	5	7	7	0	10	9	12	8	6	5		
4 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 Level III	13	10	10	5	3	3	10	8	5	18	12	14	18	10	*	13	10	7	13	9	13	7	5	*	5	6	18	7	6	5	6	4	3		
2013 Level III	16	13	7	7	4	0	12	11	5	23	16	9	20	14	*	16	12	9	15	13	6	8	8	0	6	6	20	10	9	3	7	6	0		
2014 Level III	20	15	17	9	6	0	16	13	14	28	19	21	25	13	*	20	15	15	20	16	18	12	10	0	8	7	14	13	11	10	8	6	10		
5 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 Level III	19	15	9	9	5	0	14	10	0	27	20	12	25	13	0	19	15	11	19	14	7	7	3	0	6	6	0	10	8	4	6	4	0		
2013 Level III	21	17	13	10	7	4	16	11	9	30	22	17	28	17	*	22	17	11	20	16	16	9	4	*	7	7	11	13	11	7	8	4	3		
2014 Level III	22	17	19	12	8	6	17	14	0	30	21	24	29	13	*	22	17	19	22	17	19	10	6	0	7	7	20	14	12	5	7	5	7		
6 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 Level III	19	18	4	9	7	0	13	13	0	29	22	6	26	15	0	20	18	4	19	18	4	5	3	*	4	5	13	11	10	0	5	3	0		
2013 Level III	16	14	9	8	5	0	11	10	0	24	18	11	22	14	*	16	14	9	16	14	9	4	3	*	4	4	*	9	8	3	4	3	0		
2014 Level III	17	15	14	8	5	0	12	11	4	26	19	19	24	15	*	18	14	11	17	15	16	5	4	*	4	4	*	10	9	8	4	3	1		
7 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 Level III	11	9	3	4	3	0	7	7	0	18	12	5	16	9	*	11	10	4	11	9	2	2	1	*	2	2	0	5	4	1	2	2	2		
2013 Level III	9	9	2	3	2	0	6	6	0	15	12	4	13	7	0	9	8	2	9	9	4	2	1	*	2	1	11	4	5	3	1	1	0		
2014 Level III	11	9	4	4	2	0	7	5	0	18	13	5	16	10	*	11	10	3	11	9	4	2	1	*	2	2	*	5	5	3	2	1	0		
8 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 Level III	7	6	11	2	2	6	4	3	0	11	8	14	9	6	*	7	6	12	6	6	11	1	1	*	1	0	*	3	3	5	1	1	0		
2013 Level III	5	5	0	2	2	0	3	3	0	8	6	0	7	5	*	5	4	0	5	5	0	1	1	*	1	1	0	2	3	0	1	1	0		
2014 Level III	8	8	9	3	2	0	5	5	6	13	11	12	12	7	0	8	8	8	8	8	9	1	1	9	1	1	*	4	4	10	1	1	2		
Algebra I	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 Level III	17	12	1	8	5	0	11	9	0	24	16	2	24	14	*	17	13	2	16	12	0	4	1	*	3	2	0	9	7	0	3	2	0		
2013 Level III	16	13	2	7	5	0	10	9	0	24	16	2	23	13	*	16	12	3	16	13	0	3	1	*	2	1	*	8	8	0	3	2	2		
2014 Level III	18	14	4	8	6	0	12	10	3	28	19	5	25	15	*	17	13	5	19	15	3	3	2	*	2	2	17	10	8	4	3	2	2		

Green – At or above state average
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STAAR Scores - Writing Level II

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 Lev II	71	68	62	61	51	35	67	61	68	81	77	68	78	70	*	67	62	53	76	75	68	54	48	40	37	36	36	63	59	54	51	46	36
2013 Phase-In I Lev II	71	67	61	62	55	52	65	59	40	80	75	68	78	71	*	66	62	51	76	73	71	54	45	0	38	35	38	62	59	56	53	25	31
2014 Phase-In I Lev II	73	70	70	63	56	60	69	63	57	81	76	74	80	70	*	68	64	61	79	75	78	59	55	29	39	37	33	65	62	63	55	50	37
7 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 Lev II	71	72	71	64	60	50	65	64	61	82	78	80	81	74	40	65	65	63	78	79	79	30	30	*	27	25	57	63	62	62	45	48	42
2013 Phase-In I Lev II	70	71	71	63	59	53	63	63	73	81	78	72	79	74	67	64	64	62	76	79	77	30	29	*	26	24	69	61	63	64	42	45	43
2014 Phase-In I Lev II	70	71	76	63	55	52	64	63	64	82	79	82	79	78	*	63	64	67	78	79	87	30	26	*	27	30	*	61	62	66	46	46	56
Eng. I 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 Lev II	55	54	47	45	39	21	44	41	41	70	64	53	68	56	*	49	48	33	60	61	61	8	6	*	11	10	0	41	41	38	26	26	30
2013 Phase-In I Lev II	48	47	51	37	30	36	38	37	39	64	58	53	62	51	*	41	40	38	55	56	61	9	7	*	10	8	45	35	35	41	22	23	30
2014 Phase-In (Combined with Reading- Scores reported with Reading)																																	
Eng. II 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 Lev II	46	30	NA	38	17	NA	43	28	NA	49	32	NA	50	48	NA	39	22	NA	52	38	NA	9	8	NA	8	11	NA	36	23	NA	20	10	NA
2013 Phase-In I Lev II	52	51	50	38	32	38	43	40	47	68	60	52	64	51	*	47	45	33	57	57	61	10	8	*	11	29	17	39	39	37	27	27	30
2014 Phase-In (Combined with Reading- Scores reported with Reading)																																	

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STAAR Scores - Writing Level III

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 Level III	7	5	4	3	1	0	4	2	0	11	7	6	11	7	*	5	3	1	9	6	5	2	0	0	2	3	0	3	2	2	2	1	0
2013 Level III	7	5	3	3	2	4	4	2	0	11	6	3	11	4	*	5	3	1	9	6	4	1	1	*	2	1	0	3	2	2	1	0	0
2014 Level III	6	4	2	3	2	5	4	2	0	10	6	2	9	4	*	4	3	1	9	6	3	1	1	0	2	1	0	3	2	1	1	0	
7 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 Level III	7	6	1	3	2	0	3	3	0	12	8	1	13	7	20	5	3	1	10	8	1	0	0	*	1	0	0	2	2	1	1	0	0
2013 Level III	5	4	3	2	2	0	2	2	0	8	6	2	8	4	17	3	3	3	7	6	2	0	0	*	1	0	0	2	2	1	0	0	0
2014 Level III	6	5	1	3	1	0	3	2	0	10	8	1	10	7	*	4	3	0	9	8	1	0	0	*	1	1	*	2	2	1	0	0	0
Eng. I 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 Level III	3	2	2	1	1	0	1	1	0	5	3	3	6	2	*	2	1	3	4	3	1	0	0	*	0	0	0	1	1	0	0	0	0
2013 Level III	2	2	3	1	0	0	1	1	0	4	3	4	5	2	*	1	1	1	3	2	5	0	0	*	0	0	0	1	1	1	0	0	0
2014 Level III (Combined with Reading- Scores reported with Reading)																																	
Eng. II 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 Level III	2	1	NA	1	0	NA	1	1	NA	3	1	NA	3	0	NA	2	0	NA	3	1	NA	0	0	NA	0	0	NA	1	0	NA	0	0	NA
2013 Level III	3	2	1	1	1	0	1	1	0	4	3	2	5	2	*	2	1	2	3	3	1	0	0	*	0	0	0	1	1	0	0	0	0
2014 Level III (Combined with Reading- Scores reported with Reading)																																	

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STAAR Scores - Science Level II

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 Lev II	73	71	77	59	52	50	67	61	50	85	82	86	81	71	80	75	74	79	70	68	75	49	39	0	44	44	83	64	61	67	51	50	52		
2013 Phase-In I Lev II	73	71	74	58	53	68	67	61	68	85	81	85	82	74	*	75	73	88	70	69	74	54	45	*	44	48	50	65	63	73	53	49	61		
2014 Phase-In I Lev II	73	71	81	59	51	63	68	61	62	86	81	88	82	77	*	76	73	86	71	68	78	53	44	38	46	47	56	65	62	68	57	54	71		
8 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 Lev II	70	69	71	59	48	38	67	61	55	85	78	79	81	78	*	73	72	74	67	66	67	49	26	*	44	29	20	64	57	60	44	42	32		
2013 Phase-In I Lev II	75	73	86	63	56	74	68	65	77	86	81	90	84	69	*	77	75	87	73	71	85	43	34	*	36	36	88	66	65	78	52	50	67		
2014 Phase-In I Lev II	71	67	79	59	48	67	64	58	83	84	78	79	79	78	100	73	69	81	69	66	77	35	24	*	31	29	40	61	58	73	48	42	67		
Biology	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 Lev II	87	88	86	83	83	77	82	84	86	94	91	86	93	87	*	86	87	80	88	89	92	58	62	*	57	57	63	81	82	81	73	76	78		
2013 Phase-In I Lev II	85	85	84	80	75	67	80	79	79	93	91	90	93	90	*	84	85	81	86	85	91	55	51	*	54	57	73	79	79	82	71	70	68		
2014 Phase-In I Lev II	91	92	95	86	86	91	88	90	93	96	95	95	95	95	100	89	91	94	92	93	96	69	71	*	66	74	100	87	89	93	83	85	88		

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STAAR Scores - Science Level III

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
2012 Level III	12	10	10	5	3	0	7	5	0	19	13	13	19	14	20	14	11	13	10	8	7	6	1	0	4	4	0	6	5	7	3	2	4
2013 Level III	11	9	15	4	2	0	7	4	5	19	14	20	17	10*	13	10	14	10	8	15	3	1*	0	4	4	10	6	5	11	3	2	6	
2014 Level III	11	8	9	4	2	0	7	5	0	17	12	13	16	7*	12	10	7	9	7	11	3	1	0	4	4	11	6	4	1	3	2	5	
8 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
2012 Level III	12	9	5	4	2	6	6	5	0	19	12	6	19	11*	14	11	4	9	7	7	1	1*	0	2	2	20	5	4	4	2	1	0	
2013 Level III	14	11	11	5	2	6	8	6	10	23	15	13	21	8*	16	13	13	12	8	9	1	0*	0	3	2	0	7	6	6	2	2	2	
2014 Level III	20	15	13	9	5	0	13	9	0	31	21	20	27	14	22	17	16	17	13	11	2	1*	0	4	2	20	11	9	11	4	2	2	
Biology	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 Level III	9	7	7	4	2	0	4	4	0	15	9	10	15	5*	10	8	9	8	5	6	1	1*	0	2	2	0	3	3	3	1	1	1	
2013 Level III	12	8	10	5	2	13	7	5	11	21	12	10	20	9*	13	9	6	12	8	15	1	0*	0	2	1	0	6	4	6	2	1	4	
2014 Level III	12	9	9	5	3	4	6	4	3	19	12	10	18	8	20	12	10	14	11	8	4	1	0*	0	2	1	0	5	4	9	2	1	2

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STAAR Scores - Social Studies Level II

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
2012 Phase-In I Lev II	59	55	47	49	36	25	50	45	25	74	63	54	71	60	*	64	59	58	55	50	35	22	15	*	27	20	20	48	42	35	33	29	19
2013 Phase-In I Lev II	63	59	51	55	43	52	55	51	39	76	68	55	75	59	*	66	63	58	61	56	44	28	24	*	28	25	56	52	50	45	38	34	33
2014 Phase-In I Lev II	62	56	41	51	40	33	53	46	44	76	66	42	72	58	50	65	59	45	58	53	38	25	17	*	27	25	20	50	46	42	37	32	26
US History	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 Lev II	63	65	NA	52	47	NA	59	58	NA	70	72	NA	69	51	NA	63	65	NA	63	65	NA	38	28	NA	33	27	NA	55	55	NA	47	44	NA
2013 Phase-In I Lev II	73	75	NA	61	60	NA	65	66	NA	83	83	NA	86	82	NA	75	79	NA	71	71	NA	35	33	NA	37	51	NA	65	68	NA	56	58	NA
2014 Phase-In I Lev II	92	89	94	89	83	91	89	86	100	96	93	93	95	89	*	93	91	93	91	88	96	70	65	*	67	70	80	88	85	91	86	82	91

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STAAR Scores - Social Studies Level III

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
2012 Level III	12	9	5	6	3	0	7	5	5	20	12	6	20	12	*	15	11	5	10	7	6	1	1	*	3	2	0	5	4	3	2	1	0
2013 Level III	13	9	3	7	3	0	7	5	3	20	13	3	20	8	*	15	11	4	11	7	1	1	1	*	3	2	0	6	5	0	2	2	0
2014 Level III	14	10	4	7	4	6	8	6	0	22	13	4	21	9	17	16	12	6	11	7	2	1	1	*	3	1	20	6	5	4	2	2	2
US History	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 Level III	5	5	NA	2	1	NA	3	2	NA	9	7	NA	8	3	NA	7	6	NA	4	4	NA	1	0	NA	1	0	NA	2	3	NA	1	1	NA
2013 Level III	7	5	NA	4	1	NA	3	3	NA	9	7	NA	18	3	NA	8	7	NA	5	3	NA	1	3	NA	1	2	NA	3	2	NA	1	1	NA
2014 Level III	16	11	17	9	4	0	10	7	12	25	14	22	23	14	*	20	14	26	12	8	11	2	1	*	4	4	0	9	7	10	6	3	7

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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
2014	77	80	84	78	79	80	40	37	NA	35	36	59	38	38	43	39	38	44	69	61	64	29	26	28

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

Year	Academic Achievement in Reading/ELA					Academic Achievement in Math					Academic Achievement in Science					Academic Achievement in Social Studies					Top 25 % in Student Progress					Top 25% in Closing Performance Gaps					Postsecondary Readiness								
	RHS	RJH	Int	Elem	Prim	RHS	RJH	Int	Elem	Prim	RHS	RJH	Int	Elem	Prim	RHS	RJH	Int	Elem	Prim	RHS	RJH	Int	Elem	Prim	RHS	RJH	Int	Elem	Prim	RHS	RJH	Int	Elem	Prim	RHS	RJH	Int	Elem
2013-2014	0%	25%	33%	*67%	*67%	17%	25%	33%	*100%	100%	0%	50%	50%	NA	NA	*33%	50%	NA	NA	NA	NA	Q2	Q4	*Q1	*Q1	Q2	Q2	Q3	Q2	Q2	14%	0%	0%	0%	0%				

* 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%	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%
2013-2014	96%	94%	100%	100%	86%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	91%	90%	100%	100%	NA	NA	NA	NA	0%	NA	0%	NA	NA	NA	NA	NA	96%	95%	98%	100%	91%	100%	100%	100%

STAAR Reading Vertical Alignment
Reporting Category 1

Year	K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II								
2012-2013				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%
2013-2014				Rpt Cat 1	73%	Rpt Cat 1	68%	Rpt Cat 1	65%	Rpt Cat 1	66%	Rpt Cat 1	67%	Rpt Cat 1	72%	Rpt Cat 1	58%	Rpt Cat 1	52%
2012-2013			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
2013-2014			5 (A)	4 (A)	NT	2 (A)	78%	2 (A)	NT	2 (A)	70%	2 (A)	66%	2 (A)	65%	1 (A)	NT	1 (A)	NT
2012-2013		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%
2013-2014		6 (C)	5 (B)	4 (B)	76%	2 (B)	69%	2 (B)	63%	2 (B)	67%	2 (B)	60%	2 (B)	70%	1 (B)	77%	1 (B)	76%
2012-2013	5 (C)	6 (D)	5 (C)	4 (C)	88%	2 (C)	NE	2 (C)	NE	2 (C)	NE	2 (C)	NE	2 (C)	NE	1 (C)	NE	1 (C)	NT
2013-2014	5 (C)	6 (D)	5 (C)	4 (C)	58%	2 (C)	NE	2 (C)	NE	2 (C)	NE	2 (C)	NE	2 (C)	NE	1 (C)	NE	1 (C)	NT
2012-2013				4 (D)	NE	2 (D)	NE	2 (D)	NE	2 (D)	NE	2 (D)	NE	2 (D)	NE	1 (D)	NT	1 (D)	NT
2013-2014				4 (D)	NE	2 (D)	NE	2 (D)	NE	2 (D)	NE	2 (D)	NE	2 (D)	NE	1 (D)	NT	1 (D)	NT
2012-2013	5 (D)	6 (E)	5 (D)	4 (E)	NE	2 (E)	84%	2 (E)	88%	2 (E)	74%	2 (E)	NT	2 (E)	NT	1 (E)	NT	1 (E)	NT
2013-2014	5 (D)	6 (E)	5 (D)	4 (E)	NE	2 (E)	97%	2 (E)	NT	2 (E)	90%	2 (E)	89%	2 (E)	NT	1 (E)	NT	1 (E)	87%
2012-2013	6 (B)	7 (A)	6 (A)	5 (A)	NE	3 (A)	NE	3 (A)	NT	3 (A)	NE	3 (A)	NE	3 (A)	NT	2 (A)	NT	2 (A)	NT
2013-2014	6 (B)	7 (A)	6 (A)	5 (A)	NE	3 (A)	NE	3 (A)	NT	3 (A)	NE	3 (A)	NE	3 (A)	NT	2 (A)	NT	2 (A)	NT
2012-2013	6 (D)	7 (B)	6 (B)	5 (B)	NE	3 (B)	NE	3 (B)	NE	3 (B)	NE	3 (B)	NE	3 (B)	NT	2 (B)	NE	2 (B)	NE
2013-2014	6 (D)	7 (B)	6 (B)	5 (B)	NE	3 (B)	NE	3 (B)	NE	3 (B)	NE	3 (B)	NE	3 (B)	NT	2 (B)	NE	2 (B)	NE
2012-2013						3 (C)	NE	3 (C)	NT	3 (C)	NE	3 (C)	NE	3 (C)	NE	2 (C)	NE	2 (C)	NE
2013-2014						3 (C)	NE	3 (C)	NT	3 (C)	NE	3 (C)	NE	3 (C)	NE	2 (C)	NE	2 (C)	NE
2012-2013		10 (A)	10 (A)	9 (A)	NE	7 (A)	NT	7 (A)	NE	7 (A)	NT	7 (A)	NT	7 (A)	NE	6 (A)	NE	6 (A)	NE
2013-2014		10 (A)	10 (A)	9 (A)	NE	7 (A)	NT	7 (A)	NE	7 (A)	NT	7 (A)	NT	7 (A)	NE	6 (A)	NE	6 (A)	NE
2012-2013	9 (A)	13 (A)	13 (A)	12 (A)	NE	10 (A)	NE	10 (A)	NE	9 (A)	NT	9 (A)	NT	9 (A)	NT	8 (A)	NE	8 (A)	NE
2013-2014	9 (A)	13 (A)	13 (A)	12 (A)	NE	10 (A)	NE	10 (A)	NE	9 (A)	NT	9 (A)	NT	9 (A)	NT	8 (A)	NE	8 (A)	NE
2012-2013				14 (A)	NE	12 (A)	NE	12 (A)	NE	11 (A)	NT	11 (A)	NE	11 (A)	NT	11 (A)	NE	11 (A)	NE
2013-2014				14 (A)	NE	12 (A)	NE	12 (A)	NE	11 (A)	NT	11 (A)	NE	11 (A)	NT	11 (A)	NE	11 (A)	NE
2012-2013						11 (E)	NE	10 (D)	NE	10 (D)	NE	10 (D)	NE	10 (D)	NE	9 (D)	NT	9 (D)	NT
2013-2014						11 (E)	NE	10 (D)	NE	10 (D)	NE	10 (D)	NE	10 (D)	NE	9 (D)	NT	9 (D)	NT
2012-2013	Fig 19 (D)	Fig 19 (D)	Fig 19 (D)	Fig 19 (D)	NE	Fig 19 (D)	NE	Fig 19 (D)	NE	Fig 19 (D)	NE	Fig 19 (D)	NE	Fig 19 (D)	NE	Fig 19 (B)	61%	Fig 19 (B)	66%
2013-2014	Fig 19 (D)	Fig 19 (D)	Fig 19 (D)	Fig 19 (D)	NE	Fig 19 (D)	NE	Fig 19 (D)	NE	Fig 19 (D)	NE	Fig 19 (D)	NE	Fig 19 (D)	NE	Fig 19 (B)	64%	Fig 19 (B)	67%
2012-2013	Fig 19 (F)	Fig 19 (F)	Fig 19 (F)	Fig 19 (F)	NE	Fig 19 (F)	66%	Fig 19 (F)	69%	Fig 19 (F)	65%	Fig 19 (F)	60%	Fig 19 (F)	68%				
2013-2014	Fig 19 (F)	Fig 19 (F)	Fig 19 (F)	Fig 19 (F)	NE	Fig 19 (F)	58%	Fig 19 (F)	67%	Fig 19 (F)	57%	Fig 19 (F)	61%	Fig 19 (F)	75%				

NE indicates that the student expectation is not eligible for testing for that grade level.

NT indicates student expectations that were not tested for that testing year.

Whole numbers without a letter distinguish genres tested with Figure 19

Red indicates performance of less than 70% student mastery

Green indicates performance greater than or equal to 70%.

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 2

Year	K	1st	2nd	3rd		4th		5th		6th		7th		8th		Eng I		Eng II	
2012-2013				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%
2013-2014					68%		68%		64%		65%		68%		69%		65%		57%
2012-2013	4	4	3	2	NT														
2013-2014	4	4	3	2	NT														
2012-2013	4 (B)	4 (B)	3 (B)	2 (B)	NT														
2013-2014	4 (B)	4 (B)	3 (B)	2 (B)	78%														
2012-2013	6	7	6	5	NT	3	60%	3	NT	3	58%	3	76%	3	78%	2	NT	2	79%
2013-2014	6	7	6	5	81%	3	79%	3	59%	3	NT	3	44%	3	62%	2	61%	2	45%
2012-2013	6 (B)	7 (A)	6 (A)	5 (A)	73%	3 (A)	NT	3 (A)	NE	3 (A)	68%	3 (A)	NT	3 (A)	NE	2 (A)	NE	2 (A)	NE
2013-2014	6 (B)	7 (A)	6 (A)	5 (A)	NT	3 (A)	NT	3 (A)	NE	3 (A)	NT	3 (A)	NT	3 (A)	NE	2 (A)	NE	2 (A)	NE
2012-2013	6 (D)	7 (B)	6 (B)	5 (B)	NE	3 (B)	NT	3 (B)	NT	3 (B)	NT	3 (B)	NT	3 (B)	NE	2 (B)	NT	2 (B)	NT
2013-2014	6 (D)	7 (B)	6 (B)	5 (B)	NE	3 (B)	NT	3 (B)	NT	3 (B)	NT	3 (B)	NT	3 (B)	NE	2 (B)	NT	2 (B)	NT
2012-2013								3 (C)	NT	3 (C)	NE	3 (C)	NT	3 (C)	NT	2 (C)	NT	2 (C)	70%
2013-2014								3 (C)	NT	3 (C)	NE	3 (C)	NT	3 (C)	NT	2 (C)	83%	2 (C)	NT
2012-2013	7	8	7	6	60%	4	61%	4	71%	4	65%	4	72%	4	73%	3	58%	3	62%
2013-2014	7	8	7	6	77%	4	59%	4	71%	4	71%	4	76%	4	52%	3	NT	3	77%
2012-2013	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
2013-2014	7 (A)	8 (A)	7 (A)	6 (A)	28%	4 (A)	80%	4 (A)	58%	4 (A)	NT	4 (A)	56%	4 (A)	84%	3 (A)	NT	3 (A)	50%
2012-2013			8	7	NE	5	70%	5	76%	5	NT	5	54%	5	NT	4	NT	4	NT
2013-2014			8	7	NE	5	68%	5	NT	5	61%	5	NT	5	NT	4	44%	4	NT
2012-2013			8 (A)	7 (A)	NE	5 (A)	27%	5 (A)	NE	5 (A)	NE	5 (A)	64%	5 (A)	NT	4 (A)	NT	4 (A)	NT
2013-2014			8 (A)	7 (A)	NE	5 (A)	NT	5 (A)	NE	5 (A)	NE	5 (A)	NT	5 (A)	NT	4 (A)	67%	4 (A)	NT
2012-2013	8	9	9	8	64%	6	49%	6	NT	6	69%	6	49%	6	67%	5	65%	5	67%
2013-2014	8	9	9	8	51%	6	70%	6	62%	6	59%	6	60%	6	50%	5	NT	5	60%
2012-2013	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
2013-2014	8 (A)	9 (A)	9 (A)	8 (A)	76%	6 (A)	68%	6 (A)	74%	6 (A)	61%	6 (A)	NT	6 (A)	61%	5 (A)	NT	5 (A)	NT
2012-2013	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
2013-2014	8 (B)	9 (B)	9 (B)	8 (B)	78%	6 (B)	78%	6 (B)	75%	6 (B)	NT	6 (B)	64%	6 (B)	65%	5 (B)	66%	5 (B)	NT
2012-2013				8 (C)	NE	6 (C)	NT	6 (C)	NT	6 (C)	83%	6 (C)	58%	6 (C)	NT	5 (C)	43%	5 (C)	NT
2013-2014				8 (C)	NE	6 (C)	NT	6 (C)	NT	6 (C)	NT	6 (C)	NT	6 (C)	72%	5 (C)	NT	5 (C)	45%
2012-2013		10	10	9	NT	7	NE	7	NT	7	NE	7	57%	7	NT	6	NT	6	NT
2013-2014		10	10	9	74%	7	NE	7	42%	7	NE	7	71%	7	72%	6	NT	6	NT
2012-2013		10 (A)	10 (A)	9 (A)	NE	7 (A)	NE	7 (A)	NT	7 (A)	NE	7 (A)	NE	7 (A)	NT	6 (A)	NT	6 (A)	60%
2013-2014		10 (A)	10 (A)	9 (A)	NE	7 (A)	NE	7 (A)	69%	7 (A)	NE	7 (A)	NE	7 (A)	NT	6 (A)	NT	6 (A)	NT
2012-2013		11		10	71%	8	82%	8	NT	8	NT	8	60%	8	80%	7	67%	7	68%
2013-2014		11		10	NT	8	NT	8	NT	8	79%	8	NT	8	83%	7	62%	7	59%
2012-2013		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
2013-2014		11 (A)		10 (A)	57%	8 (A)	NT	8 (A)	69%	8 (A)	71%	8 (A)	77%	8 (A)	NT	7 (A)	NT	7 (A)	53%
2012-2013	12	16	16	16	NT	14	NT	14	NT	13	NT	13	NT	13	NT	12	42%	12	NT
2013-2014	12	16	16	16	NT	14	NT	14	67%	13	NT	13	NT	13	NT	12	NT	12	NT
2012-2013	12 (A)	16 (A)	16 (A)	16 (A)	NE	14 (A)	NE	14 (A)	NE	13 (A)	NT	13 (A)	NT	13 (A)	NT	12 (A)	NT	12 (A)	NT
2013-2014	12 (A)	16 (A)	16 (A)	16 (A)	NE	14 (A)	NE	14 (A)	NE	13 (A)	NT	13 (A)	NT	13 (A)	NT	12 (A)	NT	12 (A)	NT

STAAR Reading Vertical Alignment
Reporting Category 2

2012-2013					14 (C)	NT	13 (B)	NT	13 (C)	NT	13 (C)	NT	12 (C)	NE	12 (C)	NE			
2013-2014					14 (C)	NT	13 (B)	NT	13 (C)	NT	13 (C)	NT	12 (C)	NE	12 (C)	NE			
2012-2013		16 (C)	16 (C)	NE	14 (C)	NE	14 (D)	NE	13 (D)	NE	13 (D)	NE	13 (D)	NT	12 (D)	NT	12 (D)	NT	
2013-2014		16 (C)	16 (C)	NE	14 (C)	NE	14 (D)	NE	13 (D)	NE	13 (D)	NE	13 (D)	NT	12 (D)	NT	12 (D)	NT	
2012-2013	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%
2013-2014	Fig 19 (D)	Fig 19 (D)	Fig 19 (D)	Fig 19 (D)	68%	Fig 19 (D)	66%	Fig 19 (D)	65%	Fig 19 (D)	62%	Fig 19 (D)	64%	Fig 19 (D)	68%	Fig 19 (B)	64%	Fig 19 (B)	67%
2012-2013	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)	NE	Fig 19 (A)	NE
2013-2014	Fig 19 (E)	Fig 19 (E)	Fig 19 (E)	Fig 19 (E)	56%	Fig 19 (E)	59%	Fig 19 (E)	41%	Fig 19 (E)	73%	Fig 19 (E)	53%	Fig 19 (E)	NT	Fig 19 (A)	NE	Fig 19 (A)	NE

NE indicates that the student expectation is not eligible for testing for that grade level.

NT indicates student expectations that were not tested for that testing year.

Whole numbers without a letter distinguish genres tested with Figure 19

Red indicates performance of less than 70% student mastery

Green indicates performance greater than or equal to 70%.

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

Years	K	1st	2nd	3rd		4th		5th		6th		7th		8th		Eng I		Eng II	
2012-2013				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%
2013-2014				Rpt Cat 3	63%	Rpt Cat 3	66%	Rpt Cat 3	69%	Rpt Cat 3	67%	Rpt Cat 3	63%	Rpt Cat 3	63%	Rpt Cat 3	69%	Rpt Cat 3	69%
2012-2013	9	13	13	12	NT	10	65%	10	NT	9	65%	9	70%	9	74%	8	NT	8	NT
2013-2014	9	13	13	12	44%	10	63%	10	NT	9	59%	9	55%	9	67%	8	NT	8	NT
2012-2013	9 (A)	13 (A)	13 (A)	12 (A)	NE	10 (A)	NE	10 (A)	68%	9 (A)	NE	9 (A)	NE	9 (A)	NE	8 (A)	79%	8 (A)	73%
2013-2014	9 (A)	13 (A)	13 (A)	12 (A)	NE	10 (A)	NE	10 (A)	81%	9 (A)	NE	9 (A)	NE	9 (A)	NE	8 (A)	76%	8 (A)	70%
2012-2013	10	14	14	13	58%	11	NT	11	60%	10	67%	10	65%	10	72%	9	NT	9	NT
2013-2014	10	14	14	13	65%	11	NT	11	65%	10	69%	10	56%	10	52%	9	NT	9	NT
2012-2013	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%
2013-2014	10 (A)	14 (A)	14 (A)	13 (A)	61%	11 (A)	65%	11 (A)	72%	10 (A)	74%	10 (A)	56%	10 (A)	52%	9 (A)	NT	9 (A)	NT
2012-2013	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%
2013-2014	10 (A)	14 (B)	14 (B)	13 (B)	58%	11 (B)	NT	11 (B)	NT	10 (B)	NT	10 (B)	NT	10 (B)	NT	9 (B)	83%	9 (B)	NT
2012-2013	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%
2013-2014	10 (B)	14 (C)	14 (C)	13 (C)	76%	11 (C)	81%	11 (C)	NT	10 (C)	74%	10 (C)	NT	10 (C)	88%	9 (C)	62%	9 (C)	68%
2012-2013	10 (D)	14 (D)	14 (D)	13 (D)	NT	11 (D)	NT	11 (D)	60%										
2013-2014	10 (D)	14 (D)	14 (D)	13 (D)	72%	11 (D)	76%	11 (D)	NT										
2012-2013								11 (E)	71%	10 (D)	59%	10 (D)	76%	10 (D)	68%	9 (D)	NE	9 (D)	NE
2013-2014								11 (E)	61%	10 (D)	84%	10 (D)	70%	10 (D)	64%	9 (D)	NE	9 (D)	NE
2012-2013				14	NE	12	NE	12	NT	11	NT	11	NT	11	59%	10	NT	10	NT
2013-2014				14	NE	12	NE	12	NT	11	NT	11	76%	11	63%	10	61%	10	76%
2012-2013				14 (A)	NE	12 (A)	NE	12 (A)	NT	11 (A)	NE	11 (A)	NT	11 (A)	NE	10 (A)	NT	10 (A)	NT
2013-2014				14 (A)	NE	12 (A)	NE	12 (A)	NT	11 (A)	NE	11 (A)	NT	11 (A)	NE	10 (A)	74%	10 (A)	72%
2012-2013								12 (B)	NT	11 (B)	NT	11 (B)	NT	11 (B)	65%	10 (B)	NT	10 (B)	NE
2013-2014								12 (B)	NT	11 (B)	NT	11 (B)	62%	11 (B)	NT	10 (B)	NT	10 (B)	NE
2012-2013	11	15	15	15	NT	13	62%	13	NT	12	NT	12	72%	12	NT	11	NT	11	NT
2013-2014	11	15	15	15	NT	13	NT	13	63%	12	NT	12	NT	12	NT	11	NT	11	52%
2012-2013	11 (A)	15 (A)	15 (A)	15 (A)	NE	13 (A)	NT	13 (A)	NT	12 (A)	NE	12 (A)	NE	12 (A)	NE	11 (A)	84%	11 (A)	59%
2013-2014	11 (A)	15 (A)	15 (A)	15 (A)	NE	13 (A)	NT	13 (A)	NT	12 (A)	NE	12 (A)	NE	12 (A)	NE	11 (A)	NT	11 (A)	72%
2012-2013	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
2013-2014	11 (B)	15 (B)	15 (B)	15 (B)	70%	13 (B)	NT	13 (B)	NT	12 (B)	NT	12 (B)	73%	12 (B)	NT	11 (B)	NT	11 (B)	NT
2012-2013	12	16	16	16	49%	14	NT	14	NT	13	69%	13	NT	13	NT	12	NT	12	NT
2013-2014	12	16	16	16	69%	14	NT	14	67%	13	71%	13	NT	13	NT	12	72%	12	NT
2012-2013	12 (A)	16 (A)	16 (A)	16 (A)	NE	14 (A)	NE	14 (A)	NE	13 (A)	69%	13 (A)	NT	13 (A)	NT	12 (A)	NT	12 (A)	73%
2013-2014	12 (A)	16 (A)	16 (A)	16 (A)	NE	14 (A)	NE	14 (A)	NE	13 (A)	NT	13 (A)	NT	13 (A)	NT	12 (A)	NT	12 (A)	NT

STAAR Reading Vertical Alignment
Reporting Category 3

2012-2013					14 (C)	NT	13 (B)	NT	13 (C)	NT	13 (C)	NT	12 (C)	NE	12 (C)	NE			
2013-2014					14 (C)	NT	13 (B)	NT	13 (C)	61%	13 (C)	58%	12 (C)	NE	12 (C)	NE			
2012-2013		16 (C)	16 (C)	NE	14 (C)	NE	14 (D)	NE	13 (D)	NE	13 (D)	NT	13 (D)	NE	12 (D)	NT	12 (D)	NT	
2013-2014		16 (C)	16 (C)	NE	14 (C)	NE	14 (D)	NE	13 (D)	NE	13 (D)	NT	13 (D)	NE	12 (D)	NT	12 (D)	NT	
2012-2013	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
2013-2014	Fig 19 (D)	Fig 19 (D)	Fig 19 (D)	Fig 19 (D)	68%	Fig 19 (D)	66%	Fig 19 (D)	65%	Fig 19 (D)	62%	Fig 19 (D)	64%	Fig 19 (D)	68%	Fig 19 (B)	64%	Fig 19 (B)	67%
2012-2013	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)	NE	Fig 19 (A)	NE
2013-2014	Fig 19 (E)	Fig 19 (E)	Fig 19 (E)	Fig 19 (E)	56%	Fig 19 (E)	59%	Fig 19 (E)	41%	Fig 19 (E)	NT	Fig 19 (E)	53%	Fig 19 (E)	42%	Fig 19 (A)	NE	Fig 19 (A)	NE

NE indicates that the student expectation is not eligible for testing for that grade level.

NT indicates student expectations that were not tested for that testing year.

Whole numbers without a letter distinguish genres tested with Figure 19

Red indicates performance of less than 70% student mastery

Green indicates performance greater than or equal to 70%.

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 1/4 Essay

Years	K	1st	2nd	3rd	4th		5th	6th	7th		8th	Eng I		Eng II			
2012-2013						Rpt Cat 1	46%			Rpt Cat 1	54%		Rpt Cat 4	55%	Rpt Cat 4	61%	
2013-2014						Rpt Cat 1	51%			Rpt Cat 1	55%		Rpt Cat 4	58%	Rpt Cat 4	60%	
2012-2013	13 (B)	17 (B)	17 (B)	17 (B)		15 (B)		15 (B)	14 (B)		14 (B)		13 (B)		13 (B)		
2013-2014	13 (B)	17 (B)	17 (B)	17 (B)		15 (B)		15 (B)	14 (B)		14 (B)		13 (B)		13 (B)		
2012-2013	13 (C)	17 (C)	17 (C)	17 (C)		15 (C)		15 (C)	14 (C)		14 (C)		13 (C)		13 (C)		
2013-2014	13 (C)	17 (C)	17 (C)	17 (C)		15 (C)		15 (C)	14 (C)		14 (C)		13 (C)		13 (C)		
2012-2013	13 (D)	17 (D)	17 (D)	17 (D)		15 (D)		15 (D)	14 (D)		14 (D)		13 (D)		13 (D)		
2013-2014	13 (D)	17 (D)	17 (D)	17 (D)		15 (D)		15 (D)	14 (D)		14 (D)		13 (D)		13 (D)		
2012-2013	14	18	18	18		16	NE	16	15		15	NE	15	14(Literary)		14	NE
2013-2014	14	18	18	18		16	NE	16	15		15	NE	15	14(Literary)	NE	14	NE
2012-2013	14 (A)	18 (A)	18 (A)	18 (A)		16 (A)	NE	16 (A)	15 (A)		15 (A)	NE	15 (A)	14 (A)	60%	14 (A)	NE
2013-2014	14 (A)	18 (A)	18 (A)	18 (A)		16 (A)	NE	16 (A)	15 (A)		15 (A)	NE	15 (A)	14 (A)	NE	14 (A)	NE
2012-2013				19		17 (Narrative)		17	16		16(Narrative)		16				
2013-2014				19		17 (Narrative)		17	16		16(Narrative)		16				
2012-2013				19 (A)		17 (A)	48%	17 (A)	16 (A)		16 (A)	56%	16 (A)				
2013-2014				19 (A)		17 (A)	53%	17 (A)	16 (A)		16 (A)	59%	16 (A)				
2012-2013	15	19	19	20		18(Expository)		18	17		17(Expository)		17	15(Expository)		15(Expository)	
2013-2014	15	19	19	20		18(Expository)		18	17		17(Expository)		17	15(Expository)		15(Expository)	NE
2012-2013	15 (A)	19 (A)	19 (A)	20 (A)		18 (A)	43%	18 (A)	17 (A)		17 (A)	53%	17 (A)	15 (A)	49%	15 (A)	62%
2013-2014	15 (A)	19 (A)	19 (A)	20 (A)		18 (A)	49%	18 (A)	17 (A)		17 (A)	51%	17 (A)	15 (A)	58%	15 (A)	NE
2012-2013				20 (A) i		18 (A) i											
2013-2014				20 (A) i		18 (A) i											
2012-2013				20 (A) iii		18 (A) iii		18 (A) i	17 (A) i		17 (A) i		17 (A) i	15 (A) i		15 (A) i	
2013-2014				20 (A) iii		18 (A) iii		18 (A) i	17 (A) i		17 (A) i		17 (A) i	15 (A) i		15 (A) i	NE
2012-2013								18 (A) iv	17 (A) iv		17 (A) v		17 (A) v	15 (A) ii		15 (A) ii	
2013-2014								18 (A) iv	17 (A) iv		17 (A) v		17 (A) v	15 (A) ii		15 (A) ii	NE
2012-2013								18 (A) ii	17 (A) ii		17 (A) ii		17 (A) ii	15 (A) iii		15 (A) iii	
2013-2014								18 (A) ii	17 (A) ii		17 (A) ii		17 (A) ii	15 (A) iii		15 (A) iii	NE
2012-2013				20 (A) ii		18 (A) ii		18 (A) iii	17 (A) iii		17 (A) iii		17 (A) iii	15 (A) iv		15 (A) iv	
2013-2014				20 (A) ii		18 (A) ii		18 (A) iii	17 (A) iii		17 (A) iii		17 (A) iii	15 (A) iv		15 (A) iv	NE
2012-2013									17 (A) iv		17 (A) iv						
2013-2014									17 (A) iv		17 (A) iv						
2012-2013													15 (A) v		15 (A) v		
2013-2014													15 (A) v		15 (A) v		NE
2012-2013																15 (A) vi	
2013-2014																15 (A) vi	NE
2012-2013			20	21		19	NE	19	18		18	NE	18	16	NE	16(Persuasive)	60%
2013-2014			20	21		19	NE	19	18		18	NE	18	16	NE	16(Persuasive)	60%
2012-2013			20 (A)	21 (A)		19 (A)	NE	19 (A)	18 (A)		18 (A)	NE	18 (A)	16 (A)	NE	16 (A)	
2013-2014			20 (A)	21 (A)		19 (A)	NE	19 (A)	18 (A)		18 (A)	NE	18 (A)	16 (A)	NE	16 (A)	
2012-2013											18 (C)	NE	18 (C)	16 (D)	NE	16 (D)	
2013-2014											18 (C)	NE	18 (C)	16 (D)	NE	16 (D)	
2012-2013														16 (E)	NE	16 (E)	
2013-2014														16 (E)	NE	16 (E)	

STAAR Writing Vertical Alignment
Reporting Category 1/4 Essay

Scores reported indicate performance broken down by type of essay.
Student Expectations listed are tested within the essay.
NE indicates a Student Expectation that is not eligible for testing at that grade level.
Red indicates performance below 70%.
Green indicates performance at or above 70%.

STAAR Writing Vertical Alignment
Reporting Category 2/5 Revising

Years	K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II
2012-2013					Rpt Cat 2 57%			Rpt Cat 2 66%		Rpt Cat 5 66%	Rpt Cat 5 73%
2013-2014					Rpt Cat 2 67%			Rpt Cat 2 71%		Rpt Cat 5 71%	Rpt Cat 5 69%
2012-2013	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%
2013-2014	13 (C)	17 (C)	17 (C)	17 (C)	15 (C) 70%	15 (C)	14 (C)	14 (C) 70%	14 (C)	13 (C) 70%	13 (C) 69%
2012-2013	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%
2013-2014	15 (A)	19 (A)	19 (A)	20 (A)	18 (A) 48%	18 (A)	17 (A)	17 (A) 71%	17 (A)	15 (A) 71%	15 (A) 72%
2012-2013				18 (A) i	18 (A) i NT						
2013-2014				18 (A) i	18 (A) i NT						
2012-2013				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
2013-2014				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
2012-2013						18 (A) iv	17 (A) iv	17 (A) v NT	17 (A) v	15 (A) ii NT	15 (A) ii NT
2013-2014						18 (A) iv	17 (A) iv	17 (A) v NT	17 (A) v	15 (A) ii NT	15 (A) ii NT
2012-2013						18 (A) ii	17 (A) ii	17 (A) ii NT	17 (A) ii	15 (A) iii NT	15 (A) iii NT
2013-2014						18 (A) ii	17 (A) ii	17 (A) ii NT	17 (A) ii	15 (A) iii NT	15 (A) iii NT
2012-2013				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
2013-2014				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
2012-2013								17 (A) iv NT	17 (A) iv		
2013-2014								17 (A) iv NT	17 (A) iv		
2012-2013										15 (A) v NT	15 (A) v NT
2013-2014										15 (A) v NT	15 (A) v NT
2012-2013										15 (A) vi NE	15 (A) vi NT
2013-2014										15 (A) vi NE	15 (A) vi NT
2012-2013			20 (A)	21 (A)	19 (A) NE	19 (A)	18 (A)	18 (A) NT	18 (A)	16 (A) 51%	16 (A) 67%
2013-2014			20 (A)	21 (A)	19 (A) NE	19 (A)	18 (A)	18 (A) NT	18 (A)	16 (A) 73%	16 (A) 55%
2012-2013										16 (C) NT	16 (C) NT
2013-2014										16 (C) NT	16 (C) NT
2012-2013								18 (C) 49%	18 (C)	16 (D) 69%	16 (D) NT
2013-2014								18 (C) 73%	18 (C)	16 (D) 77%	16 (D) 87%
2012-2013										16 (E) 70%	16 (E) NT
2013-2014										16 (E) NT	16 (E) NT
2012-2013											16 (F) NT
2013-2014											16 (F) NT

NT indicates student expectations not tested during this testing year.
NE indicates student expectations not eligible for testing at that grade level.
Red indicates performance less than 70%.
Green indicates performance at or above 70%.

STAAR Writing Vertical Alignment
Reporting Category 3/6 Edit

Years	K	1st	2nd	3rd	4th	5th	6th	7th	8th	Eng I	Eng II
2012-2013					Rpt Cat 3 64%			Rpt Cat 3 64%		Rpt Cat 6 68%	Rpt Cat 6 72%
2013-2014					Rpt Cat 3 60%			Rpt Cat 3 66%		Rpt Cat 6 59%	Rpt Cat 6 71%
2012-2013	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%
2013-2014	13 (D)	17 (D)	17 (D)	17 (D)	15 (D) 62%	15 (D)	14 (D)	14 (D) 52%	14 (D)	13 (D) 69%	13 (D) 76%
2012-2013	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%
2013-2014	16 (A)	20 (A)	21 (A)	22 (A)	20 (A) NT	20 (A)	19 (A)	19 (A) 82%	19 (A)	17 (A) 71%	17 (A) 86%
2012-2013	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
2013-2014	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	17 (A) i NT	17 (A) i NT
2012-2013	16 (A) ii	20 (A) ii	21 (A) ii	22 (A) ii	20 (A) ii NT	20 (A) ii	19 (A) ii				
2013-2014	16 (A) ii	20 (A) ii	21 (A) ii	22 (A) ii	20 (A) ii NT	20 (A) ii	19 (A) ii				
2012-2013	16 (A) iii	20 (A) iii	21 (A) iii	22 (A) iii	20 (A) iii NT	20 (A) iii	19 (A) iii				
2013-2014	16 (A) iii	20 (A) iii	21 (A) iii	22 (A) iii	20 (A) iii NT	20 (A) iii	19 (A) iii				
2012-2013								19 (A) ii NT	19 (A) ii		
2013-2014								19 (A) ii NT	19 (A) ii		
2012-2013								19 (A) iii NT	19 (A) iii		
2013-2014								19 (A) iii NT	19 (A) iii		
2012-2013		20 (A) iv	21 (A) iv	22 (A) iv	20 (A) iv NT	20 (A) iv	19 (A) iv	19 (A) iv NT			
2013-2014		20 (A) iv	21 (A) iv	22 (A) iv	20 (A) iv NT	20 (A) iv	19 (A) iv	19 (A) iv NT			
2012-2013	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			
2013-2014	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			
2012-2013				22 (A) vii	20 (A) vii NT	20 (A) vii	19 (A) vii	19 (A) vii NT	19 (A) v		
2013-2014				22 (A) vii	20 (A) vii NT	20 (A) vii	19 (A) vii	19 (A) vii NT	19 (A) v		
2012-2013		20 (A) vii	21 (A) vii	22 (A) viii	20 (A) viii NT	20 (A) viii	19 (A) viii	19 (a) viii NT			
2013-2014		20 (A) vii	21 (A) vii	22 (A) viii	20 (A) viii NT	20 (A) viii	19 (A) viii	19 (a) viii NT			
2012-2013	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
2013-2014	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
2012-2013										17 (A) iii NT	17 (A) iii NT
2013-2014										17 (A) iii NT	17 (A) iii NT
2012-2013	16 (B)	20 (B)	21 (B)	22 (B)	20 (B) 63%	20 (B)		19 (B) NT	19 (B)		
2013-2014	16 (B)	20 (B)	21 (B)	22 (B)	20 (B) 54%	20 (B)		19 (B) NT	19 (B)		
2012-2013	16 (C)			22 (C)	20 (C) 81%	20 (C)	19 (C)	19 (C) 63%	19 (C)	17 (C) 71%	17 (C) 68%
2013-2014	16 (C)			22 (C)	20 (C) 79%	20 (C)	19 (C)	19 (C) 61%	19 (C)	17 (C) 55%	17 (C) 54%
2012-2013	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%
2013-2014	17 (B)	21 (B)	22 (B)	23 (B)	21 (B) NT	21 (A)	20 (A)	20 (A) 73%	20 (A)	18 (A) 42%	18 (A) 74%
2012-2013				23 (B) ii	21 (B) i NT						
2013-2014				23 (B) ii	21 (B) i NT						
2012-2013					21 (B) ii NT	21 (A)	20 (A)				
2013-2014					21 (B) ii NT	21 (A)	20 (A)				
2012-2013					21 (B) iii NT						
2013-2014					21 (B) iii NT						

STAAR Writing Vertical Alignment
Reporting Category 3/6 Edit

2012-2013	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%
2013-2014	17 (C)	21 (C)	22 (C)	23 (C)	21 (C)	53%	21 (B)	20 (B)	20 (B)	65%	20 (B)	18 (B)	50%	18 (B)	63%
2012-2013				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
2013-2014				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
2012-2013								20 (B) iii	20 (B) ii	NT	20 (B) ii	18 (B) iii	NE	18 (B) iii	NE
2013-2014								20 (B) iii	20 (B) ii	NT	20 (B) ii	18 (B) iii	NE	18 (B) iii	NE
2012-2013					21 (C) ii	NT	21 (B) ii	20 (B) ii				18 (B) i	NT	18 (B) ii	NT
2013-2014					21 (C) ii	NT	21 (B) ii	20 (B) ii				18 (B) i	NT	18 (B) ii	NT
2012-2013	18 (B)	22 (B)	23 (B)	24 (B)	22 (A)	NT	22 (A)								
2013-2014	18 (B)	22 (B)	23 (B)	24 (B)	22 (A)	77%	22 (A)								
2012-2013					22 (A) i	NT									
2013-2014					22 (A) i	NT									
2012-2013					22 (A) ii	NT									
2013-2014					22 (A) ii	NT									
2012-2013				24 (B) iv	22 (A) iii	NT									
2013-2014					22 (A) iii	NT									
2012-2013					22 (A) iv	NT									
2013-2014					22 (A) iv	NT									
2012-2013					22 (A) v	NT	22 (A) iii								
2013-2014					22 (A) v	NT	22 (A) iii								
2012-2013		22 (D)	23 (D)		22 (B)	66%	22 (B) i - iv								
2013-2014					22 (B)	NT	22 (B) i - iv								
2012-2013				24 (E)	22 (C)	53%	22 (C)	21 (A)							
2013-2014				24 (E)	22 (C)	58%	22 (C)	21 (A)							
2012-2013		22 (E)	24 (F)	24 (G)	22 (D)	NT	22 (D)	21 (B)	21 (A)	63%	21 (A)	19 (A)	60%	19 (A)	81%
2013-2014		22 (E)	24 (F)	24 (G)	22 (D)	NT	22 (D)	21 (B)	21 (A)	80%	21 (A)	19 (A)	61%	19 (A)	77%

NT indicates student expectations not tested during this testing year.
 NE indicates student expectations not eligible for testing at that grade level.
 Red indicates performance less than 70%.
 Green indicates performance at or above 70%.

STAAR Math Vertical Alignment
Reporting Category 1

Years	K	1st	2nd	3rd	4th	5th	6th	7th	8th	Alg I					
2014-2015				Rpt Cat 1		Rpt Cat 1		Rpt Cat 1		Rpt Cat 1		Rpt Cat 1			
2014-2015							2(A)	2(A)	2(A)						
2014-2015			3(A)	3(A)											
			3(D)												
			3(C)												
			2(F)	3(B)	2(G)		2(B)		2(B)						
2014-2015	2(I)	2(B)	2(A)	2(A)					2(C)						
		2(C)	2(B)			2(B)									
				2(B)	2(A)	2(A)									
					2(E)										
2014-2015	2(G)	2(E)	2(D)	2(D)	2(C)	2(B)	2(D)		2(D)						
	2(H)														
										2(F)					
		2(G)													
					2(F)										
2014-2015				4(B)	C2	2(D)	2(C)								
						4(G)		C2							
2014-2015		2(F)	2(E)	2(C)											
						2(H)									
2014-2015			3(B)	3(C)											
2014-2015				3(D)		3(A)	2(E)								
						3(B)									
2014-2015			3(C)	3(E)											
2014-2015				3(F)											
2014-2015				3(G)	3(C)										
2014-2015				3(H)	3(D)										
2014-2015						3(G)									
2014-2015								6(A)							

STAAR Math Vertical Alignment
Reporting Category 1

2014-2015	[Grid]												6(C)	[Grid]																			
2014-2015	[Grid]												6(D)	[Grid]																			
2014-2015	[Grid]												6(E)	[Grid]																			
2014-2015	[Grid]												6(H)	[Grid]																			
2014-2015	[Grid]												6(I)	[Grid]																			
2014-2015	[Grid]												4(C)	[Grid]																			
2014-2015	[Grid]												4(D)	4(A)	C2	[Grid]																	
2014-2015	[Grid]												4(E)	4(D)	C2	[Grid]																	
	[Grid]												4(F)			[Grid]																	
	[Grid]												4(G)			[Grid]																	
2014-2015	[Grid]												2(G)	5(C)	4(D)	C2	[Grid]																
	[Grid]												5(B)				7(A)	4(A)	[Grid]														
2014-2015	[Grid]												4(I)	[Grid]																			
2014-2015	[Grid]												5(C)	C2	4(E)	7(A)	[Grid]																
	[Grid]												4(F)	[Grid]																			
2014-2015	[Grid]												5(D)	7(C)	5(A)	C2	5(A)	C2	4(B)	C2	7(B)	[Grid]											
	[Grid]												5(E)									[Grid]											
	[Grid]												5(B)									C2	[Grid]										
2014-2015	[Grid]												7(C)	[Grid]																			
2014-2015	[Grid]												7(D)	[Grid]																			
2014-2015	[Grid]												9(C)	7(A)	8(A)	C3	11(A)	C3	3(C)	C3	[Grid]												
	[Grid]												8(B)								C3	[Grid]											
	[Grid]												8(C)								C3	10(C)	C3	[Grid]									

NE indicates a Student Expectation that is Not Eligible for testing at that grade.

NT indicates not tested that testing year.

If there is a C1, C2, or C3, that indicates that the Student Expectation is eligible for testing in the category noted.

Cells filled with grid indicates no Student Expectation at that grade level.

Red indicates performance of less than 70% student mastery

Green indicates performance of greater than or equal to 70%.

STAAR Math Vertical Alignment
Reporting Category 2

Years	K	1st	2nd	3rd	4th	5th	6th	7th	8th	Algebra I
2014-2015				Rpt Cat 2	Rpt Cat 2	Rpt Cat 2	Rpt Cat 2	Rpt Cat 2	Rpt Cat 2	Rpt Cat 2
2014-2015									4(A)	
2014-2015									4(B)	
2014-2015									4(C)	
2014-2015	3(A)	3(B)		4(A)	4(A)	3(A)	3(E)	3(A)		
	3(B)	3(C)								
	3(C)	3(E)	4(B)							
				3(F)	3(K)					
			6(A)	4(D)						
				4(E)	4(B)	3(B)				
				4(F)						
				4(G)	4(C)	3(C)				
				4(K)	4(E)					
					4(F)	3(J)				
				4(H)						
			4(J)		3(A)					
					3(C)					
					3(D)					
2014-2015		3(A)	4(C)	4(A)	4(A)	3(A)	3(E)	3(B)		
		3(D)	4(A)							
		3(F)	4(D)							
					3(E)	3(H)				
				4(G)	4(D)	3(B)				
					4(H)					
						3(D)				
						3(E)				
						3(I)				
						3(F)				
					3(G)					
					3(L)					
					3(B)					

STAAR Math Vertical Alignment
Reporting Category 2

2014-2015	[Grid]				4(B)	4(D)	C1	2(C)	C1	[Grid]					
						4(G)									
2014-2015	[Grid]	[Grid]	6(B)	4(H)	[Grid]	[Grid]	[Grid]	[Grid]	[Grid]	[Grid]	[Grid]	[Grid]			
2014-2015	[Grid]				5(E)	5(B)	4(D)	C1	4(A)	[Grid]					
							5(A)								
							4(C)		4(A)	5(A)					
							4(D)			4(C)	5(E)				
2014-2015	[Grid]								4(B)	[Grid]	[Grid]				
2014-2015	[Grid]				6(A)	6(C)	6(B)	7(A)	5(B)						
									5(F)						
									5(I)						
2014-2015	[Grid]								4(B)	[Grid]	[Grid]				
2014-2015	[Grid]				4(E)	4(F)	4(G)	5(B)	5(C)	C1	4(D)	[Grid]			
														C1	
														C1	
														C1	
2014-2015	[Grid]										5(G)	[Grid]			
2014-2015	[Grid]											5(H)	[Grid]		
2014-2015	[Grid]									9(A)	10(A)	8(A)	[Grid]		
2014-2015	[Grid]									9(B)	10(B)	[Grid]	[Grid]		
2014-2015	[Grid]									9(C)	10(C)	8(B)	[Grid]		
2014-2015	[Grid]		5(F)	7(C)	5(A)	5(A)	4(B)	10(A)		11(A)		8(C)			
			5(G)	[Grid]	5(D)				10(B)		11(B)		9(A)		
					5(B)										
			5(D)	7(C)	5(A)				7(B)	C1	[Grid]				
			5(E)												
					5(B)										
2014-2015	[Grid]						5(C)	[Grid]	4(E)	C1	7(A)	C1	[Grid]		

STAAR Math Vertical Alignment
Reporting Category 2

NE indicates a Student Expectation that is Not Eligible for testing at that grade.

NT indicates not tested that testing year.

If there is a C1, C2, or C3, that indicates that the Student Expectation is eligible for testing in the category noted.

Cells filled with grid indicates no Student Expectation at that grade level.

Red indicates performance of less than 70% student mastery

Green indicates performance of greater than or equal to 70%.

STAAR Math Vertical Alignment
Reporting Category 3

Years	K	1st	2nd	3rd	4th	5th	6th	7th	8th	Algebra I		
2014-2015				Rpt Cat 3		Rpt Cat 3		Rpt Cat 3		Rpt Cat 3		
2014-2015	6(A)	6(C)	8(A)	6(B)		6(A)			3(A)			
	6(D)	6(D)				6(B)			3(B)			
						6(C)						
2014-2015				6(D)								
2014-2015		6(G)		6(E)								
		6(H)										
2014-2015			9(C)	7(A)	C1		8(A)	11(A)		3(C)		
							8(B)					
							8(C)			10(C)		
2014-2015						7(C)						
2014-2015						7(D)						
2014-2015						7(E)						
2014-2015						8(A)	7(A)	4(H)	4(E)			
					8(B)							
					8(C)							
2014-2015	7(A)	7(A)	9(D)		8(C)							
		7(B)	9(A)									
		7(D)										
		7(C)	9(B)									
			9(E)								7(B)	
	7(E)	9(G)	7(C)									
2014-2015								5(A)				
2014-2015								5(B)				
2014-2015								5(C)				
2014-2015					5(C)	NE	4(G)	NE	8(B)	8(A)	NE	6(A)
2014-2015									8(C)	NE	6(C)	

STAAR Math Vertical Alignment
Reporting Category 3

2014-2015	Grid										5(D)	4(H)	8(C)	Grid											
	Grid										8(D)	9(A)	7(A)	Grid											
	Grid										9(B)	Grid													
2014-2015	Grid										8(D)	9(C)	Grid												
	Grid										9(D)	7(B)	Grid												
2014-2015	Grid										Grid										7(C)	Grid			
2014-2015	Grid										Grid										7(D)	Grid			
2014-2015	Grid										8(A)	11(C)	8(D)	Grid											
2014-2015	6(C)	6(B)	Grid										Grid										10(A)	Grid	
2014-2015	Grid										Grid										10(B)	Grid			
2014-2015	Grid										Grid										10(C)	Grid			
2014-2015	6(E)	6(A)	8(C)	6(A)	6(D)	5(A)	Grid										Grid								
	Grid		8(B)	Grid										Grid											
2014-2015	7(A)	Grid										7(D)	Grid										10(D)	Grid	
	Grid										7(E)	8(C)	Grid										Grid		
	7(B)	Grid										Grid										Grid			
2014-2015	Grid										9(F)	6(A)	Grid										10(D)	Grid	
2014-2015	Grid										6(C)	6(B)	Grid										Grid		

NE indicates a Student Expectation that is Not Eligible for testing at that grade.

NT indicates not tested that testing year.

If there is a C1, C2, or C3, that indicates that the Student Expectation is eligible for testing in the category noted.

Cells filled with grid indicates no Student Expectation at that grade level.

Red indicates performance of less than 70% student mastery

Green indicates performance of greater than or equal to 70%.

STAAR Math Vertical Alignment
Reporting Category 4

Years	K	1st	2nd	3rd	4th	5th	6th	7th	8th	Algebra I
2014-2015				Rpt Cat 4	Rpt Cat 4	Rpt Cat 4	Rpt Cat 4	Rpt Cat 4	Rpt Cat 4	Rpt Cat 4
2014-2015		4(C)	5(A)	4(C)						
2014-2015									5(C)	
2014-2015									5(D)	
2014-2015						9(B)			11(A)	
2014-2015								6(G)		
2014-2015	8(B)	8(B)	10(B)	8(A)	9(A)	9(A)	12(A)			
2014-2015							12(B)	12(A)		
							12(C)		11(B)	
							12(D)			
2014-2015							12(B)			
2014-2015							12(C)	11(C)	NE	
2014-2015	8(C)	8(C)	10(D)				13(A)			
			10(C)	8(B)	9(B)	9(C)				
2014-2015							13(B)			
2014-2015			11(C)		10(D)	NE	10(D)	NE	14(A)	
2014-2015			11(D)	9(D)	10(E)	10(C)	NE	14(B)	12(A)	
2014-2015							14(C)			
2014-2015			11(D)				14(E)		12(E)	NE
2014-2015			11(E)				14(F)			
2014-2015			11(D)				14(G)			
2014-2015	9(A)	9(A)		9(A)	10(A)	10(A)		13(A)		
2014-2015						10(F)		13(B)		
2014-2015			11(F)	9(B)	10(B)					
2014-2015								13(C)		

STAAR Math Vertical Alignment
Process Standards

Years	K	1st	2nd	3rd	4th	5th	6th	7th	8th	Alg I
2014-2015	1(A)	1(A)	1(A)	1(A)	1(A)	1(A)	1(A)	1(A)	1(A)	
2014-2015	1(B)	1(B)	1(B)	1(B)	1(B)	1(B)	1(B)	1(B)	1(B)	
2014-2015	1(C)	1(C)	1(C)	1(C)	1(C)	1(C)	1(C)	1(C)	1(C)	
2014-2015	1(D)	1(D)	1(D)	1(D)	1(D)	1(D)	1(D)	1(D)	1(D)	
2014-2015	1(E)	1(E)	1(E)	1(E)	1(E)	1(E)	1(E)	1(E)	1(E)	
2014-2015	1(F)	1(F)	1(F)	1(F)	1(F)	1(F)	1(F)	1(F)	1(F)	
2014-2015	1(G)	1(G)	1(G)	1(G)	1(G)	1(G)	1(G)	1(G)	1(G)	

Cells with centered notation only (no column for data entry) are taught but not eligible for testing at that grade

Merged cells 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.