

# **Ann Richards School for Young Women Leaders**

**2014-2015**

**Campus Improvement Plan**

**Austin Independent School District**

## CIP CHECKLIST AND CONFIRMATION

CAC Membership and Orientation	
Membership of the 2014-15 CAC is reported correctly.	<input checked="" type="checkbox"/>
Types of orientation provided to new CAC members (check all that apply):	
• self-orientation using materials on CAC website	<input checked="" type="checkbox"/>
• orientation at CAC meeting (provided by campus)	<input type="checkbox"/>
• orientation at CAC meeting (provided by central office)	<input type="checkbox"/>
• district-wide orientation session	<input type="checkbox"/>

CIP Development	
The CAC was given an opportunity to provide input on the following:	
• campus needs assessment	<input checked="" type="checkbox"/>
• campus objectives and strategies to address identified areas for improvement	<input checked="" type="checkbox"/>
• the approach to setting campus performance targets	<input checked="" type="checkbox"/>
• campus budget	<input checked="" type="checkbox"/>
The CAC was given an opportunity to review the complete draft CIP prior to submittal.	<input checked="" type="checkbox"/>
The CIP action plan component pertaining to campus professional development was approved by the CAC.	<input checked="" type="checkbox"/>

Approximate hours spent on CIP development	<b>Hours</b>
• By CAC and/or CAC subcommittees	10
• By campus administration and/or leadership team	3

**We confirm the above information as correct ...**

Position	Name	Date
Principal	Jeanne Goka	9/9/14
Co-Chair	Alison Rice	9/9/14
Co-Chair	Liz Ownby	9/9/14



## **Austin Independent School District Strategic Plan 2010-2015**

***The Campus Improvement Plan directly supports the AISD Strategic Plan.***

### ***Mission***

In partnership with parents and our community, AISD exists to provide a comprehensive educational experience that is high quality, challenging, and inspires all students to make a positive contribution to society.

### ***Vision***

AISD will be nationally recognized as an outstanding school district, instilling a passion for life-long learning in all students.

### ***Values***

- Focus on Children
- Excellence
- Integrity
- Equity
- Respect
- Health and Safety

### ***Goals***

1. All students will perform at or above grade level.
2. Achievement gaps among all student groups will be eliminated.
3. All students will graduate ready for college, career, and life in a globally competitive economy.
4. All schools will meet or exceed state accountability standards, and the district will meet federal standards and exceed state standards.

## CAMPUS ADVISORY COUNCIL (CAC): SY 2014-15 Membership

Non-Voting Members	Name
Principal	<b>Jeanne Goka</b>
Director of Middle Grades	<b>Texanna Turner</b>

Regularly Scheduled CAC meetings:	
2 <sup>nd</sup> Tuesday of the Month	
Time: 5:00PM-6:00PM	

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Sonya Banda			✓			
Parent	Rosanne Moreno						
Parent	Robert Jackson						
Parent	Liz Ownby	✓					
Parent	Maribel Garcia						
Parent	Andrea Vega						
Parent	Jesse Medeiros						
Parent	Farid Barakat						
Parent	Allison Nagel						
Parent	Abe Clay						
Parent	Janine Ploetz						
Parent	Barbara Brown						
Parent	Monica Carson						
Professional Staff Member	Shawn Mauser						Librarian
Professional Staff Member	Eric Heineman						College Advisor
Professional Staff Member	Vanessa Castro						Project Specialist
Professional Staff Member	Jamie Langley				✓		
Professional Staff Member	Stephen Howard				✓		

Professional Staff Member	Katherine Sauter				✓		
Professional Staff Member	Brendon Kepner				✓		
Professional Staff Member	Shelley Samuels				✓	✓	
Professional Staff Member	Deborah Hanson					✓	Counselor
Professional Staff Member	Alison Rice	✓	✓		✓		
Professional Staff Member	Jarukamol Dawkrajai				✓		
Professional Staff Member	Ella Miesner				✓		
Professional Staff Member	Christena Rutz						Counselor
Classified Staff Member	Diana Nenque						
Student <i>(If Applicable)</i>	Toni Akunebu						
Student <i>(If Applicable)</i>	Georgia Hernandez						
Business Representative	Jeanne White						
Community Representative	Nicola Trevis						

## CAMPUS NEEDS ASSESSMENT FOR 2014-2015

### CAMPUS NEEDS ASSESSMENT

**Data reviewed for needs assessment:** (Double-click next to box and select "checked". Check all that apply and add additional in list below.)

#### Performance and Accountability

- Performance on state assessments ☒
- TELPAS results ☒
- Primary Reading Assessment results ☐
- Accountability ratings (including safeguards missed) ☒
- Review of TAPR data ☐
- Special Education indicator reports (C-IEP) ☒
- Other performance related items ☐

#### Demographic Data

- Attendance ☐
- Discipline ☐

#### Surveys

- Teaching, Empowering, Leading and Learning (TELL) results ☒
- Student climate survey ☒
- Parent surveys ☒

**Other data reviewed for needs assessment:** (add bullets as necessary)

- Fitnessgram
- 2013-14 CIP

**Based on review of the above data, the following areas of needed improvement were identified:**

- Measureable post secondary transition goals for special education students who are 14 or older

## CAMPUS ACTION PLAN FOR 2014-15

Table #CI-1 <input type="checkbox"/> State: Below safeguard target					
<b>Performance Objective:</b> Increase students' success on STAAR and close performance gaps among all student groups.					
Applicable Strategic Plan Goal(s): 1, 2, 3, 4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Assign MS students to Math support classes, pullout sessions, or after-school tutorials.	Admin, Dept Chairs, Faculty, CIS	Campus data	100% of identified students have been assigned to an intervention support program that is appropriate and individualized  100% Identified Students are Successful on STAAR	Fall semester  Spring Semester	In Progress
Increase non-fiction selections, writing assignments, independent reading in all core areas.	Department chairs, Librarian	Non-fiction selections list	Depts produce list of reading and writing assignments.	Both semesters	Completed
Re-alignment of Social Studies curriculum to support MS and HS US History	Admin, SS Dept chair, SS dept.	District PD Support and SS PLC meetings	Improvement in test scores	Fall semester	In Progress
Develop sequential skills-building list. Review and revise test-taking lessons. Include support lessons in advisory curriculum.	Counselors, Dept. chairs, STARS, Team leaders, Faculty, Advisors	Character building vocab word list and PD by Dept for	Pre and post student surveys Reduction of missing assignments Advisory study skill lessons in curriculum	Fall semester	In Progress
Assign mentors to students who are at risk of dropping out of school.  Encourage those who are at risk of dropping out of school to take on leadership roles of their choosing.  Assign students to DELTA classes to help support credit recovery efforts and prevent dropout	Counselors, Admin and Teachers   Counselors, Admin	Mentor Training  None  PD for DELTA Teacher	Students remain in school and are eligible to graduate with their cohort  Student Surveys indicate positive attitudes about school  100% of students in DELTA will receive course credit	Fall and Spring Semesters	In Progress

## CAMPUS ACTION PLAN FOR 2014-15

Table #CI-2 <input type="checkbox"/> State: Below safeguard target					
<b>Performance Objective:</b> Research and develop a college-bound program for grades 6-12.					
Applicable Strategic Plan Goal(s): 1, 2, 3, 4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Train and introduce Naviance Program to faculty, students, and parents.	Admin, College advisor	Time for Training	100% faculty and students (6-12) introduced to Naviance.	Fall semester	In Progress
Work with grade teams to secure college campus visits.	College advisor	Planning Meeting and Foundation Funds	100% of students will annually visit at least one college campus.	Both semesters	Completed
Develop scope and sequence for school-wide college awareness activities.	College advisor	PD with staff by College Advisor	Document developed	Fall semester	Completed
Develop business partners for the capstone project. Develop project-curriculum	Admin, Project Specialist, Capstone teacher, College advisor	Project curriculum and Business Partners	100% of 12 <sup>th</sup> grade students have completed their capstone project.	Spring semester	In Progress



## CAMPUS ACTION PLAN FOR 2014-15

Table #CI-3

☐ State: Below safeguard target

**Performance Objective:** Provide a “real world” education that evokes themes that are not separated, but instead inseparable.

Applicable Strategic Plan Goal(s): 1, 2, 3

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Create overarching themes for each grade level to connect to the “real world” and embrace globalization and digital technology.	Admin, Dept. chairs, Faculty	Guest speakers, internships placements	Use of Interdisciplinary, project-based, and co-curricular lessons, writing across the curriculum, field experiences and service learning to support the overarching themes.	Both semesters	In Progress
In recognition of the importance of digital technology, immerse technology as part of classroom instruction. Use Haiku as learning mgmt. system	Librarian, Tech Committee, Faculty	Funds for Haiku License and PD for curriculum	Develop a comprehensive scope and sequence to ensure students receive consistent instruction in the uses of technology. Train staff to use learning mgmt. systems.	Both semesters	In Progress
To advance and support interdisciplinary studies, inculcate jungyoun kenkyuu (lesson study) including student products.	Admin, Dept. chairs, Librarian, Faculty	PD for Lesson Study	Conduct Critical Friends Protocol at faculty meetings. Develop and use lesson study rubrics and provide time for teachers to work together with their lesson plans, and observations.	Both semesters	In Progress
Participation in Extra curricular enrichment activities and academic competitions for students identified as GT and all students beyond the classroom	Admin, Teachers	Travel And Registration Funds	Attendance at various UIL and non UIL activities, ie, robotics, day of service activities, Duke Program, Summer enrichment camps	Both Semesters	In progress
Ensure that all students participate in at least one fine arts program, club or activity.	Admin, Teachers	Scheduling options	Students are enrolled in band, art, choir, theater arts, or orchestra and participates in district/state UIL/non UIL competitions and community activities that showcase and/or judge their work	Both Semesters	Completed

Table #DR-1

**Performance Objective: Students and staff will achieve health and fitness through:**

- 1. Implementation of Coordinated School Health (K-8: CATCH, HS: Other activities)**
- 2. Student participation in physical activities**
- 3. Improvement of Fitnessgram results for all students**
- 4. Compliance with the nutrition guidelines and staff wellness (Wellness Policy)**

Applicable Strategic Plan Goal(s): 1,2

<b>Specific Improvement Strategy</b>	<b>Responsible Person(s)</b>	<b>Needed Resources (Include PD Support)</b>	<b>Evidence of Implementation/ Effectiveness</b>	<b>Timeframe for Completion</b>	<b>Status</b>
Establish a school-wide advisory – intramural program and student-led CATCH team	Admin, Advisors, Faculty	Intramural Director	100% of students will participate in intramurals in their advisories. Student presentations on wellness	Fall semester	Delayed
Institute fitness programs for seniors beyond high school PE	PE dept., Admin	Community resources	100% seniors will have individualized fitness plans and will present the effectiveness of their plan to staff	Both semesters	In Progress
Develop a scope and sequence of girl-centered wellness areas.	Admin, STARS and PE teachers	PD/Curriculum Writing	Final product will be a girl-centered wellness curriculum.	Both semesters	In Progress
Develop and deliver 6-12 sequenced yoga curriculum	Yoginis	Funding	Conduct pre-post student surveys	Both semesters	Completed
Suggested ways to stay fit	Counselors, PE Dept	Flyers and PSA	Implementation in PE and STARS classes	Both Semesters	In Progress
Encourage and provide opportunities for staff members to participate in on and off site fitness and wellness program beyond the school day	PE dept., Admin	Use of Campus Gym	50% or more of staff will join and participate in fitness and wellness programs	Both Semesters	In Progress
Share Fitnessgram data with campus staff, parents and students	P.E. Teachers, Admin	Fitnessgram Results	100% of students will receive the results from their fitnessgram and plans will be put in place for those who are not at the ideal goal for growth or improvement		In Progress

Table #DR-2

**Performance Objective: Effective violence prevention and intervention measures will be in place.**

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Review and revise our Campus Safety Plan	Admin and School Security Officer	Meet with Gaete	Completed plan and drills	Fall semester	Completed
Review and revise STARS curriculum: bullying, cyber safety, self-defense	STARS teachers	Time for Curriculum update and PD for staff	Revised curriculum	Both semesters	In Progress

Table #DR-3

**Performance Objective: Parental involvement will be encouraged.**

Applicable Strategic Plan Goal(s): 1,2,3

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Communicate with parents via listserv, website, Naviance, assignment calendar, school messenger, school calendars of campus events,	Admin, Faculty, PTSA, Booster clubs, Parent Support Specialist, CIS	District, PTSA, and school surveys	Increase in parent attendance at all events. Evidence of attendance rosters	Both semesters	In Progress
Provide Spanish translations &/or translator, when possible.	Parent Specialist, Spanish Club sponsor	Schedule for Translations and Headsets	Translations	Both semesters	In Progress
Organize grade level parents with assigned events to work with parents, class sponsors, PTSA student representatives, and class officers.	Admin, Faculty, PTSA, Booster clubs, Parent Support Specialist, CIS	List of Assigned Sponsors and grade level parents by PTSA	Increase of parent participation at activities and events	Fall semesters	In Progress

Table #DR-4

**Performance Objective: Adequate and appropriate campus-level professional development will be provided.**

**Note: This action plan component must be approved by the CAC.**

Applicable Strategic Plan Goal(s): 1,2,3

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Install cooperative learning as a permanent classroom structure to promote group learning and leadership skills.  Utilize Project-Based Instructional strategies in all classrooms. Utilize results of student surveys	Admin and Faculty	Cooperative Learning Strategies staff development Buck PBL handbooks	Classroom observations; Lesson studies, planning guides  Survey students about the effectiveness and/or impact of cooperative and project based learning	Both semesters	In Progress

### Special Education Measureable Postsecondary Goals - HS

Table #DR-11

**Performance Objective: Increase the percentage of ARDs with measurable postsecondary transition goals.**

**Condition: If ARD rate < 100%**

Source: SPED C-IEP (N) 4<sup>th</sup> 6 weeks

Campus rate: 50.0%

Does campus performance require inclusion of this objective? (Yes or No): Yes

Applicable Strategic Plan Goal(s): 1,2,3,4

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Identify special ed students who will turn 14 during the school year and include measureable transition goals in their IEP	Admin, Special ed Teacher	PD for Special Ed contact teachers	All special ed students 14years and older will have measureable transition goals include in their IEP	Yearly	In Progress
Special ed contact teacher will review goals with counselors to ensure measurability	Admin, Special ed Teacher, Counselors	PD for Special Ed contact teachers	All special ed students 14years and older will have measureable transition goals include in their IEP	Yearly	In Progress

**APPENDIX A-1**  
**Use of State Compensatory Education Funds for Improved Student Achievement**

Programs and services currently being implemented on this campus that are partially or fully supported through State Compensatory Education (SCE) or grant funding include the following:

<b>Programs/Services</b>	<b>Describe how the campus is meeting needs of at-risk students with SCE resources:</b>
Extra duty pay for current teachers and/or part-time hourly tutors providing tutoring outside of school hours:	Support for students who are struggling in core academic areas-tutoring provided by classroom teachers
General Supplies for at-risk students:	Support for students who need extra supplies or recommended supplies for instructional need
Transition Services (from middle school to high school or from elementary school to middle school):	Support for students entering middle school and entering 9 <sup>th</sup> grade identified as at risk of not meeting state standards of yearly assessments or identified as needing additional academic study skills to successfully transition to high school.
Middle School reading and math initiatives:	N/A
Extra duty pay for teachers and/or administrators or part-time/hourly pay for after-school detention:	N/A
Reading specialists (to include literacy coaches):	N/A
Math specialist (FTE for math interventions):	N/A
Elementary Counselors:	N/A
Dropout prevention services:	Support for students, if applicable, who are at risk of dropping out of school
DELTA (or other credit recovery programs):	Support of students in need of credit recovery and/or enhancement classes; decrease the potential for dropout
Parent Support Specialist (or other parent involvement expenses):	Parent Involvement Outreach and support for families at risk to promote effective family involvement and student learning.
9 <sup>th</sup> Grade Initiatives (for example, a ninth grade academy, mentoring program for freshman, algebra tutoring and/or intervention programs, etc.):	Support for students who are struggling in core academic areas-tutoring provided by classroom teachers and for College Awareness Activities and visits

## APPENDIX A-2

### Highly Qualified Teacher Recruitment and Retention Plan

Area 1: Increase percentage of highly qualified (HQ) teachers to meet and/or maintain 100%. Strategies (check all that apply, but check at least one):

<input type="checkbox"/>	Work with staffing coordinator, identify staff not meeting HQ standards
<input type="checkbox"/>	Notify staff of deficit area(s)
	Agree with staff on appropriate ways to meet the standard
<input type="checkbox"/>	Provide adequate time for staff to attend trainings and/or take needed exams
	Other:

Area 2: Ensure low-income students and minority students are not taught at higher rates than other student groups by teachers who are not HQ. Strategies (check all that apply, but check at least one):

	Offer early-bird signing bonuses to teachers at Title I campuses
<input type="checkbox"/>	Provide bilingual and special education stipends
<input type="checkbox"/>	Collaborate with HR to identify staffing needs so that qualified candidates are available
	Other:

Area 3: Attract and retain HQ teachers. Strategies (check all that apply, but check at least one):

<input type="checkbox"/>	Participate in district-sponsored job fairs
	Participate in recruiting trips
<input type="checkbox"/>	Provide mentors to first and second year teachers
<input type="checkbox"/>	Offer high-quality professional development
<input type="checkbox"/>	Provide leadership opportunities for teachers
<input type="checkbox"/>	Encourage participation in National Board program
	Meet on a regular basis with new teachers to review needs/issues
	Other:

Area 4: Assist teachers not currently HQ to meet the HQ requirements in a timely manner. Strategies (check all that apply, but check at least one):

<input type="checkbox"/>	Assign teachers to areas in which already meet HQ
	Provide high-quality professional development in area(s) needed
	Pay for study courses for required exams
<input type="checkbox"/>	Pay for passed exams
	Provide substitutes or stipends for professional development
	Other:

## **APPENDIX A-3**

### **Pregnancy Related Services**

**Pregnancy Related Services (PRS)** are a combination of Support Services and Compensatory Education Home Instruction (CEHI). These services are available to a pregnant student during pregnancy prenatal and postpartum periods to help her adjust academically, mentally and physically and to remain in school.

**Support Services** are provided during the prenatal period of pregnancy and while the student is still attending school, as well as during the prenatal or postpartum period while the student is at home or hospital for a valid medical necessity or recovering from delivery and being served with PRS CEHI. Examples of Support Services the student may access are counseling, health services provided by school nurse, case management and service coordination.

**Compensatory Education Home Instruction (CEHI)** is academic instruction offered to the student in the home or hospital. The number of hours per week of instruction by a certified teacher varies according to student needs, and attendance is reported according to TEA formula. This service is provided under different circumstances:

- 1) Prenatal Confinement. If the student cannot attend school on campus due to a valid medical necessity documented by a nurse practitioner or licensed physician licensed to practice in the United States. A medical release must be obtained by the medical or nurse practitioner to return to campus for **any** reason, including to take standardized tests. There is no limit to the number of events or the length of each event.
- 2) Postpartum Confinement. A student who has delivered a live, aborted, or stillborn baby, suffered a miscarriage or death of a newborn, or placed a baby up for adoption can be served, beginning the day of or the day after delivery for up to six consecutive weeks at home or hospital.
- 3) Extended Postpartum Confinement. Four additional weeks of CEHI may be provided a student when a valid medical necessity of the mother or child exists as documented by a licensed physician licensed to practice in the United States.
- 4) Break-In-Service Confinement. This service is for a maximum of ten weeks in length, divided into two periods in instances when the infant remains hospitalized after delivery. The student may return to school while the infant is hospitalized, then return to CEHI when the infant is home. When the student returns to school between the two CEHI periods, the student will not be coded PRS. A medical release will be required for the student to return to campus.

At the district level, compensatory education funds are used to fund teacher units for the Pregnancy Related Services program.

## Campus Scorecard 2014-15

028 - Richards School Young Women Leaders High School



The following indicators are included in the campus scorecard:

	Elementary	Middle School	High School
STAAR / STAAR EOC by Subject - Level II Final <sup>a,b</sup>	•	•	•
STAAR / STAAR EOC by Subject - Level III <sup>a,b</sup>	•	•	•
STAAR / STAAR EOC Student Progress in Reading, Mathematics and Algebra I <sup>a,c</sup>	•	•	•
Attendance	•	•	•
Discipline	•	•	•
TELPAS	•	•	•
Student Fitness	•	•	•
Primary Reading Assessment	•		
Recommended High School Program and Distinguished Achievement Program Participation			•
Graduation Rate (with exclusions)			•
Annual Dropout Rate 9-12 (with exclusions)			•
SAT/ACT Exam Participation and Performance			•
Advanced Placement/International Baccalaureate Exam Participation and Performance			•
Advanced Course/Dual Enrollment			•
College-Ready Graduates ELA and Math <sup>d</sup>			•

<sup>a</sup> STAAR and STAAR EOC calculations are based on the estimated accountability subset and include retesters. The accountability subset does not include students in their first year in U.S. schools or asylees/refugees in years 1-5 in U.S. schools.

<sup>b</sup> Level II - Final Improvement Goals for STAAR and STAAR EOC are pre-populated at the district growth rates of a 15% reduction in non-proficient students as approved on December 16, 2013 by the Austin ISD Board of Trustees. Level III Improvement Goals for STAAR and STAAR EOC are pre-populated with growth rates of a 5% reduction in students not meeting Level III. Rates may be set higher by campuses.

<sup>c</sup> Student Progress in Reading, Mathematics and Algebra I measures student growth from one year to the next provided the student has tested in successive grade levels in both years, with the same version of the test. Students who move from English to Spanish and Spanish to English will receive a progress measure in Mathematics only.

<sup>d</sup> For this indicator, a graduate must have met or exceeded the college-ready criteria on the TAKS exit-level test, or the SAT test, or the ACT test in ELA and Mathematics.

All Improvement Goals set by campuses must be approved by the Associate Superintendent for the campus.

**STAAR Reading - Level II-Final**

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	75%	77%	78%	81%
Afr Amer	71%	76%	79%	82%
Hispanic	72%	72%	70%	74%
White	85%	87%	96%	96%
Asian	77%	>99%	>99%	100%
Two+	91%	88%	93%	94%
SpEd	60%	50%	*	43%
ECD	68%	71%	70%	74%
ELL	53%	41%	28%	39%

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR Mathematics - Level II-Final**

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	71%	72%	64%	69%
Afr Amer	50%	65%	52%	59%
Hispanic	68%	67%	58%	65%
White	85%	80%	82%	85%
Asian	85%	>99%	90%	92%
Two+	91%	92%	90%	92%
SpEd	60%	67%	*	58%
ECD	63%	65%	57%	64%
ELL	60%	63%	*	30%

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR Writing - Level II-Final**

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	75%	70%	69%	74%
Afr Amer	65%	70%	64%	70%
Hispanic	70%	62%	56%	62%
White	88%	90%	93%	94%
Asian	*	>99%	>99%	100%
Two+	>99%	75%	>99%	100%
SpEd	*	*	-	0%
ECD	65%	59%	52%	59%
ELL	*	11%	*	32%

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR Science - Level II-Final**

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	57%	67%	62%	68%
Afr Amer	48%	62%	*	49%
Hispanic	51%	62%	53%	60%
White	75%	77%	85%	87%
Asian	63%	88%	*	100%
Two+	75%	87%	>99%	100%
SpEd	*	*	*	100%
ECD	48%	59%	46%	54%
ELL	*	*	*	29%

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

### STAAR Social Studies - Level II-Final

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	48%	48%	29%	39%
Afr Amer	37%	48%	*	24%
Hispanic	43%	41%	19%	31%
White	68%	65%	67%	72%
Asian	50%	63%	*	58%
Two+	75%	67%	*	29%
SpEd	*	*	*	15%
ECD	41%	36%	12%	25%
ELL	*	*	*	15%

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

\* Numerator is less than 5 and denominator is > 0

- Denominator is 0

**STAAR Reading - Level III**

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	38%	47%	42%	45%
Afr Amer	17%	43%	26%	30%
Hispanic	29%	38%	30%	34%
White	70%	66%	70%	71%
Asian	69%	81%	77%	78%
Two+	59%	72%	80%	81%
SpEd	20%	50%	*	37%
ECD	25%	34%	28%	31%
ELL	7%	6%	*	10%

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR Mathematics - Level III**

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	33%	31%	22%	26%
Afr Amer	19%	33%	*	14%
Hispanic	27%	23%	17%	21%
White	52%	49%	37%	40%
Asian	46%	47%	60%	62%
Two+	59%	54%	*	43%
SpEd	40%	17%	*	5%
ECD	21%	22%	17%	21%
ELL	27%	6%	*	5%

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR Writing - Level III**

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	22%	12%	21%	25%
Afr Amer	6%	<1%	*	5%
Hispanic	14%	8%	11%	16%
White	52%	23%	45%	48%
Asian	*	63%	*	41%
Two+	30%	17%	*	62%
SpEd	*	*	-	0%
ECD	10%	4%	11%	16%
ELL	*	<1%	*	5%

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR Science - Level III**

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	24%	31%	32%	35%
Afr Amer	11%	14%	*	14%
Hispanic	14%	22%	21%	25%
White	55%	54%	67%	68%
Asian	50%	50%	*	5%
Two+	63%	73%	*	68%
SpEd	*	*	*	5%
ECD	11%	19%	13%	18%
ELL	*	*	*	5%

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR Social Studies - Level III**

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	19%	19%	10%	15%
Afr Amer	4%	14%	*	5%
Hispanic	12%	10%	*	10%
White	43%	40%	26%	30%
Asian	25%	38%	*	52%
Two+	63%	53%	*	21%
SpEd	*	*	*	5%
ECD	11%	10%	*	8%
ELL	*	*	*	5%

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

\* Numerator is less than 5 and denominator is > 0

- Denominator is 0

**STAAR EOC English I - Level II-Final**

	2013-14 Estimated	2014-15 Improvement Goal
All Students	97%	98%
Afr Amer	>99%	100%
Hispanic	96%	96%
White	>99%	100%
Asian	*	100%
Two+	>99%	100%
SpEd	-	50%
ECD	95%	96%
ELL	-	0%

Data Source: Contractor's Electronic Files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR EOC English II - Level II-Final**

	2013-14 Estimated	2014-15 Improvement Goal
All Students	94%	94%
Afr Amer	>99%	100%
Hispanic	90%	92%
White	>99%	100%
Asian	*	100%
Two+	*	100%
SpEd	-	0%
ECD	90%	92%
ELL	-	0%

Data Source: Contractor's Electronic Files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0



**STAAR EOC Algebra I - Level II-Final**

	2011-12 Estimated	2012-13 Estimated	2013-14 Estimated	2014-15 Improvement Goal
All Students	80%	86%	86%	88%
Afr Amer	*	83%	*	64%
Hispanic	76%	83%	83%	86%
White	96%	>99%	97%	97%
Asian	*	*	*	100%
Two+	*	*	86%	88%
SpEd	*	-	*	100%
ECD	71%	80%	83%	85%
ELL	-	-	*	100%

Data Source: Contractor's Electronic Files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR EOC Biology - Level II-Final**

	2011-12	2012-13 Estimated	2013-14 Estimated	2014-15 Improvement Goal
All Students	n/a	90%	95%	95%
Afr Amer	n/a	88%	>99%	100%
Hispanic	n/a	86%	92%	93%
White	n/a	>99%	>99%	100%
Asian	n/a	*	*	100%
Two+	n/a	*	*	100%
SpEd	n/a	*	-	0%
ECD	n/a	85%	92%	93%
ELL	n/a	*	-	0%

Data Source: Contractor's Electronic Files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR EOC US History - Level II-Final**

	2013-14 Estimated	2014-15 Improvement Goal
All Students	64%	69%
Afr Amer	62%	68%
Hispanic	58%	64%
White	82%	85%
Asian	*	58%
Two+	*	100%
SpEd	*	15%
ECD	52%	59%
ELL	*	15%

Data Source: Contractor's Electronic Files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR EOC English I - Level III**

	2013-14 Estimated	2014-15 Improvement Goal
All Students	23%	27%
Afr Amer	*	19%
Hispanic	13%	18%
White	53%	56%
Asian	*	5%
Two+	*	43%
SpEd	-	0%
ECD	*	15%
ELL	-	0%

Data Source: Contractor's Electronic Files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR EOC English II - Level III**

	2013-14 Estimated	2014-15 Improvement Goal
All Students	27%	30%
Afr Amer	*	29%
Hispanic	18%	22%
White	47%	50%
Asian	*	52%
Two+	*	52%
SpEd	-	0%
ECD	18%	22%
ELL	-	0%

Data Source: Contractor's Electronic Files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR EOC Algebra I - Level III**

	2011-12 Estimated	2012-13 Estimated	2013-14 Estimated	2014-15 Improvement Goal
All Students	39%	43%	47%	50%
Afr Amer	*	*	*	19%
Hispanic	31%	31%	34%	37%
White	62%	67%	72%	74%
Asian	*	*	*	76%
Two+	*	*	71%	73%
SpEd	*	-	*	5%
ECD	23%	32%	25%	29%
ELL	-	-	*	100%

Data Source: Contractor's Electronic Files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR EOC Biology - Level III**

	2011-12	2012-13 Estimated	2013-14 Estimated	2014-15 Improvement Goal
All Students	n/a	40%	41%	44%
Afr Amer	n/a	*	*	52%
Hispanic	n/a	31%	31%	34%
White	n/a	74%	62%	64%
Asian	n/a	*	*	76%
Two+	n/a	*	*	52%
SpEd	n/a	*	-	0%
ECD	n/a	29%	26%	30%
ELL	n/a	*	-	0%

Data Source: Contractor's Electronic Files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR EOC US History - Level III**

	2013-14 Estimated	2014-15 Improvement Goal
All Students	26%	30%
Afr Amer	*	17%
Hispanic	17%	21%
White	53%	55%
Asian	*	52%
Two+	*	100%
SpEd	*	5%
ECD	14%	18%
ELL	*	5%

Data Source: Contractor's Electronic Files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

### STAAR Reading - Met or Exceeded Progress

	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	77%	65%	70%
Afr Amer	80%	56%	60%
Hispanic	71%	60%	65%
White	87%	77%	80%
Amer Ind	-	-	0%
Asian	94%	92%	95%
Two+	87%	77%	80%
SpEd	*	*	35%
ELL	-	53%	55%

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

\* Numerator is less than 5 and denominator is > 0

- Denominator is 0

### STAAR Mathematics - Met or Exceeded Progress

	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	57%	59%	60%
Afr Amer	56%	45%	50%
Hispanic	51%	54%	55%
White	73%	78%	80%
Amer Ind	-	-	0%
Asian	73%	71%	75%
Two+	60%	73%	75%
SpEd	*	*	70%
ELL	-	31%	35%

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

\* Numerator is less than 5 and denominator is > 0

- Denominator is 0

### STAAR Reading - Exceeded Progress

	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	24%	20%	22%
Afr Amer	11%	15%	17%
Hispanic	18%	19%	20%
White	40%	25%	27%
Amer Ind	-	-	0%
Asian	31%	*	10%
Two+	35%	*	33%
SpEd	*	*	1%
ELL	-	*	15%

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

\* Numerator is less than 5 and denominator is > 0

- Denominator is 0

### STAAR Mathematics - Exceeded Progress

	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	12%	12%	14%
Afr Amer	19%	*	10%
Hispanic	9%	10%	12%
White	19%	19%	21%
Amer Ind	-	-	0%
Asian	9%	*	16%
Two+	27%	33%	35%
SpEd	*	*	1%
ELL	-	*	1%

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

\* Numerator is less than 5 and denominator is > 0

- Denominator is 0

### Attendance

	2010-11 Actual	2011-12 Actual	2012-13 Estimated	2013-14 Estimated	2014-15 Improvement Goal
All Students	97.1%	97.5%	97.1%	97.3%	97.4%
Afr Amer	97.3%	97.5%	96.9%	97.2%	97.3%
Hispanic	97.1%	97.6%	97.3%	97.6%	97.7%
White	96.6%	96.9%	96.4%	96.4%	96.5%
Amer Ind	<1%	<1%	<1%	<1%	0.0%
Asian	98.9%	98.5%	97.7%	98.7%	98.8%
Two+	97.3%	98.1%	97.7%	97.6%	97.7%
ECD	97.0%	97.5%	97.3%	97.2%	97.3%

Data Sources: Actual- TAPR, Estimated- AISD Student Information System

\* Denominator is less than 900(excluding 0)

- Denominator is 0

### SAT/ACT Exam Participation & Performance

Participation	Class of 2011 Actual	Class of 2012 Actual	Performance	Class of 2011 Actual	Class of 2012 Actual
All Students	-	?	All Students	-	20.0%
Afr Amer	-	?	Afr Amer	-	*
Hispanic	-	?	Hispanic	-	*
White	-	?	White	-	*
Amer Ind	-	-	Amer Ind	-	-
Asian	-	-	Asian	-	-
Two+	-	-	Two+	-	-

Data Source: TAPR

\* Denominator is less than 5(excluding 0)

- Denominator is 0



### Advanced Placement/International Baccalaureate Exam Participation & Performance

Participation	Class of 2012 Actual	Performance	Class of 2012 Actual
All Students	90.7%	All Students	55.1%
Afr Amer	100.0%	Afr Amer	37.5%
Hispanic	87.9%	Hispanic	48.3%
White	90.0%	White	77.8%
Amer Ind	-	Amer Ind	-
Asian	*	Asian	*
Two+	*	Two+	*

Data Source: TAPR

\* Denominator is less than 5(excluding 0)

- Denominator is 0

### Advanced Course / Dual Enrollment

	2010-11 Actual	2011-12 Actual
All Students	39.6%	57.2%
Afr Amer	39.1%	58.3%
Hispanic	41.4%	57.5%
White	30.3%	58.3%
Amer Ind	-	-
Asian	*	*
Two+	*	40.0%

Data Source: TAPR

\* Denominator is less than 5(excluding 0)

- Denominator is 0

## Discipline Targets

### Campus Discretionary Removals

	Estimated						Improvement Goal
	2011-12		2012-13		2013-14		2014-15
	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	% Ethnic Group Removed
All Students	*	*	*	*	*	*	0.15%
Afr Amer	*	*	*	*	*	*	0.00%
Hispanic	*	*	*	*	*	*	0.23%
White	*	*	*	*	*	*	0.00%
Amer Ind	-	-	-	-	-	-	0.00%
Asian	*	*	*	*	*	*	0.00%

The rate reflects the number of students in each ethnic group receiving the stated disciplinary action divided by the number of students in the ethnic group active and inactive when this report was run.

Source: DEEDS Discipline Data for PEIMS. 2013-2014 data are draft. Final data reports will be disseminated in August 2014.

\* Numerator is less than 5 and denominator is > 0

- Denominator is 0

### Campus Suspensions to Home

	Estimated						Improvement Goal
	2011-12		2012-13		2013-14		2014-15
	# Campus Suspensions to Home	% Campus Suspensions to Home	# Campus Suspensions to Home	% Campus Suspensions to Home	# Campus Suspensions to Home	% Campus Suspensions to Home	% Ethnic Group Removed
All Students	11	1.77%	12	1.74%	13	1.78%	1.76%
Afr Amer	*	*	5	8.20%	*	*	6.54%
Hispanic	9	2.29%	5	1.16%	7	1.51%	1.50%
White	*	*	*	*	*	*	0.62%
Amer Ind	-	-	-	-	-	-	0.00%
Asian	*	*	*	*	*	*	0.00%

The rate reflects the number of students in each ethnic group receiving the stated disciplinary action divided by the number of students in the ethnic group active and inactive when this report was run.

Source: DEEDS Discipline Data for PEIMS. 2013-2014 data are draft. Final data reports will be disseminated in August 2014.

\* Numerator is less than 5 and denominator is > 0

- Denominator is 0

### Campus ALC/EDAP or In School Suspensions

	Estimated						Improvement Goal
	2011-12		2012-13		2013-14		2014-15
	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	% Ethnic Group Removed
All Students	*	*	*	*	*	*	0.12%
Afr Amer	*	*	*	*	*	*	1.60%
Hispanic	*	*	*	*	*	*	0.21%
White	*	*	*	*	*	*	0.00%
Amer Ind	-	-	-	-	-	-	0.00%
Asian	*	*	*	*	*	*	0.00%

The rate reflects the number of students in each ethnic group receiving the stated disciplinary action divided by the number of students in the ethnic group active and inactive when this report was run.

Source: DEEDS Discipline Data for PEIMS. 2013-2014 data are draft. Final data reports will be disseminated in August 2014.

\* Numerator is less than 5 and denominator is > 0

- Denominator is 0

### Fall Enrollment (PEIMS Snapshot Date)

	2012-13 Actual	2013-14 Estimated
All Students	682	729
Afr Amer	59	61
Hispanic	428	426
White	151	158
Amer Ind	0	-
Asian	18	20
Two+	26	63

Data Source: Actual-TAPR, Estimated-PEIMS Submission 1

### TELPAS - Students at Beginning Level in Second Year of Testing

	2012-13			2013-14			2014-15
	# Tested 2 Yrs	# Beginning 2013	%	# Tested 2 Yrs	# Beginning 2014	%	Improvement Goal
All Students	16	*	*	15	*	*	0%
Afr Amer	-	-	-	-	-	-	0%
Hispanic	15	*	*	14	*	*	0%
White	*	*	*	*	*	*	0%
SpEd	-	-	-	-	-	-	0%
ECD	15	*	*	15	*	*	0%

Data Source: Contractor's Electronic Files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

### Student Fitness

Sex	Ethnicity	2011-12						2012-13						2013-14					
		Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer			Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer			Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer		
		Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%
F	Afr Amer	55	34	62%	52	33	63%	55	31	56%	51	35	69%	59	33	56%	52	35	67%
F	Hispanic	366	226	62%	360	257	71%	420	263	63%	407	294	72%	443	274	62%	432	300	69%
F	White	119	83	70%	116	86	74%	148	111	75%	142	116	82%	147	112	76%	141	118	84%
F	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F		540	343	64%	528	376	71%	623	405	65%	600	445	74%	649	419	65%	625	453	72%
M	Afr Amer	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total		540	343	64%	528	376	71%	623	405	65%	600	445	74%	649	419	65%	625	453	72%

Data Source: AISD Fitnessgram

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**Campus/Org Expense Listing**  
**Austin Independent School District**

As of 09/01/2014

**Fund 199 General Fund**

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-11-6112-80-028-5-24-0-00	Subs for Tchr - CP-Tutor-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6112-87-028-5-24-0-00	Subs for Tchr - CP-Math/Read Ini-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-80-028-5-24-0-00	Extra Duty - CP-Tutor-Richards SYWL	4,510.00	0.00	0.00	4,510.00	100.00 %
199-11-6118-81-028-5-24-0-00	Extra Duty - CP-STAAR-Richards SYWL	10,000.00	0.00	0.00	10,000.00	100.00 %
199-11-6118-86-028-5-24-0-00	Extra Duty - CP-9th Gr Init-Richards SYWL	5,503.00	0.00	0.00	5,503.00	100.00 %
199-11-6118-DE-028-5-24-0-00	Extra Duty - CP-After School Det-Richards S	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-MI-028-5-24-0-00	Extra Duty - CP-Vertical Team-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R7-028-5-24-0-00	Extra Duty - CP-AYP Secondary-Richards	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-SL-028-5-24-0-00	Extra Duty - CP-Strug Learner-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-7F-028-5-24-0-00	Professional Salary - CP-Delta-Richards SYWL	7,870.00	0.00	8,110.39	-240.39	-3.05 %
199-11-6119-87-028-5-24-0-00	Professional Salary - CP-Math/Read Ini-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-80-028-5-24-0-00	Part-Time Hourly - CP-Tutor-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-86-028-5-24-0-00	Part-Time Hourly - CP-9th Gr Init-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6129-7F-028-5-24-0-00	Support Personnel Salary - CP-Delta-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-7F-028-5-24-0-00	FICA - CP-Delta-Richards SYWL	649.00	0.00	446.05	202.95	31.27 %
199-11-6141-80-028-5-24-0-00	FICA - CP-Tutor-Richards SYWL	354.00	0.00	0.00	354.00	100.00 %
199-11-6141-81-028-5-24-0-00	FICA - CP-STAAR-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-86-028-5-24-0-00	FICA - CP-9th Gr Init-Richards SYWL	432.00	0.00	0.00	432.00	100.00 %
199-11-6141-87-028-5-24-0-00	FICA - CP-Math/Read Ini-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-DE-028-5-24-0-00	FICA - CP-After School Det-Richards S	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-MI-028-5-24-0-00	FICA - CP-Vertical Team-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R7-028-5-24-0-00	FICA - CP-AYP Secondary-Richards	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-SL-028-5-24-0-00	FICA - CP-Strug Learner-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-7F-028-5-24-0-00	Health/Life Ins - CP-Delta-Richards SYWL	860.00	0.00	644.19	215.81	25.09 %
199-11-6142-80-028-5-24-0-00	Health/Life Ins - CP-Tutor-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-87-028-5-24-0-00	Health/Life Ins - CP-Math/Read Ini-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-7F-028-5-24-0-00	Wk's Comp - CP-Delta-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-80-028-5-24-0-00	Wk's Comp - CP-Tutor-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-86-028-5-24-0-00	Wk's Comp - CP-9th Gr Init-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-87-028-5-24-0-00	Wk's Comp - CP-Math/Read Ini-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-DE-028-5-24-0-00	Wk's Comp - CP-After School Det-Richards S	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R7-028-5-24-0-00	Wk's Comp - CP-AYP Secondary-Richards	0.00	0.00	0.00	0.00	0.00 %

User: SPATTERS  
Report: CAMPUS\_EXP  
Instance: Austin ISD-Production

Current Date: 10/16/2014  
Time: 13:41:10  
Page: 1

**Campus/Org Expense Listing**  
**Austin Independent School District**

As of 09/01/2014

**Fund 199 General Fund**

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-11-6143-SL-028-5-24-0-00	Wk's Comp - CP-Strug Learner-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-7F-028-5-24-0-00	Teacher Retirement - CP-Delta-Richards SYWL	95.00	0.00	57.21	37.79	39.77 %
199-11-6146-80-028-5-24-0-00	Teacher Retirement - CP-Tutor-Richards SYWL	25.00	0.00	0.00	25.00	100.00 %
199-11-6146-81-028-5-24-0-00	Teacher Retirement - CP-STAAR-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-86-028-5-24-0-00	Teacher Retirement - CP-9th Gr Init-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-87-028-5-24-0-00	Teacher Retirement - CP-Math/Read Ini-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-DE-028-5-24-0-00	Teacher Retirement - CP-After School Det-Richards S	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-MI-028-5-24-0-00	Teacher Retirement - CP-Vertical Team-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R7-028-5-24-0-00	Teacher Retirement - CP-AYP Secondary-Richards	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-SL-028-5-24-0-00	Teacher Retirement - CP-Strug Learner-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6100 Payroll Costs</b>		<b>30,298.00</b>	<b>0.00</b>	<b>9,257.84</b>	<b>21,040.16</b>	
199-11-6329-80-028-5-24-0-00	Reading Materials - CP-Tutor-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6329-86-028-5-24-0-00	Reading Materials - CP-9th Gr Init-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6329-87-028-5-24-0-00	Reading Materials - CP-Math/Read Ini-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6396-81-028-5-24-0-00	Computer Rel.Eq<\$5000 Per Unit - CP-STAAR-Richards	0.00	0.00	0.00	0.00	0.00 %
199-11-6397-81-028-5-24-0-00	Software - CP-STAAR-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-00-028-5-24-0-00	General Supplies - CP-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-80-028-5-24-0-00	General Supplies - CP-Tutor-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-81-028-5-24-0-00	General Supplies - CP-STAAR-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-86-028-5-24-0-00	General Supplies - CP-9th Gr Init-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-MI-028-5-24-0-00	General Supplies - CP-Vertical Team-Richards SYWL	0.00	0.00	2,186.33	-2,186.33	0.00 %
199-11-6399-RA-028-5-24-0-00	General Supplies - CP-Read 180 Prog-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-SL-028-5-24-0-00	General Supplies - CP-Strug Learner-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6300 Supplies &amp; Materials</b>		<b>0.00</b>	<b>0.00</b>	<b>2,186.33</b>	<b>-2,186.33</b>	
199-11-6494-00-028-5-24-0-00	Field Trips - CP-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6494-CP-028-5-24-0-00	Field Trips - CP-Campus Cost-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6494-SL-028-5-24-0-00	Field Trips - CP-Strug Learner-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6497-80-028-5-24-0-00	Food/Refreshment - CP-Tutor-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6497-81-028-5-24-0-00	Food/Refreshment - CP-STAAR-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-11-6499-TF-028-5-24-0-00	Misc Operating Expenses - CP-Transition-A Richards	0.00	0.00	0.00	0.00	0.00 %

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**Austin Independent School District**

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**Fund 199 General Fund**

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
<b>Total 6400 Other Operating Costs</b>		0.00	0.00	0.00	0.00	
<b>11 Total</b>		30,298.00	0.00	11,444.17	18,853.83	
199-13-6118-86-028-5-24-0-00	Extra Duty - CP-Strug Learner-Richards	0.00	0.00	0.00	0.00	0.00 %
199-13-6118-87-028-5-24-0-00	Extra Duty - CP-Math/Read Ini-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-13-6118-CP-028-5-24-0-00	Extra Duty - CP-Campus Cost-Richards SYWL	1,000.00	0.00	0.00	1,000.00	100.00 %
199-13-6118-DE-028-5-24-0-00	Extra Duty - CP-Aft Sch Det-Richards	0.00	0.00	0.00	0.00	0.00 %
199-13-6118-SL-028-5-24-0-00	Extra Duty - CP-Strug Learner-Richards	0.00	0.00	0.00	0.00	0.00 %
199-13-6119-87-028-5-24-0-00	Professional Salary - CP-Math/Read Ini-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-13-6125-86-028-5-24-0-00	Part-Time Hourly - CP-Strug Learner-Richards	0.00	0.00	0.00	0.00	0.00 %
199-13-6141-86-028-5-24-0-00	FICA - CP-Strug Learner-Richards	0.00	0.00	0.00	0.00	0.00 %
199-13-6141-87-028-5-24-0-00	FICA - CP-Math/Read Ini-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-13-6141-CP-028-5-24-0-00	FICA - CP-Campus Cost-Richards SYWL	76.00	0.00	0.00	76.00	100.00 %
199-13-6141-DE-028-5-24-0-00	FICA - CP-Aft Sch Det-Richards	0.00	0.00	0.00	0.00	0.00 %
199-13-6141-SL-028-5-24-0-00	FICA - CP-Strug Learner-Richards	0.00	0.00	0.00	0.00	0.00 %
199-13-6142-87-028-5-24-0-00	Health/Life Ins - CP-Math/Read Ini-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-86-028-5-24-0-00	Wk's Comp - CP-Strug Learner-Richards	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-87-028-5-24-0-00	Wk's Comp - CP-Math/Read Ini-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-SL-028-5-24-0-00	Wk's Comp - CP-Strug Learner-Richards	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-86-028-5-24-0-00	Teacher Retirement - CP-Strug Learner-Richards	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-87-028-5-24-0-00	Teacher Retirement - CP-Math/Read Ini-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-CP-028-5-24-0-00	Teacher Retirement - CP-Campus Cost-Richards SYWL	6.00	0.00	0.00	6.00	100.00 %
199-13-6146-DE-028-5-24-0-00	Teacher Retirement - CP-Aft Sch Det-Richards	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-SL-028-5-24-0-00	Teacher Retirement - CP-Strug Learner-Richards	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6100 Payroll Costs</b>		1,082.00	0.00	0.00	1,082.00	
199-13-6329-00-028-5-24-0-00	Reading Materials - CP-Richards SWYL	0.00	0.00	0.00	0.00	0.00 %
199-13-6396-00-028-5-24-0-00	Computer Rel.Eq<\$5000 Per Unit - CP-Richards SWYL	0.00	0.00	0.00	0.00	0.00 %
199-13-6399-00-028-5-24-0-00	General Supplies - CP-Richards SWYL	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6300 Supplies &amp; Materials</b>		0.00	0.00	0.00	0.00	

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Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
<b>13 Total</b>		1,082.00	0.00	0.00	1,082.00	
199-23-6118-00-028-5-24-0-00	Extra Duty - CP-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-23-6118-DE-028-5-24-0-00	Extra Duty - CP-Aft Sch Det-Richards SYWL	10,644.00	0.00	0.00	10,644.00	100.00 %
199-23-6118-TC-028-5-24-0-00	Extra Duty - CP-Tactical Comp-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-23-6125-00-028-5-24-0-00	Part-Time Hourly - CP-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-23-6141-00-028-5-24-0-00	FICA - CP-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-23-6141-DE-028-5-24-0-00	FICA - CP-Aft Sch Det-Richards SYWL	815.00	0.00	0.00	815.00	100.00 %
199-23-6141-TC-028-5-24-0-00	FICA - CP-Tactical Comp-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-23-6143-00-028-5-24-0-00	Wk's Comp - CP-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-23-6143-DE-028-5-24-0-00	Wk's Comp - CP-Aft Sch Det-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-23-6143-TC-028-5-24-0-00	Wk's Comp - CP-Tactical Comp-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-23-6146-00-028-5-24-0-00	Teacher Retirement - CP-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
199-23-6146-DE-028-5-24-0-00	Teacher Retirement - CP-Aft Sch Det-Richards SYWL	21.00	0.00	0.00	21.00	100.00 %
199-23-6146-TC-028-5-24-0-00	Teacher Retirement - CP-Tactical Comp-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6100 Payroll Costs</b>		11,480.00	0.00	0.00	11,480.00	
199-23-6299-00-028-5-24-0-00	Reproduction Costs - CP-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6200 Purchase &amp; Contracted Services</b>		0.00	0.00	0.00	0.00	
199-23-6396-R6-028-5-24-0-00	Computer Rel.Eq<\$5000 Per Unit - CP-1D	0.00	0.00	0.00	0.00	0.00 %
199-23-6399-00-028-5-24-0-00	General Supplies - CP-Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6300 Supplies &amp; Materials</b>		0.00	0.00	0.00	0.00	
<b>23 Total</b>		11,480.00	0.00	0.00	11,480.00	
199-32-6139-MB-028-5-24-0-00	Employee Allowance - CP-Mobile Phone-Richards	0.00	0.00	0.00	0.00	0.00 %
199-32-6141-MB-028-5-24-0-00	FICA - CP-Mobile Phone-Richards	0.00	0.00	0.00	0.00	0.00 %
199-32-6143-MB-028-5-24-0-00	Wk's Comp - CP-Mobile Phone-Richards	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6100 Payroll Costs</b>		0.00	0.00	0.00	0.00	

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**Fund 199 General Fund**

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<b>32 Total</b>		0.00	0.00	0.00	0.00	
199-51-6143-00-028-5-24-0-00	Wk's Comp - CP-Anne Richards SYWL	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6100 Payroll Costs</b>		0.00	0.00	0.00	0.00	
199-51-6319-MI-028-5-24-0-00	Custodial/Maint Supplies - CP-Vertical Team	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6300 Supplies &amp; Materials</b>		0.00	0.00	0.00	0.00	
<b>51 Total</b>		0.00	0.00	0.00	0.00	
199-61-6139-00-028-5-24-0-00	Employee Allowance - CP-Richards SWYL	312.00	0.00	26.00	286.00	91.66 %
199-61-6141-00-028-5-24-0-00	FICA - CP-Richards SWYL	26.00	0.00	1.98	24.02	92.38 %
199-61-6143-00-028-5-24-0-00	Wk's Comp - CP-Richards SWYL	0.00	0.00	0.00	0.00	0.00 %
199-61-6146-00-028-5-24-0-00	Teacher Retirement - CP-Richards SWYL	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6100 Payroll Costs</b>		338.00	0.00	27.98	310.02	
<b>61 Total</b>		338.00	0.00	27.98	310.02	
<b>Total Fund 199 General Fund</b>		43,198.00	0.00	11,472.15	31,725.85	

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**Campus/Org Expense Listing**  
**Austin Independent School District**

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**Fund 199 General Fund**

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	<u>Appropriation</u>	Encumbrance	<u>Expenditure</u>	Balance	Pct. Rem.
Grand Total of Selected Fund(s)		43,198.00	0.00	11,472.15	31,725.85	

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