



**RUSK I.S.D.
2013-2014**

INTERMEDIATE CAMPUS PLAN

District Name: Rusk ISD

Campus Name: Rusk Intermediate

Campus Number: 037907100

2013 STAAR Performance: Met Standard

Number of Students: 330

At-Risk Students: 152

Percent of At-Risk: 46%



Administration

Dr. Scott Davis, Superintendent

Lesa Jones, Assistant Superintendent of Finance and Operations

Betty Collins, Director of Instructional Programs

Theresa Gates, Director of Special Programs and Assessments

Christy Clouse, Director of Special Education

Gary Cruseturner, Director of Technology

Rusk Intermediate School

Carlene Clayton, Principal

Kriste Davis, Counselor

Rachel Thompson, PEIMS Clerk

Becky Brown, School Secretary

Jill Patton, Technology Integration Specialist

Brandi Franks, School Nurse

John Cook, Custodian

4th Grade Team

Candis Mabry, Kenzie Bixler, Carmen Carroll, Patricia Guess, Molly Miller, Ashley Oliver, Heather Beck, Maylyn Dominy, Denise Fredericks, Christy Ruiz, Lori McRight

5th Grade Team

Terri Franklin, Diana Bottoms, Terry Lindsey, Patricia Guess, Molly Miller, Kathy Harris, Katrina Bateman, Christy Turner, Sarah Frazer, Shanna Bowman

Rotation / Support Teachers

Christy Clark, PE

Jeannie Priest, Fine Arts

Michelle Kearney, ESL/ Tomas Holguin

Melanie Black, RtI

Necia Little, Speech Therapist

Paraprofessionals

Karen Joyner, Library Aide

Becky Renfroe, Computer Aide

Liz Blankinship, Character Education/PE

Nikita Padron, Special Education

Joanna Smith, Special Education

Jim Keckeisen, Special Education

Tracy Baker, Special Education

Jennifer Woodruff, Special Education

CAMPUS IMPROVEMENT COMMITTEE

PERSON	POSITION
Carlene Clayton	Principal
Kriste Davis	Counselor
Candis Mabry	Classroom Teacher
Heather Beck	Classroom Teacher
Christy Ruiz	Classroom Teacher
Terri Franklin	Classroom Teacher
Sarah Frazer	Classroom Teacher
Christy Clark	Classroom Teacher
Christy Turner	Classroom Teacher
Janae Halbert	Community Representative
Angela Raiborn	Community Representative
Gene Brown	Business Representative
Austin Young	Business Representative
Nikki Duke	Parent Representative
Crystal Ward	Parent Representative
Mrs. Dusty Munsinger	Parent Representative
Gary Cruseturner	District-Level Representative
Brandi Franks	Non-Teaching Professional

SITE-BASED CAMPUS IMPROVEMENT COMMITTEE TEAMS

Committee	Chairperson	Members
Mission Statement	C. Clayton	Miller, Renfroe, Turner/PLC Teams
Needs Assessment	C. Clayton	CNA Committee
Reading	C. Ruiz	Fredericks, McRight, Turner, Keckeisen, Miller, Harris, Bateman, Guess, Padron, Black
Math	T. Franklin	Black, Lindsey, Carroll, Mabry, Bixler, Guess, Baker, Miller, Padron, Smith, Woodruff, Bottoms
Writing	H. Beck	Dominy, Harris, Oliver, Guess, Smith, Miller
Science	S. Frazer	Bowman, Blankinship, all 4 th grade teachers
Special Population	K. Davis	Thompson, Brown, Renfroe, Kearney, Ruiz, Bateman, Guess, Holguin
Attendance	C. Clark	Brown, Beck, Turner, Clayton, Davis
Discipline	C. Clayton	Beck, Turner, Guess, Miller, Clark, Priest
Fine Arts/Career/Technology	C. Mabry	Patton, Priest, Miller, Renfroe, Oliver, Bowman, Baker, Blankinship
School Safety/Character Education	C. Clayton/ B. Franks	Cook, Clark, Joyner, Davis, Blankinship
Staff Development	C. Clayton	Davis, Patton, Black, Beck, Ruiz, Harris, Turner
Parent Involvement	T. Franklin	Carroll, Dominy, Blankinship, Padron, Priest, Lindsey, Kearney, Oliver, Davis, Black

Topics of Discussion:

- Planning and Goal Setting
- Curriculum and Instruction
- Budgeting
- Staff Development
- School Organization

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Mission Statement

The Why

"The mission of Rusk Intermediate, in partnership with parents and community, is to prepare all students to learn and grow, reaching their fullest potential with limitless boundaries.

VISION STATEMENT

Rusk Intermediate

- **is innovated**
- **has a defined purpose for learning**
- **uses a multi leveled approach**
- **fosters creativity as a norm**
- **is a positive and safe place.**

Values

Teachers and students will

- **demonstrate a positive attitude**
- **contribute and collaborate**
- **be supportive**
- **be passionate and compassionate**
- **be their best daily**

The 10 Components of a Schoolwide Plan will be implemented at Rusk Intermediate.

The staff has met to discuss State and Federal requirements. A comprehensive needs assessment has been part of the site-based decision making process. The Strengths and Weaknesses have been discussed and will be used to comprise the Campus Plan.

Comprehensive Needs Assessment

- In developing a schoolwide program, a school must look at multiple data sources to identify the most pressing academic needs affecting the teaching and learning program
- This data will help the school monitor and assess what is going on in the program presently to help make better decisions in the future
- Analysis of the data will help to determine the strengths and weaknesses of the academic program
- Decisions must be based upon data, not feeling or guesswork

School Reform Strategies

- Strategies that increase the quality and quantity of instruction using research-based reform strategies
- Research-based reform strategies are directly aligned with the findings of the needs assessment
- Provides a details, enriched, and accelerated curriculum for all students
- Addresses the needs of all children in the school, but particularly those who are low achieving, and meets the needs of students representing all major student groups participating in the schoolwide program
- Addresses specific strategies that assist teachers in determining if student needs are met

Instruction by Highly-Qualified Professional Staff

- Teachers and paraprofessionals meet the highly-qualified requirements
- Parents are aware of the highly-qualified status of all teachers
- All teachers are assigned to areas in which they are certified to teach.

High-quality and Ongoing Professional Development

- All staff are trained to meet the individual needs of all students
- Especially the lowest achieving students of any program that is included in the schoolwide program
- All staff receives ongoing and sustained professional development that is aligned with the goals of the school improvement plan

Strategies to Attract Highly Qualified Staff

- The school is allowed to provide incentives for highly qualified teachers to teach in high need schools
- Only teachers who are highly-qualified are assigned to low achieving students

Strategies to Increase Parental Involvement

- Specific strategies to increase parental involvement are based upon the results of the needs assessment and have been implemented
- Strong collaboration with community resources is evident
- Parents are included as decision makers in a broad spectrum of school decisions

Transitions Strategies

- Collaboration is evident between the schools
- Specific strategies for helping students transition into the elementary/intermediate setting have been identified and implemented

Teacher Participation in Making Assessment Decisions

- A team of teachers, administrators, and parents participate in the selection, use and interpretation of school-based assessments
- Student performance drives modifications and improvements in the selection and use of school-based assessments

Timely and Additional Assistance to Students having Difficulty mastering the standards

- The school has a well-defined process that is currently being implemented to identify students experiencing difficulty mastering the state standards
- Timely, effective, and additional assistance is provided for students experiencing difficulty mastering the state standards
- Thematic, integrated instruction designed to accommodate the needs of the various learning styles is provided

Coordination and Integration of Federal, State, and Local Programs and Resources

- The school has established its improvement plan based upon need, and it is knowledgeable about and uses all resources available to the school to meet its goals.

COMPREHENSIVE NEEDS ASSESSMENT COMMITTEES

Decisions will be based on a Comprehensive Needs Assessment (CNA) with the 8 subtopics listed.

1. **Demographics** – Kriste Davis, Chairperson, Kenzie Bixler, Michelle Kearney, Jean Priest, Becky Brown, Rachel Thompson
2. **Student Achievements** – Lori McRight, Chairperson, Katrina Bateman, Christy Ruiz, Christy Turner, Denise Fredericks, Nikita Padron, Diana Bottoms, Melanie Black
3. **School Culture and Climate** – Christy Clark & Brandi Franks, Chairpersons, Ashley Oliver, Jim Keckeisen, John Cook, Tracy Baker, Jennifer Woodruff
4. **Staff Quality, Recruitment and Retention** – Carlene Clayton, Chairperson, Terry Lindsey, Kathy Harris, Molly Miller
5. **Curriculum, Instruction, and Assessment** – Carmen Carroll, Chairperson, Melanie Black, Sarah Frazer, Joanna Smith, Dianna Bottoms, Candis Mabry
6. **Family and Community Involvement** – Maylyn Dominy, Chairperson, Terri Franklin, Kenzie Bixler, Brandi Franks, Christy Turner, Heather Beck, Kriste Davis
7. **School Context and Organization** – Shanna Bowman, Chairperson, Candis Mabry, Karen Joyner, Liz Blankinship, Thomas Holguin
8. **Technology** – Heather Beck, Chairperson, Trish Guess, Jill Patton, Becky Renfroe, Karen Joyner

Professional Learning Teams and Grade Level Team Leaders

Team Leaders: 4th Grade Heather Beck

5th Grade Christy Turner

PLC Leaders: 4th Grade Candis Mabry

5th Grade Dianna Bottoms

Rusk Intermediate Comprehensive Needs Assessment (CNA)

CNA Procedures for Demographics:

- I. **Area review:** campus data on Enrollment, Attendance, and PEIMS
- II. **Data Sources Reviewed:** The following sources provide valuable data for Demographics in regards to the identification needs:
 - Enrollment trends/Transfer Students
 - Attendance
 - AEIS Data
 - Skyward Reports
 - Campus Plan

III. **Finding/ Analysis Results:** The following strengths/areas of improvement were identified.

Summary of Demographic Strengths	Summary of Demographic Areas of Improvement	Prioritize Objectives
• Increasing Enrollment	• Focus on student population needs	• Adjust school structure and schedule to meet changing demographics
• Attendance 96.92	• Incentives for attendance	
• PLC Teams/Agendas	• Inclusion for Resource students/PBMAS	
• Free breakfast offered to all students	• On-going analysis of assessment data used to measure student progress that helps guide the instruction. Vertical/Horizontal planning time for Toolkit. Instructional Lab/Quick Checks Reflections/DMAC/ EET/PLC	
• Skyward Reports (skyward training)		
	• Focus on students who are in need of additional TEK/SE support. Focus on all sub pops. Use DMAC/Quick Checks/ Star Enterprise to track student progress.	

CNA Procedures for Student Achievement:

- I. Area Reviewed: campus data on report cards, Quick Checks, STAAR Data, PLC Targeted Groups, Progress reports, DMAC Data (Reading, Math, Science, Writing & Health Fitness)
- II. Data Source Reviewed: The following sources provided valuable data for Student Achievement in regards to the identification of needs:
 - 2013 STAAR raw scores (4th & 5th)/AEIS Report
 - AYP Report
 - PBMAS Report
 - DMAC/Quick Checks(Math/Reading/Writing/Science)
 - Skyward Reports
 - AR Star Math and Reading Tests (BOY, MOY, EOY)
 - Reflex Math, Think Through Math, Istation
- III. Findings/Analysis Results: The following strength/area of improvement was identified after all findings were analyzed by the CIC.

Summary of Student Achievement Strengths	Summary of Areas of Improvement	Prioritized Objectives
5 th Grade Science STAAR	<ul style="list-style-type: none"> • Continue targeting students whose raw scores on the STAAR were below state average 	<ul style="list-style-type: none"> • Adjust school structure to meet changing demographics
Accountability Rating showed Campus Performance Index Met Standard in all areas	<ul style="list-style-type: none"> • 4th and 5th Math, Reading, & 4th Writing (STAAR) 	<ul style="list-style-type: none"> • Prioritized Objective
<ul style="list-style-type: none"> • Retention Rate 	<ul style="list-style-type: none"> • Use student and teacher surveys throughout the year 	<ul style="list-style-type: none"> • Work toward Met Standard Goals in Phase in I and II for all student groups
<ul style="list-style-type: none"> • Skyward & DMAC /Reports & Data 	<ul style="list-style-type: none"> • All sub Pops 	<ul style="list-style-type: none"> • Work toward Distinction Designation in top 25 %
	<ul style="list-style-type: none"> • Use of Instructional strategies & small group settings focused on TEKS/SE (Scope and Sequence) 	<ul style="list-style-type: none"> • In each tested area of STAAR the campus will work toward sub groups scoring above state average and moving all students to the next level of state accountability.
<ul style="list-style-type: none"> • Fitness Gram 		

CNA Procedures for School Culture and Climate:

- I. Area Reviewed: Campus Surveys and data relating to the school environment and climate, student character, discipline, and staff morale.
- II. Data Sources Reviewed: The following sources provided valuable data for School Culture and Climate in regards to the identification of needs:
 - Last year's Campus Plan
 - Discipline Referral Data/PEIMS 425
 - Teacher/Student Survey
 - Number of parents/community members attending campus events
 - Morale
 - New required training for 2013-2014
 - Transition from elementary to intermediate
- III. Findings /Analysis Results: the following strengths/area of improvement was identified after all findings were analyzed by the CIC.

Summary of School Culture and Climate Strengths	Summary of Areas of Improvement	Prioritized Objective
<ul style="list-style-type: none"> Good rapport between staff and students/incentives/programs 	<ul style="list-style-type: none"> Increase Parent Involvement & number of Eagle Encouragers 	<ul style="list-style-type: none"> Strive to attain a school culture that is inviting to all parties
<ul style="list-style-type: none"> Friendly, warm, and inviting campus atmosphere/Safety 	<ul style="list-style-type: none"> Discipline Spreadsheet/Bus write ups 	
<ul style="list-style-type: none"> Open door policy with administration Safety Drills 	<ul style="list-style-type: none"> Morale to foster a positive climate 	
<ul style="list-style-type: none"> Training made available for all employees 	<ul style="list-style-type: none"> Continue to implement and refine the Bullying Program 	
<ul style="list-style-type: none"> Variety of staff celebrations throughout the year Book study: Ron Clark 		
<ul style="list-style-type: none"> Building character College Days Student leadership 		

CNA Procedures for High Staff Quality, Recruitment and Retention, Professional Development:

- I. Areas Reviewed: Campus Survey, TEA Teacher Certifications, Professional Development
- II. Data Sources Reviewed: The following sources provided data for Staff Quality, Recruitment and Retention in regards to the identification of needs:
 - Staff Qualifications/HQ Reports
 - PDAS
 - Professional Development for staff
- III. Findings/Analysis Results: The following strengths/ area of improvement were identified after all findings were analyzed by the CIC.

Summary of Staff Quality, Recruitment and Retention Strengths	Summary of Areas of Improvement	Prioritized Objectives
<ul style="list-style-type: none"> Large % of staff with Master Degrees/ years of experience 	<ul style="list-style-type: none"> Teacher Training in all areas to improve STAAR results (Rigor/Relevance) 	<ul style="list-style-type: none"> Maintain the percent of teachers receiving high-quality professional development
<ul style="list-style-type: none"> 100% Highly Qualified staff 	<ul style="list-style-type: none"> ESL certifications 	<ul style="list-style-type: none"> Make sure that all students are taught by HQ staff.
<ul style="list-style-type: none"> Incentive pay and attendance pay 	<ul style="list-style-type: none"> Dyslexia training /program 	<ul style="list-style-type: none"> Attract and retain HQ staff

CNA Procedures for Curriculum, Instruction, and Assessment:

- I. Area Reviewed: Team Meetings, Department Meetings, Faculty Meetings, were held to review Curriculum, Instruction and Assessment Needs and the Toolkit
- II. Data Sources Reviewed: The following sources provided valuable data for Curriculum, Instruction, and Assessment in regards to the identification of needs:
 - Curriculum= Scope and Sequence/ TEKS/ PLC Meeting Agenda
 - Instruction= Master Schedule/ Professional Development
 - Assessment= STAAR, Quick Checks
- IV. Findings /Analysis Results: The following strengths/area of improvements were identified after all findings were analyzed by the CIC.

Summary of Curriculum, Instruction, and Assessment Strengths	Summary of Areas of Improvement	Prioritized Objectives
• Campus Quick Checks results and TEK aligned school curriculum and teacher instruction (June 2014)	• Raw Scores of sub pops on STAAR tests (all, A. American, white, ESL, At- Risk, Sp. Ed., Eco. Dis.)	• Campus will work in PLC Teams to utilize strategies
• STAAR Raw Scores and Teacher notebooks	• Progress Reports	• Campus will work toward improving questioning strategies
• Toolkit (Kilgo)	• Vertical Alignment in all subjects /Professional Development in all subjects	
• DMAC	• Lessons using SE (Rigor & Relevance)	
• Master Schedule	• PLC Training	
	• AEIS Report • State /National Reports	

CNA Procedure for Family and Community Involvement:

I. Area Reviewed: Rusk Intermediate reviewed parent communication through conferences, e-mails, phone calls, number of parent meetings, community involvement to analyze relevant Family and Community Involvement data and to set annual goals.

II. Data Sources Reviewed: The following sources provided valuable data for Family and Community Involvement in regards to the identification of needs.

- Parent Involvement Meetings and Open House sign-in sheets/Participation of school events
- Number of Parent Conferences/ Contacts
- Community Involvement

III Findings/Analysis Results: The following strengths /areas of improvement were identified after all findings were analyzed by the CIC.

Summary of Family and Community Involvement Strengths	Summary of Area of Improvement	Prioritized Objectives
• Variety of Parent Meetings scheduled throughout the year	• Hispanic Parent Nights	• To provide open lines of positive communication between the parent, staff, and students
• Community Eagle Encouragers	• Parent Surveys	• Improve community support
• Summer registration participation	• Keeping community a partner	
• Curriculum Night for 4 th graders/ SSI Parent Night	• Sending positive notes home • Community Projects • Parent Conferences/Phone calls	
• Community involved in school activities		

CNA Procedures for School Context and Organization:

I. Area Review: The Intermediate looked at the school structure or make up--- ... Decision making process used (Teaming, PLCs, CIC, DEIC) school climate, Master Schedule, Duty Rosters ,and after school programs, leadership in place in areas to survey, analyze relevant School Context and Organization data to set annual goals.

II. Data Source Reviewed: The following sources provided valuable data for School Context and Organization in regards to the identification of needs:

- DEIC, CIC, Teaming, Admin. Meetings/Leadership
- Teacher/Student Surveys
- Staff and Student Handbook/BEGINNING of school Teacher Notebook
- Campus Plan
- CIC/ Team Notes and Communication Memos
- Master schedule/Duty Roosters
- Use of State Compensatory Education Funding
- PLC for subjects and departments
- Budget input

III. Findings/Analysis Results: The following strengths/areas of improvement were identified after all findings were analyzed by the CIC.

Summary of School Context and Organization Strengths	Summary of Areas of Improvement	Prioritized Objectives
• Active district and campus site-based teams (PLC)	• Input from staff on master schedule	• Create a climate where personal growth is expected, recognized and rewarded.
• Safe school environment	• More staff leadership roles in departments/teams/building (PLC)	
• Leadership for staff in place		
• Teacher notebook at the beginning of school(student data)		

CNA Procedures for Technology:

I. **Area Reviewed:** Rusk Intermediate used the District Technology Plan and the campus Data to set goals.

II. **Summary of Data Sources Reviewed:** The following sources provided valuable sources of information regarding Technology:

- Star Chart Results
- Weekly Spot Checks Data for classroom sets
- Technology Coaching Notes
- Monthly Technology Meeting Notes
- Technology Plan
- Teaming Notes/PLC

III. **Findings/Analysis Results:** The following strengths/area of improvement were analyzed by the CIC.

Summary of Technology Strengths	Summary of Areas of Improvement	Prioritized Objectives
• Student Access	• Updated projectors, bulbs, etc.	• Look at where to go with laptops & technology needs
• Campus software & equipment	• New printers in grade level halls	
• District and campus site based teams are active	• Updated sound equipment/technology in cafeteria	
• Administration teams support communication across department	• New and additional laptops	
• Software		
• Resource allocations		

Rusk Intermediate will focus on the A, B, C District and Campus Goals during the 2013-2014 school year:

A – Academic Success—What, How, & Proof of Teaching
B – Behavioral Success—Honor Code, Bullying Prevention, & Essential 55 Rules
C – Challenge for Success—Beliefs, Vision, Mission, Incentives, Resources, & Skills

The following goals, objectives and strategies address the identified needs for Rusk Intermediate in 2013 – 2014:

Rusk Intermediate has identified the following goals:

(1) All students within all **demographic** areas will perform at or above state performance. At a minimum, all **student achievement** will be at the level of proficiency or better on **assessments** in:

- reading/language arts,
- mathematics,
- science
- Physical Education

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

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

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

(4) All students in the **community** will have **families** that are full partners with educators in the education of their children.

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

(6) All students will have the benefit of **technology** that is implemented and used to increase the effectiveness of student learning.

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

Goals for 2013-2014

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

- reading/language arts,
- mathematics,
- science/social; studies
- Writing
- Physical Education

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

Area(s) from Needs Assessment: Objective 1: Student Achievement/Assessments: Attendance and Retention

Objective from Needs Assessment: To have our attendance rate match or surpass last year's rates. The campus will work toward a retention rate less than the state average.

Strategies /Actions	Person Responsible	Funding Resources	Timeline	Evidence of Implementation	Formative/ Summative Data	Met Strategy
Celebrate Perfect attendance each six weeks	Teachers B. Brown K.. Davis	Activity Fund	End of each six weeks and EOY	Increase perfect attendance each six weeks	Reports	<u>Met Strategy</u> <u>Continue Strategy</u>
Increase extra-curricular activities throughout the year	Counselor Principal Team Leaders	Activity Fund	Each six weeks Fall 2013 Spring 2014	More interest in school because of events	Attendance and participation	<u>Met Strategy</u> <u>Continue Strategy</u>
Attendance letters are mailed home, phone calls, e-mails, texts, and visits. Legal actions are taken when necessary	Attendance Clerk, Principal Classroom teachers	None	Weekly and when needed	Increase attendance	Improved attendance	<u>Met Strategy</u> <u>Continue Strategy</u>

Continue to follow the Academic Achievement Retention and Promotion Policy.	Principal Teachers	General Fund	2013-2014	Decrease retentions on PIEMS report	Lower number of retentions	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
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Goal: (1) All students within all **demographic** areas, will graduate from High School and reach high standards. At a minimum, all **student achievement** will be at the level of proficiency or better on **assessments** in:

- reading/language arts,
- mathematics,
- science
- Writing
- Physical Education

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

Area from Needs Assessment: Objective 2: Reading

Objective from Needs Assessment: Rusk Intermediate will work so that each student will advance at least one proficiency level each year to meet AMAO objectives and standards for TELPAS assessment as well advance all of the students reading levels to meet or exceed the state average in all subgroups.

Strategies/Actions	Person Responsible	Funding Resources	Timelines	Evidence of Implementation	Formative/Summative Evaluation Data	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
Develop student's portfolios using disaggregation of STAAR data and the AR Star test (Boy/MOY/EOY). Classroom teachers, ACC. Reading, RTI, ESL teachers and staff will provide all students with meaningful reading instruction. Computer assisted instruction will be provided in the classroom on laptops and in the computer lab and library. I-Station will be used. Read 180 and System 44 will be used for targeted students. Targeted instruction will be scheduled in the master schedule. After school tutorials and	Teachers PLC Teams Principal Counselor	General Budget and SCE Funds	2013-2014	Improve STAAR scores through practice and instruction that is rigorous and purposeful. Computer printout reports and Quick Check data. Lesson Plans. Number of AR books read and mastered.	Evaluation through campus Reports and report cards grades.	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy

additional times throughout the day will be used to target reading problems.						
Accelerated Reading Program will be continued. Incentives will be used to motivate students.	Liberian Teachers Paras	General Budget and SCE Funds	2013-2014	Students will be STAR tested (BOY, MOY & EOY). The results will be used to determine the students reading level. Data of accumulated points each six week will be used.	Improvement on Renaissance STAR grading levels and improved goals through the year.	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
Pearson Scott Foreman Reading Street 4 th and 5 th grade materials along with other supplementary items are used to achieve reading success.	Reading Teachers	General Budget	2013-2014	Lesson Plans Student progress data.	Improvement on STAAR Test, Quick Checks, AR reports, and other data reports. Report card grades.	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
Use of Rosetta Stone to assist LEP students reading and understanding	Kearney Holguin	ESL Funds in General Budget	2013-2014	Teacher input	TELPAS data	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
Provide Targeted Instruction for students in need of assistance.	PLC Departments Principal Counselor	General Budget & SCE Funds	2013-2014	Improved scores on Quick Checks, report cards, and STAAR Test. DMAC reports &EET groups	PLC Meetings notes, student portfolios, & lesson plans will be used to evaluate progress.	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
RTI, Reading Labs, Read 180 & System 44 Classes	Turner, Guess, Black Clark, Miller, Renfroe	General Budget & SCE Funds	2013-2014	Improvement shown on reports and GORT tests.		<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
Staff Development	Principal Region VII Teachers	General Budget	2013-2014	Certificates Sign –In sheets	Lesson reflect rigor and creative ideas of improving student performance	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
GT program will be provided	Principal GT teaches	General Budget	2013-2014	Student participation Number of GT Students participating in UIL.	Student leadership on campus	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy

Provide Practice assessments (Mock) test throughout the school year.	PLC Leaders Team Leader	General Budget	2013-2914	Student Data reflects increased scores.	Improvement on the STAAR Test.	_Met Strategy _Continue Strategy
Performance rewards used to enhance the educational advancement of our students.	Central Office & School Board	General Budget	2013-2014	Student data on quick checks and other given performance assessments.	Improvement on STAAR	Met Strategy _Continue Strategy
Teachers create Quick Checks following the scope and sequence and reteach accordingly.	Reading Teachers	General Budget	2013-2014	Student data from DMAC.	Improvement on STAAR	_Met Strategy _Continue Strategy

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

- reading/language arts,
- mathematics,
- science
- Writing
- Physical Education

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

Area from Needs Assessment : Objective 3 : Math

Objectives from Needs Assessment: In Math on the STAAR Assessment, the staff will work toward all subgroups scoring above state average. Subgroups include all students, A. American, Hispanic, White, Male, Female, Eco. Dis. and At-Risk

Strategies/Actions	Person responsible	Funding Resources	Timeline	Evidence of Implementation	Formative/ Summative Evaluation	_Met Strategies _Continue Strategy
Staff Development for improvement of math performance.	Principal Region VII	General Budget	2013-2014	Sign In Sheets Certificates	Lesson Plans reflect rigor and classroom reflect creative ideas to improve student performance	_Met _Continue Strategy
Develop Quick Checks by grade level to target areas of strengths and weaknesses.	Math Dept.	General Budget	2013-2014	Reteach of TEKS reflects knowledge of TEK.	Passing STAAR scores	Met _Continue _Strategy
Daily Warm Ups over STAAR objectives	Math Teachers	General Budget	2013-2014	Lesson Plans, Walk- Through evaluations	Higher STAAR Scores & Interactive Notebooks	_Met strategies _Continue Strategy

Use of a variety of resources to ensure that all of the TEKS are in a teachable scope and sequence and are taught in a timely manner.	Math Teachers	General Budget	2013-2014	Grade level Scope and Sequence and Lesson Plans.	All students Master the STAAR	_Met Strategies – Continue Strategy
Targeted students will be given extended instruction through Acc. Math Lab, RTI, Targeted Instruction time, afternoon tutorials.	Lindsey Black Math Teachers PLC	General Budget	2013-2014	Lesson Plans, Schedules, PLC Notes Reports from DMAC EET groups	Higher scores, Quick Checks will reflect knowledge of TEKS. Fewer students needing assistance	_Met Strategies – Continue Strategy
Provide teacher aids to work in the classrooms as an inclusion support. Provide IEP for students who need modifications and interventions for students.	Math Teachers Paras	General Budget SCE Funds	2013-2014	Master schedule, ARD meetings	Student mastery on quick checks and report cards reflect success	_Met strategies – Continue Strategy
Use of Acc. Math, Think Through Math, Reflex Math STAAR results Re. Math (BOY, MOY, EOY) GPS, TX-Air, StemScopes Lonestar Digital Learning Safari & Measuring up as resources to improve STAAR Math Scores.	Math Teachers B. Collins Renfroe	General Budget SCE Funds	2013-2014	Reports that reflect student data. Lesson Plans Homework Assignments	Reports Cards, Quick Checks, STAAR Test	_Met Strategies – Continue Strategy
Provide extended learning for GT students through GT program.	Math Teachers	General budget	2013-2014	Observation	Level of achievement on STAAR	_Met Strategies – Continue Strategy
Vocabulary and Word Walls in each classroom that reinforce terms.	Math Teachers	General Budget	2013-2014	Scope and Sequence with math teachers in district	Observation in rooms and halls and interactive notebooks	_Met Strategies – Continue Strategy
PLC Teams, who meet to create and revisit the scope and sequence, plan together and communicate across grade levels.	Math Teachers	General Budget	2013-2014	PLC Agendas and Notes	Higher scores on STAAR	_Met Strategies – Continue Strategy

CMAT	Betty Collins	General Funds	2013-2014	Meal Reimbursement	New ideas acquired and communicate with other math teachers in district	<input type="checkbox"/> Met Strategies <input type="checkbox"/> Continue Strategy
Performance rewards will be used to enhance the educational advancement of the students	Central Office staff and School Board	General Funds	Nov. 2013	Checks in November	High staff morale and improvement in STAAR scores	<input type="checkbox"/> Met Strategies <input type="checkbox"/> Continue Strategy
Practice state assessment by giving a MOCK and targeted student groups are created.	Math teachers Counselor Principal	General Funds	2013-2014	DMAC reports	Improve STAAR results	<input type="checkbox"/> Met Strategies <input type="checkbox"/> Continue Strategy

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

- reading/language arts,
- mathematics,
- science /Social Studies
- Physical Education

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

Area from Needs Assessment: Objective 4: Science

Objective from Needs Assessment: Rusk Intermediate will work so that each student will advance in 5th grade science on the STAAR assessment, the staff will work toward all subgroups scoring above state average.

Subgroups include:

All students, A. American, Hispanic, White, Male, Female, Eco. Dis. At-Risk.

Strategies/Actions	Person Responsible	Funding Resources	Timelines	Evidence of Implementation	Formative/Summative Evaluation Data	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
Professional Development that focuses on science department.	B. Collins Region VII Principal Science Teachers	General Budget	2013-1014	Certificates Attend CAST and or SEEK.	To increase instructional strategies and gather ideas to be used in 5 th grade science.	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
Use of a variety of resources: GateWays to Science, ScienSaurus, Vocabulary Cards,	Science Teachers	General Funds	2013-2014	Quick Checks, DMAC Data, Report Cards	STAAR Results Daily assignments reflect student	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue

LoneStar Learning, Scholastic, SRA StemScopes Kindle Sparks, and Safari that encompasses the new science STAAR curriculum in all levels of instruction.				Lesson Plans	performance improved.	Strategy
Target Intervention and EET classes designed to focus on students who need extra help on certain concepts.	Science Teachers	General Funds	2013-2014	Class Schedules, EET groups, and Targeted instruction student lists.	Higher Report card grades, Successful on STAAR	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
Use Word Walls that are aligned with vertical district science staff. Use of technology to support STAAR requirements.	Science Teachers	General Budget	2013-2014	Walk- Through evaluations	Increase Science STAAR scores	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
Spend increased Science Lab time with hands-on experiences targeting STAAR objectives where students scored lowest according to Quick Checks. Focus on measurement, safety, investigations & equipment on TEKS.	Science Teachers	General Budget Activity Fund	2013-2014	Lesson Plans Principal observation	Improved grades, quick checks, and STAAR Results	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
Standardized assessments will be used to identify strengths and weaknesses. (Mock STAAR Test) Parent will be informed of the results through parent letters and notices of concern.	Science Teachers Counselor	General Budget	2014	Lesson Plans Principal observation	Higher STAAR Results	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy

Goal: (1) All students within all demographic areas, will graduate from High School and reach high standards. At a minimum, all students will be at the level of proficiency or better on assessments in:

- Reading / Language Arts
- Math
- Science
- Writing
- Physical Education

Area from Needs Assessment: Objective 5: Writing						
Objective from Needs Assessment: In 4 th Grade Writing on the STAAR assessment, our staff will work toward all subgroups scoring above state average. Subgroups include: All Students, A. American, Hispanic, White, Male, Female, Eco. Dis., and At-Risk.						
Strategies/Actions	Person Responsible	Funding Resources	Timelines	Evidence of Implementation	Formative/Summative Evaluation Data	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
Disaggregating of information through PLC teams and assesses the individual needs for effective instructional purposes. Quick Checks will be developed to insure all TEKS are taught in a sequential order.	PLC Writing Dept. B. Collins T. Gates Principal	General Budget	2013-2014	Lesson Plans, Agenda from PLC meetings	Results on Quick-Checks, daily assignment and Report Cards, Number of notice of concerns	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
Emphasis capitalization and punctuation in all content areas in all disciplines on campus.	Writing Teachers All Teachers & staff on Campus	None	2013-2014	Student's daily assignments Teacher and staff observation	Improvement on Daily assignments and Quick Checks Higher STAAR Results	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
Continue to invite parents to "Parent Night" throughout the year.	Writing Teachers Principal Counselor	Activity Fund	2014	Sign In Sheet	Improved performance on all writing assignments and/ communication with parents on TEKS/STAAR objectives	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
Targeted instruction and EET with students in need of remediation on TEKS objectives. After school instruction to target students in need of remediation.	Writing Teaches B. Collins Principal	General Budget SCE Funds	2013-2014	EET groups and PLC groups	Improved Report Card grades, Higher STAAR results	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
Continue to use a variety of resources to ensure that all students will receive great instruction: (DOL, Mentoring Minds, Interactive Notebooks, Spelling City .Com, Write	Writing Teachers Principal B. Collins	General Budget	2013-2014	Lesson Plans, Scope and Sequence, Principal observation	Higher Report Card grades, Higher scores on the STAAR	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy

Source, Shurly, Writing Academy, Pearson Success, Writing Happens, Istation, Mock Test, School House Rocks, Safari Grammar Jammer, 6+ Traits						
Newsletters, e-mail, twitter, RISD web, phone calls, personal conferences will be used to communicate in a timely manner with parents	Writing Teachers Principal Counselor	General Fund	2013-2914	Number of personal contacts. Observation and number of parent conferences	Higher grades on report cards and higher STAAR results Fewer notices of concern	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy

Goal: (1) All students within all demographic areas, will graduate from High School and reach high standards. At a minimum, all students will be at the level of proficiency or better on assessments in:

- o Reading / Language Arts
- o Math
- o Science
- o Writing
- o Physical Education

Area from Needs Assessment: Objective 6: Physical Education

Objective from Needs Assessment: In 4th Grade and 5th Grade student are required to take a Fitness Gram Exam which measures a variety of physical strengths and weaknesses. Also, the PE teacher is a member of the School Health Advisory Council the council supports the implementation of all school health policies and practices.

Strategies/Actions	Person Responsible	Funding Resources	Timelines	Evidence of Implementation	Formative/Summative Evaluation Data	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
Use of daily activities that will ensure success on Fitness Gram. Continue the Mileage Club.	PE Teacher PE Aide	General Budget	2013-2014 Fitness Gram Exam May 2014	Lesson Plan and observation of daily activities that will ensure student success on Fitness Gram.	100% of students will be reflected in the Health Fitness Health Zone	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
Implementation of all recommendations of SHAC	PE Teacher Counselor Principal Nurse	General Budget	2013-2014	All recommendations will be met	Implementation of all recommendation from SHAC	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
CATCh Curriculum will be followed. Good eating habits and good manners will be encouraged. Ron Clarks Essential 55 Rules will be	PE Teacher Principal Counselor Staff	General Budget	2913-2014	Lesson Plans Daily announcement Breakfast count	Meals eaten by students, observation of manners	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy

used. Grab –N- Go breakfast is offered to all students.						
TEKS will be used and a scope and sequence will be followed in teaching skills. Equipment needed will be available for skills	PE Teacher	General Budget	2013-2014	Lesson Plans Equipment Observation	Health Awareness	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy

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

Area(s) from Needs Assessment: Curriculum and Instruction

Objective(s) from Needs Assessment:

- Rusk Intermediate will work toward providing curriculum and instruction to meet the needs of all learners, so the State's challenging standards are met.

Strategies/Actions	Person Responsible	Funding Resources	Timelines	Evidence of Implementation	Formative/ Summative Evaluation Data	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
Provide specialized reading programs such as Rally to Read, Instructional Labs, and Dyslexia programs that are researched-based.	Principals Teachers RtI Teacher C. Turner	State Comp Ed	August 2013 – May 2014	Master Schedule	STAAR scores	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
Provide a teacher to administer intervention to Tier II and Tier III students.	Principals B. Collins T. Gates RtI Teacher	General State Comp Ed	August 2013 – May 2014	Master Schedule	STAAR scores RtI Progress monitoring	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
Provide individualized and small group instruction utilizing settings such as CM, STAAR lab, grade-level labs, during/ after school tutoring and targeted intervention	Principals Teachers	State Comp Ed General	August 2013 – May 2014	Master Schedule	STAAR scores	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
Provide Disciplinary Alternative Education Program (DAEP) services including teacher, assistant, supplies, etc. when needed.	Principals Teachers	State Comp Ed	August 2013 – May 2014	Master Schedule	Discipline referrals and STAAR scores	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
Provide Mentorship Program for At-Risk students(Adopt a student/Eagle Encouragers)	Principals	State Comp Ed	August 2013 – May 2014	Master Schedule	STAAR scores Teacher and student feedback	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
Provide instructional supplies and reading materials for Eagle Camp and Instructional Labs.	Principals T. Gates B. Collins Teachers	General State Comp Ed IMA	August 2013 – May 2014	PO documentation	STAAR scores	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
Provide appropriate	Principal	General	2012-2013	Master Schedule	Improvement	<input type="checkbox"/> Met Strategy

Strategies/Actions	Person Responsible	Funding Resources	Timelines	Evidence of Implementation	Formative/ Summative Evaluation Data	<u>Met Strategy</u> <u>Continue Strategy</u>
modifications for 504 students, Special Education students, & RtI students.	Counselor Teachers	SCE funds		Updated documentation	in STAAR scores, Report Cards, Benchmarks	<u>Continue Strategy</u>

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

Area from Needs Assessment: Highly Qualified Staff/Professional Development

Objective from Needs Assessment:

- Increase the % of HQ core academic subject area teachers to 100%.
- Increase the % of core academic subject area classes taught by HQ teachers on each campus to 100%.
- Increase or maintain the % of teachers receiving high-quality professional development on each campus to meet 100%.
- Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field or non-HQ teachers (NA).
- Attract and retain HQ teachers.

Strategies/Actions	Person Responsible	Funding Resources	Timelines	Evidence of Implementation	Formative/ Summative Evaluation Data	<u>Met Strategy</u> <u>Continue Strategy</u>
Recruit HQ applicants for all Intermediate positions. Post-employment opportunities in multiple locations including Region VII database, local colleges, and on an active Rusk ISD available link on our RISD website.	Principals Superintendent	General	April 2013 – August 2014	100% of new hires are HQ	100% reported on HQ report	<u>Met Strategy</u> <u>Continue Strategy</u>
Assist teachers to gain HQ status in a timely manner by notifying teachers of specific HQ requirements and monitoring progress toward meeting the established timelines.	B. Collins Principals Superintendent Teachers	General	August 2013 – May 2014	100% of all teachers evaluated are HQ	100% reported on HQ report	<u>Met Strategy</u> <u>Continue Strategy</u>
Provide monetary incentive for high-academic performance, longevity and/or attendance to aid in the recruitment and retention of HQ personnel.	Superintendent	General	August 2013 – May 2014	Number of new hires notified on incentive plan	Amount paid for incentive plan to HQ teachers	<u>Met Strategy</u> <u>Continue Strategy</u>
Use reporting options to assist in monitoring HQ progress and reporting accurately.	B. Collins	General	August 2013 – July 2014	100% of teachers evaluated are HQ	100% reported on HQ report	<u>Met Strategy</u> <u>Continue Strategy</u>
Provide high-quality staff development to ensure staff is HQ including preparation workshops and	B. Collins Principals Teachers	General	August 2013 – July 2014	100% of teachers evaluated are HQ	100% reported on HQ report	<u>Met Strategy</u> <u>Continue Strategy</u>

Strategies/Actions	Person Responsible	Funding Resources	Timelines	Evidence of Implementation	Formative/ Summative Evaluation Data	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
TEXES exams.						
Participate in local, regional and state professional development including:						
Writing Workshop training, travel and subs	B. Collins Principal Clayton 4 th Grade Teachers	Title I, Part A	June 2013	Teachers implement knowledge gained into classroom	STAAR scores above state average	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
Conference for Advancement of Math Teaching (CAMT) registration, travel and Extra Duty pay.	B. Collins Principals District Teachers	Title I, Part A	July 10-12, 2013	Teachers implement knowledge gained into classroom	STAAR scores above state average	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
Conference for the Advancement of Science Teaching (CAST) registration, travel and subs.	B. Collins Principals District Teachers	Title I, Part A	Nov. 6-9, 2013	Teachers implement knowledge gained into classroom	STAAR scores above state average	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
Attend Space Exploration Educators Conference (SEEC) registration, travel and subs.	B. Collins Principals Teachers	Title I, Part A	Feb. 7-9, 2013	Teachers implement knowledge gained into classroom	STAAR scores above state average	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
Continue Gifted & Talented 30-Hour Certification.	T. Gates Principals Teachers	General	June-July 31, 2013 for current year	Certificates from Region VII	Delivery of GT instruction	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
Gifted and Talented Annual 6-Hour Update yearly	T. Gates Principals Teachers	General	August 2013	Sign-in Sheets	Delivery of GT instruction	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
Attend Grade Level / Subject Conferences.	B. Collins Principals Teachers	General	Sept. 2013 Subject Conferences:	Teachers implement knowledge gained into classroom	STAAR scores above state average	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
Skillful Leader Book Study/ The End of Molasses Classes.	Scott Davis Principals, B. Collins T. Gates	General	Sept. 1, 2013- May 31, 2014	Book Study Completed as noted by Admin agenda	STAAR scores above state average	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
Attend Bill Daggett 21 st Century Learner	B. Collins Principals Teachers	General	Summer 2013	Teachers implement knowledge gained into classroom	STAAR scores above state average	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
Continue to reference Margaret Kilgo Data Driven Decision Making Training.	B. Collins Principals Teachers	General	2013-2014	Teachers implement knowledge gained into classroom	STAAR scores above state average	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy
Attend Summer Staff Development for Curriculum, Instruction and Assessment (ELA, Math, Social Studies & Science) with focus on collaboration between Special Ed. and Regular Ed teachers to increase AYP math and reading scores.	B. Collins T. Gates Principals Teachers	Title I, Part A	June 4-5, 2013	Scope and Sequence, Instructional Practice and benchmark assessments (modified and general) reviewed	STAAR scores above state average	<input type="checkbox"/> Met Strategy <input type="checkbox"/> Continue Strategy

Strategies/Actions	Person Responsible	Funding Resources	Timelines	Evidence of Implementation	Formative/ Summative Evaluation Data	<u>Met Strategy</u> <u>Continue Strategy</u>
Teachers make decisions regarding the use of Quick Checks tests for academic testing.						
Region VII Math/ Science Region VII Admin Leadership Coop Region VII ELA/Social Studies Title I Contracted Service (Para training)	B. Collins Principals Teachers	Title II, Part A Title I, Part A	Aug. 1, 2013 – July 31, 2014	Teachers implement knowledge gained into classroom	STAAR scores above state average	<u>Met Strategy</u> <u>Continue Strategy</u>
Provide staff development in the use of DMAC to analyze state assessment and benchmark data to aid in instructional planning in preparation for STAAR	T. Gates B. Collins	General	August 2013 – May 2014	Sign-in sheets Agendas Benchmark Reflection meetings E-mails with instruction sheets	STAAR scores	<u>Met Strategy</u> <u>Continue Strategy</u>
Provide Staff Dev. Snacks through the year	B. Collins T. Gates	General	Aug 2013 – June 2014	Sign-in sheets PO documentation	STAAR scores	<u>Met Strategy</u> <u>Continue Strategy</u>
Attend TEPSA	Principal	General	Summer 2013	PO Documentation	STAAR scores	<u>Met Strategy</u> <u>Continue Strategy</u>
Attend TSUG Conference to enhance use of Skyward programs	Lesa Jones	General	Fall 2013	PO Documentation	Variety of Reports for PEIMS data	<u>Met Strategy</u> <u>Continue Strategy</u>

Goal: (4) All students in the **community** will have **families** that are full partners with educators in the education of their children.

Area(s) from Needs Assessment: Family and Community Involvement

Objective(s) from Needs Assessment:

- District will develop and utilize strategies to ensure communication with 100% of targeted parent and community members regarding student achievement, meetings and training sessions.

Strategies/Actions	Person Responsible	Funding Resources	Timelines	Evidence of Implementation	Formative/ Summative Evaluation Data	<u>Met Strategy</u> <u>Continue Strategy</u>
Parent Newsletters provided for Intermediate students' parents	B. Collins Counselor	Title I, Part A	Aug 2012 – May 2013	Newsletters distributed to parents	Increased parental communication	<u>Met Strategy</u> <u>Continue Strategy</u>
Parent Institute Electronic Library for Intermediate students	B. Collins	Title I, Part A	Aug 2012 – May 2013	Electronic Library accessed	Increased parental communication	<u>Met Strategy</u> <u>Continue Strategy</u>
Contact parents by letter, newspaper, phone, Global Connect, email, and website concerning STAAR information	Principals T. Gates	General	Oct. 2013 – July 2014	Communication completed	Focused participation on STAAR with a positive increase in results	<u>Met Strategy</u> <u>Continue Strategy</u>

and dates.						
Provide to families access to student information and grades through the internet	N. Boucher Teachers	General	August 2013 – May 2014	Student information and grades updated	Increase of positive benchmark scores, progress reports, grades, STAAR scores	<u>Met Strategy</u> <u>Continue Strategy</u>
Conduct parent and community outreach information meetings	Principals	General	August 2013 – May 2014	Meeting agendas	Positive Parent and Community feedback	<u>Met Strategy</u> <u>Continue Strategy</u>
Conduct an annual evaluation of parent and community involvement through surveys	Principals	General	August 2013 – May 2014	Evaluations completed	Positive evaluations	<u>Met Strategy</u> <u>Continue Strategy</u>
Provide Internet safety seminars for students & parents • SAD Program	Director of Instructional Programs, Lab Teachers J. Patton	General	2013-2014	Internet usage on student laptops	Increase parent awareness & decrease inappropriate use of internet	<u>Met Strategy</u> <u>Continue Strategy</u>

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

Area(s) from Needs Assessment: School Culture and Climate

Objective(s) from Needs Assessment:

- The Intermediate will attend required trainings during August in-service days.
- The Intermediate will work toward reducing the number of conduct problems referred to office.

Strategies/Actions	Person Responsible	Funding Resources	Timelines	Evidence of Implementation	Formative/ Summative Evaluation Data	<u>Met Strategy</u> <u>Continue Strategy</u>
Maltreatment training from B. Greene with the CCACC.	T. Gates B. Collins	General Fund	August 2013	Sign-in sheets	Accurate reporting of maltreatment	<u>Met Strategy</u> <u>Continue Strategy</u>
Bullying training from Brandon Green with the Crisis Center of Anderson and Cherokee counties.	T. Gates B. Collins	General Fund	August 2013	Sign-in sheets	Accurate reporting of bullying	<u>Met Strategy</u> <u>Continue Strategy</u>
Guidance and counseling services will be provided at each campus.	Principals Counselors	State Comp Ed	August 2013 – May 2014	Master Schedule PEIMS 425 record	Reduction in the number of office referrals	<u>Met Strategy</u> <u>Continue Strategy</u>
Emergency Management Plan in place in district and on each campus, including annual drills.	Principals T. Gates	General	August 2013 – May 2014	Drills documented Emergency Management Plan notebooks	Positive reporting during annual August meeting of community stakeholders	<u>Met Strategy</u> <u>Continue Strategy</u>
Radios will be maintained for all campus administrators.	Principals T. Gates	General	August 2013 – May 2014	Radios in excellent working condition	Positive reporting during annual August meeting of community stakeholders	<u>Met Strategy</u> <u>Continue Strategy</u>
Character Education, including the Honor Code and bullying prevention on each	Counselors Principal PE Teacher DARE Officer	General	August 2013 – May 2014	Annual Character Education report in September DEIC meeting	PEIMS 425 Record Annual Safe and Drug Free	<u>Met Strategy</u> <u>Continue Strategy</u>

campus. The DARE program for 5 th graders & Motivational Productions.					Report	
Focus on bus behavior and campus discipline.	Principal Transportation Dept. Staff	General	August 2013 – May 2014	Bus Reports / Observation of Bus Procedures	Fewer bus write ups	<u>Met Strategy</u> <u>Continue Strategy</u>

Goal: (6) All students will have the benefit of **technology** that is implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration.

Area(s) from Needs Assessment: Technology

Objective(s) from Needs Assessment:

- The Intermediate will continue to work toward teachers integrating the current technologies within their curriculum which will enhance student performance.
- All students and staff will have the benefit of Technology that is implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
- Increase the appropriate use of technology for staff through staff development.

Strategies/Actions	Person Responsible	Funding Resources	Timelines	Evidence of Implementation	Formative/ Summative Evaluation Data	<u>Met Strategy</u> <u>Continue Strategy</u>
Reflex Math for Intermediate students.	B. Collins Principal Math Teachers Computer lab	Title I, Part A	Aug 2012 – May 2013	Software installed and students able to use	Increase in STAAR Math scores	<u>Met Strategy</u> <u>Continue Strategy</u>
IStation and Think Through Math will be used to assist in the assessment, instruction and intervention of Reading 4 - 5 and Math 4 - 5 .	Principals Teachers T. Gates B. Collins	General (PK – 2) Texas Success	August 2013 – May 2014	Istation Reports	Pre-and Post-Test results on ISIP and STAAR scores	<u>Met Strategy</u> <u>Continue Strategy</u>
Provide STEMScopes to enhance student learning	B. Collins Tech Dept. Teachers	General IMA	August 2013 – May 2014	Software installed and in use	STAAR scores	<u>Met Strategy</u> <u>Continue Strategy</u>
Provide additional licenses and supplies for READ 180/System 44	Principals B. Collins	General IMA	August 2013 – May 2014	PO documentation	STAAR scores READ 180/System 44 reports	<u>Met Strategy</u> <u>Continue Strategy</u>
Provide Internet Safety information for students and parents.	B. Collins Tech Dept. Technology Integration Specialists	General	August 2013 – May 2014	Agendas	Appropriate use of the internet	<u>Met Strategy</u> <u>Continue Strategy</u>
Provide students with classroom sets of laptops.	Tech Dept.	General	2013-2014	Enrollment reports	Weekly Spot checks	<u>Met Strategy</u> <u>Continue Strategy</u>
Continue Campus Tech. Coach.	Jill Patton Coach Teams	General	2013-2014	Campus Plan	Campus Plan	<u>Met Strategy</u> <u>Continue Strategy</u>
Campus will maintain an informative and updated webpage.	Jill Patton R. Thompson Teachers	General	2013-2014	RISD Web Site	Semester Checks	<u>Met Strategy</u> <u>Continue Strategy</u>
Utilize campus-based teams that will meet to share effective use of technology.	Principal J. Patton Teachers Teams	General	2013-2014	Sign In sheets Agendas	Campus sign in sheets and meeting notes.	<u>Met Strategy</u> <u>Continue Strategy</u>

Goal: (7) All students will be educated in a **school context and organization** which ensures processes, structures, decision-making and

overall leadership address quality teaching and learning.
Area(s) from Needs Assessment: School Context and Organization
Objective(s) from Needs Assessment: <ul style="list-style-type: none"> • District will work toward putting processes and structures in place to support intervention of targeted students • The Intermediate will continue to use and encourage staff leadership roles.

Strategies/Actions	Person Responsible	Funding Resources	Timelines	Evidence of Implementation	Formative/ Summative Evaluation Data	<u>Met Strategy</u> <u>Continue Strategy</u>
Targeted Intervention for all students.	B. Collins Principals Teachers	General	August 2013 – May 2014	Attendance at targeted intervention sessions during school or after school	Progress monitoring of Extended Day and STAAR scores	<u>Met Strategy</u> <u>Continue Strategy</u>
DEIC, CIC, PLC, Grade level teaming, and Administrative meetings	T. Gates B. Collins Principals Superintendent	General	August 2013 – May 2014	Sign-in sheets Agendas	School Organization Surveys conducted in DEIC	<u>Met Strategy</u> <u>Continue Strategy</u>
Increase communication and ownership among campus leadership teams.	Principal CIC Teams	General	August 2013-2014	Minutes of meetings	Teacher Survey	<u>Met Strategy</u> <u>Continue Strategy</u>
Continue to encourage all staff to become involved in an area of interest (Adopt a Student).	Principal Teams CIC	General	August 2013-2014	Schedule after school activities	After school Activities survey	<u>Met Strategy</u> <u>Continue Strategy</u>
Create within the organization a climate where personal growth is expected, recognized and rewarded.	Principal Staff	General	2013-2014	Team Meeting Notes, Agendas, PLC notes	Sign In Sheets & Posted Notes	<u>Met Strategy</u> <u>Continue Strategy</u>
Continue to offer campus-based on demand technology support including, but not limited to, hardware and software training, of-trainer workshops.	Technology Integration Specialists, Director of Technology, & Director of Instructional Programs, and Program of Special.	General	2013-2014	Payroll information	Surveys and evaluations	<u>Met Strategy</u> <u>Continue Strategy</u>

Parent Involvement Policy

Rusk I.S.D.

2013-2014

Statement of Purpose

Rusk I.S.D. is dedicated to providing quality education for every student in our district. To accomplish this objective, we will develop and maintain partnerships with parents and community members. Each student will benefit from supportive, active involvement of all members of the population. A positive link between home and school will create the most conducive learning condition for every child. These open communication lines will expand and enhance learning opportunities for everyone involved.

Grade level learning objectives and goals will be distributed to all parents throughout the year. *All* students will be expected to work toward mastering these objectives. Our district recognizes the fact that some students will need extra assistance to achieve their full potential. The extra assistance is available to all students through the Title I program and various other educational services offered through the district.

Rusk I.S.D. intends to include parents in all aspects of the Title I program. Students will be given every opportunity for success through the development and enhancement of the home-school partnership.

Parent Involvement in Developing the Policy

An advisory committee comprised of parents, members of the community, teachers and the principal will meet to discuss the design and implementation of the Parent Involvement Policy.

Rusk I.S.D. will actively recruit volunteers for the advisory committee through various avenues of publicity. Committee selections will produce a diverse parent population that will include all student groups serviced by the district.

Meetings will be planned at convenient times and locations for all concerned parties.

Annual Meeting for Title I Parents

Rusk I.S.D. will hold two meetings for parents during each school year. Parents will be informed of new Title I guidelines and the variations from the previous year's program. Copies of the district's current Parent Involvement Policy will be distributed. Parents will be encouraged to become involved in the revising and updating the Policy as necessary. Volunteers will be recruited for the district-wide and campus advisory committees.

The meeting will be held at a convenient time and location. Written notices, telephone calls and media attention will all be directed at attracting as many parents as possible.

School-Parent Compacts

In accordance with Title I regulations, each school must develop a parent-student compact with the parents of students participating in the program. This compact will enable the school and parents to share responsibility for student performance and success.

The compact must explain how students, parents, and staff will share responsibility for promoting student achievement. Members of the school's Advisory Committee will be consulted in the design and implementation of the compact.

All parents will be given a copy of the compact detailing the responsibilities that teachers, parents and students have in helping students accomplish their goals. Student's responsibilities will vary by grade level.

Types of Parent Involvement

The school will support many varied ways of parental involvement as it strives to develop and maintain an optimum learning environment for all students. Parents contribute through volunteer programs at school as well as creating a supportive home atmosphere. The community participates through an array of activities that promote student success.

Each school and family will develop and maintain parental involvement activities best suited to meet the individual needs of everyone involved.

Staff/Parent Communication

Communication with parents will include news notes at the bottom of children's report cards, telephone calls, e-mail, Skyward Family Access, Ruskisd.net, teacher web pages and meeting notification. There will also be notices and activity packets sent home with children. Parents are encouraged to take the initiative in calling their child's teacher when they are concerned about a problem. Staff will be receiving training on how to improve home-school communication; some parents will be asked to participate in these training sessions.

Evaluation

There will be an annual evaluation of the content and effectiveness of the Title I parental involvement program, and parents will be asked for their input. The evaluation will include an assessment of how much parental involvement is increasing and what barriers to parental participation still need to be overcome. The school district will revise its Parental Involvement policy on the basis of this annual review.

Retention Rates

As Reported in AEIS
Percentage of Non-Special Education Retained in 2012

Grade	District	State
Kindergarten	2.1	2.2
1 st	3.8	4.7
2 nd	8.5	2.8
3 rd	1.4	1.9
4 th	0.0	1.0
5 th	0.8	1.2
6 th	0.7	0.7
7 th	0.0	1.0
8 th	2.1	1.1

Percentage of Special Education Retained in 2012

Grade	District	State
Kindergarten	13.3	10.3
1 st	0.0	8.8
2 nd	21.7	4.0
3 rd	0.0	1.7
4 th	0.0	0.9
5 th	0.0	1.1
6 th	0.0	1.0
7 th	0.0	1.2
8 th	0.0	1.8

Percent of Attendance and Average Daily Attendance Rusk Intermediate 4th and 5th Graders

The percentage of attendance for the district increased slightly (0.18%) during the 2011-2012 school year when compared to the previous year. The district average remains above the 94% standard set by the State by 2.02%. There is still need for improvement to make progress toward the 97% state goal. The following chart reflects a ten-year history of percentage of attendance by grade and district.

Grade→ Year↓	EC	PK	K	1	2	3	4	5
Percentage Attendance								
2002-03	79.40	93.50	94.44	95.32	94.88	96.22	95.87	96.33
2003-04	91.69	93.60	95.35	96.28	96.37	96.18	96.68	96.20
2004-05	85.19	94.91	96.22	96.87	96.48	97.22	96.04	97.14
2005-06	90.12	94.50	95.63	96.20	96.84	96.80	97.13	96.58
2006-07	78.92	94.28	95.65	95.91	96.93	97.27	97.04	97.38
2007-08	87.50	94.08	95.57	96.17	96.24	96.75	97.01	96.41
2008-09	79.66	94.65	95.74	96.43	96.37	96.60	96.97	97.13
2009-10	87.14	93.95	94.77	95.81	96.27	95.92	96.14	96.16
2010-11	76.32	93.67	94.91	95.65	96.26	96.40	97.07	96.23
2011-12	83.68	92.36	95.44	96.07	96.86	96.75	96.69	97.17
2012-13							97.15	96.62

Grade→ Year↓	6	7	8	9	10	11	12	District
Percentage Attendance								
2002-03	95.79	94.60	94.47	94.00	94.48	95.09	94.16	94.96
2003-04	96.21	95.82	95.45	93.72	94.22	95.45	94.43	95.48
2004-05	96.57	95.97	95.48	94.10	93.79	94.45	94.55	95.75
2005-06	96.86	96.49	95.84	94.75	93.75	93.85	93.82	95.72
2006-07	96.62	96.63	96.63	94.56	93.51	95.82	93.45	95.85
2007-08	96.62	95.55	95.90	93.39	93.17	93.30	92.87	95.26
2008-09	96.26	96.76	96.02	94.79	94.16	92.75	91.88	95.56
2009-10	96.16	95.83	96.08	95.12	95.04	94.24	92.70	95.37
2010-11	96.74	96.77	96.19	96.60	95.40	95.38	93.01	95.84
2011-12	96.39	96.68	96.31	95.93	96.04	94.12	93.66	96.02
2012-13								

The following table shows the percentage of growth in average daily attendance used for funding over a ten-year period. **The average daily attendance used for funding increased during the 2011-2012 school year when compared to the previous year.** The percentage of growth for the ten-year period is 14.71%.

Year:	2002-03	2003-04	2004-05	2005-06	2006-07	2007-2008	2008-09	2009-10	2010-11	2011 - 2012
ADA:	1782.87	1810.71	1767.03	1780.74	1826.44	1862.38	1891.60	1975.16	1995.92	2044.97
	-1.93%	+1.56%	-2.41%	+0.78%	+2.57%	+1.97%	+1.57	+4.42	+20.76	+49.05

TEXAS EDUCATION AGENCY
2013 Accountability Summary
RUSK INTERMEDIATE (037907100) - RUSK ISD

Accountability Rating

Met Standard

Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	

Distinction Designation

Academic Achievement in Reading/ELA

Percent of Eligible Measures in Top Quartile
0 out of 3 = 0%

NO DISTINCTION EARNED

Academic Achievement in Mathematics

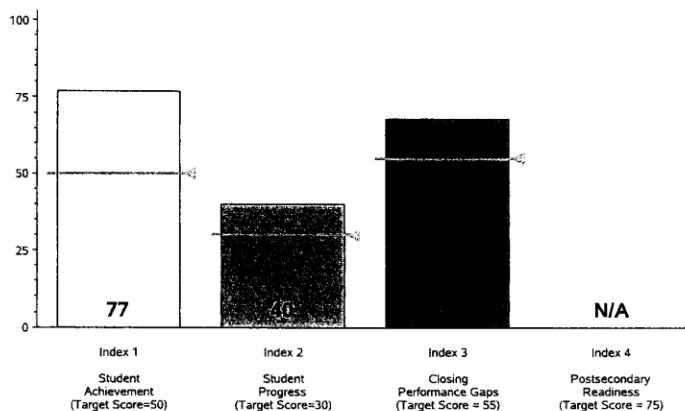
Percent of Eligible Measures in Top Quartile
0 out of 3 = 0%

NO DISTINCTION EARNED

Top 25 Percent Student Progress

NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	349 Students
Grade Span	04 - 05
Percent Economically Disadvantaged	63.0%
Percent English Language Learners	3.4%
Mobility Rate	11.1%

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	737	956	77
2 - Student Progress	635	1,600	40
3 - Closing Performance Gaps	684	1,000	68
4 - Postsecondary Readiness	N/A	N/A	N/A

System Safeguards

Number and Percent of Indicators Met	
Performance Rates	21 out of 21 = 100%
Participation Rates	12 out of 12 = 100%
Graduation Rates	N/A
Total	33 out of 33 = 100%

For further information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

STATE COMPENSATORY EDUCATION FUNDS (SCE)

Activities/Strategies Partially or Wholly Budgeted with SCE:

ACTIVITIES/ STRATEGIES	HIGH SCHOOL	JR. HIGH	INTERMEDIATE	ELEMENTARY	PRIMARY
Individualized Instruction/ Small Group		X CM- Daniel, Harder \$21,643 FTEs-.45 Targeted Instruction- S Blackmon, Boyett, Burkhalter, Christopher, Cook, Day, Dowling, A. Fredericks Friederich, Garner, Gates, McCown, McCoy, Peloquin, Rogers, Stingley, Tarrant, Wright \$56,388 FTEs-1.33 Math Lab-Day, McCown, Gates, Tarrant \$36,400 FTEs-.86	X Reading Lab/Small Group-Turner \$53,237 FTEs-1.0 Math Lab/Small Group- Lindsey, Priest \$67,447 FTEs-1.28 Targeted Instruction- Bateman, Beck,Bottoms, K Bixler, Bowman, Carroll, Dominy, Frazer, Fredericks, Mabry, McRight, Oliver, C Ruiz \$82,294 FTE's-1.77 Dyslexia-S Bowling \$26,523 FTE's-.50	X Lab/Small Group- Gordon, Nichols, Sunday \$91,559 FTEs-1.92 Targeted Instruction-K. Bowling, Brogdon, Cook, Collins, Hickman, Hoffman, Howell, Kadlecck, Lee, Massingill, Moore, Morgan, Peters, Tucker \$60,508 FTE's-1.40 Dyslexia-S Bowling \$26,524 FTE's-.50	X Targeted Instruction- Acker, Blackmon, Dyess, Garner, Goff, Loden, Lucas, Palmer, Sanders, Simpson, Starkey, Thompson, Tropp, Waldon, Williams \$45,165 FTE's-1.20
Specialized Reading Program		X Reading Lab- Boyett, Christopher, Friederich \$45,250 FTEs-.97			
Pre-Kindergarten-4 Year Old Program-Extended to Full-day					X Teachers and Aides- Payroll Costs-\$197,016 FTEs-7.74
Pre-Kindergarten-3 Year Old Program					X Teachers and Aides- Payroll Costs-\$62,375 FTEs-2.0
Pre-Kindergarten					X Supplies-\$1,500 Misc Oper Costs-\$2,400 TOTAL:\$3,900
Targeted Interventionist Program		X Jones \$37,090 FTEs-1.0	X M. Black \$47,598 FTE's-1.0	X Mehlenbacher \$35,231 FTEs-1.0	X McNew, Ross \$57,778 FTEs-1.46
Teacher Aides/Assistants		X \$13,831 FTEs-.82	X \$24,545 FTEs-1.60	X \$33,578 FTEs-1.62	X \$71,906 FTEs-3.40
Extended Day		X Payroll Costs-\$17,106 Misc Oper Costs-\$2,000 TOTAL:\$19,106	X Payroll Costs-\$19,658 Supplies-\$500 Misc Oper Costs-\$2,000 TOTAL:\$22,158	X Payroll Costs-\$19,658 Misc Oper Costs-\$2,000 TOTAL:\$21,658	X Payroll Costs-\$14,247 Misc Oper Costs-\$1,000 TOTAL:\$15,247
Extended Year (Summer School)		X Payroll Costs-\$8,169 Supplies-\$500 TOTAL:\$8,669	X Payroll Costs-\$8,680 Supplies-\$500 Misc Oper Costs-\$500 TOTAL:\$9,680	X Payroll Costs-\$5,105	X Payroll Costs-\$3,574
Disciplinary Alternative Education Program (DAEP)-Basic Services	X Payroll Costs-Teacher and Assistant-\$38,218 Contracted Services-\$5,045 Supplies-\$500 Janitorial-\$358 Utilities-\$1,304 TOTAL-\$45,425 FTEs-1.22	X Payroll Costs-Teacher and Assistant-\$10,357 Contracted Services-\$1,248 Supplies-\$250 Janitorial-\$358 Utilities-\$1,304 TOTAL-\$13,517 FTEs-.33		X Payroll Costs-Teacher and Assistant-\$1,186 FTE's-.04	
Dyslexia Program		X Supplies-	X Supplies-\$1,000	X Supplies-\$1,000 Testing Materials-\$500	

ACTIVITIES/ STRATEGIES	HIGH SCHOOL	JR. HIGH	INTERMEDIATE	ELEMENTARY	PRIMARY
		\$500			
Contracted Services- Instructional		X \$1,050	X \$1,050		
Supplies-Instructional		X \$650	X \$1,000	X Supplies \$1,000 Reading Materials \$250	X \$600
Guidance & Counseling			X Testing Materials-\$300	X Testing Materials-\$100	X Testing Materials-\$250

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

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

Staff Providing Supplemental Services

<u>STAFF PROVIDING SUPPLEMENTAL SERVICES</u>	<u>% Salary charged to SCE</u>	<u>FTE=days presentxcontact hrs/days taughtx6</u>	<u>JUSTIFICATION FOR SCE</u>
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HIGH SCHOOL

OTHER SCE ACTIVITIES-PIC 24

Teachers:

Aides:

TOTAL PIC 24 FTEs	0.00
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DAEP BASIC SERVICES-PIC 29

Teachers:

ALLISON, ZACHERY	38%	0.38	DAEP BASIC SERVICES
HODGE, STEPHEN	18%	0.18	DAEP BASIC SERVICES
RAWLINGS, JOHN	10%	0.10	DAEP BASIC SERVICES

Aides:

DOVER, KAREN	56%	0.56	DAEP BASIC SERVICES
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TOTAL PIC 29 FTEs	1.22
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TOTAL HIGH SCHOOL FTEs	1.22
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JUNIOR HIGH (SW w/ ED DISADV >=40%)

Teachers:

BLACKMON, SUSIE	7%	0.07	TARGETED INSTRUCTION
BOYETT, ASHLEY	14%	0.14	MATH LAB
BOYETT, ASHLEY	7%	0.07	TARGETED INSTRUCTION
BURKHALTER, ANGELA	7%	0.07	TARGETED INSTRUCTION
CHRISTOPHER, LAURA	40%	0.40	READING LAB/IMPROVEMENT
CHRISTOPHER, LAURA	7%	0.07	TARGETED INSTRUCTION
COOK, BRANDY	7%	0.07	TARGETED INSTRUCTION
DANIEL, DEBBIE	38%	0.38	CONTENT MASTERY-INDIVIDUALIZED INSTRUCTION, TUTORIALS
DAY, SHERRY	29%	0.29	MATH LAB
DAY, SHERRY	7%	0.07	TARGETED INSTRUCTION
DOWLING, ANGELA	7%	0.07	TARGETED INSTRUCTION
FREDERICKS, ADAM	14%	0.14	TARGETED INSTRUCTION
FRIEDERICH, GLYNIS	43%	0.43	READING LAB/IMPROVEMENT
FRIEDERICH, GLYNIS	7%	0.07	TARGETED INSTRUCTION
GARNER, TERESA	7%	0.07	TARGETED INSTRUCTION
GATES, BARBARA MASHELL	14%	0.14	MATH LAB
GATES, BARBARA MASHELL	7%	0.07	TARGETED INSTRUCTION
HARDER, EVAN	7%	0.07	CONTENT MASTERY-INDIVIDUALIZED INSTRUCTION, TUTORIALS
JONES, ANGELA	100%	1.00	TARGETED INTERVENTIONIST
MCCOWN, DONNA	29%	0.29	MATH LAB
MCCOWN, DONNA	7%	0.07	TARGETED INSTRUCTION

MCCOY, HEATHER	7%	0.07	TARGETED INSTRUCTION
PELOQUIN, MARTHA	7%	0.07	TARGETED INSTRUCTION
ROGERS, SHONDA	7%	0.07	TARGETED INSTRUCTION
STINGLEY, KEVIN	7%	0.07	TARGETED INSTRUCTION
TARRANT, ANDREA	14%	0.14	MATH LAB
TARRANT, ANDREA	7%	0.07	TARGETED INSTRUCTION
WRIGHT, JETTIE	7%	0.07	TARGETED INSTRUCTION

Aides:

CUDD, STEPHEN	50%	0.50	TEACHER ASSISTANT
FRAZER, BETTY	32%	0.32	TEACHER ASSISTANT
TOTAL PIC 30 FTEs	5.43		

DAEP BASIC SERVICES-PIC 29

Teachers:

ALLISON, ZACHERY	10%	0.10	DAEP BASIC SERVICES
HODGE, STEPHEN	5%	0.05	DAEP BASIC SERVICES
RAWLINGS, JOHN	3%	0.03	DAEP BASIC SERVICES

Aides:

DOVER, KAREN	15%	0.15	DAEP BASIC SERVICES
TOTAL PIC 29 FTEs	0.33		
TOTAL JR HIGH FTEs	5.76		

INT (ECO DISADV>=40%)

Teachers:

BATEMAN, KATRINA	15%	0.15	TARGETED INSTRUCTION
BECK, HEATHER	15%	0.15	TARGETED INSTRUCTION
BIXLER, KENZIE	15%	0.15	TARGETED INSTRUCTION
BLACK, MELANIE	100%	1.00	TARGETED INTERVENTIONIST
BOTTOMS, LORETTA	15%	0.15	TARGETED INSTRUCTION
BOWLING, PAMELA SUE	50%	0.50	DYSLEXIA INTERVENTION
BOWMAN, SHANNA	15%	0.15	TARGETED INSTRUCTION
CARROLL, CARMEN	15%	0.15	TARGETED INSTRUCTION
DOMINY, ANN	15%	0.15	TARGETED INSTRUCTION
FRAZER, SARAH	6%	0.06	TARGETED INSTRUCTION
FREDERICKS, DENISE	15%	0.15	TARGETED INSTRUCTION
LINDSEY, TERRY	100%	1.00	GRADE 5-MATH LAB
MABRY, CANDIS	15%	0.15	TARGETED INSTRUCTION
MCRIGHT, LORI	15%	0.15	TARGETED INSTRUCTION
OLIVER, ASHLEY	15%	0.15	TARGETED INSTRUCTION
PRIEST, JEAN	28%	0.28	MATH SMALL GROUP
RUIZ, CHRISTY	6%	0.06	TARGETED INSTRUCTION
TURNER, CHRISTY	100%	1.00	GRADE 5-READING LAB

Aides:

BLANKINSHIP, ELIZABETH	100%	1.00	TEACHER ASSISTANT
RENFROE, REBECCA	60%	0.60	TEACHER ASSISTANT

TOTAL INT FTEs	7.15
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ELEM (ECO DISADV>=40%)Teachers:

BOWLING, KARA	10%	0.10	TARGETED INSTRUCTION
BOWLING, PAMELA SUE	50%	0.50	DYSLEXIA INTERVENTION
BROGDON, TAMMY	10%	0.10	TARGETED INSTRUCTION
COLLINS, CADI	10%	0.10	TARGETED INSTRUCTION
COOK, MIRANDA	10%	0.10	TARGETED INSTRUCTION INSTRUCTIONAL LAB/SCIENCE
GORDON, KATHY	30%	0.30	ROTATION
HICKMAN, SUNNYE	10%	0.10	TARGETED INSTRUCTION
HOFFMAN, MELONIE	10%	0.10	TARGETED INSTRUCTION
HOWELL, MICAH	10%	0.10	TARGETED INSTRUCTION
KADLECEK, ROBIN	10%	0.10	TARGETED INSTRUCTION
LEE, DAWN	10%	0.10	TARGETED INSTRUCTION
MASSINGILL, SARABETH	10%	0.10	TARGETED INSTRUCTION
MEHLENBACHER, ALANNA	100%	1.00	TARGETED INTERVENTIONIST
MOORE, DARLA	10%	0.10	TARGETED INSTRUCTION
MORGAN, JENNIFER	10%	0.10	TARGETED INSTRUCTION
NICHOLS, LINDA	93%	0.93	READING/MATH LAB
PETERS, LAURIE	10%	0.10	TARGETED INSTRUCTION
SUNDAY, ROBIN	69%	0.69	INSTRUCTIONAL LAB
TUCKER, RITA	10%	0.10	TARGETED INSTRUCTION

Aides:

HILL, DONNA	62%	0.62	TEACHER ASSISTANT
MCNAIR, DOLORES	100%	1.00	TEACHER ASSISTANT
TOTAL PIC 30 FTEs			6.44

DAEP BASIC SERVICES-PIC 29Teachers:

ALLISON, ZACHERY	1%	0.01	DAEP BASIC SERVICES
HODGE, STEPHEN	1%	0.01	DAEP BASIC SERVICES

Aides:

DOVER, KAREN	2%	0.02	DAEP BASIC SERVICES
TOTAL PIC 29 FTEs			0.04
TOTAL ELEM FTEs			6.48

PRIM (ECO DISADV>=40%)Teachers:

ACKER, ANDREA	8%	0.08	TARGETED INSTRUCTION
BEARD, AMANDA	50%	0.50	PRE-KINDERGARTEN 4
BERRYMAN, ELISSA	50%	0.50	PRE-KINDERGARTEN 4
BLACKMON, KATHY	8%	0.08	TARGETED INSTRUCTION
CAHALANE, ELIZABETH	50%	0.50	PRE-KINDERGARTEN 4
CUDD, JENNI	100%	1.00	PRE-KINDERGARTEN 3
DYESS, LAUREN	8%	0.08	TARGETED INSTRUCTION
GARNER, ANTHONY	8%	0.08	TARGETED INSTRUCTION
GOFF, DENISE	8%	0.08	TARGETED INSTRUCTION

LODEN, KANDY	8%	0.08	TARGETED INSTRUCTION
LUCAS, KRYSTIN	8%	0.08	TARGETED INSTRUCTION
MCNEW, KRISTA	73%	0.73	TARGETED INTERVENTIONIST
MCNEW, KRISTA	7%	0.07	TARGETED INTERVENTIONIST-PK
PALMER, ELIZABETH	8%	0.08	TARGETED INSTRUCTION
RAGSDALE, LINDSEY	50%	0.50	PRE-KINDERGARTEN 4
ROSS, MELODY	73%	0.73	TARGETED INTERVENTIONIST
ROSS, MELODY	7%	0.07	TARGETED INTERVENTIONIST-PK
SANDERS, JAMIE	8%	0.08	TARGETED INSTRUCTION
SIMPSON, CHRISTY	8%	0.08	TARGETED INSTRUCTION
STARKEY, CHRISTI	8%	0.08	TARGETED INSTRUCTION
THOMPSON, MARY	8%	0.08	TARGETED INSTRUCTION
TROPP, TONYA	8%	0.08	TARGETED INSTRUCTION
WALDON, ASHLEY	8%	0.08	TARGETED INSTRUCTION
WILLIAMS, KASI	50%	0.50	PRE-KINDERGARTEN 4
WILLIAMS, SHONDA	8%	0.08	TARGETED INSTRUCTION

Aides:

BAYLESS, LORI	100%	1.00	TEACHER ASSISTANT-PK 4
FORD, SHELLEY	100%	1.00	TEACHER ASSISTANT-PK 4
GATES, JESSICA	100%	1.00	TEACHER ASSISTANT-1ST GRADE
GOFF, SHAUNA	90%	0.90	TEACHER ASSISTANT-PE
GOFF, SHAUNA	10%	0.10	TEACHER ASSISTANT-PK
HELM, TANYA	100%	1.00	TEACHER ASSISTANT-PK 4
PETERS, JENNY	100%	1.00	TEACHER ASSISTANT-PK 3
RAWLINSON, TANA	50%	0.50	TEACHER ASSISTANT-COMPUTER
RINEHART, SUSAN	100%	1.00	TEACHER ASSISTANT-K
ROBINSON, MELISSA	100%	1.00	TEACHER ASSISTANT-PK 4
WARD, CRYSTAL	100%	1.00	TEACHER ASSISTANT-PK 4

TOTAL PRIMARY FTEs 15.80

TOTAL RUSK ISD FTEs 36.41

**RUSK INTERMEDIATE
STATE COMPENSATORY BUDGET
2013-2014**

ACCOUNT NUMBER	ACCOUNT DESCRIPTION				2013-14 BUDGET
199 E 11 6119 00 100 0 30 000	PROF PERSONNEL		INT	SCE SW	248,455.00
199 E 11 6119 00 100 0 30 870	PROF PERSONNEL	LONGEVITY PERFORMANCE PAY	INT	SCE SW	5,643.00
199 E 11 6119 00 100 0 30 875	PROF PERSONNEL		INT	SCE SW	4,050.00
199 E 11 6119 00 100 0 30 896	PROF PERSONNEL	INCENTIVE PAY	INT	SCE SW	68.00
199 E 11 6119 00 100 0 30 897	PROF PERSONNEL	EXT DAY	INT	SCE SW	15,000.00
199 E 11 6129 00 100 0 30 000	SUPPORT PERSONNEL		INT	SCE SW	22,327.00
199 E 11 6129 00 100 0 30 875	SUPPORT PERSONNEL	PERFORMANCE PAY	INT	SCE SW	158.00
199 E 11 6129 00 100 0 30 897	SUPPORT PERSONNEL	EXT DAY	INT	SCE SW	500.00
199 E 11 6141 00 100 0 30 000	SOCIAL SECURITY/MEDICARE		INT	SCE SW	3,559.00
199 E 11 6141 00 100 0 30 870	SOCIAL SECURITY/MEDICARE	LONGEVITY PERFORMANCE PAY	INT	SCE SW	82.00
199 E 11 6141 00 100 0 30 875	SOCIAL SECURITY/MEDICARE		INT	SCE SW	61.00
199 E 11 6141 00 100 0 30 896	SOCIAL SECURITY/MEDICARE	INCENTIVE PAY	INT	SCE SW	1.00
199 E 11 6141 00 100 0 30 897	SOCIAL SECURITY/MEDICARE	EXT DAY	INT	SCE SW	225.00
199 E 11 6142 00 100 0 30 000	GROUP HEALTH & LIFE INSURANCE		INT	SCE SW	14,985.00
199 E 11 6145 00 100 0 30 000	UNEMPLOYMENT COMPENSATION		INT	SCE SW	298.00
199 E 11 6145 00 100 0 30 870	UNEMPLOYMENT COMPENSATION	LONGEVITY PERFORMANCE PAY	INT	SCE SW	6.00
199 E 11 6145 00 100 0 30 875	UNEMPLOYMENT COMPENSATION		INT	SCE SW	5.00
199 E 11 6145 00 100 0 30 897	UNEMPLOYMENT COMPENSATION	EXT DAY	INT	SCE SW	17.00
199 E 11 6146 00 100 0 30 000	TEACHER RETIREMENT/TRS CARE		INT	SCE SW	1,883.00
199 E 11 6146 00 100 0 30 870	TEACHER RETIREMENT/TRS CARE	LONGEVITY PERFORMANCE PAY	INT	SCE SW	40.00
199 E 11 6146 00 100 0 30 875	TEACHER RETIREMENT/TRS CARE		INT	SCE SW	23.00
199 E 11 6146 00 100 0 30 897	TEACHER RETIREMENT/TRS CARE	EXT DAY	INT	SCE SW	85.00
199 E 11 61-----	*PAYROLL COSTS			SCE	317,471.00
199 E 11 6249 00 100 0 30 000	CONTRACTED R&M		INT	SW	1,050.00
199 E 11 62-----	*CONTRACTED & PROF. SERVICES			SCE	1,050.00
199 E 11 6399 00 100 0 30 000	GENERAL SUPPLIES		INT	SW	1,000.00
199 E 11 6399 00 100 0 30 897	GENERAL SUPPLIES	EXT DAY	INT	SCE SW	500.00
199 E 11 6399 00 100 0 30 912	GENERAL SUPPLIES	DYSLEXIA	INT	SCE SW	1,000.00
199 E 11 63-----	*SUPPLIES & MATERIALS			SCE	2,500.00
199 E 11 6499 00 100 0 30 897	MISC OPERATING COSTS	EXT DAY	INT	SCE SW	2,000.00
199 E 11 64-----	*OTHER OPERATING COSTS			SCE	2,000.00
199 E 11 -----	*INSTRUCTION			SCE	323,021.00
199 E 21 6119 00 100 0 30 897	PROF PERSONNEL	EXT DAY	INT	SCE SW	1,000.00
199 E 21 6141 00 100 0 30 897	SOCIAL SECURITY/MEDICARE	EXT DAY	INT	SCE SW	15.00
199 E 21 6145 00 100 0 30 897	UNEMPLOYMENT COMPENSATION	EXT DAY	INT	SCE SW	1.00

199 E 21 6146 00 100 0 30 897	TEACHER RETIREMENT/TRS CARE	EXT DAY	INT	SCE SW	6.00
199 E 21 61-----	*PAYROLL COSTS				1,022.00
199 E 21 -----	*INSTRUCTIONAL LEADERSHIP				1,022.00
199 E 23 6119 00 100 0 30 897	PROF PERSONNEL	EXT DAY	INT	SCE SW SCE	500.00
199 E 23 6129 00 100 0 30 897	SUPPORT PERSONNEL	EXT DAY	INT	SCE SW SCE	500.00
199 E 23 6141 00 100 0 30 897	SOCIAL SECURITY/MEDICARE	EXT DAY	INT	SCE SW SCE	15.00
199 E 23 6145 00 100 0 30 897	UNEMPLOYMENT COMPENSATION	EXT DAY	INT	SCE SW SCE	1.00
199 E 23 6146 00 100 0 30 897	TEACHER RETIREMENT/TRS CARE	EXT DAY	INT	SCE SW	6.00
199 E 23 61-----	*PAYROLL COSTS				1,022.00
199 E 23 -----	*SCHOOL LEADERSHIP				1,022.00
199 E 31 6339 00 100 0 30 000	TESTING MATERIALS		INT	SCE SW	300.00
199 E 31 63-----	*SUPPLIES & MATERIALS				300.00
199 E 31 -----	*GUIDANCE & COUNSELING				300.00
199 E -----	*Expense				325,365.00
199 -----	*GENERAL FUND				325,365.00

TRANSPORTATION-EXTENDED DAY 1,787.00
SCE BUDGET EXCLUDING SUMMER SCHOOL 327,152.00

SUMMER SCHOOL

199 E 11 6119 00 699 0 30 100	PROF PERSONNEL	INTERMEDIATE	SUMM	SCE SW	8,000.00
199 E 11 6141 00 699 0 30 100	SOCIAL SECURITY/MEDICARE	INTERMEDIATE	SUMM	SCE SW	116.00
199 E 11 6145 00 699 0 30 100	UNEMPLOYMENT COMPENSATION	INTERMEDIATE	SUMM	SCE SW	9.00
199 E 11 6146 00 699 0 30 100	TEACHER RETIREMENT/TRS CARE	INTERMEDIATE	SUMM	SCE SW	44.00
199 E 11 61-----	*PAYROLL COSTS			SCE	8,169.00
199 E 11 6399 00 699 0 30 100	GENERAL SUPPLIES	INTERMEDIATE	SUMM	SCE SW	500.00
199 E 11 63-----	*SUPPLIES & MATERIALS				500.00
199 E 11 6499 00 699 0 30 100	MISC OPERATING COSTS	INTERMEDIATE	SUMM	SCE SW	500.00
199 E 11 64-----	*OTHER OPERATING COSTS				500.00
199 E 11 -----	*INSTRUCTION				9,169.00
199 E -----	*Expense				9,169.00
199 -----	*GENERAL FUND				9,169.00

TRANSPORTATION-SUMMER SCHOOL 511.00
SCE SUMMER SCHOOL BUDGET 9,680.00

TOTAL STATE COMPENSATORY BUDGET 336,832.00

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

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

<u>Expenditure</u>	<u>Amount</u>	<u>Full Time Equivalents (FTEs)</u> (Does not include extended day, week, or year FTEs)
Payroll Costs	\$329,982	7.15
Professional and Contracted Services	1,050	
Supplies and Materials	3,300	
Other Operating Costs	2,500	
Debt Service	0	
Capital Outlay	0	
TOTAL	\$336,832	

STAAR Scores - Reading

Green – At or above state average

Yellow – 1 to 4 points below state average

Orange – 5 to 8 points below state average

Pink - More than 8 points below state average

STAAR Scores - Mathematics

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

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 - Writing

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

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 - Science

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

STAAR Scores - Social Studies

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

Green – At or above state average

Yellow – 1 to 4 points below state average

Orange – 5 to 8 points below state average

Pink - More than 8 points below state average

Accountability Indexes

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

Distinction Designation

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

* Distinction Earned

System Safeguards

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

STAAR Reading Vertical Alignment

Reporting Category 1

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

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

Gray boxes without notation are not taught at that grade level

Whole numbers without a letter distinguish genres tested with Figure 19

Red indicates performance of less than 70% student mastery

STAAR Reading Vertical Alignment

Reporting Category 2

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

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

Gray boxes without notation are not taught at that grade level

Whole numbers without a letter distinguish genres tested with Figure 19

Red indicates performance of less than 70% student mastery

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

STAAR Reading Vertical Alignment
Reporting Category 3

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

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

Gray boxes without notation are not taught at that grade level

Whole numbers without a letter distinguish genres tested with Figure 19

Red indicates performance of less than 70% student mastery

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

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

Gray boxes without notation are not taught at that grade level.

Whole numbers without a letter distinguish genres tested with Figure 19

Red indicates performance of less than 70% student mastery

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

STAAR Writing Vertical Alignment
Reporting Category 2/5 Revising

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

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

Gray boxes without notation are not taught at that grade level

Whole numbers without a letter distinguish genres tested with Figure 19

Red indicates performance of less than 70% student mastery

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

STAAR Writing Vertical Alignment
Reporting Category 3/6 Edit

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