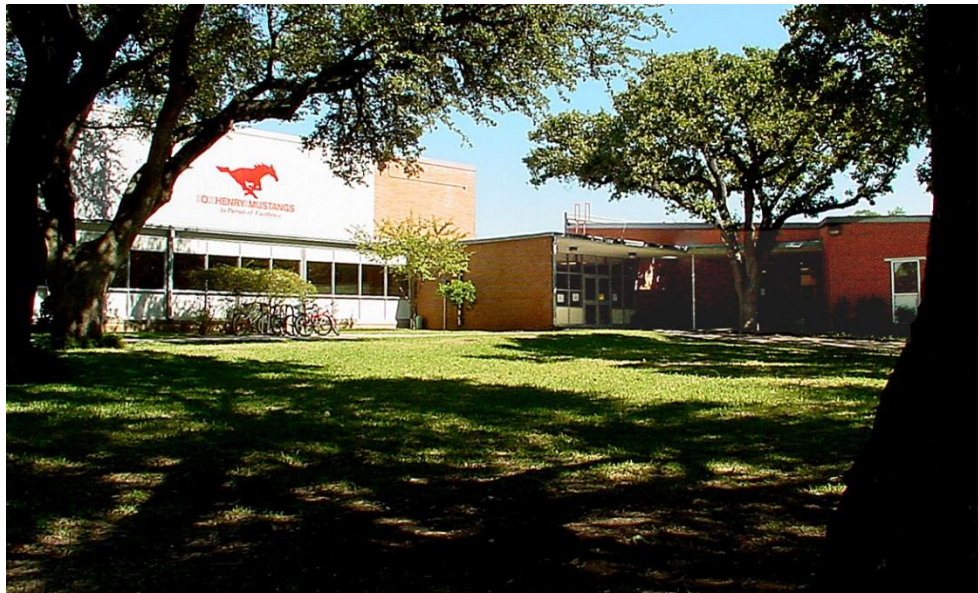


O. Henry Middle School
2014-2015
Campus Improvement Plan
Austin Independent School District



CIP CHECKLIST AND CONFIRMATION

| CAC Membership and Orientation | |
|--|--------------------------|
| Membership of the 2014-15 CAC is reported correctly. | x |
| Types of orientation provided to new CAC members (check all that apply): | |
| • self-orientation using materials on CAC website | x |
| • orientation at CAC meeting (provided by campus) | x |
| • 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 | x |
| • campus objectives and strategies to address identified areas for improvement | x |
| • the approach to setting campus performance targets | x |
| • campus budget | x |
| The CAC was given an opportunity to review the complete draft CIP prior to submittal. | x |
| The CIP action plan component pertaining to campus professional development was approved by the CAC. | x |

| Approximate hours spent on CIP development | Hours |
|---|--------------|
| • By CAC and/or CAC subcommittees | 2 |
| • By campus administration and/or leadership team | 4 |

We confirm the above information as correct ...

| Position | Name | Date |
|-----------|---------------------|---------|
| Principal | Pete Price | 9.25.14 |
| Co-Chair | Mary Jane Monsivais | 9.25.14 |
| Co-Chair | Patty Mitzel | 9.25.14 |



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 | Pete Price |
| | |

| Regularly Scheduled CAC meetings: | |
|--|-------------------------|
| Day of the Month (e.g., 2 nd Tues): | 2 ND Tuesday |
| Time: | 3:45-5:00pm |

| Voting Members | Name | CAC Co-Chair (✓) | CAC Sec. (✓) | PTA Pres. (✓) | Classroom Teacher (✓) | SpEd Expertise (✓) | Other Prof. Staff Member (Give Title) |
|---------------------------|---------------------|---------------------------------|-----------------------------|------------------------------|--------------------------------------|-----------------------------------|--|
| Parent | Monique Norman | | | ✓ | | | |
| Parent | Ali Claire | | | | | | |
| Parent | Nicole Castillo | | | | | | |
| Parent | Mary Jane Monsivais | ✓ | | | | | |
| Parent | Tanisa Bernard | | | | | | |
| Parent | Erika Brown | | | | | | |
| Parent | Tim Tierney | | | | | | |
| Professional Staff Member | Paula Cook | | | | ✓ | | |
| Professional Staff Member | Ashley Malone | | ✓ | | ✓ | | |
| Professional Staff Member | Patty Mitzel | ✓ | | | ✓ | | |
| Professional Staff Member | Cristina Torres | | | | ✓ | | |
| Professional Staff Member | Sarah Tanner | | | | ✓ | | |
| Professional Staff Member | Leslee Perez | | | | ✓ | ✓ | |
| Professional Staff Member | Andrea Beane | | | | ✓ | | |
| Professional Staff Member | Bradford Hardie | | | | ✓ | | |
| Classified Staff Member | Whitney Vise | | | | | ✓ | |
| Student (If Applicable) | | | | | | | |
| Student (If Applicable) | | | | | | | |
| Business Representative | Ben Phillips | | | | | | |
| Community Representative | Christie Manners | | | | | | |

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 | | Demographic Data | |
|--|--------------------------|---|---|
| • Performance on state assessments | X | • Attendance | X |
| • TELPAS results | X | • Discipline | X |
| • Primary Reading Assessment results | <input type="checkbox"/> | Surveys | |
| • Accountability ratings (including safeguards missed) | X | • Teaching, Empowering, Leading and Learning (TELL) results | X |
| • Review of TAPR data | <input type="checkbox"/> | • Student climate survey | X |
| • Special Education indicator reports (C-IEP) | X | • Parent surveys | X |
| • Other performance related items | <input type="checkbox"/> | | |

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

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

- Social Studies and Writing STAAR
- STAAR Performance of ELL and Sp. Ed. students

CAMPUS ACTION PLAN FOR 2014-15

| Table #CI-1 <input type="checkbox"/> State: Below safeguard target | | | | | |
|--|-----------------------|---------------------------------------|--|--------------------------|-------------|
| Performance Objective: Expand AVID strategies in classrooms | | | | | |
| Applicable Strategic Plan Goal(s): | | | | | |
| Specific Improvement Strategy | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
| Integrate Cornell Notes into all classrooms | Danielle Badilla | August PD, PLC planning time | Students will use Cornell Notes in their classes | 8/14 – 6/15 | In Progress |

| Table #CI-2 <input type="checkbox"/> State: Below safeguard target | | | | | |
|--|--|--|--|--------------------------|-------------|
| Performance Objective: Increase students meeting or exceeding STAAR passing standards, and eliminate STAAR performance gaps between all student groups. | | | | | |
| Applicable Strategic Plan Goal(s): | | | | | |
| Specific Improvement Strategy | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
| Increase level of academic rigor in all classes | Administrators, Dept. Chairs | PLC planning time; intervention and enrichment resources | Classroom observations, lesson plans | 8/14 – 6/15 | In Progress |
| Increase Social Studies STAAR 8 and Writing STAAR 7 scores | Karen Aidman, Travis Brunner, Erika Swan, Jack Drummond, Camie Fillpot | Intervention resources | Identify struggling students; implement interventions; administer short-cycle assessments; infuse reading/writing strategies; assessments will show growth | 8/14 – 6/15 | In Progress |

| Table #CI-3 <input type="checkbox"/> State: Below safeguard target | | | | | |
|---|-----------------------|---------------------------------------|---|--------------------------|-------------|
| Performance Objective: Increase academic achievement of all ELL students. | | | | | |
| Applicable Strategic Plan Goal(s): | | | | | |
| Specific Improvement Strategy | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
| Increase academic achievement of all ELL students, with a focus on social studies | Christine Rufflo | Intervention materials | Differentiate instruction for ELL students (focusing on academic vocabulary and reading strategies); ELL training for new teachers; lesson plans reflect strategies learned and implemented; teachers will identify | 8/14 – 9/15 | In Progress |

CAMPUS ACTION PLAN FOR 2014-15

| | | | | | |
|--|--|--|--|--|--|
| | | | struggling students based on data and provide interventions; LPAC Chair will provide teachers with a list of linguistic accommodations ELLs are entitled to | | |
|--|--|--|--|--|--|

Table #CL-4

Performance Objective: Provide extensive enrichment opportunities for all students.

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 |
|---|-----------------------|---------------------------------------|--|--------------------------|-------------|
| Offer a greater number of enrichment activities/programs for students through ACES (advisory program) | Camie Fillpot | Materials | All students enrolled in four nine-week courses; all students engaged in each course; students complete satisfaction survey at end of year | 9/14 – 6/15 | In Progress |

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Table #DR-1

| Performance Objective: Students and staff will achieve health and fitness through improvement of Fitnessgram results for all students | | | | | |
|--|------------------------------|--|--|---------------------------------|---------------|
| 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 |
| Test and record Fitnessgram data for 85% of all 6-8th grade students on campus | PE teachers | Fitnessgram equipment | 85% of the students will be tested | 8/14 – 6/15 | 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 |
| Implement Social Emotional Learning lessons in ACES (Advisory) | Jack Drummond, Hannah West | Second Step curriculum | Students will better identify their and others' emotions and make better daily decisions | 8/14 – 6/15 | In Progress |
| No Place for Hate activities will be planned and implemented | Brittany McCulloch | Planning time | 2-3 No Place for Hate activities will occur; campus violence incidents will decrease | 8/14 – 6/15 | 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 |
| Traditionally uninvolved parents will be encouraged to participate in campus programs | Robbie Harris | Time to contact parents | More parents will attend PTA and extracurricular events | 8/14 – 6/15 | In Progress |

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Table #DR-4

| Performance Objective: Adequate and appropriate campus-level professional development will be provided. | | | | | |
|---|-----------------------|---------------------------------------|---|--------------------------|-------------|
| 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 |
| All teachers will receive ongoing training in <i>Teach Like a Champion</i> techniques | Travis Brunner | Books, videos | All teachers will implement 20-25 techniques throughout the school year | 8/14 – 6/15 | In Progress |

REQUIRED FOR CAMPUSES THAT MEET CERTAIN CONDITIONS (Conditions in Yellow)

Special Education Identification – All Levels

Table #DR-5

| Performance Objective: Reduce special education identification rate. | | | | | |
|--|-----------------------|---|---|--|-------------|
| Condition: If rate > 8.5% | | | | Source: SPED C-IEP (A) 4 th 6 weeks | |
| Campus Rate: 9.1% | | Does campus performance require inclusion of this objective? (Yes or No): Yes | | | |
| Applicable Strategic Plan Goal(s): 1,2,4 | | | | | |
| Specific Improvement Strategy | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
| Reduce Sp. Ed. identification rate by 5% | Kelly Meyer | Staff training | Identification rate will decrease | May, 2015 | In Progress |

Table #DR-7

| Performance Objective: Reduce the rate of Hispanic students identified for special education. | | | | | |
|--|-----------------------|---|---|--|-------------|
| Condition: If Hispanic SPED enrollment rate is > 1 percentage point above Hispanic enrollment rate | | | | Source: SPED C-IEP (C) 4 th 6 weeks | |
| Campus Figure: 9.6 | | Does campus performance require inclusion of this objective? (Yes or No): Yes | | | |
| Applicable Strategic Plan Goal(s): 1,2,4 | | | | | |
| Specific Improvement Strategy | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
| Reduce Sp. Ed. identification rate for Hispanic students by 5% | Kelly Meyer | Staff training | Identification rate will decrease | May, 2015 | In Progress |

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Special Education Disciplinary Placements– All Levels

| Table #DR-8 | | | | | |
|--|-----------------------|---|--|--------------------------|-------------|
| Performance Objective: Reduce the rate of special education students in discretionary DAEP settings. | | | | | |
| Condition: If SPED DAEP placement rate is > 1 percentage point above rate for all students | | | | Source: SPED C-IEP (E) | |
| Campus Figure: TBD with 6 th 6 wks when available | | Does campus performance require inclusion of this objective? (Yes or No): TBD | | | |
| Applicable Strategic Plan Goal(s): 1,2,4 | | | | | |
| Specific Improvement Strategy | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
| Implement strategies to de-escalate with students | John Thoms | Training | Office referrals will decrease; teachers will implement de-escalating strategies with students | May, 2015 | In Progress |

| Table #DR-9 | | | | | |
|---|-----------------------|---|--|--------------------------|-------------|
| Performance Objective: Reduce the rate of special education students in discretionary OSS settings. | | | | | |
| Condition: If SPED OSS placement rate > 6 percentage points above rate for all students | | | | Source: SPED C-IEP (G) | |
| Campus Figure: TBD with 6 th 6 wks when available | | Does campus performance require inclusion of this objective? (Yes or No): TBD | | | |
| Applicable Strategic Plan Goal(s): 1,2,4 | | | | | |
| Specific Improvement Strategy | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
| Implement strategies to de-escalate with students | John Thoms | Training | Office referrals will decrease; teachers will implement de-escalating strategies with students | May, 2015 | In Progress |

Special Education Service in LRE – All Levels

| Table #DR-10 | | | | | |
|---|-----------------------|---|---|--|-------------|
| Performance Objective: Increase the rate of special education students served in the general education population setting 80% of the day or more. | | | | | |
| Condition: If rate < 68% | | | | Source: SPED C-IEP (H) 4 th 6 weeks | |
| Campus rate: 66.3% | | Does campus performance require inclusion of this objective? (Yes or No): Yes | | | |
| Applicable Strategic Plan Goal(s): 1,2,4 | | | | | |
| Specific Improvement Strategy | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
| Provide extensive, comprehensive Inclusion support to Sp. Ed. students, so that these students are spending 80% of their day in a general education setting | Kelly Meyer | Personnel, training | Increase of Sp. Ed. students in Inclusive setting by 5% | May, 2015 | In Progress |

O Henry 047

11/6/2014

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DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Campus Climate and Culture – *MS Level Only*

| Table #DR-19 | | | | | | |
|---|-------------------------------------|--------------------------|--|---|-----------------------------|--------|
| Performance Objective: Improve overall campus climate and culture. | | | | | | |
| Applicable Strategic Plan Goal(s): 1,2 | | | | | | |
| Specific Improvement Strategy | Title 1 (list all that apply) | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
| | | | | | | |
| | | | | | | |
| | | | | | | |

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:

| Programs/Services | Describe how the campus is meeting needs of at-risk students with SCE resources: |
|--|--|
| Extra duty pay for current teachers and/or part-time hourly tutors providing tutoring outside of school hours: | Teachers support struggling students with tutorials before, during, and the after school |
| General Supplies for at-risk students: | N/A |
| Transition Services (from middle school to high school or from elementary school to middle school): | N/A |
| 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: | N/A |
| Parent Support Specialist (or other parent involvement expenses): | N/A |

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):

| | |
|---|--|
| x | Work with staffing coordinator, identify staff not meeting HQ standards |
| x | Notify staff of deficit area(s) |
| x | Agree with staff on appropriate ways to meet the standard |
| x | 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 |
| x | Provide bilingual and special education stipends |
| x | 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):

| | |
|---|--|
| x | Participate in district-sponsored job fairs |
| | Participate in recruiting trips |
| x | Provide mentors to first and second year teachers |
| x | Offer high-quality professional development |
| x | Provide leadership opportunities for teachers |
| x | Encourage participation in National Board program |
| x | 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):

| | |
|---|---|
| x | Assign teachers to areas in which already meet HQ |
| x | Provide high-quality professional development in area(s) needed |
| x | Pay for study courses for required exams |
| x | Pay for passed exams |
| x | 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.
- 1) 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.
- 2) 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.
- 3) 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
047 - O. Henry Middle School

The following indicators are included in the campus scorecard:

| | Elementary | Middle School | High School |
|---|------------|---------------|-------------|
| STAAR / STAAR EOC by Subject - Level II Final ^{a,b} | • | • | • |
| STAAR / STAAR EOC by Subject - Level III ^{a,b} | • | • | • |
| STAAR / STAAR EOC Student Progress in Reading, Mathematics and Algebra I ^{a,c} | • | • | • |
| 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 ^d | | | • |

^a 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.

^b 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.

^c 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.

^d 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 | 58% | 61% | 65% | 70% |
| Afr Amer | 32% | 34% | 24% | 35% |
| Hispanic | 40% | 46% | 49% | 57% |
| White | 78% | 79% | 82% | 85% |
| Asian | 67% | 78% | 71% | 76% |
| Two+ | 68% | 71% | 73% | 77% |
| SpEd | 24% | 34% | 36% | 46% |
| ECD | 34% | 38% | 35% | 45% |
| ELL | 12% | 20% | * | 18% |

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Mathematics - Level II-Final

| | 2011-12 Actual | 2012-13 Actual | 2013-14 Estimated | 2014-15 Improvement Goal |
|--------------|-------------------|-------------------|----------------------|-----------------------------|
| All Students | 61% | 55% | 54% | 61% |
| Afr Amer | 32% | 25% | 20% | 32% |
| Hispanic | 45% | 39% | 40% | 49% |
| White | 80% | 74% | 68% | 73% |
| Asian | 75% | 89% | * | 64% |
| Two+ | 61% | 75% | 72% | 76% |
| SpEd | 26% | 28% | 21% | 33% |
| ECD | 36% | 32% | 30% | 41% |
| ELL | 25% | 20% | 13% | 26% |

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

Includes EOCs taken in Middle School

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Writing - Level II-Final

| | 2011-12 Actual | 2012-13 Actual | 2013-14 Estimated | 2014-15 Improvement Goal |
|--------------|-------------------|-------------------|----------------------|-----------------------------|
| All Students | 32% | 42% | 41% | 50% |
| Afr Amer | 17% | 16% | * | 15% |
| Hispanic | 23% | 26% | 29% | 40% |
| White | 47% | 58% | 55% | 62% |
| Asian | * | * | * | 72% |
| Two+ | 20% | 73% | 71% | 76% |
| SpEd | 19% | 22% | 18% | 30% |
| ECD | 15% | 17% | 18% | 31% |
| ELL | * | 4% | * | 15% |

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Science - Level II-Final

| | 2011-12 Actual | 2012-13 Actual | 2013-14 Estimated | 2014-15 Improvement Goal |
|--------------|-------------------|-------------------|----------------------|-----------------------------|
| All Students | 46% | 56% | 65% | 70% |
| Afr Amer | 23% | 28% | 20% | 32% |
| Hispanic | 31% | 41% | 51% | 58% |
| White | 66% | 76% | 83% | 86% |
| Asian | 50% | * | * | 100% |
| Two+ | 36% | 70% | 80% | 83% |
| SpEd | 24% | 29% | 28% | 38% |
| ECD | 23% | 30% | 37% | 46% |
| ELL | * | 12% | * | 20% |

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

* Numerator is less than 5 and denominator is > 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 | 36% | 40% | 42% | 51% |
| Afr Amer | <1% | 16% | * | 26% |
| Hispanic | 22% | 29% | 26% | 37% |
| White | 56% | 57% | 60% | 66% |
| Asian | 33% | * | * | 43% |
| Two+ | 45% | 50% | 60% | 66% |
| SpEd | 15% | 18% | 17% | 30% |
| ECD | 12% | 20% | 12% | 25% |
| ELL | * | 4% | * | 20% |

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 | 30% | 34% | 37% | 40% |
| Afr Amer | 8% | 8% | * | 11% |
| Hispanic | 16% | 20% | 21% | 25% |
| White | 47% | 49% | 53% | 55% |
| Asian | 42% | 44% | * | 46% |
| Two+ | 25% | 63% | 46% | 49% |
| SpEd | 4% | 12% | 9% | 14% |
| ECD | 13% | 14% | 10% | 15% |
| ELL | <1% | 3% | * | 7% |

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Mathematics - Level III

| | 2011-12 Actual | 2012-13 Actual | 2013-14 Estimated | 2014-15 Improvement Goal |
|--------------|-------------------|-------------------|----------------------|-----------------------------|
| All Students | 27% | 20% | 19% | 23% |
| Afr Amer | 6% | 3% | * | 9% |
| Hispanic | 15% | 13% | 9% | 14% |
| White | 43% | 29% | 30% | 33% |
| Asian | 33% | 11% | * | 5% |
| Two+ | 25% | 46% | * | 16% |
| SpEd | 2% | 6% | * | 10% |
| ECD | 11% | 7% | 5% | 10% |
| ELL | 3% | 1% | * | 5% |

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

Includes EOCs taken in Middle School

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Writing - Level III

| | 2011-12 Actual | 2012-13 Actual | 2013-14 Estimated | 2014-15 Improvement Goal |
|--------------|-------------------|-------------------|----------------------|-----------------------------|
| All Students | 6% | 7% | 8% | 13% |
| Afr Amer | <1% | <1% | * | 5% |
| Hispanic | 3% | 3% | 4% | 8% |
| White | 10% | 12% | 14% | 18% |
| Asian | * | * | * | 5% |
| Two+ | <1% | 18% | * | 5% |
| SpEd | <1% | 3% | * | 5% |
| ECD | 2% | 3% | * | 7% |
| ELL | * | 4% | * | 5% |

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Science - Level III

| | 2011-12 Actual | 2012-13 Actual | 2013-14 Estimated | 2014-15 Improvement Goal |
|--------------|-------------------|-------------------|----------------------|-----------------------------|
| All Students | 17% | 27% | 39% | 42% |
| Afr Amer | <1% | 4% | * | 18% |
| Hispanic | 7% | 15% | 20% | 24% |
| White | 30% | 42% | 58% | 60% |
| Asian | 17% | * | * | 68% |
| Two+ | 9% | 40% | * | 43% |
| SpEd | 4% | 6% | * | 12% |
| ECD | 5% | 9% | 11% | 16% |
| ELL | * | <1% | * | 5% |

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Social Studies - Level III

| | 2011-12 Actual | 2012-13 Actual | 2013-14 Estimated | 2014-15 Improvement Goal |
|--------------|-------------------|-------------------|----------------------|-----------------------------|
| All Students | 17% | 22% | 21% | 25% |
| Afr Amer | <1% | <1% | * | 5% |
| Hispanic | 8% | 14% | 10% | 14% |
| White | 29% | 34% | 34% | 37% |
| Asian | 17% | * | * | 5% |
| Two+ | 18% | 20% | * | 43% |
| SpEd | 4% | 6% | * | 8% |
| ECD | 3% | 7% | 6% | 10% |
| ELL | * | <1% | * | 5% |

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Reading - Met or Exceeded Progress

| | 2012-13 Actual | 2013-14 Estimated | 2014-15 Improvement Goal |
|--------------|-------------------|----------------------|-----------------------------|
| All Students | 68% | 65% | 68% |
| Afr Amer | 65% | 58% | 60% |
| Hispanic | 63% | 59% | 62% |
| White | 71% | 71% | 73% |
| Amer Ind | - | * | 100% |
| Asian | 71% | * | 70% |
| Two+ | 87% | 61% | 65% |
| SpEd | 67% | 49% | 53% |
| ELL | - | 48% | 50% |

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 | 55% | 56% | 57% |
| Afr Amer | 57% | 64% | 66% |
| Hispanic | 52% | 55% | 57% |
| White | 58% | 57% | 60% |
| Amer Ind | - | - | 0% |
| Asian | * | * | 20% |
| Two+ | 67% | 40% | 45% |
| SpEd | 61% | 54% | 58% |
| ELL | - | 43% | 45% |

Data Source: Actual- TAPR, Estimated- Contractor's electronic files
Includes EOCs taken in Middle School

* 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 | 22% | 20% | 23% |
| Afr Amer | 20% | 15% | 17% |
| Hispanic | 20% | 19% | 20% |
| White | 25% | 21% | 23% |
| Amer Ind | - | * | 5% |
| Asian | 14% | * | 5% |
| Two+ | 17% | 30% | 32% |
| SpEd | 25% | 15% | 17% |
| ELL | - | 13% | 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 | 13% | 10% | 12% |
| Afr Amer | 3% | * | 6% |
| Hispanic | 9% | 5% | 7% |
| White | 17% | 14% | 16% |
| Amer Ind | - | - | 5% |
| Asian | * | * | 5% |
| Two+ | 33% | * | 23% |
| SpEd | 12% | 9% | 12% |
| ELL | - | * | 6% |

Data Source: Actual- TAPR, Estimated- Contractor's electronic files
Includes EOCs taken in Middle School

* 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 | 95.3% | 95.7% | 95.4% | 96.5% | 97.0% |
| Afr Amer | 96.1% | 96.3% | 95.5% | 96.4% | 97.0% |
| Hispanic | 95.3% | 95.7% | 95.4% | 96.5% | 97.0% |
| White | 95.3% | 95.7% | 95.6% | 96.5% | 97.0% |
| Amer Ind | 94.5% | * | * | * | 98.0% |
| Asian | 94.9% | 96.5% | 97.6% | 97.9% | 98.0% |
| Two+ | 95.2% | 92.8% | 94.2% | 96.5% | 97.0% |
| ECD | 94.6% | 94.9% | 94.5% | 96.0% | 97.0% |

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

* Denominator is less than 900(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 | 19 | 1.77% | * | * | * | * | 0.20% |
| Afr Amer | * | * | * | * | * | * | 2.00% |
| Hispanic | 13 | 2.68% | * | * | * | * | 0.50% |
| White | * | * | * | * | * | * | 0.50% |
| Amer Ind | * | * | * | * | * | * | 0.20% |
| Asian | * | * | * | * | * | * | 0.20% |

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 | 77 | 7.16% | 81 | 7.17% | 64 | 6.29% | 5.00% |
| Afr Amer | 7 | 11.48% | 13 | 15.85% | 7 | 11.67% | 8.00% |
| Hispanic | 47 | 9.69% | 51 | 10.16% | 41 | 9.90% | 8.00% |
| White | 17 | 3.56% | 14 | 2.77% | 16 | 3.16% | 2.00% |
| Amer Ind | * | * | * | * | * | * | 5.00% |
| Asian | * | * | * | * | * | * | 8.00% |

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 | 77 | 7.16% | 63 | 5.58% | 54 | 5.30% | 5.00% |
| Afr Amer | 7 | 11.48% | 12 | 14.63% | 7 | 11.67% | 8.00% |
| Hispanic | 53 | 10.93% | 35 | 6.97% | 36 | 8.70% | 7.00% |
| White | 13 | 2.73% | 14 | 2.77% | 10 | 1.97% | 1.00% |
| Amer Ind | * | * | * | * | * | * | 5.00% |
| Asian | * | * | * | * | * | * | 2.00% |

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 | 1077 | 983 |
| Afr Amer | 78 | 56 |
| Hispanic | 483 | 373 |
| White | 478 | 492 |
| Amer Ind | 3 | 1 |
| Asian | 9 | 7 |
| Two+ | 26 | 54 |

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 | 73 | * | * | 53 | * | * | 1% |
| Afr Amer | - | - | - | * | * | * | 0% |
| Hispanic | 66 | * | * | 51 | * | * | 1% |
| White | * | * | * | 30 | * | * | 0% |
| SpEd | 16 | * | * | 10 | * | * | 6% |
| ECD | 68 | * | * | 47 | * | * | 1% |

Data Source: Contractor's Electronic Files

* Numerator is less than 5 and denominator is > 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 | 24 | 17 | 71% | 24 | 15 | 62% | 30 | 18 | 60% | 29 | 12 | 41% | 24 | 15 | 62% | 23 | 10 | 43% |
| F | Hispanic | 178 | 117 | 66% | 172 | 102 | 59% | 186 | 110 | 59% | 177 | 101 | 57% | 160 | 101 | 63% | 158 | 94 | 59% |
| F | White | 193 | 148 | 77% | 187 | 152 | 81% | 147 | 106 | 72% | 141 | 111 | 79% | 200 | 158 | 79% | 190 | 160 | 84% |
| F | Asian | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| F | | 395 | 282 | 71% | 383 | 269 | 70% | 363 | 234 | 64% | 347 | 224 | 65% | 384 | 274 | 71% | 371 | 264 | 71% |
| M | Afr Amer | 24 | 16 | 67% | 22 | 18 | 82% | 32 | 17 | 53% | 32 | 21 | 66% | 25 | 18 | 72% | 24 | 20 | 83% |
| M | Hispanic | 220 | 116 | 53% | 214 | 149 | 70% | 224 | 129 | 58% | 220 | 162 | 74% | 191 | 122 | 64% | 183 | 139 | 76% |
| M | White | 217 | 160 | 74% | 214 | 193 | 90% | 260 | 192 | 74% | 251 | 225 | 90% | 233 | 177 | 76% | 227 | 200 | 88% |
| M | Asian | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| M | | 461 | 292 | 63% | 450 | 360 | 80% | 516 | 338 | 66% | 503 | 408 | 81% | 449 | 317 | 71% | 434 | 359 | 83% |
| Total | | 856 | 574 | 67% | 833 | 629 | 76% | 879 | 572 | 65% | 850 | 632 | 74% | 833 | 591 | 71% | 805 | 623 | 77% |

Data Source: AISD Fitnessgram

* Numerator is less than 5 and denominator is > 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. |
|------------------------------|--|---------------|-------------|-------------|-----------|-----------|
| 199-11-6117-87-047-5-24-0-00 | Career Ladder - CP-Math/Read Initiativ-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6118-45-047-5-24-0-00 | Extra Duty - CP-Summer Prog-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6118-80-047-5-24-0-00 | Extra Duty - CP-Tutor-O.Henry | 3,158.00 | 0.00 | 0.00 | 3,158.00 | 100.00 % |
| 199-11-6118-87-047-5-24-0-00 | Extra Duty - CP-Math/Read Initiativ-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6118-EB-047-5-24-0-00 | Extra Duty - CP-Strat Comp Init-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6118-MI-047-5-24-0-00 | Extra Duty - CP-Vertical Team Supp-O.Henry | 0.00 | 0.00 | 7,784.43 | -7,784.43 | 0.00 % |
| 199-11-6118-R5-047-5-24-0-00 | Extra Duty - CP-Stdnt Supt Init-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6118-R7-047-5-24-0-00 | Extra Duty - CP-AYP Secondary-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6118-SL-047-5-24-0-00 | Extra Duty - CP-MS Strugg Learners-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6118-TF-047-5-24-0-00 | Extra Duty - CP-Transition-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6119-87-047-5-24-0-00 | Professional Salary - CP-Math/Read Initiativ-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6119-B3-047-5-24-0-00 | Professional Salary - CP-AVID-O.Henry | 0.00 | 0.00 | 2,517.24 | -2,517.24 | 0.00 % |
| 199-11-6125-R5-047-5-24-0-00 | Part-Time Hourly - CP-Stdnt Supt Init-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6125-SL-047-5-24-0-00 | Part-Time Hourly - CP-MS Strugg Learners-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6129-R4-047-5-24-0-00 | Support Personnel Salary - CP-At Risk Stdnt | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6141-45-047-5-24-0-00 | FICA - CP-Summer Prog-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6141-80-047-5-24-0-00 | FICA - CP-Tutor-O.Henry | 248.00 | 0.00 | 0.00 | 248.00 | 100.00 % |
| 199-11-6141-87-047-5-24-0-00 | FICA - CP-Math/Read Initiativ-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6141-B3-047-5-24-0-00 | FICA - CP-AVID-O.Henry | 0.00 | 0.00 | 122.30 | -122.30 | 0.00 % |
| 199-11-6141-EB-047-5-24-0-00 | FICA - CP-Strat Comp Init-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6141-MI-047-5-24-0-00 | FICA - CP-Vertical Team Supp-O.Henry | 0.00 | 0.00 | 550.16 | -550.16 | 0.00 % |
| 199-11-6141-R4-047-5-24-0-00 | FICA - CP-At Risk Stdnt Supt-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6141-R5-047-5-24-0-00 | FICA - CP-Stdnt Supt Init-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6141-R7-047-5-24-0-00 | FICA - CP-AYP Secondary-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6141-SL-047-5-24-0-00 | FICA - CP-MS Strugg Learners-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6141-TF-047-5-24-0-00 | FICA - CP-Transition-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6142-80-047-5-24-0-00 | Health/Life Ins - CP-Tutor-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6142-87-047-5-24-0-00 | Health/Life Ins - CP-Math/Read Initiativ-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6142-B3-047-5-24-0-00 | Health/Life Ins - CP-AVID-O.Henry | 0.00 | 0.00 | 208.38 | -208.38 | 0.00 % |
| 199-11-6142-R4-047-5-24-0-00 | Health/Life Ins - CP-At Risk Stdnt Supt-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6142-R5-047-5-24-0-00 | Health/Life Ins - CP-Stdnt Supt Init-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6143-45-047-5-24-0-00 | Wk's Comp - CP-Summer Prog-O.Henry | 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: 14:28:52
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. |
|---------------------------------|---|-----------------|-------------|------------------|------------------|-----------|
| 199-11-6143-80-047-5-24-0-00 | Wk's Comp - CP-Tutor-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6143-87-047-5-24-0-00 | Wk's Comp - CP-Math/Read Initiativ-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6143-B3-047-5-24-0-00 | Wk's Comp - CP-AVID-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6143-EB-047-5-24-0-00 | Wk's Comp - CP-Strat Comp Init-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6143-R4-047-5-24-0-00 | Wk's Comp - CP-At Risk Stdnt Supt-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6143-R5-047-5-24-0-00 | Wk's Comp - CP-Stdnt Supt Init-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6143-R7-047-5-24-0-00 | Wk's Comp - CP-AYP Secondary-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6143-SL-047-5-24-0-00 | Wk's Comp - CP-MS Strugg Learners-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6143-TF-047-5-24-0-00 | Wk's Comp - CP-Transition-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6146-45-047-5-24-0-00 | Teacher Retirement - CP-Summer Prog-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6146-80-047-5-24-0-00 | Teacher Retirement - CP-Tutor-O.Henry | 17.00 | 0.00 | 0.00 | 17.00 | 100.00 % |
| 199-11-6146-87-047-5-24-0-00 | Teacher Retirement - CP-Math/Read Initiativ-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6146-B3-047-5-24-0-00 | Teacher Retirement - CP-AVID-O.Henry | 0.00 | 0.00 | 11.48 | -11.48 | 0.00 % |
| 199-11-6146-EB-047-5-24-0-00 | Teacher Retirement - CP-Strat Comp Init-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6146-MI-047-5-24-0-00 | Teacher Retirement - CP-Vertical Team Supp-O.Henry | 0.00 | 0.00 | 156.62 | -156.62 | 0.00 % |
| 199-11-6146-R4-047-5-24-0-00 | Teacher Retirement - CP-At Risk Stdnt Supt-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6146-R5-047-5-24-0-00 | Teacher Retirement - CP-Stdnt Supt Init-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6146-R7-047-5-24-0-00 | Teacher Retirement - CP-AYP Secondary-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6146-SL-047-5-24-0-00 | Teacher Retirement - CP-MS Strugg Learners-O.Henry | 135.00 | 0.00 | 0.00 | 135.00 | 100.00 % |
| 199-11-6146-TF-047-5-24-0-00 | Teacher Retirement - CP-Transition-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| Total 6100 Payroll Costs | | 3,558.00 | 0.00 | 11,350.61 | -7,792.61 | |
| 199-11-6321-R5-047-5-24-0-00 | Textbooks - CP-Stdnt Supt Init-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6329-87-047-5-24-0-00 | Reading Materials - CP-Math/Read Initiativ-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6329-MI-047-5-24-0-00 | Reading Materials - CP-Vertical Team Supp-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6329-SL-047-5-24-0-00 | Reading Materials - CP-MS Strugg Learners-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6396-MI-047-5-24-0-00 | Computer Rel.Eq<\$5000 Per Unit - CP-Vertical Team | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6397-87-047-5-24-0-00 | Software - CP-Math/Read Initiativ-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6397-SL-047-5-24-0-00 | Software - CP-MS Strugg Learners-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6399-87-047-5-24-0-00 | General Supplies - CP-Math/Read Initiativ-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6399-B3-047-5-24-0-00 | General Supplies - CP-AVID-O.Henry | 80.00 | 0.00 | 0.00 | 80.00 | 100.00 % |
| 199-11-6399-CP-047-5-24-0-00 | General Supplies - CP-Campus Cost-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |

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Fund 199 General Fund

| Fnd-Fnc-Obj-Sub-Org-Yr-Prog | Description | Appropriation | Encumbrance | Expenditure | Balance | Pct. Rem. |
|--|--|---------------|-------------|-------------|-----------|-----------|
| 199-11-6399-MI-047-5-24-0-00 | General Supplies - CP-Vertical Team Supp-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6399-SL-047-5-24-0-00 | General Supplies - CP-MS Strugg Learners-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6399-TF-047-5-24-0-00 | General Supplies - CP-Transition-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| Total 6300 Supplies & Materials | | 80.00 | 0.00 | 0.00 | 80.00 | |
| 199-11-6497-87-047-5-24-0-00 | Food/Refreshment - CP-Math/Read Initiativ-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6497-SL-047-5-24-0-00 | Food/Refreshment - CP-MS Strugg Learners-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6499-MI-047-5-24-0-00 | Misc Operating Expenses - CP-Vertical Team | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6499-TF-047-5-24-0-00 | Misc Operating Expenses - CP-Transition-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| Total 6400 Other Operating Costs | | 0.00 | 0.00 | 0.00 | 0.00 | |
| 11 Total | | 3,638.00 | 0.00 | 11,350.61 | -7,712.61 | |
| 199-13-6117-87-047-5-24-0-00 | Career Ladder - CP-Math/Read Initiativ-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-13-6118-00-047-5-24-0-00 | Extra Duty - CP-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-13-6118-87-047-5-24-0-00 | Extra Duty - CP-Math/Read Initiativ-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-13-6119-00-047-5-24-0-00 | Professional Salary - CP-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-13-6119-87-047-5-24-0-00 | Professional Salary - CP-Math/Read Initiativ-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-13-6139-00-047-5-24-0-00 | Employee Allowance - CP-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-13-6139-87-047-5-24-0-00 | Employee Allowance - CP-Math/Read Initiativ-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-13-6141-00-047-5-24-0-00 | FICA - CP-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-13-6141-87-047-5-24-0-00 | FICA - CP-Math/Read Initiativ-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-13-6142-00-047-5-24-0-00 | Health/Life Ins - CP-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-13-6142-87-047-5-24-0-00 | Health/Life Ins - CP-Math/Read Initiativ-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-13-6143-00-047-5-24-0-00 | Wk's Comp - CP-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-13-6143-87-047-5-24-0-00 | Wk's Comp - CP-Math/Read Initiativ-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-13-6146-00-047-5-24-0-00 | Teacher Retirement - CP-O.Henry | 19.00 | 0.00 | 0.00 | 19.00 | 100.00 % |
| 199-13-6146-87-047-5-24-0-00 | Teacher Retirement - CP-Math/Read Initiativ-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| Total 6100 Payroll Costs | | 19.00 | 0.00 | 0.00 | 19.00 | |
| 199-13-6298-87-047-5-24-0-00 | Misc Contracted Services - CP-Math/Read | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |

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Fund 199 General Fund

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|--|---|---------------|-------------|-------------|-----------|-----------|
| Total 6200 Purchase & Contracted Services | | 0.00 | 0.00 | 0.00 | 0.00 | |
| 13 Total | | 19.00 | 0.00 | 0.00 | 19.00 | |
| 199-23-6118-45-047-5-24-0-00 | Extra Duty - CP-Summer Prog-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-23-6118-DE-047-5-24-0-00 | Extra Duty - CP-Aft Sch Det-O.Henry | 1,161.00 | 0.00 | 96.22 | 1,064.78 | 91.71 % |
| 199-23-6118-EB-047-5-24-0-00 | Extra Duty - CP-Strat Comp Init-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-23-6118-TF-047-5-24-0-00 | Extra Duty - CP-Transition-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-23-6119-87-047-5-24-0-00 | Professional Salary - CP-Math/Rea Init-O.Henry | 0.00 | 0.00 | 5,953.50 | -5,953.50 | 0.00 % |
| 199-23-6121-DE-047-5-24-0-00 | Overtime - CP-Aft Sch Det-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-23-6141-45-047-5-24-0-00 | FICA - CP-Summer Prog-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-23-6141-87-047-5-24-0-00 | FICA - CP-Math/Rea Init-O.Henry | 0.00 | 0.00 | 384.23 | -384.23 | 0.00 % |
| 199-23-6141-DE-047-5-24-0-00 | FICA - CP-Aft Sch Det-O.Henry | 89.00 | 0.00 | 6.18 | 82.82 | 93.05 % |
| 199-23-6141-EB-047-5-24-0-00 | FICA - CP-Strat Comp Init-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-23-6141-TF-047-5-24-0-00 | FICA - CP-Transition-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-23-6142-87-047-5-24-0-00 | Health/Life Ins - CP-Math/Rea Init-O.Henry | 0.00 | 0.00 | 416.75 | -416.75 | 0.00 % |
| 199-23-6143-45-047-5-24-0-00 | Wk's Comp - CP-Summer Prog-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-23-6143-DE-047-5-24-0-00 | Wk's Comp - CP-Aft Sch Det-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-23-6143-EB-047-5-24-0-00 | Wk's Comp - CP-Strat Comp Init-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-23-6143-TF-047-5-24-0-00 | Wk's Comp - CP-Transition-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-23-6146-45-047-5-24-0-00 | Teacher Retirement - CP-Summer Prog-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-23-6146-87-047-5-24-0-00 | Teacher Retirement - CP-Math/Rea Init-O.Henry | 0.00 | 0.00 | 106.25 | -106.25 | 0.00 % |
| 199-23-6146-DE-047-5-24-0-00 | Teacher Retirement - CP-Aft Sch Det-O.Henry | 2.00 | 0.00 | 0.69 | 1.31 | 65.50 % |
| 199-23-6146-EB-047-5-24-0-00 | Teacher Retirement - CP-Strat Comp Init-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-23-6146-TF-047-5-24-0-00 | Teacher Retirement - CP-Transition-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| Total 6100 Payroll Costs | | 1,252.00 | 0.00 | 6,963.82 | -5,711.82 | |
| 199-23-6396-R6-047-5-24-0-00 | Computer Rel.Eq<\$5000 Per Unit - CP-1D | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| Total 6300 Supplies & Materials | | 0.00 | 0.00 | 0.00 | 0.00 | |
| 199-23-6411-87-047-5-24-0-00 | Employee Travel - CP-Math/Rea Init-O.Henry | 0.00 | 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. |
|---|---|---------------|-------------|-------------|------------|-----------|
| Total 6400 Other Operating Costs | | 0.00 | 0.00 | 0.00 | 0.00 | |
| 23 Total | | 1,252.00 | 0.00 | 6,963.82 | -5,711.82 | |
| 199-32-6139-MB-047-5-24-0-00 | Employee Allowance - CP-Mobile Phone-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-32-6141-MB-047-5-24-0-00 | FICA - CP-Mobile Phone-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-32-6143-MB-047-5-24-0-00 | Wk's Comp - CP-Mobile Phone-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| Total 6100 Payroll Costs | | 0.00 | 0.00 | 0.00 | 0.00 | |
| 32 Total | | 0.00 | 0.00 | 0.00 | 0.00 | |
| 199-53-6129-87-047-5-24-0-00 | Support Personnel Salary - CP-Math/Read Int-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-53-6141-87-047-5-24-0-00 | FICA - CP-Math/Read Int-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-53-6142-87-047-5-24-0-00 | Health/Life Ins - CP-Math/Read Int-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-53-6143-87-047-5-24-0-00 | Wk's Comp - CP-Math/Read Int-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-53-6146-87-047-5-24-0-00 | Teacher Retirement - CP-Math/Read Int-O.Henry | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| Total 6100 Payroll Costs | | 0.00 | 0.00 | 0.00 | 0.00 | |
| 53 Total | | 0.00 | 0.00 | 0.00 | 0.00 | |
| Total Fund 199 General Fund | | 4,909.00 | 0.00 | 18,314.43 | -13,405.43 | |

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Campus/Org Expense Listing
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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) | | 4,909.00 | 0.00 | 18,314.43 | -13,405.43 | |

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