



# Rusk High School

## 2014-2015

### Campus Plan

	Number of Students	At Risk	%At Risk
High School	575	220	38.3%
037-907-002			

# Mission Statement

Rusk High school's Mission is to better our community's quality of life by producing students who are personally, socially, academically, and skillfully ready for the workforce, military, technical school, college and/or university.

## Comprehensive Needs Assessment Summary

Area:	<b>Demographics</b>
Data Sources Reviewed:	Enrollment, Skyward Data, TAPR Report
Summary of Strengths:	Steady Growth
Summary of Needs (Weaknesses):	High Mobility Rate, Keep Student/Teacher Ratio manageable, Need to increase number of minority teachers

Area:	<b>Student Achievement/Assessments</b>
Data Sources Reviewed:	Test Results, TAPR reports, Teacher data, At-Risk Student Results
Summary of Strengths:	EOC scores increased in all tests
Summary of Needs (Weaknesses):	Increase in the areas of Index 4, increase performance in ELA, Meet expectations of higher passing standards, Disparity noted between At-Risk student performance and All Student performance

Area:	<b>Curriculum and Instruction</b>
Data Sources Reviewed:	Teacher Tool Kits, Teacher Scope and Sequences, Teacher Assessments, Testing Data
Summary of Strengths:	Professional Development in the areas of Rigor/Relevance, TEKs, and assessment
Summary of Needs (Weaknesses):	Continue develop use of DMAC and timely intervention with students

Area:	<b>High Quality Staff/Professional Development</b>
Data Sources Reviewed:	AEIS Report
Summary of Strengths:	Amount of professional development available to teachers
Summary of Needs (Weaknesses):	Strengthen Mentor Program

Area:	<b>Family and Community Involvement</b>
Data Sources Reviewed:	Informal Data
Summary of Strengths:	Community involvement (Tree of Promise, REDCO, Ministerial Alliance), Student Needs Committee
Summary of Needs (Weaknesses):	Parental Involvement in Academics

Area:	<b>School Culture and Climate</b>
Data Sources Reviewed:	Discipline Records, PEIMS
Summary of Strengths:	Student Discipline, School Safety, Honor Code
Summary of Needs (Weaknesses):	School Cleanliness and Facilities (Main Building, Ag Shop, Roofs, HVAC) need improvements, Numerous discipline student discipline referrals

Area:	<b>Technology</b>
Data Sources Reviewed:	Technology Inventories
Summary of Strengths:	Varied types of technologies available to students
Summary of Needs (Weaknesses):	Continue to work hand in hand with Tech Dept to improve training and efficient use of technologies.

Area:	<b>School Context and Organization</b>
Data Sources Reviewed:	Informal Data
Summary of Strengths:	Students Making progress in academic areas and are successful in extracurricular pursuits
Summary of Needs (Weaknesses):	Stronger voice in decision making for teachers.

### **Plan Evaluation**

The formative evaluation will be based upon the progress toward the enactment, completion, and perceived effect of the strategies detailed in this plan. Necessary changes discovered during the formative evaluation will be put into effect immediately.

A summative evaluation will be started during the last six weeks of the school year and will be completed with the development of the new district plan. The summative evaluation will be incorporated into the needs assessment and will be a major component in the development of the new plan.

The formative and summative evaluation will include analysis of the academic achievement of at-risk students.

## **Supplement not Supplant Procedures**

Federal Fund will be used to supplement Fund available from non-federal sources, and not to supplant the existing non-federal Fund.

## **Campus Goals**

RHS will meet or exceed state averages on all 4 indices of the TEA state accountability system.

Provide a viable curriculum and engaging instruction to students that emphasizes rigor and relevance to the degree in which all students will master the TEKS in all classes.

Rusk High School will attract and retain Highly Qualified Teachers and provide relative and dynamic Professional Development opportunities to the entire staff.

Rusk High School will be a partner in the school district community and seek to bring parents into the educational process.

Rusk High School will provide a safe and positive environment to promote learning.

Rusk High School will utilize a variety of available technologies to enhance instruction for our students.

Rusk High School will maintain a school organizational system that takes into account student, parent, and teacher needs, opinions, and interests as possible when making decisions affecting the campus.

**Goal (1): RHS will meet or exceed state averages on all 4 indices of the TEA state accountability system.**

**Area(s) from Needs Assessment: Student Achievement/Assessments**

Objective(s) from Needs Assessment:

English I EOC	2014 Actual	2015 Objective
Campus	81%	85%
African American	73%	80%
Hispanic	84%	85%
White	83%	85%
Two or More Races	83%	85%
Special Education	58%	70%
Eco Disadvantaged	77%	80%
ELL	*	*
At-Risk	56%	70%

English II EOC	2014 Actual	2015 Objective
Campus	75%	80%
African American	42%	70%
Hispanic	78%	80%
White	82%	85%
Two or More Races	*	*
Special Education	55%	70%
Eco Disadvantaged	71%	80%
ELL	*	*
At-Risk	50%	70%

Algebra EOC	2013 Actual	2014 Actual	2015 Obj
Campus	67%	80%	85%
African American	60%	78%	80%
Hispanic	67%	79%	80%
White	71%	79%	80%
Two or More Races	*	*	*
Special Education	41%	58%	70%
Eco Disadvantaged	67%	75%	80%
ELL	*	*	*
At-Risk	54%	76%	80%

Biology EOC	2013 Actual	2014 Actual	2015 Obj
Campus	85%	92%	95%
African American	71%	90%	95%
Hispanic	76%	88%	90%
White	90%	94%	95%
Two or More Races	*	100%	100%
Special Education	72%	71%	80%
Eco Disadvantaged	83%	89%	90%
ELL	*	*	*
At-Risk	69%	88%	90%

US History EOC	2014 Actual	2015 Objective
Campus	95%	95%
African American	91%	95%
Hispanic	100%	100%
White	94%	95%
Two or More Races	*	*
Special Education	80%	90%
Eco Disadvantaged	91%	95%
ELL	*	*
At-Risk	91%	95%

Graduation Rates	Class of 2012	Class of 2013	Class of 2014
	Actual	Actual	Objective
4-Year Longitudinal Rate	93%	96%	98%
	Class of 2011	Class of 2012	Class of 2013
	Actual	Actual	Objective
5-Year Extended Longitudinal Rate	97%	93%	95%

<b>Strategies/Actions</b>	<b>Person Responsible</b>	<b>Funding Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Formative/ Summative Evaluation Data</b>	<b>__ Strategy Complete __ Continue Strategy</b>
Implement a Master Schedule that includes PLC time for teachers during the school day.	Principals, Counselors, Lead PLC Teachers	General Fund	Summer 2014	Master Schedule 2014-15	Performance on EOC	__ Strategy Complete __ Continue Strategy
Implement a Master Schedule that includes common conference times for teachers teaching the same or similar subjects.	Principals, Counselors, Lead PLC Teachers	General Fund	Summer 2014	Master Schedule 2014-15	Performance on EOC	__ Strategy Complete __ Continue Strategy
Implement a Master Schedule that allows for intervention/Enrichment Times for students.	Principals, Counselors, Lead PLC Teachers	General Fund	Summer 2014	Master Schedule 2014-15	Performance on EOC	__ Strategy Complete __ Continue Strategy
No zero policy	Principals, Teachers	General Fund	2014-15 school year	On going throughout school year	Saturday School Summary at the end of the year. Student Grades	__ Strategy Complete __ Continue Strategy
Read 180 used in resource English classes, ESL students, and other students recommended by teachers including economically disadvantaged and African American.	English Teachers, Principal	General Fund, Federal Fund	2014-15 school year	Student performance in classes	Read 180 assessments and EOC assessments	__ Strategy Complete __ Continue Strategy
Edgenuity for AEP and credit recovery students.	Teachers, Principal, Counselors	General Fund	2014-15 school year	Student performance in classes	Performance on EOC tests, and assessment in Edgenuity system	__ Strategy Complete __ Continue Strategy
SAT/ACT prep offered in Skinny Period.	Teachers, Principals	None	2014-15 school year	Students organized in Skinny Period with Computer Lab	Performance on SAT/ACT tests	__ Strategy Complete __ Continue Strategy

TSI prep through teachers taking the test and offering training in classes and skinny period.	English and Math Teachers, Principals, Counselors	General Fund	2014-15 school year	Teacher strategies in class and interventions in skinny period	Performance of students on TSI	__ Strategy Complete __ Continue Strategy
English Teachers implementing strategies learned from The Writing Academy Conference.	English Teachers	General Fund	2014-2015 school year	Teacher strategies used in class and intervention time	Performance of students on ELA EOC	__ Strategy Complete __ Continue Strategy
Implement a Master Schedule that includes time for grade level teachers to plan cross curricular lessons during the school day.	Teachers, Principals, Counselors	General Fund	2014-15 school year	Master Schedule 2014-15	Lessons by teachers throughout the year	__ Strategy Complete __ Continue Strategy
Institute "Cold Reads" in all core classes during tests and other assessments.	Core subject teachers, Principal	None	2014-15 school year	Teacher assessments during the year	Student Performance on EOC and other assessments.	__ Strategy Complete __ Continue Strategy
All Teachers require writing assignments in their classes as a form of assessment.	Teachers, Principal	None	2014-15 school year	Teacher assessments during the year	Student Performance on ELA EOC and other assessments.	__ Strategy Complete __ Continue Strategy
Intervention Specialist to work with "bubble" students throughout the year, specializing in Reading and Writing	Intervention specialist, ELA teachers, Principal	General Fund SCE	2014-15 School Year	Students seen by Interventionalist	Those students' scores on EOC and other assessments	__ Strategy Complete __ Continue Strategy
Practice Tests Given beginning of Spring semester.	Teachers, Principal, Campus Testing Coordinator	General Fund Test copies	Jan 2015	Students taking the test	Students' scores on EOC tests	__ Strategy Complete __ Continue Strategy

**Goal (2): Provide a viable curriculum and engaging instruction to students that emphasizes rigor and relevance to the degree in which all students will master the TEKS in all classes.**

**Area(s) from Needs Assessment: Curriculum and Instruction**

Objective(s) from Needs Assessment:

100% of core teachers will participate in vertical and horizontal conversations regarding rigor and relevance of TEKS.

All students will have access to timely intervention.

Strategies/Actions	Person Responsible	Funding Resources	Timelines	Evidence of Implementation	Formative/ Summative Evaluation Data	__ Strategy Complete __ Continue Strategy
Implement a Master Schedule that includes PLC time for teachers during the school day.	Principals, Counselors, Lead PLC Teachers	General Fund	Summer 2014	Master Schedule 2014-15	Performance on EOC	__ Strategy Complete __ Continue Strategy
Implement a Master Schedule that includes common conference times for teachers teaching the same or similar subjects.	Principals, Counselors, Lead PLC Teachers	General Fund	Summer 2014	Master Schedule 2014-15	Performance on EOC	__ Strategy Complete __ Continue Strategy
Master schedule will allow time before, during, and after school intervention/enrichment and extended year intervention . (Skinny Period, Tutoring, Extended Day, Summer School)	Principals, Counselors, Teachers	General Fund SCE	2014-2015 School Year	Master Schedule	Increased EOC Scores	__ Strategy Complete __ Continue Strategy
Provide Teacher Toolkits for teachers to serve as a basis for ensuring that teachers understand the TEKS and instruct/assess students at the proper level of rigor and relevance.	Teachers, Curriculum Director, Principal	General Fund	Fall 2014	Toolkit Online	Performance on EOC	__ Strategy Complete __ Continue Strategy
PLC/Planning days embedded in the school calendar.	Superintendent, DEIC	None	2014-15 school year	Calendar adopted by school board, Planning days throughout year	Performance on EOC	__ Strategy Complete __ Continue Strategy
English Teachers implementing strategies learned from The Writing Academy Conference.	English Teachers	General Fund	2014-2015 school year	Teacher strategies used in class and intervention time	Performance of students on ELA EOC	__ Strategy Complete __ Continue



						Strategy
Implementation of new Pre-Algebra class that will help students ready themselves for high school algebra.	JH & HS Math Teachers, Principal, Counselor	None	2014-15 school year	The class itself	Performance of students on assessment data and 2016 Algebra EOC	___ Strategy Complete ___ Continue Strategy
New Academic Handbook development outlining student classes with regards to endorsements initiated with House Bill 5	Counselors, Curriculum Director, Principal	General Fund	2014-15 School Year	Completed Handbook	Students progressing in endorsement track	___ Strategy Complete ___ Continue Strategy

<b>Goal: (3). Rusk High School will attract and retain Highly Qualified Teachers and provide relative and dynamic Professional Development opportunities to the entire staff.</b>
<b>Area(s) from Needs Assessment: Highly Qualified Staff/Professional Development</b>
Objective(s) from Needs Assessment: 100% of campus teachers will be Highly Qualified

<b>Strategies/Actions</b>	<b>Person Responsible</b>	<b>Funding Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Formative/ Summative Evaluation Data</b>	<b>___ Strategy Complete ___ Continue Strategy</b>
Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining an active web page.	Curriculum Director, Principal	General Fund	2014-15 school year	Highly Qualified Staff Recruited and Retained	Highly Qualified Staff Recruited and Retained	___ Strategy Complete ___ Continue Strategy
Establish an effective teacher mentoring system in order to retain highly qualified staff.	Principal, PLC Lead Teachers	General Fund	2014-15 school year	Highly Qualified Staff Recruited and Retained	Highly Qualified Staff Recruited and Retained	___ Strategy Complete ___ Continue Strategy

Analyze data from all teacher's certifications, testing, staff development, and service records to ensure that all meet highly qualified status.	Curriculum Director, Principal	General Fund	2014-15 school year	Highly Qualified Staff Recruited and Retained	Highly Qualified Staff Recruited and Retained	__ Strategy Complete __ Continue Strategy
Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework, and TExES testing in order to assure all staff is highly qualified.	Curriculum Director, Principal	General Fund	2014-15 school year	Highly Qualified Staff Recruited and Retained	Highly Qualified Staff Recruited and Retained	__ Strategy Complete __ Continue Strategy
Analyze data from paraprofessionals' files to ensure all instructional aides are highly qualified	Curriculum Director, Principal	General Fund	2014-15 school year	Highly Qualified Staff Recruited and Retained	Highly Qualified Staff Recruited and Retained	__ Strategy Complete __ Continue Strategy
Require any instructional aides not considered highly qualified to complete paraprofessional training.	Curriculum Director, Principal	General Fund	2014-15 school year	Highly Qualified Staff Recruited and Retained	Highly Qualified Staff Recruited and Retained	Not Applicable
General Education and Special Education Teachers will pass the required Science, English, Math, Theater Arts, and Social Studies TEXES Exams necessary to be Highly Qualified.	Curriculum Director, Principal	General Fund	2014-15 school year	Highly Qualified Staff Recruited and Retained	Highly Qualified Staff Recruited and Retained	__ Strategy Complete __ Continue Strategy
Provide a monetary incentive for high academic performance and/or attendance that will be paid the following school year to aid in recruitment and retention of highly qualified personnel.	Assistant Sup of Finance, Principal	General Fund	2014-15 school year	Highly Qualified Staff Recruited and Retained	Highly Qualified Staff Recruited and Retained	__ Strategy Complete __ Continue Strategy
Provide quality staff development and evaluate progress of PD plan of all HQ special education and regular education teachers	Curriculum Director, Principal	General Fund	2014-15 school year	Highly Qualified Staff Recruited and Retained	Highly Qualified Staff Recruited and Retained	__ Strategy Complete __ Continue Strategy

Letters sent to teachers from superintendent noting the importance of becoming highly qualified immediately. Letter also stating assistance could be obtained from Instructional Department in becoming Highly Qualified.	Superintendent, Curriculum Director, Principal	General Fund	2014-15 school year	Highly Qualified Staff Recruited and Retained	Highly Qualified Staff Recruited and Retained	__ Strategy Complete __ Continue Strategy
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<b>Goal: (4) Rusk High School will be a partner in the school district community and seek to bring parents into the educational process.</b>
<b>Area(s) from Needs Assessment: Family and Community Involvement</b>
Objective(s) from Needs Assessment: 95% of parents will have electronic access to student management system through Skyward for student grades and other information.

<b>Strategies/Actions</b>	<b>Person Responsible</b>	<b>Funding Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Formative/Summative Evaluation Data</b>	<b>__ Strategy Complete __ Continue Strategy</b>
RHS will hold an open house in order to allow parents to meet their student's teachers and become familiar with the school.	Teachers, Principal	None	September 2014	The Open House	Sign in sheets from teachers	__ Strategy Complete __ Continue Strategy
Teachers will utilize a wide array of communication (such as phone calls, email, global connect, RISD website, social media, Skyward parent access, etc) to connect with parents of their students.	Teachers, Principals	General Fund	2014-15 school year	Communication logs	More contacts this year than the previous	__ Strategy Complete __ Continue Strategy
RHS will host a community job fair for local businesses and RHS students.	Teachers, Principal, Superintendent	General Fund	November 2014	Job Fair	Number of contacts made with local businesses	__ Strategy Complete __ Continue Strategy
Operation of Student Needs Committee	Teachers	None	2014-2015	Students Served	Number of students and families helped by committee	__ Strategy Complete __ Continue Strategy

<b>Goal (5): Rusk High School will provide a safe and positive environment to promote learning.</b>
<b>Area(s) from Needs Assessment: School Culture and Climate</b>
Objective(s) from Needs Assessment: Discipline referrals will be reduced by 5%. Campus will participate in emergency preparation drills.

<b>Strategies/Actions</b>	<b>Person Responsible</b>	<b>Funding Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Formative/Summative Evaluation Data</b>	<b>__ Strategy Complete __ Continue Strategy</b>
Continued Focus on RISD Honor Code	All members of faculty and students	None	2014-15 school year	Student Memorization and Application of all facets of the code	Discipline referrals down from previous year	__ Strategy Complete __ Continue Strategy
Operation of Student Needs Committee	Teachers	None	2014-2015	Students Served	Number of students and families helped by committee	__ Strategy Complete __ Continue Strategy
Student Consequences for Disciplinary issues, 3 strikes you're out.	Teachers, Asst Principal	General Fund	2014 – 15 school year	Disciplinary Matters involving students	Discipline referrals down from previous year	__ Strategy Complete __ Continue Strategy
Provide Disciplinary Alternative Education Program (DAEP) services including teacher, assistant, supplies, etc.	Principal Asst Principal	SCE	2014-2015 school year	Master Schedule	Reduced Discipline Referrals	__ Strategy Complete __ Continue Strategy
Safety Drills conducted by RHS.	All Staff	None	2014-15 school year	Individual drills conducted	Evaluations of drills and increased efficiency of each.	__ Strategy Complete __ Continue Strategy
Character education opportunities with daily	Student Council	General	2014-15	Daily	Discipline	__ Strategy

announcements.		Fund	school year	Announcements	referrals down from previous year	Complete __ Continue Strategy
Student Needs Committee posters and messages regarding anti-bullying efforts.	Student Needs Committee	Principal Activity Fund	2014-15 school year	Throughout the year	Decrease in the number of incidents involving bullying from the previous year	__ Strategy Complete __ Continue Strategy

<b>Goal (6): Rusk High School will utilize a variety of available technologies to enhance instruction for our students.</b>
<b>Area(s) from Needs Assessment: Technology</b>
Objective(s) from Needs Assessment: 95% of core teachers will participate in training for technology integration.

<b>Strategies/Actions</b>	<b>Person Responsible</b>	<b>Funding Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Formative/ Summative Evaluation Data</b>	<b>__ Strategy Complete __ Continue Strategy</b>
Provide meaningful training for teachers to help them with instruction and assessment.	Teachers, Principal, Tech Dept	General Fund	2014-15 school year	Professional development opportunities	Teachers will engage in at least one form of training involving technology in 2014-15.	__ Strategy Complete __ Continue Strategy
Each Department at Rusk High School will maintain a page on the district website for the purposes of	Teachers, department	General Fund	2014-15	Implementation of website pages	Maintenance and use of pages	__ Strategy Complete

communication with students and parents.	directors/lead teachers, principal			in Sept 2014	throughout the year.	<input type="checkbox"/> Continue Strategy
Teachers will engage classes through use of technology regularly throughout the year.	Teachers, Principal	General Fund	2014-15 school year	Lessons developed throughout the year	At least one meaningful lesson each Quarter	<input type="checkbox"/> Strategy Complete <input type="checkbox"/> Continue Strategy

**Goal (7): Rusk High School will maintain a school organizational system that takes into account student, parent, and teacher needs, opinions, and interests as possible when making decisions affecting the campus.**

**Area(s) from Needs Assessment: School Context and Organization**

Objective(s) from Needs Assessment:

25% of core teachers will participate in student, parent, and/or teacher surveys.

<b>Strategies/Actions</b>	<b>Person Responsible</b>	<b>Funding Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Formative/Summative Evaluation Data</b>	<b><input type="checkbox"/> Strategy Complete <input type="checkbox"/> Continue Strategy</b>
Implement a Master Schedule that includes PLC time for teachers during the school day.	Principals, Counselors, Lead PLC Teachers	General Fund	Summer 2014	Master Schedule 2014-15	Performance on EOC	<input type="checkbox"/> Strategy Complete <input type="checkbox"/> Continue Strategy
PLC/Planning days embedded in the school calendar.	Superintendent, DEIC	None	2014-15 school year	Calendar adopted by school board, Planning days throughout year	Performance on EOC	<input type="checkbox"/> Strategy Complete <input type="checkbox"/> Continue Strategy
Use surveys to ascertain information regarding school operations and environment from students, parents, and teachers.	Principals	General Fund	Spring 2015	Surveys	Survey Responses	<input type="checkbox"/> Strategy Complete <input type="checkbox"/> Continue Strategy

**Appendix A**

Rusk High School  
State Compensatory Education Fund  
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 General Funded and addressed in the campus improvement plan are as follows:

<b><u>Expenditure</u></b>	<b><u>Amount</u></b>	<b><u>Full Time Equivalents (FTEs)</u></b> (Does not include extended day, week, or year FTEs)
Payroll Costs	\$70,055	1.73
Professional and Contracted Services	7,959	
Supplies and Materials	500	
Other Operating Costs	658	
Debt Service	0	
Capital Outlay	0	
<b>TOTAL</b>	<b>\$79,172</b>	

## Appendix B

### Activities/Strategies Partially or Wholly General Funded 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	X M. Black \$49,401	X Morgan \$37,161	X Gunn, McNew \$57,642



ACTIVITIES/ STRATEGIES	HIGH SCHOOL	JR. HIGH	INTERMEDIATE	ELEMENTARY	PRIMARY
		FTE's-.93	FTE's-1.0	FTE's-1.0	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 Education Program (DAEP)-Basic Services	X 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	X 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 General Funded 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					



RUSK HIGH SCHOOL  
STATE COMPENSATORY GENERAL FUND  
2014-2015

ACCOUNT NUMBER	ACCOUNT DESCRIPTION			2014-15 GENERAL FUND
199 E 11 6119 00 002 0 24 000	PROF PERSONNEL		HS COMP	16,256.00
199 E 11 6119 00 002 0 24 869	PROF PERSONNEL	TAKS/STAAR/EOC	HS COMP	1,000.00
199 E 11 6119 00 002 0 24 870	PROF PERSONNEL	LONGEVITY	HS COMP	200.00
199 E 11 6119 00 002 0 24 875	PROF PERSONNEL	PERFORMANCE PAY	HS COMP	200.00
199 E 11 6119 40 002 0 29 000	PROF PERSONNEL	AEP/DOR	HS DAEP- SP	27,805.00
199 E 11 6119 40 002 0 29 870	PROF PERSONNEL	AEP/DOR	HS DAEP- SP	265.00
199 E 11 6119 40 002 0 29 875	PROF PERSONNEL	AEP/DOR	HS DAEP- SP	265.00
199 E 11 6119 40 002 0 29 896	PROF PERSONNEL	AEP/DOR	HS DAEP- SP	36.00
199 E 11 6129 40 002 0 29 000	SUPPORT PERSONNEL	AEP/DOR	HS DAEP- SP	10,815.00
199 E 11 6129 40 002 0 29 875	SUPPORT PERSONNEL	AEP/DOR	HS DAEP- SP	217.00
199 E 11 6141 00 002 0 24 000	SOCIAL SECURITY/MEDICARE		HS COMP	221.00
199 E 11 6141 00 002 0 24 869	SOCIAL SECURITY/MEDICARE	TAKS/STAAR/EOC	HS COMP	15.00
199 E 11 6141 00 002 0 24 870	SOCIAL SECURITY/MEDICARE	LONGEVITY	HS COMP	3.00
199 E 11 6141 00 002 0 24 875	SOCIAL SECURITY/MEDICARE	PERFORMANCE PAY	HS COMP	3.00
199 E 11 6141 40 002 0 29 000	SOCIAL SECURITY/MEDICARE	AEP/DOR	HS DAEP- SP	495.00
199 E 11 6141 40 002 0 29 870	SOCIAL SECURITY/MEDICARE	AEP/DOR	HS DAEP- SP	4.00
199 E 11 6141 40 002 0 29 875	SOCIAL SECURITY/MEDICARE	AEP/DOR	HS DAEP- SP	7.00
199 E 11 6141 40 002 0 29 896	SOCIAL SECURITY/MEDICARE	AEP/DOR	HS DAEP- SP	1.00
199 E 11 6142 00 002 0 24 000	GROUP HEALTH & LIFE INSURANCE		HS COMP	2,160.00
199 E 11 6142 40 002 0 29 000	GROUP HEALTH & LIFE INSURANCE	AEP/DOR	HS DAEP-	3,105.00

199 E 11 6143 00 002 0 24 000	WORKER'S COMPENSATION			HS	SP	81.00
199 E 11 6143 00 002 0 24 869	WORKER'S COMPENSATION		TAKS/STAAR/EOC	HS	COMP	5.00
199 E 11 6143 00 002 0 24 870	WORKER'S COMPENSATION		LONGEVITY	HS	COMP	1.00
199 E 11 6143 00 002 0 24 875	WORKER'S COMPENSATION		PERFORMANCE			
			PAY	HS	COMP	1.00
199 E 11 6143 40 002 0 29 000	WORKER'S COMPENSATION	AEP/DOR		HS	DAEP-SP	193.00
199 E 11 6143 40 002 0 29 870	WORKER'S COMPENSATION	AEP/DOR	LONGEVITY	HS	SP	1.00
199 E 11 6143 40 002 0 29 875	WORKER'S COMPENSATION	AEP/DOR	PERFORMANCE		DAEP-SP	
			PAY	HS	SP	2.00
199 E 11 6145 00 002 0 24 000	UNEMPLOYMENT COMPENSATION			HS	COMP	11.00
199 E 11 6145 00 002 0 24 869	UNEMPLOYMENT COMPENSATION		TAKS/STAAR/EOC	HS	COMP	1.00
199 E 11 6145 40 002 0 29 000	UNEMPLOYMENT COMPENSATION	AEP/DOR		HS	DAEP-SP	25.00
199 E 11 6146 00 002 0 24 000	TEACHER RETIREMENT/TRS CARE			HS	COMP	333.00
199 E 11 6146 00 002 0 24 869	TEACHER RETIREMENT/TRS CARE		TAKS/STAAR/EOC	HS	COMP	21.00
199 E 11 6146 00 002 0 24 870	TEACHER RETIREMENT/TRS CARE		LONGEVITY	HS	COMP	4.00
199 E 11 6146 00 002 0 24 875	TEACHER RETIREMENT/TRS CARE		PERFORMANCE			
			PAY	HS	COMP	4.00
199 E 11 6146 40 002 0 29 000	TEACHER RETIREMENT/TRS CARE	AEP/DOR		HS	DAEP-SP	1,073.00
199 E 11 6146 40 002 0 29 870	TEACHER RETIREMENT/TRS CARE	AEP/DOR	LONGEVITY	HS	SP	9.00
199 E 11 6146 40 002 0 29 875	TEACHER RETIREMENT/TRS CARE	AEP/DOR	PERFORMANCE		DAEP-SP	
			PAY	HS	SP	13.00
199 E 11 61-- -- -- -- --	*PAYROLL COSTS					64,851.00
199 E 11 6299 40 002 0 29 000	MISC CONTRACTED SERVICES	AEP/DOR		HS	DAEP-SP	5,100.00
199 E 11 62-- -- -- -- --	*CONTRACTED & PROF. SERVICES					5,100.00
199 E 11 6399 40 002 0 29 000	GENERAL SUPPLIES	AEP/DOR		HS	DAEP-SP	500.00
199 E 11 63-- -- -- -- --	*SUPPLIES & MATERIALS					500.00
199 E 11 ---- -- -- -- --	*INSTRUCTION					70,451.00
199 E 13 6299 40 002 0 29 000	MISC CONTRACTED SERVICES	AEP/DOR		HS	DAEP-SP	748.00
199 E 13 62-- -- -- -- --	*CONTRACTED & PROF. SERVICES					748.00
199 E 13 ---- -- -- -- --	*CURRICULUM DEV.& INST.STF DEV					748.00
199 E 51 6259 40 002 0 29 000	UTILITIES	AEP/DOR		HS	DAEP-SP	326.00
199 E 51 6299 40 002 0 29 959	MISC CONTRACTED SERVICES	AEP/DOR	JANITOR	HS	DAEP-SP	1,785.00

199 E 51 62-- -----	*CONTRACTED & PROF. SERVICES					2,111.00
199 E 51 -----	*PLANT MAINTENANCE & OPERATIONS					2,111.00
199 E 93 6492 40 002 0 29 000	PAYMENTS TO FISCAL AGENTS SSA	AEP/DOR	HS	DAEP- SP		658.00
199 E 93 64-- -----	*OTHER OPERATING COSTS					658.00
199 E 93 -----	*PAYMENTS TO FISCAL AGENTSMBRS					658.00
199 E -- -----	*Expense					73,968.00
199 - -----	*GENERAL FUND					73,968.00
	SCE GENERAL FUND EXCLUDING SUMMER SCHOOL					73,968.00
	<b><u>SUMMER SCHOOL</u></b>					
199 E 11 6119 00 699 0 24 869	PROF PERSONNEL	TAKS/STAAR/EOC	SUMM	COMP		5,000.00
199 E 11 6141 00 699 0 24 869	SOCIAL SECURITY/MEDICARE	TAKS/STAAR/EOC	SUMM	COMP		73.00
199 E 11 6143 00 699 0 24 869	WORKER'S COMPENSATION	TAKS/STAAR/EOC	SUMM	COMP		25.00
199 E 11 6145 00 699 0 24 869	UNEMPLOYMENT COMPENSATION	TAKS/STAAR/EOC	SUMM	COMP		3.00
199 E 11 6146 00 699 0 24 869	TEACHER RETIREMENT/TRS CARE	TAKS/STAAR/EOC	SUMM	COMP		103.00
199 E 11 61-- -----	*PAYROLL COSTS					5,204.00
199 E 11 -----	*INSTRUCTION					5,204.00
199 E -- -----	*Expense					5,204.00
199 - -----	*GENERAL FUND					5,204.00
	SCE SUMMER SCHOOL GENERAL FUND					5,204.00
	TOTAL STATE COMPENSATORY GENERAL FUND					79,172.00

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
<b>Elementary Level II</b>				%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
<b>Intermediate Level II</b>				%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
<b>Elementary Level III</b>				%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
<b>Intermediate Level III</b>				%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

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

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



# STAAR Scores - 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

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

# STAAR Scores - Mathematics 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		

Green – At or above state average  
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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		

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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	St.	Reg.
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	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	St.	Reg.
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	St.	Reg.
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*	2	1	0	5	4	9	2	1	2	

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

# STAAR Scores - 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

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

# STAAR Scores - 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

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

### Accountability Indexes

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

<b>2012-2013</b>						14 ( C )	NT	13 ( B )	NT	13 ( C )	NT	13 ( C )	NT	12 ( C )	NE	12 ( C )	NE		
<b>2013-2014</b>						14 ( C )	NT	13 ( B )	NT	13 ( C )	NT	13 ( C )	NT	12 ( C )	NE	12 ( C )	NE		
<b>2012-2013</b>		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	
<b>2013-2014</b>		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	
<b>2012-2013</b>	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%
<b>2013-2014</b>	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%
<b>2012-2013</b>	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
<b>2013-2014</b>	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

<b>2012-2013</b>					14 ( C )	NT	13 ( B )	NT	13 ( C )	NT	13 ( C )	NT	12 ( C )	NE	12 ( C )	NE			
<b>2013-2014</b>					14 ( C )	NT	13 ( B )	NT	13 ( C )	61%	13 ( C )	58%	12 ( C )	NE	12 ( C )	NE			
<b>2012-2013</b>		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	
<b>2013-2014</b>		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 )	<b>NT</b>	
<b>2012-2013</b>	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
<b>2013-2014</b>	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%
<b>2012-2013</b>	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
<b>2013-2014</b>	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	14(Literary)		14	NE		
2013-2014	14	18	18	18	16	NE	16	15		15	NE	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	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	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)		15(Expository)		15(Expository)			
2013-2014	15	19	19	20	18(Expository)		18	17		17(Expository)		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 )	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 )	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			
2013-2014				20 ( A ) iii	18 ( A ) iii		18 ( A ) i	17 ( A ) i		17 ( A ) i		17 ( A ) i		15 ( A ) i	NE		
2012-2013							18 ( A ) iv	17 ( A ) iv		17 ( A ) v		17 ( A ) v		15 ( A ) ii			
2013-2014							18 ( A ) iv	17 ( A ) iv		17 ( A ) v		17 ( A ) v		15 ( A ) ii	NE		
2012-2013							18 ( A ) ii	17 ( A ) ii		17 ( A ) ii		17 ( A ) ii		15 ( A ) iii			
2013-2014							18 ( A ) ii	17 ( A ) ii		17 ( A ) ii		17 ( A ) ii		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			
2013-2014				20 ( A ) ii	18 ( A ) ii		18 ( A ) iii	17 ( A ) iii		17 ( A ) iii		17 ( A ) iii		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	16	NE	16(Persuasive)	60%
2013-2014			20	21		19	NE	19		18		18	NE	16	NE	16(Persuasive)	60%
2012-2013			20 ( A )	21 ( A )		19 ( A )	NE	19 ( A )		18 ( A )		18 ( A )	NE	16 ( A )	NE	16 ( A )	
2013-2014			20 ( A )	21 ( A )		19 ( A )	NE	19 ( A )		18 ( A )		18 ( A )	NE	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(C)				[Grid]																	
2014-2015	5(B)		7(A)		[Grid]										4(A)		[Grid]															
2014-2015	[Grid]										4(I)		[Grid]																			
2014-2015	[Grid]										5(C)	C2	[Grid]																			
	[Grid]										4(E)	[Grid]																				
2014-2015	5(D)		7(C)		5(A)		C2		5(A)		C2		4(B)		C2		7(B)		[Grid]													
	5(E)		[Grid]										5(B)		C2		[Grid]															
	[Grid]										[Grid]																					
2014-2015	[Grid]										7(C)		[Grid]																			
2014-2015	[Grid]										7(D)		[Grid]																			
2014-2015	9(C)		7(A)		[Grid]										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)					
				4(K)	4(E)					
					4(F)	3(C)				
				4(H)						
			4(J)		3(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)	[Grid]	4(D)	C1	2(C)	C1	[Grid]			
							4(G)	[Grid]						
2014-2015	[Grid]	[Grid]	6(B)	4(H)	[Grid]	[Grid]	[Grid]	[Grid]	[Grid]	[Grid]	[Grid]	[Grid]	[Grid]	
2014-2015	[Grid]				5(E)	5(B)	4(D)	C1	4(A)	[Grid]	4(A)	[Grid]	[Grid]	
							5(A)	[Grid]						
							4(C)	[Grid]						
							4(D)	[Grid]						
2014-2015	[Grid]				[Grid]	[Grid]	[Grid]	[Grid]	4(B)	[Grid]	[Grid]	[Grid]		
2014-2015	[Grid]				[Grid]	[Grid]	6(A)	[Grid]	7(A)	[Grid]	5(B)	[Grid]	[Grid]	
							6(C)	[Grid]			5(F)	[Grid]		
							6(B)	[Grid]			5(I)	[Grid]		
2014-2015	[Grid]				[Grid]	[Grid]	[Grid]	[Grid]	4(B)	[Grid]	[Grid]	[Grid]		
2014-2015	[Grid]				[Grid]	[Grid]	4(E)	C1	4(D)	[Grid]	[Grid]	[Grid]	[Grid]	
							4(F)	C1						
							4(G)	C1						
							5(B)	[Grid]						
							5(C)	C1						
2014-2015	[Grid]				[Grid]	[Grid]	[Grid]	[Grid]	[Grid]	5(G)	[Grid]	[Grid]		
2014-2015	[Grid]				[Grid]	[Grid]	[Grid]	[Grid]	[Grid]	5(H)	[Grid]	[Grid]		
2014-2015	[Grid]				[Grid]	[Grid]	[Grid]	[Grid]	9(A)	10(A)	8(A)	[Grid]		
2014-2015	[Grid]				[Grid]	[Grid]	[Grid]	[Grid]	9(B)	10(B)	[Grid]	[Grid]		
2014-2015	[Grid]				[Grid]	[Grid]	[Grid]	[Grid]	9(C)	10(C)	8(B)	[Grid]		
2014-2015	[Grid]	5(F)	7(C)	5(A)	5(A)	[Grid]	4(B)	[Grid]	10(A)	11(A)	8(C)	[Grid]	[Grid]	
		5(G)	[Grid]	5(D)					[Grid]	10(B)	11(B)	9(A)	[Grid]	
		[Grid]	[Grid]	5(B)					[Grid]	[Grid]	[Grid]	[Grid]	[Grid]	
		5(D)	7(C)	5(A)					[Grid]	7(B)	C1	[Grid]	[Grid]	
		5(E)		5(B)					[Grid]					
		[Grid]	[Grid]	[Grid]					[Grid]	[Grid]	[Grid]	[Grid]	[Grid]	
2014-2015	[Grid]				5(C)	[Grid]	4(E)	C1	7(A)	C1	[Grid]	[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														7(C)	Grid										
2014-2015	Grid														7(D)	Grid										
2014-2015	Grid												8(A)	11(C)	8(D)	Grid										
2014-2015	6(C)	6(B)	Grid													10(A)	Grid									
2014-2015	Grid														10(B)	Grid										
2014-2015	Grid														10(C)	Grid										
2014-2015	6(E)	6(A)	8(C)	6(A)	6(D)	5(A)	Grid																			
	Grid			8(B)				Grid																		
2014-2015	7(A)	Grid										7(D)	Grid													
	Grid										7(E)	8(C)	Grid													
	7(B)	Grid												Grid												
2014-2015	Grid										9(F)	6(A)	Grid													
2014-2015	Grid										6(C)	6(B)	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.