



Learners Today...

Leaders Tomorrow...

*Mustangs
Forever!*

**Marble Falls ISD
Regular Meeting**

**Tuesday, January 21, 2014
6:00 PM**

**AGENDA OF REGULAR MEETING
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES
TUESDAY, JANUARY 21, 2014 – 6:00 PM
Marble Falls ISD Central Office Community Room**

Notice is hereby given that on January 21, 2014, the Board of Trustees of the Marble Falls Independent School District will hold a Regular meeting at 6:00 PM, at the Marble Falls ISD Central Office Community Room, 1800 Colt Circle, Marble Falls, TX 78654.

The subjects to be discussed or considered, or upon which any formal action may be taken are listed below. Items do not have to be taken in the order shown on this meeting notice.

1. Call to Order
Presenter: Rick Edwards, President
2. Roll Call
Presenter: Rick Edwards, President
3. Invocation
Presenter: Mike Savage
4. Pledge to the Flags
Presenter: Karl Westerman
5. Special Recognitions
Presenter: Rob O'Connor
 - A. Spotlight on Excellence - Colt Elementary
Presenter: Phyllis Campbell
 - B. Spotlight on Excellence- Marble Falls High School
Presenter: Manny Lunoff
 - C. Superintendent's Award - Marble Falls Middle School
Presenter: Krissy Sralla
 - D. ACE Program
Presenter: Kerri O'Connor
 - E. School Board Recognition Month
Presenter: Dr. Rob O'Connor
6. Citizen Comments
7. Consent Agenda
 - A. Approval of Minutes 4
 - B. Approval of Financial Report 8
 - C. Approval of Budget Amendments 68
8. Action Items
 - A. Discussion and Possible Approval of 2012-2013 Fiscal Year Financial Audit 71
Presenter: West, Davis & Company
 - B. Discussion and Possible Approval of Purchasing Houston Clyde S. Estate's 148
Property at 2008 Broadway, Marble Falls, TX 78654
Presenter: Dr. Rob O'Connor
9. Superintendent's Report

- A. Second 9 Week TBA Summary 150
Presenter: Eric Penrod and Lee Courville
- B. Bond Update 293
Presenter: Dr. Rob O'Connor
- 10. Executive Session
Presenter: Dr. Rob O'Connor
 - A. Discussion of Superintendent's Evaluation, TX Govt. Code, Section 551.074
 - B. Discussion of Personnel Matters, TX Govt. Code, Section 551.074
 - C. Consult with Legal Counsel Regarding Pending Litigation in the Case Styled Ripple v. Marble Falls Independent School District, Civil Action No. 1:12-CV-00827-LY in the United States District Court for the Western District of Texas, Austin Division. TX Govt. Code, Section 551.071
Presenter: Bridget Robinson
 - D. Discussion of Purchase of Real Property, TX Govt. Code, Section 551.072
- 11. Discussion and Possible Approval of Action Arising from Executive Session
Presenter: Dr. Rob O'Connor
 - A. Approval of Superintendent Contract Extension and Compensation
- 12. Adjourn

If during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Govt. Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

FOR THE BOARD OF TRUSTEES
MARBLE FALLS INDEPENDENT SCHOOL

Rob O'Connor, Superintendent of Schools

Rick Edwards, President, called the regular meeting to order at 6:05 p.m. at the Marble Falls ISD Administration Building. A quorum was present; notice of this meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

Board Members Present: Rick Edwards, Kelly Fox, Kevin Naumann, Mike Savage, Karl Westerman and Craig Mabry.

Board Members Absent: Tommy Chaney

Administrators Present: Dr. Rob O'Connor, Superintendent, Allen Roberts, Wade Stanford, Leslie Baty, John Schumacher, Phyllis Campbell, Eric Penrod, Bruce Peckover, Lee Courville, Michael Pittard, Peggy Little, Kevin Wier, Keith Powell, Manuel Lunoff and Susan Maughan.

Members of the Press: Emily Zendt, *The Highlander*

Special Recognitions

Mid-Year Retirees

Dr. Rob O'Connor, Superintendent, spoke highly about the ladies retiring this month having over 100 years of experience between them all. Wade Stanford, Assistant Superintendent, announced the retirees and Dr. O'Connor presented them with bells. Pauline Carrington with 38 years of service, Becky Fields with 15 years of service was absent, Debra Halpain with 18 years of service, Brenda Jones with 24 years of service was absent, and Sylvia Weed with 28 years of service.

Spotlight on Excellence

Michael Pittard recognized a 4th grade Math and Science team, Maggie Garrison and Julie Kimmel. Maggie is a first year teacher and Julie an experienced teacher; they have worked very well together. Maggie and Julie have learned new teaching strategies from each other and have had some of the highest scores in the district.

Mustang of the Month

Manny Lunoff recognized the following students from Marble Falls High School:

Students of the Month:

Freshman – Katie Hugunin

Sophomore – Siler O'Connor

Junior – Tyler Tabor

Seniors – MaeAnn Ross & Mike Stripling

AP Scholars:

3 Tests with a score of 3/Higher-

Mattie Cryer, Joshua Guenther, Jonah Hensley, Ashli Nguyen, Carolyn O'Connor, Lauren Parten and Jesus Perez

4 Tests with a score of 3/Higher & 3.25 Average-
Victoria Gomez

5 Tests with a score of 3/Higher & 3.5 Average-
Egzon Bislimi

Superintendent's Award

Keith Powell recognized the Pitch Purple Choir students from Colt Elementary for their dedication to the group and all of their hard work. The choir performed two songs.

Marble Falls High School Cross Country Regional & State Qualifiers

Todd Dodge introduced Coach Anthony Torns who recognized:

Darby Hibbs- All District; broke her own personal record.

D'Anthony Wall- All District; overcame an injury and has loads of potential.

Jordan Wright- All District, All Regional, and All State. He also broke Leonel Manzano's 5K record.

Citizen Comments

No patrons asked to be heard.

Consent Agenda

Craig Mabry requested that the minutes be removed from the consent agenda to be voted on separately.

Upon a motion by Karl Westerman, second by Kevin Naumann, the Board approved the following from the consent agenda:

- Financial reports as of November 2013
- Budget amendments as of November 2013
- Approval of Revision to Policy FNF: (Local) Student Rights and Responsibilities- Interrogations and Searches adding the following groups to the drug testing policy: 4H, Child Guidance, Fishing Club, Key Club, NHS, Lovely Ladies, and Thespians
- Approval of additions, revisions, and deletions to TASB-initiated Policy Update 98, affecting local policies:
BBE: Board Members-Authority; DBA: Employment Requirements and Restrictions-Credentials and Records; DFFA: Reduction in Force-Financial Exigency; DFFB: Reduction in Force-Program Change; DGBA: Personnel-Management Relations-Employee Complaints/Grievances; DH: Employee Standards of Conduct; DNA: Performance Appraisal-Evaluation of Teachers; EC: School Day; EIA: Academic Achievement-Grading/Progress Reports to Parents; FEA: Attendance-Compulsory Attendance; FEC: Attendance-Attendance For Credit

For: 6

Against: 0

Absent: 1

Upon a motion by Karl Westerman, second by Kevin Naumann, the Board approved the minutes from the regular meeting on November 18, 2013.

For: Rick Edwards, Kelly Fox, Kevin Naumann, Mike Savage, and Karl Westerman
Against: None
Abstained: Craig Mabry
Absent: Tommy Chaney

Action Items

Resolution Declaring Intention to Reimburse Project Expenditures

Dr. Rob O'Connor, Superintendent, explained that this resolution allows for expenditures related to a bond issue may be reimbursed to the general fund when or if the bond is passed. Upon a motion by Mike Savage, second by Kelly Fox, the Board approved the resolution.

For: 6 Against: 0 Absent: 1

Superintendent's Report

Announcement of Continuing Education Hours

Rick Edwards announced the following regarding the Board members':

- Tier I: Tommy Chaney, Rick Edwards, Kelly Fox, Kevin Naumann, Mike Savage and Karl Westerman have satisfied the requirements. Craig Mabry is working on obtaining additional hours.
- Tier II: All trustees have satisfied the requirements.
- Tier III: Rick Edwards, Kelly Fox, Kevin Naumann, and Karl Westerman have satisfied the requirements. Tommy Chaney, Craig Mabry and Mike Savage are working on obtaining additional hours.

Quarterly Financial Report

Wade Stanford, Assistant Superintendent of Administrative Operations, reported to the Board the total interest earned of \$9,333.55 as well as the quarter ending bank balances of the Finance, Money Market, Debt Services and Payroll Clearing accounts. Wade also reported the average rates of return on accounts. Total cash balance is \$13,546,117.33.

SRO Quarterly Report

Tim McIntyre, School Resource Officer, reported that the Senate passed Bill 393 which states that the school is responsible for punishing students for certain offenses made at school instead of a police officer issuing a citation. Officer McIntyre reported that this first half of the school year has been great. He has been able to spend more time being visible on the campuses.

NCLB Report (Teacher Highly Qualified Status)

Wade Stanford, Assistant Superintendent of Administrative Operations, reported to the board that all content teachers and paraprofessionals have met the requirements.

Executive Session

At 7:27 p.m. the Board adjourned into executive session to discuss Board/Superintendents goals and personnel matters (TX Govt. Code 551.074). The Board reconvened into open session at 9:21 p.m.

No action was taken in open session.

Adjournment:

Upon a motion by Kelly Fox, seconded by Karl Westerman and hearing no objection, the Board adjourned at 9:21 p.m.

Approved:

Rick Edwards, President

Kelly Fox, Secretary

Marble Falls ISD
Statement of Revenues and Expenditures - General Fund
As of December 31, 2013

33% Of Fiscal Year		CURRENT YEAR				PRIOR YEAR			
		BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET	BUDGET	YTD ACTIVITY	% OF FINAL BUDGET	
REVENUES									
5710	LOCAL TAX REVENUES	\$ 31,319,212	\$ 14,932,997	\$ 16,386,215	47.68%	\$ 30,984,171	\$ 9,528,399	30.75%	
57XX	OTHER LOCAL REVENUES	\$ 328,000	\$ 135,955	\$ 192,045	41.45%	\$ 375,500	\$ 258,431	68.82%	
58XX	STATE PROG. REVENUES	\$ 4,401,258	\$ 1,387,339	\$ 3,013,919	31.52%	\$ 5,006,153	\$ 3,791,540	75.74%	
5900	FEDERAL REVENUE	\$ 490,000	\$ 515,097	\$ (25,097)	105.12%	\$ 410,000	\$ 363,493	88.66%	
	TOTAL REVENUE	\$ 36,538,470	\$ 16,971,388	\$ 19,567,082	46.45%	\$ 36,775,824	\$ 13,941,863	37.91%	
EXPENDITURES									
11	INSTRUCTION	\$ 17,774,412	\$ 5,703,228	\$ 12,071,184	32.09%	\$ 17,437,739	\$ 5,707,721	32.73%	
12	LIBRARY	\$ 425,989	\$ 128,705	\$ 297,284	30.21%	\$ 486,009	\$ 147,712	30.39%	
13	STAFF DEVELOPMENT	\$ 306,614	\$ 102,608	\$ 204,006	33.46%	\$ 253,504	\$ 67,012	26.43%	
21	INST ADMINISTRATION	\$ 687,723	\$ 144,010	\$ 543,712	20.94%	\$ 662,417	\$ 218,240	32.95%	
23	SCHOOL ADMINISTRATION	\$ 2,071,923	\$ 654,770	\$ 1,417,153	31.60%	\$ 2,053,046	\$ 675,518	32.90%	
31	GUID AND COUNSELING	\$ 1,073,687	\$ 354,632	\$ 719,055	33.03%	\$ 1,056,873	\$ 371,021	35.11%	
32	SOCIAL WORK SERVICES	\$ 45,351	\$ 15,270	\$ 30,081	33.67%	\$ -	\$ -	0.00%	
33	HEALTH SERVICES	\$ 371,793	\$ 123,389	\$ 248,404	33.19%	\$ 361,535	\$ 118,283	32.72%	
34	PUPIL TRANSP - REGULAR	\$ 1,598,620	\$ 581,823	\$ 1,016,797	36.40%	\$ 1,755,292	\$ 561,981	32.02%	
36	CO-CURRICULAR ACT	\$ 1,474,899	\$ 501,693	\$ 973,206	34.02%	\$ 1,382,064	\$ 491,454	35.56%	
41	GEN ADMINISTRATION	\$ 1,218,672	\$ 452,442	\$ 766,230	37.13%	\$ 1,281,989	\$ 386,087	30.12%	
51	PLANT MAINT & OPERATION	\$ 4,051,388	\$ 1,452,912	\$ 2,598,476	35.86%	\$ 3,902,564	\$ 1,394,958	35.74%	
52	SECURITY & MONITORING	\$ 122,353	\$ 37,434	\$ 84,919	30.59%	\$ 77,119	\$ 3,789	4.91%	
53	DATA PROCESSING	\$ 1,072,490	\$ 292,273	\$ 780,216	27.25%	\$ 957,957	\$ 314,307	32.81%	
61	COMMUNITY SERVICES	\$ 74,783	\$ 16,518	\$ 58,265	22.09%	\$ 52,790	\$ 24,739	46.86%	
81	FACILITIES ACQ & CONST	\$ 42,031	\$ 63,381	\$ (21,350)	150.80%	\$ -	\$ -	0.00%	
91	STUDENT ATTENDANCE CR	\$ 3,576,539	\$ -	\$ 3,576,539	0.00%	\$ 4,418,176	\$ -	0.00%	
99	PURCHASES & CONT SRVS	\$ 657,204	\$ 325,042	\$ 332,162	49.46%	\$ 686,614	\$ 321,272	46.79%	
	TOTAL EXPENDITURES	\$ 36,646,470	\$ 10,950,130	\$ 25,696,340	29.88%	\$ 36,825,688	\$ 10,804,093	29.34%	
7000	Other Sources		\$ -			Other Sources	\$ -		
8000	Other Uses		\$ -			Other Uses	\$ -		
1200	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		\$ 6,021,258		EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES - FY 2012-13		\$ 3,137,770		
3000	BEG FUND BAL 09/01/13	\$ 10,261,642	Unaudited						
3000	END FUND BAL 12/31/13	\$ 16,282,900	Unaudited						

Marble Falls ISD
Statement of Revenues and Expenditures - Food Service
As of December 31, 2013

33% Of Fiscal Year		CURRENT YEAR				PRIOR YEAR			
		BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET	BUDGET	YTD ACTIVITY	% OF FINAL BUDGET	
REVENUES									
57XX	Local & Intermed Revenues	\$ 606,629	\$ 245,921	\$ 360,708	40.54%	\$ 606,453	\$ 234,531	38.67%	
58XX	State Program Revenues	\$ 12,110	\$ -	\$ 12,110	0.00%	\$ 12,110	\$ -	0.00%	
59xx	Federal Program Revenues	\$ 1,763,583	\$ 528,295	\$ 1,235,288	29.96%	\$ 1,452,229	\$ 519,587	35.78%	
	TOTAL REVENUE	\$ 2,382,322	\$ 774,216	\$ 1,608,106	32.50%	\$ 2,070,792	\$ 754,118	36.42%	
EXPENDITURES									
61	PAYROLL COST	\$ 884,491	\$ 284,921	\$ 599,570	32.21%	\$ 742,647	\$ 258,266	34.78%	
62	PURCHASE & CONTRACTED	\$ 98,175	\$ 10,911	\$ 87,264	11.11%	\$ 19,644	\$ 10,537	53.64%	
63	SUPPLIES AND MATERIALS	\$ 1,166,431	\$ 425,929	\$ 740,502	36.52%	\$ 980,348	\$ 400,166	40.82%	
64	OTHER OPERATING EXP	\$ 10,350	\$ 3,470	\$ 6,880	33.53%	\$ 9,850	\$ 2,992	30.38%	
66	CPTL OUTLAY	\$ 83,875	\$ 18,754	\$ 65,121	22.36%	\$ 25,000	\$ -	0.00%	
	TOTAL EXPENDITURES	\$ 2,243,322	\$ 743,985	\$ 1,499,337	33.16%	\$ 1,777,489	\$ 671,961	37.80%	
7000	Other Sources		\$ -				\$ -		
8000	Other Uses		\$ -				\$ -		
1200	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		\$ 30,231		EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES - FY 2012-13		\$ 82,157		
3000	BEG FUND BAL 09/01/13	\$ 756,496	Unaudited						
3000	END FUND BAL 12/31/13	\$ 786,727	Unaudited						

CHECK NUMBER	CHECK DATE	CHECK VENDOR	ACCOUNT DESCRIPTION	ACCOUNT NUMBER	ACCOUNT DESCRIPTION	AMOUNT	POST DATE
75307	12/02/2013	AMERICAN FOOTBALL COAC	MARBLE FALLS HIGH SCHOOL/	199 E 36 6411 04 001 0 91 0 00	REGISTRATION AT \$30EA, MEMBERSHIP @ \$60EA FOR 2014 AFCA CONVENTION IN INDIANAPOLIS 1/11-14/14 FOR TODD DODGE AND BILL POE	-60.00	12/06/2013
	12/02/2013	AMERICAN FOOTBALL COAC	MARBLE FALLS HIGH SCHOOL/	199 E 36 6495 04 001 0 91 0 00	REGISTRATION AT \$30EA, MEMBERSHIP @ \$60EA FOR 2014 AFCA CONVENTION IN INDIANAPOLIS 1/11-14/14 FOR TODD DODGE AND BILL POE	-120.00	12/06/2013
					Totals for 75307	-180.00	
75362	12/02/2013	INSTRUCTIONAL MATERIAL	DISTRICT WIDE/DUES/UNDIST	199 E 21 6495 00 999 0 99 0 00	2013-2014 MEMBERSHIP DUES FOR MELISSA FIELDS	-40.00	12/06/2013
					Totals for 75362	-40.00	
75387	12/05/2013	OLDHAM, DAVID	MARBLE FALLS MIDDLE SCHOO	199 E 36 6299 04 041 0 91 0 00	OFFICIAL	-105.00	12/06/2013
					Totals for 75387	-105.00	
75447	12/12/2013	DLL THERAPY LLC	DISTRICT WIDE/PROFESSIONA	199 E 11 6219 00 999 0 23 0 00	2013-14 OT CONTRACT SERVICES	-8,141.25	12/13/2013
					Totals for 75447	-8,141.25	
75511	12/09/2013	MAD DAWG FITNESS	MARBLE FALLS ELEMENTARY S	352 E 11 6291 02 101 4 24 0 80	CORRECT CODING PER AMY OF CHECK# 75511	-350.00	12/09/2013
	12/09/2013	MAD DAWG FITNESS	SPICEWOOD ELEMENTARY SCHO	352 E 11 6291 02 104 4 24 0 80	CORRECT CODING PER AMY OF CHECK# 75511	-200.00	12/09/2013
	12/09/2013	MAD DAWG FITNESS	COLT ELEMENTARY SCHOOL/CO	352 E 11 6291 02 102 4 24 0 80	CORRECT CODING PER AMY OF CHECK# 75511	-600.00	12/09/2013
	12/09/2013	MAD DAWG FITNESS	MARBLE FALLS MIDDLE SCHOO	352 E 11 6291 02 041 4 24 0 80	CORRECT CODING PER AMY OF CHECK# 75511	-75.00	12/09/2013
	12/09/2013	MAD DAWG FITNESS	MARBLE FALLS MIDDLE SCHOO	352 E 11 6299 02 041 4 24 0 80	CORRECT CODING PER AMY OF CHECK# 75511	75.00	12/09/2013
	12/09/2013	MAD DAWG FITNESS	SPICEWOOD ELEMENTARY SCHO	352 E 11 6299 02 104 4 24 0 80	CORRECT CODING PER AMY OF CHECK# 75511	200.00	12/09/2013
	12/09/2013	MAD DAWG FITNESS	COLT ELEMENTARY SCHOOL/MI	352 E 11 6299 02 102 4 24 0 80	CORRECT CODING PER AMY OF CHECK# 75511	600.00	12/09/2013
	12/09/2013	MAD DAWG FITNESS	MARBLE FALLS ELEMENTARY S	352 E 11 6299 02 101 4 24 0 80	CORRECT CODING PER AMY OF CHECK# 75511	350.00	12/09/2013
					Totals for 75511	0.00	
75581	12/02/2013	CUPCAKE CHATEAU	GEN.ADMINISTRATION/MISC O	199 E 41 6499 00 750 0 99 0 99	DEPOSIT	406.25	12/02/2013
					Totals for 75581	406.25	
75582	12/04/2013	BURNET BASKETBALL	MARBLE FALLS HIGH SCHOOL/	199 E 36 6412 02 001 0 91 0 00	Burnet Sub Varsity Tourn Dec 5 and 7.	250.00	12/04/2013
					Totals for 75582	250.00	
75583	12/06/2013	1ST CHOICE RESTAURANT	DISTRICT WIDE/FOOD SERVIC	240 E 35 6349 00 999 0 99 0 00	RACKS FOR REFRIGERATOR AT ELEM.	205.36	12/06/2013

CHECK NUMBER	CHECK DATE	CHECK VENDOR	ACCOUNT DESCRIPTION	ACCOUNT NUMBER	DESCRIPTION	AMOUNT	POST DATE
					SCHOOL		
					Totals for 75583	205.36	
75584	12/06/2013	ADAMS, CINDIA	MARBLE FALLS MIDDLE SCHOO	199 E 36 6299 02 041 0 91 0 00	OFFICIAL	78.00	12/06/2013
					Totals for 75584	78.00	
75585	12/06/2013	ADAMS, KRISTA	DISTRICT WIDE/TRAVEL - EM	199 E 31 6411 00 999 0 23 0 00	BEST PRACTICE IN RELATED SERVICES COUNSELING STRATEGIES #FA1327079, 11/15/13	49.20	12/06/2013
					Totals for 75585	49.20	
75586	12/06/2013	ALL AMERICAN SPORTS CO	MARBLE FALLS HIGH SCHOOL/	199 E 36 6399 01 001 0 91 0 00	Baseball Uniforms	2,264.18	12/06/2013
					Totals for 75586	2,264.18	
75587	12/06/2013	AMERICAN FOOTBALL COAC	MARBLE FALLS HIGH SCHOOL/	199 E 36 6411 04 001 0 91 0 00	REGISTRATION AT \$30EA, MEMBERSHIP @ \$60EA FOR 2014 AFCA CONVENTION IN INDIANAPOLIS 1/11-14/14 FOR TODD DODGE AND BILL POE	30.00	12/06/2013
					Totals for 75587	90.00	
10 75588	12/06/2013	BALTIMORE, ROBERT	MARBLE FALLS HIGH SCHOOL/	199 E 36 6299 02 001 0 91 0 00	REGISTRATION AT \$30EA, MEMBERSHIP @ \$60EA FOR 2014 AFCA CONVENTION IN INDIANAPOLIS 1/11-14/14 FOR TODD DODGE AND BILL POE	60.00	12/06/2013
					Totals for 75588	73.00	
75589	12/06/2013	BEAL, REBECCA	DISTRICT WIDE/TRAVEL - EM	224 E 11 6411 00 999 4 23 0 00	MILEAGE	48.56	12/06/2013
	12/06/2013	BEAL, REBECCA	DISTRICT WIDE/TRAVEL - EM	224 E 11 6411 00 999 4 23 0 00	MILEAGE	38.54	12/06/2013
					Totals for 75589	87.10	
75590	12/06/2013	BEST BUY BUSINESS ADVA	MARBLE FALLS HIGH SCHOOL/	352 E 11 6398 00 001 4 24 0 00	XBOX SYSTEM FOR MFHS	1,119.70	12/06/2013
	12/06/2013	BEST BUY BUSINESS ADVA	MARBLE FALLS HIGH SCHOOL/	352 E 11 6399 01 001 4 24 0 00	XBOX SYSTEM FOR MFHS	99.98	12/06/2013
					Totals for 75590	1,219.68	
75591	12/06/2013	BETHEL, TYRONE	MARBLE FALLS HIGH SCHOOL/	199 E 36 6299 03 001 0 91 0 00	OFFICIAL	113.00	12/06/2013
					Totals for 75591	113.00	
75592	12/06/2013	BLUE BELL CREAMERIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	ICE CREAM PURCHASES 2013-14	118.80	12/06/2013
					Totals for 75592	118.80	
75593	12/06/2013	BOURDOW, ASHLEY	MARBLE FALLS ELEMENTARY S	199 E 13 6499 00 101 0 99 0 00	ESL CERT	120.00	12/06/2013
					Totals for 75593	120.00	
75594	12/06/2013	BRADFORD, SCOTT	MARBLE FALLS HIGH SCHOOL/	199 E 36 6299 02 001 0 91 0 00	OFFICIAL	113.00	12/06/2013
					Totals for 75594	113.00	
75595	12/06/2013	BURNET CENTRAL APPRAIS	TAX OFFICE/TAX APPRAISAL	199 E 99 6213 00 703 0 99 0 00	FIRST QUARTER PAYMENT 2014	152,933.37	12/06/2013
					Totals for 75595	152,933.37	
75596	12/06/2013	BURNET COUNTY ELECTION	GEN.ADMINISTRATION/ELECTI	199 E 41 6439 00 750 0 99 X 00	NOV. 5, 2013 BOND ELECTION	1,970.87	12/06/2013
					Totals for 75596	1,970.87	

CHECK NUMBER	CHECK DATE	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT NUMBER	DESCRIPTION	AMOUNT	POST DATE
75597	12/06/2013	THE BUSINESS CENTER	SUPERINTENDENTS OFFICE/GE	199 E 41 6399 00 701 0 99 0 00	SUPPLIES	73.77	12/06/2013
						Totals for 75597	73.77
75598	12/06/2013	C LINDY JACKSON SALES	MAINTENANCE DEPT/GENERAL	199 E 51 6399 58 936 0 99 0 00	MT - MS SHOP GRAVELY MOWER	2,479.00	12/06/2013
						Totals for 75598	2,479.00
75599	12/06/2013	CANIPE, MARY	DISTRICT WIDE/MISC. CONTR	224 E 11 6299 00 999 4 23 0 00	READING SERVICES	332.80	12/06/2013
						Totals for 75599	332.80
75600	12/06/2013	CANIZALES CONSULTING S	DISTRICT WIDE/MISC. CONTR	352 E 21 6299 01 999 4 24 0 00	ACE GRANT EVALUATION SERVICES	3,500.00	12/06/2013
						Totals for 75600	3,500.00
75601	12/06/2013	CAPITAL AREA FOOD BANK	DISTRICT WIDE/MISC OPERAT	240 E 35 6499 00 999 0 99 0 00	STORAGE FEE FOR COMMODITY	50.00	12/06/2013
						Totals for 75601	50.00
75602	12/06/2013	CITY OF MARBLE FALLS	MAINTENANCE DEPT/UTILITIE	199 E 51 6259 26 936 0 99 0 00	WATER	16,878.48	12/06/2013
						Totals for 75602	16,878.48
75603	12/06/2013	CONDON, RAYMOND	DISTRICT WIDE/MISC. CONTR	224 E 11 6299 00 999 4 23 0 00	2013-14 V.I. SERVICES	6,437.12	12/06/2013
						Totals for 75603	6,437.12
75604	12/06/2013	COPSYNC, INC	DISTRICT WIDE/FURNITURE &	199 E 52 6639 00 999 0 99 0 00	SECURITY EXPENSES	18,600.00	12/06/2013
						Totals for 75604	18,600.00
75605	12/06/2013	CORRAL, ANDREW	MARBLE FALLS HIGH SCHOOL/	199 E 11 6299 00 001 0 11 0 36	contract services for Christmas strings	250.00	12/06/2013
						Totals for 75605	250.00
75606	12/06/2013	CRAIG, SANDRA	DISTRICT WIDE/TRAVEL - EM	240 E 35 6411 00 999 0 99 0 00	MILEAGE	75.66	12/06/2013
						Totals for 75606	75.66
75607	12/06/2013	CUPCAKE CHATEAU	GEN.ADMINISTRATION/MISC O	199 E 41 6499 00 750 0 99 0 99	TEACHER APPRECIATION, DEC., 2013	406.25	12/06/2013
						Totals for 75607	406.25
75608	12/06/2013	DAKTRONICS INC	MAINTENANCE DEPT/CONTRACT	199 E 51 6249 00 936 0 99 0 00	W.O. #47549 - HS STADIUM SCOREBOARD CONTROLLER	120.00	12/06/2013
						Totals for 75608	120.00
75609	12/06/2013	DAVIDSON, BETHANY	DISTRICT WIDE/TRAVEL - EM	240 E 35 6411 00 999 0 99 0 00	MILEAGE	5.83	12/06/2013
						Totals for 75609	5.83
75610	12/06/2013	DAVIDSON, MARY	DISTRICT WIDE/TRAVEL - EM	240 E 35 6411 00 999 0 99 0 00	MILEAGE	96.45	12/06/2013
						Totals for 75610	96.45
75612	12/06/2013	DEALERS ELECTRICAL SUP	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48339 - MFES LIGHT KEYS	44.10	12/06/2013
	12/06/2013	DEALERS ELECTRICAL SUP	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #47430 - HS BB BATTING CAGE	168.44	12/06/2013
	12/06/2013	DEALERS ELECTRICAL SUP	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #47430 - HS BB BATTING CAGE	2.38	12/06/2013
	12/06/2013	DEALERS ELECTRICAL SUP	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #47430 - HS BB BATTING CAGE	-2.38	12/06/2013
	12/06/2013	DEALERS ELECTRICAL SUP	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #47430 - HS BB BATTING CAGE	4.98	12/06/2013
	12/06/2013	DEALERS ELECTRICAL SUP	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #47430 - HS BB BATTING CAGE	2.53	12/06/2013
	12/06/2013	DEALERS ELECTRICAL SUP	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #47430 - HS BB BATTING CAGE	165.73	12/06/2013
						Totals for 75612	385.78
75613	12/06/2013	DICK BLICK ART MATERIA	MARBLE FALLS HIGH SCHOOL/	199 E 11 6399 00 001 0 11 A 00	ART CLASSROOM SUPPLIES	8.76	12/06/2013

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						Totals for 75613	8.76
75614	12/06/2013	DLL THERAPY LLC	DISTRICT WIDE/PROFESSIONA	199 E 11 6219 00 999 0 23 0 00	2013-14 OT CONTRACT SERVICES	5,817.50	12/06/2013
	12/12/2013	DLL THERAPY LLC	DISTRICT WIDE/PROFESSIONA	199 E 11 6219 00 999 0 23 0 00	2013-14 OT CONTRACT SERVICES	-5,817.50	12/13/2013
						Totals for 75614	0.00
75615	12/06/2013	DOAN, LESLI	DISTRICT WIDE/TRAVEL - EM	199 E 31 6411 00 999 0 23 0 00	MILEAGE	36.90	12/06/2013
						Totals for 75615	36.90
75616	12/06/2013	ED'S TIRE AND AUTO CEN	MAINTENANCE DEPT/CONTRACT	199 E 51 6249 58 936 0 99 0 00	MT - HS SHOP TIRE REPAIR	29.16	12/06/2013
	12/06/2013	ED'S TIRE AND AUTO CEN	MAINTENANCE DEPT/CONTRACT	199 E 51 6249 00 936 0 99 0 00	MAINT - OPEN P.O.	32.40	12/06/2013
	12/06/2013	ED'S TIRE AND AUTO CEN	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 80 936 0 99 0 00	MAINT - MS SHOP SPREADER PARTS	8.75	12/06/2013
	12/06/2013	ED'S TIRE AND AUTO CEN	MAINTENANCE DEPT/CONTRACT	199 E 51 6249 00 936 0 99 0 00	MAINT - OPEN P.O.	16.20	12/06/2013
	12/06/2013	ED'S TIRE AND AUTO CEN	MAINTENANCE DEPT/CONTRACT	199 E 51 6249 00 936 0 99 0 00	MAINT - OPEN P.O.	16.20	12/06/2013
						Totals for 75616	102.71
75617	12/06/2013	EDUSERV INC	DISTRICT WIDE/MISC. CONTR	352 E 21 6299 01 999 4 24 0 00	ACE GRANT EVALUATION SERVICES	3,000.00	12/06/2013
						Totals for 75617	3,000.00
75618	12/06/2013	ELLIOTT ELECTRIC SUPPL	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48677 - MF FIBER OPTIC LINE	77.50	12/06/2013
	12/06/2013	ELLIOTT ELECTRIC SUPPL	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #47430 - HS BBF BATTEN CAGE LIGHTS	-7.63	12/06/2013
	12/06/2013	ELLIOTT ELECTRIC SUPPL	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	MAINT - ELECTRICAL MATERIAL	63.00	12/06/2013
	12/06/2013	ELLIOTT ELECTRIC SUPPL	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	10.24	12/06/2013
						Totals for 75618	143.11
75623	12/06/2013	ESC, REGION XIII	DISTRICT WIDE/TRAVEL - EM	352 E 61 6411 01 999 4 24 0 00	THE IMPACT OF TRAUMA ON EDUCATIONAL ACHIEVEMENT #FA1327245, 10/24/13	70.00	12/06/2013
	12/06/2013	ESC, REGION XIII	DISTRICT WIDE/E.S.C. SERV	211 E 13 6239 00 999 4 30 0 00	2013-14 HOMELESS ED AND STATE COMP COMMITMENTS	450.00	12/06/2013
	12/06/2013	ESC, REGION XIII	DISTRICT WIDE/TRAVEL - EM	199 E 31 6411 00 999 0 23 0 00	AT-RISK SERVICES: THE IMPACT OF TRAUMA ON EDUCATIONAL ACHIEVEMENT #FA1327245, 10/24/13	70.00	12/06/2013
	12/06/2013	ESC, REGION XIII	DISTRICT WIDE/TRAVEL - EM	199 E 31 6411 00 999 0 23 0 00	ETHICAL ISSUES FOR EVALUATION PERSONNEL #FA1327059, 10/31/13	40.00	12/06/2013
	12/06/2013	ESC, REGION XIII	DISTRICT WIDE/TRAVEL - EM	199 E 31 6411 00 999 0 23 0 00	ETHICAL ISSUES FOR EVALUATION PERSONNEL #FA1327059, 10/31/13	40.00	12/06/2013
	12/06/2013	ESC, REGION XIII	DISTRICT WIDE/TRAVEL - EM	199 E 31 6411 00 999 0 23 0 00	ETHICAL ISSUES FOR EVALUATION PERSONNEL #FA1327059, 10/31/13	40.00	12/06/2013
	12/06/2013	ESC, REGION XIII	DISTRICT WIDE/TRAVEL - EM	199 E 31 6411 00 999 0 23 0 00	ETHICAL ISSUES FOR EVALUATION PERSONNEL #FA1327059, 10/31/13	40.00	12/06/2013
	12/06/2013	ESC, REGION XIII	DISTRICT WIDE/TRAVEL - EM	199 E 31 6411 00 999 0 23 0 00	ETHICAL ISSUES FOR EVALUATION PERSONNEL #FA1327059, 10/31/13	40.00	12/06/2013
	12/06/2013	ESC, REGION XIII	DISTRICT WIDE/TRAVEL - EM	199 E 31 6411 00 999 0 23 0 00	ETHICAL ISSUES FOR EVALUATION PERSONNEL #FA1327059, 10/31/13	40.00	12/06/2013
	12/06/2013	ESC, REGION XIII	DISTRICT WIDE/TRAVEL - EM	199 E 13 6411 00 999 0 23 0 00	PECS: PICTURE EXCHANGE	80.00	12/06/2013

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					COMMUNICATION SYSTEM - BASIC #FA1326689, 10/30-31/13 AND ADVANCED #FA1326688, 10/28-29/13		
12/06/2013	12/06/2013	ESC, REGION XIII	DISTRICT WIDE/TRAVEL - EM	224 E 11 6411 00 999 4 23 0 00	PECS: PICTURE EXCHANGE	80.00	12/06/2013
					COMMUNICATION SYSTEM - BASIC #FA1326689, 10/30-31/13 AND ADVANCED #FA1326688, 10/28-29/13		
12/06/2013	12/06/2013	ESC, REGION XIII	DISTRICT WIDE/TRAVEL - NO	224 E 11 6419 00 999 4 23 0 00	PECS: PICTURE EXCHANGE	80.00	12/06/2013
					COMMUNICATION SYSTEM - BASIC #FA1326689, 10/30-31/13 AND ADVANCED #FA1326688, 10/28-29/13		
12/06/2013	12/06/2013	ESC, REGION XIII	DISTRICT WIDE/TRAVEL - EM	224 E 11 6411 00 999 4 23 0 00	PECS: PICTURE EXCHANGE	80.00	12/06/2013
					COMMUNICATION SYSTEM - BASIC #FA1326689, 10/30-31/13 AND ADVANCED #FA1326688, 10/28-29/13		
12/06/2013	12/06/2013	ESC, REGION XIII	TRANSPORTATION/E.S.C. SER	199 E 34 6239 00 939 0 99 0 00	2013-14 BUS DRIVER CERTIFICATION PROGRAM COMMITMENT	85.00	12/06/2013
12/06/2013	12/06/2013	ESC, REGION XIII	GEN.ADMINISTRATION/E.S.C.	199 E 53 6239 00 750 0 99 0 00	2013-14 PEIMS COOPERATIVE COMMITMENT	2,000.00	12/06/2013
12/06/2013	12/06/2013	ESC, REGION XIII	MARBLE FALLS HIGH SCHOOL/	199 E 11 6239 00 001 0 11 0 00	2013-14 LIVING SCIENCE MATERIALS PROGRAM COMMITMENT	2,079.40	12/06/2013
12/06/2013	12/06/2013	ESC, REGION XIII	MARBLE FALLS MIDDLE SCHOO	199 E 11 6239 00 041 0 11 0 00	2013-14 LIVING SCIENCE MATERIALS PROGRAM COMMITMENT	1,690.90	12/06/2013
12/06/2013	12/06/2013	ESC, REGION XIII	MARBLE FALLS HIGH SCHOOL/	199 E 11 6239 00 001 0 11 0 00	2013-14 LIVING SCIENCE MATERIALS PROGRAM COMMITMENT	750.00	12/06/2013
12/06/2013	12/06/2013	ESC, REGION XIII	MARBLE FALLS MIDDLE SCHOO	199 E 11 6239 00 041 0 11 0 00	2013-14 LIVING SCIENCE MATERIALS PROGRAM COMMITMENT	750.00	12/06/2013
12/06/2013	12/06/2013	ESC, REGION XIII	MARBLE FALLS HIGH SCHOOL/	276 E 13 6411 00 001 4 30 0 00	TARGETING THE TEKS IN BIOLOGY: THE CELL CYCLE AND PROTEIN SYNTHESIS #FA1326402, 10/26/13	75.00	12/06/2013
					COMMUNICATION SYSTEM - BASIC #FA1326689, 10/30-31/13 AND ADVANCED #FA1326688, 10/28-29/13		
12/06/2013	12/06/2013	ESC, REGION XIII	DISTRICT WIDE/TRAVEL - EM	224 E 11 6411 00 999 4 23 0 00	PECS: PICTURE EXCHANGE	80.00	12/06/2013
					COMMUNICATION SYSTEM - BASIC #FA1326689, 10/30-31/13 AND ADVANCED #FA1326688, 10/28-29/13		
12/06/2013	12/06/2013	ESC, REGION XIII	MARBLE FALLS ELEMENTARY S	199 E 13 6411 00 101 0 99 0 00	EXPOSITORY WRITING: GRS 3-10 #FA1327616, 11/06/13	85.00	12/06/2013
12/06/2013	12/06/2013	ESC, REGION XIII	MARBLE FALLS ELEMENTARY S	199 E 13 6411 00 101 0 99 0 00	EXPOSITORY WRITING: GRS 3-10 #FA1327616, 11/06/13	85.00	12/06/2013
12/06/2013	12/06/2013	ESC, REGION XIII	DISTRICT WIDE/E.S.C. SERV	199 E 13 6239 01 999 0 99 0 00	2012-13 TEKS RESOURCE SYSTEM	2,340.00	12/06/2013

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					COMMITMENT		
	12/06/2013	ESC, REGION XIII	MARBLE FALLS HIGH SCHOOL/	199 E 11 6239 00 001 0 11 0 00	2012-13 TEKS RESOURCE SYSTEM	5,130.00	12/06/2013
					COMMITMENT		
	12/06/2013	ESC, REGION XIII	MARBLE FALLS MIDDLE SCHOO	199 E 11 6239 00 041 0 11 0 00	2012-13 TEKS RESOURCE SYSTEM	4,113.00	12/06/2013
					COMMITMENT		
	12/06/2013	ESC, REGION XIII	MARBLE FALLS ELEMENTARY S	199 E 11 6239 00 101 0 11 0 00	2012-13 TEKS RESOURCE SYSTEM	2,182.50	12/06/2013
					COMMITMENT		
	12/06/2013	ESC, REGION XIII	COLT ELEMENTARY SCHOOL/E.	199 E 11 6239 00 102 0 11 0 00	2012-13 TEKS RESOURCE SYSTEM	2,160.00	12/06/2013
					COMMITMENT		
	12/06/2013	ESC, REGION XIII	HIGHLAND LAKES ELEMENTARY	199 E 11 6239 00 103 0 11 0 00	2012-13 TEKS RESOURCE SYSTEM	2,511.00	12/06/2013
					COMMITMENT		
	12/06/2013	ESC, REGION XIII	SPICEWOOD ELEMENTARY SCHO	199 E 11 6239 00 104 0 11 0 00	2012-13 TEKS RESOURCE SYSTEM	873.00	12/06/2013
					COMMITMENT		
	12/06/2013	ESC, REGION XIII	MARBLE FALLS HIGH SCHOOL/	276 E 13 6411 00 001 4 30 0 00	POWER OF INCLUSION: ONE DAY INTRODUCTION #FA1327001, 10/28/13	90.00	12/06/2013
					Totals for 75623	28,189.80	
75624	12/06/2013	ESCH, JAMES JR	MARBLE FALLS MIDDLE SCHOO	199 E 36 6299 02 041 0 91 0 00	OFFICIAL	78.00	12/06/2013
					Totals for 75624	78.00	
75625	12/06/2013	FAMILY, CAREER & COMMU	MARBLE FALLS HIGH SCHOOL/	199 E 36 6412 00 001 0 22 0 00	REGISTRATION FOR FCCLA REGION V IN CORPUS CHRISTI 1/30-2/1	236.00	12/06/2013
					Totals for 75625	236.00	
75626	12/06/2013	FASTENAL COMPANY	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	MAINTENANCE - WAREHOUSE SUPPLIES	28.06	12/06/2013
					Totals for 75626	28.06	
75627	12/06/2013	FERGUSON, MICHAEL	MARBLE FALLS MIDDLE SCHOO	199 E 36 6299 02 041 0 91 0 00	OFFICIAL	78.00	12/06/2013
					Totals for 75627	78.00	
75628	12/06/2013	FIRST LEAP LLC	DISTRICT WIDE/MISC. CONTR	224 E 11 6299 00 999 4 23 0 00	2013-14 ABA SERVICES	1,418.64	12/06/2013
					Totals for 75628	1,418.64	
75629	12/06/2013	FISHER IRON & METAL IN	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48569 - HLES FOYER RAMP	60.57	12/06/2013
					Totals for 75629	60.57	
75630	12/06/2013	FLOWERS BAKING COMPANY	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	BREAD 2013-14	46.48	12/06/2013
					Totals for 75630	46.48	
75631	12/06/2013	FOLLETT LIBRARY RESOUR	MARBLE FALLS ELEMENTARY S	199 E 12 6329 01 101 0 99 0 00	Library Books	201.03	12/06/2013
	12/06/2013	FOLLETT LIBRARY RESOUR	MARBLE FALLS HIGH SCHOOL/	199 E 12 6329 00 001 0 99 0 00	BOOKS FOR LIBRARY	373.90	12/06/2013
	12/06/2013	FOLLETT LIBRARY RESOUR	MARBLE FALLS HIGH SCHOOL/	199 E 12 6329 00 001 0 99 0 00	BOOKS FOR LIBRARY	536.72	12/06/2013
					Totals for 75631	1,111.65	
75632	12/06/2013	FRANKLIN, EARL	MARBLE FALLS HIGH SCHOOL/	199 E 36 6299 03 001 0 91 0 00	OFFICIAL	73.00	12/06/2013
					Totals for 75632	73.00	
75637	12/06/2013	G & K SERVICES	MAINTENANCE DEPT/RENTALS	199 E 51 6269 71 936 0 99 0 00	OPEN CONTRACT UNIFORMS MAIN & CUST STAFF	2.14	12/06/2013

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75637	12/06/2013	G & K SERVICES	MAINTENANCE DEPT/RENTALS	199 E 51 6269 71 936 0 99 0 00	OPEN CONTRACT UNIFORMS MAIN & CUST STAFF	13.06	12/06/2013
	12/06/2013	G & K SERVICES	TRANSPORTATION/RENTALS -	199 E 34 6269 01 939 0 99 0 00	UNIFORM SERVICE	32.49	12/06/2013
	12/06/2013	G & K SERVICES	TRANSPORTATION/RENTALS -	199 E 34 6269 01 939 0 99 0 00	UNIFORM SERVICE	32.49	12/06/2013
	12/06/2013	G & K SERVICES	MAINTENANCE DEPT/RENTALS	199 E 51 6269 71 936 0 99 0 00	OPEN CONTRACT UNIFORMS MAIN & CUST STAFF	2.14	12/06/2013
	12/06/2013	G & K SERVICES	MAINTENANCE DEPT/RENTALS	199 E 51 6269 71 936 0 99 0 00	OPEN CONTRACT UNIFORMS MAIN & CUST STAFF	39.49	12/06/2013
	12/06/2013	G & K SERVICES	MAINTENANCE DEPT/RENTALS	199 E 51 6269 71 936 0 99 0 00	OPEN CONTRACT UNIFORMS MAIN & CUST STAFF	8.77	12/06/2013
	12/06/2013	G & K SERVICES	MAINTENANCE DEPT/RENTALS	199 E 51 6269 71 936 0 99 0 00	OPEN CONTRACT UNIFORMS MAIN & CUST STAFF	10.91	12/06/2013
	12/06/2013	G & K SERVICES	MAINTENANCE DEPT/RENTALS	199 E 51 6269 71 936 0 99 0 00	OPEN CONTRACT UNIFORMS MAIN & CUST STAFF	12.85	12/06/2013
	12/06/2013	G & K SERVICES	MAINTENANCE DEPT/RENTALS	199 E 51 6269 71 936 0 99 0 00	OPEN CONTRACT UNIFORMS MAIN & CUST STAFF	13.06	12/06/2013
	12/06/2013	G & K SERVICES	MAINTENANCE DEPT/RENTALS	199 E 51 6269 71 936 0 99 0 00	OPEN CONTRACT UNIFORMS MAIN & CUST STAFF	12.19	12/06/2013
	12/06/2013	G & K SERVICES	MAINTENANCE DEPT/RENTALS	199 E 51 6269 71 936 0 99 0 00	OPEN CONTRACT UNIFORMS MAIN & CUST STAFF	136.23	12/06/2013
	12/06/2013	G & K SERVICES	MAINTENANCE DEPT/RENTALS	199 E 51 6269 71 936 0 99 0 00	OPEN CONTRACT UNIFORMS MAIN & CUST STAFF	137.54	12/06/2013
	12/06/2013	G & K SERVICES	MAINTENANCE DEPT/RENTALS	199 E 51 6269 71 936 0 99 0 00	OPEN CONTRACT UNIFORMS MAIN & CUST STAFF	136.23	12/06/2013
	12/06/2013	G & K SERVICES	MAINTENANCE DEPT/RENTALS	199 E 51 6269 71 936 0 99 0 00	OPEN CONTRACT UNIFORMS MAIN & CUST STAFF	12.19	12/06/2013
	12/06/2013	G & K SERVICES	TRANSPORTATION/RENTALS -	199 E 34 6269 01 939 0 99 0 00	UNIFORM SERVICE	32.49	12/06/2013
	12/06/2013	G & K SERVICES	MAINTENANCE DEPT/RENTALS	199 E 51 6269 71 936 0 99 0 00	OPEN CONTRACT UNIFORMS MAIN & CUST STAFF	11.77	12/06/2013
	12/06/2013	G & K SERVICES	MAINTENANCE DEPT/RENTALS	199 E 51 6269 71 936 0 99 0 00	OPEN CONTRACT UNIFORMS MAIN & CUST STAFF	8.77	12/06/2013
	12/06/2013	G & K SERVICES	MAINTENANCE DEPT/RENTALS	199 E 51 6269 71 936 0 99 0 00	OPEN CONTRACT UNIFORMS MAIN & CUST STAFF	39.49	12/06/2013
	12/06/2013	G & K SERVICES	MAINTENANCE DEPT/RENTALS	199 E 51 6269 71 936 0 99 0 00	OPEN CONTRACT UNIFORMS MAIN & CUST STAFF	12.85	12/06/2013
	12/06/2013	G & K SERVICES	MAINTENANCE DEPT/RENTALS	199 E 51 6269 71 936 0 99 0 00	OPEN CONTRACT UNIFORMS MAIN & CUST STAFF	12.19	12/06/2013
	12/06/2013	G & K SERVICES	TRANSPORTATION/RENTALS -	199 E 34 6269 01 939 0 99 0 00	UNIFORM SERVICE	32.34	12/06/2013
	12/06/2013	G & K SERVICES	MAINTENANCE DEPT/RENTALS	199 E 51 6269 71 936 0 99 0 00	OPEN CONTRACT UNIFORMS MAIN & CUST	8.77	12/06/2013

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					STAFF		
	12/06/2013	G & K SERVICES	MAINTENANCE DEPT/RENTALS	199 E 51 6269 71 936 0 99 0 00	OPEN CONTRACT UNIFORMS MAIN & CUST	11.77	12/06/2013
	12/06/2013	G & K SERVICES	MAINTENANCE DEPT/RENTALS	199 E 51 6269 71 936 0 99 0 00	STAFF		
	12/06/2013	G & K SERVICES	MAINTENANCE DEPT/RENTALS	199 E 51 6269 71 936 0 99 0 00	OPEN CONTRACT UNIFORMS MAIN & CUST	13.06	12/06/2013
	12/06/2013	G & K SERVICES	MAINTENANCE DEPT/RENTALS	199 E 51 6269 71 936 0 99 0 00	STAFF		
	12/06/2013	G & K SERVICES	MAINTENANCE DEPT/RENTALS	199 E 51 6269 71 936 0 99 0 00	OPEN CONTRACT UNIFORMS MAIN & CUST	39.49	12/06/2013
	12/06/2013	G & K SERVICES	MAINTENANCE DEPT/RENTALS	199 E 51 6269 71 936 0 99 0 00	STAFF		
	12/06/2013	G & K SERVICES	MAINTENANCE DEPT/RENTALS	199 E 51 6269 71 936 0 99 0 00	OPEN CONTRACT UNIFORMS MAIN & CUST	12.85	12/06/2013
	12/06/2013	G & K SERVICES	MAINTENANCE DEPT/RENTALS	199 E 51 6269 71 936 0 99 0 00	STAFF		
	12/06/2013	G & K SERVICES	MAINTENANCE DEPT/RENTALS	199 E 51 6269 71 936 0 99 0 00	OPEN CONTRACT UNIFORMS MAIN & CUST	2.14	12/06/2013
					STAFF		
					Totals for 75637	839.76	
75638	12/06/2013	GATTON, COURTNEY	SPICEWOOD ELEMENTARY SCHO	199 E 13 6411 00 104 0 11 A 00	2013 TEXAS ART EDUCATION	70.00	12/06/2013
					ASSOCIATION CONFERENCE,		
					11/21-24/13		
					Totals for 75638	70.00	
75639	12/06/2013	GOMEZ, ELAINE	DISTRICT WIDE/TRAVEL - EM	199 E 13 6411 00 999 0 23 0 00	MILEAGE	67.86	12/06/2013
					Totals for 75639	67.86	
75641	12/06/2013	GOVCONNECTION INC	SPICEWOOD ELEMENTARY SCHO	199 E 23 6398 00 104 0 99 0 00	SWE/TONERS	370.20	12/06/2013
	12/06/2013	GOVCONNECTION INC	SPICEWOOD ELEMENTARY SCHO	199 E 11 6398 00 104 0 11 0 00	SWE/BROTHER TONER	29.14	12/06/2013
	12/06/2013	GOVCONNECTION INC	MARBLE FALLS MIDDLE SCHOO	199 E 11 6398 00 041 0 11 C 00	MS/HEADSETS	912.60	12/06/2013
	12/06/2013	GOVCONNECTION INC	COLT ELEMENTARY SCHOOL/CO	199 E 11 6398 00 102 0 11 0 00	CE/IPAD CASES	73.54	12/06/2013
	12/06/2013	GOVCONNECTION INC	MARBLE FALLS HIGH SCHOOL/	352 E 11 6399 01 001 4 24 0 00	ACE/PRINT SUPPLIES/A.HOFFMANS	409.71	12/06/2013
	12/06/2013	GOVCONNECTION INC	MARBLE FALLS MIDDLE SCHOO	352 E 11 6399 01 041 4 24 0 00	ACE/PRINT SUPPLIES/A.HOFFMANS	409.71	12/06/2013
	12/06/2013	GOVCONNECTION INC	MARBLE FALLS ELEMENTARY S	352 E 11 6399 01 101 4 24 0 80	ACE/PRINT SUPPLIES/A.HOFFMANS	409.71	12/06/2013
	12/06/2013	GOVCONNECTION INC	SPICEWOOD ELEMENTARY SCHO	352 E 11 6399 01 104 4 24 0 80	ACE/PRINT SUPPLIES/A.HOFFMANS	409.71	12/06/2013
	12/06/2013	GOVCONNECTION INC	COLT ELEMENTARY SCHOOL/GE	352 E 11 6399 01 102 4 24 0 80	ACE/PRINT SUPPLIES/A.HOFFMANS	409.71	12/06/2013
	12/06/2013	GOVCONNECTION INC	MARBLE FALLS MIDDLE SCHOO	352 E 11 6399 01 041 4 24 0 80	ACE/PRINT SUPPLIES/A.HOFFMANS	409.71	12/06/2013
	12/06/2013	GOVCONNECTION INC	HIGHLAND LAKES ELEMENTARY	352 E 11 6399 01 103 4 24 0 00	ACE/PRINT SUPPLIES/A.HOFFMANS	409.71	12/06/2013
	12/06/2013	GOVCONNECTION INC	MARBLE FALLS ELEMENTARY S	199 E 11 6398 01 101 0 11 C 00	ES/TONER	114.69	12/06/2013
	12/06/2013	GOVCONNECTION INC	MARBLE FALLS HIGH SCHOOL/	199 E 11 6398 00 001 0 11 0 00	HS/PRINT SUPPLIES/J.DOCHERTY	134.37	12/06/2013
	12/06/2013	GOVCONNECTION INC	GEN.ADMINISTRATION/COMPUT	199 E 41 6398 00 750 0 99 X 00	CO/BATTERY BACKUP	110.18	12/06/2013
					Totals for 75641	4,612.69	
75642	12/06/2013	GRANITE SHOALS PUBLIC	MAINTENANCE DEPT/UTILITIE	199 E 51 6259 26 936 0 99 0 00	WATER GARBAGE	3,614.50	12/06/2013
					Totals for 75642	3,614.50	
75643	12/06/2013	GRANSON, DAVID	MARBLE FALLS HIGH SCHOOL/	199 E 36 6299 02 001 0 91 0 00	game worker	30.00	12/06/2013
					Totals for 75643	30.00	
75644	12/06/2013	GRESHAM-HARTUNG, ANNA	DISTRICT WIDE/TRAVEL - EM	224 E 11 6411 00 999 4 23 0 00	MILEAGE	82.00	12/06/2013
					Totals for 75644	82.00	

CHECK NUMBER	CHECK DATE	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT NUMBER	DESCRIPTION	AMOUNT	POST DATE
75646	12/06/2013	GULF COAST PAPER COMPA	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 10 936 0 99 0 00	OPEN P.O. - CUSTODIAL SUPPLIES	278.43	12/06/2013
	12/06/2013	GULF COAST PAPER COMPA	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 10 936 0 99 0 00	OPEN P.O. - CUSTODIAL SUPPLIES	23.66	12/06/2013
	12/06/2013	GULF COAST PAPER COMPA	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 10 936 0 99 0 00	OPEN P.O. - CUSTODIAL SUPPLIES	2,487.00	12/06/2013
	12/06/2013	GULF COAST PAPER COMPA	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 10 936 0 99 0 00	OPEN P.O. - CUSTODIAL SUPPLIES	432.00	12/06/2013
	12/06/2013	GULF COAST PAPER COMPA	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 10 936 0 99 0 00	OPEN P.O. - CUSTODIAL SUPPLIES	4,187.00	12/06/2013
Totals for 75646						7,408.09	
75647	12/06/2013	H & H AUTO SUPPLY COMP	TRANSPORTATION/SUPPLIES F	199 E 34 6319 00 939 0 99 0 00	OPEN P.O. FOR PARTS / SUPPLIES	3.60	12/06/2013
Totals for 75647						3.60	
75648	12/06/2013	HAGER, SUZANNE	MARBLE FALLS HIGH SCHOOL/	199 E 13 6411 00 001 0 99 A 00	2013 TEXAS ART EDUCATION ASSOCIATION CONFERENCE, 11/21-24/13	69.00	12/06/2013
Totals for 75648						69.00	
75649	12/06/2013	HALL, BRYAN	MARBLE FALLS HIGH SCHOOL/	199 E 11 6299 00 001 0 11 0 36	viola for christmas concert	250.00	12/06/2013
Totals for 75649						250.00	
75650	12/06/2013	HAMILTON ELECTRIC WORK	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48740 - HS S PMP RM MOTOR	62.90	12/06/2013
	12/06/2013	HAMILTON ELECTRIC WORK	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48740 - HS PUMP ROOM SOUTH	1,396.32	12/06/2013
Totals for 75650						1,459.22	
75651	12/06/2013	HARMONY SCHOOL OF CREA	HIGHLAND LAKES ELEMENTARY	352 E 11 6299 02 103 4 24 0 00	CONTRACTED SERV/MUSIC & ART	250.00	12/06/2013
	12/06/2013	HARMONY SCHOOL OF CREA	MARBLE FALLS HIGH SCHOOL/	199 E 36 6299 00 001 0 91 B 00	PERCUSSION MASTER CLASS	1,500.00	12/06/2013
Totals for 75651						1,750.00	
75652	12/06/2013	HARRIS, MARY	MARBLE FALLS MIDDLE SCHOO	199 E 11 6299 00 041 0 11 B 00	MASTER CLASSES- FLUTE/DOUBLE REEDS	450.00	12/06/2013
	12/06/2013	HARRIS, MARY	MARBLE FALLS MIDDLE SCHOO	199 E 11 6299 00 041 0 11 B 00	MASTER CLASSES- FLUTE/DOUBLE REEDS	420.00	12/06/2013
Totals for 75652						870.00	
75653	12/06/2013	HART, CYNTHIA	DISTRICT WIDE/MISC. CONTR	224 E 11 6299 00 999 4 23 0 00	ORIENTATION & MOBILITY CONTRACT SERVICES	208.01	12/06/2013
Totals for 75653						208.01	
75654	12/06/2013	HEAVY DUTY BUS PARTS	TRANSPORTATION/SUPPLIES F	199 E 34 6319 00 939 0 99 0 00	OPEN P.O. FOR BUS PARTS/SUPPLIES	361.08	12/06/2013
Totals for 75654						361.08	
75655	12/06/2013	HERBERT L FLAKE COMPAN	MAINTENANCE DEPT/GENERAL	199 E 51 6399 00 936 0 99 0 00	MAINTENANCE - LOCKSMITH TOOLS	47.12	12/06/2013
Totals for 75655						47.12	
75656	12/06/2013	HICKINGBOTTOM, KELSY	SPICEWOOD ELEMENTARY SCHO	199 E 13 6499 00 104 0 99 0 00	ESL CERT	120.00	12/06/2013
Totals for 75656						120.00	
75657	12/06/2013	THE HIGHLANDER	DISTRICT WIDE/MISC OPERAT	199 E 21 6499 00 999 0 23 0 00	LEGAL NOTICE, DESTRUCTION OF RECORDS	36.00	12/06/2013
Totals for 75657						36.00	
75658	12/06/2013	HIGHLAND LAKES VENDING	MARBLE FALLS HIGH SCHOOL/	199 E 36 6499 00 001 0 91 0 00	Coffee Supplies	48.50	12/06/2013
	12/06/2013	HIGHLAND LAKES VENDING	TRANSPORTATION/MISC OPERA	199 E 34 6499 00 939 0 99 0 00	VENDING FOR LOUNGE	95.50	12/06/2013
Totals for 75658						144.00	
75666	12/06/2013	HILL COUNTRY OFFICE SO	DISTRICT WIDE/COMPUTER CO	199 E 21 6248 00 999 0 99 0 00	G/O/TTIPS/ACE: Annual Copier	63.21	12/06/2013

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CHECK NUMBER	CHECK DATE	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT NUMBER	DESCRIPTION	AMOUNT	POST DATE
					Maint for Acad Prog Dept: CS2550ci, S/N L3P2900563		
12/06/2013		HILL COUNTRY OFFICE	SO DISTRICT WIDE/COMPUTER CO	352 E 21 6248 00 999 4 24 0 00	G/O/TTIPS/ACE: Annual Copier	63.21	12/06/2013
					Maint for Acad Prog Dept: CS2550ci, S/N L3P2900563		
12/06/2013		HILL COUNTRY OFFICE	SO DISTRICT WIDE/COMPUTER CO	276 E 21 6248 00 999 4 30 0 00	G/O/TTIPS/ACE: Annual Copier	63.22	12/06/2013
					Maint for Acad Prog Dept: CS2550ci, S/N L3P2900563		
12/06/2013		HILL COUNTRY OFFICE	SO DISTRICT WIDE/COMPUTER CO	199 E 21 6248 00 999 0 99 0 00	ACAD PROG DPT COPIER MAINT, CS221; S/N QNM0200649	17.86	12/06/2013
					13-14 Copier Maint, CS-221, S/N QNM0200645, B.O.	6.94	12/06/2013
12/06/2013		HILL COUNTRY OFFICE	SO MARBLE FALLS ELEMENTARY S	199 E 23 6248 00 101 0 99 0 00	Copier maint, CS620, S/N QJT0100526, MFES Teach Wkrm; CS520i, S/N QVU0200451, MFES mailrm	10.67	12/06/2013
					Copier maint, CS620, S/N QJT0100526, MFES Teach Wkrm; CS520i, S/N QVU0200451, MFES mailrm	56.91	12/06/2013
12/06/2013		HILL COUNTRY OFFICE	SO MARBLE FALLS ELEMENTARY S	199 E 23 6248 00 101 0 99 0 00	Copier maint, CS620, S/N QJT0100526, MFES Teach Wkrm; CS520i, S/N QVU0200451, MFES mailrm	106.31	12/06/2013
					Copier maint, CS620, S/N QJT0100526, MFES Teach Wkrm; CS520i, S/N QVU0200451, MFES mailrm	566.96	12/06/2013
12/06/2013		HILL COUNTRY OFFICE	SO TRANSPORTATION/COMPUTER C	199 E 34 6248 00 939 0 99 0 00	13-14 COPIER MAINT, CS520i, SN QVU0200466, TRANSP	14.70	12/06/2013
					13-14 COPIER MAINT, CS-620, SER#QJT0100531, SWES WKRM	220.20	12/06/2013
12/06/2013		HILL COUNTRY OFFICE	SO SPICEWOOD ELEMENTARY SCHO	199 E 23 6248 00 104 0 99 0 00	13-14 COPIER MAINT, CS520i, SER#QVU0200448, SWES ADMIN OFF	14.38	12/06/2013
					13-14 COPIER MAINT, CS-820, SER#QJU9Y00318, 8TH GR BLDG	549.42	12/06/2013
12/06/2013		HILL COUNTRY OFFICE	SO SUPERINTENDENTS OFFICE/CO	199 E 41 6248 00 701 0 99 0 00	13-14 COPIER MAINT, CS620, SER#QJT0100530, C.O. COPY RM	126.28	12/06/2013
					SUPPLIES FOR COPIERS	108.00	12/06/2013

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CHECK NUMBER	CHECK DATE	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT NUMBER	DESCRIPTION	AMOUNT	POST DATE
75666	12/06/2013	HILL COUNTRY OFFICE SO	COLT ELEMENTARY SCHOOL/CO	199 E 11 6249 00 102 0 11 0 00	13-14 COPIER MAINT, CS-820, SER#QJU9Y00315, CES WKRM	446.07	12/06/2013
	12/06/2013	HILL COUNTRY OFFICE SO	COLT ELEMENTARY SCHOOL/CO	199 E 23 6248 00 102 0 99 0 00	13-14 COPIER MAINT, CS-520i, SER#QVU0200478, CES MAILRM	68.59	12/06/2013
	12/06/2013	HILL COUNTRY OFFICE SO	DISTRICT WIDE/COMPUTER CO	199 E 11 6248 00 999 0 29 D 00	13-14 COPIER MAINT, CS2560, SER#PQH0102860, FCHS	12.57	12/06/2013
	12/06/2013	HILL COUNTRY OFFICE SO	FALLS CAREER HIGH SCHOOL/	199 E 11 6248 00 002 0 26 0 00	13-14 COPIER MAINT, CS2560, SER#PQH0102860, FCHS	12.56	12/06/2013
	12/06/2013	HILL COUNTRY OFFICE SO	DISTRICT WIDE/COMPUTER CO	199 E 21 6248 00 999 0 23 0 00	2013-14 COPIER MAINT, CS-2560, SER#PQH0102860, SPEC SERV	9.08	12/06/2013
	12/06/2013	HILL COUNTRY OFFICE SO	MARBLE FALLS HIGH SCHOOL/	199 E 11 6248 01 001 0 11 0 00	13-14 COPIER MAINT, CS820-SER#QJU9Y00311 & QJU9Y00319, CS620-SER#QJT0100532, MFHS WKRM	697.59	12/06/2013
	12/06/2013	HILL COUNTRY OFFICE SO	MARBLE FALLS MIDDLE SCHOO	199 E 11 6248 00 041 0 11 0 00	13-14 COPIER MAINT, CS-520i, SER#QVU02000481, 6TH GR BLDG	116.60	12/06/2013
	12/06/2013	HILL COUNTRY OFFICE SO	MARBLE FALLS MIDDLE SCHOO	199 E 23 6248 00 041 0 99 0 00	13-14 COPIER MAINT, CS-520i, SER#QVU0200465, MFMS ADMIN	112.35	12/06/2013
	12/06/2013	HILL COUNTRY OFFICE SO	MARBLE FALLS MIDDLE SCHOO	199 E 11 6248 00 041 0 11 0 00	13-14 COPIER MAINT, CS-520i, SER#QVU0200467, 7TH GR BLDG	171.87	12/06/2013
	12/06/2013	HILL COUNTRY OFFICE SO	MAINTENANCE DEPT/COMPUTER	199 E 51 6248 00 936 0 99 0 00	OPEN MAINT CONTRACT COPIER CS-2560, SER#PQH0102859, MAINT OFF	13.87	12/06/2013
	12/06/2013	HILL COUNTRY OFFICE SO	HIGHLAND LAKES ELEMENTARY	199 E 11 6248 00 103 0 11 0 00	13-14 COPIER MAINT, CS-820, SER#QJU9Y00314, HLES WKRM	554.61	12/06/2013
	12/06/2013	HILL COUNTRY OFFICE SO	DISTRICT WIDE/COMPUTER CO	240 E 35 6248 00 999 0 99 0 00	2013-14 COPIER MAINT, CS-3550CI, SER#61300029, CHILD NUTRITION OFF	33.13	12/06/2013
	12/06/2013	HILL COUNTRY OFFICE SO	HIGHLAND LAKES ELEMENTARY	199 E 23 6248 00 103 0 99 0 00	13-14 Copier Maint, CS 520i, Ser#QVU0200461, HLES Office	45.82	12/06/2013
	12/06/2013	HILL COUNTRY OFFICE SO	MARBLE FALLS HIGH SCHOOL/	199 E 36 6248 00 001 0 91 0 50	2013-14 Copier Maint; CS620; SN QJT0100533, Athl Dept	80.45	12/06/2013
	12/06/2013	HILL COUNTRY OFFICE SO	MARBLE FALLS HIGH SCHOOL/	199 E 11 6248 01 001 0 11 0 00	13-14 COPIER MAINT, CS820-SER#QJU9Y00311 & QJU9Y00319, CS620-SER#QJT0100532, MFHS WKRM	833.61	12/06/2013
	12/06/2013	HILL COUNTRY OFFICE SO	MARBLE FALLS HIGH SCHOOL/	199 E 23 6248 00 001 0 99 0 00	13-14 COPIER MAINT, CS520i-SER#QVU0200454, MFHS ADMIN	58.70	12/06/2013
	12/06/2013	HILL COUNTRY OFFICE SO	MARBLE FALLS HIGH SCHOOL/	199 E 11 6248 00 001 0 11 B 00	2013-14 CS502i COPIER MAINT, SN#QVU600577, MFHS BAND	21.58	12/06/2013
	12/06/2013	HILL COUNTRY OFFICE SO	MARBLE FALLS HIGH SCHOOL/	199 E 11 6248 01 001 0 11 0 00	13-14 COPIER MAINT, CS820-SER#QJU9Y00311 & QJU9Y00319, CS620-SER#QJT0100532, MFHS WKRM	732.94	12/06/2013

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						Totals for 75666	6,010.26
75667	12/06/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	409.43	12/06/2013
	12/06/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	385.82	12/06/2013
	12/06/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	169.50	12/06/2013
	12/06/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	26.25	12/06/2013
	12/06/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	191.99	12/06/2013
	12/06/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	409.43	12/06/2013
	12/06/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	350.81	12/06/2013
	12/06/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	154.68	12/06/2013
	12/06/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	393.50	12/06/2013
						Totals for 75667	2,491.41
75669	12/06/2013	HILLJE MUSIC CENTERS	L MARBLE FALLS MIDDLE SCHOO	199 E 11 6249 00 041 0 11 B 00	INSTRUMENT REPAIR	80.00	12/06/2013
	12/06/2013	HILLJE MUSIC CENTERS	L MARBLE FALLS MIDDLE SCHOO	199 E 11 6249 00 041 0 11 B 00	BAND INSTRUMENT REPAIRS	25.00	12/06/2013
	12/06/2013	HILLJE MUSIC CENTERS	L MARBLE FALLS MIDDLE SCHOO	199 E 11 6249 00 041 0 11 B 00	INSTRUMENT REPAIR	135.00	12/06/2013
	12/06/2013	HILLJE MUSIC CENTERS	L MARBLE FALLS MIDDLE SCHOO	199 E 11 6249 00 041 0 11 B 00	BAND INSTRUMENT REPAIRS	90.00	12/06/2013
	12/06/2013	HILLJE MUSIC CENTERS	L MARBLE FALLS MIDDLE SCHOO	199 E 11 6249 00 041 0 11 B 00	BAND INSTRUMENT REPAIRS	80.00	12/06/2013
	12/06/2013	HILLJE MUSIC CENTERS	L MARBLE FALLS MIDDLE SCHOO	199 E 11 6249 00 041 0 11 B 00	BAND INSTRUMENT REPAIRS	130.00	12/06/2013
	12/06/2013	HILLJE MUSIC CENTERS	L MARBLE FALLS MIDDLE SCHOO	199 E 11 6249 00 041 0 11 B 00	BAND INSTRUMENT REPAIRS	105.00	12/06/2013
	12/06/2013	HILLJE MUSIC CENTERS	L MARBLE FALLS MIDDLE SCHOO	199 E 11 6249 00 041 0 11 B 00	BAND INSTRUMENT REPAIRS	80.00	12/06/2013
	12/06/2013	HILLJE MUSIC CENTERS	L MARBLE FALLS MIDDLE SCHOO	199 E 11 6249 00 041 0 11 B 00	INSTRUMENT REPAIR	135.00	12/06/2013
	12/06/2013	HILLJE MUSIC CENTERS	L MARBLE FALLS MIDDLE SCHOO	199 E 11 6249 00 041 0 11 B 00	BAND INSTRUMENT REPAIRS	105.00	12/06/2013
	12/06/2013	HILLJE MUSIC CENTERS	L MARBLE FALLS MIDDLE SCHOO	199 E 11 6249 00 041 0 11 B 00	BAND INSTRUMENT REPAIRS	90.00	12/06/2013
	12/06/2013	HILLJE MUSIC CENTERS	L MARBLE FALLS MIDDLE SCHOO	199 E 11 6249 00 041 0 11 B 00	BAND INSTRUMENT REPAIRS	95.00	12/06/2013
	12/06/2013	HILLJE MUSIC CENTERS	L MARBLE FALLS MIDDLE SCHOO	199 E 11 6249 00 041 0 11 B 00	BAND INSTRUMENT REPAIRS	95.00	12/06/2013
	12/06/2013	HILLJE MUSIC CENTERS	L MARBLE FALLS MIDDLE SCHOO	199 E 11 6249 00 041 0 11 B 00	BAND INSTRUMENT REPAIRS	70.00	12/06/2013
	12/06/2013	HILLJE MUSIC CENTERS	L MARBLE FALLS MIDDLE SCHOO	199 E 11 6249 00 041 0 11 B 00	INSTRUMENT REPAIR	80.00	12/06/2013
	12/06/2013	HILLJE MUSIC CENTERS	L MARBLE FALLS MIDDLE SCHOO	199 E 11 6249 00 041 0 11 B 00	BAND INSTRUMENT REPAIRS	100.00	12/06/2013
	12/06/2013	HILLJE MUSIC CENTERS	L MARBLE FALLS MIDDLE SCHOO	199 E 11 6249 00 041 0 11 B 00	BAND INSTRUMENT REPAIRS	150.00	12/06/2013
	12/06/2013	HILLJE MUSIC CENTERS	L MARBLE FALLS MIDDLE SCHOO	199 E 11 6249 00 041 0 11 B 00	INSTRUMENT REPAIR	75.00	12/06/2013
	12/06/2013	HILLJE MUSIC CENTERS	L MARBLE FALLS MIDDLE SCHOO	199 E 11 6249 00 041 0 11 B 00	INSTRUMENT REPAIR	120.00	12/06/2013
	12/06/2013	HILLJE MUSIC CENTERS	L MARBLE FALLS MIDDLE SCHOO	199 E 11 6249 00 041 0 11 B 00	BAND INSTRUMENT REPAIRS	80.00	12/06/2013
	12/06/2013	HILLJE MUSIC CENTERS	L MARBLE FALLS MIDDLE SCHOO	199 E 11 6249 00 041 0 11 B 00	BAND INSTRUMENT REPAIRS	105.00	12/06/2013
	12/06/2013	HILLJE MUSIC CENTERS	L MARBLE FALLS MIDDLE SCHOO	199 E 11 6249 00 041 0 11 B 00	INSTRUMENT REPAIR	175.00	12/06/2013
						Totals for 75669	2,200.00
75671	12/06/2013	HOME DEPOT CREDIT SERV	MARBLE FALLS HIGH SCHOOL/	199 E 11 6399 00 001 0 11 S 00	SCIENCE LAB SUPPLIES	14.04	12/06/2013
	12/06/2013	HOME DEPOT CREDIT SERV	MARBLE FALLS MIDDLE SCHOO	352 E 11 6399 01 041 4 24 0 00	ACE PROG PROJECT SUPPLIES	39.10	12/06/2013
	12/06/2013	HOME DEPOT CREDIT SERV	DISTRICT WIDE/GENERAL SUP	199 E 53 6399 00 999 0 99 0 00	TECH DEPT SUPPLIES	57.82	12/06/2013
	12/06/2013	HOME DEPOT CREDIT SERV	COLT ELEMENTARY SCHOOL/GE	352 E 11 6399 01 102 4 24 0 80	OPEN PO FOR BERTRAM	96.11	12/06/2013
	12/06/2013	HOME DEPOT CREDIT SERV	MARBLE FALLS MIDDLE SCHOO	199 E 36 6399 00 041 0 99 T 00	THEATER DEPT SUPP	69.99	12/06/2013

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CHECK NUMBER	CHECK DATE	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT NUMBER	DESCRIPTION	AMOUNT	POST DATE
75671	12/06/2013	HOME DEPOT CREDIT SERV	MARBLE FALLS HIGH SCHOOL/	199 E 11 6399 00 001 0 11 S 00	SCIENCE LAB SUPPLIES	76.67	12/06/2013
	12/06/2013	HOME DEPOT CREDIT SERV	MARBLE FALLS MIDDLE SCHOO	352 E 11 6399 01 041 4 24 0 00	ACE PROGRAM SUPPLIES MFMS	262.62	12/06/2013
	12/06/2013	HOME DEPOT CREDIT SERV	HIGHLAND LAKES ELEMENTARY	352 E 11 6399 01 103 4 24 0 00	ACE PROG PROJECT SUPPLIES	27.94	12/06/2013
	12/06/2013	HOME DEPOT CREDIT SERV	MARBLE FALLS HIGH SCHOOL/	352 E 11 6399 01 001 4 24 0 00	ACE PROG PROJECT SUPPLIES	0.43	12/06/2013
	12/06/2013	HOME DEPOT CREDIT SERV	MARBLE FALLS MIDDLE SCHOO	352 E 11 6399 01 041 4 24 0 00	ACE PROG PROJECT SUPPLIES	0.43	12/06/2013
	12/06/2013	HOME DEPOT CREDIT SERV	MARBLE FALLS ELEMENTARY S	352 E 11 6399 01 101 4 24 0 80	ACE PROG PROJECT SUPPLIES	0.43	12/06/2013
	12/06/2013	HOME DEPOT CREDIT SERV	SPICEWOOD ELEMENTARY SCHO	352 E 11 6399 01 104 4 24 0 80	ACE PROG PROJECT SUPPLIES	0.43	12/06/2013
	12/06/2013	HOME DEPOT CREDIT SERV	COLT ELEMENTARY SCHOOL/GE	352 E 11 6399 01 102 4 24 0 80	ACE PROG PROJECT SUPPLIES	0.43	12/06/2013
	12/06/2013	HOME DEPOT CREDIT SERV	MARBLE FALLS MIDDLE SCHOO	352 E 11 6399 01 041 4 24 0 80	ACE PROG PROJECT SUPPLIES	0.43	12/06/2013
	12/06/2013	HOME DEPOT CREDIT SERV	HIGHLAND LAKES ELEMENTARY	352 E 11 6399 01 103 4 24 0 00	ACE PROG PROJECT SUPPLIES	0.40	12/06/2013
Totals for 75671						647.27	
75672	12/06/2013	INTECH SOUTHWEST SERVI	DISTRICT WIDE/COMPUTER RE	199 E 53 6398 00 999 0 99 0 00	TECH/HP Elite 8300 Ultra-slim	1,550.00	12/06/2013
Totals for 75672						1,550.00	
75673	12/06/2013	INTERSTATE BATTERY CEN	TRANSPORTATION/SUPPLIES F	199 E 34 6319 00 939 0 99 0 00	BATTERIES FOR DISTRICT VEHICLES	299.80	12/06/2013
Totals for 75673						299.80	
75674	12/06/2013	J W PEPPER & SON INC	MARBLE FALLS MIDDLE SCHOO	199 E 11 6399 00 041 0 11 B 00	CONCERT MUSIC	165.00	12/06/2013
	12/06/2013	J W PEPPER & SON INC	MARBLE FALLS MIDDLE SCHOO	199 E 11 6399 00 041 0 11 B 00	CONCERT MUSIC	154.99	12/06/2013
	12/06/2013	J W PEPPER & SON INC	MARBLE FALLS MIDDLE SCHOO	199 E 11 6399 00 041 0 11 B 00	CHRISTMAS CONCERT	70.00	12/06/2013
Totals for 75674						389.99	
75675	12/06/2013	JANET SCHMIDT CONSULTI	DISTRICT WIDE/MISC. CONTR	352 E 21 6299 01 999 4 24 0 00	ACE GRANT EVALUATION SERVICES	3,000.00	12/06/2013
Totals for 75675						3,000.00	
75676	12/06/2013	JERRY'S SCOREBOARD/SPO	MARBLE FALLS HIGH SCHOOL/	199 E 36 6399 11 001 0 91 0 00	Purple Hoodies	496.00	12/06/2013
	12/06/2013	JERRY'S SCOREBOARD/SPO	MARBLE FALLS HIGH SCHOOL/	199 E 36 6399 11 001 0 91 0 00	Coaching Gear for Boys' Soccer	1,663.50	12/06/2013
Totals for 75676						2,159.50	
75677	12/06/2013	JOHNSON-SEWELL FORD/LI	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 82 936 0 99 0 00	MAINT - M8 TRUCK PARTS	214.06	12/06/2013
	12/06/2013	JOHNSON-SEWELL FORD/LI	TRANSPORTATION/SUPPLIES F	199 E 34 6319 00 939 0 99 0 00	OPEN P.O. FOR VEHICLE PARTS/SUPPLIES	37.61	12/06/2013
Totals for 75677						251.67	
75678	12/06/2013	JOINER, DIANNA	MARBLE FALLS HIGH SCHOOL/	199 E 11 6299 00 001 0 11 0 36	violin for chirstmas concert	250.00	12/06/2013
Totals for 75678						250.00	
75679	12/06/2013	JOWERS, JUDY	DISTRICT WIDE/TRAVEL - EM	240 E 35 6411 00 999 0 99 0 00	MILEAGE	46.05	12/06/2013
Totals for 75679						46.05	
75680	12/06/2013	KERR COUNTY PRODUCE IN	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	OPEN PO TO PAY FOR PRODUCE	276.94	12/06/2013
	12/06/2013	KERR COUNTY PRODUCE IN	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	OPEN PO TO PAY FOR PRODUCE	103.75	12/06/2013
Totals for 75680						380.69	
75681	12/06/2013	KING, TAMARA	MARBLE FALLS HIGH SCHOOL/	199 E 36 6412 00 001 0 91 0 00	ATHLETIC MEAL MONEY	1,661.45	12/06/2013
	12/06/2013	KING, TAMARA	MARBLE FALLS MIDDLE SCHOO	199 E 36 6412 00 041 0 91 0 00	ATHLETIC MEAL MONEY	202.52	12/06/2013
	12/06/2013	KING, TAMARA	MARBLE FALLS HIGH SCHOOL/	199 E 36 6412 99 001 0 91 0 00	ATHLETIC MEAL MONEY	17.00	12/06/2013
Totals for 75681						1,880.97	

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75682	12/06/2013	KNOW BUDDY RESOURCES	MARBLE FALLS ELEMENTARY S	199 E 12 6329 01 101 0 99 0 00	Library Book Order	82.72	12/06/2013
						Totals for 75682	82.72
75684	12/06/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	1,177.02	12/06/2013
	12/06/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/NON-FOOD SU	240 E 35 6342 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	161.25	12/06/2013
	12/06/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	975.85	12/06/2013
	12/06/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/NON-FOOD SU	240 E 35 6342 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	104.26	12/06/2013
	12/06/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	1,157.12	12/06/2013
	12/06/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/NON-FOOD SU	240 E 35 6342 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	356.57	12/06/2013
	12/06/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	619.86	12/06/2013
	12/06/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/NON-FOOD SU	240 E 35 6342 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	149.00	12/06/2013
	12/06/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	1,114.05	12/06/2013
	12/06/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/NON-FOOD SU	240 E 35 6342 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	144.38	12/06/2013
	12/06/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	1,516.08	12/06/2013
	12/06/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/NON-FOOD SU	240 E 35 6342 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	220.01	12/06/2013
	12/06/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	1,066.82	12/06/2013
	12/06/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/NON-FOOD SU	240 E 35 6342 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	221.28	12/06/2013
	12/06/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	1,756.77	12/06/2013
	12/06/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/NON-FOOD SU	240 E 35 6342 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	112.16	12/06/2013
	12/06/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	1,251.77	12/06/2013
	12/06/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/NON-FOOD SU	240 E 35 6342 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	263.34	12/06/2013
	12/06/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	1,590.23	12/06/2013
	12/06/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/NON-FOOD SU	240 E 35 6342 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	255.97	12/06/2013
	12/06/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	2,068.27	12/06/2013
	12/06/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/NON-FOOD SU	240 E 35 6342 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	181.14	12/06/2013
						Totals for 75684	16,463.20
75685	12/06/2013	LEMASTER LANDSCAPES	MAINTENANCE DEPT/CONTRACT	199 E 51 6249 54 936 0 99 0 00	OPEN CONTRACT BID LAWN SERVICE HS, SPWD, ADMIN, TRANSP	475.00	12/06/2013
	12/06/2013	LEMASTER LANDSCAPES	MAINTENANCE DEPT/CONTRACT	199 E 51 6249 54 936 0 99 0 00	OPEN CONTRACT BID LAWN SERVICE HS, SPWD, ADMIN, TRANSP	350.00	12/06/2013
						Totals for 75685	825.00
75686	12/06/2013	LEROSE, CARL	MARBLE FALLS HIGH SCHOOL/	199 E 36 6299 03 001 0 91 0 00	game worker	45.00	12/06/2013
						Totals for 75686	45.00
75687	12/06/2013	LONGHORN INTERNATIONAL	TRANSPORTATION/SUPPLIES F	199 E 34 6319 00 939 0 99 0 00	BUS PARTS	-132.40	12/06/2013
	12/06/2013	LONGHORN INTERNATIONAL	TRANSPORTATION/SUPPLIES F	199 E 34 6319 00 939 0 99 0 00	BUS PARTS	2,061.06	12/06/2013
						Totals for 75687	1,928.66
75688	12/06/2013	LOWER COLORADO RIVER A	DISTRICT WIDE/RENTAL - TE	199 E 53 6268 00 999 0 99 0 00	2013-2014 LEASE FOR FIBER ROUTE	939.50	12/06/2013
						Totals for 75688	939.50
75689	12/06/2013	LUBIN, COURTNEY	MARBLE FALLS HIGH SCHOOL/	199 E 11 6299 00 001 0 11 0 36	violin for Christmas concert	250.00	12/06/2013
						Totals for 75689	250.00

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75690	12/06/2013	LUCY IN DISGUISE WITH	MARBLE FALLS HIGH SCHOOL/	199 E 11 6399 00 001 0 11 0 36	open Po for costumes	594.81	12/06/2013
					Totals for 75690	594.81	
75691	12/06/2013	M & A TECHNOLOGY INC	DISTRICT WIDE/TECHNOLOGY	199 E 53 6397 00 999 0 99 0 00	TECH/FANS & LAMPS	998.00	12/06/2013
					Totals for 75691	998.00	
75692	12/06/2013	MAKER MEDIA, INC	MARBLE FALLS HIGH SCHOOL/	352 E 11 6398 00 001 4 24 0 00	ACE/3D PRINTERS/A.HOFFMANS	784.07	12/06/2013
	12/06/2013	MAKER MEDIA, INC	MARBLE FALLS MIDDLE SCHOO	352 E 11 6398 00 041 4 24 0 00	ACE/3D PRINTERS/A.HOFFMANS	784.07	12/06/2013
					Totals for 75692	1,568.14	
75693	12/06/2013	MANCHA, ALEJANDRO	DISTRICT WIDE/TRAVEL - EM	199 E 31 6411 00 999 0 23 0 00	mileage	84.67	12/06/2013
					Totals for 75693	84.67	
75694	12/06/2013	MANTEK	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 81 936 0 99 0 00	MAINT - MS ATH GRNDS SUPLLIES	1,851.68	12/06/2013
	12/06/2013	MANTEK	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 80 936 0 99 0 00	MAINT - DIST GRNDS SUPPLIES	-169.50	12/06/2013
					Totals for 75694	1,682.18	
75695	12/06/2013	MARBLE FALLS ATHLETIC	MARBLE FALLS HIGH SCHOOL/	199 E 36 6499 04 001 0 91 0 00	Meals for football officials	260.00	12/06/2013
					Totals for 75695	260.00	
75696	12/06/2013	MARTIN, ANDREW JR	MARBLE FALLS HIGH SCHOOL/	199 E 36 6299 03 001 0 91 0 00	OFFICIAL	113.00	12/06/2013
					Totals for 75696	113.00	
75697	12/06/2013	MAYNARD, ELIDIA	DISTRICT WIDE/MISC. CONTR	224 E 11 6299 05 999 4 23 0 00	2013-14 WAGES	5.63	12/06/2013
					Totals for 75697	5.63	
75698	12/06/2013	MCI	MAINTENANCE DEPT/UTILITIE	199 E 51 6259 27 936 0 99 0 00	LONG DISTANCE SERVICE	11,175.72	12/06/2013
					Totals for 75698	11,175.72	
75699	12/06/2013	MCINTYRE, JAE	DISTRICT WIDE/TRAVEL - EM	224 E 11 6411 00 999 4 23 0 00	MILEAGE	13.78	12/06/2013
					Totals for 75699	13.78	
75700	12/06/2013	MENTORING MINDS LP	MARBLE FALLS MIDDLE SCHOO	199 E 11 6399 00 041 0 11 V 00	SOCIAL STUDIES SUPP	215.55	12/06/2013
					Totals for 75700	215.55	
75701	12/06/2013	MERSIOSKY, AMANDA	HIGHLAND LAKES ELEMENTARY	199 E 13 6499 00 103 0 99 0 00	ESL CERT	120.00	12/06/2013
					Totals for 75701	120.00	
75702	12/06/2013	MOVIE LICENSING USA	SPICEWOOD ELEMENTARY SCHO	199 E 12 6499 00 104 0 99 0 00	ANNUAL PUBLIC PERFORMANCE SITE LICENSE 9-1-2013 THRU 8-1-2014 SITE LICENSE #219906001	350.00	12/06/2013
					Totals for 75702	350.00	
75704	12/06/2013	MUNICIPAL SERVICES BUR	TRANSPORTATION/MISC OPERA	199 E 34 6499 00 939 0 99 0 00	TOLL	4.88	12/06/2013
	12/06/2013	MUNICIPAL SERVICES BUR	TRANSPORTATION/MISC OPERA	199 E 34 6499 00 939 0 99 0 00	TOLL	2.29	12/06/2013
	12/06/2013	MUNICIPAL SERVICES BUR	TRANSPORTATION/MISC OPERA	199 E 34 6499 00 939 0 99 0 00	TOLL	2.29	12/06/2013
	12/06/2013	MUNICIPAL SERVICES BUR	TRANSPORTATION/MISC OPERA	199 E 34 6499 00 939 0 99 0 00	TOLL	2.29	12/06/2013
	12/06/2013	MUNICIPAL SERVICES BUR	TRANSPORTATION/MISC OPERA	199 E 34 6499 00 939 0 99 0 00	TOLL	5.42	12/06/2013
	12/06/2013	MUNICIPAL SERVICES BUR	TRANSPORTATION/MISC OPERA	199 E 34 6499 00 939 0 99 0 00	TOLL	8.62	12/06/2013
	12/06/2013	MUNICIPAL SERVICES BUR	TRANSPORTATION/MISC OPERA	199 E 34 6499 00 939 0 99 0 00	toll	2.29	12/06/2013
	12/06/2013	MUNICIPAL SERVICES BUR	TRANSPORTATION/MISC OPERA	199 E 34 6499 00 939 0 99 0 00	TOLL	3.58	12/06/2013
					Totals for 75704	31.66	

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75705	12/06/2013	NASCO	MARBLE FALLS ELEMENTARY S	199 E 11 6399 00 101 0 11 0 00	O'Connor Science	24.83	12/06/2013
Totals for 75705							24.83
75706	12/06/2013	NETBRANDS MEDIA CORP	MARBLE FALLS HIGH SCHOOL/	352 E 11 6499 01 001 4 24 0 00	WRISTBANDS	111.26	12/06/2013
	12/06/2013	NETBRANDS MEDIA CORP	MARBLE FALLS MIDDLE SCHOO	352 E 11 6499 01 041 4 24 0 00	WRISTBANDS	111.26	12/06/2013
	12/06/2013	NETBRANDS MEDIA CORP	HIGHLAND LAKES ELEMENTARY	352 E 11 6499 01 103 4 24 0 00	WRISTBANDS	111.25	12/06/2013
	12/06/2013	NETBRANDS MEDIA CORP	MARBLE FALLS ELEMENTARY S	352 E 11 6499 01 101 4 24 0 80	WRISTBANDS	111.26	12/06/2013
	12/06/2013	NETBRANDS MEDIA CORP	SPICEWOOD ELEMENTARY SCHO	352 E 11 6499 01 104 4 24 0 80	WRISTBANDS	111.25	12/06/2013
	12/06/2013	NETBRANDS MEDIA CORP	COLT ELEMENTARY SCHOOL/MI	352 E 11 6499 01 102 4 24 0 80	WRISTBANDS	111.26	12/06/2013
	12/06/2013	NETBRANDS MEDIA CORP	MARBLE FALLS MIDDLE SCHOO	352 E 11 6499 01 041 4 24 0 80	WRISTBANDS	111.26	12/06/2013
Totals for 75706							778.80
75707	12/06/2013	O'CONNOR, KERRI	DISTRICT WIDE/TRAVEL - EM	352 E 21 6411 01 999 4 24 0 00	MILEAGE	38.54	12/06/2013
	12/06/2013	O'CONNOR, KERRI	DISTRICT WIDE/TRAVEL - EM	352 E 21 6411 01 999 4 24 0 00	MILEAGE	200.00	12/06/2013
Totals for 75707							238.54
75708	12/06/2013	O'CONNOR, ROBERT	SUPERINTENDENTS OFFICE/TR	199 E 41 6411 00 701 0 99 0 00	MILEAGE	150.47	12/06/2013
Totals for 75708							150.47
75710	12/06/2013	OFFICE DEPOT	DISTRICT WIDE/GENERAL SUP	199 E 13 6399 00 999 0 99 0 00	PROFESSIONAL DEVELOPMENT SUPPLIES	5.66	12/06/2013
	12/06/2013	OFFICE DEPOT	DISTRICT WIDE/GENERAL SUP	199 E 13 6399 00 999 0 99 0 00	PROFESSIONAL DEVELOPMENT SUPPLIES	76.94	12/06/2013
	12/06/2013	OFFICE DEPOT	DISTRICT WIDE/COMPUTER RE	199 E 53 6398 00 999 0 99 0 00	COMPUTER-RELATED OFFICE SUPPLIES	49.29	12/06/2013
	12/06/2013	OFFICE DEPOT	MARBLE FALLS HIGH SCHOOL/	199 E 36 6399 00 001 0 91 0 00	Laminating papers OPEN PO	3.67	12/06/2013
	12/06/2013	OFFICE DEPOT	MARBLE FALLS HIGH SCHOOL/	276 E 11 6399 00 001 4 30 0 00	TTIPS: WHITEBOARDS FOR TEACHERS AT MFHS	1,912.32	12/06/2013
Totals for 75710							2,047.88
75711	12/06/2013	OHLRICH, SUSAN	MARBLE FALLS HIGH SCHOOL/	199 E 11 6299 00 001 0 11 H 00	private coaching of students	2,175.00	12/06/2013
Totals for 75711							2,175.00
75712	12/06/2013	OLDHAM, DAVID	MARBLE FALLS MIDDLE SCHOO	199 E 36 6299 04 041 0 91 0 00	OFFICIAL	105.00	12/06/2013
Totals for 75712							105.00
75713	12/06/2013	ORIENTAL TRADING CO IN	MARBLE FALLS MIDDLE SCHOO	199 E 36 6399 00 041 0 99 T 00	THEATRE SUPP	144.05	12/06/2013
	12/06/2013	ORIENTAL TRADING CO IN	SPICEWOOD ELEMENTARY SCHO	352 E 11 6499 01 104 4 24 0 80	AWARDS FOR RJ RICHEY	224.20	12/06/2013
Totals for 75713							368.25
75714	12/06/2013	OUT BACK UNLIMITED	DISTRICT WIDE/RENTALS - O	199 E 13 6269 00 999 0 99 0 00	RENTAL OF TABLE LINENS, ETC. FOR DEC 17 EVENT	940.50	12/06/2013
Totals for 75714							940.50
75715	12/06/2013	PARKER-MAZUCH, NIKKI	DISTRICT WIDE/TRAVEL - EM	199 E 13 6411 00 999 0 23 0 00	MILEAGE	49.20	12/06/2013
Totals for 75715							49.20
75716	12/06/2013	PEDERNALES ELECTRIC CO	MAINTENANCE DEPT/UTILITIE	199 E 51 6259 29 936 0 99 0 00	ELECTRICITY	71,011.00	12/06/2013
Totals for 75716							71,011.00
75717	12/06/2013	PETERSON, BRIAN	MARBLE FALLS HIGH SCHOOL/	199 E 36 6299 00 001 0 91 B 00	CLARINET MASTER CLASSES	80.00	12/06/2013
Totals for 75717							80.00
75718	12/06/2013	PLAYS INC	MARBLE FALLS MIDDLE SCHOO	199 E 36 6329 00 041 0 99 T 00	MAGAZINE SUBSCRIPTION	55.00	12/06/2013

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					Totals for 75718	55.00	
75719	12/06/2013	PORTIONPAC CHEMICAL CO	DISTRICT WIDE/NON-FOOD SU	240 E 35 6342 00 999 0 99 0 00	CHEMICALS FOR 7 KITCHENS	968.68	12/06/2013
					Totals for 75719	968.68	
75720	12/06/2013	PRO-ED	DISTRICT WIDE/TESTING MAT	199 E 31 6339 00 999 0 21 0 00	DISTRICT GT TESTING MATERIALS	1,326.60	12/06/2013
					Totals for 75720	1,326.60	
75721	12/06/2013	QUALITY PEST CONTROL	MAINTENANCE DEPT/CONTRACT	199 E 51 6249 56 936 0 99 0 00	OPEN CONTRACT BID PEST CONTROL SERVICE DISTRICT	600.00	12/06/2013
					Totals for 75721	600.00	
75722	12/06/2013	QUILL CORPORATION	GEN.ADMINISTRATION/GENERA	199 E 41 6399 00 750 0 99 0 99	SUPPLIES	101.75	12/06/2013
	12/06/2013	QUILL CORPORATION	MARBLE FALLS HIGH SCHOOL/	199 E 11 6399 00 001 0 11 0 00	CAMPUS SUPPLIES	688.02	12/06/2013
					Totals for 75722	789.77	
75723	12/06/2013	R W BURDETT INC	MARBLE FALLS HIGH SCHOOL/	199 E 51 6249 00 001 0 99 0 00	MT - HS AG SHOP PAINTING	8,682.00	12/06/2013
	12/06/2013	R W BURDETT INC	DISTRICT WIDE/BUILDING PU	240 E 35 6629 00 999 0 99 0 00	REPLACE CEILING AND GRID AT HIGH SCHOOL KITCHEN	16,975.00	12/06/2013
					Totals for 75723	25,657.00	
75724	12/06/2013	RICHTER, MARVIN	MARBLE FALLS HIGH SCHOOL/	199 E 36 6299 03 001 0 91 0 00	OFFICIAL	113.00	12/06/2013
					Totals for 75724	113.00	
75725	12/06/2013	RUDD, TERRY	MARBLE FALLS HIGH SCHOOL/	199 E 36 6299 02 001 0 91 0 00	OFFICIAL	98.00	12/06/2013
					Totals for 75725	98.00	
75726	12/06/2013	SAM'S CLUB DIRECT	INVENTORIES/GENERAL FUND	199 A 00 1310 00 000 0 00 0 00	COPY PAPER FOR ISD WAREHOUSE	18,984.00	12/06/2013
					Totals for 75726	18,984.00	
75727	12/06/2013	SANCHEZ CONSTRUCTION	MARBLE FALLS ELEMENTARY S	199 E 81 6619 00 101 0 99 0 00	MT - MFES PAINT WALKWAY	1,800.00	12/06/2013
					Totals for 75727	1,800.00	
75728	12/06/2013	SCHOLASTIC INC	HIGHLAND LAKES ELEMENTARY	199 E 11 6329 00 103 0 11 0 00	READING MATERIAL FOR 5TH GRADE	378.84	12/06/2013
					Totals for 75728	378.84	
75729	12/06/2013	SCHOOL SPECIALTY INC	SPICEWOOD ELEMENTARY SCHO	352 E 11 6399 01 104 4 24 0 80	CRAFTS FOR RJ RICHEY	185.43	12/06/2013
					Totals for 75729	185.43	
75730	12/06/2013	SHERWIN-WILLIAMS CO	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #45994 - MAINT PAINT OFFICES	28.50	12/06/2013
					Totals for 75730	28.50	
75731	12/06/2013	SPARKS, REBECCA	DISTRICT WIDE/TRAVEL - EM	224 E 11 6411 00 999 4 23 0 00	mileage	27.47	12/06/2013
					Totals for 75731	27.47	
75732	12/06/2013	STANDARD STATIONERY SU	SPICEWOOD ELEMENTARY SCHO	199 E 11 6399 00 104 0 11 0 00	CLASSROOM SUPPLIES TEACHER LEADER SUPPLIES	146.22	12/06/2013
	12/06/2013	STANDARD STATIONERY SU	MARBLE FALLS ELEMENTARY S	199 E 11 6399 00 101 0 11 A 00	Art Supplies	125.96	12/06/2013
					Totals for 75732	272.18	
75733	12/06/2013	STENHOUSE PUBLISHERS	SPICEWOOD ELEMENTARY SCHO	199 E 11 6399 00 104 0 11 0 00	LITERACY WORK STATION BOOKS FOR NEW TEACHERS	79.20	12/06/2013
					Totals for 75733	79.20	
75734	12/06/2013	SWEETWATER SOUND INC	MARBLE FALLS MIDDLE SCHO	199 E 23 6399 00 041 0 99 0 00	MS/MICROPHONES	198.00	12/06/2013

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75734	12/06/2013	SWEETWATER SOUND INC	MARBLE FALLS MIDDLE SCHOO	199 E 23 6399 00 041 0 99 0 00	MS/MICROPHONES (EXCHANGE)	101.95	12/06/2013
					Totals for 75734	299.95	
75735	12/06/2013	TENNYSON, SHELLEY	DISTRICT WIDE/TRAVEL - EM	199 E 13 6411 00 999 0 23 0 00	MILEAGE	27.47	12/06/2013
					Totals for 75735	27.47	
75736	12/06/2013	TEXAS A&M AGRILIFE EXT	MAINTENANCE DEPT/TRAVEL -	199 E 51 6411 00 936 0 99 0 00	REGISTRATION FOR 4 @ \$30 EA, SAN MARCOS GROUNDS MAINTENANCE CONFERENCE ON 1/15/14 FOR PHILLIPS, WILDE, DEES, VENGHAUS	120.00	12/06/2013
					Totals for 75736	120.00	
75737	12/06/2013	TEXAS ASSOCIATION FOR	DISTRICT WIDE/TRAVEL - EM	199 E 21 6411 00 999 0 21 0 00	TEXAS ASSOCIATION FOR THE GIFTED & TALENTED 2013 CONFERENCE, 12/04-06/13	275.00	12/06/2013
	12/06/2013	TEXAS ASSOCIATION FOR	DISTRICT WIDE/TRAVEL - EM	199 E 21 6411 00 999 0 21 0 00	TEXAS ASSOCIATION FOR THE GIFTED & TALENTED 2013 CONFERENCE, 12/04-06/13	275.00	12/06/2013
	12/06/2013	TEXAS ASSOCIATION FOR	DISTRICT WIDE/TRAVEL - EM	199 E 21 6411 00 999 0 21 0 00	TEXAS ASSOCIATION FOR THE GIFTED & TALENTED 2013 CONFERENCE, 12/04-06/13	275.00	12/06/2013
	12/06/2013	TEXAS ASSOCIATION FOR	DISTRICT WIDE/TRAVEL - EM	199 E 21 6411 00 999 0 21 0 00	TEXAS ASSOCIATION FOR THE GIFTED & TALENTED 2013 CONFERENCE, 12/04-06/13	275.00	12/06/2013
					Totals for 75737	1,100.00	
75738	12/06/2013	TEXAS COMPUTER EDUCATI	COLT ELEMENTARY SCHOOL/TR	199 E 12 6411 00 102 0 99 0 00	REGISTRATION (\$277)/ MEMBERSHIP (\$40) FOR TCEA CONFERENCE IN AUSTIN FOR WEIHS ON 2/3-7/14	277.00	12/06/2013
	12/06/2013	TEXAS COMPUTER EDUCATI	COLT ELEMENTARY SCHOOL/DU	199 E 12 6495 00 102 0 99 0 00	REGISTRATION (\$277)/ MEMBERSHIP (\$40) FOR TCEA CONFERENCE IN AUSTIN FOR WEIHS ON 2/3-7/14	40.00	12/06/2013
					Totals for 75738	317.00	
75739	12/06/2013	TEXAS DEPARTMENT OF PU	GEN.ADMINISTRATION/MISC O	199 E 41 6499 01 750 0 99 R 00	CRIMINAL HISTORIES AND NAME SEARCHES	62.00	12/06/2013
					Totals for 75739	62.00	
75740	12/06/2013	TEXAS FLEET FUEL LTD	TRANSPORTATION/GASOLINE &	199 E 34 6311 00 939 0 99 0 00	FUEL FOR DISTRICT VEHICLES	8,380.34	12/06/2013
					Totals for 75740	8,380.34	
75741	12/06/2013	THE UPS STORE #5548	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SHIPPING FEES SUPPLIES & EQUIPMENT- REPAIRS & RETURNS	9.50	12/06/2013
	12/06/2013	THE UPS STORE #5548	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SHIPPING FEES SUPPLIES & EQUIPMENT- REPAIRS & RETURNS	9.32	12/06/2013
					Totals for 75741	18.82	

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75742	12/06/2013	THINK SOCIAL PUBLISHIN	DISTRICT WIDE/GENERAL SUP	199 E 31 6399 00 999 0 23 0 00	AUTISM/SOCIAL SKILLS	146.30	12/06/2013
						Totals for 75742	146.30
75743	12/06/2013	TOP NOTCH	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48560 - CO SWIM PORTABLE DRYER	106.00	12/06/2013
	12/06/2013	TOP NOTCH	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48561 - SWES DRYER	19.76	12/06/2013
						Totals for 75743	125.76
75744	12/06/2013	TYNES, TRAVIS	MARBLE FALLS HIGH SCHOOL/	199 E 36 6299 03 001 0 91 0 00	OFFICIAL	80.00	12/06/2013
	12/06/2013	TYNES, TRAVIS	MARBLE FALLS MIDDLE SCHOO	199 E 36 6299 02 041 0 91 0 00	OFFICIAL	78.00	12/06/2013
						Totals for 75744	158.00
75745	12/06/2013	VICTORY PUBLISHING CO	DISTRICT WIDE/MISC OPERAT	199 E 21 6499 00 999 0 23 0 00	LEGAL DESTRUCTION OF RECORDS NOTICE	34.25	12/06/2013
						Totals for 75745	34.25
75746	12/06/2013	VREDENBURGH, JESSE	MARBLE FALLS HIGH SCHOOL/	199 E 11 6299 00 001 0 11 0 36	cello for christmas concert	250.00	12/06/2013
						Totals for 75746	250.00
75751	12/06/2013	WALMART COMMUNITY	SPICEWOOD ELEMENTARY SCHO	352 E 11 6399 01 104 4 24 0 80	ACE PROG SUPPLIES	84.92	12/06/2013
	12/06/2013	WALMART COMMUNITY	MARBLE FALLS MIDDLE SCHOO	352 E 11 6399 01 041 4 24 0 80	ACE PROG SUPPLIES	59.54	12/06/2013
	12/06/2013	WALMART COMMUNITY	MARBLE FALLS HIGH SCHOOL/	199 E 36 6399 21 001 0 91 0 00	SUPPLIES FOR PEP RALLYS AND SPIRIT SUPPLIES	10.97	12/06/2013
	12/06/2013	WALMART COMMUNITY	COLT ELEMENTARY SCHOOL/GE	199 E 11 6399 00 102 0 11 Q 00	PE SUPPLIES	32.84	12/06/2013
	12/06/2013	WALMART COMMUNITY	MARBLE FALLS MIDDLE SCHOO	199 E 11 6399 00 041 0 11 S 00	SCIENCE SUPPLIES	25.76	12/06/2013
	12/06/2013	WALMART COMMUNITY	COLT ELEMENTARY SCHOOL/GE	199 E 11 6399 00 102 0 11 Q 00	PE SUPPLIES	13.65	12/06/2013
	12/06/2013	WALMART COMMUNITY	MARBLE FALLS HIGH SCHOOL/	199 E 11 6399 00 001 0 11 S 00	CONSUMABLES FOR SCIENCE LABS	53.82	12/06/2013
	12/06/2013	WALMART COMMUNITY	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	FOOD AND PAPER PRODUCTS	13.92	12/06/2013
	12/06/2013	WALMART COMMUNITY	DISTRICT WIDE/NON-FOOD SU	240 E 35 6342 00 999 0 99 0 00	FOOD AND PAPER PRODUCTS	37.97	12/06/2013
	12/06/2013	WALMART COMMUNITY	COLT ELEMENTARY SCHOOL/GE	352 E 11 6399 01 102 4 24 0 80	ARTS/CRAFTS SUPP - BERTRAM	164.17	12/06/2013
	12/06/2013	WALMART COMMUNITY	MARBLE FALLS MIDDLE SCHOO	352 E 11 6399 01 041 4 24 0 80	ACE PROG SUPPLIES	97.03	12/06/2013
	12/06/2013	WALMART COMMUNITY	MARBLE FALLS HIGH SCHOOL/	199 E 23 6399 00 001 0 99 0 00	ADMIN SUPPLIES	29.82	12/06/2013
	12/06/2013	WALMART COMMUNITY	MARBLE FALLS MIDDLE SCHOO	199 E 11 6399 00 041 0 11 S 00	SCIENCE SUPPLIES	112.94	12/06/2013
	12/06/2013	WALMART COMMUNITY	SPICEWOOD ELEMENTARY SCHO	352 E 11 6399 01 104 4 24 0 80	ACE PROG SUPPLIES	87.79	12/06/2013
	12/06/2013	WALMART COMMUNITY	MARBLE FALLS HIGH SCHOOL/	199 E 11 6399 00 001 0 11 S 00	CONSUMABLES FOR SCIENCE LABS	125.05	12/06/2013
	12/06/2013	WALMART COMMUNITY	DISTRICT WIDE/GENERAL SUP	199 E 11 6399 00 999 0 29 D 00	EPIC SUPPLIES	15.23	12/06/2013
	12/06/2013	WALMART COMMUNITY	MARBLE FALLS MIDDLE SCHOO	352 E 11 6399 01 041 4 24 0 00	ACE SUPPLIES FOR MFMS	48.83	12/06/2013
	12/06/2013	WALMART COMMUNITY	SUPERINTENDENTS OFFICE/MI	199 E 41 6499 00 701 0 99 0 00	GIFTCARD FOR EMPLOYEE AWARD	25.00	12/06/2013
	12/06/2013	WALMART COMMUNITY	MARBLE FALLS MIDDLE SCHOO	199 E 11 6399 00 041 0 11 A 00	ART SUPPLIES	129.27	12/06/2013
	12/06/2013	WALMART COMMUNITY	SCHOOL BOARD/GENERAL SUPP	199 E 41 6399 00 702 0 99 0 00	SUPPLIES	49.10	12/06/2013
	12/06/2013	WALMART COMMUNITY	SPICEWOOD ELEMENTARY SCHO	352 E 11 6399 01 104 4 24 0 80	OPEN PO R J RICHEY	101.00	12/06/2013
	12/06/2013	WALMART COMMUNITY	MARBLE FALLS HIGH SCHOOL/	199 E 36 6399 00 001 0 91 0 00	Budget/admin/event supplies	18.43	12/06/2013
	12/06/2013	WALMART COMMUNITY	HIGHLAND LAKES ELEMENTARY	352 E 11 6399 01 103 4 24 0 00	OPEN PO HLES	65.26	12/06/2013
	12/06/2013	WALMART COMMUNITY	MARBLE FALLS MIDDLE SCHOO	199 E 11 6399 00 041 0 11 S 00	SCIENCE SUPPLIES	24.13	12/06/2013

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75751	12/06/2013	WALMART COMMUNITY	MARBLE FALLS HIGH SCHOOL/	199 E 36 6399 00 001 0 91 0 00	Budget/admin/event supplies	19.43	12/06/2013
	12/06/2013	WALMART COMMUNITY	MARBLE FALLS ELEMENTARY S	199 E 11 6399 00 101 0 11 A 00	ART SUPPLIES	10.62	12/06/2013
	12/06/2013	WALMART COMMUNITY	GEN.ADMINISTRATION/GENERA	199 E 41 6399 00 750 0 99 X 00	OFFICE SUPPLIES	31.71	12/06/2013
Totals for 75751						1,488.20	
75752	12/06/2013	WEIL, VICTORIA	MARBLE FALLS ELEMENTARY S	199 E 13 6411 00 101 0 11 A 00	2013 TEXAS ART EDUCATION ASSOCIATION CONFERENCE, 11/21-24/13	70.00	12/06/2013
Totals for 75752						70.00	
75753	12/06/2013	WEST DAVIS & COMPANY L	GEN.ADMINISTRATION/AUDIT	199 E 41 6212 00 750 0 99 X 00	2013-14 AUDIT	2,500.00	12/06/2013
Totals for 75753						2,500.00	
75754	12/06/2013	WILLSIE, SARAH	DISTRICT WIDE/MISC. CONTR	224 E 11 6299 00 999 4 23 0 00	2013-14 O & M CONTRACT SERVICES	350.50	12/06/2013
Totals for 75754						350.50	
75755	12/06/2013	WOODS, JAN	MARBLE FALLS ELEMENTARY S	199 E 13 6411 00 101 0 11 A 00	2013 TEXAS ART EDUCATION ASSOCIATION CONFERENCE, 11/21-24/13	4.74	12/06/2013
	12/06/2013	WOODS, JAN	COLT ELEMENTARY SCHOOL/TR	199 E 13 6411 00 102 0 11 A 00	2013 TEXAS ART EDUCATION ASSOCIATION CONFERENCE, 11/21-24/13	4.74	12/06/2013
	12/06/2013	WOODS, JAN	HIGHLAND LAKES ELEMENTARY	199 E 13 6411 00 103 0 11 A 00	2013 TEXAS ART EDUCATION ASSOCIATION CONFERENCE, 11/21-24/13	74.72	12/06/2013
	12/06/2013	WOODS, JAN	SPICEWOOD ELEMENTARY SCHO	199 E 13 6411 00 104 0 11 A 00	2013 TEXAS ART EDUCATION ASSOCIATION CONFERENCE, 11/21-24/13	4.74	12/06/2013
Totals for 75755						88.94	
75756	12/06/2013	XPM COMMUNICATIONS	MAINTENANCE DEPT/GENERAL	199 E 51 6399 00 936 0 99 0 00	MAINT - RADIO EQUIP	4,341.00	12/06/2013
	12/06/2013	XPM COMMUNICATIONS	MARBLE FALLS MIDDLE SCHOO	352 E 11 6398 00 041 4 24 0 00	RADIOS FOR MFMS ACE PROGRAM	678.00	12/06/2013
	12/06/2013	XPM COMMUNICATIONS	HIGHLAND LAKES ELEMENTARY	352 E 11 6398 00 103 4 24 0 00	RADIOS FOR MFMS ACE PROGRAM	678.00	12/06/2013
Totals for 75756						5,697.00	
75757	12/12/2013	KAWASAKI-SUZUKI OF MAR	MAINTENANCE DEPT/CONTRACT	199 E 51 6249 58 936 0 99 0 00	MT - HS SHOP 600 MULE REPAR	346.99	12/12/2013
Totals for 75757						346.99	
75758	12/13/2013	ADKINS, ARTHUR	MARBLE FALLS MIDDLE SCHOO	199 E 36 6299 02 041 0 91 0 00	OFFICIAL	113.00	12/13/2013
Totals for 75758						113.00	
75759	12/13/2013	ADVANCEPIERRE FOODS IN	DISTRICT WIDE/USDA DONATE	240 E 35 6344 00 999 0 99 0 00	COMMODITY PROCESSING	2,920.35	12/13/2013
Totals for 75759						2,920.35	
75760	12/13/2013	ALL POINTS COMMUNICATI	DISTRICT WIDE/COMPUTER RE	199 E 53 6398 00 999 0 99 0 00	TECH/RADIOS/K.WIER	1,254.96	12/13/2013
Totals for 75760						1,254.96	
75761	12/13/2013	ALLIED WASTE SERVICES	MAINTENANCE DEPT/UTILITIE	199 E 51 6259 26 936 0 99 0 00	GARBAGE	7,456.76	12/13/2013
Totals for 75761						7,456.76	

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75762	12/13/2013	APPLE INC	MARBLE FALLS ELEMENTARY S	199 E 11 6399 00 101 0 11 0 00	ES/ITUNES	100.00	12/13/2013
	12/13/2013	APPLE INC	DISTRICT WIDE/COMPUTER RE	199 E 53 6398 00 999 0 99 0 00	TECH/IPADS/K.WIER	3,790.00	12/13/2013
	12/13/2013	APPLE INC	DISTRICT WIDE/GENERAL SUP	199 E 21 6399 06 999 0 23 0 00	SPED/IPADS&ACCESSORIES/SKERO	27.00	12/13/2013
	12/13/2013	APPLE INC	DISTRICT WIDE/GENERAL SUP	199 E 21 6399 06 999 0 23 0 00	SPED/IPADS&ACCESSORIES/SKERO	383.00	12/13/2013
Totals for 75762						4,300.00	
75763	12/13/2013	ATMOS ENERGY	MAINTENANCE DEPT/UTILITIE	199 E 51 6259 30 936 0 99 0 00	GAS	1,530.43	12/13/2013
Totals for 75763						1,530.43	
75764	12/13/2013	AUDIO-VISUAL AIDS CORP	MARBLE FALLS ELEMENTARY S	199 E 11 6398 00 101 0 11 C 00	MFES/PROJECTOR LAMP/D.PHILLIPS	202.00	12/13/2013
	12/13/2013	AUDIO-VISUAL AIDS CORP	MARBLE FALLS ELEMENTARY S	199 E 11 6398 00 101 0 11 C 00	ES/BULB	200.00	12/13/2013
Totals for 75764						402.00	
75765	12/13/2013	B & B ATHLETICS	MARBLE FALLS HIGH SCHOOL/	199 E 36 6399 04 001 0 91 0 00	Budget/football supplies	1,015.00	12/13/2013
	12/13/2013	B & B ATHLETICS	MARBLE FALLS HIGH SCHOOL/	199 E 36 6399 01 001 0 91 0 00	Contender Cage Jacket	165.00	12/13/2013
	12/13/2013	B & B ATHLETICS	MARBLE FALLS HIGH SCHOOL/	199 E 36 6399 07 001 0 91 0 00	Contender Cage Jacket	528.00	12/13/2013
	12/13/2013	B & B ATHLETICS	MARBLE FALLS HIGH SCHOOL/	199 E 36 6399 01 001 0 91 0 00	Contender Cage Jacket	5.00	12/13/2013
	12/13/2013	B & B ATHLETICS	MARBLE FALLS HIGH SCHOOL/	199 E 36 6399 07 001 0 91 0 00	Contender Cage Jacket	10.00	12/13/2013
Totals for 75765						1,723.00	
75766	12/13/2013	BALLEE, BRAD	MARBLE FALLS MIDDLE SCHOO	199 E 36 6299 02 041 0 91 0 00	OFFICIAL	58.00	12/13/2013
Totals for 75766						58.00	
75767	12/13/2013	BELLMER, DAVID	MARBLE FALLS MIDDLE SCHOO	199 E 36 6299 02 041 0 91 0 00	OFFICIAL	78.00	12/13/2013
Totals for 75767						78.00	
75768	12/13/2013	BLUE BELL CREAMERIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	ICE CREAM PURCHASES 2013-14	305.82	12/13/2013
	12/13/2013	BLUE BELL CREAMERIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	ICE CREAM PURCHASES 2013-14	202.11	12/13/2013
	12/13/2013	BLUE BELL CREAMERIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	ICE CREAM PURCHASES 2013-14	301.35	12/13/2013
Totals for 75768						809.28	
75769	12/13/2013	BROAD REACH	COLT ELEMENTARY SCHOOL/RE	199 E 12 6329 00 102 0 99 0 00	NON-FICTION BOOKS FOR LIBRARY	692.98	12/13/2013
Totals for 75769						692.98	
75770	12/13/2013	BSN SPORTS INC	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 01 936 0 99 0 00	W.O. #48661 - HS TENNIS WINDSCREENS	300.00	12/13/2013
Totals for 75770						300.00	
75771	12/13/2013	BUCKEYE CLEANING CENTE	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 10 936 0 99 0 00	OPEN P.O. - CUSTODIAL SUPPLIES	292.00	12/13/2013
	12/13/2013	BUCKEYE CLEANING CENTE	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 10 936 0 99 0 00	OPEN P.O. - CUSTODIAL SUPPLIES	720.00	12/13/2013
	12/13/2013	BUCKEYE CLEANING CENTE	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 10 936 0 99 0 00	OPEN P.O. - CUSTODIAL SUPPLIES	2,830.00	12/13/2013
	12/13/2013	BUCKEYE CLEANING CENTE	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 10 936 0 99 0 00	OPEN P.O. - CUSTODIAL SUPPLIES	-1,540.00	12/13/2013
Totals for 75771						2,302.00	
75772	12/13/2013	THE BUSINESS CENTER	SUPERINTENDENTS OFFICE/GE	199 E 41 6399 04 701 0 99 0 00	CHRISTMAS CARDS	300.00	12/13/2013
	12/13/2013	THE BUSINESS CENTER	MARBLE FALLS MIDDLE SCHOO	199 E 23 6399 00 041 0 99 0 00	SUPPLIES/MS	87.28	12/13/2013
	12/13/2013	THE BUSINESS CENTER	SUPERINTENDENTS OFFICE/GE	199 E 41 6399 00 701 0 99 0 00	SUPPLIES	48.43	12/13/2013
Totals for 75772						435.71	
75773	12/13/2013	CAMERON CHAMBER OF COM	MARBLE FALLS HIGH SCHOOL/	199 E 36 6412 03 001 0 91 0 00	ENTRY FEE FOR VARSITY GIRLS	150.00	12/13/2013

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					BASKETBALL TOURNEY 12/27-28/13		
					Totals for 75773	150.00	
75774	12/13/2013	CAPITAL AREA FOOD BANK	DISTRICT WIDE/MISC OPERAT	240 E 35 6499 00 999 0 99 0 00	COMMODITY DELIVERY FEE FOR NOVEMBER 2013	880.75	12/13/2013
					Totals for 75774	880.75	
75782	12/13/2013	CARD SERVICE CENTER	MARBLE FALLS HIGH SCHOOL/	199 E 11 6321 00 001 0 11 S 00	TEXTBOOKS FOR MICROBIOLOGY	9.98	12/13/2013
	12/13/2013	CARD SERVICE CENTER	MARBLE FALLS HIGH SCHOOL/	199 E 36 6399 00 001 0 91 0 00	Money Counter for Athletics	129.32	12/13/2013
	12/13/2013	CARD SERVICE CENTER	MARBLE FALLS MIDDLE SCHOO	199 E 36 6399 00 041 0 91 0 00	Money Counter for Athletics	129.32	12/13/2013
	12/13/2013	CARD SERVICE CENTER	DISTRICT WIDE/COMPUTER RE	199 E 53 6398 00 999 0 99 0 00	TECH/COPIER TONER	466.10	12/13/2013
	12/13/2013	CARD SERVICE CENTER	DISTRICT WIDE/READING MAT	352 E 61 6329 00 999 4 24 0 00	MAGAZINES FOR ACE FES	54.92	12/13/2013
	12/13/2013	CARD SERVICE CENTER	MARBLE FALLS ELEMENTARY S	199 E 11 6399 00 101 0 11 0 00	Student Testing Dictionary	118.03	12/13/2013
	12/13/2013	CARD SERVICE CENTER	MARBLE FALLS MIDDLE SCHOO	199 E 11 6329 00 041 0 11 E 00	PAPERBACK BOOKS FOR L.A. DEPT	590.50	12/13/2013
	12/13/2013	CARD SERVICE CENTER	MARBLE FALLS ELEMENTARY S	199 E 23 6398 00 101 0 99 0 00	MFES/HDMI	4.46	12/13/2013
	12/13/2013	CARD SERVICE CENTER	DISTRICT WIDE/GENERAL SUP	352 E 21 6399 00 999 4 24 0 00	POSTER FRAMES	53.97	12/13/2013
	12/13/2013	CARD SERVICE CENTER	SPICEWOOD ELEMENTARY SCHO	352 E 11 6399 01 104 4 24 0 80	ACE PROGRAM SUPPLIES	232.28	12/13/2013
	12/13/2013	CARD SERVICE CENTER	MARBLE FALLS ELEMENTARY S	199 E 11 6399 00 101 0 11 0 00	Student Testing Dictionary	11.04	12/13/2013
	12/13/2013	CARD SERVICE CENTER	DISTRICT WIDE/READING MAT	352 E 61 6329 00 999 4 24 0 00	FES WKSHP RESOURCES	305.26	12/13/2013
	12/13/2013	CARD SERVICE CENTER	MARBLE FALLS HIGH SCHOOL/	199 E 11 6321 00 001 0 11 S 00	TEXTBOOKS FOR MICROBIOLOGY	33.27	12/13/2013
	12/13/2013	CARD SERVICE CENTER	DISTRICT WIDE/COMPUTER RE	199 E 53 6398 00 999 0 99 0 00	TECH/GREEN SCREEN BACKGROUND	211.49	12/13/2013
	12/13/2013	CARD SERVICE CENTER	DISTRICT WIDE/TECHNOLOGY	199 E 53 6397 00 999 0 99 0 00	TECH/ADAPTERS	72.10	12/13/2013
	12/13/2013	CARD SERVICE CENTER	MARBLE FALLS MIDDLE SCHOO	199 E 11 6399 00 041 0 11 A 00	ART SUPP	171.15	12/13/2013
	12/13/2013	CARD SERVICE CENTER	MARBLE FALLS ELEMENTARY S	199 E 23 6398 00 101 0 99 0 00	MFES/HDMI	15.32	12/13/2013
	12/13/2013	CARD SERVICE CENTER	MARBLE FALLS ELEMENTARY S	199 E 23 6399 00 101 0 99 0 00	Flags	11.77	12/13/2013
	12/13/2013	CARD SERVICE CENTER	MARBLE FALLS ELEMENTARY S	199 E 11 6399 00 101 0 11 0 00	Flags	81.73	12/13/2013
	12/13/2013	CARD SERVICE CENTER	DISTRICT WIDE/COMPUTER RE	199 E 53 6398 00 999 0 99 0 00	TECH/SAMSUNG ITBSSD/K.WIER	1,114.98	12/13/2013
	12/13/2013	CARD SERVICE CENTER	SPICEWOOD ELEMENTARY SCHO	352 E 11 6399 01 104 4 24 0 80	GAMES FOR RJ RICHEY	119.56	12/13/2013
	12/13/2013	CARD SERVICE CENTER	MARBLE FALLS HIGH SCHOOL/	199 E 11 6399 00 001 0 11 0 36	material for sets and costumes	958.93	12/13/2013
	12/13/2013	CARD SERVICE CENTER	SPICEWOOD ELEMENTARY SCHO	352 E 11 6399 01 104 4 24 0 80	GAMES FOR RJ RICHEY	25.99	12/13/2013
	12/13/2013	CARD SERVICE CENTER	MARBLE FALLS MIDDLE SCHOO	352 E 11 6399 01 041 4 24 0 00	OPEN PO FOR MFMS ACE	51.87	12/13/2013
	12/13/2013	CARD SERVICE CENTER	DISTRICT WIDE/MISC. CONTR	199 E 51 6299 00 999 0 99 0 00	NOTARY ON WHEELS	45.00	12/13/2013
	12/13/2013	CARD SERVICE CENTER	DISTRICT WIDE/TECHNOLOGY	199 E 53 6397 00 999 0 99 0 00	TECH/ADAPTERS	44.60	12/13/2013
	12/13/2013	CARD SERVICE CENTER	MARBLE FALLS ELEMENTARY S	199 E 11 6399 00 101 0 11 0 00	Student Testing Dictionary	10.36	12/13/2013
	12/13/2013	CARD SERVICE CENTER	MARBLE FALLS ELEMENTARY S	199 E 23 6399 00 101 0 99 0 00	Flags	2.02	12/13/2013
	12/13/2013	CARD SERVICE CENTER	MARBLE FALLS ELEMENTARY S	199 E 11 6399 00 101 0 11 0 00	Flags	14.06	12/13/2013
	12/13/2013	CARD SERVICE CENTER	MARBLE FALLS ELEMENTARY S	199 E 11 6399 00 101 0 11 0 00	Student Testing Dictionary	10.39	12/13/2013
	12/13/2013	CARD SERVICE CENTER	DISTRICT WIDE/GENERAL SUP	199 E 11 6399 00 999 0 23 0 00	HLE LIFE CLASS GATE	35.00	12/13/2013
	12/13/2013	CARD SERVICE CENTER	SCHOOL BOARD/MISC OPERATI	199 E 41 6499 00 702 0 99 0 00	REGISTRATION FOR WEBINAR, R. EDWARDS	25.00	12/13/2013
	12/13/2013	CARD SERVICE CENTER	MARBLE FALLS HIGH SCHOOL/	199 E 11 6399 00 001 0 11 0 36	material for costumes for tarzan	700.00	12/13/2013

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75782	12/13/2013	CARD SERVICE CENTER	MARBLE FALLS MIDDLE SCHOO	352 E 11 6399 01 041 4 24 0 00	MFMS ACE PROG SUPP	33.15	12/13/2013
	12/13/2013	CARD SERVICE CENTER	MARBLE FALLS HIGH SCHOOL/	276 E 11 6638 00 001 4 30 0 00	TTIPS/SMARTV&MOUNT/E.PENROD	39.96	12/13/2013
	12/13/2013	CARD SERVICE CENTER	MARBLE FALLS HIGH SCHOOL/	352 E 11 6399 01 001 4 24 0 00	ACE PROGRAM SUPPLIES	132.79	12/13/2013
	12/13/2013	CARD SERVICE CENTER	SPICEWOOD ELEMENTARY SCHO	199 E 11 6399 00 104 0 11 0 00	5TH GRADE BOOKS	-57.54	12/13/2013
	12/13/2013	CARD SERVICE CENTER	SPICEWOOD ELEMENTARY SCHO	352 E 11 6399 01 104 4 24 0 80	OPEN PO FOR R J RICHEY ACE	107.94	12/13/2013
	12/13/2013	CARD SERVICE CENTER	GEN.ADMINISTRATION/MISC O	199 E 41 6499 00 750 0 99 R 00	FINGERPRINTING FEES/FALLAN SADLER	39.50	12/13/2013
	12/13/2013	CARD SERVICE CENTER	DISTRICT WIDE/GENERAL SUP	199 E 13 6399 00 999 0 99 0 00	PROFESSIONAL DEVELOPMENT MATH RESOURCE FOR ELEMENTARY CAMPUS TEACHERS	403.36	12/13/2013
	12/13/2013	CARD SERVICE CENTER	MARBLE FALLS HIGH SCHOOL/	199 E 11 6321 00 001 0 11 S 00	TEXTBOOKS FOR MICROBIOLOGY	9.24	12/13/2013
	12/13/2013	CARD SERVICE CENTER	SPICEWOOD ELEMENTARY SCHO	352 E 11 6398 01 104 4 24 0 80	MP3 MUSIC FILES FOR RJ RICHEY CHRISTMAS PROGRAM	13.98	12/13/2013
	12/13/2013	CARD SERVICE CENTER	MARBLE FALLS MIDDLE SCHOO	352 E 11 6399 01 041 4 24 0 00	OPEN PO FOR MFMS ACE	63.36	12/13/2013
	12/13/2013	CARD SERVICE CENTER	MARBLE FALLS MIDDLE SCHOO	352 E 11 6399 01 041 4 24 0 00	ACE PROGRAM SUPPLIES	74.62	12/13/2013
	12/13/2013	CARD SERVICE CENTER	DISTRICT WIDE/COMPUTER RE	199 E 53 6398 00 999 0 99 0 00	CAMERA AND ACCESSORIES	818.34	12/13/2013
	12/13/2013	CARD SERVICE CENTER	SUPERINTENDENTS OFFICE/MI	199 E 41 6499 00 701 0 99 0 00	Lunch Meeting Charges	153.89	12/13/2013
	12/13/2013	CARD SERVICE CENTER	SUPERINTENDENTS OFFICE/TR	199 E 41 6411 00 701 0 99 0 00	AIRLINE	788.40	12/13/2013
					Totals for 75782	8,480.76	
75783	12/13/2013	CARTER, JOHN	MARBLE FALLS MIDDLE SCHOO	199 E 36 6299 02 041 0 91 0 00	OFFICIAL	58.00	12/13/2013
					Totals for 75783	58.00	
75784	12/13/2013	CDW-GOVERNMENT INC	MARBLE FALLS HIGH SCHOOL/	276 E 11 6638 00 001 4 30 0 00	TTIPS/PROJ SCRIN/E.PENROD	1,894.54	12/13/2013
	12/13/2013	CDW-GOVERNMENT INC	DISTRICT WIDE/COMPUTER RE	224 E 11 6398 00 999 4 23 0 00	SPED/PRINTER REPLACEMENT	498.94	12/13/2013
					Totals for 75784	2,393.48	
75785	12/13/2013	CHAPMAN ENGINEERING SE	MAINTENANCE DEPT/CONTRACT	199 E 51 6249 50 936 0 99 0 00	OPEN CONTRACTED FUEL FINDER - TRANSPORTATION	83.00	12/13/2013
					Totals for 75785	83.00	
75786	12/13/2013	COLLIER MATERIALS INC	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48496 - HS BACK PRKNG LOT RD REPAIR	734.00	12/13/2013
					Totals for 75786	734.00	
75787	12/13/2013	CORTEZ, LYNDA	MARBLE FALLS HIGH SCHOOL/	199 E 11 6119 00 001 0 24 0 00	mileage	6.06	12/13/2013
					Totals for 75787	6.06	
75788	12/13/2013	CROCKOM, JASON	MARBLE FALLS MIDDLE SCHOO	199 E 36 6299 02 041 0 91 0 00	OFFICIAL	78.00	12/13/2013
					Totals for 75788	78.00	
75789	12/13/2013	CURRICULUM ASSOCIATES	MARBLE FALLS MIDDLE SCHOO	199 E 11 6329 00 041 0 11 E 00	ELA SUPPLIES FOR MFMS ACE	90.00	12/13/2013
	12/13/2013	CURRICULUM ASSOCIATES	MARBLE FALLS MIDDLE SCHOO	352 E 11 6399 01 041 4 24 0 00	ELA SUPPLIES FOR MFMS ACE	222.35	12/13/2013
					Totals for 75789	312.35	
75790	12/13/2013	DEALERS ELECTRICAL SUP	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48579 - MFES EMERGENCY LIGHTS	25.79	12/13/2013
					Totals for 75790	25.79	

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75791	12/13/2013	DENIUS, THOMAS	MARBLE FALLS MIDDLE SCHOO	199 E 36 6299 02 041 0 91 0 00	OFFICIAL	58.00	12/13/2013
						Totals for 75791	58.00
75792	12/13/2013	DISCOUNT SCHOOL SUPPLY	SPICEWOOD ELEMENTARY SCHO	352 E 11 6399 01 104 4 24 0 80	CRAFT SUPPLIES RJ RICHEY	230.36	12/13/2013
						Totals for 75792	230.36
75793	12/13/2013	DLL THERAPY LLC	DISTRICT WIDE/PROFESSIONA	199 E 11 6219 00 999 0 23 0 00	2013-14 OT CONTRACT SERVICES	5,817.50	12/13/2013
	12/13/2013	DLL THERAPY LLC	DISTRICT WIDE/PROFESSIONA	199 E 11 6219 00 999 0 23 0 00	2013-14 OT CONTRACT SERVICES	8,141.25	12/13/2013
						Totals for 75793	13,958.75
75794	12/13/2013	DOFFING, ELLEN	DISTRICT WIDE/TRAVEL - EM	224 E 11 6411 00 999 4 23 0 00	MILEAGE	121.36	12/13/2013
						Totals for 75794	121.36
75795	12/13/2013	DOWELL, CASSANDRA	DISTRICT WIDE/TRAVEL - EM	199 E 21 6411 00 999 0 99 0 00	IMCAT ANNUAL CONFERENCE 12/8-11/13	194.14	12/13/2013
						Totals for 75795	194.14
75796	12/13/2013	DRAMATIC PUBLISHING CO	MARBLE FALLS MIDDLE SCHOO	199 E 36 6399 00 041 0 99 T 00	THEATRE DEPT PLAY EXP	89.50	12/13/2013
	12/13/2013	DRAMATIC PUBLISHING CO	MARBLE FALLS MIDDLE SCHOO	199 E 36 6499 00 041 0 99 T 00	THEATRE DEPT PLAY EXP	75.00	12/13/2013
	12/13/2013	DRAMATIC PUBLISHING CO	MARBLE FALLS MIDDLE SCHOO	199 E 36 6399 00 041 0 99 T 00	THEATRE DEPT PLAY EXP	10.87	12/13/2013
						Totals for 75796	175.37
75797	12/13/2013	DRIPPING SPRINGS ATHLE	MARBLE FALLS MIDDLE SCHOO	199 E 36 6412 03 041 0 91 0 00	Dripping Springs A&B Team Tourn Jan 10 & 11, 2014	400.00	12/13/2013
						Totals for 75797	400.00
75798	12/13/2013	ED'S TIRE AND AUTO CEN	MAINTENANCE DEPT/CONTRACT	199 E 51 6249 58 936 0 99 0 00	MT - TRUCK/TRLR TIRE REPAIR	128.14	12/13/2013
						Totals for 75798	128.14
75799	12/13/2013	EICHELBAUM WARDELL HAN	DISTRICT WIDE/LEGAL SERVI	199 E 21 6211 00 999 0 23 0 00	2013-14 SPEC ED CONSULTATION FEE	99.06	12/13/2013
						Totals for 75799	99.06
75802	12/13/2013	ELLIOTT ELECTRIC SUPPL	DISTRICT WIDE/BUILDING PU	240 E 35 6629 00 999 0 99 0 00	W.O. #48681 - HS KITCH R/R LIGHTS AFTER CEILING	126.87	12/13/2013
	12/13/2013	ELLIOTT ELECTRIC SUPPL	MAINTENANCE DEPT/GENERAL	199 E 51 6399 00 936 0 99 0 00	MAINTENANCE TOOLS	12.82	12/13/2013
	12/13/2013	ELLIOTT ELECTRIC SUPPL	DISTRICT WIDE/BUILDING PU	240 E 35 6629 00 999 0 99 0 00	W.O. #48681 - HS KITCH R/R LIGHTS AFTER CEILING	8.95	12/13/2013
	12/13/2013	ELLIOTT ELECTRIC SUPPL	DISTRICT WIDE/BUILDING PU	240 E 35 6629 00 999 0 99 0 00	W.O. #48681 - HS KITCH R/R LIGHTS AFTER CEILING	125.23	12/13/2013
	12/13/2013	ELLIOTT ELECTRIC SUPPL	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 10 936 0 99 0 00	MAINT - CUST EQUIP PARTS	291.09	12/13/2013
	12/13/2013	ELLIOTT ELECTRIC SUPPL	DISTRICT WIDE/BUILDING PU	240 E 35 6629 00 999 0 99 0 00	W.O. #48681 - HS KITCH R/R LIGHTS AFTER CEILING	24.94	12/13/2013
	12/13/2013	ELLIOTT ELECTRIC SUPPL	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48041/48359/48794 - HS SM GYM / BH / CAFE LIGHTS	27.38	12/13/2013
	12/13/2013	ELLIOTT ELECTRIC SUPPL	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48728 - HS AG BARN RR REMODEL	305.14	12/13/2013
	12/13/2013	ELLIOTT ELECTRIC SUPPL	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48355 - SWES LIGHTS	253.40	12/13/2013
	12/13/2013	ELLIOTT ELECTRIC SUPPL	DISTRICT WIDE/BUILDING PU	240 E 35 6629 00 999 0 99 0 00	W.O. #48681 - HS KITCH R/R LIGHTS AFTER CEILING	257.87	12/13/2013

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75802	12/13/2013	ELLIOTT ELECTRIC SUPPL	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48728 - HS AG BARN RR REMODEL	33.71	12/13/2013
	12/13/2013	ELLIOTT ELECTRIC SUPPL	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48728 - HS AG BARN RR REMODEL	112.65	12/13/2013
	12/13/2013	ELLIOTT ELECTRIC SUPPL	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48041/48359/48794 - HS SM GYM / BH / CAFE LIGHTS	45.08	12/13/2013
	12/13/2013	ELLIOTT ELECTRIC SUPPL	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48041/48359/48794 - HS SM GYM / BH / CAFE LIGHTS	24.03	12/13/2013
	12/13/2013	ELLIOTT ELECTRIC SUPPL	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48041/48359/48794 - HS SM GYM / BH / CAFE LIGHTS	216.50	12/13/2013
	12/13/2013	ELLIOTT ELECTRIC SUPPL	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48041/48359/48794 - HS SM GYM / BH / CAFE LIGHTS	439.00	12/13/2013
	12/13/2013	ELLIOTT ELECTRIC SUPPL	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48041/48359/48794 - HS SM GYM / BH / CAFE LIGHTS	45.08	12/13/2013
	12/13/2013	ELLIOTT ELECTRIC SUPPL	DISTRICT WIDE/BUILDING PU	240 E 35 6629 00 999 0 99 0 00	W.O. #48681 - HS KITCH R/R LIGHTS AFTER CEILING	1,210.36	12/13/2013
Totals for 75802						3,560.10	
75803	12/13/2013	ESC, REGION XIII	SCHOOL BOARD/TRAVEL - NON	199 E 41 6419 00 702 0 99 0 00	TEXAS EDUCATION CODE ORIENTATION AND UPDATE, 09/23/13	50.00	12/13/2013
Totals for 75803						50.00	
75804	12/13/2013	ESC, REGION XX	MARBLE FALLS HIGH SCHOOL/	199 E 12 6328 00 001 0 99 0 00	LIBRARY RESOURCES - RENEWAL DATABASES	1,199.00	12/13/2013
	12/13/2013	ESC, REGION XX	HIGHLAND LAKES ELEMENTARY	199 E 12 6328 00 103 0 99 0 00	COMPUTER READING MATERIALS	758.94	12/13/2013
	12/13/2013	ESC, REGION XX	COLT ELEMENTARY SCHOOL/CO	199 E 12 6328 00 102 0 99 0 00	ONLINE LIBRARY SUBSCRIPTIONS	1,220.30	12/13/2013
Totals for 75804						3,178.24	
75808	12/13/2013	FERGUSON ENTERPRISES I	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #44307 - HS AG BARN UPGRADE	645.08	12/13/2013
	12/13/2013	FERGUSON ENTERPRISES I	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	84.81	12/13/2013
	12/13/2013	FERGUSON ENTERPRISES I	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48504 - MS FAUCET PARTS	97.87	12/13/2013
	12/13/2013	FERGUSON ENTERPRISES I	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	9.68	12/13/2013
	12/13/2013	FERGUSON ENTERPRISES I	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #44307 - HS AG BARN UPGRADE	9.81	12/13/2013
	12/13/2013	FERGUSON ENTERPRISES I	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	22.71	12/13/2013
	12/13/2013	FERGUSON ENTERPRISES I	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48474 - HS RM J723 GIRLS RR	5.08	12/13/2013
	12/13/2013	FERGUSON ENTERPRISES I	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #44307 - HS AG BARN UPGRADE	12.39	12/13/2013
	12/13/2013	FERGUSON ENTERPRISES I	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48474 - HS RM J723 GIRLS RR	43.41	12/13/2013
	12/13/2013	FERGUSON ENTERPRISES I	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	16.57	12/13/2013
	12/13/2013	FERGUSON ENTERPRISES I	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	18.84	12/13/2013
	12/13/2013	FERGUSON ENTERPRISES I	DISTRICT WIDE/BUILDING PU	240 E 35 6629 00 999 0 99 0 00	W.O. #48681 - MFHS KITCH CEILING	25.00	12/13/2013
	12/13/2013	FERGUSON ENTERPRISES I	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	MAINT - PLUMBING SUPPLIES	1,006.15	12/13/2013
	12/13/2013	FERGUSON ENTERPRISES I	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	22.20	12/13/2013

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75808	12/13/2013	FERGUSON ENTERPRISES I	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	10.07	12/13/2013
	12/13/2013	FERGUSON ENTERPRISES I	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48370 - HS RM 606 WATER HEATER	266.87	12/13/2013
	12/13/2013	FERGUSON ENTERPRISES I	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48564 - HLES RM 110 FCT	35.83	12/13/2013
	12/13/2013	FERGUSON ENTERPRISES I	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #47994 - HS STADIUM MEN'S RR	115.24	12/13/2013
	12/13/2013	FERGUSON ENTERPRISES I	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48739 - HS M117 / #48743 - HS STADIUM RR PLUMBING	54.76	12/13/2013
Totals for 75808						2,502.37	
75809	12/13/2013	FIDLER, SHELLY	SPICEWOOD ELEMENTARY SCHO	199 E 13 6411 00 104 0 11 Q 00	TEXAS ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE 90TH ANNUAL CONVENTION, 12/04-07/13	87.00	12/13/2013
Totals for 75809						87.00	
75810	12/13/2013	FIELDS, MELISSA	DISTRICT WIDE/TRAVEL - EM	199 E 21 6411 00 999 0 99 0 00	IMCAT ANNUAL CONFERENCE 12/8-11/13	49.00	12/13/2013
Totals for 75810						49.00	
75811	12/13/2013	FIRST LEAP LLC	DISTRICT WIDE/MISC. CONTR	224 E 11 6299 00 999 4 23 0 00	2013-14 ABA SERVICES	510.65	12/13/2013
Totals for 75811						510.65	
75812	12/13/2013	FLOWERS BAKING COMPANY	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	BREAD 2013-14	43.16	12/13/2013
	12/13/2013	FLOWERS BAKING COMPANY	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	BREAD 2013-14	53.12	12/13/2013
	12/13/2013	FLOWERS BAKING COMPANY	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	BREAD 2013-14	97.74	12/13/2013
	12/13/2013	FLOWERS BAKING COMPANY	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	BREAD 2013-14	23.24	12/13/2013
	12/13/2013	FLOWERS BAKING COMPANY	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	BREAD 2013-14	39.84	12/13/2013
	12/13/2013	FLOWERS BAKING COMPANY	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	BREAD 2013-14	53.48	12/13/2013
	12/13/2013	FLOWERS BAKING COMPANY	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	BREAD 2013-14	109.92	12/13/2013
	12/13/2013	FLOWERS BAKING COMPANY	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	BREAD 2013-14	64.54	12/13/2013
	12/13/2013	FLOWERS BAKING COMPANY	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	BREAD 2013-14	53.12	12/13/2013
Totals for 75812						538.16	
75815	12/13/2013	FORD & CREW HOME AND H	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	2.84	12/13/2013
	12/13/2013	FORD & CREW HOME AND H	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	1.59	12/13/2013
	12/13/2013	FORD & CREW HOME AND H	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	2.99	12/13/2013
	12/13/2013	FORD & CREW HOME AND H	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	12.34	12/13/2013
	12/13/2013	FORD & CREW HOME AND H	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	5.12	12/13/2013
	12/13/2013	FORD & CREW HOME AND H	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	2.84	12/13/2013
	12/13/2013	FORD & CREW HOME AND H	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	10.92	12/13/2013
	12/13/2013	FORD & CREW HOME AND H	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	15.82	12/13/2013
	12/13/2013	FORD & CREW HOME AND H	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	8.05	12/13/2013
	12/13/2013	FORD & CREW HOME AND H	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	6.45	12/13/2013
	12/13/2013	FORD & CREW HOME AND H	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	24.69	12/13/2013
	12/13/2013	FORD & CREW HOME AND H	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	17.09	12/13/2013

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75815	12/13/2013	FORD & CREW HOME AND H	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	13.09	12/13/2013
	12/13/2013	FORD & CREW HOME AND H	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	5.79	12/13/2013
	12/13/2013	FORD & CREW HOME AND H	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	22.33	12/13/2013
	12/13/2013	FORD & CREW HOME AND H	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	5.98	12/13/2013
	12/13/2013	FORD & CREW HOME AND H	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	6.76	12/13/2013
	12/13/2013	FORD & CREW HOME AND H	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	4.74	12/13/2013
	12/13/2013	FORD & CREW HOME AND H	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	5.22	12/13/2013
	12/13/2013	FORD & CREW HOME AND H	MAINTENANCE DEPT/GENERAL	199 E 51 6399 00 936 0 99 0 00	MAINTENANCE TOOLS	47.99	12/13/2013
	12/13/2013	FORD & CREW HOME AND H	MAINTENANCE DEPT/GENERAL	199 E 51 6399 00 936 0 99 0 00	MAINTENANCE TOOLS	8.07	12/13/2013
	12/13/2013	FORD & CREW HOME AND H	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	-0.68	12/13/2013
	12/13/2013	FORD & CREW HOME AND H	DISTRICT WIDE/SUPPLIES FO	240 E 35 6319 00 999 0 99 0 00	W.O. #48779 - HS KITCH WARMER	4.29	12/13/2013
	12/13/2013	FORD & CREW HOME AND H	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	4.74	12/13/2013
	12/13/2013	FORD & CREW HOME AND H	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	6.26	12/13/2013
	12/13/2013	FORD & CREW HOME AND H	DISTRICT WIDE/SUPPLIES FO	240 E 35 6319 00 999 0 99 0 00	W.O. #48779 - HS KITCH WARMER	4.08	12/13/2013
	12/13/2013	FORD & CREW HOME AND H	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	9.58	12/13/2013
	12/13/2013	FORD & CREW HOME AND H	MAINTENANCE DEPT/GENERAL	199 E 51 6399 00 936 0 99 0 00	MAINTENANCE TOOLS	42.74	12/13/2013
	12/13/2013	FORD & CREW HOME AND H	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 01 936 0 99 0 00	MAINT - HS SHOP SQUEEGEE PARTS	35.52	12/13/2013
	12/13/2013	FORD & CREW HOME AND H	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 10 936 0 99 0 00	MAINT - CUST EQUIP PARTS	28.00	12/13/2013
					Totals for 75815	365.24	
75816	12/13/2013	FOXWORTH-GALBRAITH LUM	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #44307 - HS AG BARN RR ROOF/CEILING	71.69	12/13/2013
	12/13/2013	FOXWORTH-GALBRAITH LUM	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48704 - HLES REPAIR FENCE	6.59	12/13/2013
	12/13/2013	FOXWORTH-GALBRAITH LUM	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #44307 - HS AG BARN RR ROOF/CEILING	5.38	12/13/2013
	12/13/2013	FOXWORTH-GALBRAITH LUM	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #44307 - HS AG BARN RR ROOF/CEILING	513.76	12/13/2013
					Totals for 75816	597.42	
75817	12/13/2013	FRANKLIN, EARL	MARBLE FALLS MIDDLE SCHOO	199 E 36 6299 02 041 0 91 0 00	OFFICIAL	73.00	12/13/2013
					Totals for 75817	73.00	
75818	12/13/2013	FRONTLINE PLACEMENT TE	GEN.ADMINISTRATION/COMPUT	199 E 41 6248 00 750 0 99 R 00	2013-14 AESOP RENEWAL	734.47	12/13/2013
					Totals for 75818	734.47	
75820	12/13/2013	G & K SERVICES	MAINTENANCE DEPT/RENTALS	199 E 51 6269 71 936 0 99 0 00	OPEN CONTRACT UNIFORMS MAIN & CUST STAFF	2.14	12/13/2013
	12/13/2013	G & K SERVICES	MAINTENANCE DEPT/RENTALS	199 E 51 6269 71 936 0 99 0 00	OPEN CONTRACT UNIFORMS MAIN & CUST STAFF	8.77	12/13/2013
	12/13/2013	G & K SERVICES	MAINTENANCE DEPT/RENTALS	199 E 51 6269 71 936 0 99 0 00	OPEN CONTRACT UNIFORMS MAIN & CUST STAFF	13.06	12/13/2013
	12/13/2013	G & K SERVICES	MAINTENANCE DEPT/RENTALS	199 E 51 6269 71 936 0 99 0 00	OPEN CONTRACT UNIFORMS MAIN & CUST STAFF	11.77	12/13/2013

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75820	12/13/2013	G & K SERVICES	TRANSPORTATION/RENTALS -	199 E 34 6269 01 939 0 99 0 00	UNIFORM SERVICE	32.05	12/13/2013
	12/13/2013	G & K SERVICES	MAINTENANCE DEPT/RENTALS	199 E 51 6269 71 936 0 99 0 00	OPEN CONTRACT UNIFORMS MAIN & CUST STAFF	138.48	12/13/2013
	12/13/2013	G & K SERVICES	MAINTENANCE DEPT/RENTALS	199 E 51 6269 71 936 0 99 0 00	OPEN CONTRACT UNIFORMS MAIN & CUST STAFF	12.19	12/13/2013
	12/13/2013	G & K SERVICES	MAINTENANCE DEPT/RENTALS	199 E 51 6269 71 936 0 99 0 00	OPEN CONTRACT UNIFORMS MAIN & CUST STAFF	12.85	12/13/2013
	12/13/2013	G & K SERVICES	MAINTENANCE DEPT/RENTALS	199 E 51 6269 71 936 0 99 0 00	OPEN CONTRACT UNIFORMS MAIN & CUST STAFF	73.45	12/13/2013
Totals for 75820						304.76	
75821	12/13/2013	GF EDUCATORS INC	HIGHLAND LAKES ELEMENTARY	199 E 11 6399 00 103 0 11 0 00	STEP-UP-TEKS	99.85	12/13/2013
Totals for 75821						99.85	
75823	12/13/2013	GOVCONNECTION INC	COLT ELEMENTARY SCHOOL/CO	199 E 11 6398 00 102 0 11 0 00	CE/TONER & PHONE/M.RATLIFF	57.82	12/13/2013
	12/13/2013	GOVCONNECTION INC	DISTRICT WIDE/COMPUTER RE	224 E 11 6398 00 999 4 23 0 00	SPED/BATTERY BACKUP/MAUGHN	110.18	12/13/2013
	12/13/2013	GOVCONNECTION INC	DISTRICT WIDE/COMPUTER RE	224 E 11 6398 00 999 4 23 0 00	SPED HL/MFE/PRINT SUPPLIES/DOAN &MCCORMICK	286.92	12/13/2013
	12/13/2013	GOVCONNECTION INC	DISTRICT WIDE/COMPUTER RE	224 E 11 6398 00 999 4 23 0 00	HLES SPED/PRINT SUPPLIES/S. TENNYSON	94.72	12/13/2013
	12/13/2013	GOVCONNECTION INC	DISTRICT WIDE/COMPUTER RE	224 E 11 6398 00 999 4 23 0 00	SPED HL/MFE/PRINT SUPPLIES/DOAN &MCCORMICK	163.20	12/13/2013
	12/13/2013	GOVCONNECTION INC	DISTRICT WIDE/COMPUTER RE	224 E 11 6398 00 999 4 23 0 00	SPED/PRINT SUPPLIES/T.CLIFTON	327.12	12/13/2013
	12/13/2013	GOVCONNECTION INC	DISTRICT WIDE/GENERAL SUP	199 E 21 6399 06 999 0 23 0 00	SPED/IPAD AIR+ACCESSORIES/J.SKERO	25.35	12/13/2013
	12/13/2013	GOVCONNECTION INC	DISTRICT WIDE/GENERAL SUP	199 E 21 6399 06 999 0 23 0 00	SPED/IPAD AIR+ACCESSORIES/J.SKERO	75.56	12/13/2013
Totals for 75823						1,140.87	
75824	12/13/2013	GRAINGER	MAINTENANCE DEPT/GENERAL	199 E 51 6399 00 936 0 99 0 00	MAINTENANCE TOOLS	641.25	12/13/2013
Totals for 75824						641.25	
75825	12/13/2013	H & H AUTO SUPPLY COMP	TRANSPORTATION/SUPPLIES F	199 E 34 6319 00 939 0 99 0 00	OPEN P.O. FOR PARTS / SUPPLIES	85.50	12/13/2013
Totals for 75825						85.50	
75826	12/13/2013	HEINEMANN	SPICEWOOD ELEMENTARY SCHO	199 E 11 6399 00 104 0 11 0 00	GUIDED READING BOOK FOR NEW TEACHERS	130.35	12/13/2013
Totals for 75826						130.35	
75827	12/13/2013	HERFF JONES INC	FALLS CAREER HIGH SCHOOL/	199 E 11 6399 00 002 0 26 0 00	GRADUATION	262.34	12/13/2013
	12/13/2013	HERFF JONES INC	FALLS CAREER HIGH SCHOOL/	199 E 11 6399 00 002 0 26 0 00	GRADUATION	453.02	12/13/2013
Totals for 75827						715.36	
75828	12/13/2013	HERITAGE FOOD SERVICE	DISTRICT WIDE/SUPPLIES FO	240 E 35 6319 00 999 0 99 0 00	W.O. #48027 - HS KITCHEN WARMER	306.25	12/13/2013
Totals for 75828						306.25	
75829	12/13/2013	HILL COUNTRY SPRINGS	MARBLE FALLS MIDDLE SCHO	199 E 36 6499 00 041 0 91 0 00	Budget/admin/drinking water and cups	54.49	12/13/2013
	12/13/2013	HILL COUNTRY SPRINGS	MARBLE FALLS HIGH SCHOOL/	199 E 36 6499 00 001 0 91 0 00	Budget/admin/drinking water and	90.64	12/13/2013

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					cups		
					Totals for 75829	145.13	
75831	12/13/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	302.49	12/13/2013
	12/13/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	121.25	12/13/2013
	12/13/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	396.13	12/13/2013
	12/13/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	275.55	12/13/2013
	12/13/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	314.04	12/13/2013
	12/13/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	45.10	12/13/2013
	12/13/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	163.42	12/13/2013
	12/13/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	505.56	12/13/2013
	12/13/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	500.11	12/13/2013
	12/13/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	524.09	12/13/2013
	12/13/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	137.80	12/13/2013
	12/13/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	359.58	12/13/2013
	12/13/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	218.82	12/13/2013
	12/13/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	516.42	12/13/2013
	12/13/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	147.75	12/13/2013
	12/13/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	63.46	12/13/2013
					Totals for 75831	4,591.57	
37 75833	12/13/2013	HILLJE MUSIC CENTERS L	MARBLE FALLS HIGH SCHOOL/	199 E 11 6249 00 001 0 11 B 00	OPEN P.O. FOR CONCERT INSTRUMENT REPAIR	60.00	12/13/2013
	12/13/2013	HILLJE MUSIC CENTERS L	MARBLE FALLS HIGH SCHOOL/	199 E 11 6249 00 001 0 11 B 00	OPEN P.O. FOR CONCERT INSTRUMENT REPAIR	15.00	12/13/2013
	12/13/2013	HILLJE MUSIC CENTERS L	MARBLE FALLS HIGH SCHOOL/	199 E 11 6249 00 001 0 11 B 00	OPEN P.O. FOR CONCERT INSTRUMENT REPAIR	75.00	12/13/2013
	12/13/2013	HILLJE MUSIC CENTERS L	MARBLE FALLS HIGH SCHOOL/	199 E 11 6249 00 001 0 11 B 00	OPEN P.O. FOR CONCERT INSTRUMENT REPAIR	75.00	12/13/2013
	12/13/2013	HILLJE MUSIC CENTERS L	MARBLE FALLS HIGH SCHOOL/	199 E 36 6249 00 001 0 91 B 00	OPEN P.O. FOR MARCHING INSTRUMENT REPAIR	90.00	12/13/2013
	12/13/2013	HILLJE MUSIC CENTERS L	MARBLE FALLS HIGH SCHOOL/	199 E 36 6249 00 001 0 91 B 00	OPEN P.O. FOR MARCHING INSTRUMENT REPAIR	90.00	12/13/2013
	12/13/2013	HILLJE MUSIC CENTERS L	MARBLE FALLS HIGH SCHOOL/	199 E 36 6249 00 001 0 91 B 00	OPEN P.O. FOR MARCHING INSTRUMENT REPAIR	50.00	12/13/2013
					Totals for 75833	455.00	
75834	12/13/2013	HOOVER, RICHARD	MARBLE FALLS HIGH SCHOOL/	199 E 36 6411 11 001 0 91 0 00	TEXAS ASSOCIATION OF SOCCER COACHES FALL CLINIC, 11/21-23/13	152.88	12/13/2013
					Totals for 75834	152.88	
75835	12/13/2013	HOUSTON MARRIOTT WESTC	MARBLE FALLS HIGH SCHOOL/	199 E 11 6411 00 001 0 11 0 30	LODGING FOR TEXAS DANCE EDUCATORS ASSOCIATION IN HOUSTON ON	231.44	12/13/2013

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					1/8-11/14		
	12/13/2013	HOUSTON MARRIOTT WESTC	MARBLE FALLS HIGH SCHOOL/	199 E 36 6412 22 001 0 91 0 00	LODGING FOR TEXAS DANCE EDUCATORS ASSOCIATION IN HOUSTON ON	231.43	12/13/2013
					1/8-11/14		
					Totals for 75835	462.87	
75836	12/13/2013	HUBERT COMPANY LLC	DISTRICT WIDE/FOOD SERVIC	240 E 35 6349 00 999 0 99 0 00	SPICEWOOD SMALLWARES	10.24	12/13/2013
	12/13/2013	HUBERT COMPANY LLC	DISTRICT WIDE/FOOD SERVIC	240 E 35 6349 00 999 0 99 0 00	SMALLWARES FOR COLT ELEMENTARY	988.40	12/13/2013
	12/13/2013	HUBERT COMPANY LLC	DISTRICT WIDE/FOOD SERVIC	240 E 35 6349 00 999 0 99 0 00	HIGHLAND LAKES SMALLWARES ORDER	20.48	12/13/2013
	12/13/2013	HUBERT COMPANY LLC	DISTRICT WIDE/FOOD SERVIC	240 E 35 6349 00 999 0 99 0 00	HIGH SCHOOL SMALLWARES	3,263.91	12/13/2013
					Totals for 75836	4,283.03	
75837	12/13/2013	IMAGERY GRAPHICS SYSTE	MARBLE FALLS HIGH SCHOOL/	276 E 11 6398 00 001 4 30 0 00	PRINTING SUPPLIES FOR PM605 PRINTERS	939.75	12/13/2013
	12/13/2013	IMAGERY GRAPHICS SYSTE	MARBLE FALLS MIDDLE SCHOO	352 E 11 6398 02 041 4 24 0 00	PRINTING SUPPLIES FOR PM605 PRINTERS	134.25	12/13/2013
	12/13/2013	IMAGERY GRAPHICS SYSTE	MARBLE FALLS HIGH SCHOOL/	352 E 11 6398 02 001 4 24 0 00	PRINTING SUPPLIES FOR PM605 PRINTERS	134.25	12/13/2013
	12/13/2013	IMAGERY GRAPHICS SYSTE	MARBLE FALLS ELEMENTARY S	352 E 11 6398 02 101 4 24 0 80	PRINTING SUPPLIES FOR PM605 PRINTERS	134.25	12/13/2013
	12/13/2013	IMAGERY GRAPHICS SYSTE	SPICEWOOD ELEMENTARY SCHO	352 E 11 6398 02 104 4 24 0 80	PRINTING SUPPLIES FOR PM605 PRINTERS	134.25	12/13/2013
	12/13/2013	IMAGERY GRAPHICS SYSTE	COLT ELEMENTARY SCHOOL/CO	352 E 11 6398 02 102 4 24 0 80	PRINTING SUPPLIES FOR PM605 PRINTERS	134.25	12/13/2013
	12/13/2013	IMAGERY GRAPHICS SYSTE	MARBLE FALLS MIDDLE SCHOO	352 E 11 6398 02 041 4 24 0 80	PRINTING SUPPLIES FOR PM605 PRINTERS	134.25	12/13/2013
	12/13/2013	IMAGERY GRAPHICS SYSTE	HIGHLAND LAKES ELEMENTARY	352 E 11 6398 02 103 4 24 0 00	PRINTING SUPPLIES FOR PM605 PRINTERS	134.25	12/13/2013
	12/13/2013	IMAGERY GRAPHICS SYSTE	MARBLE FALLS HIGH SCHOOL/	276 E 11 6398 00 001 4 30 0 00	TTIPS: MAINTENANCE CARTRIDGE FORHIGH SCHOOL POSTER MAKER	99.95	12/13/2013
					Totals for 75837	1,979.45	
75838	12/13/2013	INSCO DISTRIBUTING INC	DISTRICT WIDE/SUPPLIES FO	240 E 35 6319 00 999 0 99 0 00	W.O. #48631 - MS KITCH FREEZER	170.00	12/13/2013
					Totals for 75838	170.00	
75839	12/13/2013	INTECH SOUTHWEST SERVI	DISTRICT WIDE/TECHNOLOGY	199 E 53 6397 00 999 0 99 0 00	TECH/RAPID RUN CABLES/K.WIER	4,998.00	12/13/2013
					Totals for 75839	4,998.00	
75841	12/13/2013	JM ELECTRONICS INC	MAINTENANCE DEPT/CONTRACT	199 E 51 6249 50 936 0 99 0 00	OPEN CONTRACT FIRE ALARM MONITORING - DISTRICT	40.00	12/13/2013
	12/13/2013	JM ELECTRONICS INC	MAINTENANCE DEPT/CONTRACT	199 E 51 6249 50 936 0 99 0 00	OPEN CONTRACT FIRE ALARM MONITORING - DISTRICT	40.00	12/13/2013
	12/13/2013	JM ELECTRONICS INC	MAINTENANCE DEPT/CONTRACT	199 E 51 6249 50 936 0 99 0 00	OPEN CONTRACT FIRE ALARM MONITORING - DISTRICT	40.00	12/13/2013

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75841	12/13/2013	JM ELECTRONICS INC	MAINTENANCE DEPT/CONTRACT	199 E 51 6249 50 936 0 99 0 00	OPEN CONTRACT FIRE ALARM MONITORING - DISTRICT	40.00	12/13/2013
	12/13/2013	JM ELECTRONICS INC	MAINTENANCE DEPT/CONTRACT	199 E 51 6249 50 936 0 99 0 00	OPEN CONTRACT FIRE ALARM MONITORING - DISTRICT	40.00	12/13/2013
	12/13/2013	JM ELECTRONICS INC	MAINTENANCE DEPT/CONTRACT	199 E 51 6249 50 936 0 99 0 00	OPEN CONTRACT FIRE ALARM MONITORING - DISTRICT	40.00	12/13/2013
Totals for 75841						240.00	
75842	12/13/2013	JOHNSTONE SUPPLY	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48593/48594 - MFES HEATERS IN ROOFTOP UNITS	381.38	12/13/2013
Totals for 75842						381.38	
75843	12/13/2013	JONES, JAKE	DISTRICT WIDE/TRAVEL - EM	199 E 31 6411 00 999 0 23 0 00	MILEAGE	17.63	12/13/2013
Totals for 75843						17.63	
75844	12/13/2013	KING, TAMARA	MARBLE FALLS HIGH SCHOOL/	199 E 36 6412 00 001 0 91 0 00	EE REIMBURSEMENT	959.40	12/13/2013
	12/13/2013	KING, TAMARA	MARBLE FALLS MIDDLE SCHOO	199 E 36 6412 00 041 0 91 0 00	EE REIMBURSEMENT	215.00	12/13/2013
Totals for 75844						1,174.40	
75845	12/13/2013	KUHN, LORINE	DISTRICT WIDE/MISC. CONTR	224 E 11 6299 00 999 4 23 0 37	PRIVATE SCHOOL DIRECT READING CONTRACT SERVICES	831.18	12/13/2013
Totals for 75845						831.18	
75846	12/13/2013	LABATT FOOD SERVICE LL	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	3,020.64	12/13/2013
	12/13/2013	LABATT FOOD SERVICE LL	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	2,477.71	12/13/2013
	12/13/2013	LABATT FOOD SERVICE LL	DISTRICT WIDE/NON-FOOD SU	240 E 35 6342 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	210.55	12/13/2013
	12/13/2013	LABATT FOOD SERVICE LL	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	1,187.38	12/13/2013
	12/13/2013	LABATT FOOD SERVICE LL	DISTRICT WIDE/NON-FOOD SU	240 E 35 6342 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	112.78	12/13/2013
	12/13/2013	LABATT FOOD SERVICE LL	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	1,843.96	12/13/2013
	12/13/2013	LABATT FOOD SERVICE LL	DISTRICT WIDE/NON-FOOD SU	240 E 35 6342 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	48.06	12/13/2013
Totals for 75846						8,901.08	
75847	12/13/2013	LINGUISYSTEMS INC	DISTRICT WIDE/GENERAL SUP	199 E 11 6399 00 999 0 23 0 00	SPEECH VOICE MATERIALS	43.95	12/13/2013
Totals for 75847						43.95	
75848	12/13/2013	LONE STAR PERCUSSION	MARBLE FALLS HIGH SCHOOL/	199 E 11 6399 01 001 0 11 B 00	PERCUSSION INSTRUMENTS	194.99	12/13/2013
Totals for 75848						194.99	
75849	12/13/2013	LONE STAR LEARNING	MARBLE FALLS ELEMENTARY S	199 E 11 6399 00 101 0 11 0 00	2ND GR SUPPLIES	134.39	12/13/2013
Totals for 75849						134.39	
75850	12/13/2013	LONGHORN INTERNATIONAL	TRANSPORTATION/SUPPLIES F	199 E 34 6319 00 939 0 99 0 00	BUS PARTS	75.36	12/13/2013
	12/13/2013	LONGHORN INTERNATIONAL	TRANSPORTATION/SUPPLIES F	199 E 34 6319 00 939 0 99 0 00	BUS PARTS	81.35	12/13/2013
	12/13/2013	LONGHORN INTERNATIONAL	TRANSPORTATION/SUPPLIES F	199 E 34 6319 00 939 0 99 0 00	BUS PARTS	277.43	12/13/2013
Totals for 75850						434.14	
75852	12/13/2013	LOWE'S	MAINTENANCE DEPT/GENERAL	199 E 51 6399 00 936 0 99 0 00	W.O. #48709 - CO A138 LIBRARY SHELF	-188.36	12/13/2013
	12/13/2013	LOWE'S	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	8.73	12/13/2013

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75852	12/13/2013	LOWE'S	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48530 - HLES WASHER	1,499.15	12/13/2013
	12/13/2013	LOWE'S	MAINTENANCE DEPT/GENERAL	199 E 51 6399 00 936 0 99 0 00	W.O. #48709 - CO A138 LIBRARY SHELF	188.36	12/13/2013
	12/13/2013	LOWE'S	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48179 - HS FH PAINT OFFICE	37.74	12/13/2013
	12/13/2013	LOWE'S	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48093 - MS BACKPACK HOOKS	33.96	12/13/2013
	12/13/2013	LOWE'S	MARBLE FALLS MIDDLE SCHOO	199 E 11 6399 00 041 0 11 S 00	SCIENCE DEPT SUPP	105.72	12/13/2013
	12/13/2013	LOWE'S	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	4.75	12/13/2013
Totals for 75852						1,690.05	
75853	12/13/2013	LOWER COLORADO RIVER A	MAINTENANCE DEPT/UTILITIE	199 E 51 6259 26 936 0 99 0 00	SPICEWOOD WATER	762.76	12/13/2013
Totals for 75853						762.76	
75856	12/13/2013	M & A TECHNOLOGY INC	DISTRICT WIDE/COMPUTER RE	199 E 53 6398 00 999 0 99 0 00	TECH/DIGITAL SIGNAGE	690.60	12/13/2013
	12/13/2013	M & A TECHNOLOGY INC	MARBLE FALLS HIGH SCHOOL/	199 E 12 6399 02 001 0 99 0 00	LIBRARY SUPPLIES	197.90	12/13/2013
	12/13/2013	M & A TECHNOLOGY INC	DISTRICT WIDE/TECHNOLOGY	199 E 53 6397 00 999 0 99 0 00	TECH/FANS & LAMPS	1,499.50	12/13/2013
	12/13/2013	M & A TECHNOLOGY INC	DISTRICT WIDE/COMPUTER RE	224 E 11 6398 00 999 4 23 0 00	SPED/PRTR PARTS	29.95	12/13/2013
	12/13/2013	M & A TECHNOLOGY INC	DISTRICT WIDE/COMPUTER RE	199 E 53 6398 00 999 0 99 0 00	TECH/BELKIN TRIPPLITE	1,470.90	12/13/2013
	12/13/2013	M & A TECHNOLOGY INC	SUPERINTENDENTS OFFICE/CO	199 E 41 6398 00 701 0 99 0 00	CO/DUAL MONITORS/K.DUNK	219.90	12/13/2013
	12/13/2013	M & A TECHNOLOGY INC	DISTRICT WIDE/COMPUTER RE	199 E 53 6398 00 999 0 99 0 00	TECH/POWER SUPPLY	397.50	12/13/2013
	12/13/2013	M & A TECHNOLOGY INC	DISTRICT WIDE/COMPUTER RE	199 E 53 6398 00 999 0 99 0 00	TECH/3M LUMENS/K.WIER	544.95	12/13/2013
	12/13/2013	M & A TECHNOLOGY INC	DISTRICT WIDE/TECHNOLOGY	199 E 53 6397 00 999 0 99 0 00	TECH/SHORTTHROWS	8,490.00	12/13/2013
	12/13/2013	M & A TECHNOLOGY INC	DISTRICT WIDE/TECHNOLOGY	199 E 53 6397 00 999 0 99 0 00	TECH/PROJECTOR MOUNTS	1,906.25	12/13/2013
	12/13/2013	M & A TECHNOLOGY INC	DISTRICT WIDE/TECHNOLOGY	199 E 53 6397 00 999 0 99 0 00	TECH/SHORTTHROWS	4,245.00	12/13/2013
	12/13/2013	M & A TECHNOLOGY INC	DISTRICT WIDE/COMPUTER RE	199 E 53 6398 00 999 0 99 0 00	TECH/BELKIN TRIPPLITE	1,975.40	12/13/2013
	12/13/2013	M & A TECHNOLOGY INC	DISTRICT WIDE/COMPUTER RE	199 E 53 6398 00 999 0 99 0 00	TECH/SAMSUNG TRIPPLITE	2,915.60	12/13/2013
	12/13/2013	M & A TECHNOLOGY INC	DISTRICT WIDE/COMPUTER RE	199 E 53 6398 00 999 0 99 0 00	TECH/BELKIN TRIPPLITE	51.80	12/13/2013
	12/13/2013	M & A TECHNOLOGY INC	DISTRICT WIDE/TECHNOLOGY	199 E 53 6397 00 999 0 99 0 00	PROJECTOR REFRESH	5,943.00	12/13/2013
	12/13/2013	M & A TECHNOLOGY INC	DISTRICT WIDE/COMPUTER RE	199 E 53 6398 00 999 0 99 0 00	TECH/LIQ LAMINATE	165.40	12/13/2013
	12/13/2013	M & A TECHNOLOGY INC	MARBLE FALLS HIGH SCHOOL/	199 E 11 6398 00 001 0 11 0 00	HS/BULB	148.95	12/13/2013
	12/13/2013	M & A TECHNOLOGY INC	DISTRICT WIDE/TECHNOLOGY	199 E 53 6397 00 999 0 99 0 00	TECH/PROJ MOUNT ACCESS	2,579.80	12/13/2013
Totals for 75856						33,472.40	
75857	12/13/2013	MANTEK	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 81 936 0 99 0 00	MT - MS SHOP GRNDS SUPPLIES	2,299.50	12/13/2013
Totals for 75857						2,299.50	
75858	12/13/2013	MARBLE FALLS ATHLETIC	MARBLE FALLS MIDDLE SCHOO	199 E 36 6269 14 041 0 91 0 00	Pool usage for MFMS Cross Country Team	100.00	12/13/2013
Totals for 75858						100.00	
75859	12/13/2013	MARBLE FALLS NAPA	TRANSPORTATION/SUPPLIES F	199 E 34 6319 00 939 0 99 0 00	OPEN P.O. FOR VEHICLE PARTS/SUPPLIES	240.00	12/13/2013
	12/17/2013	MARBLE FALLS NAPA	TRANSPORTATION/SUPPLIES F	199 E 34 6319 00 939 0 99 0 00	OPEN P.O. FOR VEHICLE PARTS/SUPPLIES	-240.00	12/19/2013
Totals for 75859						0.00	

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75860	12/13/2013	MARK'S PLUMBING PARTS	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48108 - HLES WTR FNTN	138.73	12/13/2013
						Totals for 75860	138.73
75861	12/13/2013	MCCREARY VESELKA BRAGG	ACCOUNTS PAYABLE/Tax Atto	199 L 00 2110 98 000 0 00 0 00	DELINQUENT TAX COLLECTION	16,014.81	12/13/2013
						Totals for 75861	16,014.81
75862	12/13/2013	MENTORING MINDS LP	DISTRICT WIDE/GENERAL SUP	410 E 11 6399 00 999 4 11 0 00	IMA/EMAT: MOTIVATION MATH	1,085.50	12/13/2013
	12/13/2013	MENTORING MINDS LP	DISTRICT WIDE/GENERAL SUP	199 E 11 6399 00 999 0 11 0 00	IMA/EMAT: MOTIVATION MATH	108.55	12/13/2013
						Totals for 75862	1,194.05
75863	12/13/2013	MIKE'S FLOORCOVERING I	MAINTENANCE DEPT/CONTRACT	199 E 51 6249 53 936 0 99 0 00	W.O. #48827 - HLES RM 309 VC TILE	1,871.00	12/13/2013
						Totals for 75863	1,871.00
75864	12/13/2013	OFFICE DEPOT	GEN.ADMINISTRATION/GENERA	199 E 41 6399 00 750 0 99 R 00	OFFICE SUPPLIES	33.95	12/13/2013
	12/13/2013	OFFICE DEPOT	MARBLE FALLS MIDDLE SCHOO	352 E 11 6399 01 041 4 24 0 80	OPEN PO BMS	5.65	12/13/2013
	12/13/2013	OFFICE DEPOT	HIGHLAND LAKES ELEMENTARY	352 E 11 6399 01 103 4 24 0 00	OPEN PO HLES	65.93	12/13/2013
	12/13/2013	OFFICE DEPOT	SPICEWOOD ELEMENTARY SCHO	352 E 11 6399 01 104 4 24 0 80	OPEN PO RJ RICHEY	166.80	12/13/2013
	12/13/2013	OFFICE DEPOT	MARBLE FALLS MIDDLE SCHOO	352 E 11 6399 01 041 4 24 0 80	OPEN PO BMS	118.27	12/13/2013
						Totals for 75864	390.60
75865	12/13/2013	PENDER'S MUSIC COMPANY	MARBLE FALLS HIGH SCHOOL/	199 E 11 6399 00 001 0 11 H 00	sheet music for class	132.74	12/13/2013
	12/13/2013	PENDER'S MUSIC COMPANY	MARBLE FALLS HIGH SCHOOL/	199 E 11 6399 00 001 0 11 H 00	sheet music for class	59.68	12/13/2013
						Totals for 75865	192.42
75866	12/13/2013	PENROD, ERIC	DISTRICT WIDE/TRAVEL - EM	276 E 21 6411 00 999 4 30 0 00	MILEAGE	49.20	12/13/2013
						Totals for 75866	49.20
75867	12/13/2013	PERRY, LINDA	DISTRICT WIDE/TRAVEL - EM	240 E 35 6411 00 999 0 99 0 00	MILEAGE	7.46	12/13/2013
						Totals for 75867	7.46
75868	12/13/2013	PETERSON, BRIAN	MARBLE FALLS MIDDLE SCHOO	199 E 11 6299 00 041 0 11 B 00	MASTER CLASSES- CLARINET	240.00	12/13/2013
						Totals for 75868	240.00
75869	12/13/2013	POE, BILLY	MARBLE FALLS HIGH SCHOOL/	199 E 36 6399 04 001 0 91 0 00	REIMBURSEMENT	15.16	12/13/2013
	12/13/2013	POE, BILLY	MARBLE FALLS HIGH SCHOOL/	199 E 36 6411 04 001 0 91 0 00	REIMBURSEMENT	30.00	12/13/2013
	12/13/2013	POE, BILLY	MARBLE FALLS HIGH SCHOOL/	199 E 36 6495 04 001 0 91 0 00	REIMBURSEMENT	60.00	12/13/2013
						Totals for 75869	105.16
75870	12/13/2013	PORTER, LARRY	MARBLE FALLS MIDDLE SCHOO	199 E 36 6299 02 041 0 91 0 00	OFFICIAL	58.00	12/13/2013
	12/13/2013	PORTER, LARRY	MARBLE FALLS MIDDLE SCHOO	199 E 36 6299 02 041 0 91 0 00	OFFICIAL	73.00	12/13/2013
						Totals for 75870	131.00
75871	12/13/2013	PREMIER AGENDAS INC	COLT ELEMENTARY SCHOOL/GE	199 E 11 6399 00 102 0 11 0 00	SCHOOL PLANNERS FOR GR 2	50.20	12/13/2013
	12/13/2013	PREMIER AGENDAS INC	COLT ELEMENTARY SCHOOL/GE	199 E 11 6399 00 102 0 11 0 00	PLANNERS FOR GR 1	276.10	12/13/2013
						Totals for 75871	326.30
75872	12/13/2013	PRO-ED	DISTRICT WIDE/GENERAL SUP	199 E 11 6399 00 999 0 23 0 00	EDMARK READING PROGRAM, MFE LIFE	658.90	12/13/2013
						Totals for 75872	658.90

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75873	12/13/2013	PURCHASE POWER	INVENTORIES/POSTAGE/GENER	199 A 00 1310 50 000 0 00 0 00	POSTAGE FOR POSTAGE MACHINE	800.00	12/13/2013
						Totals for 75873	800.00
75874	12/13/2013	QUILL CORPORATION	GEN.ADMINISTRATION/GENERA	199 E 41 6399 00 750 0 99 0 99	SUPPLIES	69.99	12/13/2013
						Totals for 75874	69.99
75875	12/13/2013	RAINBOW BOOK COMPANY	COLT ELEMENTARY SCHOOL/RE	199 E 12 6329 00 102 0 99 0 00	NON-FICTION BOOKS FOR LIBRARY	309.84	12/13/2013
						Totals for 75875	309.84
75876	12/13/2013	RAINBOW DAYS INC	DISTRICT WIDE/GENERAL SUP	199 E 31 6399 00 999 0 29 D 00	SUPPLIES	132.00	12/13/2013
						Totals for 75876	132.00
75877	12/13/2013	RBC MUSIC COMPANY INC	MARBLE FALLS HIGH SCHOOL/	199 E 11 6399 00 001 0 11 B 35	JAZZ BAND MUSIC	54.98	12/13/2013
	12/13/2013	RBC MUSIC COMPANY INC	MARBLE FALLS HIGH SCHOOL/	199 E 11 6399 00 001 0 11 B 00	OPEN P.O. FOR BAND MUSIC	560.58	12/13/2013
						Totals for 75877	615.56
75878	12/13/2013	RICO USA INC	DISTRICT WIDE/RENTAL - TE	199 E 53 6268 00 999 0 99 0 00	2013-14 COPIER LEASE, RICOH MPC4000, SER#V1Z05101636, TECH DEPT	399.57	12/13/2013
	12/13/2013	RICO USA INC	DISTRICT WIDE/RENTAL - TE	199 E 53 6268 00 999 0 99 0 00	2013-14 COPIER LEASE, RICOH MPC4000, SER#V1Z05101636, TECH DEPT	456.12	12/13/2013
						Totals for 75878	855.69
75879	12/13/2013	ROBERT MADDEN INDUSTRI	DISTRICT WIDE/SUPPLIES FO	240 E 35 6319 00 999 0 99 0 00	W.O. #48647 - MS KITCH RANGE	15.19	12/13/2013
	12/13/2013	ROBERT MADDEN INDUSTRI	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48635 - SWES OFFICE A/C	10.50	12/13/2013
	12/13/2013	ROBERT MADDEN INDUSTRI	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48635 - SWES OFFICE A/C	817.57	12/13/2013
	12/13/2013	ROBERT MADDEN INDUSTRI	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48644 - MS LIBRARY A/C	120.00	12/13/2013
						Totals for 75879	963.26
75880	12/13/2013	ROCKY MOUNTAIN RAM	DISTRICT WIDE/COMPUTER RE	199 E 13 6398 02 999 0 99 0 00	IT/FLASH DRIVE	673.00	12/13/2013
						Totals for 75880	673.00
75881	12/13/2013	ROMEO MUSIC	MARBLE FALLS HIGH SCHOOL/	199 E 36 6399 00 001 0 91 B 00	PORTABLE PA SYSTEM	1,287.99	12/13/2013
						Totals for 75881	1,287.99
75882	12/13/2013	SALADO I.S.D.	MARBLE FALLS HIGH SCHOOL/	199 E 36 6412 00 001 0 99 U 00	SALADO HS DEBATE TOURNEY 12/14	245.00	12/13/2013
						Totals for 75882	245.00
75883	12/13/2013	SALAZAR, AMANDA	DISTRICT WIDE/TRAVEL - EM	224 E 11 6411 00 999 4 23 0 00	MILEAGE	18.45	12/13/2013
						Totals for 75883	18.45
75884	12/13/2013	SATTERWHITE, JAMES	MARBLE FALLS MIDDLE SCHOO	199 E 36 6299 02 041 0 91 0 00	OFFICIAL	78.00	12/13/2013
						Totals for 75884	78.00
75885	12/13/2013	SCHOOL HEALTH CORPORAT	MARBLE FALLS MIDDLE SCHOO	199 E 33 6399 00 041 0 99 0 00	TEMP GAUGE/NURSE	289.32	12/13/2013
						Totals for 75885	289.32
75886	12/13/2013	SCHOOL SPECIALTY INC	DISTRICT WIDE/GENERAL SUP	199 E 11 6399 00 999 0 23 0 00	ITEMS FOR PECS PROGRAM	138.50	12/13/2013
						Totals for 75886	138.50
75887	12/13/2013	SHIRTS-N-STUFF	DISTRICT WIDE/GENERAL SUP	199 E 53 6399 00 999 0 99 0 00	DEPARTMENT SHIRTS	439.60	12/13/2013
						Totals for 75887	439.60

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75888	12/13/2013	SPECTRUM CORPORATION	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #47722 - HS MUSTANG GYM SCOREBOARD	75.47	12/13/2013
						Totals for 75888	75.47
75889	12/13/2013	SUPER DUPER PUBLICATIO	DISTRICT WIDE/GENERAL SUP	199 E 11 6399 00 999 0 23 0 00	SPEECH THERAPY MATERIALS	262.65	12/13/2013
						Totals for 75889	262.65
75890	12/13/2013	SWEETWATER SOUND INC	MARBLE FALLS HIGH SCHOOL/	276 E 11 6638 00 001 4 30 0 00	TTIPS/LAV,HH,USB/E.PENROD	928.90	12/13/2013
						Totals for 75890	928.90
75891	12/13/2013	TEXAS ASSOCIATION OF S	SUPERINTENDENTS OFFICE/TR	199 E 41 6411 00 701 0 99 0 00	TASA MIDWINTER CONFERENCE 1/26-29/14 IN AUSTIN	225.00	12/13/2013
						Totals for 75891	225.00
75892	12/13/2013	TEXAS ASSOCIATION OF S	SUPERINTENDENTS OFFICE/RE	199 E 41 6329 02 701 0 99 0 00	TASB INVOICE	633.48	12/13/2013
	12/13/2013	TEXAS ASSOCIATION OF S	SUPERINTENDENTS OFFICE/RE	199 E 41 6329 01 701 0 99 0 00	SUPPLIES	50.95	12/13/2013
	12/13/2013	TEXAS ASSOCIATION OF S	SUPERINTENDENTS OFFICE/DU	199 E 41 6495 00 701 0 99 0 00	DUES	350.00	12/13/2013
	12/13/2013	TEXAS ASSOCIATION OF S	SUPERINTENDENTS OFFICE/DU	199 E 41 6495 00 701 0 99 0 00	DUES	7,386.25	12/13/2013
						Totals for 75892	8,420.68
75893	12/13/2013	TEXAS DANCE EDUCATORS	MARBLE FALLS HIGH SCHOOL/	199 E 11 6411 00 001 0 11 0 30	REGISTRATION FOR TEXAS DANCE EDUCATORS ASSOCIATION IN HOUSTON ON 1/8-11/14	180.00	12/13/2013
	12/13/2013	TEXAS DANCE EDUCATORS	MARBLE FALLS HIGH SCHOOL/	199 E 36 6412 22 001 0 91 0 00	REGISTRATION FOR TEXAS DANCE EDUCATORS ASSOCIATION IN HOUSTON ON 1/8-11/14	265.00	12/13/2013
	12/13/2013	TEXAS DANCE EDUCATORS	MARBLE FALLS HIGH SCHOOL/	199 E 11 6495 00 001 0 11 0 30	REGISTRATION FOR TEXAS DANCE EDUCATORS ASSOCIATION IN HOUSTON ON 1/8-11/14	50.00	12/13/2013
						Totals for 75893	495.00
75894	12/13/2013	TEXAS FLEET FUEL LTD	TRANSPORTATION/GASOLINE &	199 E 34 6311 00 939 0 99 0 00	FUEL FOR DISTRICT VEHICLES	793.81	12/13/2013
	12/13/2013	TEXAS FLEET FUEL LTD	TRANSPORTATION/GASOLINE &	199 E 34 6311 00 939 0 99 0 00	FUEL FOR DISTRICT VEHICLES	7,500.15	12/13/2013
						Totals for 75894	8,293.96
75895	12/13/2013	TRACTOR SUPPLY CREDIT	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 01 936 0 99 0 00	MT - HS SOCCER GOALS	49.98	12/13/2013
						Totals for 75895	49.98
75896	12/13/2013	TRANE	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	MAINT - HS HVAC SUPPLIES	6,678.00	12/13/2013
						Totals for 75896	6,678.00
75897	12/13/2013	TRAVIS CENTRAL APRAISA	TAX OFFICE/TAX APPRAISAL	199 E 99 6213 00 703 0 99 0 00	appraisal fees	7,649.22	12/13/2013
						Totals for 75897	7,649.22
75898	12/13/2013	VERIZON SOUTHWEST	MAINTENANCE DEPT/UTILITIE	199 E 51 6259 27 936 0 99 0 00	PHONE SERVICE	3,005.29	12/13/2013
						Totals for 75898	3,005.29
75899	12/13/2013	VINCENT, DEWAYNE	MARBLE FALLS MIDDLE SCHOO	199 E 36 6299 02 041 0 91 0 00	OFFICIAL	58.00	12/13/2013
						Totals for 75899	58.00
75900	12/13/2013	WAGONER TIRE	TRANSPORTATION/CONTRACTED	199 E 34 6249 00 939 0 99 0 00	TIRE SERVICE	18.00	12/13/2013

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					Totals for 75900	18.00	
75901	12/13/2013	WALSH, ANDERSON, GALLE	SUPERINTENDENTS OFFICE/LE	199 E 41 6211 00 701 0 99 0 00	ATTORNEY FEES	137.50	12/13/2013
					Totals for 75901	137.50	
75902	12/13/2013	WESTLAKE HIGH SCHOOL	MARBLE FALLS MIDDLE SCHOO	199 E 36 6412 03 041 0 91 0 00	West Ridge A Team Tournament 12/14/13	300.00	12/13/2013
					Totals for 75902	300.00	
75903	12/13/2013	WHIPPLE, TYSON	MARBLE FALLS MIDDLE SCHOO	199 E 36 6299 02 041 0 91 0 00	OFFICIAL	78.00	12/13/2013
					Totals for 75903	78.00	
75904	12/13/2013	WINKLER, KRISTAL	HIGHLAND LAKES ELEMENTARY	199 E 13 6411 00 103 0 11 Q 00	TEXAS ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE 90TH ANNUAL CONVENTION, 12/04-07/13	73.00	12/13/2013
					Totals for 75904	73.00	
75905	12/13/2013	WOODS, CHARLES	MARBLE FALLS HIGH SCHOOL/	199 E 36 6411 11 001 0 91 0 00	TEXAS ASSOCIATION OF SOCCER COACHES FALL CLINIC, 11/21-23/13	56.00	12/13/2013
					Totals for 75905	56.00	
75906	12/13/2013	WORLDPOINT	DISTRICT WIDE/GENERAL SUP	199 E 33 6399 00 999 0 99 0 00	FIRST AID/CPR/AED SUPPLIES	318.90	12/13/2013
					Totals for 75906	318.90	
75907	12/13/2013	WORTH HYDROCHEM OF AUS	MAINTENANCE DEPT/CONTRACT	199 E 51 6249 50 936 0 99 0 00	OPEN CONTRACT COOLING TOWERS - HS	300.00	12/13/2013
					Totals for 75907	300.00	
75908	12/13/2013	YOUNG, FRED	MARBLE FALLS HIGH SCHOOL/	199 E 36 6411 15 001 0 91 0 00	TEXAS ASSOCIATION OF SOCCER COACHES FALL CLINIC, 11/21-23/13	56.00	12/13/2013
					Totals for 75908	56.00	
75909	12/13/2013	ZEECON WIRELESS INTERN	DISTRICT WIDE/COMPUTER CO	199 E 53 6248 00 999 0 99 0 00	INTERNET SERVICE	1,390.72	12/13/2013
					Totals for 75909	1,390.72	
75910	12/19/2013	ADAMS, CINDIA	MARBLE FALLS HIGH SCHOOL/	199 E 36 6299 03 001 0 91 0 00	OFFICIAL	58.00	12/19/2013
					Totals for 75910	58.00	
75911	12/19/2013	ALL AMERICAN SPORTS CO	MARBLE FALLS MIDDLE SCHOO	199 E 36 6399 02 041 0 91 0 00	Coaches' game shirts/Slip Not-Refill	170.51	12/19/2013
	12/19/2013	ALL AMERICAN SPORTS CO	MARBLE FALLS MIDDLE SCHOO	199 E 36 6399 07 041 0 91 0 00	Track/field supplies	1,663.00	12/19/2013
					Totals for 75911	1,833.51	
75912	12/19/2013	ALLEN, KIMBERLEE	MARBLE FALLS HIGH SCHOOL/	199 E 13 6499 00 001 0 99 0 00	EE REIMBURSEMENT	120.00	12/19/2013
					Totals for 75912	120.00	
75913	12/19/2013	APPLE INC	DISTRICT WIDE/GENERAL SUP	199 E 21 6399 06 999 0 23 0 00	SPED/IPADS&ACCESSORIES/SKERO	575.00	12/19/2013
	12/19/2013	APPLE INC	DISTRICT WIDE/COMPUTER RE	199 E 53 6398 00 999 0 99 0 00	TECH/MAC/K.WIER	459.00	12/19/2013
					Totals for 75913	1,034.00	
75914	12/19/2013	ARMADILLO CLAY & SUPPL	MARBLE FALLS ELEMENTARY S	199 E 11 6399 00 101 0 11 A 00	Art Supplies	146.01	12/19/2013
					Totals for 75914	146.01	
75915	12/19/2013	ATMOS ENERGY	MAINTENANCE DEPT/UTILITIE	199 E 51 6259 30 936 0 99 0 00	GAS UTILITY	2,872.56	12/19/2013

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						Totals for 75915	2,872.56
75916	12/19/2013	AUSTIN AMERICAN STATES	DISTRICT WIDE/READING MAT	199 E 11 6329 00 999 0 29 D 00	NEWSPAPER SUBSCRIPTION	3.09	12/19/2013
	12/19/2013	AUSTIN AMERICAN STATES	FALLS CAREER HIGH SCHOOL/	199 E 11 6329 00 002 0 26 0 00	NEWSPAPER SUBSCRIPTION	12.11	12/19/2013
						Totals for 75916	15.20
75917	12/19/2013	AUSTIN COMMUNITY FOUND	DISTRICT WIDE/MISC. CONTR	199 E 61 6299 00 999 0 99 0 00	QUARTERLY PROCESSING FEES	5,000.00	12/19/2013
						Totals for 75917	5,000.00
75918	12/19/2013	B & B ATHLETICS	MARBLE FALLS HIGH SCHOOL/	199 E 36 6399 04 001 0 91 0 00	UA ignite socks for Breast Cancer Awareness	478.00	12/19/2013
						Totals for 75918	478.00
75919	12/19/2013	BARRY CURTIS AND ASSOC	MARBLE FALLS HIGH SCHOOL/	276 E 13 6291 00 001 4 30 0 00	TTIPS: FILE CONVERSION FOR MEASURING UP	1,000.00	12/19/2013
						Totals for 75919	1,000.00
75920	12/19/2013	BETHEL, TYRONE	MARBLE FALLS MIDDLE SCHOO	199 E 36 6299 02 041 0 91 0 00	OFFICIAL	113.00	12/19/2013
						Totals for 75920	113.00
75921	12/19/2013	BIBLE, PATRICIA	MARBLE FALLS HIGH SCHOOL/	199 E 36 6299 02 001 0 91 0 00	GAME WORKER	30.00	12/19/2013
						Totals for 75921	30.00
75922	12/19/2013	BLUE BELL CREAMERIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	ICE CREAM PURCHASES 2013-14	386.28	12/19/2013
	12/19/2013	BLUE BELL CREAMERIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	ICE CREAM PURCHASES 2013-14	149.37	12/19/2013
	12/19/2013	BLUE BELL CREAMERIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	ICE CREAM PURCHASES 2013-14	277.23	12/19/2013
	12/19/2013	BLUE BELL CREAMERIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	ICE CREAM PURCHASES 2013-14	236.76	12/19/2013
	12/19/2013	BLUE BELL CREAMERIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	ICE CREAM PURCHASES 2013-14	225.12	12/19/2013
						Totals for 75922	1,274.76
75923	12/19/2013	BOLIN, KELLY	MARBLE FALLS HIGH SCHOOL/	276 E 13 6411 00 001 4 30 0 00	LEARNING FORWARD 2013 ANNUAL CONFERENCE, 12/07-11/13	244.17	12/19/2013
						Totals for 75923	244.17
75924	12/19/2013	BRIDGEWATER, SHIRLENE	MARBLE FALLS HIGH SCHOOL/	276 E 13 6411 00 001 4 30 0 00	LEARNING FORWARD 2013 ANNUAL CONFERENCE, 12/07-11/13	67.00	12/19/2013
						Totals for 75924	67.00
75925	12/19/2013	BWI COMPANIES	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 01 936 0 99 0 00	MAINT - HS SHOP ATH GRNDS SUPPLIES	2,666.70	12/19/2013
						Totals for 75925	2,666.70
75926	12/19/2013	CARTER, JOHN	MARBLE FALLS MIDDLE SCHOO	199 E 36 6299 02 041 0 91 0 00	OFFICIAL	58.00	12/19/2013
	12/19/2013	CARTER, JOHN	MARBLE FALLS HIGH SCHOOL/	199 E 36 6299 03 001 0 91 0 00	OFFICIAL	58.00	12/19/2013
						Totals for 75926	116.00
75927	12/19/2013	CLEMONS, ANGELA	MARBLE FALLS HIGH SCHOOL/	199 E 36 6299 03 001 0 91 0 00	OFFICIAL	73.00	12/19/2013
						Totals for 75927	73.00
75928	12/19/2013	COCHRAN, SHELLEY	DISTRICT WIDE/TRAVEL - EM	224 E 11 6411 00 999 4 23 0 00	MILEAGE	25.92	12/19/2013
						Totals for 75928	25.92
75929	12/19/2013	COLLEGE BOARD MEMBER S	MARBLE FALLS HIGH SCHOOL/	199 E 31 6495 00 001 0 99 0 00	COLLEGE BOARD MEMBERSHIP DUES FOR 2013-2014	325.00	12/19/2013

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						Totals for 75929	325.00
75930	12/19/2013	COMFORT STES BASTROP	MARBLE FALLS HIGH SCHOOL/	199 E 36 6412 15 001 0 91 0 00	LODGING (6 RMS @ \$87.27 EA, 2 NIGHTS) WHILE PARTICIPATING IN BASTROP HIGH SCHOOL GIRLS SOCCER TOURNEY, 01/16-18/13	1,047.24	12/19/2013
						Totals for 75930	1,047.24
75931	12/19/2013	COODE, WILLIAM	MARBLE FALLS HIGH SCHOOL/	199 E 36 6299 03 001 0 91 0 00	OFFICIAL	113.00	12/19/2013
						Totals for 75931	113.00
75932	12/19/2013	CROUSE, VICKI	GEN.ADMINISTRATION/TRAVEL	199 E 41 6411 00 750 0 99 R 00	25TH ANNUAL PERSONNEL LAW CONFERENCE FOR SCHOOL ADMINISTRATORS, 12/11/13	49.20	12/19/2013
						Totals for 75932	49.20
75933	12/19/2013	DAKTRONICS INC	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48034 - HS STADIUM SCOREBOARD	365.00	12/19/2013
						Totals for 75933	365.00
75934	12/19/2013	DEALERS ELECTRICAL SUP	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	12.80	12/19/2013
						Totals for 75934	12.80
75935	12/19/2013	DISCOUNT SCHOOL SUPPLY	HIGHLAND LAKES ELEMENTARY	352 E 11 6399 01 103 4 24 0 00	PROG SUPPLIES HLES ACE	51.97	12/19/2013
						Totals for 75935	51.97
75936	12/19/2013	DOAN, LESLI	DISTRICT WIDE/TRAVEL - EM	199 E 31 6411 00 999 0 23 0 00	MILEAGE	36.90	12/19/2013
						Totals for 75936	36.90
75937	12/19/2013	DOFFING, ELLEN	DISTRICT WIDE/TRAVEL - EM	224 E 11 6411 00 999 4 23 0 00	MILEAGE	113.78	12/19/2013
						Totals for 75937	113.78
75938	12/19/2013	EASTBAY	MARBLE FALLS HIGH SCHOOL/	199 E 36 6399 02 001 0 91 0 00	Mesh Shorts and Reversible Tops	949.00	12/19/2013
						Totals for 75938	949.00
75939	12/19/2013	ED'S TIRE AND AUTO CEN	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	MT - HS AG SHOP TRLR TIRE	100.69	12/19/2013
						Totals for 75939	100.69
75940	12/19/2013	ELLIOTT ELECTRIC SUPPL	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	18.18	12/19/2013
	12/19/2013	ELLIOTT ELECTRIC SUPPL	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	9.14	12/19/2013
	12/19/2013	ELLIOTT ELECTRIC SUPPL	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	1.94	12/19/2013
						Totals for 75940	29.26
75941	12/19/2013	ESC, REGION XIII	MARBLE FALLS HIGH SCHOOL/	276 E 13 6291 00 001 4 30 0 00	TTIPS: CHAMPS TRAINING FOR MFHS STAFF - 12/04/13	650.00	12/19/2013
						Totals for 75941	650.00
75942	12/19/2013	ESCH, JAMES JR	MARBLE FALLS HIGH SCHOOL/	199 E 36 6299 03 001 0 91 0 00	OFFICIAL	58.00	12/19/2013
						Totals for 75942	58.00
75943	12/19/2013	FERGUSON ENTERPRISES I	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	13.68	12/19/2013
						Totals for 75943	13.68
75945	12/19/2013	FLOWERS BAKING COMPANY	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	BREAD 2013-14	35.64	12/19/2013

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75945	12/19/2013	FLOWERS BAKING COMPANY	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	BREAD 2013-14	79.68	12/19/2013
	12/19/2013	FLOWERS BAKING COMPANY	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	BREAD 2013-14	26.56	12/19/2013
	12/19/2013	FLOWERS BAKING COMPANY	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	BREAD 2013-14	58.16	12/19/2013
	12/19/2013	FLOWERS BAKING COMPANY	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	BREAD 2013-14	71.18	12/19/2013
	12/19/2013	FLOWERS BAKING COMPANY	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	BREAD 2013-14	43.52	12/19/2013
	12/19/2013	FLOWERS BAKING COMPANY	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	BREAD 2013-14	46.48	12/19/2013
	12/19/2013	FLOWERS BAKING COMPANY	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	BREAD 2013-14	70.08	12/19/2013
	12/19/2013	FLOWERS BAKING COMPANY	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	BREAD 2013-14	46.84	12/19/2013
	12/19/2013	FLOWERS BAKING COMPANY	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	BREAD 2013-14	33.20	12/19/2013
	12/19/2013	FLOWERS BAKING COMPANY	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	BREAD 2013-14	123.76	12/19/2013
	12/19/2013	FLOWERS BAKING COMPANY	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	BREAD 2013-14	10.32	12/19/2013
	12/19/2013	FLOWERS BAKING COMPANY	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	BREAD 2013-14	68.72	12/19/2013
	12/19/2013	FLOWERS BAKING COMPANY	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	BREAD 2013-14	20.22	12/19/2013
	12/19/2013	FLOWERS BAKING COMPANY	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	BREAD 2013-14	63.16	12/19/2013
Totals for 75945						797.52	
75946	12/19/2013	FOLLETT LIBRARY RESOUR	MARBLE FALLS HIGH SCHOOL/	199 E 12 6329 00 001 0 99 0 00	LIBRARY BOOKS	131.99	12/19/2013
	12/19/2013	FOLLETT LIBRARY RESOUR	MARBLE FALLS HIGH SCHOOL/	199 E 12 6329 00 001 0 99 0 00	LIBRARY BOOKS	782.46	12/19/2013
Totals for 75946						914.45	
75947	12/19/2013	FOXWORTH-GALBRAITH LUM	MAINTENANCE DEPT/GENERAL	199 E 51 6399 00 936 0 99 0 00	MAINTENANCE TOOLS	16.99	12/19/2013
Totals for 75947						16.99	
47-75948	12/19/2013	G & K SERVICES	TRANSPORTATION/RENTALS -	199 E 34 6269 01 939 0 99 0 00	UNIFORM SERVICE	31.90	12/19/2013
Totals for 75948						31.90	
75949	12/19/2013	GENERAL ASP INC	GEN.ADMINISTRATION/COMPUT	255 E 41 6248 00 750 4 99 0 00	APPLITRACK DEC 2013 - MAR 2014	725.00	12/19/2013
Totals for 75949						725.00	
75950	12/19/2013	GOMEZ, ELAINE	DISTRICT WIDE/TRAVEL - EM	199 E 13 6411 00 999 0 23 0 00	MILEAGE	86.31	12/19/2013
Totals for 75950						86.31	
75951	12/19/2013	GOULD, KATHLEEN	DISTRICT WIDE/TRAVEL - EM	224 E 11 6411 00 999 4 23 0 00	MILEAGE	30.75	12/19/2013
Totals for 75951						30.75	
75952	12/19/2013	GOVCONNECTION INC	MARBLE FALLS ELEMENTARY S	199 E 11 6398 00 101 0 11 C 00	MFE/HEADPHONES/J.FRANCE	36.88	12/19/2013
	12/19/2013	GOVCONNECTION INC	DISTRICT WIDE/COMPUTER RE	199 E 53 6398 00 999 0 99 0 00	TECH/TRIPPLITE MINI DISPLAY PORT/L.GREER	15.13	12/19/2013
Totals for 75952						52.01	
75953	12/19/2013	GULF COAST PAPER COMPA	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 10 936 0 99 0 00	OPEN P.O. - CUSTODIAL SUPPLIES	1,819.65	12/19/2013
Totals for 75953						1,819.65	
75954	12/19/2013	H & H AUTO SUPPLY COMP	TRANSPORTATION/SUPPLIES F	199 E 34 6319 00 939 0 99 0 00	OPEN P.O. FOR PARTS / SUPPLIES	280.68	12/19/2013
Totals for 75954						280.68	
75955	12/19/2013	HAMPTON-HOGUE, ALEXAND	MARBLE FALLS HIGH SCHOOL/	276 E 23 6411 00 001 4 30 0 00	LEARNING FORWARD 2013 ANNUAL CONFERENCE, 12/07-11/13	225.67	12/19/2013
Totals for 75955						225.67	

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75956	12/19/2013	HARRIS, MARY	MARBLE FALLS MIDDLE SCHOO	199 E 11 6299 00 041 0 11 B 00	MASTER CLASSES- FLUTE/DOUBLE REEDS	240.00	12/19/2013
					Totals for 75956	240.00	
75957	12/19/2013	HEARTLAND PAYMENT SYST	FOOD SERVICE ACTIVITY/MAR	240 R 00 5751 31 000 0 00 0 00	INVOICE FROM HEARTLAND, DISBURSEMENT ISSUE	183.10	12/19/2013
					Totals for 75957	183.10	
75960	12/19/2013	HEB CREDIT RECEIVABLES	COLT ELEMENTARY SCHOOL/GE	352 E 11 6399 01 102 4 24 0 80	COOKING SUPP - BERTRAM	98.77	12/19/2013
	12/19/2013	HEB CREDIT RECEIVABLES	MARBLE FALLS HIGH SCHOOL/	199 E 11 6399 31 001 0 23 0 00	COOKING, CLEANING, AND PERSONAL HYGIENE SUPPLIES FOR H.S. LIFE CLASS	119.11	12/19/2013
	12/19/2013	HEB CREDIT RECEIVABLES	MARBLE FALLS HIGH SCHOOL/	199 E 11 6399 33 001 0 23 0 00	COOKING, CLEANING, AND PERSONAL HYGIENE SUPPLIES FOR TRANSITION PROGRAM	167.39	12/19/2013
	12/19/2013	HEB CREDIT RECEIVABLES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	FOOD AND PAPER PRODUCTS	37.92	12/19/2013
	12/19/2013	HEB CREDIT RECEIVABLES	COLT ELEMENTARY SCHOOL/GE	352 E 11 6399 01 102 4 24 0 80	COOKING SUPP - BERTRAM	77.89	12/19/2013
	12/19/2013	HEB CREDIT RECEIVABLES	MARBLE FALLS HIGH SCHOOL/	199 E 36 6399 00 001 0 91 0 00	Budget/football/award ceremony supplies	50.95	12/19/2013
	12/19/2013	HEB CREDIT RECEIVABLES	MARBLE FALLS HIGH SCHOOL/	199 E 11 6399 33 001 0 23 0 00	COOKING, CLEANING, AND PERSONAL HYGIENE SUPPLIES FOR TRANSITION PROGRAM	23.31	12/19/2013
	12/19/2013	HEB CREDIT RECEIVABLES	SPICEWOOD ELEMENTARY SCHO	352 E 11 6399 01 104 4 24 0 80	OPEN PO FOR R J RICHEY ACE	60.66	12/19/2013
	12/19/2013	HEB CREDIT RECEIVABLES	DISTRICT WIDE/MISC OPERAT	352 E 61 6499 00 999 4 24 0 00	OPEN PO FAMILY EVENTS	60.57	12/19/2013
	12/19/2013	HEB CREDIT RECEIVABLES	MARBLE FALLS MIDDLE SCHOO	352 E 11 6399 01 041 4 24 0 80	COOKING SUPP/BMS	108.32	12/19/2013
	12/19/2013	HEB CREDIT RECEIVABLES	MARBLE FALLS HIGH SCHOOL/	352 E 11 6399 01 001 4 24 0 00	OPEN PO MFHS	51.36	12/19/2013
	12/19/2013	HEB CREDIT RECEIVABLES	COLT ELEMENTARY SCHOOL/GE	352 E 11 6399 01 102 4 24 0 80	ACE PROG SUPPLIES	96.06	12/19/2013
	12/19/2013	HEB CREDIT RECEIVABLES	FALLS CAREER HIGH SCHOOL/	199 E 11 6399 00 002 0 26 0 00	GENERAL SUPPLIES	71.19	12/19/2013
	12/19/2013	HEB CREDIT RECEIVABLES	MARBLE FALLS HIGH SCHOOL/	199 E 12 6399 00 001 0 99 0 00	BATTERIES FOR LIBRARY	41.33	12/19/2013
	12/19/2013	HEB CREDIT RECEIVABLES	SPICEWOOD ELEMENTARY SCHO	352 E 11 6399 01 104 4 24 0 80	OPEN PO FOR R J RICHEY ACE	46.87	12/19/2013
	12/19/2013	HEB CREDIT RECEIVABLES	COLT ELEMENTARY SCHOOL/GE	352 E 11 6399 01 102 4 24 0 80	COOKING SUPP - BERTRAM	71.87	12/19/2013
	12/19/2013	HEB CREDIT RECEIVABLES	MARBLE FALLS HIGH SCHOOL/	199 E 36 6499 00 001 0 91 0 00	Budget/football/award ceremony supplies	7.94	12/19/2013
	12/19/2013	HEB CREDIT RECEIVABLES	MARBLE FALLS MIDDLE SCHOO	352 E 11 6399 01 041 4 24 0 80	COOKING SUPP/BMS	125.90	12/19/2013
	12/19/2013	HEB CREDIT RECEIVABLES	DISTRICT WIDE/MISC OPERAT	224 E 11 6499 00 999 4 23 0 00	H.S. BEST REWARDS/INCENTIVES	29.71	12/19/2013
	12/19/2013	HEB CREDIT RECEIVABLES	MARBLE FALLS HIGH SCHOOL/	199 E 36 6499 00 001 0 99 X 00	Hospitality Supplies	14.57	12/19/2013
	12/19/2013	HEB CREDIT RECEIVABLES	MARBLE FALLS HIGH SCHOOL/	199 E 36 6499 00 001 0 91 0 00	Budget/football/award ceremony supplies	17.36	12/19/2013
	12/19/2013	HEB CREDIT RECEIVABLES	MARBLE FALLS MIDDLE SCHOO	199 E 11 6399 31 041 0 23 0 00	COOKING, CLEANING, AND PERSONAL HYGIENE SUPPLIES FOR M.S. LIFE CLASS	115.67	12/19/2013
	12/19/2013	HEB CREDIT RECEIVABLES	MARBLE FALLS MIDDLE SCHOO	352 E 11 6399 01 041 4 24 0 80	COOKING SUPP/BMS	125.16	12/19/2013

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75960	12/19/2013	HEB CREDIT RECEIVABLES	MARBLE FALLS MIDDLE SCHOO	352 E 11 6399 01 041 4 24 0 80	COOKING SUPP/BMS	127.99	12/19/2013
	12/19/2013	HEB CREDIT RECEIVABLES	MARBLE FALLS HIGH SCHOOL/	199 E 36 6499 00 001 0 99 X 00	Hospitality Supplies	78.15	12/19/2013
	12/19/2013	HEB CREDIT RECEIVABLES	MARBLE FALLS HIGH SCHOOL/	199 E 36 6399 21 001 0 91 0 00	flowers for seniors	84.38	12/19/2013
Totals for 75960						1,910.40	
75961	12/19/2013	HIGHLAND LAKES VENDING	MARBLE FALLS HIGH SCHOOL/	199 E 36 6499 00 001 0 91 0 00	Coffee Supplies	86.00	12/19/2013
Totals for 75961						86.00	
75962	12/19/2013	HILL COUNTRY AUTO GLAS	TRANSPORTATION/SUPPLIES F	199 E 34 6319 00 939 0 99 0 00	AUTO GLASS	82.44	12/19/2013
Totals for 75962						82.44	
75965	12/19/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	268.31	12/19/2013
	12/19/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	263.61	12/19/2013
	12/19/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	425.96	12/19/2013
	12/19/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	480.66	12/19/2013
	12/19/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	77.09	12/19/2013
	12/19/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	254.79	12/19/2013
	12/19/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	33.45	12/19/2013
	12/19/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	250.28	12/19/2013
	12/19/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	205.43	12/19/2013
	12/19/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	310.88	12/19/2013
	12/19/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	338.02	12/19/2013
	12/19/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	356.13	12/19/2013
	12/19/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	385.09	12/19/2013
	12/19/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	436.32	12/19/2013
	12/19/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	197.57	12/19/2013
	12/19/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	479.65	12/19/2013
	12/19/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	300.57	12/19/2013
	12/19/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	362.43	12/19/2013
	12/19/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	346.56	12/19/2013
	12/19/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	165.13	12/19/2013
	12/19/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	363.95	12/19/2013
	12/19/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	469.26	12/19/2013
	12/19/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	166.02	12/19/2013
	12/19/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	61.44	12/19/2013
	12/19/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	307.00	12/19/2013
	12/19/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	437.51	12/19/2013
	12/19/2013	HILL COUNTRY DAIRIES	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	MILK 2013-2014	264.08	12/19/2013
Totals for 75965						8,007.19	
75966	12/19/2013	HILLJE MUSIC CENTERS L	MARBLE FALLS HIGH SCHOOL/	199 E 36 6399 00 001 0 91 B 00	BAND SUPPLIES	48.60	12/19/2013
Totals for 75966						48.60	
75967	12/19/2013	HOLT CAT	MAINTENANCE DEPT/CONTRACT	199 E 51 6249 50 936 0 99 0 00	ANNUAL SERVICE CONTRACT	400.00	12/19/2013

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75967	12/19/2013	HOLT CAT	MAINTENANCE DEPT/CONTRACT	199 E 51 6249 50 936 0 99 0 00	ANNUAL SERVICE CONTRACT	400.00	12/19/2013
						Totals for 75967	800.00
75968	12/19/2013	HOMEYER, KELLEY	DISTRICT WIDE/TRAVEL - EM	199 E 13 6411 00 999 0 23 0 00	MILEAGE	27.88	12/19/2013
						Totals for 75968	27.88
75969	12/19/2013	HOSKINS, D	MARBLE FALLS MIDDLE SCHOO	199 E 36 6299 02 041 0 91 0 00	OFFICIAL	73.00	12/19/2013
						Totals for 75969	73.00
75970	12/19/2013	HUBERT COMPANY LLC	DISTRICT WIDE/FOOD SERVIC	240 E 35 6349 00 999 0 99 0 00	HIGH SCHOOL SMALLWARES	820.80	12/19/2013
	12/19/2013	HUBERT COMPANY LLC	DISTRICT WIDE/FOOD SERVIC	240 E 35 6349 00 999 0 99 0 00	MARBLE FALLS ELEMENTARY SMALLWARES	628.45	12/19/2013
						Totals for 75970	1,449.25
75971	12/19/2013	HUDL	MARBLE FALLS HIGH SCHOOL/	199 E 36 6399 00 001 0 91 0 00	HUDL renewal	3,095.00	12/19/2013
	12/19/2013	HUDL	MARBLE FALLS HIGH SCHOOL/	199 E 36 6399 00 001 0 91 0 00	HUDL renewal	800.00	12/19/2013
						Totals for 75971	3,895.00
75972	12/19/2013	INTECH SOUTHWEST SERVI	MARBLE FALLS MIDDLE SCHOO	199 E 33 6398 00 041 0 99 0 00	MS/COMP	690.00	12/19/2013
	12/19/2013	INTECH SOUTHWEST SERVI	SUPERINTENDENTS OFFICE/CO	199 E 41 6398 00 701 0 99 0 00	CO/HP/K.DUNK	689.00	12/19/2013
	12/19/2013	INTECH SOUTHWEST SERVI	DISTRICT WIDE/TECHNOLOGY	199 E 53 6397 00 999 0 99 0 00	TECH/COMPAQ ELITE&KINGSTON	674.00	12/19/2013
	12/19/2013	INTECH SOUTHWEST SERVI	GEN.ADMINISTRATION/COMPUT	199 E 41 6398 00 750 0 99 R 00	CO/HP DESKTOP/V.CROUSE	689.00	12/19/2013
						Totals for 75972	2,742.00
75973	12/19/2013	JERRY'S SCOREBOARD/SPO	MARBLE FALLS HIGH SCHOOL/	199 E 36 6399 03 001 0 91 0 00	Girls Basketball supp	1,854.00	12/19/2013
						Totals for 75973	1,854.00
75975	12/19/2013	JM ELECTRONICS INC	MAINTENANCE DEPT/CONTRACT	199 E 51 6249 50 936 0 99 0 00	OPEN CONTRACT FIRE ALARM MONITORING - DISTRICT	40.00	12/19/2013
	12/19/2013	JM ELECTRONICS INC	MAINTENANCE DEPT/CONTRACT	199 E 51 6249 50 936 0 99 0 00	OPEN CONTRACT FIRE ALARM MONITORING - DISTRICT	40.00	12/19/2013
	12/19/2013	JM ELECTRONICS INC	MAINTENANCE DEPT/CONTRACT	199 E 51 6249 50 936 0 99 0 00	OPEN CONTRACT FIRE ALARM MONITORING - DISTRICT	40.00	12/19/2013
	12/19/2013	JM ELECTRONICS INC	MAINTENANCE DEPT/CONTRACT	199 E 51 6249 50 936 0 99 0 00	OPEN CONTRACT FIRE ALARM MONITORING - DISTRICT	40.00	12/19/2013
	12/19/2013	JM ELECTRONICS INC	MAINTENANCE DEPT/CONTRACT	199 E 51 6249 50 936 0 99 0 00	OPEN CONTRACT FIRE ALARM MONITORING - DISTRICT	40.00	12/19/2013
	12/19/2013	JM ELECTRONICS INC	MAINTENANCE DEPT/CONTRACT	199 E 51 6249 50 936 0 99 0 00	OPEN CONTRACT FIRE ALARM MONITORING - DISTRICT	40.00	12/19/2013
	12/19/2013	JM ELECTRONICS INC	MAINTENANCE DEPT/CONTRACT	199 E 51 6249 50 936 0 99 0 00	OPEN CONTRACT FIRE ALARM MONITORING - DISTRICT	40.00	12/19/2013
	12/19/2013	JM ELECTRONICS INC	MAINTENANCE DEPT/CONTRACT	199 E 51 6249 00 936 0 99 0 00	W.O. #48706 - HLES 600 HALL FIRE ALARM REPAIR	588.00	12/19/2013
						Totals for 75975	828.00
75976	12/19/2013	JOHNSON, DEBRA	MARBLE FALLS ELEMENTARY S	199 E 13 6411 00 101 0 11 Q 00	TEXAS ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE 90TH ANNUAL CONVENTION, 12/04-07/13	4.66	12/19/2013
	12/19/2013	JOHNSON, DEBRA	COLT ELEMENTARY SCHOOL/TR	199 E 13 6411 00 102 0 11 Q 00	TEXAS ASSOCIATION FOR HEALTH,	77.67	12/19/2013

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					PHYSICAL EDUCATION, RECREATION AND DANCE 90TH ANNUAL CONVENTION, 12/04-07/13		
	12/19/2013	JOHNSON, DEBRA	HIGHLAND LAKES ELEMENTARY	199 E 13 6411 00 103 0 11 Q 00	TEXAS ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE 90TH ANNUAL CONVENTION, 12/04-07/13	4.67	12/19/2013
					Totals for 75976	87.00	
75977	12/19/2013	JONES, ESTHER	COLT ELEMENTARY SCHOOL/TR	199 E 13 6411 00 102 0 11 0 36	TMEA REGISTRATION AND MEMBERSHIP	50.00	12/19/2013
	12/19/2013	JONES, ESTHER	COLT ELEMENTARY SCHOOL/DU	199 E 11 6495 00 102 0 11 0 36	TMEA REGISTRATION AND MEMBERSHIP	50.00	12/19/2013
					Totals for 75977	100.00	
75978	12/19/2013	KAMICO INSTRUCTIONAL M	SPICEWOOD ELEMENTARY SCHO	199 E 11 6399 00 104 0 11 0 00	TEACHER EDITION- STAAR DIAGNOSTIC	129.75	12/19/2013
					Totals for 75978	129.75	
75981	12/19/2013	KERR COUNTY PRODUCE IN	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	OPEN PO FOR PRODUCE PURCHASES	65.82	12/19/2013
	12/19/2013	KERR COUNTY PRODUCE IN	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	OPEN PO FOR PRODUCE PURCHASES	237.25	12/19/2013
	12/19/2013	KERR COUNTY PRODUCE IN	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	OPEN PO FOR PRODUCE PURCHASES	304.10	12/19/2013
	12/19/2013	KERR COUNTY PRODUCE IN	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	OPEN PO FOR PRODUCE PURCHASES	93.75	12/19/2013
	12/19/2013	KERR COUNTY PRODUCE IN	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	OPEN PO FOR PRODUCE PURCHASES	204.29	12/19/2013
	12/19/2013	KERR COUNTY PRODUCE IN	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	OPEN PO FOR PRODUCE PURCHASES	196.14	12/19/2013
	12/19/2013	KERR COUNTY PRODUCE IN	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	OPEN PO FOR PRODUCE PURCHASES	351.55	12/19/2013
	12/19/2013	KERR COUNTY PRODUCE IN	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	OPEN PO FOR PRODUCE PURCHASES	292.25	12/19/2013
	12/19/2013	KERR COUNTY PRODUCE IN	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	OPEN PO FOR PRODUCE PURCHASES	251.25	12/19/2013
	12/19/2013	KERR COUNTY PRODUCE IN	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	OPEN PO FOR PRODUCE PURCHASES	640.25	12/19/2013
	12/19/2013	KERR COUNTY PRODUCE IN	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	OPEN PO FOR PRODUCE PURCHASES	375.67	12/19/2013
	12/19/2013	KERR COUNTY PRODUCE IN	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	OPEN PO FOR PRODUCE PURCHASES	307.30	12/19/2013
	12/19/2013	KERR COUNTY PRODUCE IN	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	OPEN PO FOR PRODUCE PURCHASES	270.24	12/19/2013
	12/19/2013	KERR COUNTY PRODUCE IN	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	OPEN PO FOR PRODUCE PURCHASES	138.48	12/19/2013
	12/19/2013	KERR COUNTY PRODUCE IN	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	OPEN PO FOR PRODUCE PURCHASES	358.74	12/19/2013
	12/19/2013	KERR COUNTY PRODUCE IN	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	OPEN PO FOR PRODUCE PURCHASES	120.50	12/19/2013
	12/19/2013	KERR COUNTY PRODUCE IN	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	OPEN PO FOR PRODUCE PURCHASES	368.29	12/19/2013
	12/19/2013	KERR COUNTY PRODUCE IN	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	OPEN PO FOR PRODUCE PURCHASES	307.84	12/19/2013
	12/19/2013	KERR COUNTY PRODUCE IN	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	OPEN PO FOR PRODUCE PURCHASES	207.70	12/19/2013
	12/19/2013	KERR COUNTY PRODUCE IN	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	OPEN PO FOR PRODUCE PURCHASES	146.26	12/19/2013
	12/19/2013	KERR COUNTY PRODUCE IN	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	OPEN PO FOR PRODUCE PURCHASES	190.58	12/19/2013
	12/19/2013	KERR COUNTY PRODUCE IN	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	OPEN PO FOR PRODUCE PURCHASES	383.72	12/19/2013
	12/19/2013	KERR COUNTY PRODUCE IN	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	OPEN PO FOR PRODUCE PURCHASES	598.23	12/19/2013
	12/19/2013	KERR COUNTY PRODUCE IN	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	OPEN PO FOR PRODUCE PURCHASES	392.35	12/19/2013
	12/19/2013	KERR COUNTY PRODUCE IN	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	OPEN PO FOR PRODUCE PURCHASES	348.54	12/19/2013
	12/19/2013	KERR COUNTY PRODUCE IN	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	OPEN PO FOR PRODUCE PURCHASES	176.65	12/19/2013

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75981	12/19/2013	KERR COUNTY PRODUCE	IN DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	OPEN PO FOR PRODUCE PURCHASES	124.50	12/19/2013
	12/19/2013	KERR COUNTY PRODUCE	IN DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	OPEN PO FOR PRODUCE PURCHASES	369.25	12/19/2013
Totals for 75981						7,821.49	
75982	12/19/2013	KING, TAMARA	MARBLE FALLS HIGH SCHOOL/	199 E 36 6412 00 001 0 91 0 00	ATHLETIC MEAL MONEY	363.80	12/19/2013
	12/19/2013	KING, TAMARA	MARBLE FALLS MIDDLE SCHOO	199 E 36 6412 00 041 0 91 0 00	ATHLETIC MEAL MONEY	679.80	12/19/2013
	12/19/2013	KING, TAMARA	MARBLE FALLS HIGH SCHOOL/	199 E 36 6412 00 001 0 99 U 00	ATHLETIC MEAL MONEY	88.69	12/19/2013
Totals for 75982						1,132.29	
75983	12/19/2013	KONE INC	MAINTENANCE DEPT/CONTRACT	199 E 51 6249 00 936 0 99 0 00	MT - HS STADIUM ELEVATOR INSP REPAIR	350.00	12/19/2013
Totals for 75983						350.00	
75986	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	786.80	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/NON-FOOD SU	240 E 35 6342 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	162.77	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	3,016.59	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/NON-FOOD SU	240 E 35 6342 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	234.72	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	1,495.14	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/NON-FOOD SU	240 E 35 6342 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	283.06	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	1,030.19	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/NON-FOOD SU	240 E 35 6342 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	93.12	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	678.81	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/NON-FOOD SU	240 E 35 6342 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	207.19	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	2,097.55	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/NON-FOOD SU	240 E 35 6342 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	192.45	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	16.38	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	2,159.95	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/NON-FOOD SU	240 E 35 6342 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	118.75	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	2,196.19	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/NON-FOOD SU	240 E 35 6342 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	126.82	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	865.47	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/NON-FOOD SU	240 E 35 6342 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	97.52	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	663.31	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/NON-FOOD SU	240 E 35 6342 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	153.00	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	1,279.92	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/NON-FOOD SU	240 E 35 6342 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	282.60	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	1,408.25	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/NON-FOOD SU	240 E 35 6342 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	166.20	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	301.23	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/NON-FOOD SU	240 E 35 6342 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	136.08	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	1,349.82	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/NON-FOOD SU	240 E 35 6342 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	146.31	12/19/2013

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75986	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	506.01	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/NON-FOOD SU	240 E 35 6342 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	66.66	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	2,683.85	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/NON-FOOD SU	240 E 35 6342 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	284.41	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	2,412.81	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/NON-FOOD SU	240 E 35 6342 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	346.11	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	1,087.74	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/NON-FOOD SU	240 E 35 6342 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	280.92	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	2,196.90	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/NON-FOOD SU	240 E 35 6342 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	180.54	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	634.89	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	1,509.66	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/NON-FOOD SU	240 E 35 6342 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	144.38	12/19/2013
	12/19/2013	LABATT FOOD SERVICE	LL DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	GROCERIES AND PAPER GOODS	362.63	12/19/2013
Totals for 75986						34,443.70	
75987	12/19/2013	LEHMAN, MICHAEL	MARBLE FALLS MIDDLE SCHOO	199 E 36 6299 02 041 0 91 0 00	OFFICIAL	58.00	12/19/2013
Totals for 75987						58.00	
75988	12/19/2013	LEMASTER LANDSCAPES	MAINTENANCE DEPT/CONTRACT	199 E 51 6249 54 936 0 99 0 00	OPEN CONTRACT BID LAWN SERVICE HS, SPWD, ADMIN, TRANSP	350.00	12/19/2013
	12/19/2013	LEMASTER LANDSCAPES	MAINTENANCE DEPT/CONTRACT	199 E 51 6249 54 936 0 99 0 00	OPEN CONTRACT BID LAWN SERVICE HS, SPWD, ADMIN, TRANSP	500.00	12/19/2013
	12/19/2013	LEMASTER LANDSCAPES	MAINTENANCE DEPT/CONTRACT	199 E 51 6249 54 936 0 99 0 00	OPEN CONTRACT BID LAWN SERVICE HS, SPWD, ADMIN, TRANSP	475.00	12/19/2013
Totals for 75988						1,325.00	
75989	12/19/2013	LOCKWOOD, LERIN	MARBLE FALLS HIGH SCHOOL/	199 E 13 6411 00 001 0 99 A 00	2013 TEXAS ART EDUCATION ASSOCIATION CONFERENCE, 11/21-24/13	79.00	12/19/2013
Totals for 75989						79.00	
75990	12/19/2013	LONGHORN INTERNATIONAL	TRANSPORTATION/SUPPLIES F	199 E 34 6319 00 939 0 99 0 00	BUS PARTS	126.85	12/19/2013
	12/19/2013	LONGHORN INTERNATIONAL	TRANSPORTATION/SUPPLIES F	199 E 34 6319 00 939 0 99 0 00	BUS PARTS	220.64	12/19/2013
Totals for 75990						347.49	
75991	12/19/2013	LUNOFF, MANUEL IV	MARBLE FALLS HIGH SCHOOL/	276 E 23 6411 00 001 4 30 0 00	LEARNING FORWARD 2013 ANNUAL CONFERENCE, 12/07-11/13	67.00	12/19/2013
Totals for 75991						67.00	
75992	12/19/2013	M & S TECHNOLOGIES INC	MARBLE FALLS HIGH SCHOOL/	276 E 11 6638 00 001 4 30 0 00	TTIPS/WIRELESS HOTSPOT/E.PENROD	71,089.20	12/19/2013
Totals for 75992						71,089.20	
75993	12/19/2013	MAD DAWG FITNESS	HIGHLAND LAKES ELEMENTARY	352 E 11 6299 02 103 4 24 0 00	CONTRACTED SERVICES FOR HLES	200.00	12/19/2013
	12/19/2013	MAD DAWG FITNESS	MARBLE FALLS ELEMENTARY S	352 E 11 6299 02 101 4 24 0 80	CONTRACTED SERVICES	175.00	12/19/2013
	12/19/2013	MAD DAWG FITNESS	COLT ELEMENTARY SCHOOL/MI	352 E 11 6299 02 102 4 24 0 80	CONTRACTED SERVICES	400.00	12/19/2013

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75993	12/19/2013	MAD DAWG FITNESS	SPICEWOOD ELEMENTARY SCHO	352 E 11 6299 02 104 4 24 0 80	CONTRACTED SERVICES	100.00	12/19/2013
	12/19/2013	MAD DAWG FITNESS	MARBLE FALLS MIDDLE SCHOO	352 E 11 6299 02 041 4 24 0 80	CONTRACTED SERVICES	50.00	12/19/2013
Totals for 75993						925.00	
75994	12/19/2013	MAGIC NEEDLES	MARBLE FALLS HIGH SCHOOL/	199 E 36 6399 04 001 0 91 0 00	Football jersey repair	69.00	12/19/2013
Totals for 75994						69.00	
75995	12/19/2013	MANCHA, ALEJANDRO	DISTRICT WIDE/TRAVEL - EM	199 E 31 6411 00 999 0 23 0 00	MILEAGE	99.63	12/19/2013
Totals for 75995						99.63	
75996	12/19/2013	MAPLES, KAREN	DISTRICT WIDE/TRAVEL - EM	199 E 21 6411 00 999 0 21 0 00	TEXAS ASSOCIATION FOR THE GIFTED & TALENTED 2013 CONFERENCE, 12/04-06/13	88.00	12/19/2013
Totals for 75996						88.00	
75997	12/19/2013	MARBLE FALLS ATHLETIC	DISTRICT WIDE/RENTALS - O	199 E 11 6269 00 999 0 11 0 41	12-13 SWIMMING POOL LEASE	900.00	12/19/2013
Totals for 75997						900.00	
75998	12/19/2013	MARBLE FALLS AREA EMS	MARBLE FALLS HIGH SCHOOL/	199 E 36 6219 04 001 0 91 0 00	EMS - Varsity Football 13-14	1,000.00	12/19/2013
Totals for 75998						1,000.00	
75999	12/19/2013	MARBLE FALLS GLASS & M	MAINTENANCE DEPT/CONTRACT	199 E 51 6249 52 936 0 99 0 00	OPEN MAINT & REPAIRS GLASS WINDOWS DISTRICT	75.00	12/19/2013
Totals for 75999						75.00	
76000	12/19/2013	MID-TEX SALES & SERVIC	DISTRICT WIDE/SUPPLIES FO	240 E 35 6319 00 999 0 99 0 00	W.O. #48653 - MS KITCH ICE MACHINE	3,391.72	12/19/2013
Totals for 76000						3,391.72	
54 76001	12/19/2013	MRS COMMUNICATIONS	MARBLE FALLS MIDDLE SCHOO	352 E 11 6398 00 041 4 24 0 80	RADIOS FOR BMS	753.00	12/19/2013
Totals for 76001						753.00	
76002	12/19/2013	NATIONAL READING STYLE	DISTRICT WIDE/GENERAL SUP	199 E 31 6399 22 999 0 99 0 00	OVERLAYS	187.00	12/19/2013
Totals for 76002						187.00	
76003	12/19/2013	NEW YORK HILTON MIDTOW	DISTRICT WIDE/TRAVEL - EM	352 E 13 6411 00 999 4 24 0 00	LODGING (5 RMS @ \$230+14.75% TAX+\$3.50 USD, 3 NIGHTS) WHILE ATTENDING NATIONAL AFTERSCHOOL ASSOCIATION 2014 ANNUAL CONVENTION IN NY, NY, 02/28-03/03/13, FOR: BERLIN, DELOACH, DENTON, DODGE, HALE, HEATH, O'CONNOR, VAN ZEE AND ZOLL	2,807.95	12/19/2013
	12/19/2013	NEW YORK HILTON MIDTOW	DISTRICT WIDE/TRAVEL - EM	352 E 21 6411 00 999 4 24 0 00	LODGING (5 RMS @ \$230+14.75% TAX+\$3.50 USD, 3 NIGHTS) WHILE ATTENDING NATIONAL AFTERSCHOOL ASSOCIATION 2014 ANNUAL CONVENTION IN NY, NY, 02/28-03/03/13, FOR: BERLIN, DELOACH, DENTON, DODGE, HALE, HEATH, O'CONNOR, VAN ZEE AND	802.30	12/19/2013

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					ZOLL		
	12/19/2013	NEW YORK HILTON MIDTOW	DISTRICT WIDE/TRAVEL - EM	352 E 61 6411 00 999 4 24 0 00	LODGING (5 RMS @ \$230+14.75% TAX+\$3.50 USD, 3 NIGHTS) WHILE ATTENDING NATIONAL AFTERSCHOOL ASSOCIATION 2014 ANNUAL CONVENTION IN NY, NY, 02/28-03/03/13, FOR: BERLIN, DELOACH, DENTON, DODGE, HALE, HEATH, O'CONNOR, VAN ZEE AND ZOLL	401.15	12/19/2013
					Totals for 76003	4,011.40	
76004	12/19/2013	O'CONNOR, KERRI	DISTRICT WIDE/TRAVEL - EM	352 E 21 6411 01 999 4 24 0 00	MILEAGE	238.54	12/19/2013
					Totals for 76004	238.54	
76005	12/19/2013	O'CONNOR, ROBERT	SUPERINTENDENTS OFFICE/TR	199 E 41 6411 00 701 0 99 0 00	MILEAGE	54.53	12/19/2013
					Totals for 76005	54.53	
76006	12/19/2013	OFFICE DEPOT	GEN.ADMINISTRATION/GENERA	199 E 41 6399 00 750 0 99 R 00	OFFICE SUPPLIES	45.88	12/19/2013
					Totals for 76006	45.88	
76007	12/19/2013	PARKER-MAZOCH, NIKKI	DISTRICT WIDE/TRAVEL - EM	199 E 13 6411 00 999 0 23 0 00	MILEAGE	37.93	12/19/2013
					Totals for 76007	37.93	
76008	12/19/2013	PCS EDVENTURES	MARBLE FALLS ELEMENTARY S	352 E 11 6399 01 101 4 24 0 80	BRICKLAB PRODUCTS FOR ACE	1,290.00	12/19/2013
55	12/19/2013	PCS EDVENTURES	SPICEWOOD ELEMENTARY SCHO	352 E 11 6399 01 104 4 24 0 80	BRICKLAB PRODUCTS FOR ACE	1,290.00	12/19/2013
	12/19/2013	PCS EDVENTURES	COLT ELEMENTARY SCHOOL/GE	352 E 11 6399 01 102 4 24 0 80	BRICKLAB PRODUCTS FOR ACE	645.00	12/19/2013
	12/19/2013	PCS EDVENTURES	MARBLE FALLS MIDDLE SCHOO	352 E 11 6399 01 041 4 24 0 80	BRICKLAB PRODUCTS FOR ACE	645.00	12/19/2013
					Totals for 76008	3,870.00	
76009	12/19/2013	PENROD, ERIC	DISTRICT WIDE/TRAVEL - EM	276 E 21 6411 00 999 4 30 0 00	LEARNING FORWARD 2013 ANNUAL CONFERENCE, 12/07-11/13	295.67	12/19/2013
					Totals for 76009	295.67	
76010	12/19/2013	PETERSON, BRIAN	MARBLE FALLS MIDDLE SCHOO	199 E 11 6299 00 041 0 11 B 00	MASTER CLASSES- CLARINET	240.00	12/19/2013
					Totals for 76010	240.00	
76011	12/19/2013	POWELL, KENDRA	MARBLE FALLS HIGH SCHOOL/	276 E 13 6411 00 001 4 30 0 00	LEARNING FORWARD 2013 ANNUAL CONFERENCE, 12/07-11/13	67.00	12/19/2013
					Totals for 76011	67.00	
76012	12/19/2013	POWELL & LEON LLP	SUPERINTENDENTS OFFICE/LE	199 E 41 6211 00 701 0 99 0 00	2013-14 LEGAL SERVICES	1,189.00	12/19/2013
					Totals for 76012	1,189.00	
76013	12/19/2013	PRESCOTT, CHIP	MARBLE FALLS MIDDLE SCHOO	199 E 36 6299 02 041 0 91 0 00	OFFICIAL	113.00	12/19/2013
					Totals for 76013	113.00	
76014	12/19/2013	PRO-SERVE ENTERPRISE I	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 10 936 0 99 0 00	MAINT - CUST EQUIP PARTS	333.47	12/19/2013
					Totals for 76014	333.47	
76015	12/19/2013	PRO-ED	DISTRICT WIDE/GENERAL SUP	199 E 11 6399 00 999 0 23 0 00	SPEECH VOICE THERAPY	72.60	12/19/2013
					Totals for 76015	72.60	

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76016	12/19/2013	PYRAMID EDUCATIONAL CO	DISTRICT WIDE/GENERAL SUP	199 E 21 6399 06 999 0 23 0 00	PECS ASSISTIVE TECHNOLOGY	430.10	12/19/2013
					Totals for 76016	430.10	
76017	12/19/2013	QUILL CORPORATION	MARBLE FALLS MIDDLE SCHOO	199 E 11 6399 00 041 0 11 M 00	MATH DEPT SUPP	237.00	12/19/2013
					Totals for 76017	237.00	
76018	12/19/2013	REED, HARVEY	MARBLE FALLS HIGH SCHOOL/	199 E 36 6299 03 001 0 91 0 00	OFFICIAL	73.00	12/19/2013
					Totals for 76018	73.00	
76019	12/19/2013	ROBERTS, H	DISTRICT WIDE/TRAVEL - EM	276 E 21 6411 00 999 4 30 0 00	LEARNING FORWARD 2013 ANNUAL CONFERENCE, 12/07-11/13	228.47	12/19/2013
					Totals for 76019	228.47	
76020	12/19/2013	ROBERT MADDEN INDUSTRI	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48836 - HLES OFFICE A/C	168.62	12/19/2013
	12/19/2013	ROBERT MADDEN INDUSTRI	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	7.11	12/19/2013
	12/19/2013	ROBERT MADDEN INDUSTRI	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	15.10	12/19/2013
	12/19/2013	ROBERT MADDEN INDUSTRI	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48836 - HLES OFFICE A/C	4.58	12/19/2013
	12/19/2013	ROBERT MADDEN INDUSTRI	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #48836 - HLES OFFICE A/C	11.02	12/19/2013
					Totals for 76020	206.43	
76021	12/19/2013	SANCHEZ CONSTRUCTION	MARBLE FALLS ELEMENTARY S	199 E 81 6619 00 101 0 99 0 00	MT - MFES PAINT WALKWAY	2,050.00	12/19/2013
					Totals for 76021	2,050.00	
76022	12/19/2013	SCHOOL HEALTH CORPORAT	MARBLE FALLS HIGH SCHOOL/	244 E 11 6399 00 001 4 22 0 00	EMT CLASS SUPPLIES	304.57	12/19/2013
					Totals for 76022	304.57	
76023	12/19/2013	SCHUMACHER, MARY	DISTRICT WIDE/TRAVEL - EM	199 E 13 6411 03 999 0 99 0 00	TEACHING THE NEW MATH STANDARDS IN GRS 4-5 #FA1326981, 12/04/13	49.20	12/19/2013
					Totals for 76023	49.20	
76024	12/19/2013	SHERWIN-WILLIAMS CO	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #45994 - MAINT - PAINT OFFICES	39.39	12/19/2013
	12/19/2013	SHERWIN-WILLIAMS CO	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	W.O. #45994 - MAINT - PAINT OFFICES	109.35	12/19/2013
					Totals for 76024	148.74	
76025	12/19/2013	SKERO, JULIE	DISTRICT WIDE/TRAVEL - EM	224 E 11 6411 00 999 4 23 0 00	REIMBURSEMENT	145.14	12/19/2013
					Totals for 76025	145.14	
76026	12/19/2013	SKYLINE EQUIPMENT CO I	MAINTENANCE DEPT/CONTRACT	199 E 51 6249 00 936 0 99 0 00	W.O. #48731 - HS MUSTANG GYM WASHER	228.00	12/19/2013
					Totals for 76026	228.00	
76027	12/19/2013	SKYWARD INC	GEN.ADMINISTRATION/MISC.	199 E 41 6299 00 750 0 99 X 00	SKYWARD ON-SITE TRAINING ON 10/25/13	1,375.00	12/19/2013
					Totals for 76027	1,375.00	
76028	12/19/2013	STANDARD STATIONERY SU	MARBLE FALLS ELEMENTARY S	199 E 11 6399 00 101 0 11 0 00	Campus Supplies	102.12	12/19/2013
					Totals for 76028	102.12	
76029	12/19/2013	TALAMANTES, LESLIE	MARBLE FALLS HIGH SCHOOL/	276 E 13 6411 00 001 4 30 0 00	LEARNING FORWARD 2013 ANNUAL CONFERENCE, 12/07-11/13	67.00	12/19/2013

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						Totals for 76029	67.00
76030	12/19/2013	TENNYSON, SHELLEY	DISTRICT WIDE/TRAVEL - EM	199 E 13 6411 00 999 0 23 0 00	MILEAGE	42.64	12/19/2013
						Totals for 76030	42.64
76031	12/19/2013	TEXAS ASSOCIATION FOR	FALLS CAREER HIGH SCHOOL/	199 E 13 6411 00 002 0 26 0 00	2014 TAAE ANNUAL CONFERENCE IN AUSTIN ON 2/5-7/14	205.00	12/19/2013
	12/19/2013	TEXAS ASSOCIATION FOR	FALLS CAREER HIGH SCHOOL/	199 E 13 6411 00 002 0 26 0 00	2014 TAAE ANNUAL CONFERENCE IN AUSTIN ON 2/5-7/14	205.00	12/19/2013
	12/19/2013	TEXAS ASSOCIATION FOR	DISTRICT WIDE/TRAVEL - EM	199 E 31 6411 00 999 0 29 D 00	2014 TAAE ANNUAL CONFERENCE IN AUSTIN ON 2/5-7/14	205.00	12/19/2013
	12/19/2013	TEXAS ASSOCIATION FOR	DISTRICT WIDE/TRAVEL - EM	199 E 13 6411 00 999 0 29 D 00	2014 TAAE ANNUAL CONFERENCE IN AUSTIN ON 2/5-7/14	205.00	12/19/2013
	12/19/2013	TEXAS ASSOCIATION FOR	DISTRICT WIDE/TRAVEL - EM	199 E 13 6411 00 999 0 29 D 00	2014 TAAE ANNUAL CONFERENCE IN AUSTIN ON 2/5-7/14	205.00	12/19/2013
	12/19/2013	TEXAS ASSOCIATION FOR	DISTRICT WIDE/TRAVEL - EM	199 E 31 6411 00 999 0 29 D 00	2014 TAAE ANNUAL CONFERENCE IN AUSTIN ON 2/5-7/14	205.00	12/19/2013
						Totals for 76031	1,230.00
76032	12/19/2013	TEXAS COUNCIL OF ADMIN	DISTRICT WIDE/TRAVEL - EM	199 E 21 6411 00 999 0 23 0 00	REGISTRATION FOR TEXAS COUNCIL OF ADMINISTRATORS OF SPECIAL EDUCATION CONFERENCE IN AUSTIN ON 1/21-23/14	295.00	12/19/2013
						Totals for 76032	295.00
76033	12/19/2013	TEXAS FLEET FUEL LTD	TRANSPORTATION/GASOLINE &	199 E 34 6311 00 939 0 99 0 00	FUEL FOR DISTRICT VEHICLES	7,577.69	12/19/2013
						Totals for 76033	7,577.69
76034	12/19/2013	TEXAS LIBRARY ASSOCIAT	MARBLE FALLS HIGH SCHOOL/	199 E 12 6495 00 001 0 99 0 00	MEMBERSHIP DUES FOR 2014	135.00	12/19/2013
						Totals for 76034	135.00
76035	12/19/2013	TEXAS MUSIC EDUCATORS	HIGHLAND LAKES ELEMENTARY	199 E 11 6495 00 103 0 11 0 36	MEMBERSHIP AND REGISTRATIONS FOR TMEA CONVENTION IN SAN ANTONIO ON 2/13-14/14 FOR S.FRENCH, C. MAHAFFEY, M. WHITTLESEY, AND E. JONES	50.00	12/19/2013
	12/19/2013	TEXAS MUSIC EDUCATORS	MARBLE FALLS ELEMENTARY S	199 E 13 6411 00 101 0 11 0 36	MEMBERSHIP AND REGISTRATIONS FOR TMEA CONVENTION IN SAN ANTONIO ON 2/13-14/14 FOR S.FRENCH, C. MAHAFFEY, M. WHITTLESEY, AND E. JONES	50.00	12/19/2013
	12/19/2013	TEXAS MUSIC EDUCATORS	HIGHLAND LAKES ELEMENTARY	199 E 13 6411 00 103 0 11 0 36	MEMBERSHIP AND REGISTRATIONS FOR TMEA CONVENTION IN SAN ANTONIO ON 2/13-14/14 FOR S.FRENCH, C. MAHAFFEY, M. WHITTLESEY, AND E. JONES	50.00	12/19/2013

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					JONES		
	12/19/2013	TEXAS MUSIC EDUCATORS	SPICEWOOD ELEMENTARY SCHO	199 E 13 6411 00 104 0 11 0 36	MEMBERSHIP AND REGISTRATIONS FOR TMEA CONVENTION IN SAN ANTONIO ON 2/13-14/14 FOR S.FRENCH, C. MAHAFFEY, M. WHITTLESEY, AND E. JONES	50.00	12/19/2013
	12/19/2013	TEXAS MUSIC EDUCATORS	SPICEWOOD ELEMENTARY SCHO	199 E 11 6495 00 104 0 11 0 36	MEMBERSHIP AND REGISTRATIONS FOR TMEA CONVENTION IN SAN ANTONIO ON 2/13-14/14 FOR S.FRENCH, C. MAHAFFEY, M. WHITTLESEY, AND E. JONES	50.00	12/19/2013
					Totals for 76035	250.00	
76036	12/19/2013	THE UPS STORE #5548	DISTRICT WIDE/GENERAL SUP	199 E 53 6399 00 999 0 99 0 00	TECHNOLOGY SHIPPING CHARGES	15.81	12/19/2013
	12/19/2013	THE UPS STORE #5548	DISTRICT WIDE/GENERAL SUP	199 E 53 6399 00 999 0 99 0 00	TECHNOLOGY SHIPPING CHARGES	14.30	12/19/2013
					Totals for 76036	30.11	
76037	12/19/2013	TRU PHOTOGRAPHY	MARBLE FALLS HIGH SCHOOL/	199 E 36 6399 22 001 0 91 0 00	STARLETTE COMPOSITE PHOTOGRAPHS FOR HS CAMPUS	432.40	12/19/2013
					Totals for 76037	432.40	
76038	12/19/2013	ULINE INC	MAINTENANCE DEPT/GENERAL	199 E 51 6399 00 936 0 99 0 00	MAINT - WAREHOUSE TOOLS	38.74	12/19/2013
					Totals for 76038	38.74	
5076046	12/19/2013	WALMART COMMUNITY	HIGHLAND LAKES ELEMENTARY	199 E 11 6399 00 103 0 11 0 00	1st grade supplies	94.52	12/19/2013
	12/19/2013	WALMART COMMUNITY	FALLS CAREER HIGH SCHOOL/	199 E 31 6499 00 002 0 26 0 00	TESTING MATERIAL - SNACKS	16.71	12/19/2013
	12/19/2013	WALMART COMMUNITY	HIGHLAND LAKES ELEMENTARY	199 E 23 6399 00 103 0 99 0 00	office supplies.	20.91	12/19/2013
	12/19/2013	WALMART COMMUNITY	MARBLE FALLS HIGH SCHOOL/	276 E 11 6399 00 001 4 30 0 00	TTIPS: POSTER FRAMES	99.70	12/19/2013
	12/19/2013	WALMART COMMUNITY	HIGHLAND LAKES ELEMENTARY	352 E 11 6399 01 103 4 24 0 00	OPEN PO HLES	29.49	12/19/2013
	12/19/2013	WALMART COMMUNITY	MARBLE FALLS HIGH SCHOOL/	244 E 11 6399 00 001 4 22 0 00	FCS CLASSROOM/LAB SUPPLIES	3.47	12/19/2013
	12/19/2013	WALMART COMMUNITY	MARBLE FALLS HIGH SCHOOL/	199 E 36 6399 00 001 0 91 0 00	Budget/admin/event supplies	28.49	12/19/2013
	12/19/2013	WALMART COMMUNITY	MARBLE FALLS HIGH SCHOOL/	352 E 11 6399 01 001 4 24 0 00	ACE PROG SUPPLIES FOR MPHS	97.68	12/19/2013
	12/19/2013	WALMART COMMUNITY	MARBLE FALLS MIDDLE SCHOO	352 E 11 6399 01 041 4 24 0 80	PROGRAM SUPPLIES - BMS	52.28	12/19/2013
	12/19/2013	WALMART COMMUNITY	HIGHLAND LAKES ELEMENTARY	199 E 11 6399 00 103 0 11 A 00	ART SUPPLIES	94.86	12/19/2013
	12/19/2013	WALMART COMMUNITY	GEN.ADMINISTRATION/GENERA	199 E 41 6399 00 750 0 99 X 00	OFFICE SUPPLIES	-31.71	12/19/2013
	12/19/2013	WALMART COMMUNITY	MARBLE FALLS MIDDLE SCHOO	199 E 11 6399 00 041 0 11 0 00	TEACHER SUPPLIES	89.82	12/19/2013
	12/19/2013	WALMART COMMUNITY	TRANSPORTATION/SUPPLIES F	199 E 34 6319 00 939 0 99 0 00	CHILD SEATS FOR SPED BUSES	255.00	12/19/2013
	12/19/2013	WALMART COMMUNITY	TRANSPORTATION/GENERAL SU	199 E 34 6399 00 939 0 99 0 00	CHILD SEATS FOR SPED BUSES	119.52	12/19/2013
	12/19/2013	WALMART COMMUNITY	MARBLE FALLS MIDDLE SCHOO	352 E 11 6399 01 041 4 24 0 80	PROGRAM SUPPLIES - BMS	90.53	12/19/2013
	12/19/2013	WALMART COMMUNITY	HIGHLAND LAKES ELEMENTARY	199 E 11 6399 00 103 0 11 0 00	TEACHER SUPPLIES	43.67	12/19/2013
	12/19/2013	WALMART COMMUNITY	GEN.ADMINISTRATION/MISC O	199 E 41 6499 00 750 0 99 R 00	MISC RECRUITMENT SUPPLIES	4.96	12/19/2013
	12/19/2013	WALMART COMMUNITY	HIGHLAND LAKES ELEMENTARY	352 E 11 6399 01 103 4 24 0 00	OPEN PO HLES	89.00	12/19/2013
	12/19/2013	WALMART COMMUNITY	SPICEWOOD ELEMENTARY SCHO	352 E 11 6399 01 104 4 24 0 80	OPEN PO R J RICHEY	134.61	12/19/2013

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76046	12/19/2013	WALMART COMMUNITY	MARBLE FALLS MIDDLE SCHOO	199 E 23 6399 00 041 0 99 0 00	ADMIN SUPPLIES	13.45	12/19/2013
	12/19/2013	WALMART COMMUNITY	DISTRICT WIDE/MISC OPERAT	352 E 61 6499 00 999 4 24 0 00	SUPPLIES FOR FES FAMILY EVENTS	48.97	12/19/2013
	12/19/2013	WALMART COMMUNITY	MARBLE FALLS MIDDLE SCHOO	352 E 11 6399 01 041 4 24 0 00	ACE SUPPLIES FOR MFMS	31.11	12/19/2013
	12/19/2013	WALMART COMMUNITY	MAINTENANCE DEPT/SUPPLIES	199 E 51 6319 00 936 0 99 0 00	OPEN SUPPLIES - DISTRICT	24.96	12/19/2013
	12/19/2013	WALMART COMMUNITY	DISTRICT WIDE/FOOD SUPPLI	240 E 35 6341 00 999 0 99 0 00	FOOD AND PAPER PRODUCTS	68.88	12/19/2013
	12/19/2013	WALMART COMMUNITY	MARBLE FALLS MIDDLE SCHOO	352 E 11 6399 01 041 4 24 0 00	ACE SUPPLIES FOR MFMS	87.69	12/19/2013
	12/19/2013	WALMART COMMUNITY	MARBLE FALLS HIGH SCHOOL/	352 E 11 6399 01 001 4 24 0 00	ACE PROG SUPPLIES FOR MFHS	80.30	12/19/2013
	12/19/2013	WALMART COMMUNITY	HIGHLAND LAKES ELEMENTARY	352 E 11 6399 01 103 4 24 0 00	OPEN PO HLES	126.70	12/19/2013
	12/19/2013	WALMART COMMUNITY	SPICEWOOD ELEMENTARY SCHO	199 E 11 6399 00 104 0 11 0 36	MUSIC PROG ITEMS/X-MAS PROG	73.39	12/19/2013
	12/19/2013	WALMART COMMUNITY	COLT ELEMENTARY SCHOOL/GE	352 E 11 6399 01 102 4 24 0 80	ACE BERTRAM - CRAFT SUPPLIES	25.31	12/19/2013
	12/19/2013	WALMART COMMUNITY	COLT ELEMENTARY SCHOOL/GE	352 E 11 6399 01 102 4 24 0 80	ACE BERTRAM - CRAFT SUPPLIES	5.82	12/19/2013
	12/19/2013	WALMART COMMUNITY	DISTRICT WIDE/GENERAL SUP	199 E 13 6399 00 999 0 99 0 00	MISC SUPPLIES FOR 2013-14 PROF DEV	32.91	12/19/2013
					- ACAD PROG DEPT		
	12/19/2013	WALMART COMMUNITY	MARBLE FALLS MIDDLE SCHOO	199 E 11 6399 00 041 0 11 S 00	SCIENCE SUPPLIES	4.06	12/19/2013
	12/19/2013	WALMART COMMUNITY	MARBLE FALLS HIGH SCHOOL/	199 E 36 6399 00 001 0 91 0 00	Budget/admin/event supplies	39.15	12/19/2013
	12/19/2013	WALMART COMMUNITY	MARBLE FALLS HIGH SCHOOL/	199 E 36 6399 00 001 0 91 0 00	Budget/admin/event supplies	-5.92	12/19/2013
	12/19/2013	WALMART COMMUNITY	MARBLE FALLS MIDDLE SCHOO	352 E 11 6399 01 041 4 24 0 80	PROGRAM SUPPLIES - BMS	-32.91	12/19/2013
	12/19/2013	WALMART COMMUNITY	MARBLE FALLS MIDDLE SCHOO	352 E 11 6399 01 041 4 24 0 80	PROGRAM SUPPLIES - BMS	104.01	12/19/2013
	12/19/2013	WALMART COMMUNITY	TRANSPORTATION/GENERAL SU	199 E 34 6399 00 939 0 99 0 00	UNIFORM COATS FOR MECHANICS	98.66	12/19/2013
	12/19/2013	WALMART COMMUNITY	SCHOOL BOARD/MISC OPERATI	199 E 41 6499 00 702 0 99 0 00	GIFTCARD	50.00	12/19/2013
	12/19/2013	WALMART COMMUNITY	MARBLE FALLS MIDDLE SCHOO	352 E 11 6399 01 041 4 24 0 80	TAKS SNACKS	103.08	12/19/2013
	12/19/2013	WALMART COMMUNITY	MARBLE FALLS HIGH SCHOOL/	199 E 11 6399 00 001 0 11 S 00	CONSUMABLES FOR SCIENCE LABS	20.79	12/19/2013
	12/19/2013	WALMART COMMUNITY	MARBLE FALLS HIGH SCHOOL/	244 E 11 6399 00 001 4 22 0 00	FCS CLASSROOM/LAB SUPPLIES	66.05	12/19/2013
	12/19/2013	WALMART COMMUNITY	SPICEWOOD ELEMENTARY SCHO	199 E 33 6399 00 104 0 99 0 00	NURSING SUPPLIES	5.94	12/19/2013
	12/19/2013	WALMART COMMUNITY	MARBLE FALLS MIDDLE SCHOO	199 E 11 6399 00 041 0 11 S 00	SCIENCE SUPPLIES	28.53	12/19/2013
	12/19/2013	WALMART COMMUNITY	MARBLE FALLS MIDDLE SCHOO	199 E 11 6399 00 041 0 11 S 00	SCIENCE SUPPLIES	16.64	12/19/2013
	12/19/2013	WALMART COMMUNITY	MARBLE FALLS MIDDLE SCHOO	199 E 11 6399 00 041 0 11 S 00	SCIENCE SUPPLIES	-19.23	12/19/2013
	12/19/2013	WALMART COMMUNITY	MARBLE FALLS MIDDLE SCHOO	199 E 11 6399 00 041 0 11 S 00	SCIENCE SUPPLIES	36.87	12/19/2013
	12/19/2013	WALMART COMMUNITY	SPICEWOOD ELEMENTARY SCHO	352 E 11 6399 01 104 4 24 0 80	ACTIVITY/NURSE'S CLINIC SUPPLIES	74.22	12/19/2013
	12/19/2013	WALMART COMMUNITY	COLT ELEMENTARY SCHOOL/GE	352 E 11 6399 01 102 4 24 0 80	ACE BERTRAM - CRAFT SUPPLIES	31.13	12/19/2013
	12/19/2013	WALMART COMMUNITY	SPICEWOOD ELEMENTARY SCHO	352 E 11 6399 01 104 4 24 0 80	OPEN PO R J RICHEY	155.13	12/19/2013
					Totals for 76046	2,729.20	
76051	12/19/2013	WELLS FARGO FINANCIAL	DISTRICT WIDE/RENTAL - TE	240 E 35 6268 00 999 0 99 0 00	13-14 COPIER LEASE, CS-3550CI, SER#61300029, FOOD SERV DEPT	274.70	12/19/2013
	12/19/2013	WELLS FARGO FINANCIAL	DISTRICT WIDE/RENTAL - TE	199 E 21 6268 00 999 0 23 0 00	2013-14 COPIER LEASE, CS-2560, SER#PQH0102860, SPEC SERV	85.00	12/19/2013
	12/19/2013	WELLS FARGO FINANCIAL	COLT ELEMENTARY SCHOOL/RE	199 E 23 6268 00 102 0 99 0 00	13-14 COPIER LEASE, CS-520i, SER#QVU020047, CES MAILRM	155.00	12/19/2013
	12/19/2013	WELLS FARGO FINANCIAL	MARBLE FALLS HIGH SCHOOL/	199 E 11 6268 00 001 0 11 0 00	13-14 COPIER LEASES,	736.00	12/19/2013

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12/19/2013	12/19/2013	WELLS FARGO FINANCIAL	MARBLE FALLS HIGH SCHOOL/	199 E 23 6268 00 001 0 99 0 00	CS820-SER#QJU9Y00311 & QJU9Y00319, CS620-SER#QJT0100532, MFHS WKRM 13-14 COPIER LEASE,	155.00	12/19/2013
12/19/2013	12/19/2013	WELLS FARGO FINANCIAL	MARBLE FALLS MIDDLE SCHOO	199 E 11 6268 00 041 0 11 0 00	CS520i-SER#QVU0200454, MFHS ADMIN 13-14 COPIER LEASE, CS-820, SER #QJU9Y00318	260.00	12/19/2013
12/19/2013	12/19/2013	WELLS FARGO FINANCIAL	MARBLE FALLS HIGH SCHOOL/	199 E 36 6268 00 001 0 91 0 50	13-14 Coper lease, CS-620, SER# QJT0100533, Athl Dept	216.00	12/19/2013
12/19/2013	12/19/2013	WELLS FARGO FINANCIAL	HIGHLAND LAKES ELEMENTARY	199 E 11 6268 00 103 0 11 0 00	13-14 COPIER LEASE, CS-820, SER#QJU9Y00314, HLES WKRM	260.00	12/19/2013
12/19/2013	12/19/2013	WELLS FARGO FINANCIAL	SUPERINTENDENTS OFFICE/RE	199 E 41 6268 00 701 0 99 0 00	13-14 COPIER LEASE, CS620, SER#QJT0100530, C.O. COPY RM	216.00	12/19/2013
12/19/2013	12/19/2013	WELLS FARGO FINANCIAL	GEN.ADMINISTRATION/RENTAL	199 E 41 6268 00 750 0 99 X 00	12-13 Copier Lease, CS-221, S/N QNM0200645, B.O.	53.00	12/19/2013
12/19/2013	12/19/2013	WELLS FARGO FINANCIAL	MAINTENANCE DEPT/RENTAL -	199 E 51 6268 00 936 0 99 0 00	OPEN CONTRACT COPIER LEASE CS-2560, SER#PQH0102859, MAINT OFF	85.00	12/19/2013
12/19/2013	12/19/2013	WELLS FARGO FINANCIAL	TRANSPORTATION/RENTAL - T	199 E 34 6268 00 939 0 99 0 00	13-14 COPIER LEASE, CS520i, SN QVU0200466, TRANSP	155.00	12/19/2013
12/19/2013	12/19/2013	WELLS FARGO FINANCIAL	HIGHLAND LAKES ELEMENTARY	199 E 23 6268 00 103 0 99 0 00	13-14 COPIER LEASE, CS 520i, SER#QVU0200461, HLES OFFICE	155.00	12/19/2013
12/19/2013	12/19/2013	WELLS FARGO FINANCIAL	MARBLE FALLS MIDDLE SCHOO	199 E 11 6268 00 041 0 11 0 00	13-14 COPIER LEASE, CS-520i, SER#QVU0200467, 7TH GR BLDG	155.00	12/19/2013
12/19/2013	12/19/2013	WELLS FARGO FINANCIAL	MARBLE FALLS MIDDLE SCHOO	199 E 11 6268 00 041 0 11 0 00	13-14 COPIER LEASE, CS-520i,SER#QVU0200481, 6TH GR BLDG	155.00	12/19/2013
12/19/2013	12/19/2013	WELLS FARGO FINANCIAL	MARBLE FALLS ELEMENTARY S	199 E 11 6268 00 101 0 11 0 00	13-14 MFES Copier Lease, CS620, S/N QJT100526, Teach Wkrm	216.00	12/19/2013
12/19/2013	12/19/2013	WELLS FARGO FINANCIAL	MARBLE FALLS ELEMENTARY S	199 E 23 6268 00 101 0 99 0 00	13-14 MFES Copier Lease, CS520i, S/N QVU0200451, Mail Rm	155.00	12/19/2013
12/19/2013	12/19/2013	WELLS FARGO FINANCIAL	COLT ELEMENTARY SCHOOL/RE	199 E 11 6268 00 102 0 11 0 00	13-14 COPIER LEASE, CS-820, SER#QJU9Y00315, CES WKRM	260.00	12/19/2013
12/19/2013	12/19/2013	WELLS FARGO FINANCIAL	MARBLE FALLS MIDDLE SCHOO	199 E 23 6268 00 041 0 99 0 00	13-14 COPIER LEASE, CS-520i, SER#QVU0200465	155.00	12/19/2013
12/19/2013	12/19/2013	WELLS FARGO FINANCIAL	DISTRICT WIDE/RENTAL - TE	199 E 21 6268 00 999 0 99 0 00	COPIER LEASE, CS221, S/N QNM0200649; OCT 2013 - AUG 2014	52.00	12/19/2013
12/19/2013	12/19/2013	WELLS FARGO FINANCIAL	FALLS CAREER HIGH SCHOOL/	199 E 11 6268 00 002 0 26 0 00	13-14 COPIER LEASE, CS2560, SER#PQH0102860, FCHS	85.00	12/19/2013
12/19/2013	12/19/2013	WELLS FARGO FINANCIAL	SPICEWOOD ELEMENTARY SCHO	199 E 23 6268 00 104 0 99 0 00	13-14 COPIER LEASE, CS520i, SER#QVU0200448, SWES ADMIN OFF	155.00	12/19/2013

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76051	12/19/2013	WELLS FARGO FINANCIAL	SPICEWOOD ELEMENTARY SCHO	199 E 11 6268 00 104 0 11 0 00	13-14 COPIER LEASE, CS 620, SER#QJT0100531, SWES WKRM	216.00	12/19/2013
						Totals for 76051	4,409.70
76052	12/19/2013	WILLIAMS, STEPHEN	DISTRICT WIDE/MISC. CONTR	224 E 11 6299 00 999 4 23 0 00	2013-14 MUSIC THERAPY SERVICES	140.00	12/19/2013
	12/19/2013	WILLIAMS, STEPHEN	DISTRICT WIDE/MISC. CONTR	224 E 11 6299 00 999 4 23 0 00	2013-14 MUSIC THERAPY SERVICES	280.00	12/19/2013
	12/19/2013	WILLIAMS, STEPHEN	DISTRICT WIDE/MISC. CONTR	224 E 11 6299 00 999 4 23 0 00	2013-14 MUSIC THERAPY SERVICES	280.00	12/19/2013
						Totals for 76052	700.00
76053	12/19/2013	WOODS, DAVID	MARBLE FALLS ELEMENTARY S	199 E 13 6411 00 101 0 11 Q 00	TEXAS ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE 90TH ANNUAL CONVENTION, 12/04-07/13	73.00	12/19/2013
						Totals for 76053	73.00
76054	12/19/2013	RAMIREZ, MINDY	SUPERINTENDENTS OFFICE/MI	199 E 41 6299 00 701 0 99 0 00	MASSAGE DAY FOR EACH CAMPUS	1,614.00	12/19/2013
						Totals for 76054	1,614.00
110922	12/13/2013	A+ FEDERAL CREDIT UNIO	CREDIT UNION PAYABLE/DIFF	163 L 00 2154 04 000 0 00 0 00	Payroll accrual	500.00	12/13/2013
						Totals for 110922	500.00
110923	12/13/2013	AMERICAN STUDENT ASSIS	OTHER PAYROLL DEDUCTIONS/	163 L 00 2159 00 000 0 00 0 00	Payroll accrual	562.18	12/13/2013
						Totals for 110923	562.18
110924	12/13/2013	ATPE	OTHER PAYROLL DEDUCTIONS/	163 L 00 2159 05 000 0 00 0 00	Payroll accrual	270.52	12/13/2013
						Totals for 110924	270.52
110925	12/13/2013	GENWORTH LIFE INSURANC	HEALTH & LIFE INS PAYABLE	163 L 00 2153 78 000 0 00 0 00	Payroll accrual	128.84	12/13/2013
						Totals for 110925	128.84
110926	12/13/2013	HIGHLAND LAKES LEGACY	OTHER PAYROLL DEDUCTIONS/	163 L 00 2159 36 000 0 00 0 00	Payroll accrual	553.00	12/13/2013
	12/13/2013	HIGHLAND LAKES LEGACY	OTHER PAYROLL DEDUCTIONS/	163 L 00 2159 36 000 0 00 0 00	Payroll accrual	7.50	12/13/2013
						Totals for 110926	560.50
110927	12/13/2013	INTERNAL REVENUE SERVI	OTHER PAYROLL DEDUCTIONS/	163 L 00 2159 10 000 0 00 0 00	Payroll accrual	400.00	12/13/2013
						Totals for 110927	400.00
110928	12/13/2013	LEGALSHIELD	OTHER PAYROLL DEDUCTIONS/	163 L 00 2159 57 000 0 00 0 00	Payroll accrual	14.95	12/13/2013
						Totals for 110928	14.95
110929	12/13/2013	NTALIFE BUSINESS SERVI	HEALTH & LIFE INS PAYABLE	163 L 00 2153 64 000 0 00 0 00	Payroll accrual	47.02	12/13/2013
						Totals for 110929	47.02
110930	12/13/2013	TEXAS AFT/PEG	OTHER PAYROLL DEDUCTIONS/	163 L 00 2159 69 000 0 00 0 00	Payroll accrual	47.68	12/13/2013
						Totals for 110930	47.68
110931	12/13/2013	TEXAS CLASSROOM TEACHE	OTHER PAYROLL DEDUCTIONS/	163 L 00 2159 09 000 0 00 0 00	Payroll accrual	1,821.04	12/13/2013
						Totals for 110931	1,821.04
110932	12/13/2013	TEXAS GUARANTEED STUDE	OTHER PAYROLL DEDUCTIONS/	163 L 00 2159 92 000 0 00 0 00	Payroll accrual	1,245.60	12/13/2013
						Totals for 110932	1,245.60
110933	12/13/2013	TEXAS TEACHERS	OTHER PAYROLL DEDUCTIONS/	163 L 00 2159 30 000 0 00 0 00	Payroll accrual	1,190.00	12/13/2013
						Totals for 110933	1,190.00

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CHECK NUMBER	CHECK DATE	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT NUMBER	DESCRIPTION	AMOUNT	POST DATE
110934	12/13/2013	UNITED TEACHER ASSOCIA	HEALTH & LIFE INS PAYABLE	163 L 00 2153 38 000 0 00 0 00	Payroll accrual	75.87	12/13/2013
						Totals for 110934	75.87
110935	12/13/2013	WYOMING CHILD SUPPORT	OTHER PAYROLL DEDUCTIONS/	163 L 00 2159 00 000 0 00 0 00	Payroll accrual	408.00	12/13/2013
						Totals for 110935	408.00
111000	12/20/2013	FIRST FINANCIAL	OTHER PAYROLL DEDUCTIONS/	163 L 00 2159 00 000 0 00 0 00	Payroll accrual	1,500.00	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 85 000 0 00 0 00	Payroll accrual	650.84	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 00 000 0 00 0 00	Payroll accrual	39.08	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 85 000 0 00 0 00	Payroll accrual	74.30	12/20/2013
	12/20/2013	FIRST FINANCIAL	OTHER PAYROLL DEDUCTIONS/	163 L 00 2159 57 000 0 00 0 00	Payroll accrual	161.58	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 28 000 0 00 0 00	Payroll accrual	2,720.07	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 21 000 0 00 0 00	Payroll accrual	12,172.28	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 22 000 0 00 0 00	Payroll accrual	2,341.00	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 23 000 0 00 0 00	Payroll accrual	8,782.20	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 00 000 0 00 0 00	Payroll accrual	829.31	12/20/2013
	12/20/2013	FIRST FINANCIAL	OTHER PAYROLL DEDUCTIONS/	163 L 00 2159 99 000 0 00 0 00	Payroll accrual	399.99	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 27 000 0 00 0 00	Payroll accrual	11.70	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 29 000 0 00 0 00	Payroll accrual	23.23	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 27 000 0 00 0 00	Payroll accrual	23.39	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 00 000 0 00 0 00	Payroll accrual	348.34	12/20/2013
	12/20/2013	FIRST FINANCIAL	OTHER PAYROLL DEDUCTIONS/	163 L 00 2159 57 000 0 00 0 00	Payroll accrual	176.97	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 13 000 0 00 0 00	Payroll accrual	8,076.84	12/20/2013
	12/20/2013	FIRST FINANCIAL	OTHER PAYROLL DEDUCTIONS/	163 L 00 2159 84 000 0 00 0 00	Payroll accrual	25.00	12/20/2013
	12/20/2013	FIRST FINANCIAL	OTHER PAYROLL DEDUCTIONS/	163 L 00 2159 00 000 0 00 0 00	Payroll accrual	200.00	12/20/2013
	12/20/2013	FIRST FINANCIAL	OTHER PAYROLL DEDUCTIONS/	163 L 00 2159 00 000 0 00 0 00	Payroll accrual	75.00	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 19 000 0 00 0 00	Payroll accrual	3,378.54	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 00 000 0 00 0 00	Payroll accrual	204.00	12/20/2013
	12/20/2013	FIRST FINANCIAL	OTHER PAYROLL DEDUCTIONS/	163 L 00 2159 76 000 0 00 0 00	Payroll accrual	519.00	12/20/2013
	12/20/2013	FIRST FINANCIAL	OTHER PAYROLL DEDUCTIONS/	163 L 00 2159 49 000 0 00 0 00	Payroll accrual	1,000.00	12/20/2013
	12/20/2013	FIRST FINANCIAL	OTHER PAYROLL DEDUCTIONS/	163 L 00 2159 00 000 0 00 0 00	Payroll accrual	1,750.00	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 19 000 0 00 0 00	Payroll accrual	2,699.52	12/20/2013
	12/20/2013	FIRST FINANCIAL	TRS PAYABLE/PAYROLL CLEAR	163 L 00 2155 00 000 0 00 0 00	Payroll accrual	-400.00	12/20/2013
	12/20/2013	FIRST FINANCIAL	OTHER PAYROLL DEDUCTIONS/	163 L 00 2159 00 000 0 00 0 00	Payroll accrual	600.00	12/20/2013
	12/20/2013	FIRST FINANCIAL	OTHER PAYROLL DEDUCTIONS/	163 L 00 2159 94 000 0 00 0 00	Payroll accrual	1,500.00	12/20/2013
	12/20/2013	FIRST FINANCIAL	OTHER PAYROLL DEDUCTIONS/	163 L 00 2159 00 000 0 00 0 00	Payroll accrual	7,115.00	12/20/2013
	12/20/2013	FIRST FINANCIAL	OTHER PAYROLL DEDUCTIONS/	163 L 00 2159 42 000 0 00 0 00	Payroll accrual	50.00	12/20/2013
	12/20/2013	FIRST FINANCIAL	OTHER PAYROLL DEDUCTIONS/	163 L 00 2159 77 000 0 00 0 00	Payroll accrual	225.00	12/20/2013
	12/20/2013	FIRST FINANCIAL	OTHER PAYROLL DEDUCTIONS/	163 L 00 2159 31 000 0 00 0 00	Payroll accrual	200.00	12/20/2013
	12/20/2013	FIRST FINANCIAL	OTHER PAYROLL DEDUCTIONS/	163 L 00 2159 72 000 0 00 0 00	Payroll accrual	1,361.33	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 85 000 0 00 0 00	Payroll accrual	73.00	12/20/2013

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CHECK NUMBER	CHECK DATE	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT NUMBER	DESCRIPTION	AMOUNT	POST DATE
111000	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 13 000 0 00 0 00	Payroll accrual	1,529.95	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 19 000 0 00 0 00	Payroll accrual	283.38	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 19 000 0 00 0 00	Payroll accrual	146.11	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 00 000 0 00 0 00	Payroll accrual	5.75	12/20/2013
	12/20/2013	FIRST FINANCIAL	OTHER PAYROLL DEDUCTIONS/	163 L 00 2159 57 000 0 00 0 00	Payroll accrual	1,962.63	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 13 000 0 00 0 00	Payroll accrual	1,529.95	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 19 000 0 00 0 00	Payroll accrual	283.38	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 19 000 0 00 0 00	Payroll accrual	146.11	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 00 000 0 00 0 00	Payroll accrual	5.75	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 21 000 0 00 0 00	Payroll accrual	580.70	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 28 000 0 00 0 00	Payroll accrual	95.05	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 22 000 0 00 0 00	Payroll accrual	274.00	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 23 000 0 00 0 00	Payroll accrual	40.00	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 00 000 0 00 0 00	Payroll accrual	39.08	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 85 000 0 00 0 00	Payroll accrual	74.30	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 85 000 0 00 0 00	Payroll accrual	71.50	12/20/2013
	12/20/2013	FIRST FINANCIAL	OTHER PAYROLL DEDUCTIONS/	163 L 00 2159 50 000 0 00 0 00	Payroll accrual	50.00	12/20/2013
	12/20/2013	FIRST FINANCIAL	OTHER PAYROLL DEDUCTIONS/	163 L 00 2159 00 000 0 00 0 00	Payroll accrual	415.00	12/20/2013
	12/20/2013	FIRST FINANCIAL	OTHER PAYROLL DEDUCTIONS/	163 L 00 2159 00 000 0 00 0 00	Payroll accrual	100.00	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 85 000 0 00 0 00	Payroll accrual	476.00	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 27 000 0 00 0 00	Payroll accrual	11.70	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 21 000 0 00 0 00	Payroll accrual	580.70	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 28 000 0 00 0 00	Payroll accrual	95.05	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 22 000 0 00 0 00	Payroll accrual	274.00	12/20/2013
	12/20/2013	FIRST FINANCIAL	HEALTH & LIFE INS PAYABLE	163 L 00 2153 23 000 0 00 0 00	Payroll accrual	40.00	12/20/2013
Totals for 111000						68,016.60	
111001	12/20/2013	HIGHLAND LAKES LEGACY	OTHER PAYROLL DEDUCTIONS/	163 L 00 2159 36 000 0 00 0 00	Payroll accrual	7.50	12/20/2013
Totals for 111001						7.50	
111002	12/17/2013	INTERNAL REVENUE	SERVI FEDERAL INCOME TAX PAYABL	163 L 00 2151 00 000 0 00 0 00	Payroll accrual	-460.00	12/17/2013
	12/17/2013	INTERNAL REVENUE	SERVI FICA TAXES PAYABLE/PAYROL	163 L 00 2152 00 000 0 00 0 00	Payroll accrual	-1,682.06	12/17/2013
	12/17/2013	INTERNAL REVENUE	SERVI FEDERAL INCOME TAX PAYABL	163 L 00 2151 00 000 0 00 0 00	Payroll accrual	-6,046.55	12/17/2013
	12/17/2013	INTERNAL REVENUE	SERVI FICA TAXES PAYABLE/PAYROL	163 L 00 2152 00 000 0 00 0 00	Payroll accrual	-1,682.06	12/17/2013
	12/20/2013	INTERNAL REVENUE	SERVI FEDERAL INCOME TAX PAYABL	163 L 00 2151 00 000 0 00 0 00	Payroll accrual	6,046.55	12/20/2013
	12/20/2013	INTERNAL REVENUE	SERVI FICA TAXES PAYABLE/PAYROL	163 L 00 2152 00 000 0 00 0 00	Payroll accrual	1,682.06	12/20/2013
	12/20/2013	INTERNAL REVENUE	SERVI FICA TAXES PAYABLE/PAYROL	163 L 00 2152 00 000 0 00 0 00	Payroll accrual	1,682.06	12/20/2013
	12/20/2013	INTERNAL REVENUE	SERVI FEDERAL INCOME TAX PAYABL	163 L 00 2151 00 000 0 00 0 00	Payroll accrual	460.00	12/20/2013
Totals for 111002						0.00	
111003	12/20/2013	NTALIFE BUSINESS	SERVI HEALTH & LIFE INS PAYABLE	163 L 00 2153 64 000 0 00 0 00	Payroll accrual	47.02	12/20/2013
Totals for 111003						47.02	

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CHECK NUMBER	CHECK DATE	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT NUMBER	DESCRIPTION	AMOUNT	POST DATE
??????	12/20/2013	INTERNAL REVENUE	SERVI FEDERAL INCOME TAX PAYABL	163 L 00 2151 00 000 0 00 0 00	Payroll accrual	6,046.55	12/20/2013
	12/20/2013	INTERNAL REVENUE	SERVI FICA TAXES PAYABLE/PAYROL	163 L 00 2152 00 000 0 00 0 00	Payroll accrual	1,682.06	12/20/2013
	12/20/2013	INTERNAL REVENUE	SERVI FEDERAL INCOME TAX PAYABL	163 L 00 2151 00 000 0 00 0 00	Payroll accrual	460.00	12/20/2013
	12/20/2013	INTERNAL REVENUE	SERVI FICA TAXES PAYABLE/PAYROL	163 L 00 2152 00 000 0 00 0 00	Payroll accrual	1,682.06	12/20/2013
Totals for 12202013						9,870.67	
??????	12/13/2013	ATTORNEY GENERAL OF TE	OTHER PAYROLL DEDUCTIONS/	163 L 00 2159 50 000 0 00 0 00	Payroll accrual	607.00	12/13/2013
Totals for 20131213						607.00	
??????	12/13/2013	ATTORNEY GENERAL OF TE	OTHER PAYROLL DEDUCTIONS/	163 L 00 2159 00 000 0 00 0 00	Payroll accrual	535.00	12/13/2013
	12/13/2013	INTERNAL REVENUE	SERVI FICA TAXES PAYABLE/PAYROL	163 L 00 2152 00 000 0 00 0 00	Payroll accrual	50.75	12/13/2013
	12/13/2013	INTERNAL REVENUE	SERVI FICA TAXES PAYABLE/PAYROL	163 L 00 2152 00 000 0 00 0 00	Payroll accrual	743.94	12/13/2013
	12/13/2013	INTERNAL REVENUE	SERVI FEDERAL INCOME TAX PAYABL	163 L 00 2151 00 000 0 00 0 00	Payroll accrual	758.44	12/13/2013
	12/13/2013	INTERNAL REVENUE	SERVI FICA TAXES PAYABLE/PAYROL	163 L 00 2152 00 000 0 00 0 00	Payroll accrual	743.94	12/13/2013
	12/13/2013	INTERNAL REVENUE	SERVI FEDERAL INCOME TAX PAYABL	163 L 00 2151 00 000 0 00 0 00	Payroll accrual	2,675.00	12/13/2013
	12/13/2013	INTERNAL REVENUE	SERVI FICA TAXES PAYABLE/PAYROL	163 L 00 2152 00 000 0 00 0 00	Payroll accrual	24,795.25	12/13/2013
	12/13/2013	INTERNAL REVENUE	SERVI FEDERAL INCOME TAX PAYABL	163 L 00 2151 00 000 0 00 0 00	Payroll accrual	159,534.58	12/13/2013
	12/13/2013	INTERNAL REVENUE	SERVI FICA TAXES PAYABLE/PAYROL	163 L 00 2152 00 000 0 00 0 00	Payroll accrual	24,795.25	12/13/2013
	12/13/2013	INTERNAL REVENUE	SERVI FICA TAXES PAYABLE/PAYROL	163 L 00 2152 00 000 0 00 0 00	Payroll accrual	50.75	12/13/2013
	12/13/2013	INTERNAL REVENUE	SERVI FEDERAL INCOME TAX PAYABL	163 L 00 2151 00 000 0 00 0 00	Payroll accrual	28.47	12/13/2013
	12/13/2013	INTERNAL REVENUE	SERVI FICA TAXES PAYABLE/PAYROL	163 L 00 2152 00 000 0 00 0 00	Payroll accrual	1,613.08	12/13/2013
	12/13/2013	INTERNAL REVENUE	SERVI FEDERAL INCOME TAX PAYABL	163 L 00 2151 00 000 0 00 0 00	Payroll accrual	460.00	12/13/2013
	12/13/2013	INTERNAL REVENUE	SERVI FICA TAXES PAYABLE/PAYROL	163 L 00 2152 00 000 0 00 0 00	Payroll accrual	1,613.08	12/13/2013
	12/13/2013	INTERNAL REVENUE	SERVI FEDERAL INCOME TAX PAYABL	163 L 00 2151 00 000 0 00 0 00	Payroll accrual	5,545.99	12/13/2013
Totals for 20131214						223,943.52	
??????	12/13/2013	ATTORNEY GENERAL OF TE	OTHER PAYROLL DEDUCTIONS/	163 L 00 2159 75 000 0 00 0 00	Payroll accrual	765.00	12/13/2013
Totals for 20131215						765.00	
??????	12/17/2013	INTERNAL REVENUE	SERVI FICA TAXES PAYABLE/PAYROL	163 L 00 2152 00 000 0 00 0 00	Payroll accrual	214.58	12/17/2013
	12/17/2013	INTERNAL REVENUE	SERVI FICA TAXES PAYABLE/PAYROL	163 L 00 2152 00 000 0 00 0 00	Payroll accrual	214.58	12/17/2013
	12/17/2013	INTERNAL REVENUE	SERVI FEDERAL INCOME TAX PAYABL	163 L 00 2151 00 000 0 00 0 00	Payroll accrual	103.09	12/17/2013
Totals for 20131216						532.25	
??????	12/31/2013	TEACHER RETIREMENT SYS	HEALTH & LIFE INS PAYABLE	163 L 00 2153 00 000 0 00 0 00	Payroll accrual	96,323.00	12/31/2013
	12/31/2013	TEACHER RETIREMENT SYS	HEALTH & LIFE INS PAYABLE	163 L 00 2153 00 000 0 00 0 00	Payroll accrual	36,311.27	12/31/2013
	12/31/2013	TEACHER RETIREMENT SYS	HEALTH & LIFE INS PAYABLE	163 L 00 2153 00 000 0 00 0 00	Payroll accrual	13,548.00	12/31/2013
	12/31/2013	TEACHER RETIREMENT SYS	HEALTH & LIFE INS PAYABLE	163 L 00 2153 00 000 0 00 0 00	Payroll accrual	15,908.58	12/31/2013
	12/31/2013	TEACHER RETIREMENT SYS	HEALTH & LIFE INS PAYABLE	163 L 00 2153 00 000 0 00 0 00	Payroll accrual	60,863.00	12/31/2013
	12/31/2013	TEACHER RETIREMENT SYS	HEALTH & LIFE INS PAYABLE	163 L 00 2153 00 000 0 00 0 00	Payroll accrual	6,210.00	12/31/2013
	12/31/2013	TEACHER RETIREMENT SYS	HEALTH & LIFE INS PAYABLE	163 L 00 2153 00 000 0 00 0 00	Payroll accrual	2,849.16	12/31/2013
	12/31/2013	TEACHER RETIREMENT SYS	HEALTH & LIFE INS PAYABLE	163 L 00 2153 00 000 0 00 0 00	Payroll accrual	1,528.50	12/31/2013
	12/31/2013	TEACHER RETIREMENT SYS	HEALTH & LIFE INS PAYABLE	163 L 00 2153 00 000 0 00 0 00	Payroll accrual	1,674.00	12/31/2013
	12/31/2013	TEACHER RETIREMENT SYS	HEALTH & LIFE INS PAYABLE	163 L 00 2153 00 000 0 00 0 00	Payroll accrual	546.00	12/31/2013

CHECK NUMBER	CHECK DATE	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT NUMBER	DESCRIPTION	AMOUNT	POST DATE
??????	12/31/2013	TEACHER RETIREMENT	SYS HEALTH & LIFE INS PAYABLE	163 L 00 2153 00 000 0 00 0 00	Payroll accrual	9,375.00	12/31/2013
	12/31/2013	TEACHER RETIREMENT	SYS HEALTH & LIFE INS PAYABLE	163 L 00 2153 00 000 0 00 0 00	Payroll accrual	2,849.16	12/31/2013
	12/31/2013	TEACHER RETIREMENT	SYS HEALTH & LIFE INS PAYABLE	163 L 00 2153 00 000 0 00 0 00	Payroll accrual	1,528.50	12/31/2013
	12/31/2013	TEACHER RETIREMENT	SYS HEALTH & LIFE INS PAYABLE	163 L 00 2153 00 000 0 00 0 00	Payroll accrual	1,674.00	12/31/2013
	12/31/2013	TEACHER RETIREMENT	SYS HEALTH & LIFE INS PAYABLE	163 L 00 2153 00 000 0 00 0 00	Payroll accrual	546.00	12/31/2013
	12/31/2013	TEACHER RETIREMENT	SYS HEALTH & LIFE INS PAYABLE	163 L 00 2153 00 000 0 00 0 00	Payroll accrual	9,375.00	12/31/2013
	12/31/2013	TEACHER RETIREMENT	SYS HEALTH & LIFE INS PAYABLE	163 L 00 2153 00 000 0 00 0 00	Payroll accrual	2,131.73	12/31/2013
	12/31/2013	TEACHER RETIREMENT	SYS HEALTH & LIFE INS PAYABLE	163 L 00 2153 00 000 0 00 0 00	Payroll accrual	2,131.73	12/31/2013
Totals for 20131218						265,372.63	
??????	12/31/2013	TEACHER RETIREMENT	SYS TRS PAYABLE/PAYROLL CLEAR	163 L 00 2155 00 000 0 00 0 00	Payroll accrual	224.00	12/31/2013
	12/31/2013	TEACHER RETIREMENT	SYS TRS PAYABLE/PAYROLL CLEAR	163 L 00 2155 00 000 0 00 0 00	Payroll accrual	19.25	12/31/2013
	12/31/2013	TEACHER RETIREMENT	SYS TRS PAYABLE/PAYROLL CLEAR	163 L 00 2155 00 000 0 00 0 00	Payroll accrual	22.75	12/31/2013
	12/31/2013	TEACHER RETIREMENT	SYS TRS PAYABLE/PAYROLL CLEAR	163 L 00 2155 00 000 0 00 0 00	Payroll accrual	289.39	12/31/2013
	12/31/2013	TEACHER RETIREMENT	SYS TRS PAYABLE/PAYROLL CLEAR	163 L 00 2155 00 000 0 00 0 00	Payroll accrual	341.99	12/31/2013
	12/31/2013	TEACHER RETIREMENT	SYS TRS PAYABLE/PAYROLL CLEAR	163 L 00 2155 00 000 0 00 0 00	Payroll accrual	3,366.40	12/31/2013
	12/31/2013	TEACHER RETIREMENT	SYS TRS PAYABLE/PAYROLL CLEAR	163 L 00 2155 00 000 0 00 0 00	Payroll accrual	12,047.02	12/31/2013
	12/31/2013	TEACHER RETIREMENT	SYS TRS PAYABLE/PAYROLL CLEAR	163 L 00 2155 00 000 0 00 0 00	Payroll accrual	118,616.38	12/31/2013
	12/31/2013	TEACHER RETIREMENT	SYS TRS PAYABLE/PAYROLL CLEAR	163 L 00 2155 00 000 0 00 0 00	Payroll accrual	10,193.70	12/31/2013
	12/31/2013	TEACHER RETIREMENT	SYS TRS PAYABLE/PAYROLL CLEAR	163 L 00 2155 00 000 0 00 0 00	Payroll accrual	83.64	12/31/2013
	12/31/2013	TEACHER RETIREMENT	SYS TRS PAYABLE/PAYROLL CLEAR	163 L 00 2155 00 000 0 00 0 00	Payroll accrual	823.04	12/31/2013
	12/31/2013	TEACHER RETIREMENT	SYS TRS PAYABLE/PAYROLL CLEAR	163 L 00 2155 00 000 0 00 0 00	Payroll accrual	70.85	12/31/2013
	12/31/2013	TEACHER RETIREMENT	SYS TRS PAYABLE/GENERAL FUND	199 L 00 2155 00 000 0 00 0 00	TRS matching -- from JE Batch Number ZT131201	23,604.11	12/31/2013
	12/31/2013	TEACHER RETIREMENT	SYS TRS PAYABLE/IDEA PART B F	224 L 00 2155 00 000 0 00 0 00	TRS matching -- from JE Batch Number ZT131201	3,076.83	12/31/2013
	12/31/2013	TEACHER RETIREMENT	SYS TRS PAYABLE/TITLE II PART	255 L 00 2155 00 000 0 00 0 00	TRS matching -- from JE Batch Number ZT131201	875.02	12/31/2013
	12/31/2013	TEACHER RETIREMENT	SYS TRS PAYABLE/TITLE I PART	211 L 00 2155 00 000 0 00 0 00	TRS matching -- from JE Batch Number ZT131201	4,290.34	12/31/2013
	12/31/2013	TEACHER RETIREMENT	SYS TRS PAYABLE/TITLE III - B	263 L 00 2155 00 000 0 00 0 00	TRS matching -- from JE Batch Number ZT131201	427.44	12/31/2013
	12/31/2013	TEACHER RETIREMENT	SYS TRS PAYABLE/Texas Title I	276 L 00 2155 00 000 0 00 0 00	TRS matching -- from JE Batch Number ZT131201	8,019.95	12/31/2013
	12/31/2013	TEACHER RETIREMENT	SYS TRS PAYABLE/IDEA PART B P	225 L 00 2155 00 000 0 00 0 00	TRS matching -- from JE Batch Number ZT131201	114.48	12/31/2013
	12/31/2013	TEACHER RETIREMENT	SYS TRS PAYABLE/FOOD SERVICE	240 L 00 2155 00 000 0 00 0 00	TRS matching -- from JE Batch Number ZT131201	2,853.02	12/31/2013
	12/31/2013	TEACHER RETIREMENT	SYS TRS PAYABLE/TITLE VI, PAR	270 L 00 2155 00 000 0 00 0 00	TRS matching -- from JE Batch Number ZT131201	426.86	12/31/2013

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CHECK NUMBER	CHECK DATE	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT NUMBER	DESCRIPTION	AMOUNT	POST DATE
??????	12/31/2013	TEACHER RETIREMENT	SYS TRS PAYABLE/21st CENTURY	352 L 00 2155 00 000 0 00 0 00	TRS matching -- from JE Batch Number ZT131201	2,958.51	12/31/2013
	12/31/2013	TEACHER RETIREMENT	SYS TRS PAYABLE/PAYROLL CLEAR	163 L 00 2155 00 000 0 00 0 00	Payroll accrual	668.15	12/31/2013
	12/31/2013	TEACHER RETIREMENT	SYS TRS PAYABLE/PAYROLL CLEAR	163 L 00 2155 00 000 0 00 0 00	Payroll accrual	641.49	12/31/2013
	12/31/2013	TEACHER RETIREMENT	SYS TRS PAYABLE/PAYROLL CLEAR	163 L 00 2155 00 000 0 00 0 00	Payroll accrual	758.12	12/31/2013
	12/31/2013	TEACHER RETIREMENT	SYS TRS PAYABLE/PAYROLL CLEAR	163 L 00 2155 00 000 0 00 0 00	Payroll accrual	7,464.37	12/31/2013
	12/31/2013	TEACHER RETIREMENT	SYS TRS PAYABLE/PAYROLL CLEAR	163 L 00 2155 00 000 0 00 0 00	Payroll accrual	789.60	12/31/2013
	12/31/2013	TEACHER RETIREMENT	SYS TRS PAYABLE/PAYROLL CLEAR	163 L 00 2155 00 000 0 00 0 00	Payroll accrual	7,774.92	12/31/2013
Totals for 20131220						210,841.62	
Totals for checks						1,667,683.05	

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FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
163	PAYROLL CLEARING FUND	740,629.45	0.00	0.00	740,629.45
199	GENERAL FUND	59,402.92	0.00	592,775.79	652,178.71
211	TITLE I PART A, BASIC PROGRAMS	4,290.34	0.00	450.00	4,740.34
224	IDEA PART B FORMULA	3,076.83	0.00	13,321.02	16,397.85
225	IDEA PART B PRESCHOOL	114.48	0.00	0.00	114.48
240	FOOD SERVICE	2,853.02	183.10	120,786.47	123,822.59
244	VOC. ED.-BASIC GRANT	0.00	0.00	374.09	374.09
255	TITLE II PART A TCHR & PRINCPL	875.02	0.00	725.00	1,600.02
263	TITLE III - BILINGUAL	427.44	0.00	0.00	427.44
270	TITLE VI, PART B	426.86	0.00	0.00	426.86
276	Texas Title I Priority Schools	8,019.95	0.00	80,193.72	88,213.67
352	21st CENTURY COMM LEARNING CEN	2,958.51	0.00	34,713.54	37,672.05
410	INSTRUCTIONAL MATERIALS ALLOTM	0.00	0.00	1,085.50	1,085.50
***	Fund Summary Totals ***	823,074.82	183.10	844,425.13	1,667,683.05

***** End of report *****



Marble Falls
Independent
School District

INTEROFFICE MEMORANDUM

Date: January 13, 2014

To: Board of Trustees and Dr. O'Connor

From: David Hemond, Accounting Supervisor

Subject: Consider Approval of Budget Amendments

Budget amendments included for approval (copies follow):

13-00046	Increase budget for computer equipment & supplies - \$5,032
13-00047	Increase budget for contract services - \$2,250

**MARBLE FALLS ISD
BUDGET AMENDMENT**

Batch #:	13-00546	Reason for amendment:	SET-UP BUDGET FOR COMPUTER EQUIPMENT & SUPPLIES
Fiscal Year:	2013-14	Account Description	
Account Number		Account Description	
EXPENDITURES			
1	199-11-6398-02-101-011-C00	COMPUTER RELATED SUPPLIES	5,032.00
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
REVENUE			
21	199-00-5744-00-000-000-000	GIFTS & BEQUESTS	5,032.00
22			
23			
24			
Totals			5,032.00
Board Approval Required		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Prepared by: David Hemond		Reviewed by: <i>QH</i>	Entered by: <i>QH</i>
Date: 01/07/14		Date: 1/7/14	Date: 1/9/14

**MARBLE FALLS ISD
BUDGET AMENDMENT**

Batch #:	12-00047	Reason for amendment:	Distribution of V.I. Flow through Funds, ESC, Region XIII
Fiscal Year:	2013-14	Account Description	
Account Number		Account Description	
EXPENDITURES			
1	199-11-6299-00-999-023-000	Contract Professional Services for Ray Condon, V.I. teacher	2,250.00
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
REVENUE			
21	199-00-5829-00-000-0-00-000	State Revenue	2,250.00
22			
23			
24			
Totals			2,250.00
Board Approval Required		Approved by:	Entered by:
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<i>Anisha Clifton</i>	<i>D. Thompson</i>
Date: 12-19-13		Date: 12-20-13	Date: 1/17/14

MARBLE FALLS
INDEPENDENT SCHOOL DISTRICT

ANNUAL FINANCIAL REPORT

FOR THE YEAR ENDED AUGUST 31, 2013

By: **West, Davis & Company, LLP**
11824 Jollyville Road, Suite 100
Austin, Texas 78759
www.westdavis.com
Telephone: 512.340.0222
Email: gary@westdavis.com

Marble Falls Independent School District
Annual Financial Report
For The Year Ended August 31, 2013

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Marble Falls Independent School District
 Annual Financial Report
 For The Year Ended August 31, 2013

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Introductory Section

CERTIFICATE OF BOARD

Marble Falls Independent School District
Name of School District

Burnet
County

027-904
Co.-Dist. Number

We, the undersigned, certify that the attached annual financial reports of the above named school district were reviewed and (check one) _____approved _____disapproved for the year ended August 31, 2013, at a meeting of the board of trustees of such school district on the ____ day of _____, _____.

Signature of Board Secretary

Signature of Board President

If the board of trustees disapproved of the auditors' report, the reason(s) for disapproving it is (are):
(attach list as necessary)

Financial Section

WEST, DAVIS & COMPANY, LLP
11824 Jollyville Road, Suite 100
Austin, Texas 78759

Independent Auditors' Report

To the Board of Trustees
Marble Falls Independent School District
Marble Falls, Texas

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Marble Falls Independent School District ("the District") as of and for the year ended August 31, 2013, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the District's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Marble Falls Independent School District as of August 31, 2013, and the respective changes in financial position, for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As described in Note A to the financial statements, in 2013, Marble Falls Independent School District adopted new accounting guidance, Government Accounting Standards Board Statement No. 63, *Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position*. Our opinion is not modified with respect to this matter.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis and budgetary comparison information identified as Required Supplementary Information in the table of contents be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the Required Supplementary Information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

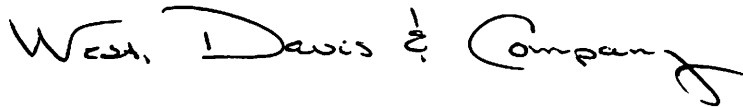
Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Marble Falls Independent School District's basic financial statements. The introductory section and combining and individual nonmajor fund financial statements are presented for purposes of additional analysis and are not required parts of the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U. S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is also not a required part of the basic financial statements. The accompanying other supplementary information is presented for purposes of additional analysis and is also not a required part of the basic financial statements.

The combining and individual nonmajor fund financial statements and other supplementary information and the schedule of expenditures of federal awards are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual nonmajor fund financial statements and other supplementary information and the schedule of expenditures of federal awards are fairly stated in all material respects in relation to the basic financial statements as a whole.

The introductory section has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 9, 2014 on our consideration of Marble Falls Independent School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Marble Falls Independent School District's internal control over financial reporting and compliance.

A handwritten signature in black ink that reads "West, Davis & Company". The signature is written in a cursive, flowing style.

West, Davis & Company, LLP
Austin, TX
January 9, 2014

Marble Falls Independent School District

MANAGEMENT'S DISCUSSION AND ANALYSIS

MANAGEMENT'S DISCUSSION AND ANALYSIS

In this section of the Annual Financial and Compliance Report, we, the managers of Marble Falls Independent School District (the District), discuss and analyze the District's financial performance for the fiscal year ended August 31, 2013. Please read it in conjunction with the independent auditors' report on page 2, and the District's Basic Financial Statements, which begin on page 10. All amounts, unless otherwise indicated, are expressed in thousands of dollars.

USING THIS ANNUAL REPORT

This annual report consists of a series of financial statements. The government-wide financial statements include the Statement of Net Position and the Statement of Activities (on pages 10 and 11). These provide information about the activities of the District as a whole and present a longer-term view of the District's property and debt obligations and other financial matters. They reflect the flow of total economic resources in a manner similar to the financial reports of a business enterprise. Fund financial statements (starting on page 12) report the District's operations in more detail than the government-wide statements by providing information about the District's most significant funds. For governmental activities, these statements tell how services were financed in the short term as well as what resources remain for future spending. They reflect the flow of current financial resources, and supply the basis for tax levies and the appropriations budget. The remaining statements, fiduciary statements, provide financial information about activities for which the District acts solely as a trustee or agent for the benefit of those outside of the district.

The notes to the financial statements (starting on page 18) provide narrative explanations or additional data needed for full disclosure in the government-wide statements or the fund financial statements.

The sections labeled TEA Required Schedules and Federal Awards Section contain data used by monitoring or regulatory agencies for assurance that the District is using funds supplied in compliance with the terms of grants.

Reporting the District as a Whole

The Statement of Net Position and the Statement of Activities

The analysis of the District's overall financial condition and operations begins on page 10. Its primary purpose is to show whether the District is better off or worse off as a result of the year's activities. The Statement of Net Position includes all the District's assets and liabilities at the end of the year while the Statement of Activities includes all the revenues and expenses generated by the District's operations during the year. These apply the accrual basis of accounting which is the basis used by private sector companies.

All of the current year's revenues and expenses are taken into account regardless of when cash is received or paid. The District's revenues are divided into those provided by outside parties who share the costs of some programs, such as grants provided by the U.S. Department of Education to assist children with disabilities or from disadvantaged backgrounds (program revenues), and revenues provided by the taxpayers or by TEA in equalization funding processes (general revenues). All the District's assets are reported whether they serve the current year or future years. Liabilities are considered regardless of whether they must be paid in the current or future years.

These two statements report the District's net position and changes in it. The District's net position (the difference between assets and liabilities) provide one measure of the District's financial health, or financial position. Over time, increases or decreases in the District's net position is one indicator of whether its financial health is improving or deteriorating. To fully assess the overall health of the District, however, you should consider nonfinancial factors as well, such as changes in the District's average daily attendance or its property tax base and the condition of the District's facilities.

In the Statement of Net Position and the Statement of Activities, we classify the District's activities as Governmental activities:

- Governmental activities—Most of the District's basic services are reported here, including the instruction, counseling, co-curricular activities, food services, transportation, maintenance, community services, and general administration. Property taxes, tuition, fees, and state and federal grants finance most of these activities.

Reporting the District's Most Significant Funds

Fund Financial Statements

The fund financial statements begin on page 12 and provide detailed information about the most significant funds—not the District as a whole. Laws and contracts require the District to establish some funds, such as grants received under the No Child Left Behind Act from the U.S. Department of Education. The District's administration establishes many other funds to help it control and manage money for particular purposes (like campus activities). The District's two kinds of funds—governmental and proprietary—use different accounting approaches.

- Governmental funds—Most of the District's basic services are reported in governmental funds. These use modified accrual accounting (a method that measures the receipt and disbursement of cash and all other financial assets that can be readily converted to cash) and report balances that are available for future spending. The governmental fund statements provide a detailed short-term view of the District's general operations and the basic services it provides. We describe the differences between governmental activities (reported in the Statement of Net Position and the Statement of Activities) and governmental funds in reconciliation schedules following each of the fund financial statements.
- Proprietary funds—The District reports the activities for which it charges users (whether outside customers or other units of the District) in proprietary funds using the same accounting methods employed in the Statement of Net Position and the Statement of Activities. The internal service funds report activities that provide supplies and services for the District's other programs and activities—such as the District's self-insurance programs. The District, at present, maintains no proprietary funds.

The District as Trustee

Reporting the District's Fiduciary Responsibilities

The District is the trustee, or fiduciary, for money raised by student activities and scholarship programs. All of the District's fiduciary activities are reported in separate Statements of Fiduciary Net Position and Changes in Fiduciary Net Position on pages 16 and 17. We exclude these resources from the District's other financial statements because the District cannot use these assets to finance its operations. The District is only responsible for ensuring that the assets reported in these funds are used for their intended purposes.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

Our analysis focuses on the net position (Table I) and changes in net position (Table II) of the District's governmental and business-type activities.

Net position of the District's governmental activities increased from \$28.2 million to \$30.3 million. Unrestricted net position – the part of net position that can be used to finance day-to-day operations without constraints established by debt covenants, enabling legislation, or other legal requirements – were \$11.3 million at August 31, 2013. This increase in governmental net position was the result of the District's decreased expense of contracted instructional services between schools and other operating expenses.

Table I
Marble Falls Independent School District

	NET POSITION	
	in thousands	
	Governmental Activities	
	2013	2012
Current and other assets	19,475	15,726
Capital assets	91,870	93,644
Total assets	111,345	109,370
Long-term liabilities	76,606	79,708
Other liabilities	4,487	1,484
Total liabilities	81,093	81,192
Net position:		
Invested in capital assets, net of related debt	15,830	14,541
Restricted	3,083	3,167
Unrestricted	11,339	10,470
Total net position	30,252	28,178

Table II
Marble Falls Independent School

CHANGES IN NET POSITION
in thousands

	Governmental Activities	
	2013	2012
Revenues:		
Program revenues:		
Charges for services	847	840
Operating grants and contributions	6,244	6,330
General revenues:		
Maintenance and operations taxes	30,892	30,308
Debt service taxes	6,687	7,339
State aid - formula grants	4,423	7,457
Investment Earnings	128	117
Miscellaneous	353	494
Total Revenues	<u>49,574</u>	<u>52,885</u>
Expenses:		
Instruction, curriculum and media services	22,456	23,087
Instructional and school leadership	3,025	3,038
Student support services	3,346	3,439
Child nutrition	2,067	2,192
Extracurricular activities	1,489	1,557
General administration	1,238	1,250
Plant maintenance, security and data processing	5,120	5,145
Community services	97	91
Debt services	3,596	4,524
Contracted Inst. Services between School	4,416	5,211
Other Intergovernmental charges	650	667
Total Expenses	<u>47,500</u>	<u>50,201</u>
Increase in net assets	2,074	2,684
Net position at Beginning	<u>28,178</u>	<u>26,083</u>
Prior Period Adjustment		-589
Net position at Beginning-As Restated	<u>28,178</u>	<u>25,494</u>
Net position at Ending	<u>30,252</u>	<u>28,178</u>

THE DISTRICT'S FUNDS

As the District completed this annual period, its governmental funds (as presented in the balance sheet on page 12) reported a combined fund balance of \$13.3 million, which is \$1.0 million more than last year's total of \$12.3 million. Included in this year's total change in fund balance is an increase of \$806 thousand in the District's General Fund, \$81 thousand in the Debt Service Fund and \$63 thousand in Other Governmental Funds.

Over the course of the year, the Board of Trustees revised the District's budget several times. These budget amendments fall into two categories. The first category includes amendments and supplemental appropriations that were approved shortly after the beginning of the year and reflect the actual beginning balances (versus the amounts we estimated in August 2012). The second category involved amendments moving funds from programs that did not need all the resources originally appropriated to them to programs with resource needs.

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

At the end of 2013, the District had \$91.9 million invested in a broad range of capital assets, including facilities and equipment for instruction, transportation, athletics, administration, and maintenance.

The District added some \$981 thousand in capital assets during the year. More detailed information about the District's capital assets is presented in Note D to the financial statements.

Debt

At year-end, the District had \$68 million in bonds outstanding versus \$71.3 million last year. More detailed information about the District's long-term liabilities is presented in Note F to the financial statements.

ECONOMIC FACTORS AND NEXT YEAR'S BUDGETS AND RATES

During the 2013-14 budget cycle, the District is in a revenue-neutral financial position and does not anticipate additional funding from the State. As a result, the District is maintaining the current staffing ratio and operating budget structure. The District continues to explore methods to decrease cost and increase revenues in such a way that the impact on education is minimal.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, customers, investors, and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need additional financial information, contact the District's business office, at Marble Falls Independent School District, 1800 Colt Circle, Marble Falls, Texas 78654.

Basic Financial Statements

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

STATEMENT OF NET POSITION

AUGUST 31, 2013

Data Control Codes	1	Governmental Activities
ASSETS:		
1110	Cash and Cash Equivalents	\$ 15,510,854
1120	Current Investments	1,290,418
1225	Property Taxes Receivable (Net)	1,862,221
1240	Due from Other Governments	527,584
1260	Internal Balances	--
1290	Other Receivables (Net)	6,906
1300	Inventories	122,058
1410	Unrealized Expenses	154,954
Capital Assets:		
1510	Land	3,222,679
1520	Buildings and Improvements, Net	86,603,171
1530	Furniture and Equipment, Net	2,044,181
1000	Total Assets	<u>111,345,026</u>
LIABILITIES:		
2110	Accounts Payable	252,409
2140	Interest Payable	152,606
2165	Accrued Liabilities	899,947
2180	Due to Other Governments	312,669
2300	Unearned Revenue	2,869,813
Noncurrent Liabilities:		
2501	Due Within One Year	3,070,462
2502	Due in More Than One Year	73,535,155
2000	Total Liabilities	<u>81,093,061</u>
NET POSITION		
3200	Net Investment in Capital Assets	15,830,346
Restricted For:		
3820	Federal and State Programs	500,463
3850	Debt Service	2,369,392
3870	Campus Activities	212,848
3900	Unrestricted	11,338,916
3000	Total Net Position	<u>\$ 30,251,965</u>

The accompanying notes are an integral part of this statement.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2013

Data Control Codes	Functions/Programs	1 Expenses	3 Program Revenues		4 Operating Grants and Contributions	Net (Expense) Revenue and Changes in Net Position
			Charges for Services	Governmental Activities		
	Governmental Activities:					
11	Instruction	\$ 21,407,181	\$ 57,719	\$ 2,789,723	\$ (18,559,739)	
12	Instructional Resources and Media Services	525,180	--	--	(525,180)	
13	Curriculum and Staff Development	522,874	--	300,844	(222,030)	
21	Instructional Leadership	840,196	--	201,916	(638,280)	
23	School Leadership	2,184,681	--	6,237	(2,178,444)	
31	Guidance, Counseling, & Evaluation Services	1,165,431	--	15,493	(1,149,938)	
33	Health Services	391,841	--	--	(391,841)	
34	Student Transportation	1,788,560	--	--	(1,788,560)	
35	Food Service	2,066,597	639,195	1,485,777	58,375	
36	Cocurricular/Extracurricular Activities	1,489,271	150,490	16,159	(1,322,622)	
41	General Administration	1,238,483	--	5,050	(1,233,433)	
51	Facilities Maintenance and Operations	4,057,396	--	--	(4,057,396)	
52	Security and Monitoring Services	63,977	--	--	(63,977)	
53	Data Processing Services	998,676	--	--	(998,676)	
61	Community Services	97,233	--	1,402,861	1,305,628	
72	Interest on Long-term Debt	3,594,505	--	--	(3,594,505)	
73	Bond Issuance Costs and Fees	1,800	--	--	(1,800)	
91	Contracted Instructional Services between Schools	4,416,407	--	--	(4,416,407)	
99	Other Intergovernmental Charges	650,190	--	--	(650,190)	
TG	Total Governmental Activities	<u>47,500,479</u>	<u>847,404</u>	<u>6,243,987</u>	<u>(40,409,088)</u>	
TP	Total Primary Government	<u>\$ 47,500,479</u>	<u>\$ 847,404</u>	<u>\$ 6,243,987</u>	<u>(40,409,088)</u>	
	General Revenues:					
MT	Property Taxes, Levied for General Purposes				30,892,217	
DT	Property Taxes, Levied for Debt Service				6,687,071	
IE	Investment Earnings				127,625	
GC	Grants and Contributions Not Restricted to Specific Programs				4,423,490	
MI	Miscellaneous				352,792	
FR	Transfers				--	
TR	Total General Revenues and Transfers				<u>42,483,195</u>	
CN	Change in Net Position				<u>2,074,107</u>	
NB	Net Position - Beginning				28,766,959	
PA	Prior Period Adjustment				(589,101)	
	Net Position - Beginning, as Restated				<u>28,177,858</u>	
NE	Net Position - Ending				<u>\$ 30,251,965</u>	

The accompanying notes are an integral part of this statement.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

BALANCE SHEET - GOVERNMENTAL FUNDS

AUGUST 31, 2013

Data Control Codes	10 General Fund	50 Debt Service Fund	Other Governmental Funds	98 Total Governmental Funds	
ASSETS:					
1110	Cash and Cash Equivalents	\$ 12,662,041	\$ 2,137,195	\$ 711,618	\$ 15,510,854
1120	Current Investments	1,036,868	253,550	--	1,290,418
1225	Taxes Receivable, Net	1,547,879	314,342	--	1,862,221
1240	Due from Other Governments	79,964	13,204	434,416	527,584
1260	Due from Other Funds	121,333	--	27,207	148,540
1290	Other Receivables	6,864	--	42	6,906
1300	Inventories	50,776	--	71,282	122,058
1410	Unrealized Expenditures	154,954	--	--	154,954
1000	Total Assets	15,660,679	2,718,291	1,244,565	19,623,535
LIABILITIES:					
Current Liabilities:					
2110	Accounts Payable	\$ 192,547	\$ --	\$ 59,862	\$ 252,409
2150	Payroll Deductions & Withholdings	1,877	--	--	1,877
2160	Accrued Wages Payable	813,713	--	84,357	898,070
2170	Due to Other Funds	--	--	148,540	148,540
2180	Due to Other Governments	279,575	--	33,094	312,669
2300	Unearned Revenue	4,417,669	314,341	24	4,732,034
2000	Total Liabilities	5,705,381	314,341	325,877	6,345,599
FUND BALANCES:					
Nonspendable Fund Balances:					
3410	Inventories	50,776	--	71,281	122,057
Restricted Fund Balances:					
3450	Federal/State Funds Grant Restrictions	--	--	630,855	630,855
3480	Retirement of Long-Term Debt	--	2,403,950	--	2,403,950
3490	Other Restrictions of Fund Balance	--	--	3,704	3,704
Committed Fund Balances:					
3510	Construction	108,000	--	--	108,000
3545	Other Committed Fund Balance	--	--	212,848	212,848
3600	Unassigned	9,791,522	--	--	9,791,522
3000	Total Fund Balances	9,955,298	2,403,950	918,688	13,277,936
4000	Total Liabilities and Fund Balances	15,660,679	2,718,291	1,244,565	19,623,535

The accompanying notes are an integral part of this statement.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
 RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET
 TO THE STATEMENT OF NET POSITION
 AUGUST 31, 2013

Total fund balances - governmental funds balance sheet	\$ 13,277,936
Amounts reported for governmental activities in the Statement of Net Position ("SNP") are different because:	
Capital assets used in governmental activities are not reported in the funds.	91,870,032
Property taxes receivable unavailable to pay for current period expenditures are deferred in the funds.	1,862,221
Payables for bond principal which are not due in the current period are not reported in the funds.	(68,042,057)
The accumulated accretion of interest on capital appreciation bonds is reported in the SNA but not in the funds	(7,997,628)
Payables for bond interest which are not due in the current period are not reported in the funds.	(152,607)
Bond premiums are reported in the SNA but not in the funds.	<u>(565,932)</u>
Net position of governmental activities - Statement of Net Position	<u>\$ 30,251,965</u>

The accompanying notes are an integral part of this statement.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES

IN FUND BALANCES - GOVERNMENTAL FUNDS

FOR THE YEAR ENDED AUGUST 31, 2013

Data Control Codes	10 General Fund	50 Debt Service Fund	Other Governmental Funds	98 Total Governmental Funds
REVENUES:				
5700 Local and Intermediate Sources	\$ 31,578,891	\$ 6,751,950	\$ 752,952	\$ 39,083,793
5800 State Program Revenues	5,128,993	--	29,507	5,158,500
5900 Federal Program Revenues	600,335	--	4,908,642	5,508,977
5020 Total Revenues	<u>37,308,219</u>	<u>6,751,950</u>	<u>5,691,101</u>	<u>49,751,270</u>
EXPENDITURES:				
Current:				
0011 Instruction	17,208,090	--	2,953,154	20,161,244
0012 Instructional Resources and Media Services	454,793	--	38,617	493,410
0013 Curriculum and Staff Development	211,371	--	301,231	512,602
0021 Instructional Leadership	587,973	--	201,791	789,764
0023 School Leadership	2,004,340	--	53,610	2,057,950
0031 Guidance, Counseling, & Evaluation Services	1,058,088	--	15,508	1,073,596
0033 Health Services	346,930	--	16,352	363,282
0034 Student Transportation	1,772,327	--	--	1,772,327
0035 Food Service	--	--	2,013,645	2,013,645
0036 Cocurricular/Extracurricular Activities	1,389,377	--	24,033	1,413,410
0041 General Administration	1,126,004	--	5,050	1,131,054
0051 Facilities Maintenance and Operations	3,864,993	--	--	3,864,993
0052 Security and Monitoring Services	62,748	--	--	62,748
0053 Data Processing Services	995,330	--	--	995,330
0061 Community Services	70,324	--	5,034	75,358
0071 Principal on Long-term Debt	--	3,232,282	--	3,232,282
0072 Interest on Long-term Debt	--	3,437,179	--	3,437,179
0073 Bond Issuance Costs and Fees	--	1,800	--	1,800
0081 Capital Outlay	282,708	--	--	282,708
0091 Contracted Instructional Services				
0091 Between Public Schools	4,416,407	--	--	4,416,407
0099 Other Intergovernmental Charges	650,190	--	--	650,190
6030 Total Expenditures	<u>36,501,993</u>	<u>6,671,261</u>	<u>5,628,025</u>	<u>48,801,279</u>
1100 Excess (Deficiency) of Revenues Over (Under)				
1100 Expenditures	<u>806,226</u>	<u>80,689</u>	<u>63,076</u>	<u>949,991</u>
Other Financing Sources and (Uses):				
7915 Transfers In	5,000	--	--	5,000
8911 Transfers Out	(5,000)	--	--	(5,000)
7080 Total Other Financing Sources and (Uses)	--	--	--	--
1200 Net Change in Fund Balances	<u>806,226</u>	<u>80,689</u>	<u>63,076</u>	<u>949,991</u>
0100 Fund Balances - Beginning	9,149,072	2,323,261	855,612	12,327,945
3000 Fund Balances - Ending	<u>\$ 9,955,298</u>	<u>\$ 2,403,950</u>	<u>\$ 918,688</u>	<u>\$ 13,277,936</u>

The accompanying notes are an integral part of this statement.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
 RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES,
 AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS
 TO THE STATEMENT OF ACTIVITIES
 FOR THE YEAR ENDED AUGUST 31, 2013

Net change in fund balances - total governmental funds	\$ 949,991
Amounts reported for governmental activities in the Statement of Activities ("SOA") are different because:	
Capital outlays are not reported as expenses in the SOA.	980,938
The depreciation of capital assets used in governmental activities is not reported in the funds.	(2,755,095)
Certain property tax revenues are deferred in the funds. This is the change in these amounts this year.	(176,684)
Repayment of bond principal is an expenditure in the funds but is not an expense in the SOA.	3,232,282
The accretion of interest on capital appreciation bonds is not reported in the funds.	(168,969)
(Increase) decrease in accrued interest from beginning of period to end of period.	(27,603)
Bond premiums are reported in the funds but not in the SOA.	39,246
Rounding difference	1
	<hr/>
Change in net position of governmental activities - Statement of Activities	\$ <u>2,074,107</u>

The accompanying notes are an integral part of this statement.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

STATEMENT OF FIDUCIARY NET POSITION

FIDUCIARY FUNDS

AUGUST 31, 2013

Data Control Codes		Private-purpose Trust Funds	Agency Funds
		<u> </u>	<u> </u>
			Student Activity
		<u> </u>	<u> </u>
ASSETS:			
1110	Cash and Cash Equivalents	\$ 27,177	\$ 150,091
1800	Restricted Assets	19,168	--
1000	Total Assets	<u>46,345</u>	<u>150,091</u>
LIABILITIES:			
Current Liabilities:			
2110	Accounts Payable	\$ --	\$ 7,483
2190	Due to Student Groups	--	142,608
2000	Total Liabilities	<u>--</u>	<u>150,091</u>
NET POSITION:			
3800	Held in Trust	46,345	--
3000	Total Net Position	<u>\$ 46,345</u>	<u>\$ --</u>

The accompanying notes are an integral part of this statement.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

STATEMENT OF CHANGES IN FIDUCIARY NET POSITION

FIDUCIARY FUNDS

FOR THE YEAR ENDED AUGUST 31, 2013

	Private- Purpose Trusts
Additions:	
Investment Income	\$ 403
Contributions	--
Total Additions	<u>403</u>
Deductions:	
Scholarship Awards	1,000
Other Expenses	--
Total Deductions	<u>1,000</u>
Change in Net Position	(597)
Net Position-Beginning of the Year	46,942
Net Position-End of the Year	<u>\$ 46,345</u>

The accompanying notes are an integral part of this statement.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2013

A. Summary of Significant Accounting Policies

The basic financial statements of Marble Falls Independent School District (the "District") have been prepared in conformity with accounting principles generally accepted in the United States of America ("GAAP") applicable to governmental units in conjunction with the Texas Education Agency's Financial Accountability System Resource Guide ("Resource Guide"). The Governmental Accounting Standards Board ("GASB") is the accepted standard setting body for establishing governmental accounting and financial reporting principles.

1. Reporting Entity

The Board of School Trustees ("Board"), a seven-member group, has governance responsibilities over all activities related to public elementary and secondary education within the jurisdiction of the District. The Board is elected by the public and has the exclusive power and duty to govern and oversee the management of the public schools of the District. All powers and duties not specifically delegated by statute to the Texas Education Agency ("TEA") or to the State Board of Education are reserved for the Board, and the TEA may not substitute its judgment for the lawful exercise of those powers and duties by the Board. The District receives funding from local, state and federal government sources and must comply with the requirements of those funding entities. However, the District is not included in any other governmental "reporting entity" as defined by the GASB in its Statement No. 14, "The Financial Reporting Entity" and there are no component units included within the reporting entity.

2. Basis of Presentation, Basis of Accounting

a. Basis of Presentation

Government-wide Financial Statements: The statement of net assets and the statement of activities include the financial activities of the overall government, except for fiduciary activities. Eliminations have been made to minimize the double-counting of internal activities. Governmental activities generally are financed through taxes, intergovernmental revenues, and other nonexchange transactions.

The statement of activities presents a comparison between direct expenses and program revenues for each function of the District's governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function. The District does not allocate indirect expenses in the statement of activities. Program revenues include (a) fees, fines, and charges paid by the recipients of goods or services offered by the programs and (b) grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues, including all taxes, are presented as general revenues.

Fund Financial Statements: The fund financial statements provide information about the District's funds, with separate statements presented for each fund category. The emphasis of fund financial statements is on major governmental funds, each displayed in a separate column. All remaining governmental funds are aggregated and reported as nonmajor funds.

The District reports the following major governmental funds:

General Fund: This is the District's primary operating fund. It accounts for all financial resources of the District except those required to be accounted for in another fund.

Debt Service Fund: This fund accounts for debt service property taxes and the payment of bond principal and interest as it comes due.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2013

In addition, the District reports the following fund types:

Private-Purpose Trust Funds: These funds are used to report trust arrangements under which principal and income benefit individuals, private organizations, or other governments not reported in other fiduciary fund types.

Agency Funds: These funds are used to report student activity funds and other resources held in a purely custodial capacity (assets equal liabilities). Agency funds typically involve only the receipt, temporary investment, and remittance of fiduciary resources to individuals, private organizations, or other governments.

Fiduciary funds are reported in the fiduciary fund financial statements. However, because their assets are held in a trustee or agent capacity and are therefore not available to support District programs, these funds are not included in the government-wide statements.

b. Measurement Focus, Basis of Accounting

Government-wide and Fiduciary Fund Financial Statements: These financial statements are reported using the economic resources measurement focus. They are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Nonexchange transactions, in which the District gives (or receives) value without directly receiving (or giving) equal value in exchange, include property taxes, grants, entitlements, and donations. On an accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from grants, entitlements, and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied.

Governmental Fund Financial Statements: Governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The District does not consider revenues collected after its year-end to be available in the current period. Revenues from local sources consist primarily of property taxes. Property tax revenues and revenues received from the State are recognized under the susceptible-to-accrual concept. Miscellaneous revenues are recorded as revenue when received in cash because they are generally not measurable until actually received. Investment earnings are recorded as earned, since they are both measurable and available. Expenditures are recorded when the related fund liability is incurred, except for principal and interest on general long-term debt, claims and judgments, and compensated absences, which are recognized as expenditures to the extent they have matured. General capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of general long-term debt and acquisitions under capital leases are reported as other financing sources.

When the District incurs an expenditure or expense for which both restricted and unrestricted resources may be used, it is the District's policy to use restricted resources first, then unrestricted resources.

3. Financial Statement Amounts

a. Property Taxes

Property taxes are levied by October 1 on the assessed value listed as of the prior January 1 for all real and business personal property in conformity with Subtitle E, Texas Property Tax Code. Taxes are due on receipt of the tax bill and are delinquent if not paid before February 1 of the year following the year in which imposed. On January 1 of each year, a tax lien attaches to property to secure the payment of all taxes, penalties, and interest ultimately imposed. Property tax revenues are considered available when they become due or past due and receivable within the current period.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
 NOTES TO THE FINANCIAL STATEMENTS
 FOR THE YEAR ENDED AUGUST 31, 2013

Allowances for uncollectible tax receivables within the General and Debt Service Funds are based upon historical experience in collecting property taxes. Uncollectible personal property taxes are periodically reviewed and written off, but the District is prohibited from writing off real property taxes without specific statutory authority from the Texas Legislature.

b. Inventories and Prepaid Items

The District records purchases of supplies as expenditures, utilizing the purchase method of accounting for inventory in accordance with the Resource Guide.

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items.

c. Capital Assets

Purchased or constructed capital assets are reported at cost or estimated historical cost. Donated fixed assets are recorded at their estimated fair value at the date of the donation. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized. A capitalization threshold of \$5,000 is used.

Capital assets are being depreciated using the straight-line method over the following estimated useful lives:

<u>Asset Class</u>	<u>Estimated Useful Lives</u>
Infrastructure	30
Buildings	50
Building Improvements	20
Vehicles	2-15
Office Equipment	3-15
Computer Equipment	3-15

e. Deferred Outflows and Inflows of Resources

In addition to assets, the statements of financial position (the government-wide Statement of Net Position and governmental funds balance sheet will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position and/or fund balance that applies to one or more future periods and so will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the statements of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to one or more future periods and so will not be recognized as an inflow of resources (revenue) until that time.

e. Receivable and Payable Balances

The District believes that sufficient detail of receivable and payable balances is provided in the financial statements to avoid the obscuring of significant components by aggregation. Therefore, no disclosure is provided which disaggregates those balances.

There are no significant receivables which are not scheduled for collection within one year of year end.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2013

e. Interfund Activity

Interfund activity results from loans, services provided, reimbursements or transfers between funds. Loans are reported as interfund receivables and payables as appropriate and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures or expenses. Reimbursements occur when one fund incurs a cost, charges the appropriate benefiting fund and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers. Transfers In and Transfers Out are netted and presented as a single "Transfers" line on the government-wide statement of activities. Similarly, interfund receivables and payables are netted and presented as a single "Internal Balances" line of the government-wide statement of net assets.

f. Use of Estimates

The preparation of financial statements in conformity with GAAP requires the use of management's estimates.

g. Data Control Codes

Data Control Codes appear in the rows and above the columns of certain financial statements. The TEA requires the display of these codes in the financial statements filed with TEA in order to insure accuracy in building a statewide database for policy development and funding plans.

j. Fund Balances - Governmental Funds

Fund balances of the governmental funds are classified as follows:

Nonspendable Fund Balance - represents amounts that cannot be spent because they are either not in spendable form (such as inventory or prepaid insurance) or legally required to remain intact (such as notes receivable or principal of a permanent fund).

Restricted Fund Balance - represents amounts that are constrained by external parties, constitutional provisions or enabling legislation.

Committed Fund Balance - represents amounts that can only be used for a specific purpose because of a formal action by the District's governing board. Committed amounts cannot be used for any other purpose unless the governing board removes those constraints by taking the same type of formal action. Committed fund balance amounts may be used for other purposes with appropriate due process by the governing board. Commitments are typically done through adoption and amendment of the budget. Committed fund balance amounts differ from restricted balances in that the constraints on their use do not come from outside parties, constitutional provisions, or enabling legislation.

Assigned Fund Balance - represents amounts which the District intends to use for a specific purpose, but that do not meet the criteria to be classified as restricted or committed. Intent may be stipulated by the governing board or by an official or body to which the governing board delegates the authority. Specific amounts that are not restricted or committed in a special revenue, capital projects, debt service or permanent fund are assigned for purposes in accordance with the nature of their fund type or the fund's primary purpose. Assignments within the general fund conveys that the intended use of those amounts is for a specific purpose that is narrower than the general purposes of the District itself.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2013

Unassigned Fund Balance - represents amounts which are unconstrained in that they may be spent for any purpose. Only the general fund reports a positive unassigned fund balance. Other governmental funds might report a negative balance in this classification because of overspending for specific purposes for which amounts had been restricted, committed or assigned.

When an expenditure is incurred for a purpose for which both restricted and unrestricted fund balance is available, the District considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the District considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds.

k. Net Position Flow Assumption

Sometimes the District will fund outlays for a particular purpose from both restricted (e.g., restricted bond or grant proceeds) and unrestricted resources. In order to calculate the amounts to report as restricted net position and unrestricted net position in the government-wide and proprietary fund financial statements, a flow assumption must be made about the order in which the resources are considered to be applied. It is the District's policy to consider restricted net position to have been depleted before unrestricted net position is applied.

l. Fund Balance Flow Assumptions

Sometimes the District will fund outlays for a particular purpose from both restricted and unrestricted resources (the total of committed, assigned, and unassigned fund balance). In order to calculate the amounts to report as restricted, committed, assigned, and unassigned fund balance in the governmental fund financial statements, a flow assumption must be made about the order in which the resources are considered to be applied. It is the District's policy to consider restricted fund balance to have been depleted before using any of the components of unrestricted fund balance. Further, when the components of unrestricted fund balance can be used for the same purpose, committed fund balance is depleted first, followed by assigned fund balance. Unassigned fund balance is applied last.

B. Compliance and Accountability

1. Finance-Related Legal and Contractual Provisions

In accordance with GASB Statement No. 38, "Certain Financial Statement Note Disclosures," violations of finance-related legal and contractual provisions, if any, are reported below, along with actions taken to address such violations:

<u>Violation</u>		<u>Action Taken</u>
National School Breakfast/Lunch Program		
#35 Food Services	\$ 31,097	Closely monitor costs

2. Deficit Fund Balance or Fund Net Assets of Individual Funds

Following are funds having deficit fund balances or fund net assets at year end, if any, along with remarks which address such deficits:

<u>Fund Name</u>	<u>Deficit Amount</u>	<u>Remarks</u>
None	\$ --	Not Applicable

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2013

C. Deposits and Investments

The District's funds are required to be deposited and invested under the terms of a depository contract. The depository bank deposits for safekeeping and trust with the District's agent bank approved pledged securities in an amount sufficient to protect District funds on a day-to-day basis during the period of the contract. The pledge of approved securities is waived only to the extent of the depository bank's dollar amount of Federal Deposit Insurance Corporation ("FDIC") insurance.

1. Cash Deposits:

At August 31, 2013, the carrying amount of the District's deposits (cash, certificates of deposit, and interest-bearing savings accounts included in temporary investments) was \$15,510,853 and the bank balance was \$15,783,932. The District's cash deposits at August 31, 2013 and during the period ended August 31, 2013, were entirely covered by FDIC insurance or by pledged collateral held by the District's agent bank in the District's name.

2. Investments:

The District is required by Government Code Chapter 2256, The Public Funds Investment Act, to adopt, implement, and publicize an investment policy. That policy must address the following areas: (1) safety of principal and liquidity, (2) portfolio diversification, (3) allowable investments, (4) acceptable risk levels, (5) expected rates of return, (6) maximum allowable stated maturity of portfolio investments, (7) maximum average dollar-weighted maturity allowed based on the stated maturity date for the portfolio, (8) investment staff quality and capabilities, and (9) bid solicitation preferences for certificates of deposit.

The Public Funds Investment Act ("Act") requires an annual audit of investment practices. Audit procedures in this area conducted as a part of the audit of the basic financial statements disclosed that in the areas of investment practices, management reports and establishment of appropriate policies, the District adhered to the requirements of the Act. Additionally, investment practices of the District were in accordance with local policies.

The Act determines the types of investments which are allowable for the District. These include, with certain restrictions, 1) obligations of the U.S. Treasury, U.S. agencies, and the State of Texas, 2) certificates of deposit, 3) certain municipal securities, 4) securities lending program, 5) repurchase agreements, 6) bankers acceptances, 7) mutual funds, 8) investment pools, 9) guaranteed investment contracts, and 10) commercial paper.

The District's investments at August 31, 2013 are shown below.

<u>Investment or Investment Type</u>	<u>Maturity</u>	<u>Ratings</u>	<u>Fair Value</u>	<u>Percentage</u>
Lone Star Investment Pool	24 days average	AAA	\$ <u>1,290,418</u>	100%

3. Analysis of Specific Deposit and Investment Risks

GASB Statement No. 40 requires a determination as to whether the District was exposed to the following specific investment risks at year end and if so, the reporting of certain related disclosures:

a. Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The ratings of securities by nationally recognized rating agencies are designed to give an indication of credit risk. At year end, the District's investments were rated as noted above.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2013

b. Custodial Credit Risk

Deposits are exposed to custodial credit risk if they are not covered by depository insurance and the deposits are uncollateralized, collateralized with securities held by the pledging financial institution, or collateralized with securities held by the pledging financial institution's trust department or agent but not in the District's name.

Investment securities are exposed to custodial credit risk if the securities are uninsured, are not registered in the name of the government, and are held by either the counterparty or the counterparty's trust department or agent but not in the District's name.

At year end, the District was not exposed to custodial credit risk.

c. Concentration of Credit Risk

This risk is the risk of loss attributed to the magnitude of a government's investment in a single issuer. At year end, the District investments representing more than 5% of total investments are disclosed above.

d. Interest Rate Risk

This is the risk that changes in interest rates will adversely affect the fair value of an investment. At year end, the District does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

e. Foreign Currency Risk

This is the risk that exchange rates will adversely affect the fair value of an investment. At year end, the District was not exposed to foreign currency risk.

Investment Accounting Policy

The District's general policy is to report money market investments and short-term participating interest-earning investment contracts at amortized cost and to report nonparticipating interest-earning investment contracts using a cost-based measure. However, if the fair value of an investment is significantly affected by the impairment of the credit standing of the issuer or by other factors, it is reported at fair value. All other investments are reported at fair value unless a legal contract exists which guarantees a higher value. The term "short-term" refers to investments which have a remaining term of one year or less at time of purchase. The term "nonparticipating" means that the investment's value does not vary with market interest rate changes. Nonnegotiable certificates of deposit are examples of nonparticipating interest-earning investment contracts.

Public Funds Investment Pools

Public funds investment pools in Texas ("Pools") are established under the authority of the Interlocal Cooperation Act, Chapter 79 of the Texas Government Code, and are subject to the provisions of the Public Funds Investment Act (the "Act"), Chapter 2256 of the Texas Government Code. In addition to other provisions of the Act designed to promote liquidity and safety of principal, the Act requires Pools to: 1) have an advisory board composed of participants in the pool and other persons who do not have a business relationship with the pool and are qualified to advise the pool; 2) maintain a continuous rating of no lower than AAA or AAA-m or an equivalent rating by at least one nationally recognized rating service; and 3) maintain the market value of its underlying investment portfolio within one half of one percent of the value of its shares. The District's investments in Pools are reported at an amount determined by the fair value per share of the pool's underlying portfolio, unless the pool is 2a7-like, in which case they are reported at share value. A 2a7-like pool is one which is not registered with the Securities and Exchange Commission ("SEC") as an investment company, but nevertheless has a policy that it will, and does, operate in a manner consistent with the SEC's Rule 2a7 of the Investment Company Act of 1940.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
 NOTES TO THE FINANCIAL STATEMENTS
 FOR THE YEAR ENDED AUGUST 31, 2013

D. Capital Assets

Capital asset activity for the year ended August 31, 2013, was as follows:

	Beginning Balances	Increases	Decreases	Ending Balances
<u>Governmental activities:</u>				
Capital assets not being depreciated:				
Land	\$ 3,047,266	\$ 175,414	\$ --	\$ 3,222,680
Construction in progress	--	--	--	--
Total capital assets not being depreciated	<u>3,047,266</u>	<u>175,414</u>	<u>--</u>	<u>3,222,680</u>
Capital assets being depreciated:				
Buildings and improvements	113,159,898	154,501	--	113,314,399
Furniture and Equipment	4,977,261	651,024	7,320	5,620,965
Total capital assets being depreciated	<u>118,137,159</u>	<u>805,525</u>	<u>7,320</u>	<u>118,935,364</u>
Less accumulated depreciation for:				
Buildings and improvements	(24,411,676)	(2,299,553)	--	(26,711,229)
Furniture and Equipment	(3,128,564)	(455,542)	(7,320)	(3,576,786)
Total accumulated depreciation	<u>(27,540,240)</u>	<u>(2,755,095)</u>	<u>(7,320)</u>	<u>(30,288,015)</u>
Total capital assets being depreciated, net	<u>90,596,919</u>	<u>(1,949,570)</u>	<u>--</u>	<u>88,647,349</u>
Governmental activities capital assets, net	<u>\$ 93,644,185</u>	<u>\$ (1,774,156)</u>	<u>\$ --</u>	<u>\$ 91,870,029</u>

Depreciation was charged to functions as follows:

Instruction	\$ 1,538,910
Instructional Resources and Media Services	31,770
Curriculum and Staff Development	10,272
Instructional Leadership	50,432
School Leadership	135,599
Guidance, Counseling, & Evaluation Services	91,835
Health Services	28,559
Student Transportation	230,666
Food Services	144,527
Extracurricular Activities	75,861
General Administration	107,429
Plant Maintenance and Operations	247,785
Security and Monitoring Services	1,229
Data Processing Services	38,346
Community Services	21,875
	<u>\$ 2,755,095</u>

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2013

E. Interfund Balances and Activities

1. Due To and From Other Funds

Balances due to and due from other funds at August 31, 2013, consisted of the following:

Due To Fund	Due From Fund	Amount	Purpose
General Fund	Other Governmental Funds	\$ 121,333	Short-term loans
Other Governmental Funds	Other Governmental Funds	27,207	For payroll clearing
	Total	<u>\$ 148,540</u>	

All amounts due are scheduled to be repaid within one year.

Transfers To and From Other Funds

Transfers to and from other funds at August 31, 2013, consisted of the following:

Transfers From	Transfers To	Amount	Reason
None	None	\$ --	Not Applicable
	Total	<u>\$ --</u>	

F. Long-Term Obligations

The District has entered into a continuing disclosure undertaking to provide Annual Reports and Material Event Notices to the State Information Depository of Texas, which is the Municipal Advisory Council. This information is required under SEC Rule 15c2-12 to enable investors to analyze the financial condition and operations of the District.

1. Long-Term Obligation Activity

Long-term obligations include debt and other long-term liabilities. Changes in long-term obligations for the year ended August 31, 2013, are as follows:

Series	Original Issue (millions)	Interest Rate	Beginning Balance	Increases	Decreases	Ending Balance	Amounts Due Within One Year
Governmental activities:							
2002	12.325	3.0-4.5%	\$ 1,260,748	\$ --	\$ 652,529	\$ 608,219	608,219
2002A	8.940	2.5-5.0%	4,750,000	--	1,100,000	3,650,000	1,155,000
2006	6.967	4.2-4.61%	6,966,778	--	--	6,966,778	55,000
2007A	25.000	3.67-4.51%	23,500,000	--	550,000	22,950,000	575,000
2008	28.000	3.0-5.0%	25,930,443	--	610,000	25,320,443	625,000
2009B	0.570	3.0%	109,754	--	109,754	--	--
2009A	0.570	2.0%	8,756,617	--	210,000	8,546,617	52,243
			<u>71,274,340</u>	<u>--</u>	<u>3,232,283</u>	<u>68,042,057</u>	<u>3,070,462</u>
Premium on Bonds			605,178	--	39,246	565,932	--
Accumulated Accretion on CAB's			7,828,659	746,687	577,718	7,997,628	--
Total governmental activities			<u>\$ 79,708,177</u>	<u>\$ 746,687</u>	<u>\$ 3,849,247</u>	<u>\$ 76,605,617</u>	<u>\$ 3,070,462</u>
Due Within One Year						\$ 3,070,462	
Due in More Than One Year						73,535,155	
						<u>\$ 76,605,617</u>	

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2013

2. Debt Service Requirements

Debt service requirements on long-term debt at August 31, 2013, are as follows:

Year Ending August 31,	Governmental Activities		
	Principal	Interest	Total
2014	\$ 3,070,462	\$ 3,490,874	\$ 6,561,336
2015	3,146,854	3,421,083	6,567,937
2016	2,693,390	3,876,796	6,570,186
2017	2,659,620	3,836,816	6,496,436
2018	2,641,789	3,854,922	6,496,711
2019-2023	12,449,942	17,460,138	29,910,080
2024-2028	11,020,000	8,885,088	19,905,088
2029-2033	13,840,000	6,086,944	19,926,944
2034-2038	15,930,000	2,377,938	18,307,938
2039-2043	590,000	29,500	619,500
Totals	<u>\$ 68,042,057</u>	<u>\$ 53,320,099</u>	<u>\$ 121,362,156</u>

3. Advance Refunding of Debt

GASB Statement No. 7, "Advance Refundings Resulting in Defeasance of Debt," provides that refunded debt and assets placed in escrow for the payment of related debt service be excluded from the financial statements. As of August 31, 2013, outstanding balances of bond issues that have been refunded and defeased in-substance by placing existing assets and the proceeds of new bonds in an irrevocable trust to provide for all future debt service payments are as follows.

Bond Issue	Amount
Series 1996	\$ 300,000
Series 2002	7,034,744
Total	<u>\$ 7,334,744</u>

G. Risk Management

The District is exposed to various risks of loss related to torts, theft, damage or destruction of assets, errors and omissions, injuries to employees, and natural disasters. During fiscal year 2013, the District purchased commercial insurance to cover general liabilities. There were no significant reductions in coverage in the past fiscal year and there were no settlements exceeding insurance coverage for each of the past three fiscal years.

H. Pension Plan

1. Plan Description

The District contributes to the Teacher Retirement System of Texas (TRS), a cost-sharing multiple employer defined benefit pension plan. TRS administers retirement and disability annuities, and death and survivor benefits to employees and beneficiaries of employees of the public school systems of Texas. It operates primarily under the provisions of the Texas Constitution, Article XVI, Sec. 67, and Texas Government Code, Title 8, Subtitle C. TRS also administers proportional retirement benefits and service credit transfer under Texas Government Code, Title 8, Chapters 803 and 805, respectively. The Texas state legislature has the authority to establish and amend benefit provisions of the pension plan and may, under certain circumstances, grant special authority to the TRS Board of Trustees. TRS issues a publicly available financial report that includes financial statements and required supplementary information for the defined benefit pension plan. That report may be obtained by downloading the report from the TRS internet website, www.trs.state.tx.us, under the TRS Publications heading, by calling the TRS Communications Department at 1-800-223-8778, or by writing to the TRS Communications Department, 1000 Red River Street, Austin, Texas 78701.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2013

2. Funding Policy

Contribution requirements are not actuarially determined but are established and amended by the Texas state legislature. The state funding policy is as follows: (1) The state constitution requires the legislature to establish a member contribution rate of not less than 6.0% and not more than 10% of the aggregate annual compensation of all members of the system. (2) A state statute prohibits benefit improvements or contribution reductions if, as a result of a particular action, the time required to amortize TRS' unfunded actuarial liabilities would be increased to a period that exceeds 31 years, or, if the amortization period already exceeds 31 years, the period would be increased by such action. State law provides for a member contribution rate of 6.4% for fiscal years 2013, 2012, and 2011, and a state contribution rate of 6.4% for fiscal year 2013 and 6.0% for fiscal years 2012 and 6.644% for fiscal year 2011. In certain instances the reporting district is required to make all or a portion of the state's contribution. State contributions to TRS made on behalf of the District's employees for the years ending August 31, 2013, 2012 and 2011 were \$1,601,144, \$1,611,875 and \$1,584,830 respectively. The District paid additional state contributions for the years ending August 31, 2013, 2012, and 2011 in the amount of \$247,616, \$278,611, and \$292,763 respectively, on portion of the employees' salaries that exceeded the statutory minimum.

I. Health Care Coverage

During the period ended August 31, 2013, employees of the District were covered by a state-wide plan, TRS Active Care. The District paid premiums of \$250 per month per employee to the Plan. Employees at their option may authorize payroll withholdings to pay premiums for dependent coverage. The Teacher Retirement System of Texas (TRS) manages TRS Active Care. The Plan is administered by Blue Cross and Blue Shield of Texas, and Scott and White HMO for the medical plan while Medco Health was assigned the prescription drug plan.

The District's participation is renewable annually.

The latest financial information on the state-wide plan is available from TRS (see note H1).

J. Retiree Health Plan

1. TRS-Care

a) Plan Description

The District contributes to the Texas Public School Retired Employees Group Insurance Program (TRS-Care), a cost-sharing multiple-employer defined benefit postemployment health care plan administered by the Teacher Retirement System of Texas. TRS-Care Retired Plan provides health care coverage for certain persons (and their dependants) who retired under the Teacher Retirement System of Texas. The statutory authority for the program is Texas Insurance Code, Chapter 1575. Section 1575.052 grants the TRS Board of Trustees the authority to establish and amend basic and optional group insurance coverage for participants. The TRS issues a publicly available financial report that includes financial statements and required supplementary information for TRS-Care. That report may be obtained by visiting the TRS Web site at www.trs.state.tx.us under the TRS Publications heading, by writing to the Communications Department of the Teacher Retirement System of Texas at 1000 Red River Street, Austin, Texas 78701, or by calling the TRS Communications Department at 1-800-223-8778.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2013

b) Funding Policy

Contribution requirements are not actuarially determined but are legally established each biennium by the Texas Legislature. Texas Insurance Code, Sections 1575.202, 203, and 204 establish state, active employee, and public school contributions, respectively. Funding for free basic coverage is provided by the program based upon public school district payroll. Per Texas Insurance Code, Chapter 1575, the public school contribution may not be less than 0.25% or greater than 0.75% of the salary of each active employee of the public school. Funding for optional coverage is provided by those participants selecting the optional coverage. The State of Texas and active public school employee contribution rates were 0.5% and 0.65% of the public school payroll, respectively, with school districts contributing a percentage of payroll set at 0.55% for fiscal years 2013, 2012, and 2011. For the fiscal years ended 2013, 2012, and 2011, the State's contributions to TRS-Care were \$111,403, \$227,202, and \$228,255 respectively, the active member contributions were \$144,823, \$147,681, and \$148,366 respectively, and the District's contributions were \$122,543, \$124,961, and \$125,540 respectively, which equaled the required contributions each year.

2. Medicare Part D Subsidies

The Medicare Prescription Drug, Improvement, and Modernization Act of 2003, which was effective January 1, 2006, established prescription drug coverage for Medicare beneficiaries known as Medicare Part D. One of the provisions of Medicare Part D allows for the Texas Public School Retired Employee Group Insurance Program (TRS-Care) to receive retiree drug subsidy payments from the federal government to offset certain prescription drug expenditures for eligible TRS-Care participants. For the fiscal years ended 2013, 2012, and 2011, the subsidy payments received by TRS-Care on behalf of the District were \$68,695, \$68,106, and \$58,437, respectively.

K. Commitments and Contingencies

1. Contingencies

The District participates in grant programs which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the District has not complied with the rules and regulations governing the grants, refunds of any money received may be required and the collectibility of any related receivable may be impaired. In the opinion of the District, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying basic financial statements for such contingencies.

2. Litigation

No reportable litigation was pending against the District at August 31, 2013.

L. Prior Period Adjustment

GASB Statement No. 65, Items Previously Reported as Assets and Liabilities

This resulted in an adjustment to the beginning net position in the amount of \$589,101 to remove deferred charges no longer required to be capitalized in accordance with GASB 65.

With the exception of prepaid insurance costs, costs related to the issuance of debt will be recorded as an expense in the period incurred. These include, but are not limited to, legal costs, costs of printing, insurance costs and various fees such as rating agency fees, trustee fees and administrative fees.

Required Supplementary Information

Required supplementary information includes financial information and disclosures required by the Governmental Accounting Standards Board but not considered a part of the basic financial statements.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

GENERAL FUND
 BUDGETARY COMPARISON SCHEDULE
 FOR THE YEAR ENDED AUGUST 31, 2013

EXHIBIT G-1

Page 1 of 2

Data Control Codes		1	2	3	Variance with Final Budget Positive (Negative)
		Budgeted Amounts			
		Original	Final	Actual	
REVENUES:					
5700	Local and Intermediate Sources	\$ 31,359,671	\$ 31,627,410	\$ 31,578,891	\$ (48,519)
5800	State Program Revenues	5,006,153	5,007,553	5,128,993	121,440
5900	Federal Program Revenues	410,000	435,693	600,335	164,642
5020	Total Revenues	<u>36,775,824</u>	<u>37,070,656</u>	<u>37,308,219</u>	<u>237,563</u>
EXPENDITURES:					
Current:					
Instructional & Instructional Related Services:					
0011	Instruction	17,439,025	17,213,749	17,208,090	5,659
0012	Instructional Resources and Media Services	486,009	460,763	454,793	5,970
0013	Curriculum and Staff Development	252,218	229,169	211,371	17,798
	Total Instruction & Instr. Related Services	<u>18,177,252</u>	<u>17,903,681</u>	<u>17,874,254</u>	<u>29,427</u>
Instructional and School Leadership:					
0021	Instructional Leadership	662,417	625,879	587,973	37,906
0023	School Leadership	2,053,046	2,007,369	2,004,340	3,029
	Total Instructional & School Leadership	<u>2,715,463</u>	<u>2,633,248</u>	<u>2,592,313</u>	<u>40,935</u>
Support Services - Student (Pupil):					
0031	Guidance, Counseling and Evaluation Services	1,056,873	1,062,873	1,058,088	4,785
0033	Health Services	361,535	365,043	346,930	18,113
0034	Student (Pupil) Transportation	1,755,292	1,836,348	1,772,327	64,021
0036	Cocurricular/Extracurricular Activities	1,382,064	1,394,437	1,389,377	5,060
	Total Support Services - Student (Pupil)	<u>4,555,764</u>	<u>4,658,701</u>	<u>4,566,722</u>	<u>91,979</u>
Administrative Support Services:					
0041	General Administration	1,281,989	1,238,074	1,126,004	112,070
	Total Administrative Support Services	<u>1,281,989</u>	<u>1,238,074</u>	<u>1,126,004</u>	<u>112,070</u>
Support Services - Nonstudent Based:					
0051	Plant Maintenance and Operations	3,852,700	4,001,564	3,864,993	136,571
0052	Security and Monitoring Services	77,119	77,119	62,748	14,371
0053	Data Processing Services	957,957	1,000,320	995,330	4,990
	Total Support Services - Nonstudent Based	<u>4,887,776</u>	<u>5,079,003</u>	<u>4,923,071</u>	<u>155,932</u>
Ancillary Services:					
0061	Community Services	52,790	74,285	70,324	3,961
	Total Ancillary Services	<u>52,790</u>	<u>74,285</u>	<u>70,324</u>	<u>3,961</u>
Capital Outlay:					
0081	Capital Outlay	--	423,738	282,708	141,030
	Total Capital Outlay	<u>--</u>	<u>423,738</u>	<u>282,708</u>	<u>141,030</u>
Intergovernmental Charges:					
0091	Contracted Instr. Services Between Public Schools	4,418,176	4,423,176	4,416,407	6,769
0099	Other Intergovernmental Charges	686,614	686,614	650,190	36,424
	Total Intergovernmental Charges	<u>5,104,790</u>	<u>5,109,790</u>	<u>5,066,597</u>	<u>43,193</u>
6030	Total Expenditures	<u>36,775,824</u>	<u>37,120,520</u>	<u>36,501,993</u>	<u>618,527</u>

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

GENERAL FUND
 BUDGETARY COMPARISON SCHEDULE
 FOR THE YEAR ENDED AUGUST 31, 2013

EXHIBIT G-1
 Page 2 of 2

Data Control Codes	1		2	3	Variance with Final Budget Positive (Negative)
	Budgeted Amounts			Actual	
	Original	Final			
1100 Excess (Deficiency) of Revenues Over (Under)					
1100 Expenditures	--	(49,864)		806,226	856,090
Other Financing Sources (Uses):					
7915 Transfers In	--	--		5,000	5,000
8911 Transfers Out	--	--		(5,000)	(5,000)
7080 Total Other Financing Sources and (Uses)	--	--		--	--
1200 Net Change in Fund Balance	--	(49,864)		806,226	856,090
0100 Fund Balance - Beginning	9,149,072	9,149,072		9,149,072	--
3000 Fund Balance - Ending	\$ 9,149,072	\$ 9,099,208		\$ 9,955,298	\$ 856,090

Combining Statements and Budget Comparisons as Supplementary Information

This supplementary information includes financial statements and schedules not required by the Governmental Accounting Standards Board, nor a part of the basic financial statements, but are presented for purposes of additional analysis.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

COMBINING BALANCE SHEET
 NONMAJOR SPECIAL REVENUE FUNDS
 AUGUST 31, 2013

Data Control Codes		206 ESEA Title X Part C Homeless	211 ESEA Title I Improving Basic Programs	224 IDEA-B Formula	225 IDEA-B Preschool Grant
ASSETS:					
1110	Cash and Cash Equivalents	\$ (3,500)	\$ 21,738	\$ (19,254)	\$ (5,820)
1240	Due from Other Governments	--	15,537	21,829	860
1260	Due from Other Funds	3,500	4,724	3,112	(2,807)
1290	Other Receivables	--	--	--	--
1300	Inventories	--	--	--	--
1000	Total Assets	<u>--</u>	<u>41,999</u>	<u>5,687</u>	<u>(7,767)</u>
LIABILITIES:					
Current Liabilities:					
2110	Accounts Payable	\$ --	\$ 576	\$ (207)	\$ --
2160	Accrued Wages Payable	--	31,067	21,135	860
2170	Due to Other Funds	--	10,356	(15,241)	(8,627)
2180	Due to Other Governments	--	--	--	--
2300	Unearned Revenue	--	--	--	--
2000	Total Liabilities	<u>--</u>	<u>41,999</u>	<u>5,687</u>	<u>(7,767)</u>
FUND BALANCES:					
Nonspendable Fund Balances:					
3410	Inventories	--	--	--	--
Restricted Fund Balances:					
3450	Federal/State Funds Grant Restrictions	1,000	--	--	--
3490	Other Restrictions of Fund Balance	(1,000)	--	--	--
Committed Fund Balances:					
3545	Other Committed Fund Balance	--	--	--	--
3000	Total Fund Balances	<u>--</u>	<u>--</u>	<u>--</u>	<u>--</u>
4000	Total Liabilities and Fund Balances	<u>\$ --</u>	<u>\$ 41,999</u>	<u>\$ 5,687</u>	<u>\$ (7,767)</u>

240 National School Breakfast/Lunch Program	242 Summer Feeding Program	244 Vo Ed Basic Grant	255 ESEA Title II Training & Recruiting	263 English Lang Acquisition and Enhancement
\$ 665,100	\$ 36,496	\$ (3,648)	\$ (458)	\$ (38,417)
35,314	5,286	4,906	1,705	38,933
(41,820)	--	49	--	2,924
42	--	--	--	--
71,282	--	--	--	--
<u>729,918</u>	<u>41,782</u>	<u>1,307</u>	<u>1,247</u>	<u>3,440</u>
\$ 30,676	\$ 40	\$ 169	\$ --	\$ --
8,802	--	--	--	--
614	41,742	1,047	1,247	3,494
--	--	--	--	--
--	--	--	--	--
<u>40,092</u>	<u>41,782</u>	<u>1,216</u>	<u>1,247</u>	<u>3,494</u>
71,281	--	--	--	--
618,545	--	91	--	(54)
--	--	--	--	--
--	--	--	--	--
<u>689,826</u>	<u>--</u>	<u>91</u>	<u>--</u>	<u>(54)</u>
<u>\$ 729,918</u>	<u>\$ 41,782</u>	<u>\$ 1,307</u>	<u>\$ 1,247</u>	<u>\$ 3,440</u>

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

COMBINING BALANCE SHEET
 NONMAJOR SPECIAL REVENUE FUNDS
 AUGUST 31, 2013

Data Control Codes		270 ESEA, Title VI Part B, Subpart 2 Rural School	272 MAC Program	276 Title I SIP Academy Grant	287 Education Jobs Fund
ASSETS:					
1110	Cash and Cash Equivalents	\$ 2,170	\$ 35,708	\$ (174,061)	\$ 33,171
1240	Due from Other Governments	22,473	--	192,415	--
1260	Due from Other Funds	711	(15,830)	71,098	--
1290	Other Receivables	--	--	--	--
1300	Inventories	--	--	--	--
1000	Total Assets	<u>25,354</u>	<u>19,878</u>	<u>89,452</u>	<u>33,171</u>
LIABILITIES:					
Current Liabilities:					
2110	Accounts Payable	\$ --	\$ --	\$ 183	\$ --
2160	Accrued Wages Payable	--	--	22,493	--
2170	Due to Other Funds	25,354	19,878	66,776	77
2180	Due to Other Governments	--	--	--	33,094
2300	Unearned Revenue	--	--	--	--
2000	Total Liabilities	<u>25,354</u>	<u>19,878</u>	<u>89,452</u>	<u>33,171</u>
FUND BALANCES:					
Nonspendable Fund Balances:					
3410	Inventories	--	--	--	--
Restricted Fund Balances:					
3450	Federal/State Funds Grant Restrictions	--	--	--	--
3490	Other Restrictions of Fund Balance	--	--	--	--
Committed Fund Balances:					
3545	Other Committed Fund Balance	--	--	--	--
3000	Total Fund Balances	<u>--</u>	<u>--</u>	<u>--</u>	<u>--</u>
4000	Total Liabilities and Fund Balances	<u>\$ 25,354</u>	<u>\$ 19,878</u>	<u>\$ 89,452</u>	<u>\$ 33,171</u>

289 Summer School LEP	352 21st Century Community Learning Centers	394 Life Skills Program	397 Advanced Placement Incentives	404 Student Success Initiative
\$ 3,416	\$ (53,980)	\$ 79	\$ 8,191	\$ (16,750)
--	80,580	--	--	14,578
--	--	--	--	2,172
--	--	--	--	--
<u>3,416</u>	<u>26,600</u>	<u>79</u>	<u>8,191</u>	<u>--</u>
\$ --	\$ 26,600	\$ --	\$ --	\$ --
--	--	--	--	--
--	--	--	--	--
--	--	--	--	--
<u>--</u>	<u>26,600</u>	<u>--</u>	<u>--</u>	<u>--</u>
--	--	--	--	--
70	--	79	7,999	--
3,346	--	--	192	--
--	--	--	--	--
<u>3,416</u>	<u>--</u>	<u>79</u>	<u>8,191</u>	<u>--</u>
\$ <u>3,416</u>	\$ <u>26,600</u>	\$ <u>79</u>	\$ <u>8,191</u>	\$ <u>--</u>

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

COMBINING BALANCE SHEET
 NONMAJOR SPECIAL REVENUE FUNDS
 AUGUST 31, 2013

Data Control Codes		410 State Textbook Fund	429 Ready to Read License Plate Fund	461 Campus Activity Funds
ASSETS:				
1110	Cash and Cash Equivalents	\$ --	\$ 24	\$ 217,122
1240	Due from Other Governments	--	--	--
1260	Due from Other Funds	--	--	(626)
1290	Other Receivables	--	--	--
1300	Inventories	--	--	--
1000	Total Assets	<u> --</u>	<u> 24</u>	<u>216,496</u>
LIABILITIES:				
Current Liabilities:				
2110	Accounts Payable	\$ --	\$ --	\$ 1,825
2160	Accrued Wages Payable	--	--	--
2170	Due to Other Funds	--	--	1,823
2180	Due to Other Governments	--	--	--
2300	Unearned Revenue	--	24	--
2000	Total Liabilities	<u> --</u>	<u> 24</u>	<u>3,648</u>
FUND BALANCES:				
Nonspendable Fund Balances:				
3410	Inventories	--	--	--
Restricted Fund Balances:				
3450	Federal/State Funds Grant Restrictions	--	--	--
3490	Other Restrictions of Fund Balance	--	--	--
Committed Fund Balances:				
3545	Other Committed Fund Balance	--	--	212,848
3000	Total Fund Balances	<u> --</u>	<u> --</u>	<u>212,848</u>
4000	Total Liabilities and Fund Balances	<u>\$ --</u>	<u>\$ 24</u>	<u>\$ 216,496</u>

472 Central Office Activity Fund	481 LCRA Grants	482 City of Marble Falls Grant	Total Nonmajor Special Revenue Funds (See Exhibit C-1)
\$ 1,165	\$ 1	\$ 3,125	\$ 711,618
--	--	--	434,416
--	--	--	27,207
--	--	--	42
--	--	--	71,282
<u>1,165</u>	<u>1</u>	<u>3,125</u>	<u>1,244,565</u>
\$ --	\$ --	\$ --	\$ 59,862
--	--	--	84,357
--	--	--	148,540
--	--	--	33,094
--	--	--	24
<u>--</u>	<u>--</u>	<u>--</u>	<u>325,877</u>
--	--	--	71,281
--	--	3,125	630,855
1,165	1	--	3,704
--	--	--	212,848
<u>1,165</u>	<u>1</u>	<u>3,125</u>	<u>918,688</u>
<u>\$ 1,165</u>	<u>\$ 1</u>	<u>\$ 3,125</u>	<u>\$ 1,244,565</u>

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES
NONMAJOR SPECIAL REVENUE FUNDS
FOR THE YEAR ENDED AUGUST 31, 2013

Data Control Codes	206 ESEA Title X Part C Homeless	211 ESEA Title I Improving Basic Programs	224 IDEA-B Formula	225 IDEA-B Preschool Grant
REVENUES:				
5700 Local and Intermediate Sources	\$ --	\$ --	\$ --	\$ --
5800 State Program Revenues	--	--	--	--
5900 Federal Program Revenues	1,000	795,949	679,300	15,830
5020 Total Revenues	<u>1,000</u>	<u>795,949</u>	<u>679,300</u>	<u>15,830</u>
EXPENDITURES:				
Current:				
0011 Instruction	1,000	732,837	654,417	15,830
0012 Instructional Resources and Media Services	--	--	--	--
0013 Curriculum and Staff Development	--	58,737	--	--
0021 Instructional Leadership	--	4,375	8,769	--
0023 School Leadership	--	--	--	--
0031 Guidance, Counseling, & Evaluation Services	--	--	953	--
0033 Health Services	--	--	--	--
0035 Food Service	--	--	--	--
0036 Cocurricular/Extracurricular Activities	--	--	15,161	--
0041 General Administration	--	--	--	--
0061 Community Services	--	--	--	--
6030 Total Expenditures	<u>1,000</u>	<u>795,949</u>	<u>679,300</u>	<u>15,830</u>
1100 Excess (Deficiency) of Revenues Over (Under)				
1100 Expenditures	--	--	--	--
1200 Net Change in Fund Balances	--	--	--	--
0100 Fund Balances - Beginning	--	--	--	--
3000 Fund Balances - Ending	<u>\$ --</u>	<u>\$ --</u>	<u>\$ --</u>	<u>\$ --</u>

240 National School Breakfast/Lunch Program	242 Summer Feeding Program	244 Vo Ed Basic Grant	255 ESEA Title II Training & Recruiting	263 English Lang Acquisition and Enhancement
\$ 643,006	\$ --	\$ --	\$ --	\$ --
11,820	309	--	--	--
1,453,922	31,855	51,134	120,354	84,893
<u>2,108,748</u>	<u>32,164</u>	<u>51,134</u>	<u>120,354</u>	<u>84,893</u>
--	--	49,816	116,371	46,364
--	--	--	--	--
--	--	--	(1,067)	2,201
--	--	--	--	36,328
--	--	--	--	--
--	--	--	--	--
1,981,481	32,164	--	--	--
--	--	1,318	--	--
--	--	--	5,050	--
--	--	--	--	--
<u>1,981,481</u>	<u>32,164</u>	<u>51,134</u>	<u>120,354</u>	<u>84,893</u>
127,267	--	--	--	--
<u>127,267</u>	<u>--</u>	<u>--</u>	<u>--</u>	<u>--</u>
562,559	--	91	--	(54)
<u>\$ 689,826</u>	<u>\$ --</u>	<u>\$ 91</u>	<u>\$ --</u>	<u>\$ (54)</u>

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES
NONMAJOR SPECIAL REVENUE FUNDS
FOR THE YEAR ENDED AUGUST 31, 2013

Data Control Codes	270 ESEA, Title VI Part B, Subpart 2 Rural School	272 MAC Program	276 Title I SIP Academy Grant	289 Summer School LEP
REVENUES:				
5700 Local and Intermediate Sources	\$ --	\$ --	\$ --	\$ --
5800 State Program Revenues	--	--	--	--
5900 Federal Program Revenues	84,626	15,830	1,490,023	3,346
5020 Total Revenues	<u>84,626</u>	<u>15,830</u>	<u>1,490,023</u>	<u>3,346</u>
EXPENDITURES:				
Current:				
0011 Instruction	84,626	--	1,096,286	--
0012 Instructional Resources and Media Services	--	--	--	--
0013 Curriculum and Staff Development	--	--	225,284	--
0021 Instructional Leadership	--	--	144,217	--
0023 School Leadership	--	--	6,237	--
0031 Guidance, Counseling, & Evaluation Services	--	--	14,540	--
0033 Health Services	--	15,830	--	--
0035 Food Service	--	--	--	--
0036 Cocurricular/Extracurricular Activities	--	--	--	--
0041 General Administration	--	--	--	--
0061 Community Services	--	--	3,459	--
6030 Total Expenditures	<u>84,626</u>	<u>15,830</u>	<u>1,490,023</u>	<u>--</u>
1100 Excess (Deficiency) of Revenues Over (Under)				
1100 Expenditures	--	--	--	3,346
1200 Net Change in Fund Balances	--	--	--	3,346
0100 Fund Balances - Beginning	--	--	--	70
3000 Fund Balances - Ending	<u>\$ --</u>	<u>\$ --</u>	<u>\$ --</u>	<u>\$ 3,416</u>

352 21st Century Community Learning Centers	394 Life Skills Program	397 Advanced Placement Incentives	404 Student Success Initiative	461 Campus Activity Funds
\$ --	\$ --	\$ --	\$ --	\$ 107,378
--	--	2,800	14,578	--
80,580	--	--	--	--
<u>80,580</u>	<u>--</u>	<u>2,800</u>	<u>14,578</u>	<u>107,378</u>
58,524	--	204	14,578	82,301
--	--	--	--	38,617
13,672	--	2,404	--	--
8,102	--	--	--	--
--	--	--	--	47,373
--	--	--	--	15
--	--	--	--	522
--	--	--	--	--
--	--	--	--	6,151
--	--	--	--	--
282	--	--	--	1,293
<u>80,580</u>	<u>--</u>	<u>2,608</u>	<u>14,578</u>	<u>176,272</u>
--	--	192	--	(68,894)
--	--	192	--	(68,894)
--	79	7,999	--	281,742
<u>\$ --</u>	<u>\$ 79</u>	<u>\$ 8,191</u>	<u>\$ --</u>	<u>\$ 212,848</u>

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES
NONMAJOR SPECIAL REVENUE FUNDS
FOR THE YEAR ENDED AUGUST 31, 2013

Data Control Codes	472 Central Office Activity Fund	481 LCRA Grants	482 City of Marble Falls Grant	Total Nonmajor Special Revenue Funds (See Exhibit C-2)
REVENUES:				
5700 Local and Intermediate Sources	\$ 2,568	\$ --	\$ --	\$ 752,952
5800 State Program Revenues	--	--	--	29,507
5900 Federal Program Revenues	--	--	--	4,908,642
5020 Total Revenues	<u>2,568</u>	<u>--</u>	<u>--</u>	<u>5,691,101</u>
EXPENDITURES:				
Current:				
0011 Instruction	--	--	--	2,953,154
0012 Instructional Resources and Media Services	--	--	--	38,617
0013 Curriculum and Staff Development	--	--	--	301,231
0021 Instructional Leadership	--	--	--	201,791
0023 School Leadership	--	--	--	53,610
0031 Guidance, Counseling, & Evaluation Services	--	--	--	15,508
0033 Health Services	--	--	--	16,352
0035 Food Service	--	--	--	2,013,645
0036 Cocurricular/Extracurricular Activities	1,403	--	--	24,033
0041 General Administration	--	--	--	5,050
0061 Community Services	--	--	--	5,034
6030 Total Expenditures	<u>1,403</u>	<u>--</u>	<u>--</u>	<u>5,628,025</u>
1100 Excess (Deficiency) of Revenues Over (Under)				
1100 Expenditures	<u>1,165</u>	<u>--</u>	<u>--</u>	<u>63,076</u>
1200 Net Change in Fund Balances	<u>1,165</u>	<u>--</u>	<u>--</u>	<u>63,076</u>
0100 Fund Balances - Beginning	--	1	3,125	855,612
3000 Fund Balances - Ending	<u>\$ 1,165</u>	<u>\$ 1</u>	<u>\$ 3,125</u>	<u>\$ 918,688</u>

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF FIDUCIARY NET POSITION

PRIVATE-PURPOSE TRUST FUNDS

AUGUST 31, 2013

Data Control Codes	806 Harold Horne Scholarship	821 Designated Gifts & Bequests
ASSETS:		
1110 Cash and Cash Equivalents	\$ --	\$ 26,509
1800 Restricted Assets	19,168	--
1000 Total Assets	<u>19,168</u>	<u>26,509</u>
LIABILITIES:		
2000 Total Liabilities	<u>--</u>	<u>--</u>
NET POSITION:		
3800 Held in Trust	\$ 19,168	\$ 26,509
3000 Total Net Position	<u>\$ 19,168</u>	<u>\$ 26,509</u>

824 DEIC	825 Technology Gifts	876 Ebbie Neptune Memorial	Total Private- Purpose Trust Funds (See Exhibit E-1)
\$ 293	\$ 150	\$ 225	\$ 27,177
--	--	--	19,168
<u>293</u>	<u>150</u>	<u>225</u>	<u>46,345</u>
<u>--</u>	<u>--</u>	<u>--</u>	<u>--</u>
\$ 293	\$ 150	\$ 225	\$ 46,345
\$ 293	\$ 150	\$ 225	\$ 46,345

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
 COMBINING STATEMENT OF CHANGES IN FIDUCIARY NET POSITION
 ALL PRIVATE-PURPOSE TRUST FUNDS
 FOR THE YEAR ENDED AUGUST 31, 2013

	806 Harold Horne Scholarship	821 Designated Gifts & Bequests	824 DEIC
Additions:			
Investment Income	\$ 403	\$ --	\$ --
Net (Decrease) in Fair Value of Investments	--	--	--
Contributions	--	--	--
Plan Member Contributions	--	--	--
Total Additions	<u>403</u>	<u>--</u>	<u>--</u>
Deductions:			
Scholarship Awards	1,000	--	--
Benefits	--	--	--
Refunds of Contributions	--	--	--
Administrative Expenses	--	--	--
Total Deductions	<u>1,000</u>	<u>--</u>	<u>--</u>
Change in Net Position	(597)	--	--
Net Position-Beginning of the Year	19,765	26,509	293
Net Position-End of the Year	<u>\$ 19,168</u>	<u>\$ 26,509</u>	<u>\$ 293</u>

EXHIBIT H-4

825 Technology Gifts	876 Ebbie Neptune Memorial	Total Private-Purpose Trust Funds (See Exhibit E-2)
\$ --	\$ --	\$ 403
--	--	--
--	--	--
--	--	--
<u> </u>	<u> </u>	<u> </u>
--	--	403
--	--	1,000
--	--	--
--	--	--
<u> </u>	<u> </u>	<u> </u>
--	--	1,000
--	--	(597)
150	225	46,942
<u> </u>	<u> </u>	<u> </u>
\$ 150	\$ 225	\$ 46,345

Other Supplementary Information

This section includes financial information and disclosures not required by the Governmental Accounting Standards Board and not considered a part of the basic financial statements. It may, however, include information which is required by other entities.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

SCHEDULE OF DELINQUENT TAXES RECEIVABLE
 FOR THE YEAR ENDED AUGUST 31, 2013

Year Ended August 31	Tax Rates		3 Assessed/Appraised Value For School Tax Purposes
	1 Maintenance	2 Debt Service	
2004 and Prior Years	\$ Various	\$ Various	\$ Various
2005	1.49	.165	1,614,903,867
2006	1.49	.15	1,782,184,878
2007	1.341	.1306	2,010,430,891
2008	1.04	.195	2,215,553,847
2009	1.04	.215	2,643,333,785
2010	1.04	.245	2,865,855,749
2011	1.04	.25	2,855,639,845
2012	1.04	.25	2,857,119,070
2013 (School Year Under Audit)	1.0533	.2267	--

1000 Totals

9000 - Portion of Row 1000 for Taxes Paid into Tax Increment Zone Under Chapter 311, Tax Code

10 Beginning Balance 9/1/12	20 Current Year's Total Levy	31 Maintenance Collections	32 Debt Service Collections	40 Entire Year's Adjustments	50 Ending Balance 8/31/13
\$ 266,652	\$ --	\$ 22,786	\$ 3,953	\$ (24,896)	\$ 215,017
48,015	--	5,350	593	(5,208)	36,864
63,766	--	10,066	1,012	(5,023)	47,665
83,241	--	21,380	2,069	(4,319)	55,473
101,712	--	20,151	3,743	(4,539)	73,279
192,735	--	35,948	7,424	(12,042)	137,321
293,306	--	60,640	14,277	(35,807)	182,582
431,184	--	105,052	25,222	(37,610)	263,300
810,293	--	323,093	77,591	(24,342)	385,267
--	37,698,208	29,974,589	6,447,711	(580,294)	695,614
<u>\$ 2,290,904</u>	<u>\$ 37,698,208</u>	<u>\$ 30,579,055</u>	<u>\$ 6,583,595</u>	<u>\$ (734,080)</u>	<u>\$ 2,092,382</u>
\$ --	\$ --	\$ --	\$ --	\$ --	\$ --

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

EXHIBIT J-2

SCHEDULE OF EXPENDITURES FOR COMPUTATION OF INDIRECT COST FOR 2014-2015
GENERAL AND SPECIAL REVENUE FUNDS
FOR THE YEAR ENDED AUGUST 31, 2013

FUNCTION 41 AND RELATED FUNCTION 53 - GENERAL ADMINISTRATION AND FUNCTION 99 - APPRAISAL DISTRICT COST

Account Number	Account Name	1 (702) School Board	2 (703) Tax Collection	3 (701) Supt's Office	4 (750) Indirect Cost	5 (720) Direct Cost	6 (Other) Misc.	7 Total
611X-6146	Payroll Costs	\$ --	\$ --	\$ 261,531	\$ 1,033,985	\$ --	\$ --	\$ 1,295,516
6149	Fringe Benefits (Unused Leave for Separating Employees in Function 41 and Related 53)	--	--	--	--	--	--	--
6149	Fringe Benefits (Unused Leave for Separating Employees in all Functions except Function 41 and Related 53)	--	--	--	--	--	--	--
6211	Legal Services	--	--	9,362	--	--	--	9,362
6212	Audit Services	--	--	--	18,700	--	--	18,700
6213	Tax Appraisal and Collection	--	650,190	--	--	--	--	650,190
621X	Other Prof. Services	--	--	--	--	--	--	--
6220	Tuition and Transfer Payments	--	--	--	--	--	--	--
6230	Education Service Centers	--	--	--	17,875	--	--	17,875
6240	Contr. Maint. and Repair	--	--	--	--	14,576	--	14,576
6250	Utilities	--	--	--	--	--	--	--
6260	Rentals	--	--	1,701	716	--	--	2,417
6290	Miscellaneous Contr.	500	--	2,085	6,165	--	--	8,750
6310	Operational Supplies, Materials	--	--	--	--	--	--	--
6320	Textbooks and Reading	--	--	1,069	483	--	--	1,552
6330	Testing Materials	--	--	--	--	--	--	--
63XX	Other Supplies, Materials	101	--	7,630	19,507	--	--	27,238
6410	Travel, Subsistence, Stipends	2,137	--	3,650	9,056	--	--	14,843
6420	Ins. and Bonding Costs	22,131	--	--	--	--	--	22,131
6430	Election Costs	75	--	--	--	--	--	75
6490	Miscellaneous Operating	1,709	--	42,555	12,014	--	--	56,278
6500	Debt Service	--	--	--	--	--	--	--
6600	Capital Outlay	--	--	--	--	--	--	--

Total \$ 26,653 \$ 650,190 \$ 329,583 \$ 1,118,501 \$ 14,576 \$ -- \$ 2,139,503

Total Expenditures for General and Special Revenue Funds (9) \$ 42,130,018

LESS: Deductions of Unallowable Costs

FISCAL YEAR

Total Capital Outlay (6600)	(10)	\$ 980,938
Total Debt & Lease (6500)	(11)	\$ --
Plant Maintenance (Function 51, 6100-6400)	(12)	\$ 3,809,611
Food (Function 35, 6341 and 6499)	(13)	\$ 824,148
Stipends (6413)	(14)	\$ --
Column 4 (above) - Total Indirect Cost		\$ 1,118,501

Subtotal 6,733,198

Net Allowed Direct Cost \$ 35,396,820

CUMULATIVE

Total Cost of Buildings Before Depreciation (1520)	(15)	\$ 113,314,399
Historical Cost of Buildings over 50 years old	(16)	2,261,931
Amount of Federal Money in Building Cost (Net of #16)	(17)	387,757
Total Cost of Furniture & Equipment Before Depreciation (1530 & 1540)	(18)	5,620,965
Historical Cost of Furniture & Equipment over 16 years old	(19)	67,280
Amount of Federal Money in Furniture & Equipment (Net of #19)	(20)	\$ 759,839

(8) Note A - \$358,259 in Function 53 expenditures and \$650,190 in Function 99 expenditures are included in this report on administrative costs.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

EXHIBIT J-3

NATIONAL SCHOOL BREAKFAST AND LUNCH PROGRAM
 BUDGETARY COMPARISON SCHEDULE
 FOR THE YEAR ENDED AUGUST 31, 2013

Data Control Codes	1	2	3
	Budget	Actual	Variance Positive (Negative)
REVENUES:			
5700 Local and Intermediate Sources	\$ 606,453	\$ 643,006	\$ 36,553
5800 State Program Revenues	12,110	11,820	(290)
5900 Federal Program Revenues	1,452,229	1,453,922	1,693
5020 Total Revenues	<u>2,070,792</u>	<u>2,108,748</u>	<u>37,956</u>
EXPENDITURES:			
Current:			
Support Services - Student (Pupil):			
0035 Food Services	1,950,384	1,981,481	(31,097)
Total Support Services - Student (Pupil)	<u>1,950,384</u>	<u>1,981,481</u>	<u>(31,097)</u>
6030 Total Expenditures	<u>1,950,384</u>	<u>1,981,481</u>	<u>(31,097)</u>
1100 Excess (Deficiency) of Revenues Over (Under)			
1100 Expenditures	120,408	127,267	6,859
1200 Net Change in Fund Balance	120,408	127,267	6,859
0100 Fund Balance - Beginning	562,559	562,559	--
3000 Fund Balance - Ending	<u>\$ 682,967</u>	<u>\$ 689,826</u>	<u>\$ 6,859</u>

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

EXHIBIT J-4

DEBT SERVICE FUND
 BUDGETARY COMPARISON SCHEDULE
 FOR THE YEAR ENDED AUGUST 31, 2013

Data Control Codes	1	2	3
	Budget	Actual	Variance Positive (Negative)
REVENUES:			
5700 Local and Intermediate Sources	\$ 6,643,445	\$ 6,751,950	\$ 108,505
5020 Total Revenues	<u>6,643,445</u>	<u>6,751,950</u>	<u>108,505</u>
EXPENDITURES:			
Debt Service:			
0071 Principal on Long-Term Debt	3,232,282	3,232,282	--
0072 Interest on Long-Term Debt	3,437,179	3,437,179	--
0073 Bond Issuance Costs and Fees	--	1,800	(1,800)
Total Debt Service	<u>6,669,461</u>	<u>6,671,261</u>	<u>(1,800)</u>
6030 Total Expenditures	<u>6,669,461</u>	<u>6,671,261</u>	<u>(1,800)</u>
1100 Excess (Deficiency) of Revenues Over (Under)			
1100 Expenditures	<u>(26,016)</u>	<u>80,689</u>	<u>106,705</u>
1200 Net Change in Fund Balance	<u>(26,016)</u>	<u>80,689</u>	<u>106,705</u>
0100 Fund Balance - Beginning	2,323,261	2,323,261	--
3000 Fund Balance - Ending	<u>\$ 2,297,245</u>	<u>\$ 2,403,950</u>	<u>\$ 106,705</u>

WEST, DAVIS & COMPANY, LLP

11824 Jollyville Road, Suite 100

Austin, Texas 78759

Independent Auditors' Report on Internal Control over Financial Reporting and
On Compliance and Other Matters Based on an Audit of Financial Statements
Performed In Accordance With Government Auditing Standards

Board of Trustees
Marble Falls Independent School District
Marble Falls, Texas

Members of the Board of Trustees:

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Marble Falls Independent School District, as of and for the year ended August 31, 2013, and the related notes to the financial statements, which collectively comprise Marble Falls Independent School District's basic financial statements, and have issued our report thereon dated January 9, 2014.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Marble Falls Independent School District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Marble Falls Independent School District's internal control. Accordingly, we do not express an opinion on the effectiveness of Marble Falls Independent School District's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

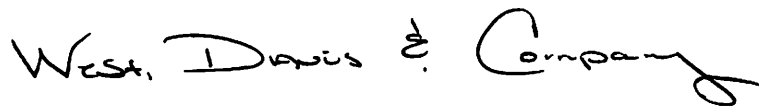
As part of obtaining reasonable assurance about whether Marble Falls Independent School District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Marble Falls Independent School District's Response to Findings

Marble Falls Independent School District's response to the findings identified in our audit is described in the accompanying schedule of findings and questioned costs. Marble Falls Independent School District's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink that reads "West, Davis & Company". The signature is written in a cursive, flowing style.

West, Davis & Company, LLP
Austin, TX
January 9, 2014

WEST, DAVIS & COMPANY, LLP

11824 Jollyville Road, Suite 100

Austin, Texas 78759

Independent Auditors' Report on Compliance for Each Major Program and
on Internal Control Over Compliance Required by OMB Circular A-133

Board of Trustees
Marble Falls Independent School District
Marble Falls, Texas

Members of the Board of Trustees:

Report on Compliance for Each Major Federal Program

We have audited Marble Falls Independent School District's compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of Marble Falls Independent School District's major federal programs for the year ended August 31, 2013. Marble Falls Independent School District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Marble Falls Independent School District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Marble Falls Independent School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Marble Falls Independent School District's compliance.

Opinion on Each Major Federal Program

In our opinion, Marble Falls Independent School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs for the year ended August 31, 2013.

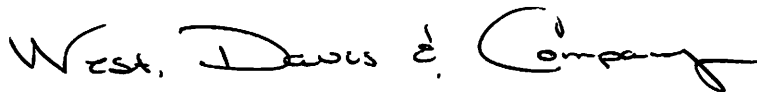
Report on Internal Control Over Compliance

Management of Marble Falls Independent School District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Marble Falls Independent School District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Marble Falls Independent School District's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we considered to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.



West, Davis & Company, LLP
Austin, TX
January 9, 2014

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED AUGUST 31, 2013

A. Summary of Auditor's Results

1. Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

One or more material weaknesses identified? Yes X No

One or more significant deficiencies identified that are not considered to be material weaknesses? Yes X None Reported

Noncompliance material to financial statements noted? Yes X No

2. Federal Awards

Internal control over major programs:

One or more material weaknesses identified? Yes X No

One or more significant deficiencies identified that are not considered to be material weaknesses? Yes X None Reported

Type of auditor's report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with section 510(a) of OMB Circular A-133? Yes X No

Identification of major programs:

<u>CFDA Number(s)</u>	<u>Name of Federal Program or Cluster</u>
84.010A	ESEA Title I Part A-Improving Basic Programs
84.377A	Title I SIP Academy Grant

Dollar threshold used to distinguish between type A and type B programs: \$300,000

Auditee qualified as low-risk auditee? X Yes No

B. Financial Statement Findings

NONE

C. Federal Award Findings and Questioned Costs

NONE

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
 FOR THE YEAR ENDED AUGUST 31, 2013

EXHIBIT K-1
 Page 1 of 2

(1)	(2)	(2A)	(3)
Federal Grantor/ Pass-Through Grantor/ Program Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
U. S. DEPARTMENT OF HEALTH AND HUMAN SERVICES			
Direct Program:			
Medicaid Administrative Claiming Program - MAC *	93.778	027-904	\$ 15,830
Total U. S. Department of Health and Human Services			<u>15,830</u>
U. S. DEPARTMENT OF EDUCATION			
Direct Programs:			
ESEA Title X Part C - Education for Homeless Children and Youth	84.196	027-904	1,000
Total Direct Programs			<u>1,000</u>
Passed Through State Department of Education:			
ESEA Title I Part A - Improving Basic Programs *	84.010A	13610101027904	754,794
ESEA Title I Part A - Improving Basic Programs *	84.010A	13610101027904	41,155
Total CFDA Number 84.010A			<u>795,949</u>
IDEA-B Formula *	84.027A	136600010279046600	667,368
IDEA-B Formula *	84.027A	126600010279046600	21,177
Total CFDA Number 84.027A			<u>688,545</u>
Career and Technical - Basic Grant	84.048A	13420006027904	46,812
Career and Technical - Basic Grant	84.048A	13420006027904	4,816
Total CFDA Number 84.048A			<u>51,628</u>
IDEA-B Preschool *	84.173A	136610010279046610	16,675
IDEA-B Preschool *	84.173A	136610010279046610	860
Total CFDA Number 84.173A			<u>17,535</u>
SSA Title IV Part B 21st Century Community Learning Centers	84.287C	146950197110013	80,580
ESEA, Title VI, Part B, Subpart 2 - Rural and Low Income School	84.358B	13696001027904	85,839
Title III Part A English Language Acquisition and Language Enhancement	84.365A	1371001027904	82,981
Title III Part A English Language Acquisition and Language Enhancement	84.365A	1371001027904	3,137
Total CFDA Number 84.365A			<u>86,118</u>
ESEA Title II Part A - Teacher & Principal Training & Recruiting	84.367A	13694501027904	120,354
Total CFDA Number 84.367A			<u>120,354</u>
Title I SIP Academy Grant *	84.377A	126107047110020	1,440,929
Title I SIP Academy Grant *	84.377A	126107047110020	66,731
Total CFDA Number 84.377A			<u>1,507,660</u>
Total Passed Through State Department of Education			<u>3,434,208</u>
Total U. S. Department of Education			<u>3,435,208</u>

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
 FOR THE YEAR ENDED AUGUST 31, 2013

(1)	(2)	(2A)	(3)
Federal Grantor/ Pass-Through Grantor/ Program Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
U. S. DEPARTMENT OF AGRICULTURE			
Passed Through State Department of Education:			
School Breakfast Program *	10.553	71401301	339,460
National School Lunch Program *	10.555	71301301	1,025,841
Food Distribution (Non-cash) *	10.555	027-904	88,621
Total CFDA Number 10.555			1,114,462
Total Passed Through State Department of Education			1,453,922
Total U. S. Department of Agriculture			1,453,922
TOTAL EXPENDITURES OF FEDERAL AWARDS			\$ 4,904,960

* Indicates clustered program under OMB Circular A-133 Compliance Supplement

The accompanying notes are an integral part of this schedule.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED AUGUST 31, 2013

Basis of Presentation

The accompanying schedule of expenditures of federal awards includes the federal grant activity of Marble Falls Independent School District and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the general purpose financial statements.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

SCHEDULE OF REQUIRED RESPONSES TO SELECTED SCHOOL FIRST INDICATORS
AS OF AUGUST 31, 2013

<u>Data Control Codes</u>	<u>Responses</u>
SF2 Were there any disclosures in the Annual Financial Report and/or other sources of information concerning default on bonded indebtedness obligations?	No
SF4 Did the district receive a clean audit? - Was there an unmodified opinion in the Annual Financial Report?	Yes
SF5 Did the Annual Financial Report disclose any instances of material weaknesses in internal controls?	No
SF9 Was there any disclosure in the Annual Financial Report of material noncompliance?	No
SF10 What was the total accumulated accretion on capital appreciation bonds included in the government-wide financial statements at fiscal year-end?	\$ 7,997,628

West, Davis & Company

a limited liability partnership

January 9, 2014

Board of Trustees
Marble Falls Independent School District
Marble Falls, Texas

We have audited the August 31, 2013, financial statements of the Marble Falls Independent School District (the District) and have issued our report thereon dated January 9, 2014. Professional standards require that we provide you with the following information related to our audit. We will be pleased to discuss the contents of this letter or any related questions of the Board of Trustees at your convenience.

This information is intended solely for the use of the District and should not be used for any other purpose. This restriction is not intended to limit the distribution of this report, which is a matter of public record.

RESPONSIBILITY OF INDEPENDENT ACCOUNTANTS

Our responsibility under auditing standards generally accepted in the United States of America is to express an opinion on the financial statements of the District based on our audit. In carrying out this responsibility, we assessed the risk that the financial statements may contain a material misstatement, either intentional or unintentional, and designed and conducted an audit to provide reasonable, but not absolute, assurance of detecting misstatements that are material to the financial statements. We have completed the audit of the District's financial statements in accordance with generally accepted auditing standards.

As part of obtaining reasonable assurance about whether the District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit. Also, in accordance with OMB Circular A-133, we examined, on a test basis, evidence about the District's compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement applicable to each of its major federal programs for the purpose of expressing an opinion on the District's compliance with those requirements. While our audit provides a reasonable basis for our opinion, it does not provide a legal determination on the District's compliance with those requirements.

REPORT ISSUED ON 2013 AUDIT

We have issued our report, dated January 9, 2014, on the August 31, 2013, financial statements of the District. Our report is unqualified as to scope and accounting.

INTERNAL ACCOUNTING CONTROL

We considered the internal control structure in order to gain a basic understanding of the internal control policies and procedures in order to design an effective and efficient audit approach, not for the purpose of providing assurance on the internal control structure. We also considered internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133.

We have no comments regarding internal accounting control.

MANAGEMENT COOPERATION

We were given full access to accounting records, supporting documents and other information, which we requested.

ACCOUNTING PRINCIPLES

Management employed appropriate accounting principles as described in Note A to the financial statements and made all required disclosures in the financial statements. We noted no transactions entered into by the District during the year that were both significant and unusual, and of which, under professional standards, we are required to inform you, or transactions for which there is a lack of authoritative guidance or consensus.

MANAGEMENT JUDGMENTS AND ACCOUNTING ESTIMATES

Significant judgments or estimates included in the financial statements are estimates of asset useful lives, depreciation expense, uncollectible receivables, certain liabilities including accrued expenses, and claims and judgments.

SIGNIFICANT AUDIT ADJUSTMENTS

We made adjustments as detailed in the accompanying schedule titled, "Adjustment Journal-All Entries." In addition, we made certain government-wide adjustments noted in the attached schedule titled, "Government-Wide Adjustment Journal." There were no uncorrected misstatements at August 31, 2013.

MAJOR ISSUES DISCUSSED WITH MANAGEMENT PRIOR TO RETENTION

There were no major issues discussed with management prior to our retention regarding the application of accounting principles and auditing standards.

To the Board of Trustees of the
Marble Falls Independent School District
Page 3

DISAGREEMENTS WITH MANAGEMENT

We had no disagreements with management of the District regarding the application of accounting principles, the scope of our audit, disclosures to be included in the financial statements or the wording of our report on the financial statements.

CONSULTATION WITH OTHER ACCOUNTANTS

Management informed us that there were no consultations with other independent accountants regarding the application of accounting or auditing matters during 2013.

DIFFICULTIES ENCOUNTERED IN PERFORMING THE AUDIT

None.

Very truly yours,

West, Davis & Company

Marble Falls Independent School District
 Adjusting Journal Entries - All Entries
 All Fund Types

August 31, 2013
 Accountant: GD

Funds: 147, 163, 199, 206, 211, 224, 225, 240, 242, 244, 255, 263, 270, 272, 276, 287, 289, 352, 394, 397, 404, 410, 429
 461, 472, 481, 482, 599, 806, 821, 824, 825, 865, 876, 901, 902

CL	Fund	Fn	Obj	So	Org	Y	Pr	S	Po	Description	Ref	Debits	Credits	AJE#	Explanation of Adjustment
EX	199	41	6248	0	701	0	99	0	0	Contr. Mtc./Repair - L	WTB		1,774.45	1	TO RECLASS ORG CODE
EX	199	41	6248	0	720	0	99	0	0	Contr. Mtc./Repair - L	WTB	9,525.71		1	TO RECLASS ORG CODE
EX	199	41	6248	0	750	0	99	0	0	Contr. Mtc./Repair - L	WTB		7,751.26	1	TO RECLASS ORG CODE
EX	199	41	6439	0	750	0	99	0	0	Election Costs	WTB		75.00	1	TO RECLASS ORG CODE
EX	199	41	6439	0	702	0	99	0	0	Election Costs	WTB	75.00		1	TO RECLASS ORG CODE
EX	199	51	6499	0	0	0	99	0	0	Misc. Operating Cost	D		55.00	2	TO RECLASS FIXED ASSET COST
EX	199	81	6629	0	0	0	99	0	0	Bldg. Purch., Constr.	D	55.00		2	TO RECLASS FIXED ASSET COST
EX	199	23	6499	0	0	0	99	0	0	Misc. Operating Cost	D		4,434.00	2	TO RECLASS FIXED ASSET COST
EX	199	23	6648	0	0	0	99	0	0	Fixed Assets - Loc. D	D	4,434.00		2	TO RECLASS FIXED ASSET COST
EQ	199	0	3410	0	0	0	0	0	0	Nonspend. Fund Bal	WTB	19,791.67		3	TO RECLASS NONSPENDABLE INVENTORY
EQ	199	0	3600	0	0	0	0	0	0	Unassigned Fund Ba	WTB		19,791.67	3	TO RECLASS NONSPENDABLE INVENTORY
EQ	199	0	3600	0	0	0	0	0	0	Unassigned Fund Ba	XX	108,000.00		4	TO RECLASS AMT COMMITTED BY BOT
EQ	199	0	3510	0	0	0	0	0	0	Committed Fund Bal.	XX		108,000.00	4	TO RECLASS AMT COMMITTED BY BOT
LI	199	0	2171	0	0	0	0	0	0	Due to General Fund	WTB		2,153.83	5	TO RECLASS TO DUE FROM
LI	199	0	2172	0	0	0	0	0	0	Due to Special Revel	WTB		19,181.41	5	TO RECLASS TO DUE FROM
AS	199	0	1261	0	0	0	0	0	0	Due from General Fu	WTB	2,153.83		5	TO RECLASS TO DUE FROM
AS	199	0	1262	0	0	0	0	0	0	Due from Special Re	WTB	19,181.41		5	TO RECLASS TO DUE FROM
AS	199	0	1261	0	0	0	0	0	0	Due from General Fu	WTB	38.00		6	TO ADJUST DUE FROM
EX	199	36	6399	0	0	0	91	0	0	General Supplies	WTB		38.00	6	TO ADJUST DUE FROM
	Totals----->											163,254.62	163,254.62		
AS	2110	0	1241	0	0	0	0	0	0	Due from State	WTB		25,916.38	1	TO RECLASS EXCESS OP REV
RE	2110	0	5929	0	0	0	0	0	0	Fed. Rev. Distr. by T	WTB	25,916.38		1	TO RECLASS EXCESS OP REV
	Totals----->											25,916.38	25,916.38		
AS	2240	0	1241	0	0	0	0	0	0	Due from State	WTB	0.00	19,927.22	1	TO RECLASS EXCESS REV
RE	2240	0	5929	0	0	0	0	0	0	Fed. Rev. Distr. by T	WTB	19,927.22		1	TO RECLASS EXCESS REV
	Totals----->											19,927.22	19,927.22		
EQ	2403	0	3600	0	0	0	0	0	0	Unassigned Fund Ba	WTB		90.75	1	TO CORRECT FUND BAL CODE
EQ	2403	0	3450	0	0	0	0	0	0	Restricted FB for Fed	WTB	90.75		1	TO CORRECT FUND BAL CODE
EQ	2403	0	3410	0	0	0	0	0	0	Nonspend. Fund Bal	WTB		21,243.64	2	TO ADJUST FOR NONSPENDABLE FB
EQ	2403	0	3450	0	0	0	0	0	0	Restricted FB for Fed	WTB	21,243.64		2	TO ADJUST FOR NONSPENDABLE FB
	Totals----->											21,334.39	21,334.39		
EQ	2440	0	3600	0	0	0	0	0	0	Unassigned Fund Ba	WTB	90.75		1	TO CORRECT FUND BAL CODE
EQ	2440	0	3450	0	0	0	0	0	0	Restricted FB for Fed	WTB		90.75	1	TO CORRECT FUND BAL CODE
	Totals----->											90.75	90.75		
EX	2553	41	6248	0	750	0	99	0	0	Contr. Mtc./Repair - L	WTB		5,050.00	1	TO RECLASS ORG CODE

Marble Falls Independent School District
 Adjusting Journal Entries - All Entries
 All Fund Types

August 31, 2013
 Accountant: GD

Funds: 147, 163, 199, 206, 211, 224, 225, 240, 242, 244, 255, 263, 270, 272, 276, 287, 289, 352, 394, 397, 404, 410, 429
 461, 472, 481, 482, 599, 806, 821, 824, 825, 865, 876, 901, 902

CL	Fund	Fn	Obj	So	Org	Y	Pr	S	Pa	Description	Ref	Debits	Credits	AJE#	Explanation of Adjustment
EX	2553	41	6248	0	720	0	99	0	0	Contr. Mtc./Repair - L	WTB	5,050.00		1	TO RECLASS ORG CODE
	Totals											5,050.00	5,050.00		
LI	2630	0	2177	0	0	0	0	0	0	Due to Trust & Agenc	WTB	3,609.86		1	TO RECLASS DUE TO
LI	2630	0	2171	0	0	0	0	0	0	Due to General Fund	WTB		3,609.86	1	TO RECLASS DUE TO
	Totals											3,609.86	3,609.86		
RE	2870	0	5929	0	0	0	0	0	0	Fed. Rev. Distr. by T	WTB	33,093.83		1	TO RECLASS EXC REV
LI	2870	0	2181	0	0	0	0	0	0	Due to State	WTB		33,093.83	1	TO RECLASS EXC REV
	Totals											33,093.83	33,093.83		
EQ	4043	0	3600	0	0	0	0	0	0	Unassigned Fund Ba	WTB	2,171.97		1	TO CORRECT FUND BAL CODE
EQ	4043	0	3490	0	0	0	0	0	0	Other Restrictions of	WTB		2,171.97	1	TO CORRECT FUND BAL CODE
EQ	4043	0	3450	0	0	0	0	0	0	Restricted FB for Fed	WTB		2,171.97	1	TO CORRECT FUND BAL CODE
EQ	4043	0	3490	0	0	0	0	0	0	Other Restrictions of	WTB	2,171.97		1	TO CORRECT FUND BAL CODE
	Totals											4,343.94	4,343.94		
LI	4293	0	2310	0	0	0	0	0	0	Deferred Revenue	WTB		23.81	1	TO RECLASS EX REV
EQ	4293	0	3600	0	0	0	0	0	0	Unassigned Fund Ba	WTB	0.36		1	TO RECLASS EX REV
RE	4293	0	5829	0	0	0	0	0	0	State Prog. Rev. Dist	WTB	23.45		1	TO RECLASS EX REV
	Totals											23.81	23.81		
EQ	462	0	3545	0	0	0	0	0	0	Other Committed Fur	WTB		16,700.00	1	TO CORRECT BEG BALANCE FUND462
EX	462	23	6499	0	0	0	99	0	0	Misc. Operating Cost	WTB	16,700.00		1	TO CORRECT BEG BALANCE FUND462
EQ	464	0	3545	0	0	0	0	0	0	Other Committed Fur	WTB		3,840.00	1	TO CORRECT BEG BAL FUND 464
EX	464	12	6399	0	0	0	99	0	0	General Supplies	WTB	3,840.00		1	TO CORRECT BEG BAL FUND 464
EQ	465	0	3545	0	0	0	0	0	0	Other Committed Fur	WTB		2,105.00	1	TO CORRECT BEG BAL FUND 465
EX	465	23	6499	0	0	0	99	0	0	Misc. Operating Cost	WTB	2,105.00		1	TO CORRECT BEG BAL FUND 465
	Totals											22,645.00	22,645.00		
EX	472	41	6399	0	750	0	99	0	0	General Supplies	WTB		1,108.72	1	TO RECLASS FUNCTION
EX	472	41	6499	0	750	0	99	0	0	Misc. Operating Cost	WTB		294.77	1	TO RECLASS FUNCTION
EX	472	36	6499	0	750	0	99	0	0	Misc. Operating Cost	WTB	294.77		1	TO RECLASS FUNCTION
EX	472	36	6399	0	750	0	99	0	0	General Supplies	WTB	1,108.72		1	TO RECLASS FUNCTION
	Totals											1,403.49	1,403.49		
EQ	865	0	3800	0	0	0	0	0	0	Restricted Net Assets	WTB		8,015.00	1	TO ADJUST DUE TO STUDENT GROUPS
LI	865	0	2190	0	0	0	0	0	0	Due to Student Grou	WTB	8,015.00		1	TO ADJUST DUE TO STUDENT GROUPS
	Totals											8,015.00	8,015.00		
AS	902	0	1420	0	0	0	0	0	0	Capitalized Bond and	CC		589,101.30	1	TO ELIMINATE CAP ISSUE COSTS

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Marble Falls Independent School District
 Adjusting Journal Entries - All Entries
 All Fund Types

August 31, 2013
 Accountant: GD

Funds: 147, 163, 199, 206, 211, 224, 225, 240, 242, 244, 255, 263, 270, 272, 276, 287, 289, 352, 394, 397, 404, 410, 429
 461, 472, 481, 482, 599, 806, 821, 824, 825, 865, 876, 901, 902

CL	Fund	Fn	Obj	So	Org	Y	Pr	S	Pa	Description	Ref	Debits	Credits	AJE#	Explanation of Adjustment
EQ	902	0	3900	0	0	0	0	0	0	Unrestricted Net Ass	CC	589,101.30		1	TO ELIMINATE CAP ISSUE COSTS
LI	902	0	2121	0	0	0	0	0	0	Bonds Payable - Cur	CC	161,820.00		2	TO REFLECT AMOUT DUE IN ONE YEAR
LI	902	0	2510	0	0	0	0	0	0	Bonds Payable - Lon	CC		161,820.00	2	TO REFLECT AMOUT DUE IN ONE YEAR
	Totals											750,921.30	750,921.30		

Adj Num	W.P. Ref	Class	Fund	Function	Object	Org.	Pr	Rev Fn	AW	Adjustment Amount	Adj Type	Account Description	Reconciliation Description	Reconcl. Name	Post Date	Post Time	Explanation or User Comment
1	C1	LI	199	0	2310	0	0			(142,126)	A	Deferred Revenue	Prop taxes not available	SNA2	12-Jan-2014	11:03 AM	TO ELIMINATE DEF TAX REVENUE
1	C1	RE	199	0	5711	0	0			142,126	A	Taxes, Cur. Yr. Lev.	Property taxes not collected th	SOA7	12-Jan-2014	11:03 AM	TO ELIMINATE DEF TAX REVENUE
1	C1	LI	599	0	2310	0	0			(34,558)	A	Deferred Revenue	Prop taxes not available	SNA2	12-Jan-2014	03:49 PM	TO ELIMINATE DEF TAX REVENUE
1	C1	RE	599	0	5711	0	0			34,558	A	Taxes, Cur. Yr. Lev.	Property taxes not collected th	SOA7	12-Jan-2014	03:49 PM	TO ELIMINATE DEF TAX REVENUE
2	CC1	LI	902	0	2510	0	0		110	3,232,282	A	Bonds Payable - Lo	L/T bonds payable	SNA5	12-Jan-2014	04:33 PM	TO ELIMINATE BOND PRINCIPLE PAYMEN
2	CC1	EX	902	71	6511	0	0			(3,232,282)	A	Bond Principal	Bond principal payments	SOA10	12-Jan-2014	04:33 PM	TO ELIMINATE BOND PRINCIPLE PAYMEN
3	CC1	LI	902	0	2140	0	0			(27,603)	A	Interest Payable	L/T bond interest payable	SNA7	12-Jan-2014	04:33 PM	TO ACCRUE INTEREST PAYABLE
3	CC1	EX	902	71	6521	0	0			27,603	A	Interest on Bonds	Change in accrued interest	SOA15	12-Jan-2014	04:33 PM	TO ACCRUE INTEREST PAYABLE
4	D	AS	901	0	1510	0	0		100	175,414	A	Land Purchase and	gov cap assets not in the fund	SNA1	12-Jan-2014	11:03 AM	TO ELIMINATE CAPITAL OUTLAY
4	D	AS	901	0	1580	0	0		100	0	A	Construction in Pro	gov cap assets not in the fund	SNA1	12-Jan-2014	11:03 AM	TO ELIMINATE CAPITAL OUTLAY
4	D	AS	901	0	1580	0	0		100	0	A	Construction in Pro	gov cap assets not in the fund	SNA1	12-Jan-2014	11:03 AM	TO ELIMINATE CAPITAL OUTLAY
4	D	AS	901	0	1520	0	0		100	154,501	A	Bldgs. & Improveme	gov cap assets not in the fund	SNA1	12-Jan-2014	11:03 AM	TO ELIMINATE CAPITAL OUTLAY
4	D	AS	901	0	1520	0	0		100	0	A	Bldgs. & Improveme	gov cap assets not in the fund	SNA1	12-Jan-2014	11:03 AM	TO ELIMINATE CAPITAL OUTLAY
4	D	AS	901	0	1530	0	0		100	651,024	A	Furn. & Equip.	gov cap assets not in the fund	SNA1	12-Jan-2014	11:03 AM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	34	6631	0	0			0	A	Vehicles	Cap. outlay not in SOA	SOA1	12-Jan-2014	11:03 AM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	11	6638	0	0			0	A	Furniture & Equipm	Cap. outlay not in SOA	SOA1	12-Jan-2014	11:03 AM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	11	6639	0	0			0	A	Furniture, Equipmer	Cap. outlay not in SOA	SOA1	12-Jan-2014	11:03 AM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	51	6619	0	0			(23,800)	A	Land Purchase & In	Cap. outlay not in SOA	SOA1	12-Jan-2014	11:03 AM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	81	6619	0	0			(151,614)	A	Land Purchase & In	Cap. outlay not in SOA	SOA1	12-Jan-2014	11:03 AM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	51	6629	0	0			(22,648)	A	Bldg. Purch., Consti	Cap. outlay not in SOA	SOA1	12-Jan-2014	11:03 AM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	81	6629	0	0			(131,094)	A	Bldg. Purch., Consti	Cap. outlay not in SOA	SOA1	12-Jan-2014	11:03 AM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	35	6629	0	0			(759)	A	Bldg. Purch., Consti	Cap. outlay not in SOA	SOA1	12-Jan-2014	11:03 AM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	11	6638	0	0			(274,915)	A	Furniture & Equipm	Cap. outlay not in SOA	SOA1	12-Jan-2014	11:03 AM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	11	6639	0	0			(6,520)	A	Furniture, Equipmer	Cap. outlay not in SOA	SOA1	12-Jan-2014	11:03 AM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	35	6639	0	0			(90,815)	A	Furniture, Equipmer	Cap. outlay not in SOA	SOA1	12-Jan-2014	11:03 AM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	53	6638	0	0			(35,000)	A	Furniture & Equipm	Cap. outlay not in SOA	SOA1	12-Jan-2014	11:03 AM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	51	6639	0	0			(8,934)	A	Furniture, Equipmer	Cap. outlay not in SOA	SOA1	12-Jan-2014	11:03 AM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	11	6639	0	0			(11,538)	A	Furniture, Equipmer	Cap. outlay not in SOA	SOA1	12-Jan-2014	11:03 AM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	23	6648	0	0			(8,868)	A	Fixed Assets - Loc.	Cap. outlay not in SOA	SOA1	12-Jan-2014	11:03 AM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	34	6631	0	0			(179,052)	A	Vehicles	Cap. outlay not in SOA	SOA1	12-Jan-2014	11:03 AM	TO ELIMINATE CAPITAL OUTLAY
4	D	EX	901	34	6639	0	0			(35,381)	A	Furniture, Equipmer	Cap. outlay not in SOA	SOA1	12-Jan-2014	11:03 AM	TO ELIMINATE CAPITAL OUTLAY
4	D	AS	901	0	1530	0	0		100	(7,320)	A	Furn. & Equip.	gov cap assets not in the fund	SNA1	12-Jan-2014	11:03 AM	TO RECORD DELETION
4	D	AS	901	0	1573	0	0		100	7,320	A	Accum. Deprec. - Fi	gov cap assets not in the fund	SNA1	12-Jan-2014	11:03 AM	TO RECORD DELETION
4	D	OR	901	0	7912	0	0			0	A	Sale of Real & Pers	Trade-in or disposal of capital	SOA3	12-Jan-2014	11:03 AM	TO RECORD DELETION
4	D	AS	901	0	1520	0	0		100	0	A	Bldgs. & Improveme	gov cap assets not in the fund	SNA1	12-Jan-2014	11:03 AM	TO RECORD DELETION
4	D	AS	901	0	1571	0	0		100	0	A	Accum. Deprec. - B	gov cap assets not in the fund	SNA1	12-Jan-2014	11:03 AM	TO RECORD DELETION
5	D	AS	901	0	1571	0	0		100	(2,299,553)	A	Accum. Deprec. - B	gov cap assets not in the fund	SNA1	12-Jan-2014	11:03 AM	TO RECORD DEPR EXPENSE
5	D	AS	901	0	1571	0	0		100	0	A	Accum. Deprec. - B	gov cap assets not in the fund	SNA1	12-Jan-2014	11:03 AM	TO RECORD DEPR EXPENSE
5	D	AS	901	0	1571	0	0		100	0	A	Accum. Deprec. - B	gov cap assets not in the fund	SNA1	12-Jan-2014	11:03 AM	TO RECORD DEPR EXPENSE
5	D	AS	901	0	1573	0	0		100	(455,542)	A	Accum. Deprec. - Fi	gov cap assets not in the fund	SNA1	12-Jan-2014	11:03 AM	TO RECORD DEPR EXPENSE
5	D	EX	901	11	6499	0	0			1,538,910	A	Misc. Operating Co	Deprec. in SOA	SOA2	12-Jan-2014	11:03 AM	TO RECORD DEPR EXPENSE
5	D	EX	901	12	6499	0	0			31,770	A	Misc. Operating Co	Deprec. in SOA	SOA2	12-Jan-2014	11:03 AM	TO RECORD DEPR EXPENSE
5	D	EX	901	13	6499	0	0			10,272	A	Misc. Operating Co	Deprec. in SOA	SOA2	12-Jan-2014	11:03 AM	TO RECORD DEPR EXPENSE
5	D	EX	901	21	6499	0	0			50,432	A	Misc. Operating Co	Deprec. in SOA	SOA2	12-Jan-2014	11:03 AM	TO RECORD DEPR EXPENSE
5	D	EX	901	23	6499	0	0			135,599	A	Misc. Operating Co	Deprec. in SOA	SOA2	12-Jan-2014	11:03 AM	TO RECORD DEPR EXPENSE
5	D	EX	901	31	6499	0	0			91,835	A	Misc. Operating Co	Deprec. in SOA	SOA2	12-Jan-2014	11:03 AM	TO RECORD DEPR EXPENSE
5	D	EX	901	33	6499	0	0			28,559	A	Misc. Operating Co	Deprec. in SOA	SOA2	12-Jan-2014	11:03 AM	TO RECORD DEPR EXPENSE
5	D	EX	901	34	6499	0	0			230,666	A	Misc. Operating Co	Deprec. in SOA	SOA2	12-Jan-2014	11:03 AM	TO RECORD DEPR EXPENSE
5	D	EX	901	35	6499	0	0			144,527	A	Misc. Operating Co	Deprec. in SOA	SOA2	12-Jan-2014	11:03 AM	TO RECORD DEPR EXPENSE
5	D	EX	901	36	6499	0	0			75,861	A	Misc. Operating Co	Deprec. in SOA	SOA2	12-Jan-2014	11:03 AM	TO RECORD DEPR EXPENSE
5	D	EX	901	41	6499	0	0			107,429	A	Misc. Operating Co	Deprec. in SOA	SOA2	12-Jan-2014	11:03 AM	TO RECORD DEPR EXPENSE
5	D	EX	901	51	6499	0	0			247,785	A	Misc. Operating Co	Deprec. in SOA	SOA2	12-Jan-2014	11:03 AM	TO RECORD DEPR EXPENSE
5	D	EX	901	52	6499	0	0			1,229	A	Misc. Operating Co	Deprec. in SOA	SOA2	12-Jan-2014	11:03 AM	TO RECORD DEPR EXPENSE
5	D	EX	901	53	6499	0	0			38,346	A	Misc. Operating Co	Deprec. in SOA	SOA2	12-Jan-2014	11:03 AM	TO RECORD DEPR EXPENSE
5	D	EX	901	61	6499	0	0			21,875	A	Misc. Operating Co	Deprec. in SOA	SOA2	12-Jan-2014	11:03 AM	TO RECORD DEPR EXPENSE

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Adj Num	W.P. Ref	Class	Fund	Function	Object	Org.	Pr	Rev Fn	AW	Adjustment Amount	Adj Type	Account Description	Reconciliation Description	Reconcil. Name	Post Date	Post Time	Explanation or User Comment
6	CC2	LI	902	0	2512	0	0		110	(168,969)	A	Accumulated Accretion	L/T capital leases payable	SNA6	12-Jan-2014	04:33 PM	TO RECORD ACCUM ACCR ON CABs
6	CC2	EX	902	71	6522	0	0			168,969	A	Capital Lease Interest	Accret. of interest on cap app	SOA14	12-Jan-2014	04:33 PM	TO RECORD ACCUM ACCR ON CABs
7	CC1	AS	902	0	1420	0	0			0	A	Capitalized Bond Amortization	L/T contracts payable	SNA10	12-Jan-2014	04:33 PM	TO ELIMINATE BOND PROCEEDS
7	CC1	LI	902	0	2510	0	0		110	0	A	Bonds Payable - Long Term	L/T bonds payable	SNA5	12-Jan-2014	04:33 PM	TO ELIMINATE BOND PROCEEDS
7	CC1	LI	902	0	2516	0	0			0	A	Premium & Discount	L/T compens. absences payable	SNA9	12-Jan-2014	04:33 PM	TO ELIMINATE BOND PROCEEDS
7	CC1	LI	902	0	2510	0	0		110	0	A	Bonds Payable - Long Term	L/T bonds payable	SNA5	12-Jan-2014	04:33 PM	TO ELIMINATE BOND PROCEEDS
7	CC1	OR	902	0	7911	0	0			0	A	Issuance of Bonds	Special termination benefits re	SOA19	12-Jan-2014	04:33 PM	TO ELIMINATE BOND PROCEEDS
7	CC1	OR	902	0	7901	0	0			0	A	Refunding Bonds Issuance	Special termination benefits re	SOA19	12-Jan-2014	04:33 PM	TO ELIMINATE BOND PROCEEDS
7	CC1	OR	902	0	7916	0	0			0	A	Premium or Discount	Compensated absences reported	SOA18	12-Jan-2014	04:33 PM	TO ELIMINATE BOND PROCEEDS
7	CC2	EX	902	71	6594	0	0			0	A	Other Debt Service	Bond issuance cost amortization	SOA13	12-Jan-2014	04:33 PM	TO RECORD ACCUM ACCR ON CABs
8	CC	LI	902	0	2516	0	0			39,246	A	Premium & Discount	L/T compens. absences payable	SNA9	12-Jan-2014	04:33 PM	TO AMORTIZE BOND ISSUANCE & PREMIUM
8	CC	EX	902	71	6523	1	0			(39,246)	A	Interest on Debt	Bond premiums not in SOA	SOA29	12-Jan-2014	04:33 PM	TO AMORTIZE BOND ISSUANCE & PREMIUM
9	D	EX	901	81	6398	0	0			0	A	Suppl. & Mater. - Long Term	Unrelated to reconciliations	None	12-Jan-2014	11:03 AM	RECLASS
9	D	EX	901	51	6398	0	0			0	A	Suppl. & Mater. - Long Term	Unrelated to reconciliations	None	12-Jan-2014	11:03 AM	RECLASS
10	WRB	OU	902	0	8949	0	0			0	A	Other Uses	Unrelated to reconciliations	None	12-Jan-2014	04:33 PM	RECLASS
10	WRB	EX	902	35	6434	0	0			0	A	Election Costs - Local	Unrelated to reconciliations	None	12-Jan-2014	04:33 PM	RECLASS
10	WRB	RE	901	0	5749	2	0			0	A	Other Revenues from	Unrelated to reconciliations	None	12-Jan-2014	11:03 AM	RECLASS
10	WRB	OR	901	0	7912	2	0			0	A	Sale of Real & Personal	Unrelated to reconciliations	None	12-Jan-2014	11:03 AM	RECLASS

The District is offering \$51,154.63 for the property of Houston Clyde S Estate at 2008 Broadway Street, Marble Falls, TX 78654. As well as paying for the total taxes due on the property.

See attached document for the Delinquent Notice from the BCAD.

Delinquent Notice

BURNET CENTRAL APPRAISAL DIST
 223 S PIERCE
 P O BOX 908
 BURNET, TX 78611

Property Subject to Tax		
Property ID:	29675	Type: Real
Geographic ID:	06130-0317-00010-000	
Legal Acres:		
Legal Description:	S6130 MARBLE FALLS CITY LOT 10, 11, & 12 BLK 317	
Situs:	2008 BROADWAY	
DBA:		
Adj. Codes:	N, SF	

The amount due is based on the date payment is made. See Payment Schedule below for amount due.

HOUSTON CLYDE S ESTATE
 2008 BROADWAY ST
 MARBLE FALLS, TX 78654-4804

Write in Amount Paid:

Please Separate and Return Top Portion

Property ID: 29675
 Geographic ID: 06130-0317-00010-000
 Legal Acres:
 Legal Description: S6130 MARBLE FALLS CITY LOT 10, 11, & 12 BLK 317

Owner: (20682) HOUSTON CLYDE S ESTATE
 2008 BROADWAY ST
 MARBLE FALLS, TX 78654-4804

Pct Ownership: 100.0000000000

Year	Stmnt ID	Taxing Unit	Taxable Value	Tax Rate	Base Tax	Total Due if Paid in		
						January 2014	February 2014	March 2014
2013	24709	**WATER CONSERV DIST O	41,324	0.009800	\$4.05	\$4.05	\$4.33	\$4.41
2013	24709	*MARBLE FALLS ISD	41,324	1.280000	\$528.95	\$528.95	\$565.98	\$576.56
2013	24709	*CO SPECIAL, ROAD & BRID	41,324	0.041800	\$17.27	\$17.27	\$18.48	\$18.83
2013	24709	*BURNET COUNTY	41,324	0.353300	\$146.00	\$146.00	\$156.22	\$159.14
2013	24709	*CITY OF MARBLE FALLS	41,324	0.648300	\$267.90	\$267.90	\$286.65	\$292.00
Total:					\$4,367.90	\$6,737.04	\$6,845.37	\$6,905.55

IF YOU ARE 65 YEARS OF AGE OR OLDER OR ARE DISABLED AND YOU OCCUPY THE PROPERTY DESCRIBED IN THIS DOCUMENT AS YOUR RESIDENCE HOMESTEAD, YOU SHOULD CONTACT THE APPRAISAL DISTRICT REGARDING ANY ENTITLEMENT YOU MAY HAVE TO A POSTPONEMENT IN THE PAYMENT OF THESE TAXES. (Tax Code Sec 33.045)

IF THE PROPERTY DESCRIBED IN THIS DOCUMENT IS YOUR RESIDENCE HOMESTEAD, YOU SHOULD CONTACT THE TAX OFFICE REGARDING A RIGHT YOU MAY HAVE TO ENTER INTO AN INSTALLMENT AGREEMENT DIRECTLY WITH THE TAX OFFICE FOR THE PAYMENT OF THESE TAXES. (Tax Code Sec 33.04)

THE TAXES ON THIS PROPERTY ARE DELINQUENT. IF THE DELINQUENCY IS A RESULT OF TAX CODE SECTION 33.011(i), THE PROPERTY IS SUBJECT TO A LIEN FOR THE DELINQUENT TAXES. IF THE DELINQUENT TAXES ARE NOT PAID, THE LIEN MAY BE FORECLOSED ON. (Tax Code Sec 33.04)

Agenda Item:	TEKS Based Assessment #2 Update
Presenter:	Eric Penrod, Director of Secondary Academic Programs Lee Courville, Director of Elementary Academic Programs
Attachments:	Comprehensive Data Analysis of TBA#2
Board Responsibility:	<input type="checkbox"/> Action Needed <input type="checkbox"/> For Discussion <input checked="" type="checkbox"/> Information Only
Administration Recommendation:	N.A.
Sample Motion:	N.A.

Background Information:

When we initiated the first round of TBA’s in the fall of 2012, teachers were attempting to align their curriculum at the same time the TBA’s were being created. While we had, teachers create the assessments, collaboration was in the infancy stage, and some could consider the process “top down.” This past spring we attempted and continue to deepen the communication between the classroom and academic program office. At the same time, the position of Teacher Leader was being developed to support teachers and provide resources. Like the TBA, the position of teacher leader has become more concisely focus on support and servant leadership and remains at the forefront of the Marble Falls ISD teacher leader model. That said, the organic development of the TBA has solidified and become an effective tool at providing data in order to adjust instructions and isolate interventions.

This is the 2nd year that MFISD has incorporated TEKS Based Assessments or TBA’s into local curriculum. That said, the majoty of the formative assessments have been refreshed based on the STAAR and EOC assessments that Texas Education Agency released this past summer. The intent of TBA’s is to formatively assess each student on what he or she has been learned thus far. Moreover, formative assessment or Formative Feedback can encompass any task that creates feedback to students about their learning achievements. In contrast, summative assessment, which focuses on grading students, the main purpose of TBA’s is to provide guidance to the student to facilitate learning. For it to be effective students must be encouraged to reveal their true understandings, even misconceptions.

There is considerable evidence and opinion that the introduction of high-quality formative assessments or developmental feedback is the single most useful task that we as instructors can do to help our students improve. When implementing formative feedback, instructors are often concerned by the time implication. If formative feedback is envisaged as a one-to-one tutor-student dialog then this is certainly the case. It does not have to be, and the hope is for TBA’s to become a natural part of the lesson cycle in which adapt instruction in order to meet the needs of every student.

Significant findings, trends, actions planned:

MFISD continues to focus its core instruction to include a lesson cycle that is outlined below. This outline is based on a 9-week cycle. We have also included the daily lesson-planning framework that best utilizes the districts four corollary questions that is consistently communicated during collaborative team time.

MFISD's 9-Week Lesson Cycle

1. Read the **Year at a Glance (YAG)** and **TEA Blueprint**
2. Read and analyze the **9-week unit summary** before the team meeting or during the meeting using a round table.
3. As a collaborative team, **unpack the specific SE's, using the Kilgo process**. Not only should the team underline the verb, but specifically what follows the verb for clarity/confirmation of your thinking if needed.
4. Read the **STAAR Exam, TBA**, and discuss/think about how these will drive your instruction; or **how these will be presented to students**. Read the **TEKS** in the unit. Read and discuss what **the students will know and be able to do**. Think about how these tie back to the TEKS (not all will directly); look to the TEKS, specifically the verb and what follows the verb for clarity/confirmation of your thinking if needed.
5. As a collaborative team, **analyze prior data**, including specific SE, demographic, misconceptions. Think about **pre-assessment and prior data** to discover what students already know before the unit. The data can be identified with Eduphoria from prior STAAR exams, Common Assessment (CA's) or TEKS Based Assessment (TBA's). Moreover, the collaborative team should **analyze past lessons** that contributed to the specific assessment data. Were they effective? If not, what lessons have been successful that individuals might want to share.
6. **Think assessment first**. How will your students be assessed along the way and in the end (both formative and summative assessments). Look at the **9-week unit summary** and decide what your desired results are for the unit and work backwards. What do you want students to be able to do at the end of the unit?
7. Share and **develop lessons** that ensure a **guaranteed and viable curriculum** at the **appropriate contextual level**. Remember to begin with the end in mind. Think **big picture first**, and sketch a plan for plotting out the unit to ensure mastery of the skills in a manageable period. Planning the daily learning experiences with thoughts of differentiation.
8. **Evaluate student learning** via TBA's. **Common formative assessments** provide regular and timely feedback regarding student attainment of the most critical standards and foster consistent expectations and priorities within a grade level, course, and department regarding standards, instruction, and assessment. Most importantly, common formative assessment results enable educators to diagnose student-learning needs accurately in time to make instructional modifications.
9. **Remediate or enrich student learning based off evidence ascertained from the TBA**. In addition to the focused interventions and R.t.I., collaborative teams will **identify specific SE's that need to be spiraled into the subsequent cycle** or used towards **focused interventions**. What went well in the specific lessons? What changes need to be made? What misconceptions do the students have? What are the next steps with these specific SE's.

Daily Lesson Planning Guide Directions

1. Select **SE(s)** that will be addressed in this lesson. Ensure SE(s) fit within the Pacing Documents.
2. Write a **learning objective** for the day. Think about what you want students to know, do, and understand because of this lesson. Continuously ground the lesson back to the **SE that is posted**.
3. How will you know that students **know, can do, and understand**? What will you use as **evidence**?
4. Write the **procedure** for the lesson. How will you engage students? What **formative assessment** will you use? What learning experiences will students have?
5. What are considerations for **differentiation**?
6. What **materials** will be needed for the lesson?
7. Notes and **reflections**: What went well in this lesson? What changes need to be made? What **misconceptions** do the students have? What will be your next steps?

*Please see the attached data packet to see specific information related to TBA #2

Elementary School TBA#2 Data

Kindergarten Math English

Test Administration Summary

Title: MA_00_TBA_1314E
 Campuses: Coll Elementary, Highland Lakes Elementary, 70%
 Marie Falls Elementary, Spicewood Elementary
 Passing Percentage: 70%
 Number of Questions: 22
 Administration Dates: 10/4/2013 - 6/1/2014

District

District Objective/Category Summary

Number	Objective/Category	Percentage
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District Summary Results

Total Number of Students: 221
 Total Benchmark Percentage: 80.70%
 Percentage Meeting Expectation: 76.9%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Black/African American	7	57.1%	66.00%
Hispanic/Latino	89	66.3%	75.84%
Native Hawaiian/Pacific Islander	4	75.0%	86.00%
White	115	86.1%	84.96%
Two or More Races	6	83.3%	84.67%

District TEKS Summary

SE Number	Student Expectation	Percentage
111.2.2.A	count forward and backward to at least 20 with and without objects.	84.16%
111.2.2.B	read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures.	75.57%
111.2.2.C	count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.	85.52%
111.2.2.D	recognize instantly the quantity of a small group of objects in organized and random arrangements.	73.55%
111.2.2.E	generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20.	86.00%
111.2.2.F	generate a number that is one more than or one less than another number up to at least 20.	81.67%
111.2.2.G	compare sets of objects up to at least 20 in each set using comparative language.	84.16%
111.2.2.H	use comparative language to describe two numbers up to 20 presented as written numerals.	81.00%
111.2.2.I	compose and decompose numbers up to 10 with objects and pictures.	81.00%
111.2.3.A	model the action of joining to represent addition and the action of separating to represent subtraction.	85.97%
111.2.5.A	recite numbers up to at least 100 by ones and tens beginning with any given number.	57.24%
111.2.6.D	identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably.	88.69%
111.2.7.B	compare two objects with a common measurable attribute to see which object has more of the attribute and describe the difference.	87.78%
111.2.8.C	draw conclusions from real-object and picture graphs.	90.95%

Coit Elementary Summary Results

Total Number of Students: 64

Total Benchmark Percentage: 79.42%

Percentage Meeting Expectation: 76.6%

Coit Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Black/African American	2	100.0%	97.50%
Hispanic/Latino	29	65.5%	73.14%
White	30	83.3%	83.17%
Two or More Races	3	100.0%	90.67%

Coit Elementary TEKS Summary

SE Number	Student Expectation	Percentage
111.2.2.A	count forward and backward to at least 20 with and without objects.	62.50%
111.2.2.B	read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures.	75.78%
111.2.2.C	count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.	79.69%
111.2.2.D	recognize instantly the quantity of a small group of objects in organized and random arrangements.	75.00%
111.2.2.E	generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20.	83.34%
111.2.2.F	generate a number that is one more than or one less than another number up to at least 20.	80.47%
111.2.2.G	compare sets of objects up to at least 20 in each set using comparative language.	81.25%
111.2.2.H	use comparative language to describe two numbers up to 20 presented as written numerals.	82.81%
111.2.2.I	compose and decompose numbers up to 10 with objects and pictures.	84.38%
111.2.3.A	model the action of joining to represent addition and the action of separating to represent subtraction.	84.38%
111.2.5.A	recite numbers up to at least 100 by ones and tens beginning with any given number.	61.72%
111.2.6.D	identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably.	87.50%
111.2.7.B	compare two objects with a common measurable attribute to see which object has more of the attribute and describe the difference.	85.94%
111.2.8.C	draw conclusions from real-object and picture graphs.	92.19%

Coit Elementary Objective/Category Summary

Number	Objective/Category	Percentage
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Coit Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentile Score
Harper, Barbara	21	57.1%	68.76%
Sellinas, Marilyn	21	100.0%	83.36%
Thompson, Connie	22	68.2%	73.36%

Highland Lakes Elementary Summary Results

Total Number of Students: 32

Total Benchmark Percentage: 78.46%

Percentage Meeting Expectation: 75.0%

Highland Lakes Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Hispanic/Latino	27	74.1%	79.81%
White	24	79.2%	78.13%
Two or More Races	1	0.0%	50.00%

Highland Lakes Elementary TEKS Summary

SE Number	Student Expectation	Percentage
111.2.2.A	count forward and backward to at least 20 with and without objects.	92.31%
111.2.2.B	read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures.	65.38%
111.2.2.C	count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.	90.36%
111.2.2.D	recognize instantly the quantity of a small group of objects in organized and random arrangements.	75.96%
111.2.2.E	generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20.	85.27%
111.2.2.F	generate a number that is one more than or one less than another number up to at least 20.	75.96%
111.2.2.G	compare sets of objects up to at least 20 in each set using comparative language.	86.54%
111.2.2.H	use comparative language to describe two numbers up to 20 presented as written numerals.	71.15%
111.2.2.I	compose and decompose numbers up to 10 with objects and pictures.	78.85%
111.2.3.A	model the action of joining to represent addition and the action of separating to represent subtraction.	89.42%
111.2.5.A	recite numbers up to at least 100 by ones and tens beginning with any given number.	49.04%
111.2.6.D	identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably.	81.73%
111.2.7.B	compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference.	80.46%
111.2.8.C	draw conclusions from real-object and picture graphs.	90.38%

Highland Lakes Elementary Objective/Category Summary

Number	Objective/Category	Student Count	Met Expectations	Percentile Score
Teacher				
Belk, Kasey		18	72.2%	73.56%
Delancey, Kara		17	76.5%	82.06%
Marchuk, Teresa		17	76.5%	80.06%

Marble Falls Elementary Summary Results

Total Number of Students: 72

Total Benchmark Percentage: 80.47%

Percentage Meeting Expectation: 73.6%

Marble Falls Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Black/African American	5	40.0%	53.40%
Hispanic/Latino	23	60.9%	75.22%
Native Hawaiian/Pacific Islander	4	75.0%	86.00%
White	40	85.0%	86.33%

Marble Falls Elementary TEKS Summary

SE Number	Student Expectation	Percentage
111.2.2.A	count forward and backward to at least 20 with and without objects.	90.28%
111.2.2.B	read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures.	75.69%
111.2.2.C	count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.	84.72%
111.2.2.D	recognize instantly the quantity of a small group of objects in organized and random arrangements.	70.14%
111.2.2.E	generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20.	85.25%
111.2.2.F	generate a number that is one more than or one less than another number up to at least 20.	84.03%
111.2.2.G	compare sets of objects up to at least 20 in each set using comparative language.	85.33%
111.2.2.H	use comparative language to describe two numbers up to 20 presented as written numerals.	85.33%
111.2.2.I	compose and decompose numbers up to 10 with objects and pictures.	76.39%
111.2.3.A	model the action of joining to represent addition and the action of separating to represent subtraction.	81.25%
111.2.5.A	recite numbers up to at least 100 by ones and tens beginning with any given number.	52.76%
111.2.6.D	identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably.	94.44%
111.2.7.B	compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference.	94.44%
111.2.8.C	draw conclusions from real-object and picture graphs.	86.89%

Marble Falls Elementary Objective/Category Summary

Number	Objective/Category	Student Count	Met Expectations	Percentile Score
Teacher				
Burgei, Sally		19	94.7%	88.05%
Lehman, Ashlea		17	52.9%	71.94%
Pond, Mary		18	72.2%	77.33%

Spicewood Elementary Summary Results

Total Number of Students: 33

Total Benchmark Percentage: 87.18%

Percentage Meeting Expectation: 87.9%

Spicewood Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Hispanic/Latino	10	60.0%	74.40%
White	21	100.0%	92.71%
Two or More Races	2	100.0%	93.00%

Spicewood Elementary TEKS Summary

SE Number	Student Expectation	Percentage
111.2.2.A	count forward and backward to at least 20 with and without objects.	100.00%
111.2.2.B	read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures.	90.91%
111.2.2.C	count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.	90.91%
111.2.2.D	recognize instantly the quantity of a small group of objects in organized and random arrangements.	74.24%
111.2.2.E	generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20.	93.94%
111.2.2.F	generate a number that is one more than or one less than another number up to at least 20.	87.88%
111.2.2.G	compare sets of objects up to at least 20 in each set using comparative language.	87.88%
111.2.2.H	use comparative language to describe two numbers up to 20 presented as written numerals.	87.88%
111.2.2.I	compose and decompose numbers up to 10 with objects and pictures.	87.88%
111.2.3.A	model the action of joining to represent addition and the action of separating to represent subtraction.	93.94%
111.2.5.A	recite numbers up to at least 100 by ones and tens beginning with any given number.	71.21%
111.2.6.D	identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably.	89.39%
111.2.7.B	compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference.	75.76%
111.2.8.C	draw conclusions from real-object and picture graphs.	93.94%

Spicewood Elementary Objective/Category Summary

Number	Objective/Category	Percentage
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Spicewood Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage Score
Hickingbottom, Kelsy	16	87.5%	86.56%
Sallinas, Marilyn	1	100.0%	86.00%
Wlezyk, Valerie	16	87.5%	87.88%

Kindergarten Math Spanish

Test Administration Summary

Title: MA_00_TBA1_1314S
 Campuses: Coit Elementary, Highland Lakes Elementary
 Passing Percentage: 70%
 Number of Questions: 22
 Administration Dates: 10/1/2013 - 8/22/2014

District

District Summary Results

Total Number of Students: 51
 Total Benchmark Percentage: 82.90%
 Percentage Meeting Expectation: 82.4%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Hispanic/Latino	50	82.0%	82.66%
White	1	100.0%	95.00%

District TEKS Summary

SE Number	Student Expectation	Percentage
111.2.2.A	count forward and backward to at least 20 with and without objects.	92.16%
111.2.2.B	read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures.	80.39%
111.2.2.C	count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.	94.12%
111.2.2.D	recognize instantly the quantity of a small group of objects in organized and random arrangements.	85.29%
111.2.2.E	generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20.	82.39%
111.2.2.F	generate a number that is one more than or one less than another number up to at least 20.	86.27%
111.2.2.G	compare sets of objects up to at least 20 in each set using comparative language.	94.12%
111.2.2.H	use comparative language to describe two numbers up to 20 presented as written numerals.	72.55%
111.2.2.I	compose and decompose numbers up to 10 with objects and pictures.	78.43%
111.2.3.A	model the action of joining to represent addition and the action of separating to represent subtraction.	81.37%
111.2.5.A	recite numbers up to at least 100 by ones and tens beginning with any given number.	76.47%
111.2.6.D	identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably.	81.37%
111.2.7.B	compare two objects with a common measurable attribute to see which object has more of the attribute and describe the difference.	78.43%
111.2.8.C	draw conclusions from real-object and picture graphs.	86.27%

District Objective/Category Summary

Number	Objective/Category	Percentage
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Coit Elementary Summary Results

Total Number of Students: 21
 Total Benchmark Percentage: 86.05%
 Percentage Meeting Expectation: 85.7%

Coit Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Hispanic/Latino	21	85.7%	86.05%

Coit Elementary TEKS Summary

SE Number	Student Expectation	Percentage
111.2.2.A	count forward and backward to at least 20 with and without objects.	100.00%
111.2.2.B	read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures.	92.86%
111.2.2.C	count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.	100.00%
111.2.2.D	recognize instantly the quantity of a small group of objects in organized and random arrangements.	97.62%
111.2.2.E	generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20.	85.76%
111.2.2.F	generate a number that is one more than or one less than another number up to at least 20.	95.24%
111.2.2.G	compare sets of objects up to at least 20 in each set using comparative language.	100.00%
111.2.2.H	use comparative language to describe two numbers up to 20 presented as written numerals.	42.86%
111.2.2.I	compose and decompose numbers up to 10 with objects and pictures.	71.43%
111.2.3.A	model the action of joining to represent addition and the action of separating to represent subtraction.	64.29%
111.2.5.A	recite numbers up to at least 100 by ones and tens beginning with any given number.	95.24%
111.2.6.D	identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably.	88.10%
111.2.7.B	compare two objects with a common measurable attribute to see which object has more of the attribute and describe the difference.	80.95%
111.2.8.C	draw conclusions from real-object and picture graphs.	76.19%

Coit Elementary Objective/Category Summary

Number	Objective/Category	Percentage
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Coit Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage Score
Palacio, Angelesca	21	85.7%	86.05%

Highland Lakes Elementary Summary Results

Total Number of Students: 30

Total Benchmark Percentage: 80.70%

Percentage Meeting Expectation: 80.0%

Highland Lakes Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Hispanic/Latino	28	79.3%	80.21%
White	1	100.0%	95.00%

Highland Lakes Elementary TEKS Summary

SE Number	Student Expectation	Percentage
111.2.2.A	count forward and backward to at least 20 with and without objects.	86.67%
111.2.2.B	read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures.	71.67%
111.2.2.C	count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.	90.00%
111.2.2.D	recognize instantly the quantity of a small group of objects in organized and random arrangements.	76.67%
111.2.2.E	generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20.	80.00%
111.2.2.F	generate a number that is one more than or one less than another number up to at least 20.	80.00%
111.2.2.G	compare sets of objects up to at least 20 in each set using comparative language.	90.00%
111.2.2.H	use comparative language to describe two numbers up to 20 presented as written numerals.	93.33%
111.2.2.I	compose and decompose numbers up to 10 with objects and pictures.	83.33%
111.2.3.A	model the action of joining to represent addition and the action of separating to represent subtraction.	93.33%
111.2.5.A	recite numbers up to at least 100 by ones and tens beginning with any given number.	63.33%
111.2.6.D	identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably.	76.67%
111.2.7.B	compare two objects with a common measurable attribute to see which object has more of the attribute and describe the difference.	76.67%
111.2.8.C	draw conclusions from real-object and picture graphs.	93.33%

Highland Lakes Elementary Objective/Category Summary

Number	Objective/Category	Percentage
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Highland Lakes Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentile Score
Ramirez, Pauline	15	86.7%	82.93%
Rios, Rebecca	15	73.3%	76.47%

Kindergarten Reading in English

Test Administration Summary

Title: RE_00_TBA1_1314E
 Campuses: Colt Elementary, Highland Lakes Elementary, Marble Falls Elementary, Spicewood Elementary
 Passing Percentage: 70%
 Number of Questions: 4
 Administration Dates: 10/4/2013 - 8/1/2014

District

District Summary Results

Total Number of Students: 221
 Total Benchmark Percentage: 86.65%
 Percentage Meeting Expectation: 85.5%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage	Percentile Score
Black/African American	7	57.1%	80.71%	
Hispanic/Latino	89	82.0%	82.87%	
Native Hawaiian/Pacific Islander	4	100.0%	87.50%	
White	115	89.6%	91.30%	
Two or More Races	6	83.3%	83.33%	

District TEKS Summary

SE Number	Student Expectation	Percentage
110.11.5.C	Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures).	95.93%
110.11.8.A	retell a main event from a story read aloud.	85.52%
110.11.8.B	describe characters in a story and the reasons for their actions.	81.00%
110.11.RC.E	retell or act out important events in stories.	84.16%

District Objective/Category Summary

Number	Objective/Category	Percentage
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Colt Elementary Summary Results

Total Number of Students: 64
 Total Benchmark Percentage: 85.55%
 Percentage Meeting Expectation: 81.3%

Colt Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage	Percentile Score
Black/African American	2	100.0%	100.00%	
Hispanic/Latino	29	72.4%	80.17%	
White	30	86.7%	89.17%	
Two or More Races	3	100.0%	91.67%	

Colt Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.11.5.C	Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures).	98.44%
110.11.8.A	retell a main event from a story read aloud.	82.81%
110.11.8.B	describe characters in a story and the reasons for their actions.	75.00%
110.11.RC.E	retell or act out important events in stories.	85.94%

Colt Elementary Objective/Category Summary

Number	Objective/Category	Percentage
21	Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures).	76.2%
21	retell a main event from a story read aloud.	85.7%
22	describe characters in a story and the reasons for their actions.	77.3%
22	retell or act out important events in stories.	85.23%

Colt Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage	Percentile Score
Harper, Barbara	21	76.2%	76.19%	
Sallinas, Marilyn	21	85.7%	92.86%	
Thompson, Connie	22	77.3%	85.23%	

Highland Lakes Elementary Summary Results

Total Number of Students: 52

Total Benchmark Percentage: 88.46%

Percentage Meeting Expectation: 90.4%

Highland Lakes Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Hispanic/Latino	27	92.6%	88.89%
White	24	91.7%	89.58%
Two or More Races	1	0.0%	50.00%

Highland Lakes Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.11.5.C	identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures).	90.38%
110.11.8.A	retell a main event from a story read aloud.	88.46%
110.11.8.B	describe characters in a story and the reasons for their actions.	84.62%
110.11.RC.E	retell or act out important events in stories.	90.38%

Highland Lakes Elementary Objective/Category Summary

Number	Objective/Category	Percentage
18	Belk, Kasey	83.3%
17	Delaney, Kara	88.2%
17	Marchuk, Teresa	100.0%

Marble Falls Elementary Summary Results

Total Number of Students: 72

Total Benchmark Percentage: 86.81%

Percentage Meeting Expectation: 87.5%

Marble Falls Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Black/African American	5	40.0%	45.00%
Hispanic/Latino	23	87.0%	84.78%
Native Hawaiian/Pacific Islander	4	100.0%	87.50%
White	40	92.5%	93.13%

Marble Falls Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.11.5.C	identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures).	95.83%
110.11.8.A	retell a main event from a story read aloud.	88.89%
110.11.8.B	describe characters in a story and the reasons for their actions.	88.89%
110.11.RC.E	retell or act out important events in stories.	73.61%

Marble Falls Elementary Objective/Category Summary

Number	Objective/Category	Percentage
19	Burget, Sally	100.0%
17	Lehman, Ashlea	82.4%
18	Pond, Mary	83.3%
18	Stannard, Tara	88.9%

Spicewood Elementary Summary Results

Total Number of Students: 33

Total Benchmark Percentage: 85.51%

Percentage Meeting Expectation: 81.8%

Spicewood Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Hispanic/Latino	10	70.0%	70.00%
White	21	85.7%	92.86%
Two or More Races	2	100.0%	87.50%

Spicewood Elementary TEKS Summary

SE Number	Student Expectation	Student Count	Met Expectations	Percentile Score
110.11.5.C	identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures).			100.00%
110.11.5.A	retell a main event from a story read aloud.			78.79%
110.11.5.B	describe characters in a story and the reasons for their actions.			69.70%
110.11.RC.E	retell or act out important events in stories.			93.94%

Spicewood Elementary Objective/Category Summary

Number	Objective/Category	Student Count	Met Expectations	Percentile Score

Spicewood Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentile Score
Hickingsbottom, Kelsey	16	81.3%	82.81%
Wlarczyk, Valerie	17	82.4%	88.24%

Kindergarten Reading in Spanish

Test Administration Summary

Title: RE_00_TBA_1314S
 Campuses: Colt Elementary, Highland Lakes Elementary, Spicewood Elementary
 Passing Percentage: 70%
 Number of Questions: 4
 Administration Dates: 12/3/2013 - 5/30/2014

District

District Summary Results

Total Number of Students: 51
 Total Benchmark Percentage: 79.80%
 Percentage Meeting Expectation: 84.3%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage	Percentile Score
Hispanic/Latino	50	84.0%	79.50%	
White	1	100.0%	100.00%	

District TEKS Summary

SE Number	Student Expectation	Percentage
128.11.5.D	Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures).	94.12%
128.11.8.A	Retell a main event from a story read aloud.	86.27%
128.11.8.B	Describe characters in a story and the reasons for their actions.	66.67%
128.11.RC.E	Retell or act out important events in stories in logical order, and	72.55%

District Objective/Category Summary

Number	Objective/Category	Percentage
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Colt Elementary Summary Results

Total Number of Students: 21
 Total Benchmark Percentage: 89.29%
 Percentage Meeting Expectation: 95.2%

Colt Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage	Percentile Score
Hispanic/Latino	21	95.2%	89.29%	

Colt Elementary TEKS Summary

SE Number	Student Expectation	Percentage
128.11.5.D	Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures).	100.00%
128.11.8.A	Retell a main event from a story read aloud.	100.00%
128.11.8.B	Describe characters in a story and the reasons for their actions.	61.90%
128.11.RC.E	Retell or act out important events in stories in logical order, and	85.24%

Colt Elementary Objective/Category Summary

Number	Objective/Category	Percentage
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Colt Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage	Percentile Score
Palacio, Angeleca	21	95.2%	89.29%	

Highland Lakes Elementary Summary Results

Total Number of Students: 30
 Total Benchmark Percentage: 73.33%
 Percentage Meeting Expectation: 76.7%

Highland Lakes Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage	Percentile Score
Hispanic/Latino	29	75.9%	72.41%	
White	1	100.0%	100.00%	

Highland Lakes Elementary TEKS Summary

SE Number	Student Expectation	Percentage
128.11.5.D	Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures).	90.00%
128.11.8.A	retell a main event from a story read aloud.	76.67%
128.11.8.B	describe characters in a story and the reasons for their actions.	70.00%
128.11.RC.E	retell or act out important events in stories in logical order, and	56.67%

Highland Lakes Elementary Objective/Category Summary

Number	Objective/Category	Percentage
15	Highland Lakes Elementary Teacher Summary	70.00%
15	Ramos, Rebecca	76.67%

Spicewood Elementary Summary Results

Total Number of Students: 0
 Total Benchmark Percentage: 0
 Percentage Meeting Expectation: 0

Spicewood Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage
	0		

Spicewood Elementary TEKS Summary

SE Number	Student Expectation	Percentage

Spicewood Elementary Objective/Category Summary

Number	Objective/Category	Percentage

Spicewood Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage
	0		

1st grade Math in English

Test Administration Summary

Title: MA_01_TBA_1314E
 Campuses: Coll Elementary, Highland Lakes Elementary, Marble Falls Elementary, Spicewood Elementary
 Passing Percentage: 70%
 Number of Questions: 22
 Administration Dates: 10/4/2013 - 6/1/2014

District

District Summary Results

Total Number of Students: 222
 Total Benchmark Percentage: 81.71%
 Percentage Meeting Expectation: 80.6%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Black/African American	6	50.0%	65.83%
Hispanic/Latino	83	77.8%	76.08%
Native Hawaiian/Pacific Islander	8	87.5%	84.50%
White	143	82.5%	83.70%
Two or More Races	2	100.0%	90.50%

District TEKS Summary

SE Number	Student Expectation	Percentage
111.13.1.B.D	use concrete models to combine two-dimensional geometric figures to make new geometric figures.	84.66%
111.3.1.A	apply mathematics to problems arising in everyday life, society, and the workplace.	73.87%
111.3.1.C	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.	77.48%
111.3.1.D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.	76.58%
111.3.1.F	analyze mathematical relationships to connect and communicate mathematical ideas.	73.87%
111.3.2.A	recognize instantly the quantity of structured arrangements.	72.52%
111.3.2.B	use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones.	77.48%
111.3.2.C	use objects, pictures, and expanded and standard forms to represent numbers up to 120.	73.87%
111.3.2.D	generate a number that is greater than or less than a given whole number up to 120.	90.99%
111.3.2.F	order whole numbers up to 120 using place value and open number lines.	85.59%
111.3.2.G	represent the comparison of two numbers to 100 using the symbols $>$, $<$, or $=$.	87.84%
111.3.5.A	recall numbers forward and backward from any given number between 1 and 120.	77.25%
111.3.5.C	use relationships to determine the number that is 10 more and 10 less than a given number up to 120.	74.77%
111.3.6.D	identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language.	91.01%

111.3.6.F compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible. 86.29%

111.3.8.C draw conclusions and generate and answer questions using information from picture and bar-type graphs. 73.65%

District Objective/Category Summary

Number	Objective/Category	Percentage
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Colt Elementary Summary Results

Total Number of Students: 64
 Total Benchmark Percentage: 71.83%
 Percentage Meeting Expectation: 62.5%

Kramm, Angie 21 14.3% 43.76%
 Mayfield, Jana 22 81.8% 85.45%
 Tripp, Cindy 21 90.5% 85.62%

Colt Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage	Percentile Score
Hispanic/Latino	17	64.7%	70.82%	
Native Hawaiian/Pacific Islander	2	50.0%	63.50%	
White	44	61.4%	72.27%	
Two or More Races	1	100.0%	86.00%	

Colt Elementary TEKS Summary

SE Number	Student Expectation	Percentage
111.13.1.6.D	use concrete models to combine two-dimensional geometric figures to make new geometric figures.	76.91%
111.3.1.A	apply mathematics to problems arising in everyday life, society, and the workplace.	62.50%
111.3.1.C	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.	73.44%
111.3.1.D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.	68.53%
111.3.1.F	analyze mathematical relationships to connect and communicate mathematical ideas.	54.69%
111.3.2.A	recognize instantly the quantity of structured arrangements.	64.84%
111.3.2.B	use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones.	73.44%
111.3.2.C	use objects, pictures, and expanded and standard forms to represent numbers up to 120.	54.69%
111.3.2.D	generate a number that is greater than or less than a given whole number up to 120.	82.81%
111.3.2.F	order whole numbers up to 120 using place value and open number lines.	73.83%
111.3.2.G	represent the comparison of two numbers to 100 using the symbols $>$, $<$, or $=$.	79.69%
111.3.5.A	recite numbers forward and backward from any given number between 1 and 120.	69.53%
111.3.5.C	use relationships to determine the number that is 10 more and 10 less than a given number up to 120.	60.94%
111.3.6.D	identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language.	81.76%
111.3.6.F	compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible.	70.31%
111.3.8.C	draw conclusions and generate and answer questions using information from picture and bar-type graphs.	65.63%

Colt Elementary Objective/Category Summary

Number	Objective/Category	Percentage
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Colt Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage
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Highland Lakes Elementary Summary Results

Total Number of Students: 49

Total Benchmark Percentage: 82.16%

Percentage Meeting Expectation: 81.6%

Buller, Stephanie 82.88%
 Stuechen, Jessica 86.07%
 Wollek, Joni 78.00%

Highland Lakes Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Black/African American	2	0.0%	25.00%
Hispanic/Latino	20	80.0%	79.45%
White	26	66.5%	88.15%
Two or More Races	1	100.0%	95.00%

Highland Lakes Elementary TEKS Summary

SE Number	Student Expectation	Percentage
111.13.1.6.D	use concrete models to combine two-dimensional geometric figures to make new geometric figures.	78.57%
111.3.1.A	apply mathematics to problems arising in everyday life, society, and the workplace.	83.67%
111.3.1.C	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.	75.51%
111.3.1.D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.	71.94%
111.3.1.F	analyze mathematical relationships to connect and communicate mathematical ideas.	79.59%
111.3.2.A	recognize instantly the quantity of structured arrangements.	78.57%
111.3.2.B	use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones.	75.51%
111.3.2.C	use objects, pictures, and expanded and standard forms to represent numbers up to 120.	79.59%
111.3.2.D	generate a number that is greater than or less than a given whole number up to 120.	81.84%
111.3.2.F	order whole numbers up to 120 using place value and open number lines.	87.24%
111.3.2.G	represent the comparison of two numbers to 100 using the symbols $>$, $<$, or $=$.	87.76%
111.3.5.A	recite numbers forward and backward from any given number between 1 and 120.	78.57%
111.3.5.C	use relationships to determine the number that is 10 more and 10 less than a given number up to 120.	82.65%
111.3.6.D	identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language.	81.88%
111.3.6.F	compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible.	87.76%
111.3.8.C	draw conclusions and generate and answer questions using information from picture and bar-type graphs.	63.27%

Highland Lakes Elementary Objective/Category Summary

Number	Objective/Category	Percentage
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Highland Lakes Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage Score
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Marble Falls Elementary Summary Results

Total Number of Students: 83

Total Benchmark Percentages: 87.81%

Percentage Meeting Expectation: 91.6%

Helmatz, Roxane	20	85.0%	84.05%
Hollandsworth, Samantha	21	90.5%	86.00%
Rice, Caroline	21	90.5%	90.43%
Walker, Elizabeth	21	100.0%	90.57%

Marble Falls Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Black/African American	4	75.0%	86.25%
Hispanic/Latino	18	83.3%	81.25%
Native Hawaiian/Pacific Islander	6	100.0%	91.50%
White	55	94.5%	89.65%

Marble Falls Elementary TEKS Summary

SE Number	Student Expectation	Percentage
111.13.1.6.D	use concrete models to combine two-dimensional geometric figures to make new geometric figures.	94.56%
111.3.1.A	apply mathematics to problems arising in everyday life, society, and the workplace.	73.45%
111.3.1.C	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.	78.31%
111.3.1.D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.	84.34%
111.3.1.F	analyze mathematical relationships to connect and communicate mathematical ideas.	81.93%
111.3.2.A	recognize instantly the quantity of structured arrangements.	71.06%
111.3.2.B	use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones.	78.31%
111.3.2.C	use objects, pictures, and expanded and standard forms to represent numbers up to 120.	81.93%
111.3.2.D	generate a number that is greater than or less than a given whole number up to 120.	97.59%
111.3.2.F	order whole numbers up to 120 using place value and open number lines.	91.87%
111.3.2.G	represent the comparison of two numbers to 100 using the symbols $>$, $<$, or $=$.	91.57%
111.3.5.A	recite numbers forward and backward from any given number between 1 and 120.	83.13%
111.3.5.C	use relationships to determine the number that is 10 more and 10 less than a given number up to 120.	77.11%
111.3.6.D	identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language.	96.00%
111.3.6.F	compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible.	100.00%
111.3.6.C	draw conclusions and generate and answer questions using information from picture and bar-type graphs.	88.55%

Marble Falls Elementary Objective/Category Summary

Number	Objective/Category	Percentage
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Marble Falls Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage Score
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Spicewood Elementary Summary Results

Total Number of Students: 26

Total Benchmark Percentage: 85.73%

Percentage Meeting Expectation: 88.5%

Spicewood Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Hispanic/Latino	8	87.5%	82.86%
White	18	88.9%	87.00%

Spicewood Elementary TEKS Summary

SE Number	Student Expectation	Percentage
111.13.1.B.D	use concrete models to combine two-dimensional geometric figures to make new geometric figures.	78.85%
111.3.1.A	apply mathematics to problems arising in everyday life, society, and the workplace.	84.62%
111.3.1.C	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.	88.46%
111.3.1.D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.	77.88%
111.3.1.F	analyze mathematical relationships to connect and communicate mathematical ideas.	84.62%
111.3.2.A	recognize instantly the quantity of structured arrangements.	84.62%
111.3.2.B	use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones.	88.46%
111.3.2.C	use objects, pictures, and expanded and standard forms to represent numbers up to 120.	84.62%
111.3.2.D	generate a number that is greater than or less than a given whole number up to 120.	88.46%
111.3.2.F	order whole numbers up to 120 using place value and open number lines.	81.35%
111.3.2.G	represent the comparison of two numbers to 100 using the symbols $>$, $=$, or $<$.	86.15%
111.3.5.A	recite numbers forward and backward from any given number between 1 and 120.	75.00%
111.3.5.C	use relationships to determine the number that is 10 more and 10 less than a given number up to 120.	86.54%
111.3.6.D	identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language.	86.19%
111.3.6.F	compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible.	86.15%
111.3.8.C	draw conclusions and generate and answer questions using information from picture and bar-type graphs.	65.38%

Spicewood Elementary Objective/Category Summary

Number	Objective/Category	Percentage
13	84.6%	83.46%

Spicewood Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage Score
Counis, Donna	13	84.6%	83.46%
Dean, Beverly	13	92.3%	88.00%

1st gd Math in Spanish

Test Administration Summary

Title: MA_01_TBA1_1314S
 Campuses: Coll Elementary, Highland Lakes Elementary
 Passing Percentage: 70%
 Number of Questions: 22
 Administration Dates: 10/1/2013 - 6/2/2014

District

District Summary Results

Total Number of Students: 60
 Total Benchmark Percentage: 82.83%
 Percentage Meeting Expectation: 80.0%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Hispanic/Latino	60	80.0%	82.83%

District TEKS Summary

SE Number	Student Expectation	Percentage
111.13.1.6.D	use concrete models to combine two-dimensional geometric figures to make new geometric figures.	83.33%
111.3.1.A	apply mathematics to problems arising in everyday life, society, and the workplace.	93.33%
111.3.1.C	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.	71.67%
111.3.1.D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.	80.83%
111.3.1.F	analyze mathematical relationships to connect and communicate mathematical ideas.	81.67%
111.3.2.A	recognize instantly the quantity of structured arrangements.	86.67%
111.3.2.B	use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way so many hundreds, so many tens, and so many ones.	71.67%
111.3.2.C	use objects, pictures, and expanded and standard forms to represent numbers up to 120.	81.67%
111.3.2.D	generate a number that is greater than or less than a given whole number up to 120.	95.00%
111.3.2.F	order whole numbers up to 120 using place value and open number lines.	85.83%
111.3.2.G	represent the comparison of two numbers to 100 using the symbols $>$, $<$, or $=$.	83.33%
111.3.5.A	recite numbers forward and backward from any given number between 1 and 120.	70.00%
111.3.5.C	use relationships to determine the number that is 10 more and 10 less than a given number up to 120.	70.00%
111.3.6.D	identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language.	94.47%
111.3.6.F	compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible.	85.00%
111.3.8.C	draw conclusions and generate and answer questions using information from picture and bar-type graphs.	80.00%

District Objective/Category Summary

Number	Objective/Category	Percentage
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Colt Elementary Summary Results

Total Number of Students: 21
 Total Benchmark Percentage: 83.76%
 Percentage Meeting Expectation: 81.0%

Colt Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Hispanic/Latino	21	81.0%	83.76%

Colt Elementary TEKS Summary

SE Number	Student Expectation	Percentage
111.13.1.B.D	use concrete models to combine two-dimensional geometric figures to make new geometric figures.	73.81%
111.3.1.A	apply mathematics to problems arising in everyday life, society, and the workplace.	100.00%
111.3.1.C	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.	71.43%
111.3.1.D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.	90.48%
111.3.1.F	analyze mathematical relationships to connect and communicate mathematical ideas.	80.95%
111.3.2.A	recognize instantly the quantity of structured arrangements.	88.10%
111.3.2.B	use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones.	71.43%
111.3.2.C	use objects, pictures, and expanded and standard forms to represent numbers up to 120.	80.95%
111.3.2.D	generate a number that is greater than or less than a given whole number up to 120.	100.00%
111.3.2.F	order whole numbers up to 120 using place value and open number lines.	78.57%
111.3.2.G	represent the comparison of two numbers to 100 using the symbols $>$, $<$, or $=$.	90.48%
111.3.5.A	recite numbers forward and backward from any given number between 1 and 120.	78.57%
111.3.5.C	use relationships to determine the number that is 10 more and 10 less than a given number up to 120.	64.29%
111.3.6.D	identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language.	86.86%
111.3.6.F	compose two-dimensional shapes by joining two, three, or four figures to produce a larger shape in more than one way if possible.	80.48%
111.3.8.C	draw conclusions and generate and answer questions using information from picture and bar-type graphs.	97.62%

Colt Elementary Objective/Category Summary

Number	Objective/Category	Percentage
1	Highland Lakes Elementary TEKS Summary	83.76%

Colt Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentile Score
White, Jeremiah	21	81.0%	83.76%

Highland Lakes Elementary Summary Results

Total Number of Students: 39
 Total Benchmark Percentage: 82.33%
 Percentage Meeting Expectation: 79.5%

Highland Lakes Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Hispanic/Latino	39	79.5%	82.33%

Highland Lakes Elementary TEKS Summary

SE Number	Student Expectation	Percentage
111.13.1.B.D	use concrete models to combine two-dimensional geometric figures to make new geometric figures.	86.46%
111.3.1.A	apply mathematics to problems arising in everyday life, society, and the workplace.	89.74%
111.3.1.C	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.	71.79%
111.3.1.D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.	75.64%
111.3.1.F	analyze mathematical relationships to connect and communicate mathematical ideas.	82.05%
111.3.2.A	recognize instantly the quantity of structured arrangements.	85.90%
111.3.2.B	use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones.	71.79%
111.3.2.C	use objects, pictures, and expanded and standard forms to represent numbers up to 120.	82.05%
111.3.2.D	generate a number that is greater than or less than a given whole number up to 120.	92.31%
111.3.2.F	order whole numbers up to 120 using place value and open number lines.	89.74%
111.3.2.G	represent the comparison of two numbers to 100 using the symbols $>$, $<$, or $=$.	79.49%
111.3.5.A	recite numbers forward and backward from any given number between 1 and 120.	85.38%
111.3.5.C	use relationships to determine the number that is 10 more and 10 less than a given number up to 120.	73.08%
111.3.6.D	identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language.	83.18%
111.3.6.F	compose two-dimensional shapes by joining two, three, or four figures to produce a larger shape in more than one way if possible.	82.05%
111.3.8.C	draw conclusions and generate and answer questions using information from picture and bar-type graphs.	70.51%

Highland Lakes Elementary Objective/Category Summary

Number	Objective/Category	Percentage
1	Highland Lakes Elementary TEKS Summary	82.33%

Highland Lakes Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentile Score
Carrera, Nancy	19	68.4%	76.85%
Deaver, Macielina	20	90.0%	87.45%

1st gd Reading in English

Test Administration Summary

Title: RE_01_TBA1_131AE
 Campuses: Colt Elementary, Highland Lakes Elementary, Marble Falls Elementary, Spicewood Elementary
 Passing Percentage: 70%
 Number of Questions: 11
 Administration Dates: 10/4/2013 - 6/1/2014

District Summary Results

Total Number of Students: 221
 Total Benchmark Percentage: 80.01%
 Percentage Meeting Expectation: 74.2%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage
Black/African American	5	40.0%	63.80%
Hispanic/Latino	63	58.7%	71.94%
Native Hawaiian/Pacific Islander	8	87.5%	90.88%
White	142	81.7%	83.58%
Two or More Races	3	66.7%	79.00%

District TEKS Summary

SE Number	Student Expectation	Percentage
110.12.1.F	Identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).	72.85%
110.12.2.A	orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr).	86.88%
110.12.3.Aiv	decode words in context and in isolation by applying common letter-sound correspondences, including consonant digraphs including ch, sh, th-as in thing, wh, ig, ck, kn, -dge, and ph.	85.71%
110.12.3.D	decode words with common spelling patterns (e.g., -ink, -onk, -ick).	61.00%
110.12.3.H	Identify and read at least 100 high-frequency words from a commonly used list.	61.99%
110.12.4.A	confirm predictions about what will happen next in text by "reading the part that tells".	90.99%
110.12.6.A	Identify words that name actions (verbs) and words that name persons, places, or things (nouns).	78.73%
110.12.6.D	Identify and sort words into conceptual categories (e.g., opposites, living things).	85.97%
110.12.7.B	explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk and fairy tales.	84.62%
110.12.10.A	determine whether a story is true or a fantasy and explain why.	90.50%
110.12.11.A	recognize sensory details in literary text.	81.90%

District Objective/Category Summary

Number	Objective/Category	Percentage
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Colt Elementary Summary Results

Total Number of Students: 63
 Total Benchmark Percentage: 96.60%
 Percentage Meeting Expectation: 52.4%

Colt Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage
Hispanic/Latino	17	35.3%	56.12%
Native Hawaiian/Pacific Islander	2	50.0%	72.50%
White	43	60.5%	70.74%
Two or More Races	1	0.0%	55.00%

Colt Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.12.1.F	Identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).	52.38%
110.12.2.A	orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr).	69.84%
110.12.3.Aiv	decode words in context and in isolation by applying common letter-sound correspondences, including consonant digraphs including ch, sh, th-as in thing, wh, ig, ck, kn, -dge, and ph.	75.02%
110.12.3.D	decode words with common spelling patterns (e.g., -ink, -onk, -ick).	31.75%
110.12.3.H	Identify and read at least 100 high-frequency words from a commonly used list.	50.79%
110.12.4.A	confirm predictions about what will happen next in text by "reading the part that tells".	96.83%
110.12.6.A	Identify words that name actions (verbs) and words that name persons, places, or things (nouns).	61.90%
110.12.6.D	Identify and sort words into conceptual categories (e.g., opposites, living things).	73.02%
110.12.7.B	explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk and fairy tales.	69.84%
110.12.10.A	determine whether a story is true or a fantasy and explain why.	88.88%
110.12.11.A	recognize sensory details in literary text.	63.45%

Colt Elementary Objective/Category Summary

Number	Objective/Category	Percentage
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Colt Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage
Kraunm, Angie	21	14.3%	44.24%
Mayfield, Jana	22	68.2%	75.27%
Tripp, Cindy	20	75.0%	80.55%

Highland Lakes Elementary Summary Results

Total Number of Students: 49
 Total Benchmark Percentage: 79.86%
 Percentage Meeting Expectation: 71.4%

Highland Lakes Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Black/African American	2	0.0%	32.00%
Hispanic/Latino	20	60.0%	73.70%
White	26	84.6%	87.50%
Two or More Races	1	100.0%	100.00%

Highland Lakes Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.12.1.F	Identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).	71.43%
110.12.2.A	Orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ish) and consonant blends (e.g., bi, si, fi).	91.84%
110.12.3.Aiv	Decode words in context and in isolation by applying common letter-sound correspondences, including consonant digraphs including ch, th, sh, th-as in thing, wh, ng, ck, kn, -dge, and ph.	81.63%
110.12.3.D	Decode words with common spelling patterns (e.g., -ink, -onk, -lck).	63.27%
110.12.3.H	Identify and read at least 100 high-frequency words from a commonly used list.	63.27%
110.12.4.A	Confirm predictions about what will happen next in text by "reading the part that tells".	83.67%
110.12.6.A	Identify words that name actions (verbs) and words that name persons, places, or things (nouns).	75.51%
110.12.6.D	Identify and sort words into conceptual categories (e.g., opposites, living things).	87.76%
110.12.7.B	Explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk and fairy tales.	83.67%
110.12.10.A	Determine whether a story is true or a fantasy and explain why.	85.71%
110.12.11.A	Recognize sensory details in literary text.	89.60%

Highland Lakes Elementary Objective/Category Summary

Number	Objective/Category	Student Count	Met Expectations	Percentage Score
		17	76.5%	85.00%
		15	53.3%	74.60%
		17	82.4%	81.35%

Highland Lakes Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage Score
Butler, Stephanie	17	76.5%	85.00%
Struchan, Jessica	15	53.3%	74.60%
Wollick, Joni	17	82.4%	81.35%

Marble Falls Elementary Summary Results

Total Number of Students: 83
 Total Benchmark Percentage: 88.04%
 Percentage Meeting Expectation: 86.7%

Marble Falls Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Black/African American	3	66.7%	85.00%
Hispanic/Latino	18	66.7%	79.84%
Native Hawaiian/Pacific Islander	6	100.0%	97.00%
White	55	92.7%	89.98%
Two or More Races	1	100.0%	82.00%

Marble Falls Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.12.1.F	Identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).	89.16%
110.12.2.A	Orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ish) and consonant blends (e.g., bi, si, fi).	93.89%
110.12.3.Aiv	Decode words in context and in isolation by applying common letter-sound correspondences, including consonant digraphs including ch, th, sh, th-as in thing, wh, ng, ck, kn, -dge, and ph.	91.57%
110.12.3.D	Decode words with common spelling patterns (e.g., -ink, -onk, -lck).	79.52%
110.12.3.H	Identify and read at least 100 high-frequency words from a commonly used list.	60.24%
110.12.4.A	Confirm predictions about what will happen next in text by "reading the part that tells".	92.77%
110.12.6.A	Identify words that name actions (verbs) and words that name persons, places, or things (nouns).	89.16%
110.12.6.D	Identify and sort words into conceptual categories (e.g., opposites, living things).	95.18%
110.12.7.B	Explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk and fairy tales.	95.18%
110.12.10.A	Determine whether a story is true or a fantasy and explain why.	91.57%
110.12.11.A	Recognize sensory details in literary text.	89.16%

Marble Falls Elementary Objective/Category Summary

Number	Objective/Category	Student Count	Met Expectations	Percentage Score
		20	85.0%	88.75%
		21	76.2%	80.14%
		21	90.5%	91.43%
		21	95.2%	91.86%

Marble Falls Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage Score
Heinatz, Roxane	20	85.0%	88.75%
Hollandsworth, Samantha	21	76.2%	80.14%
Rice, Caroline	21	90.5%	91.43%
Walker, Elizabeth	21	95.2%	91.86%

Spicewood Elementary Summary Results

Total Number of Students: 26

Total Benchmark Percentage: 87.19%

Percentage Meeting Expectation: 92.3%

Spicewood Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Hispanic/Latino	8	87.5%	83.13%
White	18	94.4%	89.00%

Spicewood Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.12.1.F	Identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).	73.08%
110.12.2.A	Orally generate a series of original rhyming words using a variety of phonograms (e.g., -aks, -enl, -atin) and consonant blends (e.g., th, sh, fr).	96.15%
110.12.3.Aiv	Decode words in context and in isolation by applying common letter-sound correspondences, including consonant digraphs including ch, th, sh, th=as in thing, wh, ng, ck, kn, -dge, and ph.	88.46%
110.12.3.D	Decode words with common spelling patterns (e.g., -ink, -onk, -ick).	69.23%
110.12.3.H	Identify and read at least 100 high-frequency words from a commonly used list.	92.31%
110.12.4.A	Confirm predictions about what will happen next in text by "reading the part that tells".	84.62%
110.12.6.A	Identify words that name actions (verbs) and words that name persons, places, or things (nouns).	92.31%
110.12.6.D	Identify and sort words into conceptual categories (e.g., opposites, living things).	84.62%
110.12.7.B	Explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk and fairy tales.	88.46%
110.12.10.A	Determine whether a story is true or a fantasy and explain why.	100.00%
110.12.11.A	Recognize sensory details in literary text.	88.46%

Spicewood Elementary Objective/Category Summary

Number	Objective/Category	Percentage
13	82.3%	88.92%
13	92.3%	85.46%

Spicewood Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentile Score
Counis, Donna	13	82.3%	88.92%
Dean, Beverly	13	92.3%	85.46%

1st gd Reading in Spanish

Test Administration Summary

Title: RE_01_TBA1_1314S
 Campuses: Coit Elementary, Highland Lakes Elementary
 Passing Percentage: 70%
 Number of Questions: 11
 Administration Dates: 11/5/2013 - 6/4/2014

District

District Summary Results

Total Number of Students: 57
 Total Benchmark Percentage: 85.07%
 Percentage Meeting Expectation: 89.5%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Hispanic/Latino	57	89.5%	85.07%

District TEKS Summary

SE Number	Student Expectation	Met Expectations	Percentage
110.12.1.F	Identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).		80.70%
110.12.2.A	orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, t).		75.44%
110.12.3.H	Identify and read at least 100 high-frequency words from a commonly used list		82.46%
110.12.4.A	confirm predictions about what will happen next in text by "reading the part that tells".		92.98%
110.12.6.A	Identify words that name actions (verbs) and words that name persons, places, or things (nouns).		73.68%
110.12.6.D	Identify and sort words into conceptual categories (e.g., opposites, living things).		87.72%
110.12.7.B	explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk and fairy tales.		84.21%
110.12.10.A	determine whether a story is true or a fantasy and explain why.		89.47%
110.12.11.A	recognize sensory details in literary text.		82.46%
128.12.3.EI	decode words in context and in isolation by applying the knowledge of letter-sound relationships in different structures including open syllable (e.g., CV, le, VC, V, ais; CVCV, toms).		94.74%
128.12.3.EIV	decode words in context and in isolation by applying the knowledge of letter-sound relationships in different structures including consonant digraphs (e.g., ch/ch-le; lllia-ve; tr/pe-ro).		91.23%

District Objective/Category Summary

Number	Objective/Category	Percentage
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Coit Elementary Summary Results

Total Number of Students: 18
 Total Benchmark Percentage: 86.39%
 Percentage Meeting Expectation: 88.9%

Coit Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Hispanic/Latino	18	88.9%	86.39%

Coit Elementary TEKS Summary

SE Number	Student Expectation	Met Expectations	Percentage
110.12.1.F	Identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).		94.44%
110.12.2.A	orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, t).		55.56%
110.12.3.H	Identify and read at least 100 high-frequency words from a commonly used list		83.33%
110.12.4.A	confirm predictions about what will happen next in text by "reading the part that tells".		94.44%
110.12.6.A	Identify words that name actions (verbs) and words that name persons, places, or things (nouns).		88.89%
110.12.6.D	Identify and sort words into conceptual categories (e.g., opposites, living things).		77.78%
110.12.7.B	explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk and fairy tales.		94.44%
110.12.10.A	determine whether a story is true or a fantasy and explain why.		100.00%
110.12.11.A	recognize sensory details in literary text.		83.33%
128.12.3.EI	decode words in context and in isolation by applying the knowledge of letter-sound relationships in different structures including open syllable (e.g., CV, le, VC, V, ais; CVCV, toms).		94.44%
128.12.3.EIV	decode words in context and in isolation by applying the knowledge of letter-sound relationships in different structures including consonant digraphs (e.g., ch/ch-le; lllia-ve; tr/pe-ro).		83.33%

Coit Elementary Objective/Category Summary

Number	Objective/Category	Met Expectations	Percentage
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Coit Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage Score
White, Jeremiah	18	88.9%	86.39%

Highland Lakes Elementary Summary Results

Total Number of Students: 39

Total Benchmark Percentage: 84.46%

Percentage Meeting Expectation: 89.7%

Highland Lakes Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage	Percentile Score
Hispanic/Latino	39	89.7%	84.46%	

Highland Lakes Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.12.1.F	Identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).	74.36%
110.12.2.A	Orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ent, -in) and consonant blends (e.g., bl, st, fr).	84.62%
110.12.3.H	Identify and read at least 100 high-frequency words from a commonly used list.	82.05%
110.12.4.A	Confirm predictions about what will happen next in text by "reading the part that tells".	92.31%
110.12.6.A	Identify words that name actions (verbs) and words that name persons, places, or things (nouns).	66.67%
110.12.6.D	Identify and sort words into conceptual categories (e.g., opposites, living things).	92.31%
110.12.7.B	Explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk and fairy tales.	79.49%
110.12.10.A	Determine whether a story is true or a fantasy and explain why.	84.62%
110.12.11.A	Recognize sensory details in literary text.	82.05%
128-12.3.EI	Decode words in context and in isolation by applying the knowledge of letter-sound relationships in different structures including open syllable (e.g., CV, lar, VCV, alla; CVCV, toms).	94.87%
128-12.3.EIV	Decode words in context and in isolation by applying the knowledge of letter-sound relationships in different structures including consonant digraphs (e.g., ch/che; ll/lla-ve; rr/pe-ro).	94.87%

Highland Lakes Elementary Objective/Category Summary

Number	Objective/Category	Percentage
18		83.3%
21		95.2%

Highland Lakes Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage	Percentile Score
Carrera, Nancy	18	83.3%	83.89%	
Deaver, Magdalena	21	95.2%	84.95%	

2nd gd Math in English

Number Objective/Category Percentage

Test Administration Summary

Title: MA_02_TBA2_1314E
 Campuses: Cot Elementary, Highland Lakes Elementary, Marble Falls Elementary, Spicewood Elementary
 Passing Percentage: 70%
 Number of Questions: 20
 Administration Dates: 12/2/2013 - 6/30/2014

District

District Summary Results

Total Number of Students: 241
 Total Benchmark Percentage: 71.27%
 Percentage Meeting Expectation: 63.5%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Asian	3	33.3%	63.33%
Black/African American	5	40.0%	60.00%
Hispanic/Latino	91	52.7%	66.70%
American Indian/Alaskan Native	1	100.0%	95.00%
White	139	71.9%	74.71%
Two or More Races	2	50.0%	67.50%

District TEKS Summary

SE Number	Student Expectation	Percentage
111.14.2.5.A	find patterns in numbers such as in a 100s chart.	90.04%
111.4.2.A	use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones.	77.59%
111.4.2.B	use standard, word, and expanded forms to represent numbers up to 1,200.	79.05%
111.4.2.C	generate a number that is greater than or less than a given whole number up to 1,200.	61.33%
111.4.2.D	use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =).	66.59%
111.4.2.F	name the whole number that corresponds to a specific point on a number line.	66.39%
111.4.4.B	add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations.	66.60%
111.4.5.A	determine the value of a collection of coins up to one dollar.	78.01%
111.4.7.B	use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200.	78.42%
111.4.7.C	represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem.	65.77%
111.4.9.G	read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m.	57.68%
111.4.10.D	draw conclusions and make predictions from information in a graph.	57.68%

District Objective/Category Summary

Colt Elementary Summary Results

Total Number of Students: 72

Total Benchmark Percentage: 69.10%

Percentage Meeting Expectation: 62.5%

Colt Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Black/African American	1	100.0%	80.00%
Hispanic/Latino	20	55.0%	67.25%
American Indian/Alaskan Native	1	100.0%	95.00%
White	49	65.3%	69.59%
Two or More Races	1	0.0%	45.00%

Colt Elementary TEKS Summary

SE Number	Student Expectation	Percentage
111.14.2.5.A	find patterns in numbers such as in a 100s chart.	87.50%
111.4.2.A	use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones.	81.94%
111.4.2.B	use standard, word, and expanded forms to represent numbers up to 1,200.	79.17%
111.4.2.C	generate a number that is greater than or less than a given whole number up to 1,200.	81.94%
111.4.2.D	use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols ($>$, $<$, or $=$).	63.89%
111.4.2.F	name the whole number that corresponds to a specific point on a number line.	63.89%
111.4.4.B	add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations.	60.42%
111.4.5.A	determine the value of a collection of coins up to one dollar.	79.17%
111.4.7.B	use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200.	75.89%
111.4.7.C	represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem.	59.72%
111.4.9.G	read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m.	50.69%
111.4.10.D	draw conclusions and make predictions from information in a graph.	55.56%

Colt Elementary Objective/Category Summary

Number	Objective/Category	Percentage
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Colt Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentile Score
Gordon, Deborah	19	89.5%	75.53%
Graham, Cristi	19	63.2%	70.79%
Pyle, Lindsay	18	55.6%	66.67%
Vincent, Dawn	16	37.5%	62.19%

Highland Lakes Elementary Summary Results

Total Number of Students: 57

Total Benchmark Percentage: 61.75%

Percentage Meeting Expectation: 45.6%

Highland Lakes Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage	Percentile Score
Hispanic/Latino	33	36.8%	57.76%	
White	18	61.1%	68.61%	
Two or More Races	1	100.0%	90.00%	

Highland Lakes Elementary TEKS Summary

SE Number	Student Expectation	Percentage
111.14.2.5.A	find patterns in numbers such as in a 100s chart.	80.70%
111.4.2.A	use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones.	65.79%
111.4.2.B	use standard, word, and expanded forms to represent numbers up to 1,200.	74.56%
111.4.2.C	generate a number that is greater than or less than a given whole number up to 1,200.	71.93%
111.4.2.D	use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (<, =, or >).	59.65%
111.4.2.F	name the whole number that corresponds to a specific point on a number line.	50.88%
111.4.4.B	add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations.	53.51%
111.4.5.A	determine the value of a collection of coins up to one dollar.	64.04%
111.4.7.B	use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200.	70.18%
111.4.7.C	represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem.	64.91%
111.4.9.G	read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m.	45.61%
111.4.10.D	draw conclusions and make predictions from information in a graph.	47.37%

Highland Lakes Elementary Objective/Category Summary

Number	Objective/Category	Percentage
19		60.53%
19		59.21%
20		64.25%

Highland Lakes Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage	Percentile Score
Conrad, Julie	19	36.8%	60.53%	
Hartley, Christine	19	47.4%	59.21%	
Lust, Leslie	20	50.0%	64.25%	

Marble Falls Elementary Summary Results

Total Number of Students: 82

Total Benchmark Percentage: 75.67%

Percentage Meeting Expectation: 69.5%

Marble Falls Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage	Percentile Score
Asian	3	33.3%	63.33%	
Black/African American	4	25.0%	55.00%	
Hispanic/Latino	25	64.0%	73.60%	
White	50	78.0%	79.10%	

Marble Falls Elementary TEKS Summary

SE Number	Student Expectation	Percentage
111.14.2.5.A	find patterns in numbers such as in a 100s chart.	96.34%
111.4.2.A	use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones.	78.65%
111.4.2.B	use standard, word, and expanded forms to represent numbers up to 1,200.	76.22%
111.4.2.C	generate a number that is greater than or less than a given whole number up to 1,200.	85.37%
111.4.2.D	use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (<, =, or >).	73.17%
111.4.2.F	name the whole number that corresponds to a specific point on a number line.	71.95%
111.4.4.B	add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations.	73.17%
111.4.5.A	determine the value of a collection of coins up to one dollar.	85.37%
111.4.7.B	use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200.	82.32%
111.4.7.C	represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem.	66.25%
111.4.9.G	read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m.	65.24%
111.4.10.D	draw conclusions and make predictions from information in a graph.	64.02%

Marble Falls Elementary Objective/Category Summary

Number	Objective/Category	Percentage
19		68.4%
20		65.0%
21		66.7%
21		81.0%

Marble Falls Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage	Percentile Score
Bellard, Evia	19	68.4%	77.37%	
Blair, Jennifer	20	65.0%	75.50%	
Lehman, Michael	21	66.7%	70.71%	
Rios, Teresa	21	81.0%	80.95%	

Spicewood Elementary Summary Results

Total Number of Students: 30

Total Benchmark Percentage: 82.50%

Percentage Meeting Expectation: 83.3%

Spicewood Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage	Percentile Score
Hispanic/Latino	8	87.5%	87.5%	86.25%
White	22	81.8%	81.8%	81.14%

Spicewood Elementary TEKS Summary

SE Number	Student Expectation	Percentage
111.14.2.5.A	find patterns in numbers such as in a 100s chart.	96.67%
111.4.2.A	use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones.	85.00%
111.4.2.B	use standard, word, and expanded forms to represent numbers up to 1,200.	95.00%
111.4.2.C	generate a number that is greater than or less than a given whole number up to 1,200.	86.67%
111.4.2.D	use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =).	86.67%
111.4.2.F	name the whole number that corresponds to a specific point on a number line.	86.67%
111.4.4.B	add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations.	88.33%
111.4.5.A	determine the value of a collection of coins up to one dollar.	81.67%
111.4.7.B	use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200.	80.00%
111.4.7.C	represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem.	75.00%
111.4.9.G	read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m.	76.67%
111.4.10.D	draw conclusions and make predictions from information in a graph.	65.00%

Spicewood Elementary Objective/Category Summary

Number	Objective/Category	Percentage
16	Student Count	69.6%
14	Met Expectations	100.0%
73.44%	Percentile Score	

Spicewood Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage	Percentile Score
Clark, Kazzie	16	69.6%	69.6%	73.44%
Jenkins, Judie	14	100.0%	100.0%	92.86%

2nd gd Math in Spanish

Test Administration Summary

Title: MA_02_TB92_1314S
 Campuses: Colt Elementary, Highland Lakes Elementary
 Passing Percentage: 70%
 Number of Questions: 20
 Administration Dates: 12/4/2013 - 6/30/2014

District

District Summary Results

Total Number of Students: 52
 Total Benchmark Percentage: 62.31%
 Percentage Meeting Expectation: 42.3%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Hispanic/Latino	46	41.3%	62.26%
White	6	50.0%	62.50%

District TEKS Summary

SE Number	Student Expectation	Percentage
111.14.2.5.A	find patterns in numbers such as in a 100s chart.	73.08%
111.4.2.A	use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones.	66.27%
111.4.2.B	use standard, word, and expanded forms to represent numbers up to 1,200.	74.04%
111.4.2.C	generate a number that is greater than or less than a given whole number up to 1,200.	71.15%
111.4.2.D	use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols ($>$, $<$, or $=$).	55.77%
111.4.2.F	name the whole number that corresponds to a specific point on a number line.	67.31%
111.4.4.B	add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations.	46.15%
111.4.5.A	determine the value of a collection of coins up to one dollar.	74.04%
111.4.7.B	use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200.	67.31%
111.4.7.C	represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem.	61.54%
111.4.9.G	read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m.	46.15%
111.4.10.D	draw conclusions and make predictions from information in a graph.	51.92%

District Objective/Category Summary

Number	Objective/Category	Percentage
11	Objective/Category	64.55%
12	Objective/Category	56.33%

Colt Elementary Summary Results

Total Number of Students: 23

Total Benchmark Percentage: 61.30%
 Percentage Meeting Expectation: 43.5%

Colt Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Hispanic/Latino	17	41.2%	60.86%
White	6	50.0%	62.50%

Colt Elementary TEKS Summary

SE Number	Student Expectation	Percentage
111.14.2.5.A	find patterns in numbers such as in a 100s chart.	82.61%
111.4.2.A	use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones.	58.70%
111.4.2.B	use standard, word, and expanded forms to represent numbers up to 1,200.	80.43%
111.4.2.C	generate a number that is greater than or less than a given whole number up to 1,200.	65.22%
111.4.2.D	use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols ($>$, $<$, or $=$).	65.22%
111.4.2.F	name the whole number that corresponds to a specific point on a number line.	69.57%
111.4.4.B	add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations.	52.17%
111.4.5.A	determine the value of a collection of coins up to one dollar.	76.26%
111.4.7.B	use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200.	63.04%
111.4.7.C	represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem.	50.00%
111.4.9.G	read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m.	34.78%
111.4.10.D	draw conclusions and make predictions from information in a graph.	54.35%

Colt Elementary Objective/Category Summary

Number	Objective/Category	Percentage
11	Objective/Category	64.55%
12	Objective/Category	56.33%

Colt Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentile Score
Clendennen, Myra	11	54.5%	64.55%
Villarreal, Sylvia	12	33.3%	56.33%

Highland Lakes Elementary Summary-Results

Total Number of Students: 29
 Total Benchmark Percentage: 63.10%
 Percentage Meeting Expectation: 41.4%

Highland Lakes Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Hispanic/Latino	29	41.4%	63.10%

Highland Lakes Elementary TEKS Summary

SE Number	Student Expectation	Percentage
111.4.2.5.A	find patterns in numbers such as in a 100s chart.	65.52%
111.4.2.A	use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones.	75.86%
111.4.2.B	use standard, word, and expanded forms to represent numbers up to 1,200.	68.97%
111.4.2.C	generate a number that is greater than or less than a given whole number up to 1,200.	75.86%
111.4.2.D	use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols ($>$, $<$, or $=$).	48.28%
111.4.2.F	name the whole number that corresponds to a specific point on a number line.	65.52%
111.4.4.B	add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations.	41.38%
111.4.5.A	determine the value of a collection of coins up to one dollar.	70.69%
111.4.7.B	use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200.	70.69%
111.4.7.C	represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem.	70.69%
111.4.9.G	read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m.	55.17%
111.4.10.D	draw conclusions and make predictions from information in a graph.	50.00%

Highland Lakes Elementary Objective/Category Summary

Number	Objective/Category	Student Count	Met Expectations	Percentage Score
Teacher	Highland Lakes Elementary Teacher Summary	16	25.0%	55.31%
Backus, Desaree		13	61.5%	72.69%
Reinhard, Flor				

2nd gd Reading in English

Test Administration Summary

Title: RE_02_TBA2_1314E
 Campuses: Coit Elementary, Highland Lakes Elementary, Marble Falls Elementary, Siltwood Elementary
 Passing Percentage: 70%
 Number of Questions: 14
 Administration Dates: 12/9/2013 - 5/30/2014

District

District Summary Results

Total Number of Students: 242
 Total Benchmark Percentage: 64.13%
 Percentage Meeting Expectation: 47.1%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage
Asian	3	0.0%	54.67%
Black/African American	5	40.0%	60.00%
Hispanic/Latino	92	32.6%	56.71%
American Indian/Alaskan Native	1	0.0%	57.00%
White	139	57.6%	69.29%
Two or More Races	2	100.0%	75.00%

District TEKS Summary

SE Number	Student Expectation	Percentage
110.13.3.C	establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	75.62%
110.13.5.A	use prefixes and suffixes to determine the meaning of words (e.g., allow/dissallow).	71.90%
110.13.5.B	use context to determine the relevant meaning of unfamiliar words or multiple-meaning words.	59.50%
110.13.6.A	identify moral lessons as themes in well-known fables, legends, myths, or stories.	63.22%
110.13.7.A	describe how rhyme, rhythm, and repetition interact to create images in poetry.	53.07%
110.13.9.B	describe main characters in works of fiction, including their traits, motivations, and feelings.	83.88%
110.13.11.A	recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).	54.55%
110.13.RC.B	ask literal questions of text.	75.21%
110.13.RC.D	make inferences about text and use textual evidence to support understanding.	56.61%
110.13.RC.E	retell important events in stories in logical order.	63.64%
110.13.RC.F	make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	70.25%

District Objective/Category Summary

Number	Objective/Category	Percentage
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Coit Elementary Summary Results

Total Number of Students: 72
 Total Benchmark Percentage: 66.47%
 Percentage Meeting Expectation: 54.2%

Coit Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage
Black/African American	1	0.0%	64.00%
Hispanic/Latino	20	45.0%	60.10%
American Indian/Alaskan Native	1	0.0%	57.00%
White	49	59.2%	69.06%
Two or More Races	1	100.0%	79.00%

Coit Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.13.3.C	establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	72.22%
110.13.5.A	use prefixes and suffixes to determine the meaning of words (e.g., allow/dissallow).	77.78%
110.13.5.B	use context to determine the relevant meaning of unfamiliar words or multiple-meaning words.	61.11%
110.13.6.A	identify moral lessons as themes in well-known fables, legends, myths, or stories.	68.06%
110.13.7.A	describe how rhyme, rhythm, and repetition interact to create images in poetry.	60.26%
110.13.9.B	describe main characters in works of fiction, including their traits, motivations, and feelings.	88.89%
110.13.11.A	recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).	52.78%
110.13.RC.B	ask literal questions of text.	79.17%
110.13.RC.D	make inferences about text and use textual evidence to support understanding.	47.22%
110.13.RC.E	retell important events in stories in logical order.	71.53%
110.13.RC.F	make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	58.33%

Coit Elementary Objective/Category Summary

Number	Objective/Category	Percentage
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Teacher	Student Count	Met Expectations	Percentage
Gordon, Deborah	19	68.4%	72.95%
Graham, Chieil	19	57.9%	71.21%
Pyle, Lindsay	18	66.7%	68.83%
Vincent, Dawn	16	18.8%	52.75%

Highland Lakes Elementary Summary Results

Total Number of Students: 56

Total Benchmark Percentage: 50.88%

Percentage Meeting Expectation: 20.7%

Highland Lakes Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Hispanic/Latino	39	12.8%	46.72%
White	18	33.3%	58.78%
Two or More Races	1	100.0%	71.00%

Highland Lakes Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.13.3.C	establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	58.62%
110.13.5.A	use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow).	62.07%
110.13.5.B	use context to determine the relevant meaning of unfamiliar words or multiple-meaning words.	46.55%
110.13.6.A	identify moral lessons as themes in well-known fables, legends, myths, or stories.	37.93%
110.13.7.A	describe how rhyme, rhythm, and repetition interact to create images in poetry.	40.17%
110.13.9.B	describe main characters in works of fiction, including their traits, motivations, and feelings.	70.69%
110.13.11.A	recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).	43.10%
110.13.RC.B	ask literal questions of text.	67.24%
110.13.RC.D	make inferences about text and use textual evidence to support understanding.	53.45%
110.13.RC.E	retell important events in stories in logical order.	52.59%
110.13.RC.F	make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	46.55%

Highland Lakes Elementary Objective/Category Summary

Number	Objective/Category	Percentage
Highland Lakes Elementary Teacher Summary		
Teacher		
Conrad, Julie	19	15.8%
Hartley, Christina	19	26.3%
Lust, Lezlie	21	23.8%

Marble Falls Elementary Summary Results

Total Number of Students: 83

Total Benchmark Percentage: 68.54%

Percentage Meeting Expectation: 56.6%

Marble Falls Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Asian	3	0.0%	54.67%
Black/African American	4	50.0%	59.00%
Hispanic/Latino	25	44.0%	63.44%
White	51	66.7%	72.61%

Marble Falls Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.13.3.C	establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	85.54%
110.13.5.A	use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow).	74.70%
110.13.5.B	use context to determine the relevant meaning of unfamiliar words or multiple-meaning words.	62.65%
110.13.6.A	identify moral lessons as themes in well-known fables, legends, myths, or stories.	74.70%
110.13.7.A	describe how rhyme, rhythm, and repetition interact to create images in poetry.	51.84%
110.13.9.B	describe main characters in works of fiction, including their traits, motivations, and feelings.	84.34%
110.13.11.A	recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).	65.06%
110.13.RC.B	ask literal questions of text.	74.70%
110.13.RC.D	make inferences about text and use textual evidence to support understanding.	66.27%
110.13.RC.E	retell important events in stories in logical order.	64.46%
110.13.RC.F	make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	66.75%

Marble Falls Elementary Objective/Category Summary

Number	Objective/Category	Percentage
Marble Falls Elementary Teacher Summary		
Teacher		
Ballard, Evia	20	60.0%
Blair, Jennifer	20	55.0%
Lehrman, Michael	21	52.4%
Rios, Teresa	21	57.1%

Spicewood Elementary Summary Results

Total Number of Students: 29

Total Benchmark Percentage: 72.17%

Percentage Meeting Expectation: 55.2%

Spicewood Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Hispanic/Latino	8	62.5%	75.88%
White	21	52.4%	70.76%

Spicewood Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.13.3.C	establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	89.66%
110.13.5.A	use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow).	68.97%
110.13.5.B	use context to determine the relevant meaning of unfamiliar words or multiple-meaning words.	72.41%
110.13.6.A	identify moral lessons as themes in well-known fables, legends, myths, or stories.	66.97%
110.13.7.A	describe how rhyme, rhythm, and repetition interact to create images in poetry.	64.48%
110.13.9.B	describe main characters in works of fiction, including their traits, motivations, and feelings.	96.55%
110.13.11.A	recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).	51.72%
110.13.RC.B	ask literal questions of text.	82.76%
110.13.RC.D	make inferences about text and use textual evidence to support understanding.	58.62%
110.13.RC.E	reliel important events in stories in logical order.	63.79%
110.13.RC.F	make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	100.00%

Spicewood Elementary Objective/Category Summary

Number	Objective/Category	Percentage
15	33.3%	64.80%
14	76.6%	80.07%

Spicewood Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentile Score
Clark, Kaznie	15	33.3%	64.80%
Jenkins, Judie	14	76.6%	80.07%

2nd Qd Reading in Spanish

Test Administration Summary

Title: RE_02_TBA2_1314S
 Campuses: Colt Elementary, Highland Lakes Elementary
 Passing Percentage: 70%
 Number of Questions: 14
 Administration Dates: 12/5/2013 - 5/20/2014

District

District Summary Results

Total Number of Students: 52
 Total Benchmark Percentage: 56.04%
 Percentage Meeting Expectation: 34.6%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Hispanic/Latino	46	37.0%	58.48%
White	6	16.7%	54.67%

District TEKS Summary

SE Number	Student Expectation	Percentage
110.13.3.C	establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	55.77%
110.13.5.A	use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow).	76.92%
110.13.5.B	use context to determine the relevant meaning of unfamiliar words or multiple-meaning words.	67.31%
110.13.6.A	identify moral lessons as themes in well-known fables, legends, myths, or stories.	34.62%
110.13.7.A	describe how rhyme, rhythm, and repetition interact to create images in poetry.	63.56%
110.13.9.B	describe main characters in works of fiction, including their traits, motivations, and feelings.	63.46%
110.13.11.A	recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).	53.85%
110.13.RC.B	ask literal questions of text.	53.65%
110.13.RC.D	make inferences about text and use textual evidence to support understanding.	67.31%
110.13.RC.E	retell important events in stories in logical order.	47.12%
110.13.RC.F	make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	55.77%

District Objective/Category Summary

Number	Objective/Category	Percentage
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Colt Elementary Summary Results

Total Number of Students: 23
 Total Benchmark Percentage: 51.48%
 Percentage Meeting Expectation: 21.7%

Colt Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Hispanic/Latino	17	23.5%	50.35%
White	6	16.7%	54.67%

Colt Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.13.3.C	establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	56.52%
110.13.5.A	use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow).	69.57%
110.13.5.B	use context to determine the relevant meaning of unfamiliar words or multiple-meaning words.	52.17%
110.13.6.A	identify moral lessons as themes in well-known fables, legends, myths, or stories.	26.09%
110.13.7.A	describe how rhyme, rhythm, and repetition interact to create images in poetry.	62.43%
110.13.9.B	describe main characters in works of fiction, including their traits, motivations, and feelings.	52.17%
110.13.11.A	recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).	60.87%
110.13.RC.B	ask literal questions of text.	56.52%
110.13.RC.D	make inferences about text and use textual evidence to support understanding.	56.52%
110.13.RC.E	retell important events in stories in logical order.	39.13%
110.13.RC.F	make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	26.09%

Colt Elementary Objective/Category Summary

Number	Objective/Category	Percentage
Colt Elementary Teacher Summary		
Clendennen, Myra	11	27.3%
Villarreal, Sylvia	12	16.7%

Highland Lakes Elementary Summary Results

Total Number of Students: 29

Total Benchmark Percentage: 63.24%

Percentage Meeting Expectation: 44.8%

Highland Lakes Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage
Hispanic/Latino	29	44.8%	63.24%

Highland Lakes Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.13.3.C	establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	55.17%
110.13.5.A	use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow).	82.76%
110.13.5.B	use context to determine the relevant meaning of unfamiliar words or multiple-meaning words.	79.31%
110.13.6.A	identify moral lessons as themes in well-known fables, legends, myths, or stories.	41.38%
110.13.7.A	describe how rhyme, rhythm, and repetition interact to create images in poetry.	64.45%
110.13.9.B	describe main characters in works of fiction, including their traits, motivations, and feelings.	72.41%
110.13.11.A	recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).	48.28%
110.13.RC.B	ask literal questions of text.	51.72%
110.13.RC.D	make inferences about text and use textual evidence to support understanding.	75.86%
110.13.RC.E	retell important events in stories in logical order.	53.45%
110.13.RC.F	make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	79.31%

Highland Lakes Elementary Objective/Category Summary

Number	Objective/Category	Percentage
15	53.3%	65.07%
14	35.7%	61.29%

Highland Lakes Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage
Backus, Desairea	15	53.3%	65.07%
Reinhard, Flor	14	35.7%	61.29%

3rd gd Math in English

Test Administration Summary

Title: MA_03_TBA2_1314E
 Campuses: Colt Elementary, Highland Lakes Elementary, Marble Falls Elementary, Spicewood Elementary
 Passing Percentage: 72%
 Number of Questions: 22
 Administration Dates: 12/4/2013 - 6/4/2014

District

District Summary Results

Total Number of Students: 236
 Total Benchmark Percentage: 67.80%
 Percentage Meeting Expectation: 51.3%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Asian	2	50.0%	75.00%
Black/African American	4	50.0%	66.00%
Hispanic/Latino	73	23.3%	54.85%
American Indian/Alaskan Native	1	100.0%	77.00%
White	153	63.4%	73.54%
Two or More Races	3	100.0%	84.67%

District TEKS Summary

SE Number	Student Expectation	Percentage
111.15.3.1.C	determine the value of a collection of coins and bills.	69.49%
111.15.3.2.C	use fraction names and symbols to describe fractional parts of whole objects or sets of objects.	76.69%
111.15.3.3.B	select addition or subtraction and use the operation to solve problems involving whole numbers through 999.	60.17%
111.15.3.4.A	learn and apply multiplication facts through 12 by 12 using concrete models and objects.	90.66%
111.15.3.4.B	solve and record multiplication problems (up to two digits times one digit).	55.51%
111.15.3.4.C	use models to solve division problems and use number sentences to record the solutions.	76.27%
111.15.3.5.A	round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations.	50.21%
111.15.3.5.B	use strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems.	53.81%
111.15.3.5.A	identify and extend whole-number and geometric patterns to make predictions and solve problems.	67.56%
111.15.3.6.B	identify patterns in multiplication facts using concrete objects, pictorial models, or technology.	86.66%
111.15.3.6.C	identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 / 2 = 3$, $6 / 3 = 2$.	80.51%
111.15.3.7.A	generate a table of paired numbers based on a real-life situation such as insects and legs.	66.66%
111.15.3.7.B	identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table.	61.02%

111.15.3.10.A	locate and name points on a number line using whole numbers and fractions, including halves and fourths.	60.59%
111.15.3.11.A	use linear measurement tools to estimate and measure lengths using standard units.	72.03%
111.15.3.12.B	tell and write time shown on analog and digital clocks.	76.69%
111.15.3.14.A	identify the mathematics in everyday situations.	74.20%
111.15.3.14.B	solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	56.26%
111.15.3.14.C	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and.	73.16%
111.15.3.14.D	use tools such as real objects, manipulatives, and technology to solve problems.	72.03%
111.15.3.15.B	relate informal language to mathematical language and symbols.	76.69%
111.15.3.16.A	make generalizations from patterns or sets of examples and nonexamples.	63.03%

District Objective/Category Summary

Number	Objective/Category	Percentage
1	The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	64.63%
2	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	72.21%
3	The student will demonstrate an understanding of geometry and spatial reasoning.	60.59%
4	The student will demonstrate an understanding of the concepts and uses of measurement.	74.36%

Colt Elementary Summary Results

Total Number of Students: 54

Total Benchmark Percentage: 70.59%

Percentage Meeting Expectation: 55.6%

Colt Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage
Asian	1	0.0%	68.00%
Black/African American	1	100.0%	95.00%
Hispanic/Latino	9	11.1%	50.00%
American Indian/Alaskan Native	1	100.0%	77.00%
White	42	64.3%	74.33%

Colt Elementary TEKS Summary

SE Number	Student Expectation	Met Expectations	Percentage
111.15.3.1.C	determine the value of a collection of coins and bills.	1	74.07%
111.15.3.2.C	use fraction names and symbols to describe fractional parts of whole objects or sets of objects.	1	74.07%
111.15.3.3.B	select addition or subtraction and use the operation to solve problems involving whole numbers through 999.	9	59.26%
111.15.3.4.A	learn and apply multiplication facts through 12 by 12 using concrete models and objects.	9	88.89%
111.15.3.4.B	solve and record multiplication problems (up to two digits times one digit).	9	44.44%
111.15.3.4.C	use models to solve division problems and use number sentences to record the solutions.	9	77.78%
111.15.3.5.A	round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations.	9	51.85%
111.15.3.5.B	use strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems.	9	61.11%
111.15.3.6.A	identify and extend whole-number and geometric patterns to make predictions and solve problems.	9	72.22%
111.15.3.6.B	identify patterns in multiplication facts using concrete objects, pictorial models, or technology.	9	85.19%
111.15.3.6.C	identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 2 = 3$, $6 \div 3 = 2$.	9	88.89%
111.15.3.7.A	generate a table of paired numbers based on a real-life situation such as insects and legs.	9	80.56%
111.15.3.7.B	identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table.	9	54.63%
111.15.3.10.A	locate and name points on a number line using whole numbers and fractions, including halves and fourths.	9	68.52%
111.15.3.11.A	use linear measurement tools to estimate and measure lengths using standard units.	9	85.19%
111.15.3.12.B	tell and write time shown on analog and digital clocks.	9	81.46%
111.15.3.14.A	identify the mathematics in everyday situations.	9	70.48%
111.15.3.14.B	solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	9	57.41%
111.15.3.14.C	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and,	9	79.67%

- 111.15.3.14.D use tools such as real objects, manipulatives, and technology to solve problems.
- 111.15.3.15.B relate informal language to mathematical language and symbols.
- 111.15.3.16.A make generalizations from patterns or sets of examples and nonexamples.

Colt Elementary Objective/Category Summary

Number	Objective/Category	Met Expectations	Percentage
1	The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	19	64.89%
2	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	17	74.98%
3	The student will demonstrate an understanding of geometry and spatial reasoning.	19	68.52%
4	The student will demonstrate an understanding of the concepts and uses of measurement.	19	83.33%

Colt Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage
Fisch, Tiffany	19	31.6%	61.58%
Roberts, Nannette	17	58.8%	71.18%
Taylor, Cindy	19	73.7%	78.00%

Highland Lakes Elementary Summary Results

Total Number of Students: 55

Total Benchmark Percentage: 57.11%

Percentage Meeting Expectation: 30.9%

Highland Lakes Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage
Hispanic/Latino	31	22.6%	52.48%
White	23	35.1%	62.26%
Two or More Races	1	100.0%	82.00%

Highland Lakes Elementary TEKS Summary

SE Number	Student Expectation	Student Count	Met Expectations	Percentage
111.15.3.1.C	determine the value of a collection of coins and bills.			55.36%
111.15.3.2.C	use fraction names and symbols to describe fractional parts of whole objects or sets of objects.			69.09%
111.15.3.3.B	select addition or subtraction and use the operation to solve problems involving whole numbers through 899.			49.09%
111.15.3.4.A	learn and apply multiplication facts through 12 by 12 using concrete models and objects.			85.45%
111.15.3.4.B	solve and record multiplication problems (up to two digits times one digit).			43.64%
111.15.3.4.C	use models to solve division problems and use number sentences to record the solutions.			70.91%
111.15.3.5.A	round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations.			42.73%
111.15.3.5.B	use strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems.			45.45%
111.15.3.6.A	identify and extend whole-number and geometric patterns to make predictions and solve problems.			57.27%
111.15.3.6.B	identify patterns in multiplication facts using concrete objects, pictorial models, or technology.			81.82%
111.15.3.6.C	identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 / 2 = 3$, $6 / 3 = 2$.			67.27%
111.15.3.7.A	generate a table of paired numbers based on a real-life situation such as insects and legs.			50.00%
111.15.3.7.B	identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table.			50.91%
111.15.3.10.A	locate and name points on a number line using whole numbers and fractions, including halves and fourths.			47.27%
111.15.3.11.A	use linear measurement tools to estimate and measure lengths using standard units.			56.36%
111.15.3.12.B	tell and write time shown on analog and digital clocks.			65.45%
111.15.3.14.A	identify the mathematics in everyday situations.			66.67%
111.15.3.14.B	solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.			48.18%
111.15.3.14.C	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and			58.18%
111.15.3.14.D	use tools such as real objects, manipulatives, and technology to solve problems.			56.36%
111.15.3.15.B	relate informal language to mathematical language and symbols.			69.09%
111.15.3.16.A	make generalizations from patterns or sets of examples and nonexamples.			53.95%

Highland Lakes Elementary Objective/Category Summary

Number	Objective/Category	Student Count	Met Expectations	Percentage
1	The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	15	13.3%	53.27%
2	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	26	42.3%	59.65%
3	The student will demonstrate an understanding of geometry and spatial reasoning.	13	30.8%	56.62%
4	The student will demonstrate an understanding of the concepts and uses of measurement.			

Highland Lakes Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage
Taylor, Amy	15	13.3%	53.27%
Tipp, David	26	42.3%	59.65%
Wood, Katherine	13	30.8%	56.62%

Marble Falls Elementary Summary Results

Total Number of Students: 90
 Total Benchmark Percentage: 66.44%
 Percentage Meeting Expectation: 47.8%

Marble Falls Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage
Asian	1	100.0%	82.00%
Black/African American	3	33.3%	56.33%
Hispanic/Latino	30	23.3%	57.43%
White	56	60.7%	71.54%

Marble Falls Elementary TEKS Summary

SE Number	Student Expectation	Percentage
111.15.3.1.C	determine the value of a collection of coins and bills.	71.11%
111.15.3.2.C	use fraction names and symbols to describe fractional parts of whole objects or sets of objects.	78.89%
111.15.3.3.B	select addition or subtraction and use the operation to solve problems involving whole numbers through 999.	56.67%
111.15.3.4.A	learn and apply multiplication facts through 12 by 12 using concrete models and objects.	83.33%
111.15.3.4.B	solve and record multiplication problems (up to two digits times one digit).	62.22%
111.15.3.4.C	use models to solve division problems and use number sentences to record the solutions.	72.22%
111.15.3.5.A	round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations.	46.11%
111.15.3.5.B	use strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems.	46.67%
111.15.3.6.A	identify and extend whole-number and geometric patterns to make predictions and solve problems.	67.78%
111.15.3.6.B	identify patterns in multiplication facts using concrete objects, pictorial models, or technology.	89.44%
111.15.3.6.C	identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 2 = 3$, $6 \div 3 = 2$.	81.11%
111.15.3.7.A	generate a table of paired numbers based on a real-life situation such as insects and legs.	66.11%
111.15.3.7.B	identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table.	63.89%
111.15.3.10.A	locate and name points on a number line using whole numbers and fractions, including halves and fourths.	48.89%
111.15.3.11.A	use linear measurement tools to estimate and measure lengths using standard units.	63.33%
111.15.3.12.B	tell and write time shown on analog and digital clocks.	75.56%
111.15.3.14.A	identify the mathematics in everyday situations.	75.98%
111.15.3.14.B	solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	55.56%
111.15.3.14.C	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem, and.	73.00%
111.15.3.14.D	use tools such as real objects, manipulatives, and technology to solve problems.	63.33%
111.15.3.15.B	relate informal language to mathematical language and symbols.	78.89%

111.15.3.16.A make generalizations from patterns or sets of examples and nonexamples. 63.01%

Marble Falls Elementary Objective/Category Summary

Number	Objective/Category	Percentage
1	The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	63.78%
2	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	72.96%
3	The student will demonstrate an understanding of geometry and spatial reasoning.	48.89%
4	The student will demonstrate an understanding of the concepts and uses of measurement.	69.44%

Marble Falls Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage
Alaniz, Britany	47	46.8%	64.57%
Phillips, Debby	43	48.8%	68.49%

Spicewood Elementary Summary Results

Total Number of Students: 37

Total Benchmark Percentage: 82.89%

Percentage Meeting Expectation: 83.8%

Spicewood Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage	Percentile Score
Hispanic/Latino	3	66.7%	66.7%	68.00%
White	32	84.4%	84.4%	84.09%
Two or More Races	2	100.0%	100.0%	86.00%

Spicewood Elementary TEKS Summary

SE Number	Student Expectation	Student Count	Met Expectations	Percentage	Percentile Score
111.15.3.1.C	determine the value of a collection of coins and bills.			78.38%	
111.15.3.2.C	use fraction names and symbols to describe fractional parts of whole objects or sets of objects.			86.49%	
111.15.3.3.B	select addition or subtraction and use the operation to solve problems involving whole numbers through 999.			86.49%	
111.15.3.4.A	learn and apply multiplication facts through 12 by 12 using concrete models and objects.			94.59%	
111.15.3.4.B	solve and record multiplication problems (up to two digits times one digit).			72.97%	
111.15.3.4.C	use models to solve division problems and use number sentences to record the solutions.			91.89%	
111.15.3.5.A	round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations.			68.92%	
111.15.3.5.B	use strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems.			72.97%	
111.15.3.6.A	identify and extend whole-number and geometric patterns to make predictions and solve problems.			75.68%	
111.15.3.6.B	identify patterns in multiplication facts using concrete objects, pictorial models, or technology.			90.54%	
111.15.3.6.C	identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 / 2 = 3$, $6 / 3 = 2$.			86.49%	
111.15.3.7.A	generate a table of paired numbers based on a real-life situation such as insects and legs.			86.49%	
111.15.3.7.B	identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table.			78.38%	
111.15.3.10.A	locate and name points on a number line using whole numbers and fractions, including halves and fourths.			97.30%	
111.15.3.11.A	use linear measurement tools to estimate and measure lengths using standard units.			97.30%	
111.15.3.12.B	tell and write time shown on analog and digital clocks.			86.19%	
111.15.3.14.A	identify the mathematics in everyday situations.			86.54%	
111.15.3.14.B	solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.			81.08%	
111.15.3.14.C	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem, and.			86.49%	
111.15.3.14.D	use tools such as real objects, manipulatives, and technology to solve problems.			97.30%	
111.15.3.15.B	relate informal language to mathematical language and symbols.			86.49%	
111.15.3.16.A	make generalizations from patterns or sets of examples and nonexamples.			74.78%	

Spicewood Elementary Objective/Category Summary

Number	Objective/Category	Student Count	Met Expectations	Percentage
1	The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.			80.30%
2	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.			83.24%
3	The student will demonstrate an understanding of geometry and spatial reasoning.			97.30%
4	The student will demonstrate an understanding of the concepts and uses of measurement.			93.24%

Spicewood Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage	Percentile Score
Marquez, Casey	35	88.6%	88.6%	85.83%
Slary, Mary	2	0.0%	0.0%	31.50%

3rd Math in Spanish

Test Administration Summary

Title: MA_03_TBA2_1314S
 Campuses: Coll Elementary, Highland Lakes Elementary
 Passing Percentage: 72%
 Number of Questions: 22
 Administration Dates: 12/9/2013 - 3/14/2014

District

District Summary Results

Total Number of Students: 29
 Total Benchmark Percentage: 57.97%
 Percentage Meeting Expectation: 27.6%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Hispanic/Latino	29	27.6%	57.97%

District TEKS Summary

SE Number	Student Expectation	Percentage
111.15.3.1.C	determine the value of a collection of coins and bills.	58.62%
111.15.3.2.C	use fraction names and symbols to describe fractional parts of whole objects or sets of objects.	82.76%
111.15.3.3.B	select addition or subtraction and use the operation to solve problems involving whole numbers through 999.	34.48%
111.15.3.4.A	learn and apply multiplication facts through 12 by 12 using concrete models and objects.	70.69%
111.15.3.4.B	solve and record multiplication problems (up to two digits times one digit).	34.48%
111.15.3.5.A	round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations.	29.31%
111.15.3.5.B	use strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems.	27.55%
111.15.3.6.A	Identify and extend whole-number and geometric patterns to make predictions and solve problems.	56.90%
111.15.3.6.B	Identify patterns in multiplication facts using concrete objects, pictorial models, or technology.	79.31%
111.15.3.6.C	Identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 / 2 = 3$, $6 / 3 = 2$.	89.66%
111.15.3.7.A	generate a table of paired numbers based on a real-life situation such as insects and legs.	62.07%
111.15.3.7.B	Identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table.	58.62%
111.15.3.10.A	locate and name points on a number line using whole numbers and fractions, including halves and fourths.	51.72%
111.15.3.11.A	use linear measurement tools to estimate and measure lengths using standard units.	72.41%
111.15.3.12.B	tell and write time shown on analog and digital clocks.	75.86%
111.15.3.14.A	Identify the mathematics in everyday situations.	52.59%
111.15.3.14.B	solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	29.79%
111.15.3.14.C	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem, and.	60.93%

- 111.15.3.14.D use tools such as real objects, manipulatives, and technology to solve problems.
- 111.15.3.15.B relate informal language to mathematical language and symbols.
- 111.15.3.16.A make generalizations from patterns or sets of examples and nonexamples.

District Objective/Category Summary

Number	Objective/Category	Percentage
1	The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	47.24%
2	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	67.17%
3	The student will demonstrate an understanding of geometry and spatial reasoning.	51.72%
4	The student will demonstrate an understanding of the concepts and uses of measurement.	74.14%

Colt Elementary Summary Results

Total Number of Students: 16

Total Benchmark Percentage: 68.75%

Percentage Meeting Expectation: 43.8%

- reasoning.
The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.
- 2
- 3 The student will demonstrate an understanding of geometry and spatial reasoning.
- 4 The student will demonstrate an understanding of the concepts and uses of measurement.

77.94%

68.75%

81.25%

Colt Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage	Percentile Score
Hispanic/Latino	16	43.8%	68.75%	

Colt Elementary TEKS Summary

SE Number	Student Expectation	Percentage
111.15.3.1.C	determine the value of a collection of coins and bills.	68.75%
111.15.3.2.C	use fraction names and symbols to describe fractional parts of whole objects or sets of objects.	87.50%
111.15.3.3.B	select addition or subtraction and use the operation to solve problems involving whole numbers through 999.	43.75%
111.15.3.4.A	learn and apply multiplication facts through 12 by 12 using concrete models and objects.	84.38%
111.15.3.4.B	solve and record multiplication problems (up to two digits times one digit).	46.88%
111.15.3.5.A	round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations.	40.63%
111.15.3.5.B	use strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems.	37.50%
111.15.3.6.A	identify and extend whole-number and geometric patterns to make predictions and solve problems.	68.75%
111.15.3.6.B	identify patterns in multiplication facts using concrete objects, pictorial models, or technology.	90.63%
111.15.3.6.C	identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 / 2 = 3$, $6 / 3 = 2$.	93.75%
111.15.3.7.A	generate a table of paired numbers based on a real-life situation such as insects and legs.	84.38%
111.15.3.7.B	identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table.	59.38%
111.15.3.10.A	locate and name points on a number line using whole numbers and fractions, including halves and fourths.	68.75%
111.15.3.11.A	use linear measurement tools to estimate and measure lengths using standard units.	81.25%
111.15.3.12.B	tell and write time shown on analog and digital clocks.	81.25%
111.15.3.14.A	identify the mathematics in everyday situations.	65.63%
111.15.3.14.B	solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	41.63%
111.15.3.14.C	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and.	83.38%
111.15.3.14.D	use tools such as real objects, manipulatives, and technology to solve problems.	81.25%
111.15.3.15.B	relate informal language to mathematical language and symbols.	87.50%
111.15.3.16.A	make generalizations from patterns or sets of examples and nonexamples.	70.94%

Colt Elementary Objective/Category Summary

Number	Objective/Category	Percentage
1	The student will demonstrate an understanding of numbers, operations, and quantitative	56.13%

Colt Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage	Percentile Score
Jakubec, Beatrice	16	43.8%	68.75%	

Highland Lakes Elementary Summary Results

Total Number of Students: 13

Total Benchmark Percentage: 44.69%

Percentage Meeting Expectation: 7.7%

Highland Lakes Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage	Met Expectations	Percentile Score
Hispanic/Latino	13	7.7%	44.69%	7.7%	44.69%

Highland Lakes Elementary TEKS Summary

SE Number	Student Expectation	Percentage
111.15.3.1.C	determine the value of a collection of coins and bills.	46.15%
111.15.3.2.C	use fraction names and symbols to describe fractional parts of whole objects or sets of objects.	76.92%
111.15.3.3.B	select addition or subtraction and use the operation to solve problems involving whole numbers through 999.	23.08%
111.15.3.4.A	learn and apply multiplication facts through 12 by 12 using concrete models and objects.	53.85%
111.15.3.4.B	solve and record multiplication problems (up to two digits times one digit).	19.23%
111.15.3.5.A	round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations.	15.38%
111.15.3.5.B	use strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems.	15.38%
111.15.3.6.A	identify and extend whole-number and geometric patterns to make predictions and solve problems.	42.31%
111.15.3.6.B	identify patterns in multiplication facts using concrete objects, pictorial models, or technology.	65.38%
111.15.3.6.C	identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 / 2 = 3$, $6 / 3 = 2$.	84.62%
111.15.3.7.A	generate a table of paired numbers based on a real-life situation such as insects and legs.	34.62%
111.15.3.7.B	identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table.	57.69%
111.15.3.10.A	locate and name points on a number line using whole numbers and fractions, including halves and fourths.	30.77%
111.15.3.11.A	use linear measurement tools to estimate and measure lengths using standard units.	61.54%
111.15.3.12.B	tell and write time shown on analog and digital clocks.	69.23%
111.15.3.14.A	identify the mathematics in everyday situations.	36.54%
111.15.3.14.B	solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	15.23%
111.15.3.14.C	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and,	33.31%
111.15.3.14.D	use tools such as real objects, manipulatives, and technology to solve problems.	61.54%
111.15.3.15.B	relate informal language to mathematical language and symbols.	76.92%
111.15.3.16.A	make generalizations from patterns or sets of examples and nonexamples.	51.15%

Highland Lakes Elementary Objective/Category Summary

Number	Objective/Category	Percentage
1	The student will demonstrate an understanding of numbers, operations, and quantitative	33.85%

- reasoning.
- 2 The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning. 53.92%
- 3 The student will demonstrate an understanding of geometry and spatial reasoning. 30.77%
- 4 The student will demonstrate an understanding of the concepts and uses of measurement. 65.38%

Highland Lakes Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage	Met Expectations	Percentile Score
Wood, Katherine	13	7.7%	44.69%	7.7%	44.69%

3rd Math Modified

Test Administration Summary

Title: MA_03_TB2M_1314E
 Campuses: Colt Elementary, Highland Lakes Elementary, 72%
 Marlie Falls Elementary, Spicewood Elementary
 Passing Percentage: 72%
 Number of Questions: 22
 Administration Dates: 12/9/2013 - 3/6/2014

District

District Summary Results

Total Number of Students:	9
Total Benchmark Percentage:	39.33%
Percentage Meeting Expectation:	0.0%
District Ethnicity Results	
Ethnicity	Student Count
Hispanic/Latino	4
White	4
Two or More Races	1
Met Expectations	Percentile Score
Hispanic/Latino	40.75%
White	42.00%
Two or More Races	23.00%

District TEKS Summary

SE Number	Student Expectation	Percentage
111.15.3.1.C	determine the value of a collection of coins and bills.	22.22%
111.15.3.2.C	use fraction names and symbols to describe fractional parts of whole objects or sets of objects.	88.89%
111.15.3.3.B	select addition or subtraction and use the operation to solve problems involving whole numbers through 999.	11.11%
111.15.3.4.A	learn and apply multiplication facts through 12 by 12 using concrete models and objects.	55.56%
111.15.3.4.B	solve and record multiplication problems (up to two digits times one digit).	11.11%
111.15.3.4.C	use models to solve division problems and use number sentences to record the solutions.	33.33%
111.15.3.5.A	round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations.	44.44%
111.15.3.5.B	use strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems.	33.33%
111.15.3.6.A	identify and extend whole-number and geometric patterns to make predictions and solve problems.	44.44%
111.15.3.6.B	identify patterns in multiplication facts using concrete objects, pictorial models, or technology.	55.56%
111.15.3.6.C	identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 / 2 = 3$, $6 / 3 = 2$.	11.11%
111.15.3.7.A	generate a table of paired numbers based on a real-life situation such as insects and legs.	27.78%
111.15.3.7.B	identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table.	33.33%
111.15.3.10.A	locate and name points on a number line using whole numbers and fractions, including halves and fourths.	55.56%
111.15.3.11.A	use linear measurement tools to estimate and measure lengths using standard units.	55.56%
111.15.3.12.B	tell and write time shown on analog and digital clocks.	66.67%

111.15.3.14.A	identify the mathematics in everyday situations.	25.78%
111.15.3.14.B	solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	22.11%
111.15.3.14.C	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and.	36.11%
111.15.3.14.D	use tools such as real objects, manipulatives, and technology to solve problems.	55.56%
111.15.3.15.B	relate informal language to mathematical language and symbols.	88.89%
111.15.3.16.A	make generalizations from patterns or sets of examples and nonexamples.	29.44%

District Objective/Category Summary

Number	Objective/Category	Percentage
1	The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	35.56%
2	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	36.89%
3	The student will demonstrate an understanding of geometry and spatial reasoning.	55.56%
4	The student will demonstrate an understanding of the concepts and uses of measurement.	61.11%

Coit Elementary Summary Results

Total Number of Students: 3
 Total Benchmark Percentage: 47.00%
 Percentage Meeting Expectation: 0.0%

Coit Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
White	3	0.0%	47.00%

Coit Elementary TEKS Summary

SE Number	Student Expectation	Student Count	Met Expectations	Percentage Score
111.15.3.1.C	determine the value of a collection of coins and bills.			33.33%
111.15.3.2.C	use fraction names and symbols to describe fractional parts of whole objects or sets of objects.			100.00%
111.15.3.3.B	select addition or subtraction and use the operation to solve problems involving whole numbers through 999.			0.00%
111.15.3.4.A	learn and apply multiplication facts through 12 by 12 using concrete models and objects.			66.67%
111.15.3.4.B	solve and record multiplication problems (up to two digits times one digit).			33.33%
111.15.3.4.C	use models to solve division problems and use number sentences to record the solutions.			33.33%
111.15.3.5.A	round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations.			50.00%
111.15.3.5.B	use strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems.			0.00%
111.15.3.6.A	identify and extend whole-number and geometric patterns to make predictions and solve problems.			83.33%
111.15.3.6.B	identify patterns in multiplication facts using concrete objects, pictorial models, or technology.			66.67%
111.15.3.6.C	identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 2 = 3$, $6 \div 3 = 2$.			0.00%
111.15.3.7.A	generate a table of paired numbers based on a real-life situation such as inches and legs.			16.67%
111.15.3.7.B	identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table.			33.33%
111.15.3.10.A	locate and name points on a number line using whole numbers and fractions, including halves and fourths.			100.00%
111.15.3.11.A	use linear measurement tools to estimate and measure lengths using standard units.			33.33%
111.15.3.12.B	tell and write time shown on analog and digital clocks.			100.00%
111.15.3.14.A	identify the mathematics in everyday situations.			44.33%
111.15.3.14.B	solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.			0.00%
111.15.3.14.C	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting first, making a table, working a simpler problem, or working backwards to solve a problem; and.			33.33%
111.15.3.14.D	use tools such as real objects, manipulatives, and technology to solve problems.			33.33%
111.15.3.15.B	relate informal language to mathematical language and symbols.			100.00%
111.15.3.16.A	make generalizations from patterns or sets of examples and nonexamples.			44.33%

Coit Elementary Objective/Category Summary

Number	Objective/Category	Student Count	Met Expectations	Percentage Score
1	The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.			40.00%
2	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.			44.33%
3	The student will demonstrate an understanding of geometry and spatial reasoning.			100.00%
4	The student will demonstrate an understanding of the concepts and uses of measurement.			66.67%

Coit Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage Score
Coit, Stacey	3	0.0%	47.00%

Highland Lakes Elementary Summary Results

Total Number of Students: 3

Total Benchmark Percentage: 36.00%
 Percentage Meeting Expectation: 0.0%

Highland Lakes Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Hispanic/Latino	2	0.0%	40.50%
White	1	0.0%	27.00%

Highland Lakes Elementary TEKS Summary

SE Number	Student Expectation	Student Count	Met Expectations	Percentile Score
111.15.3.1.C	determine the value of a collection of coins and bills.			0.00%
111.15.3.2.C	use fraction names and symbols to describe fractional parts of whole objects or sets of objects.			66.67%
111.15.3.3.B	select addition or subtraction and use the operation to solve problems involving whole numbers through 999.			0.00%
111.15.3.4.A	learn and apply multiplication facts through 12 by 12 using concrete models and objects.			66.67%
111.15.3.4.B	solve and record multiplication problems (up to two digits times one digit).			0.00%
111.15.3.4.C	use models to solve division problems and use number sentences to record the solutions.			66.67%
111.15.3.5.A	round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations.			33.33%
111.15.3.5.B	use strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems.			66.67%
111.15.3.6.A	identify and extend whole-number and geometric patterns to make predictions and solve problems.			16.67%
111.15.3.6.B	identify patterns in multiplication facts using concrete objects, pictorial models, or technology.			66.67%
111.15.3.6.C	identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 2 = 3$, $6 \div 3 = 2$.			0.00%
111.15.3.7.A	generate a table of paired numbers based on a real-life situation such as insects and legs.			33.33%
111.15.3.7.B	identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table.			50.00%
111.15.3.10.A	locate and name points on a number line using whole numbers and fractions, including halves and fourths.			33.33%
111.15.3.11.A	use linear measurement tools to estimate and measure lengths using standard units.			100.00%
111.15.3.12.B	tell and write time shown on analog and digital clocks.			0.00%
111.15.3.14.A	identify the mathematics in everyday situations.			22.00%
111.15.3.14.B	solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.			33.00%
111.15.3.14.C	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and			50.00%
111.15.3.14.D	use tools such as real objects, manipulatives, and technology to solve problems.			100.00%
111.15.3.15.B	relate informal language to mathematical language and symbols.			66.67%
111.15.3.16.A	make generalizations from patterns or sets of examples and nonexamples.			11.00%

Highland Lakes Elementary Objective/Category Summary

Number	Objective/Category	Student Count	Met Expectations	Percentile Score
1	The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	2	0.0%	33.33%
2	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	1	0.0%	37.00%
3	The student will demonstrate an understanding of geometry and spatial reasoning.			33.33%
4	The student will demonstrate an understanding of the concepts and uses of measurement.			50.00%

Highland Lakes Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentile Score
Oestreich, Julie	2	0.0%	36.00%
Taylor, Amy	1	0.0%	36.00%

Marble Falls Elementary Summary Results

Total Number of Students: 2

Total Benchmark Percentage: 25.00%

Percentage Meeting Expectation: 0.0%

Marble Falls Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage	Percentile Score
Hispanic/Latino	1	0.0%	0.0%	27.00%
Two or More Races	1	0.0%	0.0%	23.00%

Marble Falls Elementary TEKS Summary

SE Number	Student Expectation	Percentage
111.15.3.1.C	determine the value of a collection of coins and bills.	0.00%
111.15.3.2.C	use fraction names and symbols to describe fractional parts of whole objects or sets of objects.	100.00%
111.15.3.3.B	select addition or subtraction and use the operation to solve problems involving whole numbers through 999.	0.00%
111.15.3.4.A	learn and apply multiplication facts through 12 by 12 using concrete models and objects.	50.00%
111.15.3.4.B	solve and record multiplication problems (up to two digits times one digit).	0.00%
111.15.3.4.C	use models to solve division problems and use number sentences to record the solutions.	0.00%
111.15.3.5.A	round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations.	50.00%
111.15.3.5.B	use strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems.	0.00%
111.15.3.6.A	identify and extend whole-number and geometric patterns to make predictions and solve problems.	25.00%
111.15.3.6.B	identify patterns in multiplication facts using concrete objects, pictorial models, or technology.	25.00%
111.15.3.6.C	identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 2 = 3$, $6 \div 3 = 2$.	50.00%
111.15.3.7.A	generate a table of paired numbers based on a real-life situation such as insects and legs.	25.00%
111.15.3.7.B	identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table.	0.00%
111.15.3.10.A	locate and name points on a number line using whole numbers and fractions, including halves and fourths.	0.00%
111.15.3.11.A	use linear measurement tools to estimate and measure lengths using standard units.	0.00%
111.15.3.12.B	tell and write time shown on analog and digital clocks.	100.00%
111.15.3.14.A	identify the mathematics in everyday situations.	16.50%
111.15.3.14.B	solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	16.50%
111.15.3.14.C	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and,	12.50%
111.15.3.14.D	use tools such as real objects, manipulatives, and technology to solve problems.	0.00%
111.15.3.15.B	relate informal language to mathematical language and symbols.	100.00%
111.15.3.16.A	make generalizations from patterns or sets of examples and nonexamples.	33.00%

Marble Falls Elementary Objective/Category Summary

Number	Objective/Category	Percentage
1	The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	25.00%
2	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	22.00%
3	The student will demonstrate an understanding of geometry and spatial reasoning.	0.00%
4	The student will demonstrate an understanding of the concepts and uses of measurement.	50.00%

Marble Falls Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage	Percentile Score
Phillips, Debby	2	0.0%	0.0%	25.00%

Spicewood Elementary Summary Results

Total Number of Students: 1

Total Benchmark Percentage: 55.00%

Percentage Meeting Expectation: 0.0%

Spicewood Elementary Ethnicity Results

Ethnicity

Hispanic/Latino

Student Count: 1

0.0%

Met Expectations: 55.00%

Percentile Score

Spicewood Elementary TEKS Summary

SE Number	Student Expectation	Percentage
111.15.3.1.C	determine the value of a collection of coins and bills.	100.00%
111.15.3.2.C	use fraction names and symbols to describe fractional parts of whole objects or sets of objects.	100.00%
111.15.3.3.B	select addition or subtraction and use the operation to solve problems involving whole numbers through 999.	100.00%
111.15.3.4.A	learn and apply multiplication facts through 12 by 12 using concrete models and objects.	0.00%
111.15.3.4.B	solve and record multiplication problems (up to two digits times one digit).	0.00%
111.15.3.4.C	use models to solve division problems and use number sentences to record the solutions.	0.00%
111.15.3.5.A	round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations.	50.00%
111.15.3.5.B	use strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems.	100.00%
111.15.3.6.A	identify and extend whole-number and geometric patterns to make predictions and solve problems.	50.00%
111.15.3.6.B	identify patterns in multiplication facts using concrete objects, pictorial models, or technology.	50.00%
111.15.3.6.C	identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 2 = 3$, $6 \div 3 = 2$.	0.00%
111.15.3.7.A	generate a table of paired numbers based on a real-life situation such as insects and legs.	50.00%
111.15.3.7.B	identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table.	50.00%
111.15.3.10.A	locate and name points on a number line using whole numbers and fractions, including halves and fourths.	100.00%
111.15.3.11.A	use linear measurement tools to estimate and measure lengths using standard units.	100.00%
111.15.3.12.B	tell and write time shown on analog and digital clocks.	100.00%
111.15.3.14.A	identify the mathematics in everyday situations.	0.00%
111.15.3.14.B	solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	67.00%
111.15.3.14.C	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and,	50.00%
111.15.3.14.D	use tools such as real objects, manipulatives, and technology to solve problems.	100.00%
111.15.3.15.B	relate informal language to mathematical language and symbols.	100.00%
111.15.3.16.A	make generalizations from patterns or sets of examples and nonexamples.	33.00%

Spicewood Elementary Objective/Category Summary

Number	Objective/Category	Percentage
1	The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	50.00%
2	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	44.00%
3	The student will demonstrate an understanding of geometry and spatial reasoning.	100.00%
4	The student will demonstrate an understanding of the concepts and uses of measurement.	100.00%

Spicewood Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentile Score
Stary, Mary	1	0.0%	55.00%

3rd Reading in English

Test Administration Summary

Title: RE_03_TB&2_1314E
 Campuses: Coit Elementary, Highland Lakes Elementary, Marble Falls Elementary, Spicewood Elementary
 Passing Percentage: 65%
 Number of Questions: 28
 Administration Dates: 11/28/2013 - 6/4/2014

District

District Summary Results

Total Number of Students: 234
 Total Benchmark Percentage: 67.17%
 Percentage Meeting Expectation: 57.7%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Asian	2	50.0%	62.50%
Black/African American	4	50.0%	60.00%
Hispanic/Latino	70	41.4%	58.69%
American Indian/Alaskan Native	1	100.0%	71.00%
White	154	64.3%	70.97%
Two or More Races	3	100.0%	81.00%

110.14.8 and draw conclusions about the structure and elements of drama provide evidence from text to support their understanding.
 Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

District Objective/Category Summary

Number	Objective/Category	Percentage
2	The student will demonstrate an ability to understand and analyze literary texts.	70.51%
3	The student will demonstrate an ability to understand and analyze informational texts.	79.40%

District TEKS Summary

SE Number	Student Expectation	Percentage
110.14.2.B	ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.	73.29%
110.14.4.A	identify the meaning of common prefixes (e.g., -ing-, -dis-) and suffixes (e.g., -ful-, -less), and know how they change the meaning of words.	73.99%
110.14.4.B	use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.	68.71%
110.14.5.A	paraphrase the themes and supporting details of fables, legends, myths, or stories.	82.05%
110.14.5.A	sequence and summarize the plot's main events and explain their influence on future events.	64.99%
110.14.5.B	describe the interaction of characters including their relationships and the changes they undergo.	66.03%
110.14.12.A	identify the topic and locate the author's stated purposes in writing the text.	79.06%
110.14.13.A	identify the details or facts that support the main idea.	80.34%
110.14.13.C	identify explicit cause and effect relationships among ideas in texts.	64.53%
110.14.13.D	use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	79.48%
110.14.RC.D	make inferences about text and use textual evidence to support understanding.	63.62%
110.14.RC.E	summarize information in text, maintaining meaning and logical order.	34.62%
110.14.13	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	50.75%
110.14.7	Reading/Comprehension of Literary Text/Drama. Students understand, make inferences	62.35%

Colt Elementary Summary Results

Total Number of Students: 52

Total Benchmark Percentage: 66.13%

Percentage Meeting Expectation: 50.0%

Colt Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage	Percentile Score
Asian	1	0.0%	0.0%	57.00%
Black/African American	1	100.0%	100.0%	86.00%
Hispanic/Latino	7	28.6%	28.6%	55.14%
American Indian/Alaskan Native	1	100.0%	100.0%	71.00%
White	42	52.4%	52.4%	67.60%

Colt Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.14.2.B	ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.	69.23%
110.14.4.A	identify the meaning of common prefixes (e.g., -in-, -dis-) and suffixes (e.g., -full-, -less), and know how they change the meaning of roots.	67.35%
110.14.4.B	use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.	64.12%
110.14.5.A	paraphrase the themes and supporting details of fables, legends, myths, or stories.	82.69%
110.14.5.A	sequence and summarize the plot's main events and explain their influence on future events.	68.00%
110.14.6.B	describe the interaction of characters including their relationships and the changes they undergo.	63.46%
110.14.7.A	identify the logic and locate the author's stated purposes in writing the text.	75.00%
110.14.7.A	identify the details or facts that support the main idea.	86.54%
110.14.7.C	identify explicit cause and effect relationships among ideas in texts.	67.31%
110.14.7.D	use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	79.81%
110.14.RC.D	make inferences about text and use textual evidence to support understanding.	64.31%
110.14.RC.E	summarize information in text, maintaining meaning and logical order.	32.69%
110.14.7	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	52.40%
110.14.7	Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama provide evidence from text to support their understanding.	62.02%
110.14.8	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	59.62%

Colt Elementary Objective/Category Summary

Number	Objective/Category	Percentage
2	The student will demonstrate an ability to understand and analyze literary texts.	68.27%
3	The student will demonstrate an ability to understand and analyze informational texts.	78.27%

Colt Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage	Percentile Score
Fisch, Tiffany	17	41.2%	41.2%	59.82%
Roberts, Nannette	17	41.2%	41.2%	61.82%
Taylor, Cindy	19	63.2%	63.2%	74.56%

Highland Lakes Elementary Summary Results

Total Number of Students: 56

Total Benchmark Percentage: 65.43%

Percentage Meeting Expectation: 57.1%

Rios, Eleborea 14 57.1% 61.50%

Stanton, Mary 25 68.0% 73.60%

Taylor, Amy 16 43.8% 57.31%

Highland Lakes Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage
Hispanic/Latino	32	50.0%	61.08%
White	23	65.2%	70.26%
Two or More Races	1	100.0%	93.00%

Highland Lakes Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.14.2.B	ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.	71.43%
110.14.4.A	identify the meaning of common prefixes (e.g., -ing-, -dis-) and suffixes (e.g., -full-, -less), and know how they change the meaning of roots.	73.89%
110.14.4.B	use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.	64.89%
110.14.5.A	paraphrase the themes and supporting details of fables, legends, myths, or stories.	76.79%
110.14.6.A	sequence and summarize the plot's main events and explain their influence on future events.	65.52%
110.14.8.B	describe the interaction of characters including their relationships and the changes they undergo.	63.39%
110.14.12.A	identify the topic and locate the author's stated purposes in writing the text.	83.93%
110.14.13.A	identify the details or facts that support the main idea.	66.07%
110.14.13.C	identify explicit cause and effect relationships among ideas in texts.	60.71%
110.14.13.D	use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	77.68%
110.14.RC.D	make inferences about text and use textual evidence to support understanding.	62.27%
110.14.RC.E	summarize information in text, maintaining meaning and logical order.	37.50%
110.14.13	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	55.36%
110.14.7	Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama provide evidence from text to support their understanding.	58.04%
110.14.8	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	53.57%

Highland Lakes Elementary Objective/Category Summary

Number	Objective/Category	Percentage
2	The student will demonstrate an ability to understand and analyze literary texts.	65.18%
3	The student will demonstrate an ability to understand and analyze informational texts.	79.80%

Highland Lakes Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage
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Marble Falls Elementary Summary Results

Total Number of Students: 87

Total Benchmark Percentage: 63.72%
 Percentage Meeting Expectation: 52.8%

Marble Falls Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage	Percentile Score
Asian	1	100.0%	68.00%	
Black/African American	3	33.3%	51.33%	
Hispanic/Latino	28	32.1%	55.46%	
White	55	63.6%	68.53%	

Teacher

Teacher	Student Count	Met Expectations	Percentage	Percentile Score
Bourbow, Ashley	44	56.8%	66.14%	
Brewer, Kelsey	43	48.8%	61.26%	

Marble Falls Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.14.2.B	ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.	69.54%
110.14.4.A	identify the meaning of common prefixes (e.g., -ing-, -dis-) and suffixes (e.g., -full-, -less), and know how they change the meaning of roots.	72.47%
110.14.4.B	use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.	65.61%
110.14.5.A	paraphrase the themes and supporting details of fables, legends, myths, or stories.	82.76%
110.14.8.A	sequence and summarize the plot's main events and explain their influence on future events.	60.55%
110.14.8.B	describe the interaction of characters including their relationships and the changes they undergo.	62.64%
110.14.12.A	identify the topic and locate the author's stated purposes in writing the text.	74.71%
110.14.13.A	identify the details or facts that support the main idea.	80.46%
110.14.13.C	identify explicit cause and effect relationships among ideas in texts.	58.62%
110.14.13.D	use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	75.86%
110.14.RC.D	make inferences about text and use textual evidence to support understanding.	58.61%
110.14.RC.E	summarize information in text, maintaining meaning and logical order.	29.85%
110.14.13	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	43.89%
110.14.7	Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama provide evidence from text to support their understanding.	60.63%
110.14.8	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	58.82%

Marble Falls Elementary Objective/Category Summary

Number	Objective/Category	Percentage
2	The student will demonstrate an ability to understand and analyze literary texts.	70.11%
3	The student will demonstrate an ability to understand and analyze informational texts.	75.54%

Marble Falls Elementary Teacher Summary

Beltran, Audrey 37 83.8% 81.81%
 Slary, Mary 2 0.0% 21.50%

Spicewood Elementary Summary Results

Total Number of Students: 39
 Total Benchmark Percentage: 78.72%
 Percentage Meeting Expectation: 79.5%

Spicewood Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage
Hispanic/Latino	3	66.7%	71.33%
White	34	79.4%	79.59%
Two or More Races	2	100.0%	75.00%

Spicewood Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.14.2.B	ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.	89.74%
110.14.4.A	identify the meaning of common prefixes (e.g., -ing-, -dis-) and suffixes (e.g., -full-, -less), and know how they change the meaning of roots.	86.36%
110.14.4.B	use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.	87.26%
110.14.5.A	paraphrase the themes and supporting details of fables, legends, myths, or stories.	87.18%
110.14.8.A	sequence and summarize the plot's main events and explain their influence on future events.	70.13%
110.14.8.B	describe the interaction of characters including their relationships and the changes they undergo.	80.77%
110.14.12.A	identify the topic and locate the author's stated purposes in writing the text.	87.16%
110.14.13.A	identify the details or facts that support the main idea.	92.31%
110.14.13.C	identify explicit cause and effect relationships among ideas in texts.	79.49%
110.14.13.D	use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	89.74%
110.14.RC.D	make inferences about text and use textual evidence to support understanding.	75.85%
110.14.RC.E	summarize information in text, maintaining meaning and logical order.	43.55%
110.14.13	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.	57.69%
110.14.7	Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama provide evidence from text to support their understanding.	73.08%
110.14.8	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	84.62%

Spicewood Elementary Objective/Category Summary

Number	Objective/Category	Percentage
2	The student will demonstrate an ability to understand and analyze literary texts.	82.05%
3	The student will demonstrate an ability to understand and analyze informational texts.	88.92%

Spicewood Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage
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3rd Reading in Spanish

Test Administration Summary

Title: RE_03_TBA2_1314S
 Campuses: Col Elementary, Highland Lakes Elementary
 Passing Percentage: 65%
 Number of Questions: 28
 Administration Dates: 12/2013 - 6/4/2014

2 The student will demonstrate an ability to understand and analyze literary texts. 75.00%
 3 The student will demonstrate an ability to understand and analyze informational texts. 76.32%

District

District Summary Results

Total Number of Students: 28
 Total Benchmark Percentage: 56.96%
 Percentage Meeting Expectation: 25.0%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Hispanic/Latino	28	25.0%	56.96%

District TEKS Summary

SE Number	Student Expectation	Percentage
110.14.2.B	ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.	55.36%
110.14.4.A	identify the meaning of common prefixes (e.g., -ing-, -dis-) and suffixes (e.g., -ful-, -less), and know how they change the meaning of roots.	53.61%
110.14.4.B	use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.	60.79%
110.14.5.A	paraphrase the themes and supporting details of fables, legends, myths, or stories.	75.00%
110.14.8.A	sequence and summarize the plot's main events and explain their influence on future events.	65.57%
110.14.8.B	describe the interaction of characters including their relationships and the changes they undergo.	78.57%
110.14.12.A	identify the topic and locate the author's stated purposes in writing the text.	67.86%
110.14.13.A	identify the details or facts that support the main idea.	78.57%
110.14.13.C	identify explicit cause and effect relationships among ideas in texts.	71.43%
110.14.13.D	use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	80.36%
110.14.RC.D	make inferences about text and use textual evidence to support understanding.	41.36%
110.14.RC.E	summarize information in text, maintaining meaning and logical order.	37.50%
110.14.13	Reading/Comprehension of Informational Text/Expository Text: Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	26.79%
110.14.7	Reading/Comprehension of Literary Text/Drama: Students understand, make inferences and draw conclusions about the structure and elements of drama provide evidence from text to support their understanding.	46.43%
110.14.8	Reading/Comprehension of Literary Text/Fiction: Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	42.86%

District Objective/Category Summary

Number	Objective/Category	Percentage
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Colt Elementary Summary Results

Total Number of Students: 16
 Total Benchmark Percentage: 60.88%
 Percentage Meeting Expectation: 31.3%

Colt Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Hispanic/Latino	16	31.3%	60.88%

Colt Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.14.2.B	ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.	59.38%
110.14.4.A	identify the meaning of common prefixes (e.g., -ing-, -dis-) and suffixes (e.g., -ful-, -less), and know how they change the meaning of roots.	58.38%
110.14.4.B	use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.	58.50%
110.14.5.A	paraphrase the themes and supporting details of fables, legends, myths, or stories.	75.00%
110.14.8.A	sequence and summarize the plot's main events and explain their influence on future events.	68.81%
110.14.8.B	describe the interaction of characters including their relationships and the changes they undergo.	81.25%
110.14.12.A	identify the topic and locate the author's stated purposes in writing the text.	81.25%
110.14.13.A	identify the details or facts that support the main idea.	87.50%
110.14.13.C	identify explicit cause and effect relationships among ideas in texts.	81.25%
110.14.13.D	use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	81.25%
110.14.RC.D	make inferences about text and use textual evidence to support understanding.	46.44%
110.14.RC.E	summarize information in text, maintaining meaning and logical order.	43.75%
110.14.13	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	31.25%
110.14.7	Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama provide evidence from text to support their understanding.	53.13%
110.14.8	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	43.75%

Colt Elementary Objective/Category Summary

Number	Objective/Category	Percentage
2	The student will demonstrate an ability to understand and analyze literary texts.	68.75%
3	The student will demonstrate an ability to understand and analyze informational texts.	81.44%

Colt Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage Score
Jakubec, Beatrice	16	31.3%	60.88%

Highland Lakes Elementary Summary Results

Total Number of Students: 12
 Total Benchmark Percentage: 51.75%
 Percentage Meeting Expectation: 16.7%

Highland Lakes Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Hispanic/Latino	12	16.7%	51.75%

Highland Lakes Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.14.2.B	ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.	50.00%
110.14.4.A	identify the meaning of common prefixes (e.g., -ing-, -dis-) and suffixes (e.g., -ful-, -less), and know how they change the meaning of roots.	47.25%
110.14.4.B	use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.	63.83%
110.14.5.A	paraphrase the themes and supporting details of fables, legends, myths, or stories.	75.00%
110.14.8.A	sequence and summarize the plot's main events and explain their influence on future events.	61.25%
110.14.8.B	describe the interaction of characters including their relationships and the changes they undergo.	75.00%
110.14.12.A	identify the topic and locate the author's stated purposes in writing the text.	50.00%
110.14.13.A	identify the details or facts that support the main idea.	66.67%
110.14.13.C	identify explicit cause and effect relationships among ideas in texts.	58.33%
110.14.13.D	use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	79.17%
110.14.RC.D	make inferences about text and use textual evidence to support understanding.	34.58%
110.14.RC.E	summarize information in text, maintaining meaning and logical order.	29.17%
110.14.13	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	20.83%
110.14.7	Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama provide evidence from text to support their understanding.	37.50%
110.14.8	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	41.67%

Highland Lakes Elementary Objective/Category Summary

Number	Objective/Category	Percentage
2	The student will demonstrate an ability to understand and analyze literary texts.	83.33%
3	The student will demonstrate an ability to understand and analyze informational texts.	69.50%

Highland Lakes Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage Score
Rios, Eleborea	12	16.7%	51.75%

3rd Reading Modified

Test Administration Summary

Title: RE_03_TB2AZM_13174E
 Campuses: Coit Elementary, Highland Lakes Elementary, Marble Falls Elementary, Spicewood Elementary
 Passing Percentage: 65%
 Number of Questions: 28
 Administration Dates: 11/13/2013 - 6/4/2014

District

District Summary Results

Total Number of Students: 14
 Total Benchmark Percentage: 40.71%
 Percentage Meeting Expectation: 0.0%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Hispanic/Latino	8	0.0%	40.25%
White	5	0.0%	43.00%
Two or More Races	1	0.0%	29.00%

District TEKS Summary

SE Number	Student Expectation	Percentage
110.14.2.B	ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.	17.86%
110.14.4.A	identify the meaning of common prefixes (e.g., -ing-, -dis-) and suffixes (e.g., -ful-, -less), and know how they change the meaning of roots.	54.86%
110.14.4.B	use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.	36.00%
110.14.5.A	paraphrase the themes and supporting details of fables, legends, myths, or stories.	35.71%
110.14.8.A	sequence and summarize the plot's main events and explain their influence on future events.	23.79%
110.14.8.B	describe the interaction of characters including their relationships and the changes they undergo.	28.57%
110.14.12.A	identify the topic and locate the author's stated purposes in writing the text.	50.00%
110.14.13.A	identify the details or facts that support the main idea.	57.14%
110.14.13.C	identify explicit cause and effect relationships among ideas in texts.	42.86%
110.14.13.D	use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	64.29%
110.14.RC.D	make inferences about text and use textual evidence to support understanding.	38.71%
110.14.RC.E	summarize information in text, maintaining meaning and logical order.	53.57%
110.14.13	Reading/Comprehension of Informational Text/Expository Text: Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	39.29%
110.14.7	Reading/Comprehension of Literary Text/Drama: Students understand, make inferences and draw conclusions about the structure and elements of drama provide evidence from text to support their understanding.	46.43%
110.14.8	Reading/Comprehension of Literary Text/Fiction: Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	35.71%

District Objective/Category Summary

Number	Objective/Category	Percentage
2	The student will demonstrate an ability to understand and analyze literary texts.	28.57%
3	The student will demonstrate an ability to understand and analyze informational texts.	59.50%

Coit Elementary Summary Results

Total Number of Students: 5
 Total Benchmark Percentage: 41.00%
 Percentage Meeting Expectation: 0.0%

Coit Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Hispanic/Latino	2	0.0%	43.00%
White	3	0.0%	39.67%

Coit Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.14.2.B	ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.	20.00%
110.14.4.A	identify the meaning of common prefixes (e.g., -lig-, -dis-) and suffixes (e.g., -ful-, -less), and know how they change the meaning of roots.	60.20%
110.14.4.B	use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.	46.40%
110.14.5.A	paraphrase the themes and supporting details of fables, legends, myths, or stories.	0.00%
110.14.8.A	sequence and summarize the plot's main events and explain their influence on future events.	20.00%
110.14.8.B	describe the interaction of characters including their relationships and the changes they undergo.	20.00%
110.14.12.A	identify the topic and locate the author's stated purposes in writing the text.	40.00%
110.14.13.A	identify the details or facts that support the main idea.	40.00%
110.14.13.C	identify explicit cause and effect relationships among ideas in texts.	60.00%
110.14.13.D	use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	60.00%
110.14.RC.D	make inferences about text and use textual evidence to support understanding.	45.60%
110.14.RC.E	summarize information in text, maintaining meaning and logical order.	50.00%
110.14.13	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	35.00%
110.14.7	Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama provide evidence from text to support their understanding.	55.00%
110.14.8	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	60.00%

Coit Elementary Objective/Category Summary

Number	Objective/Category	Percentage
2	The student will demonstrate an ability to understand and analyze literary texts.	20.00%
3	The student will demonstrate an ability to understand and analyze informational texts.	53.20%

Coit Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage Score
Roberts, Nannette	1	0.0%	36.00%

Highland Lakes Elementary Summary Results

Total Number of Students: 3

Total Benchmark Percentage: 37.00%

Percentage Meeting Expectation: 0.0%

Highland Lakes Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Hispanic/Latino	2	0.0%	34.00%
White	1	0.0%	43.00%

Highland Lakes Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.14.2.B	ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.	0.00%
110.14.4.A	identify the meaning of common prefixes (e.g., -ing-, -dis-) and suffixes (e.g., -full-, -less), and know how they change the meaning of roots.	67.00%
110.14.4.B	use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.	44.33%
110.14.5.A	paraphrase the themes and supporting details of fables, legends, myths, or stories.	66.67%
110.14.8.A	sequence and summarize the plot's main events and explain their influence on future events.	33.33%
110.14.8.B	describe the interaction of characters including their relationships and the changes they undergo.	0.00%
110.14.12.A	identify the topic and locate the author's stated purposes in writing the text.	33.33%
110.14.13.A	identify the details or facts that support the main idea.	66.67%
110.14.13.C	identify explicit cause and effect relationships among ideas in texts.	0.00%
110.14.13.D	use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	66.67%
110.14.RC.D	make inferences about text and use textual evidence to support understanding.	33.33%
110.14.RC.E	summarize information in text, maintaining meaning and logical order.	33.33%
110.14.13	Reading/Comprehension of Informational Text/Expository Text: Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	41.67%
110.14.7	Reading/Comprehension of Literary Text/Drama: Students understand, make inferences and draw conclusions about the structure and elements of drama provide evidence from text to support their understanding.	33.33%
110.14.8	Reading/Comprehension of Literary Text/Fiction: Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	0.00%

Highland Lakes Elementary Objective/Category Summary

Number	Objective/Category	Percentage
2	The student will demonstrate an ability to understand and analyze literary texts.	33.33%
3	The student will demonstrate an ability to understand and analyze informational texts.	55.33%

Highland Lakes Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage Score
Oestrich, Julie	3	0.0%	37.00%

Bourdow, Ashley 3 0.0% 45.33%

Brewer, Kisty 2 0.0% 34.00%

Marble Falls Elementary Summary Results

Total Number of Students: 5

Total Benchmark Percentage: 40.80%

Percentage Meeting Expectation: 0.0%

Marble Falls Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Hispanic/Latino	3	0.0%	39.33%
White	1	0.0%	57.00%
Two or More Races	1	0.0%	29.00%

Marble Falls Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.14.2.B	ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.	30.00%
110.14.4.A	identify the meaning of common prefixes (e.g., -ing-, -dis-) and suffixes (e.g., -full-, -less), and know how they change the meaning of roots.	48.80%
110.14.4.B	use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.	20.00%
110.14.5.A	paraphrase the themes and supporting details of fables, legends, myths, or stories.	40.00%
110.14.5.A	sequence and summarize the plot's main events and explain their influence on future events.	13.20%
110.14.6.B	describe the interaction of characters including their relationships and the changes they undergo.	50.00%
110.14.12.A	identify the topic and locate the author's stated purposes in writing the text.	60.00%
110.14.13.A	identify the details or facts that support the main idea.	60.00%
110.14.13.C	identify explicit cause and effect relationships among ideas in texts.	40.00%
110.14.13.D	use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	70.00%
110.14.RC.D	make inferences about text and use textual evidence to support understanding.	34.20%
110.14.RC.E	summarize information in text, maintaining meaning and logical order.	70.00%
110.14.13	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	45.00%
110.14.7	Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama provide evidence from text to support their understanding.	45.00%
110.14.8	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	40.00%

Marble Falls Elementary Objective/Category Summary

Number	Objective/Category	Percentage
2	The student will demonstrate an ability to understand and analyze literary texts.	30.00%
3	The student will demonstrate an ability to understand and analyze informational texts.	66.80%

Marble Falls Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage Score

Spicewood Elementary Summary Results

Total Number of Students: 1

Total Benchmark Percentage: 50.00%

Percentage Meeting Expectation: 0.0%

Spicewood Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Hispanic/Latino	1	0.0%	50.00%

Spicewood Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.14.2.B	ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.	0.00%
110.14.4.A	Identify the meaning of common prefixes (e.g., -ing-, -dis-) and suffixes (e.g., -ful-, -less), and know how they change the meaning of roots.	33.00%
110.14.4.B	use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.	67.00%
110.14.5.A	paraphrase the themes and supporting details of fables, legends, myths, or stories.	100.00%
110.14.6.A	sequence and summarize the plot's main events and explain their influence on future events.	67.00%
110.14.8.B	describe the interaction of characters including their relationships and the changes they undergo.	50.00%
110.14.12.A	Identify the topic and locate the author's stated purposes in writing the text.	100.00%
110.14.13.A	Identify the details or facts that support the main idea.	100.00%
110.14.13.C	Identify explicit cause and effect relationships among ideas in texts.	100.00%
110.14.13.D	use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	50.00%
110.14.RC.D	make inferences about text and use textual evidence to support understanding.	43.00%
110.14.RC.E	summarize information in text, maintaining meaning and logical order.	50.00%
110.14.13	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	25.00%
110.14.7	Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama provide evidence from text to support their understanding.	50.00%
110.14.8	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	0.00%

Spicewood Elementary Objective/Category Summary

Number	Objective/Category	Percentage
2	The student will demonstrate an ability to understand and analyze literary texts.	50.00%
3	The student will demonstrate an ability to understand and analyze informational texts.	67.00%

Spicewood Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage Score
Stary, Mary	1	0.0%	50.00%

4thngd Math in English

Test Administration Summary

Title: MA_04_TBA2_1314E
 Campuses: Colt Elementary, Highland Lakes Elementary, Marble Falls Elementary, Spiceswood Elementary
 Passing Percentage: 73%
 Number of Questions: 22
 Administration Dates: 12/4/2013 - 6/30/2014

District

District Summary Results

Total Number of Students: 275
 Total Benchmark Percentage: 72.50%
 Percentage Meeting Expectation: 60.0%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Asian	2	100.0%	86.50%
Black/African American	7	71.4%	67.00%
Hispanic/Latino	130	56.2%	70.15%
Native Hawaiian/Pacific Islander	2	100.0%	91.00%
White	133	62.4%	74.94%
Two or More Races	1	0.0%	50.00%

District TEKS Summary

SE Number	Student Expectation	Percentage
111.16.4.1.B	use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.	82.55%
111.16.4.2.B	model fraction quantities greater than one using concrete objects and pictorial models.	72.73%
111.16.4.3.A	use addition and subtraction to solve problems involving whole numbers.	78.55%
111.16.4.3.B	add and subtract decimals to the hundredths place using concrete objects and pictorial models.	89.09%
111.16.4.4.A	model factors and products using arrays and area models.	80.36%
111.16.4.4.B	represent multiplication and division situations in picture, word, and number form.	85.64%
111.16.4.4.D	use multiplication to solve problems (no more than two digits times two digits without technology).	78.18%
111.16.4.4.E	use division to solve problems (no more than one-digit divisors and three-digit dividends without technology).	67.27%
111.16.4.5.A	round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations.	70.73%
111.16.4.5.B	use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems.	64.36%
111.16.4.6.A	use patterns and relationships to develop strategies to remember basic multiplication and division facts (such as the relationship between multiplication and division number sentences (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$).	56.85%
111.16.4.7.A	describe the relationship between two sets of related data such as ordered pairs in a table.	77.82%
111.16.4.13.A	use concrete objects or pictures to make generalizations about determining all possible combinations of a given set of data or of objects in a problem situation.	57.09%

111.16.4.13.B	interpret bar graphs.	69.27%
111.16.4.14.A	identify the mathematics in everyday situations.	70.25%
111.16.4.14.B	solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	85.02%
111.16.4.14.C	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and	57.08%
111.16.4.15.A	explain and record observations using objects, words, pictures, numbers, and technology.	71.45%
111.16.4.16.A	make generalizations from patterns or sets of examples and nonexamples.	69.27%
111.16.4.16.B	justify why an answer is reasonable and explain the solution process.	75.27%

District Objective/Category Summary

Number	Objective/Category	Percentage
2	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	76.00%

Coit Elementary Summary Results

Total Number of Students: 77
 Total Benchmark Percentage: 70.31%
 Percentage Meeting Expectation: 55.8%

111.16.4.16.B justify why an answer is reasonable and explain the solution process. 77.92%

Coit Elementary Objective/Category Summary

Number	Objective/Category	Student Count	Met Expectations	Percentile Score
2	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	14	78.6%	81.86%

Coit Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Asian	1	100.0%	95.00%
Black/African American	3	33.3%	42.67%
Hispanic/Latino	33	63.6%	74.39%
White	39	51.3%	66.87%
Two or More Races	1	0.0%	50.00%

Coit Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentile Score
Otero, Nancy	14	78.6%	81.86%
Powell, Laura	31	51.6%	66.68%
Reven, Genia	32	50.0%	66.78%

Coit Elementary TEKS Summary

SE Number	Student Expectation	Percentage
111.16.4.1.B	use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.	83.12%
111.16.4.2.B	model fraction quantities greater than one using concrete objects and pictorial models.	63.64%
111.16.4.3.A	use addition and subtraction to solve problems involving whole numbers.	75.32%
111.16.4.3.B	add and subtract decimals to the hundredths place using concrete objects and pictorial models.	66.31%
111.16.4.4.A	model factors and products using arrays and area models.	80.52%
111.16.4.4.B	represent multiplication and division situations in picture, word, and number form.	65.71%
111.16.4.4.D	use multiplication to solve problems (no more than two digits times two digits without technology).	81.82%
111.16.4.4.E	use division to solve problems (no more than one-digit divisors and three-digit dividends without technology).	66.83%
111.16.4.5.A	round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations.	64.94%
111.16.4.5.B	use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems.	63.64%
111.16.4.6.A	use patterns and relationships to develop strategies to remember basic multiplication and division facts (such as the patterns in related multiplication and division number sentences (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$).	57.65%
111.16.4.7.A	describe the relationship between two sets of related data such as ordered pairs in a table.	66.83%
111.16.4.13.A	use concrete objects or pictures to make generalizations about determining all possible combinations of a given set of data or of objects in a problem situation.	44.16%
111.16.4.13.B	interpret bar graphs.	66.16%
111.16.4.14.A	identify the mathematics in everyday situations.	67.27%
111.16.4.14.B	solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	66.19%
111.16.4.14.C	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and.	44.16%
111.16.4.15.A	explain and record observations using objects, words, pictures, numbers, and technology.	70.13%
111.16.4.16.A	make generalizations from patterns or sets of examples and nonexamples.	66.56%

Highland Lakes Elementary Summary Results

Total Number of Students: 86

Total Benchmark Percentage: 72.20%
 Percentage Meeting Expectation: 62.5%

Highland Lakes Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Black/African American	1	100.0%	86.00%
Hispanic/Latino	65	62.1%	70.77%
White	21	61.9%	76.05%

Highland Lakes Elementary TEKS Summary

SE Number	Student Expectation	Met Expectations	Percentage
111.16.4.1.B	use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.	77.27%	77.27%
111.16.4.2.B	model fraction quantities greater than one using concrete objects and pictorial models.	73.86%	73.86%
111.16.4.3.A	use addition and subtraction to solve problems involving whole numbers.	76.14%	76.14%
111.16.4.3.B	add and subtract decimals to the hundredths place using concrete objects and pictorial models.	89.77%	89.77%
111.16.4.4.A	model factors and products using arrays and area models.	79.55%	79.55%
111.16.4.4.B	represent multiplication and division situations in picture, word, and number form.	88.84%	88.84%
111.16.4.4.D	use multiplication to solve problems (no more than two digits times two digits without technology).	72.16%	72.16%
111.16.4.4.E	use division to solve problems (no more than one-digit divisors and three-digit dividends without technology).	64.20%	64.20%
111.16.4.5.A	round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations.	69.32%	69.32%
111.16.4.5.B	use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems.	56.82%	56.82%
111.16.4.6.A	use patterns and relationships to develop strategies to remember basic multiplication and division facts (such as the patterns in related multiplication and division number sentences (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$).	62.52%	62.52%
111.16.4.7.A	describe the relationship between two sets of related data such as ordered pairs in a table.	84.86%	84.86%
111.16.4.13.A	use concrete objects or pictures to make generalizations about determining all possible combinations of a given set of data or objects in a problem situation.	60.23%	60.23%
111.16.4.13.B	interpret bar graphs.	65.91%	65.91%
111.16.4.14.A	identify the mathematics in everyday situations.	67.95%	67.95%
111.16.4.14.B	solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	84.51%	84.51%
111.16.4.14.C	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and.	60.23%	60.23%
111.16.4.15.A	explain and record observations using objects, words, pictures, numbers, and technology.	69.32%	69.32%
111.16.4.16.A	make generalizations from patterns or sets of examples and nonexamples.	74.72%	74.72%
111.16.4.16.B	justify why an answer is reasonable and explain the solution process.	70.45%	70.45%

Highland Lakes Elementary Objective/Category Summary

Number	Objective/Category	Met Expectations	Percentage
2	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	65.5%	64.09%

Highland Lakes Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage Score
Garrison, Margaret	29	65.5%	69.59%
Kimmel, Julie	59	61.0%	73.49%

111.16.4.16.B justify why an answer is reasonable and explain the solution process. 78.48%

Marble Falls Elementary Objective/Category Summary

Number	Objective/Category	Student Count	Met Expectations	Percentile Score
2	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	40	70.0%	79.20%
		39	53.8%	72.00%

Marble Falls Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentile Score
Frey, Sonia	40	70.0%	79.20%
Sproulell, Michelle	39	53.8%	72.00%

Marble Falls Elementary Summary Results

Total Number of Students: 78
 Total Benchmark Percentage: 75.65%
 Percentage Meeting Expectation: 62.0%

Marble Falls Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Asian	1	100.0%	82.00%
Black/African American	3	100.0%	85.00%
Hispanic/Latino	20	35.0%	65.85%
Native Hawaiian/Pacific Islander	1	100.0%	81.00%
White	54	68.5%	78.35%

Marble Falls Elementary TEKS Summary

SE Number	Student Expectation	Percentage
111.16.4.1.B	use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.	87.34%
111.16.4.2.B	model fraction quantities greater than one using concrete objects and pictorial models.	81.01%
111.16.4.3.A	use addition and subtraction to solve problems involving whole numbers.	86.08%
111.16.4.3.B	add and subtract decimals to the hundredths place using concrete objects and pictorial models.	87.34%
111.16.4.4.A	model factors and products using arrays and area models.	83.54%
111.16.4.4.B	represent multiplication and division situations in picture, word, and number form.	81.01%
111.16.4.4.D	use multiplication to solve problems (no more than two digits times two digits without technology).	81.85%
111.16.4.4.E	use division to solve problems (no more than one-digit divisors and three-digit dividends without technology).	72.15%
111.16.4.5.A	round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations.	79.75%
111.16.4.5.B	use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems.	72.15%
111.16.4.6.A	use patterns and relationships to develop strategies to remember basic multiplication and division facts (such as the patterns in related multiplication and division number sentences (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$).	57.39%
111.16.4.7.A	describe the relationship between two sets of related data such as ordered pairs in a table.	81.65%
111.16.4.13.A	use concrete objects or pictures to make generalizations about determining all possible combinations of a given set of data or of objects in a problem situation.	56.23%
111.16.4.13.B	interpret bar graphs.	72.78%
111.16.4.14.A	identify the mathematics in everyday situations.	77.09%
111.16.4.14.B	solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	83.20%
111.16.4.14.C	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem, and.	58.23%
111.16.4.15.A	explain and record observations using objects, words, pictures, numbers, and technology.	72.78%
111.16.4.16.A	make generalizations from patterns or sets of examples and nonexamples.	68.99%

Spicewood Elementary Summary Results

Total Number of Students: 31

Total Benchmark Percentage: 71.65%

Percentage Meeting Expectation: 56.1%

Spicewood Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Hispanic/Latino	11	36.4%	61.56%
Native Hawaiian/Pacific Islander	1	100.0%	91.00%
White	19	68.4%	76.47%

Spicewood Elementary TEKS Summary

SE Number	Student Expectation	Percentage
111.16.4.1.B	use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.	83.87%
111.16.4.2.B	model fraction quantities greater than one using concrete objects and pictorial models.	70.97%
111.16.4.3.A	use addition and subtraction to solve problems involving whole numbers.	74.19%
111.16.4.3.B	add and subtract decimals to the hundredths place using concrete objects and pictorial models.	83.55%
111.16.4.4.A	model factors and products using arrays and area models.	74.19%
111.16.4.4.B	represent multiplication and division situations in picture, word, and number form.	86.71%
111.16.4.4.D	use multiplication to solve problems (no more than two digits times two digits without technology).	77.42%
111.16.4.4.E	use division to solve problems (no more than one-digit divisors and three-digit dividends without technology).	59.68%
111.16.4.5.A	round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations.	66.13%
111.16.4.5.B	use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems.	67.74%
111.16.4.6.A	use patterns and relationships to develop strategies to remember basic multiplication and division facts (such as the patterns in related multiplication and division number sentences (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$).	54.90%
111.16.4.7.A	describe the relationship between two sets of related data such as ordered pairs in a table.	70.97%
111.16.4.13.A	use concrete objects or pictures to make generalizations about determining all possible combinations of n given set of data or of objects in a problem situation.	77.42%
111.16.4.13.B	interpret bar graphs.	72.58%
111.16.4.14.A	identify the mathematics in everyday situations.	66.77%
111.16.4.14.B	solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	88.16%
111.16.4.14.C	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and, explain and record observations using objects, words, pictures, numbers, and technology.	77.42%
111.16.4.15.A	make generalizations from patterns or sets of examples and nonexamples.	77.42%
111.16.4.16.A	justify why an answer is reasonable and explain the solution process.	61.29%
111.16.4.16.B		74.19%

Spicewood Elementary Objective/Category Summary

Number Objective/Category

2 The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning. 74.19%

Spicewood Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentile Score
Cheesnut, Sasha	30	60.0%	73.13%
Stary, Mary	1	0.0%	27.00%

4th grade Math in Spanish

Test Administration Summary

Title: MA_TBA2_13145
 Campuses: Coit Elementary, Highland Lakes Elementary
 Passing Percentage: 73%
 Number of Questions: 20
 Administration Dates: 12/16/2013 - 12/20/2013

5 The student will demonstrate an understanding of probability and statistics. 0.00%

District

District Summary Results

Total Number of Students: 2
 Total Benchmark Percentage: 35.00%
 Percentage Meeting Expectation: 0.0%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Hispanic/Latino	2	0.0%	35.00%

District TEKS Summary

SE Number	Student Expectation	Percentage
111.16.4.3.A	use addition and subtraction to solve problems involving whole numbers.	0.00%
111.16.4.3.B	add and subtract decimals to the hundredths place using concrete objects and pictorial models.	0.00%
111.16.4.4.A	model factors and products using arrays and area models.	100.00%
111.16.4.4.B	represent multiplication and division situations in picture, word, and number form.	75.00%
111.16.4.4.D	use multiplication to solve problems (no more than two digit times two digits without technology).	50.00%
111.16.4.4.E	use division to solve problems (no more than one-digit divisors and three-digit dividends without technology).	100.00%
111.16.4.5.A	round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations.	50.00%
111.16.4.5.B	use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems.	50.00%
111.16.4.6.A	use patterns and relationships to develop strategies to remember basic multiplication and division facts (such as the patterns in related multiplication and division number sentences (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$).	0.00%
111.16.4.6.B	use patterns to multiply by 10 and 100.	0.00%
111.16.4.7.A	describe the relationship between two sets of related data such as ordered pairs in a table.	25.00%
111.16.4.11.A	estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary.	0.00%
111.16.4.13.B	interpret bar graphs.	0.00%

District Objective/Category Summary

Number	Objective/Category	Percentage
1	The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	59.00%
2	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	12.50%
4	The student will demonstrate an understanding of the concepts and uses of measurement.	0.00%

Colt Elementary Summary Results

Total Number of Students: 2
 Total Benchmark Percentage: 35.00%
 Percentage Meeting Expectation: 0.0%

Colt Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Hispanic/Latino	2	0.0%	35.00%

Colt Elementary TEKS Summary

SE Number	Student Expectation	Percentage
111.16.4.3.A	use addition and subtraction to solve problems involving whole numbers.	0.00%
111.16.4.3.B	add and subtract decimals to the hundredths place using concrete objects and pictorial models.	0.00%
111.16.4.4.A	model factors and products using arrays and area models.	100.00%
111.16.4.4.B	represent multiplication and division situations in picture, word, and number form.	75.00%
111.16.4.4.D	use multiplication to solve problems (no more than two digits times two digits without technology).	50.00%
111.16.4.4.E	use division to solve problems (no more than one-digit divisors and three-digit dividends without technology).	100.00%
111.16.4.5.A	round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations.	50.00%
111.16.4.5.B	use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems.	50.00%
111.16.4.5.A	use patterns and relationships to develop strategies to remember basic multiplication and division facts (such as the patterns in related multiplication and division number sentences (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$).	0.00%
111.16.4.6.B	use patterns to multiply by 10 and 100.	0.00%
111.16.4.7.A	describe the relationship between two sets of related data such as ordered pairs in a table.	25.00%
111.16.4.11.A	estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units S (metric) and customary.	0.00%
111.16.4.13.B	interpret bar graphs.	0.00%

Colt Elementary Objective/Category Summary

Number	Objective/Category	Percentage
1	The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	50.00%
2	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	12.50%
4	The student will demonstrate an understanding of the concepts and uses of measurement.	0.00%
5	The student will demonstrate an understanding of probability and statistics.	0.00%

Colt Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentile Score
Otero, Nancy	2	0.0%	35.00%

Highland Lakes Elementary Summary Results

Total Number of Students: 0
 Total Benchmark Percentage: 0
 Percentage Meeting Expectation: 0

Highland Lakes Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score

Highland Lakes Elementary TEKS Summary

SE Number	Student Expectation	Percentage

Highland Lakes Elementary Objective/Category Summary

Number	Objective/Category	Percentage

Highland Lakes Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentile Score

4th grade Math Modified

Test Administration Summary

Title: MA_04_TBAM2_1314E
Campuses: Coit Elementary, Highland Lakes Elementary, Marble Falls Elementary, Spicewood Elementary
Passing Percentage: 73%
Number of Questions: 22
Administration Dates: 12/5/2013 - 6/30/2014

District

District Summary Results

Total Number of Students: 11
Total Benchmark Percentage: 30.82%
Percentage Meeting Expectation: 0.0%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Hispanic/Latino	6	0.0%	34.67%
White	5	0.0%	26.20%

District TEKS Summary

SE Number	Student Expectation	Percentage
111.16.4.1.B	use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.	36.36%
111.16.4.2.B	model fraction quantities greater than one using concrete objects and pictorial models.	27.27%
111.16.4.3.A	use addition and subtraction to solve problems involving whole numbers.	27.27%
111.16.4.3.B	add and subtract decimals to the hundredths place using concrete objects and pictorial models.	72.73%
111.16.4.4.A	model factors and products using arrays and area models.	36.36%
111.16.4.4.B	represent multiplication and division situations in picture, word, and number form.	63.64%
111.16.4.4.D	use multiplication to solve problems (no more than two digits times two digits without technology).	22.73%
111.16.4.4.E	use division to solve problems (no more than one-digit divisors and three-digit dividends without technology).	18.18%
111.16.4.5.A	round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations.	18.18%
111.16.4.5.B	use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems.	36.36%
111.16.4.5.A	use patterns and relationships to develop strategies to remember basic multiplication and division facts (such as the facts in related multiplication and division number sentences (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$).	18.00%
111.16.4.7.A	describe the relationship between two sets of related data such as ordered pairs in a table.	40.91%
111.16.4.13.A	use concrete objects or pictures to make generalizations about determining all possible combinations of a given set of data or of objects in a problem situation.	27.27%
111.16.4.13.B	interpret bar graphs.	18.18%
111.16.4.14.A	identify the mathematics in everyday situations.	19.09%
111.16.4.14.B	solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	48.55%
111.16.4.14.C	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a	27.27%

111.16.4.15.A table, working a simpler problem, or working backwards to solve a problem; and explain and record observations using objects, words, pictures, numbers, and technology. 40.91%
 111.16.4.16.A make generalizations from patterns or sets of examples and nonexamples. 31.82%
 111.16.4.16.B justify why an answer is reasonable and explain the solution process. 36.36%

District Objective/Category Summary

Number	Objective/Category	Percentage
2	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	27.27%

2 The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning. 42.86%

Colt Elementary Teacher Summary			
Teacher	Student Count	Met Expectations	Percentile Score
Cox, Stacey	7	0.0%	29.71%

Colt Elementary Summary Results
 Total number of students: 7
 Total Benchmark Percentage: 29.71%
 Percentage Meeting Expectation: 0.0%

Colt Elementary Ethnicity Results			
Ethnicity	Student Count	Met Expectations	Percentile Score
Hispanic/Latino	3	0.0%	40.87%
White	4	0.0%	21.50%

Colt Elementary TEKS Summary			
SE Number	Student Expectation	Percentage	Percentage
111.16.4.1.B	use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.	14.29%	14.29%
111.16.4.2.B	model fraction quantities greater than one using concrete objects and pictorial models.	14.29%	14.29%
111.16.4.3.A	use addition and subtraction to solve problems involving whole numbers.	85.71%	85.71%
111.16.4.3.B	add and subtract decimals to the hundredths place using concrete objects and pictorial models.	28.57%	28.57%
111.16.4.4.A	model factors and products using arrays and area models.	57.14%	57.14%
111.16.4.4.B	represent multiplication and division situations in picture, word, and number form.	21.43%	21.43%
111.16.4.4.D	use multiplication to solve problems (no more than two digits times two digits without technology).	21.43%	21.43%
111.16.4.4.E	use division to solve problems (no more than one-digit divisors and three-digit dividends without technology).	21.43%	21.43%
111.16.4.5.A	round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations.	42.86%	42.86%
111.16.4.5.B	use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems.	18.86%	18.86%
111.16.4.6.A	use patterns and relationships to develop strategies to compare basic multiplication and division facts (such as the related facts $6 \times 9 = 54$, $9 \times 6 = 54$, $54 \div 6 = 9$, and $54 \div 9 = 6$), and explain and record observations using objects, words, pictures, numbers, and technology.	50.00%	50.00%
111.16.4.7.A	describe the relationship between two sets of related data such as ordered pairs in a table.	28.57%	28.57%
111.16.4.13.A	use concrete objects or pictures to make generalizations about determining all possible combinations of a given set of data or of objects in a problem situation.	14.29%	14.29%
111.16.4.13.B	interpret bar graphs.	12.86%	12.86%
111.16.4.14.A	identify the mathematics in everyday situations.	42.86%	42.86%
111.16.4.14.B	solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	28.57%	28.57%
111.16.4.14.C	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and	42.86%	42.86%
111.16.4.15.A	explain and record observations using objects, words, pictures, numbers, and technology.	39.29%	39.29%
111.16.4.16.A	make generalizations from patterns or sets of examples and nonexamples.	42.86%	42.86%
111.16.4.16.B	justify why an answer is reasonable and explain the solution process.		

Colt Elementary Objective/Category Summary	
Number	Objective/Category

Highland Lakes Elementary Summary Results

Total Number of Students: 0
 Total Benchmark Percentage: 0
 Percentage Meeting Expectation: 0

Highland Lakes Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Hispanic/Latino	0	0.0%	28.67%
White	0	0.0%	48.00%

Highland Lakes Elementary TEKS Summary

SE Number	Student Expectation	Percentage
111.16.4.1.B	use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.	75.00%
111.16.4.2.B	model fraction quantities greater than one using concrete objects and pictorial models.	50.00%
111.16.4.3.A	use addition and subtraction to solve problems involving whole numbers.	50.00%
111.16.4.3.B	add and subtract decimals to the hundredths place using concrete objects and pictorial models.	50.00%
111.16.4.4.A	model factors and products using arrays and area models.	50.00%
111.16.4.4.B	represent multiplication and division situations in picture, word, and number form.	75.00%
111.16.4.4.D	use multiplication to solve problems (no more than two digits times two digits without technology).	25.00%
111.16.4.4.E	use division to solve problems (no more than one-digit divisors and three-digit dividends without technology).	12.50%
111.16.4.5.A	round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations.	12.50%
111.16.4.5.B	use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems.	25.00%
111.16.4.6.A	use patterns and relationships to develop strategies to remember basic multiplication and division facts (such as the patterns in related multiplication and division number sentences (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$).	16.50%
111.16.4.7.A	describe the relationship between two sets of related data such as ordered pairs in a table.	25.00%
111.16.4.13.A	use concrete objects or pictures to make generalizations about determining all possible combinations of a given set of data or objects in a problem situation.	25.00%
111.16.4.13.B	interpret bar graphs.	25.00%
111.16.4.14.A	identify the mathematics in everyday situations.	30.00%
111.16.4.14.B	solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	58.50%
111.16.4.14.C	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and	25.00%
111.16.4.15.A	explain and record observations using objects, words, pictures, numbers, and technology.	37.50%
111.16.4.16.A	make generalizations from patterns or sets of examples and nonexamples.	16.75%
111.16.4.16.B	justify why an answer is reasonable and explain the solution process.	25.00%

Highland Lakes Elementary Objective/Category Summary

Number	Objective/Category	Percentage
111.16.4.13.A	use concrete objects or pictures to make generalizations about determining all possible combinations of a given set of data or objects in a problem situation.	25.00%
111.16.4.13.B	interpret bar graphs.	25.00%
111.16.4.14.A	identify the mathematics in everyday situations.	30.00%
111.16.4.14.B	solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	58.50%
111.16.4.14.C	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and	25.00%
111.16.4.15.A	explain and record observations using objects, words, pictures, numbers, and technology.	37.50%
111.16.4.16.A	make generalizations from patterns or sets of examples and nonexamples.	16.75%
111.16.4.16.B	justify why an answer is reasonable and explain the solution process.	25.00%

Marble Falls Elementary Summary Results

Total Number of Students: 4
 Total Benchmark Percentage: 32.75%
 Percentage Meeting Expectation: 0.0%

Marble Falls Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Hispanic/Latino	3	0.0%	28.67%
White	1	0.0%	48.00%

Marble Falls Elementary TEKS Summary

SE Number	Student Expectation	Percentage
111.16.4.1.B	use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.	75.00%
111.16.4.2.B	model fraction quantities greater than one using concrete objects and pictorial models.	50.00%
111.16.4.3.A	use addition and subtraction to solve problems involving whole numbers.	50.00%
111.16.4.3.B	add and subtract decimals to the hundredths place using concrete objects and pictorial models.	50.00%
111.16.4.4.A	model factors and products using arrays and area models.	50.00%
111.16.4.4.B	represent multiplication and division situations in picture, word, and number form.	75.00%
111.16.4.4.D	use multiplication to solve problems (no more than two digits times two digits without technology).	25.00%
111.16.4.4.E	use division to solve problems (no more than one-digit divisors and three-digit dividends without technology).	12.50%
111.16.4.5.A	round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations.	12.50%
111.16.4.5.B	use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems.	25.00%
111.16.4.6.A	use patterns and relationships to develop strategies to remember basic multiplication and division facts (such as the patterns in related multiplication and division number sentences (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$).	16.50%
111.16.4.7.A	describe the relationship between two sets of related data such as ordered pairs in a table.	25.00%
111.16.4.13.A	use concrete objects or pictures to make generalizations about determining all possible combinations of a given set of data or objects in a problem situation.	25.00%
111.16.4.13.B	interpret bar graphs.	25.00%
111.16.4.14.A	identify the mathematics in everyday situations.	30.00%
111.16.4.14.B	solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	58.50%
111.16.4.14.C	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and	25.00%
111.16.4.15.A	explain and record observations using objects, words, pictures, numbers, and technology.	37.50%
111.16.4.16.A	make generalizations from patterns or sets of examples and nonexamples.	16.75%
111.16.4.16.B	justify why an answer is reasonable and explain the solution process.	25.00%

Marble Falls Elementary Objective/Category Summary

Number	Objective/Category	Percentage
111.16.4.13.A	use concrete objects or pictures to make generalizations about determining all possible combinations of a given set of data or objects in a problem situation.	25.00%
111.16.4.13.B	interpret bar graphs.	25.00%
111.16.4.14.A	identify the mathematics in everyday situations.	30.00%
111.16.4.14.B	solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	58.50%
111.16.4.14.C	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and	25.00%
111.16.4.15.A	explain and record observations using objects, words, pictures, numbers, and technology.	37.50%
111.16.4.16.A	make generalizations from patterns or sets of examples and nonexamples.	16.75%
111.16.4.16.B	justify why an answer is reasonable and explain the solution process.	25.00%

2 The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning. 0.00%

Marble Falls Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentile Score
Frey, Sonia	1	0.0%	23.00%
Hoffman, Roma	1	0.0%	45.00%
Spruiell, Michelle	2	0.0%	31.50%

Spicewood Elementary Summary Results

Total Number of Students: 0

Total Benchmark Percentage: 0

Percentage Meeting Expectation: 0

Spicewood Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
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Spicewood Elementary TEKS Summary

SE Number	Student Expectation	Percentage
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Spicewood Elementary Objective/Category Summary

Number	Objective/Category	Percentage
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Spicewood Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentile Score
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Test Administration Summary

Title: RE_04_TBA2_1314E
 Campuses: Coit Elementary, Highland Lakes Elementary, Marble Falls Elementary, Spicewood Elementary
 Passing Percentage: 66%
 Number of Questions: 23
 Administration Dates: 12/3/2013 - 5/30/2014

District

District Summary Results

Total Number of Students: 263
 Total Benchmark Percentage: 71.33%
 Percentage Meeting Expectation: 65.0%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Asian	2	100.0%	87.00%
Black/African American	7	57.1%	74.14%
Hispanic/Latino	128	56.6%	67.45%
Native Hawaiian/Pacific Islander	2	100.0%	82.50%
White	123	70.7%	74.67%
Two or More Races	1	100.0%	83.00%

District TEKS Summary

SE Number	Student Expectation	Percentage
110.15.2.B	use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.	78.71%
110.15.2.C	complete analogies using knowledge of antonyms and synonyms (e.g., boy/girl as male, ___ or girl/woman as boy, ___).	82.89%
110.15.2.D	identify the meaning of common idioms.	87.07%
110.15.2.E	use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	78.90%
110.15.3.A	summarize and explain the lesson or message of a work of fiction as its theme.	55.89%
110.15.5.A	describe the structural elements particular to dramatic literature.	68.44%
110.15.6.A	sequence and summarize the plot's main events and explain their influence on future events.	74.52%
110.15.6.B	describe the interaction of characters including their relationships and the changes they undergo.	59.70%
110.15.6.C	identify whether the narrator or speaker of a story is first or third person.	78.33%
110.15.9.A	identify the author's use of similes and metaphors to produce imagery.	85.93%
110.15.10.A	explain the difference between a stated and an implied purpose for an expository text.	43.73%
110.15.11.A	summarize the main idea and supporting details in text in ways that maintain meaning.	69.58%
110.15.11.C	describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison.	87.07%
110.15.13.A	determine the sequence of activities needed to carry out a procedure (e.g., following a recipe).	92.02%

110.15.13.B	explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).	67.68%
110.15.14.A	explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior.	70.72%
110.15.14.B	explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects).	55.51%
110.15.RC.D	make inferences about text and use textual evidence to support understanding.	65.55%
110.15.RC.E	summarize information in text, maintaining meaning and logical order.	55.89%

District Objective/Category Summary

Number	Objective/Category	Percentage
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Colt Elementary Summary Results

Total Number of Students: 10

Total Benchmark Percentage: 69.89%

Percentage Meeting Expectation: 58.6%

Colt Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage	Percentile Score
Asian	1	100.0%	83.00%	
Black/African American	3	33.3%	52.67%	
Hispanic/Latino	32	62.5%	69.41%	
White	33	54.5%	70.21%	
Two or More Races	1	100.0%	83.00%	

Colt Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.15.2.B	use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.	77.14%
110.15.2.C	complete analogies using knowledge of antonyms and synonyms (e.g., boy/girl as male; _____ or girl/woman as boy; _____).	81.43%
110.15.2.D	identify the meaning of common idioms.	91.43%
110.15.2.E	use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	77.14%
110.15.3.A	summarize and explain the lesson or message of a work of fiction as its theme.	58.57%
110.15.5.A	describe the structural elements particular to dramatic literature.	52.86%
110.15.6.A	sequence and summarize the plot's main events and explain their influence on future events.	67.14%
110.15.6.B	describe the interaction of characters including their relationships and the changes they undergo.	64.29%
110.15.6.C	identify whether the narrator or speaker of a story is first or third person.	62.86%
110.15.8.A	identify the author's use of similes and metaphors to produce imagery.	90.00%
110.15.10.A	explain the difference between a stated and an implied purpose for an expository text.	38.57%
110.15.11.A	summarize the main idea and supporting details in text in ways that maintain meaning.	64.29%
110.15.11.C	describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison.	81.43%
110.15.13.A	determine the sequence of activities needed to carry out a procedure (e.g., following a recipe).	91.43%
110.15.13.B	explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).	74.29%
110.15.14.A	explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior.	70.00%
110.15.14.B	explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects).	45.71%
110.15.RC.D	make inferences about text and use textual evidence to support understanding.	67.14%
110.15.RC.E	summarize information in text, maintaining meaning and logical order.	58.57%

Colt Elementary Objective/Category Summary

Number	Objective/Category	Student Count	Met Expectations	Percentage	Percentile Score
Teacher					
	Hardaway, Katharine	32	59.4%	59.4%	70.75%
	Orton, Vonda	24	50.0%	50.0%	65.67%
	Olarc, Nancy	14	71.4%	71.4%	75.14%

Colt Elementary Teacher Summary

Highland Lakes Elementary Summary Results

Total Number of Students: 66
 Total Benchmark Percentage: 69.83%
 Percentage Meeting Expectation: 81.4%

Highland Lakes Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Black/African American	1	0.0%	65.00%
Hispanic/Latino	66	57.6%	65.97%
White	21	76.2%	78.00%

Highland Lakes Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.15.2.B	use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.	68.18%
110.15.2.C	complete analogies using knowledge of antonyms and synonyms (e.g., boy/girl as male, ___ or girlfriend as boy, ___).	71.59%
110.15.2.D	identify the meaning of common idioms.	75.00%
110.15.2.E	use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	72.73%
110.15.3.A	summarize and explain the lesson or message of a work of fiction as its theme.	52.27%
110.15.5.A	describe the structural elements particular to dramatic literature.	82.95%
110.15.6.A	sequence and summarize the plot's main events and explain their influence on future events.	76.14%
110.15.6.B	describe the interaction of characters including their relationships and the changes they undergo.	53.41%
110.15.6.C	identify whether the narrator or speaker of a story is first or third person.	84.09%
110.15.8.A	identify the author's use of similes and metaphors to produce imagery.	85.23%
110.15.10.A	explain the difference between a stated and an implied purpose for an expository text.	43.18%
110.15.11.A	summarize the main idea and supporting details in text in ways that maintain meaning.	57.95%
110.15.11.C	describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison.	84.09%
110.15.13.A	determine the sequence of activities needed to carry out a procedure (e.g., following a recipe).	94.32%
110.15.13.B	explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).	64.77%
110.15.14.A	explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior.	67.05%
110.15.14.B	explain how various design techniques used in media influence the message (e.g., padding, close-ups, sound effects).	65.91%
110.15.RC.D	make inferences about text and use textual evidence to support understanding.	62.73%
110.15.RC.E	summarize information in text, maintaining meaning and logical order.	52.27%

Highland Lakes Elementary Objective/Category Summary

Number	Objective/Category	Percentage
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Highland Lakes Elementary Teacher Summary

Teacher Student Count Met Expectations Percentile Score

Brantley, Tiffany	59	69.5%	74.08%
Casey, Olga	29	44.8%	58.14%

Marble Falls Elementary Summary Results

Total Number of Students: 76
 Total Benchmark Percentage: 73.54%
 Percentage Meeting Expectation: 69.7%

Marble Falls Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Asian	1	100.0%	91.00%
Black/African American	3	100.0%	88.67%
Hispanic/Latino	20	50.0%	66.25%
Native Hawaiian/Pacific Islander	1	100.0%	74.00%
White	51	74.5%	75.16%

Marble Falls Elementary TEKS Summary

SE Number	Student Expectation	Student Count	Met Expectations	Percentile Score
110.15.2.B	use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.	37	67.6%	72.95%
110.15.2.C	complete analogies using knowledge of antonyms and synonyms (e.g., boy/girl as male; _____ or girl/woman as boy; _____).	39	71.8%	74.10%
110.15.2.D	Identify the meaning of common idioms.			
110.15.2.E	use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.			
110.15.3.A	summarize and explain the lesson or message of a work of fiction as its theme.			
110.15.5.A	describe the structural elements particular to dramatic literature.			
110.15.5.A	sequence and summarize the plot's main events and explain their influence on future events.			
110.15.5.B	describe the interaction of characters including their relationships and the changes they undergo.			
110.15.6.C	Identify whether the narrator or speaker of a story is first or third person.			
110.15.8.A	Identify the author's use of similes and metaphors to produce imagery.			
110.15.10.A	explain the difference between a stated and an implied purpose for an expository text.			
110.15.11.A	summarize the main idea and supporting details in text in ways that maintain meaning.			
110.15.11.C	describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison.			
110.15.13.A	determine the sequence of activities needed to carry out a procedure (e.g., following a recipe).			
110.15.13.B	explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).			
110.15.14.A	explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior.			
110.15.14.B	explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects).			
110.15.RC.D	make inferences about text and use textual evidence to support understanding.			
110.15.RC.E	summarize information in text, maintaining meaning and logical order.			

Marble Falls Elementary Objective/Category Summary

Number	Objective/Category	Student Count	Met Expectations	Percentile Score
	Marble Falls Elementary Teacher Summary	37	67.6%	72.95%
	Teacher	39	71.8%	74.10%
	Glaser, Mary			
	Payson, Katharine			

Spicewood Elementary Summary Results

Total Number of Students: 29

Total Benchmark Percentage: 76.55%
 Percentage Meeting Expectation: 79.3%

Teacher: Clark, Colton
 Student Count: 29
 Met Expectations: 79.3%
 Percentile Score: 76.55%

Spicewood Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Hispanic/Latino	10	70.0%	73.40%
Native Hawaiian/Pacific Islander	1	100.0%	91.00%
White	18	83.3%	77.56%

Spicewood Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.15.2.B	use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.	82.76%
110.15.2.C	complete analogies using knowledge of antonyms and synonyms (e.g., boy/girl as male, _____ or girl/woman as boy, _____).	89.66%
110.15.2.D	identify the meaning of common idioms.	100.00%
110.15.2.E	use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	82.76%
110.15.3.A	summarize and explain the lesson or message of a work of fiction as its theme.	51.72%
110.15.3.A	describe the structural elements particular to dramatic literature.	75.86%
110.15.5.A	sequence and summarize the plot's main events and explain their influence on future events.	89.66%
110.15.6.B	describe the interaction of characters including their relationships and the changes they undergo.	65.52%
110.15.6.C	identify whether the narrator or speaker of a story is first or third person.	82.76%
110.15.8.A	identify the author's use of similes and metaphors to produce imagery.	86.21%
110.15.10.A	explain the difference between a stated and an implied purpose for an expository text.	62.07%
110.15.11.A	summarize the main idea and supporting details in text in ways that maintain meaning.	82.76%
110.15.11.C	describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison.	100.00%
110.15.13.A	determine the sequence of activities needed to carry out a procedure (e.g., following a recipe).	93.10%
110.15.13.B	explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).	68.97%
110.15.14.A	explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior.	93.10%
110.15.14.B	explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects).	65.52%
110.15.RC.D	make inferences about text and use textual evidence to support understanding.	60.69%
110.15.RC.E	summarize information in text, maintaining meaning and logical order.	51.72%

Spicewood Elementary Objective/Category Summary

Number	Objective/Category	Percentage
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Spicewood Elementary Teacher Summary

4th grade Reading in Spanish

Test Administration Summary

Title: RE_04_TBAC_1314S
 Campuses: Coll Elementary, Highland Lakes Elementary
 Passing Percentage: 66%
 Number of Questions: 23
 Administration Dates: 12/16/2013 - 12/20/2013

District

District Summary Results

Total Number of Students: 3
 Total Benchmark Percentage: 41.67%
 Percentage Meeting Expectation: 0.0%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Hispanic/Latino	3	0.0%	41.67%

District TEKS Summary

SE Number	Student Expectation	Percentage
110.15.2.B	use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.	0.00%
110.15.2.C	complete analogies using knowledge of antonyms and synonyms (e.g., boy/girl as male, _____ or girl/woman as boy, _____).	100.00%
110.15.2.D	identify the meaning of common idioms.	66.67%
110.15.2.E	use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	33.33%
110.15.3.A	summarize and explain the lesson or message of a work of fiction as its theme.	66.67%
110.15.5.A	describe the structural elements particular to dramatic literature.	33.33%
110.15.6.A	sequence and summarize the plot's main events and explain their influence on future events.	66.67%
110.15.6.B	describe the interaction of characters including their relationships and the changes they undergo.	50.00%
110.15.6.C	identify whether the narrator or speaker of a story is first or third person.	33.33%
110.15.6.A	identify the author's use of similes and metaphors to produce imagery.	100.00%
110.15.11.A	summarize the main idea and supporting details in text in ways that maintain meaning.	66.67%
110.15.11.C	describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison.	0.00%
110.15.13.A	determine the sequence of activities needed to carry out a procedure (e.g., following a recipe).	0.00%
110.15.13.B	explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).	33.33%
110.15.14.B	explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects).	16.67%
110.15.RC.D	make inferences about text and use textual evidence to support understanding.	40.00%
110.15.RC.E	summarize information in text, maintaining meaning and logical order.	66.67%
110.15.10	Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their	0.00%

District Objective/Category Summary

Number	Objective/Category	Percentage
1	The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.	22.00%
2	The student will demonstrate an ability to understand and analyze literary texts.	57.00%
3	The student will demonstrate an ability to understand and analyze informational texts.	36.67%

Colt Elementary Summary Results

Total Number of Students: 3

Total Benchmark Percentage: 41.67%

Percentage Meeting Expectation: 0.0%

Colt Elementary Teacher Summary

Teacher

Otero, Nancy

Student Count

3

Met Expectations

0.0%

Percentile Score

41.67%

Colt Elementary Ethnicity Results

Ethnicity

Hispanic/Latino

Student Count

3

Met Expectations

0.0%

Percentile Score

41.67%

Colt Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.15.2.B	use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.	0.00%
110.15.2.C	complete analogies using knowledge of antonyms and synonyms (e.g., boy/girl as male, _____ or girl/woman as boy, _____).	100.00%
110.15.2.D	identify the meaning of common idioms.	66.67%
110.15.2.E	use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	33.33%
110.15.3.A	summarize and explain the lesson or message of a work of fiction as its theme.	66.67%
110.15.5.A	describe the structural elements particular to dramatic literature.	33.33%
110.15.6.A	sequence and summarize the plot's main events and explain their influence on future events.	66.67%
110.15.6.B	describe the interaction of characters including their relationships and the changes they undergo.	50.00%
110.15.6.C	identify whether the narrator or speaker of a story is first or third person.	33.33%
110.15.8.A	identify the author's use of similes and metaphors to produce imagery.	100.00%
110.15.11.A	summarize the main idea and supporting details in text in ways that maintain meaning.	66.67%
110.15.11.C	describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison.	0.00%
110.15.13.A	determine the sequence of activities needed to carry out a procedure (e.g., following a recipe).	0.00%
110.15.13.B	explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).	33.33%
110.15.14.B	explain how various design techniques used in media influence the message (e.g., padding, close-ups, sound effects).	16.67%
110.15.RC.D	make inferences about text and use textual evidence to support understanding.	40.00%
110.15.RC.E	summarize information in text, maintaining meaning and logical order.	66.67%
110.15.10	Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their	0.00%

Colt Elementary Objective/Category Summary

Number	Objective/Category	Percentage
1	The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.	22.00%
2	The student will demonstrate an ability to understand and analyze literary texts.	57.00%
3	The student will demonstrate an ability to understand and analyze informational texts.	36.67%

Highland Lakes Elementary Summary Results

Total Number of Students: 0

Total Benchmark Percentage: 0

Percentage Meeting Expectation: 0

Highland Lakes Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
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Highland Lakes Elementary TEKS Summary

SE Number	Student Expectation	Percentage
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Highland Lakes Elementary Objective/Category Summary

Number	Objective/Category	Percentage
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Highland Lakes Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentile Score
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4th Grade Reading Modified

Test Administration Summary

Title: RE_04_TBA2M_1314E
 Campuses: Coit Elementary, Highland Lakes Elementary, Marble Falls Elementary, Spicewood Elementary
 Passing Percentage: 66%
 Number of Questions: 23
 Administration Dates: 12/9/2013 - 6/2/2014

110.15.RC.E summarize information in text, maintaining meaning and logical order. 31.25%

District Objective/Category Summary

Number	Objective/Category	Percentage
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District Summary Results

Total Number of Students: 16
 Total Benchmark Percentage: 54.63%
 Percentage Meeting Expectation: 37.5%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage	Percentile Score
Hispanic/Latino	8	50.0%	54.75%	
White	8	25.0%	54.50%	

District TEKS Summary

SE Number	Student Expectation	Percentage
110.15.2.B	use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.	25.00%
110.15.2.C	complete analogies using knowledge of antonyms and synonyms (e.g., boy/girl as male/____ or girlfriend as boy/_____).	75.00%
110.15.2.D	identify the meaning of common idioms.	68.75%
110.15.2.E	use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	65.83%
110.15.3.A	summarize and explain the lesson or message of a work of fiction as its theme.	31.25%
110.15.5.A	describe the structural elements particular to dramatic literature.	62.50%
110.15.6.A	sequence and summarize the plot's main events and explain their influence on future events.	62.50%
110.15.6.B	describe the interaction of characters including their relationships and the changes they undergo.	43.75%
110.15.6.C	identify whether the narrator or speaker of a story is first or third person.	43.75%
110.15.8.A	identify the author's use of similes and metaphors to produce imagery.	68.75%
110.15.10.A	explain the difference between a stated and an implied purpose for an expository text.	18.75%
110.15.11.A	summarize the main idea and supporting details in text in ways that maintain meaning.	43.75%
110.15.11.C	describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison.	62.50%
110.15.15.A	determine the sequence of activities needed to carry out a procedure (e.g., following a recipe).	75.00%
110.15.13.B	explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).	43.75%
110.15.14.A	explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior.	50.00%
110.15.14.B	explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects).	31.25%
110.15.RC.D	make inferences about text and use textual evidence to support understanding.	66.25%

Colt Elementary Summary Results

Total Number of Students: 8

Total Benchmark Percentage: 49.50%

Percentage Meeting Expectation: 25.0%

Colt Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Hispanic/Latino	3	33.3%	44.97%
White	5	20.0%	52.40%

Colt Elementary TEKS Summary

SE Number	Student Expectation	Student Count	Met Expectations	Percentile Score
110.15.2.B	use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.			12.50%
110.15.2.C	complete analogies using knowledge of antonyms and synonyms (e.g., boy/girl as male/female or girlfriend as boy/girl).			75.00%
110.15.2.D	identify the meaning of common idioms.			62.50%
110.15.2.E	use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.			62.50%
110.15.3.A	summarize and explain the lesson or message of a work of fiction as its theme.			12.50%
110.15.5.A	describe the structural elements particular to dramatic literature.			50.00%
110.15.6.A	sequence and summarize the plot's main events and explain their influence on future events.			62.50%
110.15.6.B	describe the interaction of characters including their relationships and the changes they undergo.			43.75%
110.15.6.C	identify whether the narrator or speaker of a story is first or third person.			50.00%
110.15.8.A	identify the author's use of similes and metaphors to produce imagery.			75.00%
110.15.10.A	explain the difference between a stated and an implied purpose for an expository text.			0.00%
110.15.11.A	summarize the main idea and supporting details in text in ways that maintain meaning.			50.00%
110.15.11.C	describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison.			50.00%
110.15.13.A	determine the sequence of activities needed to carry out a procedure (e.g., following a recipe).			75.00%
110.15.13.B	explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).			37.50%
110.15.14.A	explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior.			50.00%
110.15.14.B	explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects).			12.50%
110.15.RC.D	make inferences about text and use textual evidence to support understanding.			62.50%
110.15.RC.E	summarize information in text, maintaining meaning and logical order.			12.50%

Colt Elementary Objective/Category Summary

Number	Objective/Category	Student Count	Met Expectations	Percentile Score
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Colt Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentile Score
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Highland Lakes Elementary Summary Results

Total Number of Students:

Total Benchmark Percentage: 78.00%

Percentage Meeting Expectation: 100.0%

Highland Lakes Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Hispanic/Latino	1	100.0%	78.00%

Highland Lakes Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.15.2.B	use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.	0.00%
110.15.2.C	complete analogies using knowledge of antonyms and synonyms (e.g., boy/girl as male; _____ or girl/woman as boy; _____).	0.00%
110.15.2.D	identify the meaning of common idioms.	100.00%
110.15.2.E	use a dictionary or glossary to determine the meanings, syllabification, and pronunciation of unknown words.	50.00%
110.15.3.A	summarize and explain the lesson or message of a work of fiction as its theme.	100.00%
110.15.5.A	describe the structural elements particular to dramatic literature.	100.00%
110.15.6.A	sequence and summarize the plot's main events and explain their influence on future events.	100.00%
110.15.6.B	describe the interaction of characters including their relationships and the changes they undergo.	50.00%
110.15.6.C	identify whether the narrator or speaker of a story is first or third person.	100.00%
110.15.8.A	identify the author's use of similes and metaphors to produce imagery.	100.00%
110.15.10.A	explain the difference between a stated and an implied purpose for an expository text.	0.00%
110.15.11.A	summarize the main idea and supporting details in text in ways that maintain meaning.	100.00%
110.15.11.C	describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison.	100.00%
110.15.13.A	determine the sequence of activities needed to carry out a procedure (e.g., following a recipe).	100.00%
110.15.13.B	explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).	100.00%
110.15.14.A	explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior.	100.00%
110.15.14.B	explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects).	100.00%
110.15.RC.D	make inferences about text and use textual evidence to support understanding.	100.00%
110.15.RC.E	summarize information in text, maintaining meaning and logical order.	100.00%

Highland Lakes Elementary Objective/Category Summary

Number	Objective/Category	Percentage
1	100.0%	78.00%

Highland Lakes Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentile Score
Branley, Tiffany	1	100.0%	78.00%

Marble Falls Elementary Summary Results

Total Number of Students: 6

Total Benchmark Percentage: 55.00%

Percentage Meeting Expectation: 33.3%

Glaeser, Mary

3

33.3%

55.00%

Payson, Kathelaine

3

33.3%

55.00%

Marble Falls Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage	Percentile Score
Hispanic/Latino	3	33.3%	52.00%	
White	3	33.3%	58.00%	

Marble Falls Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.15.2.B	use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.	50.00%
110.15.2.C	complete analogies using knowledge of antonyms and synonyms (e.g., boy/girl as male/____ or girl/woman as boy/_____).	83.33%
110.15.2.D	Identify the meaning of common idioms.	66.67%
110.15.2.E	use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	66.67%
110.15.3.A	summarize and explain the lesson or message of a work of fiction as its theme.	33.33%
110.15.5.A	describe the structural elements particular to dramatic literature.	83.33%
110.15.6.A	sequence and summarize the plot's main events and explain their influence on future events.	50.00%
110.15.6.B	describe the interaction of characters including their relationships and the changes they undergo.	50.00%
110.15.6.C	Identify whether the narrator or speaker of a story is first or third person.	16.67%
110.15.8.A	Identify the author's use of similes and metaphors to produce imagery.	50.00%
110.15.10.A	explain the difference between a stated and an implied purpose for an expository text.	33.33%
110.15.11.A	summarize the main idea and supporting details in text in ways that maintain meaning.	16.67%
110.15.11.C	describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison.	66.67%
110.15.13.A	determine the sequence of activities needed to carry out a procedure (e.g., following a recipe).	66.67%
110.15.13.B	explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).	33.33%
110.15.14.A	explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior.	50.00%
110.15.14.B	explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects).	50.00%
110.15.RC.D	make inferences about text and use textual evidence to support understanding.	66.67%
110.15.RC.E	summarize information in text, maintaining meaning and logical order.	33.33%

Marble Falls Elementary Objective/Category Summary

Number	Objective/Category	Percentage
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Marble Falls Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage	Percentile Score
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Spicewood Elementary Summary Results

Total Number of Students: 1

Total Benchmark Percentage: 70.00%

Percentage Meeting Expectation: 100.0%

Spicewood Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Hispanic/Latino	1	100.0%	70.00%

Spicewood Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.15.2.B	use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.	0.00%
110.15.2.C	complete analogies using knowledge of antonyms and synonyms (e.g., boy/girl as male/_____ or girl/woman as boy/_____).	100.00%
110.15.2.D	identify the meaning of common idioms.	100.00%
110.15.2.E	use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	100.00%
110.15.3.A	summarize and explain the lesson or message of a work of fiction as its theme.	100.00%
110.15.5.A	describe the structural elements particular to dramatic literature.	0.00%
110.15.6.A	sequence and summarize the plot's main events and explain their influence on future events.	100.00%
110.15.6.B	describe the interaction of characters including their relationships and the changes they undergo.	0.00%
110.15.6.C	identify whether the narrator or speaker of a story is first or third person.	100.00%
110.15.6.A	identify the author's use of similes and metaphors to produce imagery.	100.00%
110.15.10.A	explain the difference between a stated and an implied purpose for an expository text.	100.00%
110.15.11.A	summarize the main idea and supporting details in text in ways that maintain meaning.	100.00%
110.15.11.C	describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison.	100.00%
110.15.13.A	determine the sequence of activities needed to carry out a procedure (e.g., following a recipe).	100.00%
110.15.13.B	explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).	100.00%
110.15.14.A	explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior.	0.00%
110.15.14.B	explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects).	0.00%
110.15.FC.D	make inferences about text and use textual evidence to support understanding.	60.00%
110.15.FC.E	summarize information in text, maintaining meaning and logical order.	100.00%

Spicewood Elementary Objective/Category Summary

Number	Objective/Category	Percentage
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Spicewood Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentile Score
Stary, Mary	1	100.0%	70.00%

5th grade Math in English

Test Administration Summary

Title: MA_05_TBA2_1314E
 Campuses: Colt Elementary, Highland Lakes Elementary, Merble Falls Elementary, Spicewood Elementary
 Passing Percentage: 66%
 Number of Questions: 21
 Administration Dates: 12/2/2013 - 3/31/2014

District

District Summary Results

Total Number of Students: 264
 Total Benchmark Percentage: 63.52%
 Percentage Meeting Expectation: 48.9%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Asian	1	100.0%	95.00%
Black/African American	1	0.0%	43.00%
Hispanic/Latino	115	32.2%	55.20%
American Indian/Alaskan Native	1	100.0%	90.00%
White	142	62.0%	70.11%
Two or More Races	4	50.0%	59.50%

District TEKS Summary

SE Number	Student Expectation	Percentage
111.17.5.1.B	use place value to read, write, compare, and order decimals through the thousandths place.	54.55%
111.17.5.2.A	generate a fraction equivalent to a given fraction such as $\frac{1}{2}$ and $\frac{3}{6}$ or $\frac{4}{12}$ and $\frac{1}{3}$.	61.37%
111.17.5.2.B	generate a mixed number equivalent to a given improper fraction or generate an improper fraction equivalent to a given mixed number.	87.31%
111.17.5.2.C	compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators.	63.01%
111.17.5.2.D	use models to relate decimals to fractions that name tenths, hundredths, and thousandths.	90.15%
111.17.5.3.B	use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology).	59.47%
111.17.5.3.C	use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology), including interpreting the remainder within a given context.	56.25%
111.17.5.3.D	identify common factors of a set of whole numbers.	77.65%
111.17.5.3.E	model situations using addition and/or subtraction involving fractions with like denominators using concrete objects, pictures, words, and numbers.	55.68%
111.17.5.5.A	describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams.	53.60%
111.17.5.5.B	identify prime and composite numbers using concrete objects, pictorial models, and patterns in factor pairs.	63.64%
111.17.5.6.A	select from and use diagrams and equations such as $y = 5 + 3$ to represent meaningful problem situations.	59.05%

111.17.5.14.A	identify the mathematics in everyday situations.	60.76%
111.17.5.14.B	solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	61.74%
111.17.5.14.C	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and, relate informal language to mathematical language and symbols.	74.44%
111.17.5.15.B	make generalizations from patterns or sets of examples and nonexamples.	68.19%
111.17.5.16.A	justify why an answer is reasonable and explain the solution process.	53.71%
111.17.5.16.B		63.64%

District Objective/Category Summary

Number	Objective/Category	Percentage
1	The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	67.43%
2	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	55.30%

Colt Elementary Summary Results

Total number of students: 77

Total Benchmark Percentage: 76.27%
 Percentage Meeting Expectation: 68.8%

Colt Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Asian	1	100.0%	95.00%
Hispanic/Latino	30	63.3%	73.77%
American Indian/Alaskan Native	1	100.0%	90.00%
White	44	70.5%	77.36%
Two or More Races	1	100.0%	71.00%

Colt Elementary TEKS Summary

SE Number	Student Expectation	Percentage
111.17.5.1.B	use place value to read, write, compare, and order decimals through the thousandths place.	62.34%
111.17.5.2.A	generate a fraction equivalent to a given fraction such as $\frac{1}{2}$ and $\frac{3}{6}$ or $\frac{4}{12}$ and $\frac{1}{3}$.	77.13%
111.17.5.2.B	generate a mixed number equivalent to a given improper fraction or generate an improper fraction equivalent to a given mixed number.	94.81%
111.17.5.2.C	compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators.	85.32%
111.17.5.2.D	use models to relate decimals to fractions that name tenths, hundredths, and thousandths.	98.10%
111.17.5.3.B	use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology).	68.83%
111.17.5.3.C	use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology), including interpreting the remainder within a given context.	68.48%
111.17.5.3.D	identify common factors of a set of whole numbers.	94.81%
111.17.5.3.E	model situations using addition and/or subtraction involving fractions with like denominators using concrete objects, pictures, words, and numbers.	64.94%
111.17.5.5.A	describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams.	64.28%
111.17.5.5.B	identify prime and composite numbers using concrete objects, pictorial models, and patterns in factor pairs.	72.73%
111.17.5.5.B.A	select from and use diagrams and equations such as $y = 5 + 3$ to represent meaningful problem situations.	70.13%
111.17.5.14.A	identify the mathematics in everyday situations.	76.62%
111.17.5.14.B	solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	75.32%
111.17.5.14.C	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic process, as well as checking, siding it out, making a table, working a simpler problem, or working backwards to solve a problem; and.	85.38%
111.17.5.15.B	relate informal language to mathematical language and symbols.	77.92%
111.17.5.16.A	make generalizations from patterns or sets of examples and nonexamples.	65.45%
111.17.5.16.B	justify why an answer is reasonable and explain the solution process.	72.73%

Colt Elementary Objective/Category Summary

Number	Objective/Category	Student Count	Met Expectations	Percentile Score
1	The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	36	69.4%	75.89%
2	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	41	68.3%	76.61%

Colt Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentile Score
Hornberger, Wendy	36	69.4%	75.89%
Packer, Keyyn	41	68.3%	76.61%

Highland Lakes Elementary Summary Results

Total Number of Students: 80
 Total Benchmark Percentage: 46.56%
 Percentage Meeting Expectation: 20.0%

Highland Lakes Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Black/African American	1	0.0%	43.00%
Hispanic/Latino	54	14.8%	44.50%
White	24	33.3%	52.08%
Two or More Races	1	0.0%	29.00%

Highland Lakes Elementary TEKS Summary

SE Number	Student Expectation	Met Expectations	Percentile Score
111.17.5.1.B	use place value to read, write, compare, and order decimals through the thousandths place.	0.0%	46.25%
111.17.5.2.A	generate a fraction equivalent to a given fraction such as $\frac{1}{2}$ and $\frac{3}{8}$ or $\frac{4}{12}$ and $\frac{1}{3}$.	0.0%	39.49%
111.17.5.2.B	generate a mixed number equivalent to a given improper fraction or generate an improper fraction equivalent to a given mixed number.	14.8%	71.88%
111.17.5.2.C	compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators.	33.3%	48.76%
111.17.5.2.D	use models to relate decimals to fractions that name tenths, hundredths, and thousandths.	0.0%	81.25%
111.17.5.3.B	use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology).	0.0%	40.00%
111.17.5.3.C	use division to solve problems involving whole numbers (no more than two-digit divisors and two-digit dividends without technology), including interpreting the remainder within a given context.	0.0%	40.63%
111.17.5.3.D	identify common factors of a set of whole numbers.	0.0%	51.25%
111.17.5.3.E	model situations using addition and/or subtraction involving fractions with like denominators using concrete objects, pictures, words, and numbers.	0.0%	41.25%
111.17.5.5.A	describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams.	0.0%	40.00%
111.17.5.5.B	identify prime and composite numbers using concrete objects, pictorial models, and patterns in factor pairs.	0.0%	51.25%
111.17.5.6.A	select from and use diagrams and equations such as $y = 5 + 3$ to represent meaningful problem situations.	0.0%	40.00%
111.17.5.14.A	identify the mathematics in everyday situations.	0.0%	41.00%
111.17.5.14.B	solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	0.0%	39.36%
111.17.5.14.C	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and, relate informal language to mathematical language and symbols.	0.0%	57.49%
111.17.5.15.B	make generalizations from patterns or sets of examples and nonexamples.	0.0%	56.25%
111.17.5.16.A	justify why an answer is reasonable and explain the solution process.	0.0%	39.50%
111.17.5.16.B	justify why an answer is reasonable and explain the solution process.	0.0%	51.25%

Highland Lakes Elementary Objective/Category Summary

Number	Objective/Category	Student Count	Met Expectations	Percentile Score
1	The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	40	30.0%	50.35%
2	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	40	10.0%	42.78%

Highland Lakes Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentile Score
Frambs, Susan	40	30.0%	50.35%
Merslosky, Amanda	40	10.0%	42.78%

Marble Falls Elementary Summary Results

Total Number of Students: 79

Total Benchmark Percentage: 64.66%

Percentage Meeting Expectation: 49.4%

Marble Falls Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage
Hispanic/Latino	26	34.6%	56.73%
White	52	57.7%	69.04%
Two or More Races	1	0.0%	43.00%

Marble Falls Elementary TEKS Summary

SE Number	Student Expectation	Percentage
111.17.5.1.B	use place value to read, write, compare, and order decimals through the thousandths place.	56.96%
111.17.5.2.A	generate a fraction equivalent to a given fraction such as $\frac{1}{2}$ and $\frac{3}{6}$ or $\frac{4}{12}$ and $\frac{1}{3}$.	61.22%
111.17.5.2.B	generate a mixed number equivalent to a given improper fraction or generate an improper fraction equivalent to a given mixed number.	94.94%
111.17.5.2.C	compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators.	57.82%
111.17.5.2.D	use models to relate decimals to fractions that name tenths, hundredths, and thousandths.	93.87%
111.17.5.3.B	use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology).	65.82%
111.17.5.3.C	use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology), including interpreting the remainder within a given context.	56.98%
111.17.5.3.D	identify common factors of a set of whole numbers.	81.01%
111.17.5.3.E	model situations using addition and/or subtraction involving fractions with like denominators using concrete objects, pictures, words, and numbers.	50.63%
111.17.5.5.A	describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams.	55.38%
111.17.5.5.B	identify prime and composite numbers using concrete objects, pictorial models, and patterns in factor pairs.	66.92%
111.17.5.6.A	select from and use diagrams and equations such as $y = 5 + 3$ to represent meaningful problem situations.	63.29%
111.17.5.14.A	identify the mathematics in everyday situations.	61.77%
111.17.5.14.B	solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	66.46%
111.17.5.14.C	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and	75.25%
111.17.5.15.B	relate informal language to mathematical language and symbols.	66.46%
111.17.5.16.A	make generalizations from patterns or sets of examples and nonexamples.	54.68%
111.17.5.16.B	justify why an answer is reasonable and explain the solution process.	65.82%

Marble Falls Elementary Objective/Category Summary

Number	Objective/Category	Percentage
1	The student will demonstrate an understanding of numbers, operations, and quantitative	66.35%

reasoning.

The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.

2

55.44%

Marble Falls Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage
Nolen, Annette	39	51.3%	66.08%
Watson, Monica	40	47.5%	63.28%

Spicewood Elementary Summary Results

Total Number of Students: 28

Total Benchmark Percentage: 73.71%
 Percentage Meeting Expectation: 75.0%

reasoning.
 The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.

2

60.71%

Spicewood Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentile Score
Granson, Heather	28	75.0%	73.71%

Spicewood Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Hispanic/Latino	5	20.0%	51.40%
White	22	88.4%	77.82%
Two or More Races	1	100.0%	95.00%

Spicewood Elementary TEKS Summary

SE Number	Student Expectation	Percentage
111.17.5.1.B	use place value to read, write, compare, and order decimals through the thousandths place.	50.00%
111.17.5.2.A	generate a fraction equivalent to a given fraction such as $\frac{1}{2}$ and $\frac{3}{6}$ or $\frac{4}{12}$ and $\frac{1}{3}$.	81.00%
111.17.5.2.B	generate a mixed number equivalent to a given improper fraction or generate an improper fraction equivalent to a given mixed number.	89.29%
111.17.5.2.C	compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators.	79.82%
111.17.5.2.D	use models to relate decimals to fractions that name tenths, hundredths, and thousandths.	89.29%
111.17.5.3.B	use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology).	71.43%
111.17.5.3.C	use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology), including interpreting the remainder within a given context.	62.50%
111.17.5.3.D	identify common factors of a set of whole numbers.	96.43%
111.17.5.3.E	model situations using addition and/or subtraction involving fractions with like denominators using concrete objects, pictures, words, and numbers.	85.71%
111.17.5.5.A	describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams.	58.04%
111.17.5.5.B	identify prime and composite numbers using concrete objects, pictorial models, and patterns in factor pairs.	67.86%
111.17.5.6.A	select from and use diagrams and equations such as $y = 5 + 3$ to represent meaningful problem situations.	71.43%
111.17.5.14.A	identify the mathematics in everyday situations.	70.71%
111.17.5.14.B	solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	75.00%
111.17.5.14.C	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and.	90.46%
111.17.5.15.B	relate informal language to mathematical language and symbols.	80.36%
111.17.5.16.A	make generalizations from patterns or sets of examples and nonexamples.	59.29%
111.17.5.16.B	justify why an answer is reasonable and explain the solution process.	67.86%

Spicewood Elementary Objective/Category Summary

Number	Objective/Category	Percentage
1	The student will demonstrate an understanding of numbers, operations, and quantitative	79.14%

5th Math Modified

Test Administration Summary

Title: MA_05_TBA2M_1314E
 Campuses: Coll Elementary, Highland Lakes Elementary, Marble Falls Elementary, Spicewood Elementary
 Passing Percentage: 66%
 Number of Questions: 21
 Administration Dates: 12/11/2013 - 6/30/2014

District

District Summary Results

Total Number of Students:	14
Total Benchmark Percentage:	57.50%
Percentage Meeting Expectation:	35.7%

Ethnicity	Student Count	Met Expectations	Percentile Score
Black/African American	1	0.0%	43.00%
Hispanic/Latino	9	44.4%	62.44%
White	3	0.0%	41.33%
Two or More Races	1	100.0%	76.00%

District TEKS Summary

SE Number	Student Expectation	Percentage
111.17.5.1.B	use place value to read, write, compare, and order decimals through the thousandths place.	42.86%
111.17.5.2.A	generate a fraction equivalent to a given fraction such as $\frac{1}{2}$ and $\frac{3}{6}$ or $\frac{4}{12}$ and $\frac{1}{3}$.	64.21%
111.17.5.2.B	generate a mixed number equivalent to a given improper fraction or generate an improper fraction equivalent to a given mixed number.	75.00%
111.17.5.2.C	compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators.	59.50%
111.17.5.2.D	use models to relate decimals to fractions that name tenths, hundredths, and thousandths.	85.71%
111.17.5.3.B	use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology).	57.14%
111.17.5.3.C	use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology), including interpreting the remainder within a given context.	39.29%
111.17.5.3.D	identify common factors of a set of whole numbers.	78.57%
111.17.5.3.E	model situations using addition and/or subtraction involving fractions with like denominators using concrete objects, pictures, words, and numbers.	35.71%
111.17.5.5.A	describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams.	56.93%
111.17.5.5.B	identify prime and composite numbers using concrete objects, pictorial models, and patterns in factor pairs.	42.86%
111.17.5.6.A	select from and use diagrams and equations such as $y = 5 + 3$ to represent meaningful problem situations.	28.57%
111.17.5.14.A	identify the mathematics in everyday situations.	47.14%
111.17.5.14.B	solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	64.29%

- 111.17.5.14.C select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and, 66.71%
- 111.17.5.15.B relate informal language to mathematical language and symbols. 46.43%
- 111.17.5.16.A make generalizations from patterns or sets of examples and nonexamples. 54.29%
- 111.17.5.16.B justify why an answer is reasonable and explain the solution process. 42.86%

District Objective/Category Summary

Number	Objective/Category	Percentage
1	The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	58.79%
2	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	52.86%

reasoning.

Coit Elementary Summary Results

Total Number of Students: 7

Total Benchmark Percentage: 70.71%

Percentage Meeting Expectation: 57.1%

Coit Elementary Teacher Summary

Teacher

Cox, Stacey

Student Count: 7

Met Expectations: 57.1%

Percentile Score

70.71%

Coit Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Hispanic/Latino	6	66.7%	73.00%
White	1	0.0%	57.00%

Coit Elementary TEKS Summary

SE Number	Student Expectation	Percentage
111.17.5.1.B	use place value to read, write, compare, and order decimals through the thousandths place.	42.86%
111.17.5.2.A	generate a fraction equivalent to a given fraction such as $\frac{1}{2}$ and $\frac{3}{6}$ or $\frac{4}{12}$ and $\frac{1}{3}$.	85.71%
111.17.5.2.B	generate a mixed number equivalent to a given improper fraction or generate an improper fraction equivalent to a given mixed number.	85.71%
111.17.5.2.C	compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators.	85.71%
111.17.5.2.D	use models to relate decimals to fractions that name tenths, hundredths, and thousandths.	100.00%
111.17.5.3.B	use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology).	71.43%
111.17.5.3.C	use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology), including interpreting the remainder within a given context.	42.86%
111.17.5.3.D	identify common factors of a set of whole numbers.	100.00%
111.17.5.3.E	model situations using addition and/or subtraction involving fractions with like denominators using concrete objects, pictures, words, and numbers.	57.14%
111.17.5.5.A	describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams.	64.29%
111.17.5.5.B	identify prime and composite numbers using concrete objects, pictorial models, and patterns in factor pairs.	57.14%
111.17.5.6.A	select from and use diagrams and equations such as $y = 5 + 3$ to represent meaningful problem situations.	28.57%
111.17.5.14.A	identify the mathematics in everyday situations.	60.00%
111.17.5.14.B	solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	78.57%
111.17.5.14.C	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem, and.	81.14%
111.17.5.15.B	relate informal language to mathematical language and symbols.	64.29%
111.17.5.16.A	make generalizations from patterns or sets of examples and nonexamples.	52.86%
111.17.5.16.B	justify why an answer is reasonable and explain the solution process.	57.14%

Coit Elementary Objective/Category Summary

Number	Objective/Category	Percentage
1	The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	75.43%
2	The student will demonstrate an understanding of patterns, relationships, and algebraic	60.00%

Highland Lakes Elementary Summary Results

Total Number of Students: 2

Total Benchmark Percentage: 40.50%

Percentage Meeting Expectation: 0.0%

Highland Lakes Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Hispanic/Latino	2	0.0%	40.50%

Highland Lakes Elementary TEKS Summary

SE Number	Student Expectation	Percentage
111.17.5.1.B	use place value to read, write, compare, and order decimals through the thousandths place.	0.00%
111.17.5.2.A	generate a fraction equivalent to a given fraction such as $\frac{1}{2}$ and $\frac{3}{6}$ or $\frac{4}{12}$ and $\frac{1}{3}$.	33.00%
111.17.5.2.B	generate a mixed number equivalent to a given improper fraction or generate an improper fraction equivalent to a given mixed number.	75.00%
111.17.5.2.C	compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators.	33.00%
111.17.5.2.D	use models to relate decimals to fractions that name tenths, hundredths, and thousandths.	100.00%
111.17.5.3.B	use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology).	50.00%
111.17.5.3.C	use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology), including interpreting the remainder within a given context.	50.00%
111.17.5.3.D	identify common factors of a set of whole numbers.	50.00%
111.17.5.3.E	model situations using addition and/or subtraction involving fractions with like denominators using concrete objects, pictures, words, and numbers.	0.00%
111.17.5.5.A	describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams.	37.50%
111.17.5.5.B	identify prime and composite numbers using concrete objects, pictorial models, and patterns in factor pairs.	50.00%
111.17.5.6.A	select from and use diagrams and equations such as $y = 5 + 3$ to represent meaningful problem situations.	0.00%
111.17.5.14.A	identify the mathematics in everyday situations.	30.00%
111.17.5.14.B	solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	50.00%
111.17.5.14.C	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and	50.00%
111.17.5.15.B	relate informal language to mathematical language and symbols.	0.00%
111.17.5.16.A	make generalizations from patterns or sets of examples and nonexamples.	30.00%
111.17.5.16.B	justify why an answer is reasonable and explain the solution process.	50.00%

Highland Lakes Elementary Objective/Category Summary

Number	Objective/Category	Percentage
1	The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	39.50%
2	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	30.00%

Highland Lakes Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentile Score
Merclosky, Amanda	2	0.0%	40.50%

Marble Falls Elementary Summary Results

Total Number of Students: 2

Total Benchmark Percentage: 43.00%

Percentage Meeting Expectation: 0.0%

Marble Falls Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Black/African American	1	0.0%	43.00%
Hispanic/Latino	1	0.0%	43.00%

Marble Falls Elementary TEKS Summary

SE Number	Student Expectation	Percentage
111.17.5.1.B	use place value to read, write, compare, and order decimals through the thousandths place.	50.00%
111.17.5.2.A	generate a fraction equivalent to a given fraction such as $\frac{1}{2}$ and $\frac{3}{8}$ or $\frac{4}{12}$ and $\frac{1}{3}$.	50.00%
111.17.5.2.B	generate a mixed number equivalent to a given improper fraction or generate an improper fraction equivalent to a given mixed number.	25.00%
111.17.5.2.C	compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators.	67.00%
111.17.5.2.D	use models to relate decimals to fractions that name tenths, hundredths, and thousandths.	0.00%
111.17.5.3.B	use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology).	50.00%
111.17.5.3.C	use division to solve problems involving whole numbers (no more than two-digit divisors and two-digit dividends without technology), including interpreting the remainder within a given context.	25.00%
111.17.5.3.D	identify common factors of a set of whole numbers.	50.00%
111.17.5.3.E	model situations using addition and/or subtraction involving fractions with like denominators using concrete objects, pictures, words, and numbers.	0.00%
111.17.5.5.A	describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams.	62.50%
111.17.5.5.B	identify prime and composite numbers using concrete objects, pictorial models, and patterns in factor pairs.	0.00%
111.17.5.6.A	select from and use diagrams and equations such as $y = 5 + 3$ to represent meaningful problem situations.	50.00%
111.17.5.14.A	identify the mathematics in everyday situations.	20.00%
111.17.5.14.B	solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	50.00%
111.17.5.14.C	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem, and.	33.00%
111.17.5.15.B	relate informal language to mathematical language and symbols.	75.00%
111.17.5.16.A	make generalizations from patterns or sets of examples and nonexamples.	60.00%
111.17.5.16.B	justify why an answer is reasonable and explain the solution process.	0.00%

Marble Falls Elementary Objective/Category Summary

Number	Objective/Category	Percentage
1	The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	36.00%
2	The student will demonstrate an understanding of patterns, relationships, and algebraic	50.00%

reasoning.

Marble Falls Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage Score
Watson, Monica	2	0.0%	43.00%

reasoning.

Spicewood Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentile Score
Slary, Mary	3	33.3%	47.67%

Spicewood Elementary Summary Results

Total number of students: 3

Total Benchmark Percentage: 47.67%
 Percentage Meeting Expectation: 33.3%

Spicewood Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
White	2	0.0%	33.50%
Two or More Races	1	100.0%	76.00%

Spicewood Elementary TEKS Summary

SE Number	Student Expectation	Percentage
111.17.5.1.B	use place value to read, write, compare, and order decimals through the thousandths place.	66.67%
111.17.5.2.A	generate a fraction equivalent to a given fraction such as $\frac{1}{2}$ and $\frac{3}{6}$ or $\frac{4}{12}$ and $\frac{1}{3}$.	44.33%
111.17.5.2.B	generate a mixed number equivalent to a given improper fraction or generate an improper fraction equivalent to a given mixed number.	83.33%
111.17.5.2.C	compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators.	11.00%
111.17.5.2.D	use models to relate decimals to fractions that name tenths, hundredths, and thousandths.	100.00%
111.17.5.3.B	use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology).	33.33%
111.17.5.3.C	use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology), including interpreting the remainder within a given context.	33.33%
111.17.5.3.D	identify common factors of a set of whole numbers.	66.67%
111.17.5.3.E	model situations using addition and/or subtraction involving fractions with like denominators using concrete objects, pictures, words, and numbers.	33.33%
111.17.5.5.A	describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams.	58.33%
111.17.5.5.B	identify prime and composite numbers using concrete objects, pictorial models, and patterns in factor pairs.	33.33%
111.17.5.6.A	select from and use diagrams and equations such as $y = 5 + 3$ to represent meaningful problem situations.	33.33%
111.17.5.14.A	Identify the mathematics in everyday situations.	46.67%
111.17.5.14.B	solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	50.00%
111.17.5.14.C	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and,	66.67%
111.17.5.15.B	relate informal language to mathematical language and symbols.	16.67%
111.17.5.16.A	make generalizations from patterns or sets of examples and nonexamples.	46.67%
111.17.5.16.B	justify why an answer is reasonable and explain the solution process.	33.33%

Spicewood Elementary Objective/Category Summary

Number	Objective/Category	Percentage
1	The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	48.00%
2	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	53.33%

In Reading in English

Test Administration Summary

Title: RE_05_TBA2_1314E
 Campuses: Colt Elementary, Highland Lakes Elementary, Marble Falls Elementary, Spicewood Elementary
 Passing Percentage: 67%
 Number of Questions: 20
 Administration Dates: 10/14/2013 - 6/4/2014

District

District Summary Results

Total Number of Students: 252
 Total Benchmark Percentage: 60.97%
 Percentage Meeting Expectation: 37.3%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage
Asian	1	100.0%	70.00%
Black/African American	1	0.0%	60.00%
Hispanic/Latino	109	24.9%	54.82%
American Indian/Alaskan Native	1	0.0%	60.00%
White	135	48.1%	66.00%
Two or More Races	5	20.0%	50.00%

District TEKS Summary

SE Number	Student Expectation	Percentage
110.16.2.B	use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.	60.81%
110.16.7.A	identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.	75.40%
110.16.10.A	draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.	69.84%
110.16.11.A	summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order.	63.10%
110.16.11.B	determine the facts in text and verify them through established methods.	51.96%
110.16.11.C	analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas.	85.32%
110.16.11.D	use multiple text features and graphics to gain an overview of the contents of text and to locate information.	49.60%
110.16.12.A	identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument.	46.23%
110.16.13.A	interpret details from procedural text to complete a task, solve a problem, or perform procedures.	91.27%
110.16.RC.D	make inferences about text and use textual evidence to support understanding.	47.82%

District Objective/Category Summary

Number	Objective/Category	Percentage
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Colt Elementary Summary Results

Total Number of Students: 79
 Total Benchmark Percentage: 64.36%
 Percentage Meeting Expectation: 44.3%

Colt Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage
Asian	1	100.0%	70.00%
Hispanic/Latino	28	28.6%	57.32%
American Indian/Alaskan Native	1	0.0%	60.00%
White	39	56.4%	69.62%
Two or More Races	1	0.0%	55.00%

Colt Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.16.2.B	use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.	64.37%
110.16.7.A	identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.	77.14%
110.16.10.A	draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.	75.71%
110.16.11.A	summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order.	65.71%
110.16.11.B	determine the facts in text and verify them through established methods.	50.71%
110.16.11.C	analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas.	89.29%
110.16.11.D	use multiple text features and graphics to gain an overview of the contents of text and to locate information.	55.71%
110.16.12.A	identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument.	47.86%
110.16.13.A	interpret details from procedural text to complete a task, solve a problem, or perform procedures.	98.57%
110.16.RC.D	make inferences about text and use textual evidence to support understanding.	54.29%

Colt Elementary Objective/Category Summary

Number	Objective/Category	Percentage
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Colt Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage
Hernandez, Sandra	35	34.3%	61.00%
Stanford, Chelsea	35	54.3%	67.71%

Highland Lakes Elementary Summary Results

Total Number of Students: 78

Total Benchmark Percentage: 56.25%
 Percentage Meeting Expectation: 31.6%

Highland Lakes Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Black/African American	1	0.0%	60.00%
Hispanic/Latino	52	23.1%	52.69%
White	22	54.5%	64.77%
Two or More Races	1	0.0%	50.00%

Highland Lakes Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.16.2.B	use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.	59.29%
110.16.7.A	identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.	72.37%
110.16.10.A	draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.	60.53%
110.16.11.A	summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order.	54.61%
110.16.11.B	determine the facts in text and verify them through established methods.	44.74%
110.16.11.C	analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas.	80.26%
110.16.11.D	use multiple text features and graphics to gain an overview of the contents of text and to locate information.	44.74%
110.16.12.A	identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument.	45.39%
110.16.13.A	interpret details from procedural text to complete a task, solve a problem, or perform procedures.	82.89%
110.16.RC.D	make inferences about text and use textual evidence to support understanding.	42.76%

Highland Lakes Elementary Objective/Category Summary

Number	Objective/Category	Percentage
40	Student Count	17.5%
36	Met Expectations	47.2%
	Teacher	48.63%
	Abrego, Angellina	64.72%

Marble Falls Elementary Summary Results

Total Number of Students: 77

Total Benchmark Percentage: 61.48%
 Percentage Meeting Expectation: 35.1%

Marble Falls Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Hispanic/Latino	24	16.7%	55.00%
White	52	44.2%	64.90%
Two or More Races	1	0.0%	40.00%

Marble Falls Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.16.2.B	use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.	60.26%
110.16.7.A	identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.	77.92%
110.16.10.A	draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.	70.76%
110.16.11.A	summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order.	65.58%
110.16.11.B	determine the facts in text and verify them through established methods.	57.79%
110.16.11.C	analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas.	85.06%
110.16.11.D	use multiple text features and graphics to gain an overview of the contents of text and to locate information.	50.85%
110.16.12.A	identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument.	44.81%
110.16.13.A	interpret details from procedural text to complete a task, solve a problem, or perform procedures.	92.21%
110.16.RC.D	make inferences about text and use textual evidence to support understanding.	45.45%

Marble Falls Elementary Objective/Category Summary

Number	Objective/Category	Percentage
39	Student Count	35.9%
38	Met Expectations	34.2%
	Teacher	60.77%
	Ives, Angella	62.24%
	Reed, Rebecca	

Spicewood Elementary Summary Results

Total Number of Students: 29

Total Benchmark Percentage: 63.79%

Percentage Meeting Expectation: 41.4%

Spicewood Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage	Percentile Score
Hispanic/Latino	5	60.0%	62.00%	
White	22	36.4%	63.41%	
Two or More Races	2	50.0%	72.50%	

Spicewood Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.16.2.B	use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.	57.62%
110.16.7.A	Identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.	72.41%
110.16.10.A	draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.	77.59%
110.16.11.A	summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order.	72.41%
110.16.11.B	determine the facts in text and verify them through established methods.	56.62%
110.16.11.C	analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas.	89.66%
110.16.11.D	use multiple text features and graphics to gain an overview of the contents of text and to locate information.	44.83%
110.16.12.A	Identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument.	48.28%
110.16.13.A	Interpret details from procedural text to complete a task, solve a problem, or perform procedures.	93.10%
110.16.RC.D	make inferences about text and use textual evidence to support understanding.	51.72%

Spicewood Elementary Objective/Category Summary

Number	Objective/Category	Percentage
29	41.4%	63.79%

Spicewood Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage	Percentile Score
Smith, Sonya	29	41.4%	63.79%	

5th Reading Modified

Test Administration Summary

Title: RE_05_TBA2M_1314E
 Campuses: Colt Elementary, Highland Lakes Elementary, Marble Falls Elementary, Spicewood Elementary
 Passing Percentage: 67%
 Number of Questions: 20
 Administration Dates: 12/1/2013 - 6/30/2014

District

District Summary Results

Total Number of Students: 21
 Total Benchmark Percentage: 56.90%
 Percentage Meeting Expectation: 38.1%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage	Percentile Score
Black/African American	1	0.0%		55.00%
Hispanic/Latino	12	41.7%	57.08%	
White	8	37.5%	56.88%	

District TEKS Summary

SE Number	Student Expectation	Percentage
110.16.2.B	use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.	62.05%
110.16.7.A	identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.	42.86%
110.16.10.A	draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.	52.38%
110.16.11.A	summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order.	52.38%
110.16.11.B	determine the facts in text and verify them through established methods.	66.67%
110.16.11.C	analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas.	69.05%
110.16.11.D	use multiple text features and graphics to gain an overview of the contents of text and to locate information.	42.86%
110.16.12.A	identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument.	41.67%
110.16.13.A	interpret details from procedural text to complete a task, solve a problem, or perform procedures.	85.71%
110.16.RC.D	make inferences about text and use textual evidence to support understanding.	66.67%

District Objective/Category Summary

Number	Objective/Category	Percentage
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Colt Elementary Summary Results

Total Number of Students: 12

Total Benchmark Percentage: 67.08%
 Percentage Meeting Expectation: 58.3%

Colt Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage	Percentile Score
Hispanic/Latino	7	57.1%	65.71%	
White	5	60.0%	69.00%	

Colt Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.16.2.B	use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.	75.17%
110.16.7.A	identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.	50.00%
110.16.10.A	draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.	62.50%
110.16.11.A	summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order.	54.17%
110.16.11.B	determine the facts in text and verify them through established methods.	91.67%
110.16.11.C	analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas.	87.50%
110.16.11.D	use multiple text features and graphics to gain an overview of the contents of text and to locate information.	50.00%
110.16.12.A	identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument.	43.75%
110.16.13.A	interpret details from procedural text to complete a task, solve a problem, or perform procedures.	100.00%
110.16.RC.D	make inferences about text and use textual evidence to support understanding.	75.00%

Colt Elementary Objective/Category Summary

Number	Objective/Category	Percentage
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Colt Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage	Percentile Score
Hernandez, Sandra	3	66.7%	66.33%	
Thudseau, Christe	9	55.6%	66.67%	

Highland Lakes Elementary Summary Results

Total Number of Students: 2

Total Benchmark Percentage: 55.00%
 Percentage Meeting Expectation: 0.0%

Highland Lakes Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Hispanic/Latino	2	0.0%	55.00%

Highland Lakes Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.16.2.B	use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.	67.00%
110.16.7.A	identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.	50.00%
110.16.10.A	draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.	50.00%
110.16.11.A	summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order.	50.00%
110.16.11.B	determine the facts in text and verify them through established methods.	25.00%
110.16.11.C	analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas.	50.00%
110.16.11.D	use multiple text features and graphics to gain an overview of the contents of text and to locate information.	50.00%
110.16.12.A	identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument.	62.50%
110.16.13.A	interpret details from procedural text to complete a task, solve a problem, or perform procedures.	100.00%
110.16.RC.D	make inferences about text and use textual evidence to support understanding.	50.00%

Highland Lakes Elementary Objective/Category Summary

Number	Objective/Category	Percentage
Highland Lakes Elementary Teacher Summary		
Abrego, Angelina		55.00%

Marble Falls Elementary Summary Results

Total Number of Students: 4

Total Benchmark Percentage: 42.50%
 Percentage Meeting Expectation: 25.0%

Marble Falls Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Black/African American	1	0.0%	55.00%
Hispanic/Latino	3	33.3%	38.33%

Marble Falls Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.16.2.B	use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.	41.75%
110.16.7.A	identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.	50.00%
110.16.10.A	draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.	50.00%
110.16.11.A	summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order.	37.50%
110.16.11.B	determine the facts in text and verify them through established methods.	50.00%
110.16.11.C	analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas.	37.50%
110.16.11.D	use multiple text features and graphics to gain an overview of the contents of text and to locate information.	25.00%
110.16.12.A	identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument.	25.00%
110.16.13.A	interpret details from procedural text to complete a task, solve a problem, or perform procedures.	75.00%
110.16.RC.D	make inferences about text and use textual evidence to support understanding.	62.50%

Marble Falls Elementary Objective/Category Summary

Number	Objective/Category	Percentage
Marble Falls Elementary Teacher Summary		
Ives, Angella		30.00%
Reed, Rebecca		80.00%

Spicewood Elementary Summary Results

Total number of Students: 3

Total Benchmark Percentage: 36.67%

Percentage Meeting Expectation: 0.0%

Spicewood Elementary Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
White	3	0.0%	36.67%

Spicewood Elementary TEKS Summary

SE Number	Student Expectation	Percentage
110.16.2.B	use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.	33.33%
110.16.7.A	identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.	0.00%
110.16.10.A	draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.	16.67%
110.16.11.A	summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order.	66.67%
110.16.11.B	determine the facts in text and verify them through established methods.	16.67%
110.16.11.C	analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas.	50.00%
110.16.11.D	use multiple text features and graphics to gain an overview of the contents of text and to locate information.	33.33%
110.16.12.A	identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument.	41.67%
110.16.13.A	interpret details from procedural text to complete a task, solve a problem, or perform procedures.	33.33%
110.16.13.C.D	make inferences about text and use textual evidence to support understanding.	50.00%

Spicewood Elementary Objective/Category Summary

Number	Objective/Category	Student Count	Met Expectations	Percentage Score
1		1	0.0%	50.00%
2		2	0.0%	30.00%

Spicewood Elementary Teacher Summary

Teacher	Student Count	Met Expectations	Percentage Score
Smith, Sonya	1	0.0%	50.00%
Stary, Mary	2	0.0%	30.00%

Middle School TBA#2 Data

6th grade Math

Test Administration Summary

Title:	6th MA TBA2
Campuses:	Marble Falls Middle School
Passing Percentage:	60%
Number of Questions:	23
Administration Dates:	12/5/2013 - 6/6/2014

District Summary Results

Total Number of Students:	303
Total Benchmark Percentage:	57.77%
Percentage Meeting Expectation:	43.6%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Black/African American	10	10.0%	44.70%
Hispanic/Latino	140	27.9%	49.79%
American Indian/Alaskan Native	2	50.0%	67.50%
Native Hawaiian/Pacific Islander	1	100.0%	83.00%
White	148	60.8%	66.20%
Two or More Races	2	0.0%	35.00%

District TEKS Summary

SE Number	Student Expectation	Percentage
111.22.NA.5.1.	generate equivalent forms of rational numbers including whole numbers, fractions, and decimals;	52.48%
B		
111.22.NA.5.2.	use addition and subtraction to solve problems involving fractions and decimals;	50.84%
B		
111.22.NA.5.2.	use multiplication and division of whole numbers to solve problems including situations involving equivalent ratios and rates;	66.34%
C		
111.22.NA.5.2.	estimate and round to approximate reasonable results and to solve problems where exact answers are not required	78.22%
D		
111.22.NA.5.2.	use order of operations to simplify whole number expressions (without exponents) in problem solving situations;	50.50%
E		
111.22.NA.5.3.	use ratios to describe proportional situations;	45.87%
A		
111.22.NA.5.3.	represent ratios and percents with concrete models, fractions, and decimals	69.97%
B		
111.22.NA.5.3.	use ratios to make predictions in proportional situations.	56.42%
C		
111.22.NA.5.4.	use tables of data to generate formulas representing relationships involving perimeter, area, volume of a rectangular prism, etc.	56.77%
B		
111.22.NA.5.6.	identify relationships involving angles in triangles and quadrilaterals	46.86%
B		
111.22.NA.5.6.	describe the relationship between radius, diameter, and circumference of a circle.	57.76%
C		
111.22.NA.5.8.	estimate measurements (including circumference) and evaluate reasonableness of results;	73.93%
A		
111.22.NA.5.8.	select and use appropriate units, tools, or formulas to measure and to solve problems	54.54%

B	involving length (including perimeter), area, time, temperature, volume, and weight; measure angles	60.73%
111.22.NA.6.8.		
C		
111.22.NA.6.	identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;	50.18%
11.A		
111.22.NA.6.	use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	66.34%
11.B		
111.22.NA.6.	select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems.	59.57%
11.D		
111.22.NA.6.	communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models	51.75%
12.A		
111.22.NA.6.	validate his/her conclusions using mathematical properties and relationships.	60.40%
13.B		

District Objective/Category Summary

Number	Objective/Category	Percentage
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7th grade Math

Test Administration Summary

Title: 7th MA TBA2
 Campuses: Marble Falls Middle School
 Passing Percentage: 60%
 Number of Questions: 20
 Administration Dates: 12/11/2013 - 6/6/2014

13.A school, with other disciplines, and with other mathematical topics;
 111.23.NA.7 use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness, 66.89%
 13.B
 111.23.NA.7 communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models 51.27%
 14.A
 111.23.NA.7 validate his/her conclusions using mathematical properties and relationships. 53.99%
 15.B

District Objective/Category Summary

Number	Objective/Category	Percentage
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District Summary Results

Total Number of Students:	276
Total Benchmark Percentage:	66.45%
Percentage Meeting Expectation:	67.4%

Ethnicity	Student Count	Met Expectations	Percentage	Percentile Score
Asian	2	100.0%	70.00%	
Black/African American	7	28.6%	52.86%	
Hispanic/Latino	113	56.6%	61.59%	
Native Hawaiian/Pacific Islander	2	100.0%	80.00%	
White	148	77.0%	70.88%	
Two or More Races	4	50.0%	55.00%	

District TEKS Summary

SE Number	Student Expectation	Percentage
111.23.NA.7.1.B	convert between fractions, decimals, whole numbers, and percents mentally, on paper, or with a calculator	86.23%
111.23.NA.7.1.C	represent squares and square roots using geometric models.	79.71%
111.23.NA.7.2.D	use division to find unit rates and ratios in proportional relationships such as speed, density, price, recipes, and student-teacher ratio.	60.51%
111.23.NA.7.2.F	select and use appropriate operations to solve problems and justify the selections	71.74%
111.23.NA.7.2.G	determine the reasonableness of a solution to a problem.	66.48%
111.23.NA.7.3.A	estimate and find solutions to application problems involving percent	73.71%
111.23.NA.7.3.B	estimate and find solutions to application problems involving proportional relationships such as similarity, scaling, unit costs, and related measurement units.	66.33%
111.23.NA.7.4.A	generate formulas involving conversions within the same system (customary and metric), perimeter, area, circumference, volume, and scaling.	55.43%
111.23.NA.7.5.A	use concrete and pictorial models to solve equations and use symbols to record the actions	47.10%
111.23.NA.7.5.B	formulate problem situations when given a simple equation and formulate an equation when given a problem situation.	70.59%
111.23.NA.7.6.D	use critical attributes to define similarity.	53.99%
111.23.NA.7.9.A	estimate measurements and solve application problems involving length (including perimeter and circumference) and area of polygons and other shapes;	60.14%
111.23.NA.7.	identify and apply mathematics to everyday experiences, to activities in and outside of	67.83%

Test Administration Summary

Title:	8th MA TBA2
Campuses:	Martie Falls Middle School
Passing Percentage:	60%
Number of Questions:	21
Administration Dates:	12/10/2013 - 6/6/2014

District Summary Results

Total Number of Students:	313
Total Benchmark Percentage:	60.93%
Percentage Meeting Expectation:	54.3%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Asian	4	50.0%	57.00%
Black/African American	12	50.0%	56.00%
Hispanic/Latino	120	46.7%	56.54%
American Indian/Alaskan Native	4	25.0%	52.50%
White	171	60.2%	64.49%
Two or More Races	2	100.0%	74.00%

District TEKS Summary

SE Number	Student Expectation	Percentage
111.24.NA.B.1.	compare and order rational numbers in various forms including integers, percents, and positive and negative fractions and decimals;	52.72%
111.24.NA.B.1.	approximate (mentally and with calculators) the value of irrational numbers as they arise from problem situations (such as π , $\sqrt{2}$);	72.84%
111.24.NA.B.2.	use appropriate operations to solve problems involving rational numbers in problem situations;	57.83%
111.24.NA.B.2.	evaluate a solution for reasonableness	54.95%
111.24.NA.B.6.	generate similar figures using dilations including enlargements and reductions	75.40%
111.24.NA.B.6.	graph dilations, reflections, and translations on a coordinate plane.	69.01%
111.24.NA.B.7.	draw three-dimensional figures from different perspectives;	70.93%
111.24.NA.B.7.	use geometric concepts and properties to solve problems in fields such as art and architecture;	61.98%
111.24.NA.B.7.	use pictures or models to demonstrate the Pythagorean Theorem	62.30%
111.24.NA.B.8.	find lateral and total surface area of prisms, pyramids, and cylinders using concrete models and nets (two-dimensional models);	48.86%
111.24.NA.B.8.	conned models of prisms, cylinders, pyramids, spheres, and cones to formulas for volume of these objects	64.86%
111.24.NA.B.8.	estimate measurements and use formulas to solve application problems involving lateral and total surface area and volume.	41.21%
111.24.NA.B.9.	use the Pythagorean Theorem to solve real-life problems	62.62%

A	111.24.NA.B.9.	use proportional relationships in similar two-dimensional figures or similar three-dimensional figures to find missing measurements.	66.37%
B	111.24.NA.B.10.A	describe the resulting effects on perimeter and area when dimensions of a shape are changed proportionally	42.17%
	111.24.NA.B.10.B	describe the resulting effect on volume when dimensions of a solid are changed proportionally.	57.83%
	111.24.NA.B.14.A	identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;	69.01%
	111.24.NA.B.14.B	use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	62.62%
	111.24.NA.B.14.C	select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem	53.67%
	111.24.NA.B.14.D	select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems.	47.28%
	111.24.NA.B.15.A	communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models	65.72%

District Objective/Category Summary

Number	Objective/Category	Percentage
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8th grade Alg I

Test Administration Summary

Title:	8th Alg. TBA2
Campuses:	Marble Falls Middle School
Passing Percentage:	70%
Number of Questions:	28
Administration Dates:	12/9/2013 - 6/6/2014

District Summary Results

Total Number of Students:	58
Total Benchmark Percentage:	77.53%
Percentage Meeting Expectation:	81.0%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Asian	2	100.0%	83.00%
Black/African American	1	0.0%	69.00%
Hispanic/Latino	11	90.9%	78.36%
White	44	79.5%	77.00%

District TEKS Summary

SE Number	Student Expectation	Percentage
111.32.NA.A.1.A	describe independent and dependent quantities in functional relationships;	79.31%
111.32.NA.A.1.C	describe functional relationships for given problem situations and write equations or inequalities to answer questions arising from the situations;	100.00%
111.32.NA.A.1.D	represent relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities	48.28%
111.32.NA.A.1.E	interpret and make decisions, predictions, and critical judgments from functional relationships.	96.55%
111.32.NA.A.2.A	identify and sketch the general forms of linear ($y = x$) and quadratic ($y = x^2$) parent functions;	58.62%
111.32.NA.A.2.B	identify mathematical domains and ranges and determine reasonable domain and range values for given situations, both continuous and discrete;	63.79%
111.32.NA.A.2.C	interpret situations in terms of given graphs or creates situations that fit given graphs	83.62%
111.32.NA.A.2.D	collect and organize data, make and interpret scatterplots (including recognizing positive, negative, or no correlation for data approximating linear situations), and model, predict, and make decisions and critical judgments in problem situations.	70.69%
111.32.NA.A.3.A	use symbols to represent unknowns and variables	87.93%
111.32.NA.A.4.A	find specific function values, simplify polynomial expressions, transform and solve equations, and factor as necessary in problem situations;	73.28%
111.32.NA.A.4.B	use the commutative, associative, and distributive properties to simplify algebraic expressions	82.76%
111.32.NA.A.4.C	connect equation notation with function notation, such as $y = x + 1$ and $f(x) = x + 1$.	63.79%
111.32.NA.A.5.A	determine whether or not given situations can be represented by linear functions;	66.97%
111.32.NA.A.5.B	determine the domain and range for linear functions in given situations	51.72%

111.32.NA.A.5.C	use, translate, and make connections among algebraic, tabular, graphical, or verbal descriptions of linear functions.	93.10%
111.32.NA.A.6.A	develop the concept of slope as rate of change and determine slopes from graphs, tables, and algebraic representations;	48.28%
111.32.NA.A.6.B	interpret the meaning of slope and intercepts in situations using data, symbolic representations, or graphs;	91.38%
111.32.NA.A.6.C	investigate, describe, and predict the effects of changes in m and b on the graph of $y = mx + b$;	75.86%
111.32.NA.A.6.D	graph and write equations of lines given characteristics such as two points, a point and a slope, or a slope and y intercept;	79.31%
111.32.NA.A.6.E	determine the intercepts of the graphs of linear functions and zeros of linear functions from graphs, tables, and algebraic representations;	91.38%
111.32.NA.A.6.F	interpret and predict the effects of changing slope and y -intercept in applied situations	91.38%

District Objective/Category Summary

Number	Objective/Category	Percentage
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6th Grade Reading

Test Administration Summary

Title: 6th LA Reading TB&2
 Campuses: Marble Falls Middle School
 Passing Percentage: 67%
 Number of Questions: 20
 Administration Dates: 12/4/2013 - 6/6/2014

District Summary Results

Total Number of Students: 302
 Total Benchmark Percentage: 76.06%
 Percentage Meeting Expectation: 72.2%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage
Black/African American	9	55.6%	72.22%
Hispanic/Latino	141	59.6%	71.10%
American Indian/Alaskan Native	2	50.0%	75.00%
Native Hawaiian/Pacific Islander	1	100.0%	75.00%
White	146	85.6%	81.27%
Two or More Races	3	66.7%	68.33%

District TEKS Summary

SE Number	Student Expectation	Percentage
110.18.2.B	use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words.	63.25%
110.18.2.E	use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabification, pronunciations, alternate word choices, and parts of speech of words.	54.64%
110.18.3.A	infer the implicit theme of a work of fiction, distinguishing theme from the topic.	90.07%
110.18.4.A	explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem.	72.72%
110.18.5.A	summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction.	78.81%
110.18.6.C	describe different forms of point-of-view, including first- and third-person.	86.75%
110.18.RC.D	make inferences about text and use textual evidence to support understanding.	81.22%
110.18.RC.F	make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence.	70.95%
110.18.4	Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.	77.62%
110.18.6	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	80.92%

District Objective/Category Summary

Number	Objective/Category	Percentage
94		69.66%
40		71.88%
17		63.53%

Marble Falls Middle School Summary Results

Total Number of Students: 302
 Total Benchmark Percentage: 76.06%
 Percentage Meeting Expectation: 72.2%

Marble Falls Middle School Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage
Black/African American	9	55.6%	72.22%
Hispanic/Latino	141	59.6%	71.10%
American Indian/Alaskan Native	2	50.0%	75.00%
Native Hawaiian/Pacific Islander	1	100.0%	75.00%
White	146	85.6%	81.27%
Two or More Races	3	66.7%	68.33%

Marble Falls Middle School TEKS Summary

SE Number	Student Expectation	Percentage
110.18.2.B	use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words.	63.25%
110.18.2.E	use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabification, pronunciations, alternate word choices, and parts of speech of words.	54.64%
110.18.3.A	infer the implicit theme of a work of fiction, distinguishing theme from the topic.	90.07%
110.18.4.A	explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem.	72.72%
110.18.5.A	summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction.	78.81%
110.18.6.C	describe different forms of point-of-view, including first- and third-person.	86.75%
110.18.RC.D	make inferences about text and use textual evidence to support understanding.	81.22%
110.18.RC.F	make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence.	70.95%
110.18.4	Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.	77.62%
110.18.6	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	80.92%

Marble Falls Middle School Objective/Category Summary

Number	Objective/Category	Percentage
94		69.66%
40		71.88%
17		63.53%

Marble Falls Middle School Teacher Summary

Teacher	Student Count	Met Expectations	Percentage
Graham, James	94	59.6%	69.66%
Lazos, Rebecca	40	65.0%	71.88%
Moore, Leana	17	17.6%	63.53%

8th Grade Reading

Test Administration Summary

Title: 8th LA Reading TBA2
 Campuses: Marble Falls Middle School
 Passing Percentage: 65%
 Number of Questions: 25
 Administration Dates: 12/2/2013 - 6/6/2014

District Summary Results

Total Number of Students: 321
 Total Benchmark Percentage: 74.55%
 Percentage Meeting Expectation: 75.1%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Asian	4	75.0%	79.00%
Black/African American	13	53.8%	69.54%
Hispanic/Latino	124	67.7%	69.77%
American Indian/Alaskan Native	4	50.0%	73.00%
White	174	82.2%	76.07%
Two or More Races	2	100.0%	92.00%

District Objective/Category Summary

Number	Objective/Category	Percentage
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110.20.3	Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	81.93%
110.20.5	Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.	69.16%
110.20.6	Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	82.43%
110.20.9	Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	81.31%

District TEKS Summary

SE Number	Student Expectation	Percentage
110.20.2.B	uses context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings.	75.77%
110.20.5.A	analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays.	79.75%
110.20.6.A	analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved.	70.87%
110.20.6.B	analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict.	81.87%
110.20.10.A	summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order.	81.93%
110.20.10.C	make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns.	47.66%
110.20.10.D	synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence.	63.08%
110.20.12.B	evaluate graphics for their clarity in communicating meaning or achieving a specific purpose.	62.62%
110.20.RC.D	make inferences about text and use textual evidence to support understanding.	80.10%
110.20.RC.E	summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts.	78.67%
110.20.RC.F	make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence.	86.92%
110.20.10	Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	72.27%

6th Grade Science

chemical energy to electrical energy to light energy.

Test Administration Summary

Title: 6th SC TBA2
 Campuses: Marble Falls Middle School
 Passing Percentage: 63%
 Number of Questions: 25
 Administration Dates: 10/29/2013 - 6/6/2014

District Objective/Category Summary
 Number Objective/Category Percentage

District Summary Results

Total Number of Students: 289
 Total Benchmark Percentage: 73.52%
 Percentage Meeting Expectation: 77.2%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Black/African American	10	50.0%	62.80%
Hispanic/Latino	136	69.8%	68.76%
American Indian/Alaskan Native	2	100.0%	76.00%
Native Hawaiian/Pacific Islander	1	100.0%	80.00%
White	137	86.9%	79.33%
Two or More Races	3	33.3%	56.00%

District TEKS Summary

SE Number	Student Expectation	Percentage
112.18.1.A	demonstrate safe practices during laboratory and field investigations as outlined in the Texas Safety Standards.	82.70%
112.18.2.A	plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology.	48.10%
112.18.2.D	construct tables and graphs, using repeated trials and means, to organize data and identify patterns.	80.62%
112.18.2.E	analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends.	76.21%
112.18.4.A	use appropriate tools to collect, record, and analyze information, including journals, breakers, Pen disks, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum.	95.31%
112.18.5.C	differentiate between elements and compounds on the most basic level.	79.71%
112.18.5.D	identify the formation of a new substance by using the evidence of a possible chemical change such as production of a gas, change in temperature, production of a precipitate, or color change.	85.22%
112.18.7.A	research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources.	66.47%
112.18.7.B	design a logical plan to manage energy resources in the home, school, or community.	68.71%
112.18.9.A	investigate methods of thermal energy transfer, including conduction, convection, and radiation.	68.25%
112.18.9.B	verify through investigations that thermal energy moves in a predictable pattern from warmer to cooler until all the substances attain the same temperature such as an ice cube melting.	65.55%
112.18.9.C	demonstrate energy transformations such as energy in a flashlight battery changes from	66.17%

7th Grade Science

Test Administration Summary

Title:	7th SC TBA2
Campuses:	Mearle Falls Middle School
Passing Percentage:	63%
Number of Questions:	30
Administration Dates:	12/20/2013 - 06/2014

District Summary Results

Total Number of Students:	277
Total Benchmark Percentage:	81.67%
Percentage Meeting Expectation:	89.5%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Asian	2	100.0%	83.50%
Black/African American	7	100.0%	80.43%
Hispanic/Latino	118	86.4%	78.85%
Native Hawaiian/Pacific Islander	1	100.0%	87.00%
White	145	91.0%	83.96%
Two or More Races	4	100.0%	81.75%

District TEKS Summary

SE Number	Student Expectation	Percentage
112.19.2.A	plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology.	75.81%
112.19.2.D	construct tables and graphs, using repeated trials and means, to organize data and identify patterns.	74.73%
112.19.2.E	analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends.	83.66%
112.19.3.B	use models to represent aspects of the natural world such as human body systems and plant and animal cells.	82.51%
112.19.4.A	use appropriate tools to collect, record, and analyze information, including life science models; hand lens, stereoscopes, microscopes, beakers, Petri dishes, microscope slides, graduated cylinders, test tubes, meter sticks, metric ruler, graduated pipette, measures, timing devices, hot plates, balances, thermometers, calculators, computer kits, computers, temperature and pH probes, collecting nets, insect traps, globes, digital cameras, journals/notebooks, and other equipment as needed to teach the curriculum.	73.47%
112.19.5.A	recognize that radiant energy from the Sun is transformed into chemical energy through the process of photosynthesis.	80.69%
112.19.6.C	recognize how large molecules are broken down into smaller molecules such as carbohydrates can be broken down into sugars.	82.06%
112.19.7.A	contrast situations where work is done with different amounts of force to situations where no work is done such as moving a box with a ramp and without a ramp, or standing still.	92.42%
112.19.8.A	predict and describe how different types of catastrophic events impact ecosystems such as floods, hurricanes, or tornadoes.	81.57%
112.19.8.B	analyze the effects of weathering, erosion, and deposition on the environment in ecoregions of Texas.	81.53%
112.19.8.C	model the effects of human activity on groundwater and surface water in a watershed.	73.24%

112.19.9.A	analyze the characteristics of objects in our solar system that allow life to exist such as the proximity of the Sun, presence of water, and composition of the atmosphere.	74.35%
112.19.9.B	identify the accommodations, considering the characteristics of our solar system, that enabled manned space exploration.	88.38%
112.19.10.A	observe and describe how different environments, including microhabitats in schoolyards and homes, support different varieties of organisms.	82.96%
112.19.10.B	describe how biodiversity contributes to the sustainability of an ecosystem.	84.77%
112.19.10.C	observe, record, and describe the role of ecological succession such as in a microhabitat of a garden with weeds.	81.59%

District Objective/Category Summary

Number	Objective/Category	Percentage
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8th grade Science

Test Administration Summary

Title: 8th SC TBA2
 Campuses: Marble Falls Middle School
 Passing Percentage: 62%
 Number of Questions: 25
 Administration Dates: 10/21/2013 - 6/6/2014

112.20.9.A describe the historical development of evidence that supports plate tectonic theory. 74.39%
 112.20.9.B relate plate tectonics to the formation of crustal features. 80.29%
 112.20.9.C interpret topographic maps and satellite views to identify land and erosional features and predict how these features may be reshaped by weathering. 60.31%

District Objective/Category Summary

Number	Objective/Category	Percentage
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District Summary Results

Total Number of Students: 320
 Total Benchmark Percentage: 72.60%
 Percentage Meeting Expectation: 73.1%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Asian	4	100.0%	91.00%
Black/African American	13	92.3%	74.46%
Hispanic/Latino	123	62.6%	66.57%
American Indian/Alaskan Native	4	25.0%	63.00%
White	174	79.3%	76.32%
Two or More Races	2	100.0%	90.00%

District TEKS Summary

SE Number	Student Expectation	Percentage
112.20.2.E	analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends.	74.81%
112.20.3.B	use models to represent aspects of the natural world such as an atom, a molecule, space, or a geologic feature.	71.98%
112.20.3.D	relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content.	78.75%
112.20.5.A	describe the structure of atoms, including the masses, electrical charges, and locations, of protons and neutrons in the nucleus and electrons in the electron cloud.	75.31%
112.20.5.B	identify that protons determine an element's identity and valence electrons determine its chemical properties, including reactivity.	69.69%
112.20.5.C	interpret the arrangement of the Periodic Table, including groups and periods, to explain how properties are used to classify elements.	84.69%
112.20.5.D	recognize that chemical formulas are used to identify substances and determine the number of atoms of each element in chemical formulas containing subscripts.	77.19%
112.20.5.E	investigate how evidence of chemical reactions indicate that new substances with different properties are formed.	55.63%
112.20.5.F	recognize whether a chemical equation containing coefficients is balanced or not and how that relates to the law of conservation of mass.	68.13%
112.20.6.A	demonstrate and calculate how unbalanced forces change the speed or direction of an object's motion.	78.52%
112.20.6.B	differentiate between speed, velocity, and acceleration.	73.18%
112.20.6.C	investigate and describe applications of Newton's law of inertia, law of force and acceleration, and law of action-reaction such as in vehicle restraints, sports activities, amusement park rides, Earth's tectonic activities, and rocket launches.	73.19%

6th grade Social Studies

Test Administration Summary

Title: 6th SS TBA2
 Campuses: Marble Falls Middle School
 Passing Percentage: 63%
 Number of Questions: 18
 Administration Dates: 11/1/2013 - 6/6/2014

District Summary Results

Total Number of Students: 299
 Total Benchmark Percentage: 73.76%
 Percentage Meeting Expectation: 70.9%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Black/African American	9	55.6%	68.33%
Hispanic/Latino	140	62.1%	70.14%
American Indian/Alaskan Native	2	50.0%	72.00%
Native Hawaiian/Pacific Islander	1	0.0%	61.00%
White	144	81.9%	78.10%
Two or More Races	3	33.3%	55.67%

District TEKS Summary

SE Number	Student Expectation	Percentage
113.18.1.A	trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquest, colonization, immigration, and trade.	57.53%
113.18.3.C	compare various world regions and countries using data from geographic tools, including maps, graphs, charts, databases, and models.	87.63%
113.18.7.A	identify and analyze ways people have adapted to the physical environment in various places and regions.	85.95%
113.18.7.B	identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure.	57.53%
113.18.7.C	describe ways in which technology influences human interactions with the environment such as humans building dams for flood control.	68.23%
113.18.8.A	describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies.	77.93%
113.18.8.B	identify problems and issues that may arise when one or more of the factors of production is in relatively short supply.	61.20%
113.18.10.B	describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy.	95.99%
113.18.11.C	identify reasons for limiting the power of government.	66.96%
113.18.11.D	review the record of human rights abuses of limited or unlimited governments such as the oppression of Christians in Sudan.	79.25%
113.18.12.A	identify and give examples of governments with rule by one, few, or many.	76.76%
113.18.15.F	identify and explain examples of conflict and cooperation between and among cultures.	66.56%
113.18.16.A	identify institutions basic to all societies, including government, economic, educational, and religious institutions.	76.42%

- 113.18.17.C evaluate the impact of improved communication technology among cultures. 71.24%
- 113.18.19.A explain the relationship among religious ideas, philosophical ideas, and cultures. 64.55%
- 113.18.21.B analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. 61.20%
- 113.18.21.C organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. 78.66%
- 113.18.21.E identify the elements of frame of reference that influenced participants in an event. 77.65%
- 113.18.22.A use social studies terminology correctly. 64.55%
- 113.18.23.B use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision. 77.93%

District Objective/Category Summary

Number	Objective/Category	Percentage
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7th grade Social Studies

Test Administration Summary

Title:	7th SS TBA2
Campuses:	Marble Falls Middle School
Passing Percentage:	62%
Number of Questions:	23
Administration Dates:	12/12/2013 - 6/6/2014

District Summary Results

Total Number of Students:	287
Total Benchmark Percentage:	63.40%
Percentage Meeting Expectation:	54.7%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Asian	2	50.0%	63.00%
Black/African American	7	42.9%	62.71%
Hispanic/Latino	123	45.5%	59.67%
Native Hawaiian/Pacific Islander	2	50.0%	71.50%
White	148	62.8%	66.66%
Two or More Races	5	60.0%	50.40%

District TEKS Summary

SE Number	Student Expectation	Percentage
113.19.1.A	Identify the major eras in Texas history, describe their defining characteristics, and explain why historical events are important to the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial Texas; Mexican Nationalism; Revolution and Republic; Early Statehood; Texas in the Civil War; Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas.	66.03%
113.19.1.B	Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.	64.45%
113.19.1.C	Explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas Independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop.	81.01%
113.19.2.D	Identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery.	57.84%
113.19.2.E	Identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguin, Martín De Leon, and Green De Witt, during the Mexican settlement of Texas.	66.55%
113.19.3.A	Trace the development of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin.	66.95%
113.19.3.C	Explain the issues surrounding significant events of the Texas Revolution, including the Battle of San Jacinto, William B. Travis's letter "To the People of Texas and All Americans in the World," the siege of the Alamo and all the heroic defenders who gave their lives there, the Constitutional Convention of 1836, Fannin's surrender at Goliad, and the Battle of San Jacinto.	62.83%

113.19.4.A	Identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chiles Bowles, William Crocker, Martin De Koning, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial and ethnic groups.	60.96%
113.19.4.B	Analyze the causes of and events leading to Texas annexation.	69.65%
113.19.4.C	Identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, population growth, and the Compromise of 1850.	47.74%
113.19.5.A	Create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries.	35.54%
113.19.5.B	Locate the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions and places of importance in Texas during the 19th, 20th, and 21st centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest.	44.60%
113.19.21.B	Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.	57.62%
113.19.21.C	Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.	64.81%
113.19.21.D	Identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.	70.03%

District Objective/Category Summary

Number	Objective/Category	Percentage
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8th grade Social Studies

Test Administration Summary

Title:	8th SS TBA2
Campuses:	Marble Falls Middle School
Passing Percentage:	62%
Number of Questions:	28
Administration Dates:	11/17/2013 - 6/6/2014

District Summary Results

Total Number of Students:	320
Total Benchmark Percentage:	61.81%
Percentage Meeting Expectation:	48.1%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Asian	4	75.0%	65.00%
Black/African American	13	61.5%	65.46%
Hispanic/Latino	122	34.4%	56.62%
American Indian/Alaskan Native	4	25.0%	55.50%
White	175	56.0%	65.09%
Two or More Races	2	100.0%	73.50%

District TEKS Summary

SE Number	Student Expectation	Percentage
113.20.1.B	apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.	64.38%
113.20.1.C	explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War.	37.19%
113.20.3.A	explain the reasons for the growth of representative government and institutions during the colonial period.	60.31%
113.20.4.B	explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Washworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armitstead, Benjamin Franklin, Bernardo de Galvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington.	83.13%
113.20.4.C	explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783.	58.75%
113.20.4.D	analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise.	79.06%
113.20.4.E	analyze the arguments for and against ratification.	52.19%
113.20.5.C	explain the origin and development of American political parties.	75.63%
113.20.5.D	explain the causes, important events, and effects of the War of 1812.	78.75%
113.20.5.E	identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine.	50.00%
113.20.6.A	explain how the Northwest Ordinance established principles and procedures for orderly	62.61%

113.20.10.B	expansion of the United States.	52.19%
113.20.10.B	compare places and regions of the United States in terms of physical and human characteristics.	64.06%
113.20.12.B	explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery.	46.25%
113.20.14.A	explain why a free enterprise system of economics developed in the new nation, including minimal government intrusion, taxation, and property rights.	52.50%
113.20.15.A	identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Federalist Papers, and selected Anti-Federalist writings, on the U.S. system of government.	48.75%
113.20.15.C	identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights.	47.50%
113.20.15.D	analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.	52.50%
113.20.16.A	summarize the purposes for and process of amending the U.S. Constitution.	63.44%
113.20.18.A	identify the origin of judicial review and analyze examples of congressional and presidential responses.	59.06%
113.20.18.A	define and give examples of unalienable rights.	86.25%
113.20.18.B	summarize rights guaranteed in the Bill of Rights.	56.66%
113.20.21.A	identify different points of view of political parties and interest groups on important historical and contemporary issues.	78.44%
113.20.21.B	describe the importance of free speech and press in a constitutional republic.	69.06%
113.20.23.A	identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration.	95.00%
113.20.23.E	identify the political, social, and economic contributions of women to American society.	55.47%
113.20.29.A	differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States.	63.08%
113.20.29.B	analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.	69.32%
113.20.29.C	organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.	95.00%
113.20.29.D	identify points of view from the historical context surrounding an event and the frames of reference which influenced the participants.	47.50%
113.20.30.A	use social studies terminology correctly.	

District Objective/Category Summary

Number	Objective/Category	Percentage
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High School TBA#2 Data

Test Administration Summary

Title: ENGLISH 1 TBA #2 WRITING 2013-2014
 Campuses: Marble Falls High School
 Passing Percentage: 70%
 Number of Questions: 11
 Administration Dates: 12/9/2013 - 1/31/2014

District Summary Results

Total Number of Students: 317
 Total Benchmark Percentage: 60.94%
 Percentage Meeting Expectation: 34.4%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Asian	4	25.0%	57.25%
Black/African American	9	22.2%	57.67%
Hispanic/Latino	119	21.0%	56.29%
American Indian/Alaskan Native	1	100.0%	73.00%
Native Hawaiian/Pacific Islander	1	100.0%	90.00%
White	183	43.2%	63.98%

District TEKS Summary

SE Number	Student Expectation	Percentage
110.31.7.A	explain the role of irony, sarcasm, and paradox in literary works.	52.68%
110.31.13.C	revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.	50.62%
110.31.13.D	edit drafts for grammar, mechanics, and spelling.	78.86%
110.31.15.A1	write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures.	61.20%
110.31.16.A	a clear thesis or position based on logical reasons supported by precise and relevant evidence.	23.34%
110.31.16.D	an organizing structure appropriate to the purpose, audience, and context.	67.82%
110.31.16.E	an analysis of the relative value of specific data, facts, and ideas.	71.92%
110.31.17.C	use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).	86.44%
110.31.17.A	use and understand the function of the following parts of speech in the context of reading, writing, and speaking	69.40%

District Objective/Category Summary

Number	Objective/Category	Percentage
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Marble Falls High School Summary Results

Total Number of Students: 317
 Total Benchmark Percentage: 60.94%
 Percentage Meeting Expectation: 34.4%

Marble Falls High School Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Asian	4	25.0%	57.25%
Black/African American	9	22.2%	57.67%
Hispanic/Latino	119	21.0%	56.29%
American Indian/Alaskan Native	1	100.0%	73.00%
Native Hawaiian/Pacific Islander	1	100.0%	90.00%
White	183	43.2%	63.98%

Marble Falls High School TEKS Summary

SE Number	Student Expectation	Percentage
110.31.7.A	explain the role of irony, sarcasm, and paradox in literary works.	52.68%
110.31.13.C	revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.	50.62%
110.31.13.D	edit drafts for grammar, mechanics, and spelling.	78.86%
110.31.15.A1	write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures.	61.20%
110.31.16.A	a clear thesis or position based on logical reasons supported by precise and relevant evidence.	23.34%
110.31.16.D	an organizing structure appropriate to the purpose, audience, and context.	67.82%
110.31.16.E	an analysis of the relative value of specific data, facts, and ideas.	71.92%
110.31.17.C	use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).	86.44%
110.31.17.A	use and understand the function of the following parts of speech in the context of reading, writing, and speaking	69.40%

Marble Falls High School Objective/Category Summary

Number	Objective/Category	Percentage
13	Allen, Kimberlee	41.00%
114	Berkman, Lauren	69.86%
134	Carpenter, Amanda	57.87%
45	Kunkel, Emily	56.62%
11	Matlala, Toni	39.00%

Test Administration Summary

Title:	ENGLISH 1 TBA #2 READING 2013-2014
Campuses:	High School
Passing Percentage:	70%
Number of Questions:	26
Administration Dates:	12/9/2013 - 1/31/2014

District Summary Results

Total Number of Students:	318
Total Benchmark Percentage:	71.11%
Percentage Meeting Expectation:	58.5%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Asian	3	33.3%	72.00%
Black/African American	9	44.4%	66.78%
Hispanic/Latino	122	43.4%	64.20%
American Indian/Alaskan Native	1	100.0%	88.00%
Native Hawaiian/Pacific Islander	1	100.0%	92.00%
White	182	69.2%	75.63%

District TEKS Summary

SE Number	Student Expectation	Percentage
110.31.1.B	analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words.	76.85%
110.31.2.C	relate the figurative language of a literary work to its historical and cultural setting.	63.52%
110.31.5.A	analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development.	59.28%
110.31.5.B	analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils.	65.98%
110.31.6.A	analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.	79.87%
110.31.9.A	summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion.	65.72%
110.31.9.B	differentiate between opinions that are substantiated and unsubstantiated in the text.	74.21%
110.31.9.C	make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns.	63.84%
110.31.11.A	analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications).	65.25%
110.31.11.B	analyze factual, quantitative, or technical data presented in multiple graphical sources.	73.58%
110.31.12.A	compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts.	78.62%
110.31.12.D	evaluate changes in formality and tone within the same medium for specific audiences and purposes.	77.36%
110.31.RC.A	reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images).	76.93%

110.31.RC.B	make complex inferences about text and use textual evidence to support understanding.	76.30%
110.31.10	Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.	82.08%
110.31.11	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents.	83.33%
110.31.8	Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	69.97%

District Objective/Category Summary

Number	Objective/Category	Percentage
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Test Administration Summary

Title: ENGLISH 2 TBA #2 READING 2013-2014

Campuses: Marble Falls High School

Passing Percentage: 70%

Number of Questions: 20

Administration Dates: 12/9/2013 - 1/31/2014

District Objective/Category Summary

Number Objective/Category Percentage

District Summary Results

Total Number of Students: 316
 Total Benchmark Percentage: 58.02%
 Percentage Meeting Expectation: 33.2%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Asian	3	0.0%	55.00%
Black/African American	8	25.0%	48.13%
Hispanic/Latino	131	19.1%	52.06%
American Indian/Alaskan Native	2	0.0%	42.50%
White	164	47.0%	63.41%
Two or More Races	8	12.5%	60.00%

District TEKS Summary

SE Number	Student Expectation	Percentage
110.32.1.A	determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes.	50.00%
110.32.1.B	analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words.	59.65%
110.32.1.C	infer word meaning through the identification and analysis of analogies and other word relationships.	55.78%
110.32.1.D	show the relationship between the origins and meaning of foreign words or phrases used frequently in academic English and historical events or developments (e.g., glasnost, avant-garde, coup d'état).	57.91%
110.32.2.C	relate the figurative language of a literary work to its historical and cultural setting.	51.90%
110.32.3.A	analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry.	85.76%
110.32.7.A	explain the function of symbolism, allegory, and allusions in literary works.	23.73%
110.32.8.A	analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.	46.20%
110.32.9.B	distinguish among different kinds of evidence used to support conclusions and arguments (e.g., logical, empirical, anecdotal) in texts.	41.77%
110.32.9.C	make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns.	63.13%
110.32.RC.A	reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images).	78.16%
110.32.RC.B	make complex inferences about text and use textual evidence to support understanding.	67.52%

Test Administration Summary

Title: ENGLISH 2 TBA #2 WRITING 2013-2014
 Campuses: Marble Falls High School
 Passing Percentage: 70%
 Number of Questions: 8
 Administration Dates: 12/16/2013 - 1/31/2014

District Summary Results

Total Number of Students: 314
 Total Benchmark Percentage: 56.06%
 Percentage Meeting Expectation: 17.8%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage
Asian	3	0.0%	42.00%
Black/African American	7	42.9%	56.57%
Hispanic/Latino	131	8.4%	52.28%
American Indian/Alaskan Native	1	0.0%	66.00%
White	164	25.0%	59.56%
Two or More Races	8	12.5%	49.75%

District TEKS Summary

SE Number	Student Expectation	Percentage
110.32.13.C	revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.	47.45%
110.32.13.D	edit drafts for grammar, mechanics, and spelling.	45.86%
110.32.16.A	a clear thesis or position based on logical reasons supported by precise and relevant evidence.	57.80%
110.32.17.Ai	use and understand the function of the following parts of speech in the context of reading, writing, and speaking restrictive and passive tenses and verbals (gerunds, infinitives, participles).	77.39%
110.32.17.C	use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).	48.73%
110.32.19.A	spell correctly, including using various resources to determine and check correct spellings.	65.61%
110.32.16	Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.	57.80%

District Objective/Category Summary

Number	Objective/Category	Percentage
97	Allen, Kimberlee	51.00%
10	Matula, Toni	35.20%
145	Norwood, Holly	60.14%
62	Young, Fred	57.81%

Marble Falls High School Summary Results

Total Number of Students: 314
 Total Benchmark Percentage: 56.06%
 Percentage Meeting Expectation: 17.8%

Marble Falls High School Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage
Asian	3	0.0%	42.00%
Black/African American	7	42.9%	56.57%
Hispanic/Latino	131	8.4%	52.28%
American Indian/Alaskan Native	1	0.0%	66.00%
White	164	25.0%	59.56%
Two or More Races	8	12.5%	49.75%

Marble Falls High School TEKS Summary

SE Number	Student Expectation	Percentage
110.32.13.C	revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.	47.45%
110.32.13.D	edit drafts for grammar, mechanics, and spelling.	45.86%
110.32.16.A	a clear thesis or position based on logical reasons supported by precise and relevant evidence.	57.80%
110.32.17.Ai	use and understand the function of the following parts of speech in the context of reading, writing, and speaking more complex active and passive tenses and verbals (gerunds, infinitives, participles).	77.39%
110.32.17.Aii	use and understand the function of the following parts of speech in the context of reading, writing, and speaking restrictive and nonrestrictive relative clauses.	67.20%
110.32.17.C	use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).	48.73%
110.32.19.A	spell correctly, including using various resources to determine and check correct spellings.	65.61%
110.32.16	Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.	57.80%

Marble Falls High School Objective/Category Summary

Number	Objective/Category	Percentage
97	Allen, Kimberlee	51.00%
10	Matula, Toni	35.20%
145	Norwood, Holly	60.14%
62	Young, Fred	57.81%

Test Administration Summary

Title: ENGLISH 3 TBA #2 READING 2013-2014
 Campuses: Marble Falls High School
 Passing Percentage: 70%
 Number of Questions: 22
 Administration Dates: 12/16/2013 - 1/31/2014

District Summary Results

Total Number of Students: 273
 Total Benchmark Percentage: 70.21%
 Percentage Meeting Expectation: 53.8%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Asian	1	100.0%	95.00%
Black/African American	3	0.0%	47.00%
Hispanic/Latino	111	45.0%	65.75%
White	153	80.8%	73.78%
Two or More Races	5	60.0%	69.20%

District TEKS Summary

SE Number	Student Expectation	Percentage
110.33.1.B	analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings.	58.00%
110.33.3.A	analyze the effects of metrices, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.	75.46%
110.33.5.A	evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction.	71.05%
110.33.8.A	analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance.	76.24%
110.33.11.B	translate (from text to graphic or from graphic to text) complex factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	75.46%
110.33.RC.B	make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.	69.12%
110.33.3	Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.	69.60%

District Objective/Category Summary

Number	Objective/Category	Percentage
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Marble Falls High School Summary Results

Total Number of Students: 272
 Total Benchmark Percentage: 70.27%
 Percentage Meeting Expectation: 54.0%

Marble Falls High School Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Asian	1	100.0%	95.00%
Black/African American	3	0.0%	47.00%
Hispanic/Latino	111	45.0%	65.75%
White	152	61.2%	73.90%
Two or More Races	5	60.0%	69.20%

Marble Falls High School TEKS Summary

SE Number	Student Expectation	Percentage
110.33.1.B	analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings.	58.08%
110.33.3.A	analyze the effects of metrices, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.	75.55%
110.33.5.A	evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction.	70.96%
110.33.8.A	analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance.	76.40%
110.33.11.B	translate (from text to graphic or from graphic to text) complex factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	75.37%
110.33.RC.B	make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.	69.17%
110.33.3	Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.	69.71%

Marble Falls High School Objective/Category Summary

Number	Objective/Category	Percentage
Marble Falls High School Teacher Summary		
Teacher		Student Count
Anders, Frann	25	52.0%
Kunkel, Emily	131	64.9%
Larrinack, Neil	112	42.9%
Malua, Toni	5	20.0%

Test Administration Summary

Title: ENGLISH 3 TBA #2 WRITING 2013-2014
 Campuses: Marble Falls High School
 Passing Percentage: 70%
 Number of Questions: 21
 Administration Dates: 12/9/2013 - 1/31/2014

District Summary Results

Total Number of Students: 277
 Total Benchmark Percentage: 77.38%
 Percentage Meeting Expectation: 74.0%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage
Asian	1	100.0%	93.00%
Black/African American	3	0.0%	61.00%
Hispanic/Latino	111	69.4%	75.08%
White	157	79.0%	79.32%
Two or More Races	5	60.0%	74.60%

District TEKS Summary

SE Number	Student Expectation	Percentage
110.33.13.C	revise drafts to clarify meaning and achieve specific rhetorical purposes; consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases.	79.60%
110.33.15.All	write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs.	91.70%
110.33.17.A	use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases).	96.06%
110.33.18.A	correctly and consistently use conventions of punctuation and capitalization.	87.73%
110.33.16	Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.	71.93%
110.33.17	Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.	88.09%
110.33.19	Oral and Written Conventions/Spelling. Students spell correctly.	74.15%

District Objective/Category Summary

Number	Objective/Category	Percentage
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Marble Falls High School Summary Results

Total Number of Students: 276
 Total Benchmark Percentage: 77.46%
 Percentage Meeting Expectation: 74.3%

Marble Falls High School Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage
Asian	1	100.0%	93.00%
Black/African American	3	0.0%	61.00%
Hispanic/Latino	111	69.4%	75.08%
White	156	79.5%	79.46%
Two or More Races	5	60.0%	74.60%

Marble Falls High School TEKS Summary

SE Number	Student Expectation	Percentage
110.33.13.C	revise drafts to clarify meaning and achieve specific rhetorical purposes; consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases.	79.57%
110.33.15.All	write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs.	91.67%
110.33.17.A	use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases).	96.05%
110.33.18.A	correctly and consistently use conventions of punctuation and capitalization.	87.66%
110.33.16	Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.	72.10%
110.33.17	Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.	88.04%
110.33.19	Oral and Written Conventions/Spelling. Students spell correctly.	74.13%

Marble Falls High School Objective/Category Summary

Number	Objective/Category	Percentage
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Marble Falls High School Teacher Summary

Teacher	Student Count	Met Expectations	Percentage
Anders, Frann	25	76.0%	74.60%
Kunkel, Emily	132	87.9%	83.35%
Laminaek, Neil	114	61.4%	72.39%
Matula, Toni	6	0.0%	52.83%

Test Administration Summary

Title: Algebra I TBA #2
 Campuses: ~~North~~ Fairbairn High School
 Passing Percentage: 70%
 Number of Questions: 26
 Administration Dates: 11/08/2013 - 6/6/2014

District Summary Results

Total Number of Students: 286
 Total Benchmark Percentage: 66.31%
 Percentage Meeting Expectation: 44.4%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Asian	4	0.0%	62.50%
Black/African American	9	0.0%	54.67%
Hispanic/Latino	116	36.2%	62.28%
American Indian/Alaskan Native	2	50.0%	61.50%
White	154	53.9%	70.05%
Two or More Races	1	100.0%	88.00%

District TEKS Summary

SE Number	Student Expectation	Percentage
111.32.NA.A.1.	describe independent and dependent quantities in functional relationships;	75.52%
111.32.NA.A.1.	describe functional relationships for given problem situations and write equations or inequalities to answer questions arising from the situations;	94.41%
111.32.NA.A.1.	represent relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities	72.38%
111.32.NA.A.1.	interpret and make decisions, predictions, and critical judgments from functional relationships.	81.12%
111.32.NA.A.2.	identify and sketch the general forms of linear ($y = x$) and quadratic ($y = x^2$) parent functions;	66.08%
111.32.NA.A.2.	identify mathematical domains and ranges and determine reasonable domain and range values for given situations, both continuous and discrete;	72.03%
111.32.NA.A.2.	interpret situations in terms of given graphs or creates situations that fit given graphs	61.01%
111.32.NA.A.2.	collect and organize data, make and interpret scatterplots (including recognizing positive, negative, or no correlation for data approximating linear situations), and model, predict, and make decisions and critical judgments in problem situations.	61.54%
111.32.NA.A.3.	use symbols to represent unknowns and variables	67.48%
111.32.NA.A.4.	find specific function values, simplify polynomial expressions, transform and solve equations, and factor as necessary in problem situations;	59.09%
111.32.NA.A.4.	use the commutative, associative, and distributive properties to simplify algebraic expressions	54.02%
111.32.NA.A.4.	connect equation notation with function notation, such as $y = x + 1$ and $f(x) = x + 1$.	62.24%

111.32.NA.A.5.	determine whether or not given situations can be represented by linear functions;	39.51%
111.32.NA.A.5.	determine the domain and range for linear functions in given situations	33.57%
111.32.NA.A.5.	use, translate, and make connections among algebraic, tabular, graphical, or verbal descriptions of linear functions.	89.86%
111.32.NA.A.6.	develop the concept of slope as rate of change and determine slopes from graphs, tables, and algebraic representations;	51.75%
111.32.NA.A.6.	interpret the meaning of slope and intercepts in situations using data, symbolic representations, or graphs;	81.12%
111.32.NA.A.6.	investigate, describe, and predict the effects of changes in m and b on the graph of $y = mx + b$;	54.20%
111.32.NA.A.6.	graph and write equations of lines given characteristics such as two points, a point and a slope, or a slope and y intercept.	66.36%
111.32.NA.A.6.	determine the intercepts of the graphs of linear functions and zeros of linear functions from graphs, tables, and algebraic representations;	81.82%
111.32.NA.A.6.	interpret and predict the effects of changing slope and y-intercept in applied situations	73.43%

District Objective/Category Summary

Number	Objective/Category	Percentage
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Test Administration Summary

Title: Algebra II TBA #2
 Campuses: Marble Falls High School
 Passing Percentage: 70%
 Number of Questions: 14
 Administration Dates: 11/09/2013 - 06/05/2014

District Summary Results

Total Number of Students: 502
 Total Benchmark Percentage: 75.43%
 Percentage Meeting Expectation: 72.5%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage
Asian	3	66.7%	76.33%
Black/African American	10	70.0%	75.00%
Hispanic/Latino	215	70.7%	72.88%
American Indian/Alaskan Native	1	100.0%	71.00%
Native Hawaiian/Pacific Islander	1	100.0%	86.00%
White	286	73.7%	77.49%
Two or More Races	6	83.3%	74.83%

District TEKS Summary

SE Number	Student Expectation	Percentage
111.33.b.2A.3.	analyze situations and formulate systems of equations in two or more unknowns or inequalities in two unknowns to solve problems;	82.80%
A		
111.33.b.2A.3.	use algebraic methods, graphs, tables, or matrices, to solve systems of equations or inequalities	62.50%
B		
111.33.b.2A.3.	interpret and determine the reasonableness of solutions to systems of equations or inequalities for given contexts.	91.63%
C		
111.33.b.2A.9.	use the parent function to investigate, describe, and predict the effects of parameter changes on the graphs of square root functions and describe limitations on the domains and ranges;	88.25%
A		
111.33.b.2A.9.	relate representations of square root functions, such as algebraic, tabular, graphical, and verbal descriptions;	96.41%
B		
111.33.b.2A.9.	determine the reasonable domain and range values of square root functions, as well as interpret and determine the reasonableness of solutions to square root equations and inequalities;	61.16%
C		
111.33.b.2A.9.	determine solutions of square root equations using graphs, tables, and algebraic methods;	79.38%
D		
111.33.b.2A.9.	connect inverses of square root functions with quadratic functions.	60.96%
G		

District Objective/Category Summary

Number	Objective/Category	Percentage
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Marble Falls High School Summary Results

Total Number of Students: 501
 Total Benchmark Percentage: 75.44%
 Percentage Meeting Expectation: 72.5%

Marble Falls High School Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage
Asian	3	66.7%	76.33%
Black/African American	10	70.0%	75.00%
Hispanic/Latino	215	70.7%	72.88%
American Indian/Alaskan Native	1	100.0%	71.00%
Native Hawaiian/Pacific Islander	1	100.0%	86.00%
White	285	73.6%	77.51%
Two or More Races	6	83.3%	74.83%

Marble Falls High School TEKS Summary

SE Number	Student Expectation	Percentage
111.33.b.2A.3.	analyze situations and formulate systems of equations in two or more unknowns or inequalities in two unknowns to solve problems;	82.83%
A		
111.33.b.2A.3.	use algebraic methods, graphs, tables, or matrices, to solve systems of equations or inequalities	62.52%
B		
111.33.b.2A.3.	interpret and determine the reasonableness of solutions to systems of equations or inequalities for given contexts.	91.62%
C		
111.33.b.2A.9.	use the parent function to investigate, describe, and predict the effects of parameter changes on the graphs of square root functions and describe limitations on the domains and ranges;	88.22%
A		
111.33.b.2A.9.	relate representations of square root functions, such as algebraic, tabular, graphical, and verbal descriptions;	96.41%
B		
111.33.b.2A.9.	determine the reasonable domain and range values of square root functions, as well as interpret and determine the reasonableness of solutions to square root equations and inequalities;	61.06%
C		
111.33.b.2A.9.	determine solutions of square root equations using graphs, tables, and algebraic methods;	79.34%
D		
111.33.b.2A.9.	connect inverses of square root functions with quadratic functions.	61.06%
G		

Marble Falls High School Objective/Category Summary

Number	Objective/Category	Percentage
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Marble Falls High School Teacher Summary

Teacher	Student Count	Met Expectations	Percentage
Dittmer, Deborah	88	62.5%	66.89%
Downs, Julie	21	81.0%	78.33%
Hargis, Chase	119	66.4%	72.49%
Keenan, Danielle	151	78.8%	77.88%

Test Administration Summary

Title: Geometry TBA #2
 Campuses: Marble Falls High School
 Passing Percentage: 70%
 Number of Questions: 11
 Administration Dates: 12/5/2013 - 6/6/2014

District Summary Results

Total Number of Students: 96
 Total Benchmark Percentage: 66.65%
 Percentage Meeting Expectation: 60.4%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Hispanic/Latino	26	30.8%	56.65%
White	64	75.0%	72.56%
Two or More Races	6	33.3%	46.83%

District TEKS Summary

SE Number	Student Expectation	Percentage
111.34.NA.G.4	The student is expected to select an appropriate representation (concrete, pictorial, graphical, verbal, or symbolic) in order to solve problems.	78.13%
111.34.NA.G.5	use numeric and geometric patterns to develop algebraic expressions representing geometric properties;	40.63%
111.34.NA.G.5	use numeric and geometric patterns to make generalizations about geometric properties, including properties of polygons, ratios in similar figures and solids, and angle relationships in polygons and circles;	85.42%
111.34.NA.G.5	identify and apply patterns from right triangles to solve meaningful problems, including special right triangles (45-45-90 and 30-60-90) and triangles whose sides are Pythagorean triples.	65.63%
111.34.NA.G.7	use slopes and equations of lines to investigate geometric relationships, including parallel lines, perpendicular lines, and special segments of triangles and other polygons	76.04%
111.34.NA.G.8	derive, extend, and use the Pythagorean Theorem	61.98%
111.34.NA.G.	use and extend similarity properties and transformations to explore and justify conjectures about geometric figures;	58.33%
111.34.NA.G.	use ratios to solve problems involving similar figures;	61.46%
111.34.NA.G.	develop, apply, and justify triangle similarity relationships, such as right triangle ratios, trigonometric ratios, and Pythagorean triples using a variety of methods	77.08%

District Objective/Category Summary

Number	Objective/Category	Percentage
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Marble Falls High School Summary Results

Total Number of Students: 96
 Total Benchmark Percentage: 66.65%
 Percentage Meeting Expectation: 60.4%

Marble Falls High School Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Hispanic/Latino	26	30.8%	56.65%
White	64	75.0%	72.56%
Two or More Races	6	33.3%	46.83%

Marble Falls High School TEKS Summary

SE Number	Student Expectation	Percentage
111.34.NA.G.4	The student is expected to select an appropriate representation (concrete, pictorial, graphical, verbal, or symbolic) in order to solve problems.	78.13%
111.34.NA.G.5	use numeric and geometric patterns to develop algebraic expressions representing geometric properties;	40.63%
111.34.NA.G.5	use numeric and geometric patterns to make generalizations about geometric properties, including properties of polygons, ratios in similar figures and solids, and angle relationships in polygons and circles;	85.42%
111.34.NA.G.5	identify and apply patterns from right triangles to solve meaningful problems, including special right triangles (45-45-90 and 30-60-90) and triangles whose sides are Pythagorean triples.	65.63%
111.34.NA.G.7	use slopes and equations of lines to investigate geometric relationships, including parallel lines, perpendicular lines, and special segments of triangles and other polygons	76.04%
111.34.NA.G.8	derive, extend, and use the Pythagorean Theorem	61.98%
111.34.NA.G.	use and extend similarity properties and transformations to explore and justify conjectures about geometric figures;	58.33%
111.34.NA.G.	use ratios to solve problems involving similar figures;	61.46%
111.34.NA.G.	develop, apply, and justify triangle similarity relationships, such as right triangle ratios, trigonometric ratios, and Pythagorean triples using a variety of methods	77.08%

Marble Falls High School Objective/Category Summary

Number	Objective/Category	Percentage
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Marble Falls High School Teacher Summary

Teacher	Student Count	Met Expectations	Percentage Score
Downs, Julie	96	60.4%	66.65%

Test Administration Summary

Title: Biology TBA 2 Revised
 Campuses: ~~Wichita Falls High School~~
 Passing Percentage: 70%
 Number of Questions: 43
 Administration Dates: 12/17/2013 - 2/14/2014

District Summary Results

Total Number of Students: 338
 Total Benchmark Percentage: 62.51%
 Percentage Meeting Expectation: 39.9%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Asian	4	75.0%	64.25%
Black/African American	8	12.5%	45.00%
Hispanic/Latino	131	26.0%	56.84%
American Indian/Alaskan Native	2	50.0%	50.00%
Native Hawaiian/Pacific Islander	1	100.0%	100.00%
White	192	49.5%	67.01%

District Objective/Category Summary

Number	Objective/Category	Percentage
112.34.6.C	explain the purpose and process of transcription and translation using models of DNA and RNA.	74.70%
112.34.6.E	identify and illustrate changes in DNA and evaluate the significance of these changes.	59.32%
112.34.6.F	predict possible outcomes of various genetic combinations such as monohybrid crosses, dihybrid crosses and non-Mendelian inheritance.	68.12%
112.34.6.G	recognize the significance of meiosis to sexual reproduction.	49.26%
112.34.6.H	describe how techniques such as DNA fingerprinting, genetic modifications, and chromosomal analysis are used to study the genomes of organisms.	71.47%
112.34.9.A	compare the structures and functions of different types of biomolecules, including carbohydrates, lipids, proteins, and nucleic acids.	66.70%
112.34.9.B	compare the reactants and products of photosynthesis and cellular respiration in terms of energy and matter.	78.40%
112.34.9.C	identify and investigate the role of enzymes.	68.00%
112.34.10.C	analyze the levels of organization in biological systems and relate the levels to each other and to the whole system.	76.63%

District TEKS Summary

SE Number	Student Expectation	Percentage
112.34.2.B	know that hypotheses are tentative and testable statements that must be capable of being supported or refuted by observational evidence, hypotheses of durable explanatory power which have been tested over a wide variety of conditions are incorporated into theories.	65.66%
112.34.2.F	collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as calculators, spreadsheet software, data-collecting probes, computers, standard laboratory glassware, microscopes, various prepared slides, stereoscopes, metric rulers, electronic balances, gel electrophoresis apparatus, micropipettors, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, cameras, Petri dishes, lab incubators, dissection equipment, meter sticks, and models, diagrams, or samples of biological specimens or structures.	50.00%
112.34.2.G	analyze, evaluate, make inferences, and predict trends from data.	61.54%
112.34.2.H	communicate valid conclusions supported by the data through methods such as lab reports, labeled drawings, graphic organizers, journals, summaries, oral reports, and technology-based reports.	58.56%
112.34.4.A	compare and contrast prokaryotic and eukaryotic cells.	51.18%
112.34.4.B	investigate and explain cellular processes, including homeostasis, energy conversions, transport of molecules, and synthesis of new molecules.	60.48%
112.34.5.A	describe the stages of the cell cycle, including deoxyribonucleic acid (DNA) replication and mitosis, and the importance of the cell cycle to the growth of organisms.	53.90%
112.34.5.C	describe the roles of DNA, ribonucleic acid (RNA), and environmental factors in cell differentiation.	62.43%
112.34.5.D	recognize that disruptions of the cell cycle lead to diseases such as cancer.	47.93%
112.34.6.A	identify components of DNA, and describe how information for specifying the traits of an organism is carried in the DNA.	73.96%

Test Administration Summary

Title: Chemistry TBA 2
 Campus: Marble Falls High School
 Passing Percentage: 70%
 Number of Questions: 25
 Administration Dates: 12/2/2013 - 6/6/2014

District Summary Results

Total Number of Students: 266
 Total Benchmark Percentage: 66.36%
 Percentage Meeting Expectation: 48.1%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage
Asian	3	66.7%	73.33%
Black/African American	7	28.6%	58.86%
Hispanic/Latino	99	39.4%	59.60%
American Indian/Alaskan Native	1	0.0%	36.00%
White	148	54.7%	71.30%
Two or More Races	8	50.0%	65.50%

District TEKS Summary

SE Number	Student Expectation	Percentage
112.35.2.G	express and manipulate chemical quantities using scientific conventions and mathematical procedures, including dimensional analysis, scientific notation, and significant figures.	71.84%
112.35.7.A	name ionic compounds containing main group or transition metals, covalent compounds, acids, and bases, using International Union of Pure and Applied Chemistry (IUPAC) nomenclature rules.	66.69%
112.35.7.B	write the chemical formulas of common polyatomic ions, ionic compounds containing main group or transition metals, covalent compounds, acids, and bases.	63.90%
112.35.8.A	define and use the concept of a mole.	64.58%
112.35.8.B	use the mole concept to calculate the number of atoms, ions, or molecules in a sample of material.	79.24%
112.35.8.C	calculate percent composition and empirical and molecular formulas.	66.92%
112.35.8.D	use the law of conservation of mass to write and balance chemical equations.	64.82%
112.35.10.H	understand and differentiate among acid-base reactions, precipitation reactions, and oxidation-reduction reactions.	56.77%

District Objective/Category Summary

Number	Objective/Category	Percentage
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Marble Falls High School Summary Results

Total Number of Students: 266
 Total Benchmark Percentage: 66.36%
 Percentage Meeting Expectation: 48.1%

Marble Falls High School Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage
Asian	3	66.7%	73.33%
Black/African American	7	28.6%	58.86%
Hispanic/Latino	99	39.4%	59.60%
American Indian/Alaskan Native	1	0.0%	36.00%
White	148	54.7%	71.30%
Two or More Races	8	50.0%	65.50%

Marble Falls High School TEKS Summary

SE Number	Student Expectation	Percentage
112.35.2.G	express and manipulate chemical quantities using scientific conventions and mathematical procedures, including dimensional analysis, scientific notation, and significant figures.	71.84%
112.35.7.A	name ionic compounds containing main group or transition metals, covalent compounds, acids, and bases, using International Union of Pure and Applied Chemistry (IUPAC) nomenclature rules.	66.69%
112.35.7.B	write the chemical formulas of common polyatomic ions, ionic compounds containing main group or transition metals, covalent compounds, acids, and bases.	63.90%
112.35.8.A	define and use the concept of a mole.	64.58%
112.35.8.B	use the mole concept to calculate the number of atoms, ions, or molecules in a sample of material.	79.24%
112.35.8.C	calculate percent composition and empirical and molecular formulas.	66.92%
112.35.8.D	use the law of conservation of mass to write and balance chemical equations.	64.82%
112.35.10.H	understand and differentiate among acid-base reactions, precipitation reactions, and oxidation-reduction reactions.	56.77%

Marble Falls High School Objective/Category Summary

Number	Objective/Category	Percentage
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Marble Falls High School Teacher Summary

Teacher	Student Count	Met Expectations	Percentage
Lony, James	163	62.0%	72.44%
Savage, Jeffrey	103	26.2%	56.74%

Test Administration Summary

Title: Physics TBA.2

Campuses: Marble Falls High School

Passing Percentage: 70%

Number of Questions: 25

Administration Dates: 12/22/2013 - 6/6/2014

District Summary Results

Total Number of Students:	255
Total Benchmark Percentage:	56.63%
Percentage Meeting Expectation:	21.6%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Asian	1	100.0%	86.00%
Black/African American	4	25.0%	55.00%
Hispanic/Latino	109	15.5%	51.41%
White	139	25.9%	60.46%
Two or More Races	2	0.0%	62.00%

District TEKS Summary

SE Number	Student Expectation	Percentage
112.39.2.E	design and implement investigative procedures, including making observations, asking well-defined questions, formulating testable hypotheses, identifying variables, selecting appropriate equipment and technology, and evaluating numerical answers for reasonableness.	63.14%
112.39.2.F	demonstrate the use of course apparatus, equipment, techniques, and procedures, including multimeters (current, voltage, resistance), triple beam balances, batteries, clamps, dynamics demonstration equipment, collision apparatus, data acquisition probes, discharge tubes with power supply (H, He, Ne, Ar), hand-held visual spectoscopes, hot plates, slotted and hooked lab masses, bar magnets, horseshoe magnets, plane mirrors, convex lenses, pendulum support, power supply, ring clamps, ring stands, stopwatches, trigonometry apparatus, tuning forks, carbon paper, graph paper, metallic spheres, electrostatic generators, capacitors, resistors, friction blocks, mini lamps (bulbs) and sockets, electrical plug kits, 50-ohm resistors, meter sticks, scientific spring scales, knife blade switches, Celsius thermometers, metal slits, scientific calculators, graphing technology, computers, cathode ray tubes with horseshoe magnets, ballistic carts or equivalent, resonance tubes, spools of nylon thread or string, containers of iron filings, rolls of white craft paper, copper wire, Periodic Table, electromagnetic spectrum charts, slinky springs, wave motion ropes, and laser pointers.	90.59%
112.39.2.G	use a wide variety of additional course apparatus, equipment, techniques, materials, and procedures as appropriate such as ripple tank with wave generator, wave motion simulator, capacitor, radiation monitor, computer, ballistic pendulum, electroscopes, inclined plane, optics kit, pulley with table clamp, resonance tube, ring stand screen, four inch ring, stroboscope, graduated cylinders, and ticker timer.	62.75%
112.39.2.H	make measurements with accuracy and precision and record data using scientific notation and International System (SI) units.	89.41%
112.39.2.J	organize and evaluate data and make inferences from data, including the use of tables, charts, and graphs.	45.29%
112.39.2.L	express and manipulate relationships among physical variables quantitatively, including the use of graphs, charts, and equations.	51.53%
112.39.3.D	explain the impacts of the scientific contributions of a variety of historical and contemporary scientists on scientific thought and society.	66.86%

112.39.4.A	generate and interpret graphs and charts describing different types of motion, including the use of real-time technology such as motion detectors or photogates.	39.41%
112.39.4.B	describe and analyze motion in one dimension using equations with the concepts of distance, displacement, speed, average velocity, instantaneous velocity, and acceleration.	72.75%
112.39.4.C	analyze and describe accelerated motion in two dimensions using equations, including projectile and circular examples.	57.25%
112.39.4.D	calculate the effect of forces on objects, including the law of inertia, the relationship between force and acceleration, and the nature of force pairs between objects.	55.98%
112.39.4.E	develop and interpret free-body force diagrams.	84.71%
112.39.5.A	research and describe the historical development of the concepts of gravitational, electromagnetic, weak nuclear, and strong nuclear forces.	67.02%
112.39.5.B	describe and calculate how the magnitude of the gravitational force between two objects depends on their masses and the distance between their centers.	27.45%
112.39.6.A	investigate and calculate quantities using the work-energy theorem in various situations.	19.61%
112.39.6.B	investigate examples of kinetic and potential energy and their transformations.	62.79%
112.39.6.C	calculate the mechanical energy of, power generated within, impulse applied to, and momentum of a physical system.	52.08%
112.39.6.D	demonstrate and apply the laws of conservation of energy and conservation of momentum in one dimension.	22.35%

District Objective/Category Summary

Number	Objective/Category	Percentage
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Test Administration Summary

Title: World Geography TBA 2
 Campus: Marble Falls High School
 Passing Percentage: 70%
 Number of Questions: 20
 Administration Dates: 12/9/2013 - 6/6/2014

District Summary Results

Total Number of Students: 305
 Total Benchmark Percentage: 76.41%
 Percentage Meeting Expectation: 76.4%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentage Score
Asian	4	75.0%	83.75%
Black/African American	9	66.7%	61.67%
Hispanic/Latino	112	67.9%	71.83%
American Indian/Alaskan Native	1	100.0%	95.00%
Native Hawaiian/Pacific Islander	1	100.0%	95.00%
White	177	81.9%	79.58%
Two or More Races	1	100.0%	95.00%

District TEKS Summary

SE Number	Student Expectation	Percentage
113.34.1.A	analyze the effects of physical and human geographic patterns and processes on events in the past and describe their effects on present conditions, including significant physical features and environmental conditions that influenced migration patterns in the past and shaped the distribution of culture groups today.	81.15%
113.34.5.A	analyze how the character of a place is related to its political, economic, social, and cultural characteristics.	70.66%
113.34.6.A	locate settlements and observe patterns in the size and distribution of cities using maps, graphics, and other information.	85.39%
113.34.6.B	explain the processes that have caused cities to grow such as location along transportation routes, availability of resources that have attracted settlers and economic activities, and continued access to other cities and resources.	80.66%
113.34.7.A	construct and analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future growth trends.	85.39%
113.34.7.B	explain the political, economic, social, and environmental factors that contribute to human migration such as how national and international migrations are shaped by push-and-pull factors and how physical geography affects the routes, flows, and destinations of migration.	74.92%
113.34.9.A	identify physical or human factors that constitute a region such as soils, climate, vegetation, language, trade network, river systems, and religion.	89.18%
113.34.13.A	prepare maps that illustrate a variety of political entities such as city maps showing precincts, county maps showing states, or continental maps showing countries.	89.18%
113.34.16.A	describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world, and how these patterns influenced the processes of innovation and diffusion.	66.99%

District Objective/Category Summary

Number	Objective/Category	Percentage
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113.34.16.B	give examples of ways various groups of people view cultures, places, and regions differently.	51.30%
113.34.16.C	compare life in a variety of cities and nations in the world to evaluate the relationships involved in political, economic, social, and environmental changes.	78.96%
113.34.17.A	describe and compare patterns of culture such as language, religion, land use, systems of education, and customs that make specific regions of the world distinctive.	51.30%
113.34.17.B	compare economic opportunities in different cultures for women and religious minorities in selected regions of the world.	77.70%
113.34.18.B	analyze cultural changes in specific regions.	82.30%
113.43.16.D	compare life in a variety of urban and rural areas in the world to evaluate political, economic, social, and environmental changes.	88.52%
113.43.17.C	compare economic, political, or social opportunities in different cultures for women, ethnic and religious minorities, and other underrepresented populations.	69.84%
113.43.17.D	evaluate the experiences and contributions of diverse groups to multicultural societies.	88.85%

Test Administration Summary

Title: World History TBA 2
 Campuses: ~~Meriden~~ Paris High School
 Passing Percentage: 70%
 Number of Questions: 30
 Administration Dates: 12/10/2013 - 6/6/2014

District Summary Results

Total Number of Students: 297
 Total Benchmark Percentage: 77.21%
 Percentage Meeting Expectation: 74.4%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Asian	3	100.0%	92.33%
Black/African American	9	66.7%	69.00%
Hispanic/Latino	117	70.1%	75.39%
American Indian/Alaskan Native	2	50.0%	55.00%
White	159	76.7%	78.70%
Two or More Races	7	100.0%	84.14%

District TEKS Summary

SE Number	Student Expectation	Percentage
113.33.1.C	apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.	66.33%
113.33.3.A	compare medieval Europe with previous civilizations.	60.27%
113.33.3.B	describe the major characteristics of the political system of feudalism, the economic system of mercantilism, and the authority exerted by the Roman Catholic Church.	79.46%
113.33.4.A	identify the causes and characteristics of the European Renaissance and the Reformation eras.	86.87%
113.33.5.A	identify causes of European expansion beginning in the 16th century.	79.80%
113.33.5.B	explain the political, economic, cultural, and technological influences of European expansion on both Europeans and non-Europeans, beginning in the 16th century.	80.13%
113.33.16.B	identify the impact of political and legal ideas contained in significant historic documents, including Hammurabi's Code, Justinian's Code of Laws, Magna Carta, John Locke's Two Treatises of Government, and the Declaration of Independence.	94.95%
113.33.17.A	evaluate political choices and decisions that individuals, groups, and nations have made in the past, taking into account historical context, and apply this knowledge to the analysis of choices and decisions faced by contemporary societies.	77.10%
113.35.20.C	identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.	66.65%
113.33.23.A	give examples of major mathematical and scientific discoveries and technological innovations that occurred at different periods in history and describe the changes produced by these discoveries and innovations.	74.48%
113.35.23.B	identify new ideas in mathematics, science, and technology that occurred during the Greco-Roman, Indian, Islamic, and Chinese civilizations and trace the spread of these ideas to other civilizations.	76.43%
113.33.24.A	explain the causes of industrialization and evaluate both short-term and long-term	78.45%

113.33.25.C	impact on societies. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.	78.45%
113.33.26.A	use social studies terminology correctly.	80.13%
113.33.27.A	use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	93.27%
113.42.4.C	describe the major characteristics of and the factors contributing to the development of the political/social system of feudalism and the economic system of mercantilism.	74.75%
113.42.4.D	explain the political, economic, and social impact of Islam on Europe, Asia, and Africa.	78.79%
113.42.4.F	describe the interactions between Muslim and Hindu societies in South Asia.	74.07%
113.42.4.G	explain how the Crusades, the Black Death, the Hundred Years' War, and the Great Schism contributed to the end of medieval Europe.	81.48%
113.42.4.H	summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia.	76.43%
113.42.4.J	analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade.	98.32%
113.42.4.K	summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world.	91.56%
113.42.7.D	explain the impact of the Ottoman Empire on Eastern Europe and global trade.	44.78%
113.42.7.E	explain Ming China's impact on global trade.	47.47%
113.42.27.C	explain the impact of the printing press on the Renaissance and the Reformation in Europe.	84.85%
113.42.27.E	identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle.	89.23%

District Objective/Category Summary

Number	Objective/Category	Percentage
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Test Administration Summary

Title: US History – TBA #2
 Campuses: Marble Falls High School
 Passing Percentage: 70%
 Number of Questions: 20
 Administration Dates: 12/5/2013 - 6/5/2014

District Summary Results

Total Number of Students: 186
 Total Benchmark Percentage: 65.65%
 Percentage Meeting Expectation: 54.3%

District Ethnicity Results

Ethnicity	Student Count	Met Expectations	Percentile Score
Black/African American	6	33.3%	60.00%
Hispanic/Latino	91	44.0%	62.64%
White	85	67.1%	69.24%
Two or More Races	4	50.0%	66.25%

District TEKS Summary

SE Number	Student Expectation	Percentage
113.41.2.B	Identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics.	53.49%
113.41.2.C	Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.	47.85%
113.41.2.D	Explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968-1969 (Martin Luther King Jr. assassination and U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama).	66.67%
113.41.3.A	Analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism.	86.71%
113.41.4.A	Explain why significant events, policies, and individuals such as the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, Theodore Roosevelt, Sanford B. Dole, and missionaries moved the United States into the position of a world power.	54.30%
113.41.5.C	Evaluate the impact of third parties, including the Populist and Progressive parties.	77.42%
113.41.6.A	Analyze causes and effects of events and social issues such as immigration, Social Darwinism, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women.	70.97%
113.41.6.B	Analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, Glenn Curtiss, Marcus Garvey, and Charles A. Lindbergh.	73.12%
113.41.12.B	Identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.	82.26%
113.41.13.A	Analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt.	31.72%
113.41.15.B	Describe the changing relationship between the federal government and private business, including the costs and benefits of laissez-faire, anti-trust acts, the Interstate Commerce Act, and the Pure Food and Drug Act.	8.06%

113.41.16.B	Identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System.	86.02%
113.41.16.C	Analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of European and Mexican heritage and others.	58.06%
113.41.16.E	Describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens.	77.96%
113.41.19.A	Evaluate the impact of New Deal legislation on the historical roles of state and federal government.	56.99%
113.41.24.B	Evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Theodor Roosevelt, Billy Graham, Barry Goldwater, Sandra Day O'Connor, and Hillary Clinton.	66.67%
113.41.26.C	Explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture.	54.30%
113.41.28.A	Analyze how scientific discoveries, technological innovations, and the application of these by the free enterprise system, including those in transportation and communication, improve the standard of living in the United States.	86.56%
113.41.29.B	Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions.	87.63%
113.41.29.H	Use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.	58.06%
113.41.31.B	Pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.	31.72%

District Objective/Category Summary

Number	Objective/Category	Percentage
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TBA#2 Report



Marble Falls ISD
Board Report
January 21, 2014

Comprehensive Data



- ❧ Your board packet contains background information about TBA's.
- ❧ It also contains a comprehensive data analysis of TBA#2.

Elementary Needs Assessment



- ❧ The assessments were written to the rigor of the STAAR
- ❧ Individual students showing growth in mastering Student Expectations (SEs)
- ❧ Primary grades showing strength in TEKS
- ❧ Individual bilingual students are demonstrating growth in specific TEKS
- ❧ Passing standards were set at Phase in II level

- ❧ Upper elementary Reading and Math
- ❧ Address specific SEs using district level data as well as campus level data
- ❧ Ensure that daily instruction is at the rigor of the state standards which includes giving students opportunities to demonstrate skills in a variety of contexts
- ❧ Continually assess the quality and quantity of instructional resources available to teachers and students

Secondary Needs Assessment



- ☞ The assessments are more closely aligned
- ☞ Growth over two years in all subjects
- ☞ Math at the HS is demonstrating vast improvement over previous years
- ☞ External grader for writing at both MS and HS
- ☞ Social Studies

- ☞ Writing scores
- ☞ Level II Advanced
- ☞ Specific SE's continue to be problematic
- ☞ Culture of collective responsibility towards district success.

How will we respond when a student experiences difficulty in learning or how will we respond when a student already knows it?

Remediate or enrich student learning based off of evidence

Analyze Y.A.G. & blueprint

Analyze 9-week unit summary

What do we want students to learn?

Unpack & analyze the specific SE(s) using the Kilgo process

Read and discuss how the SE has been assessed in the past (STAAR & TBA)

Analyze prior data & lesson effectiveness

Determine the evidence (Formative)

Design contextual lessons to SE(s)

Evaluate student learning via TBA

Analyze data



How will we know when each student has learned it?

291

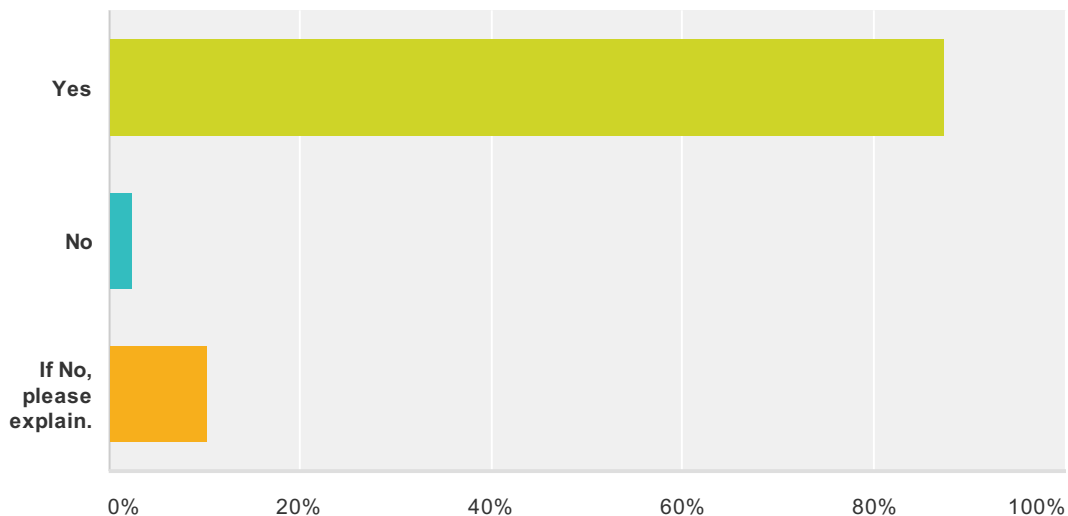
Questions?



Bond Election Survey

Q1 As a staff member are you willing to promote a May bond election with parents and community members for the same concepts as presented this past November?

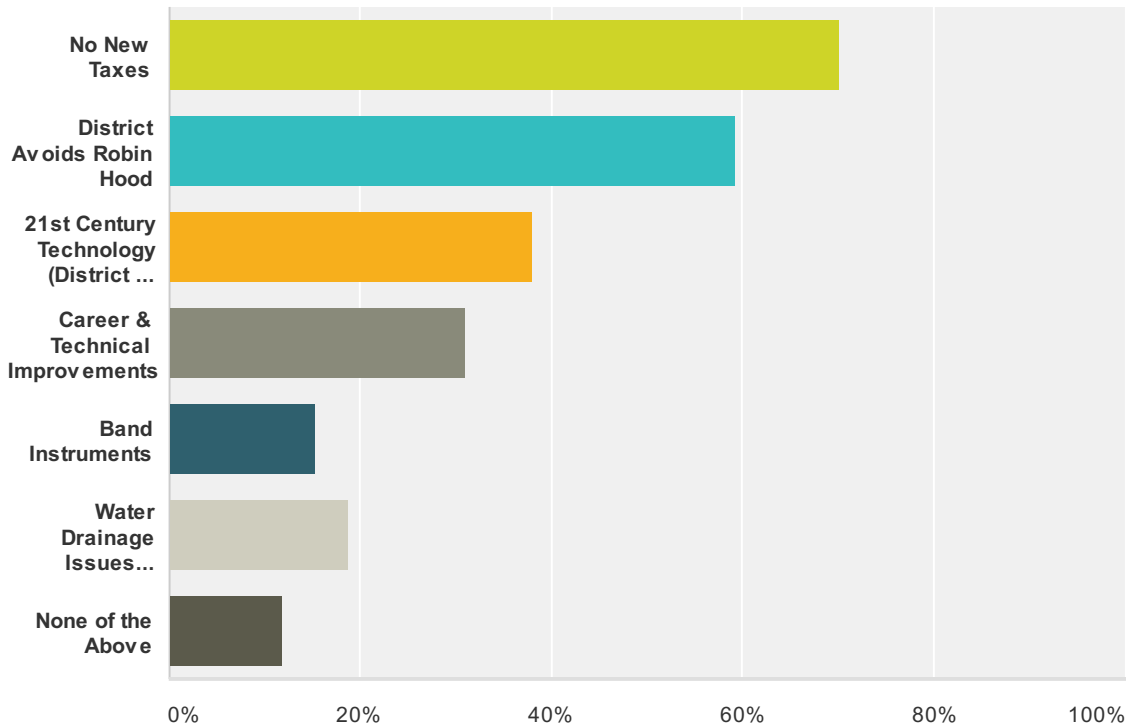
Answered: 204 Skipped: 0



Answer Choices	Responses
Yes	87.25% 178
No	2.45% 5
If No, please explain.	10.29% 21
Total	204

Q2 Which components of the bond do you believe need more clarification?

Answered: 203 Skipped: 1

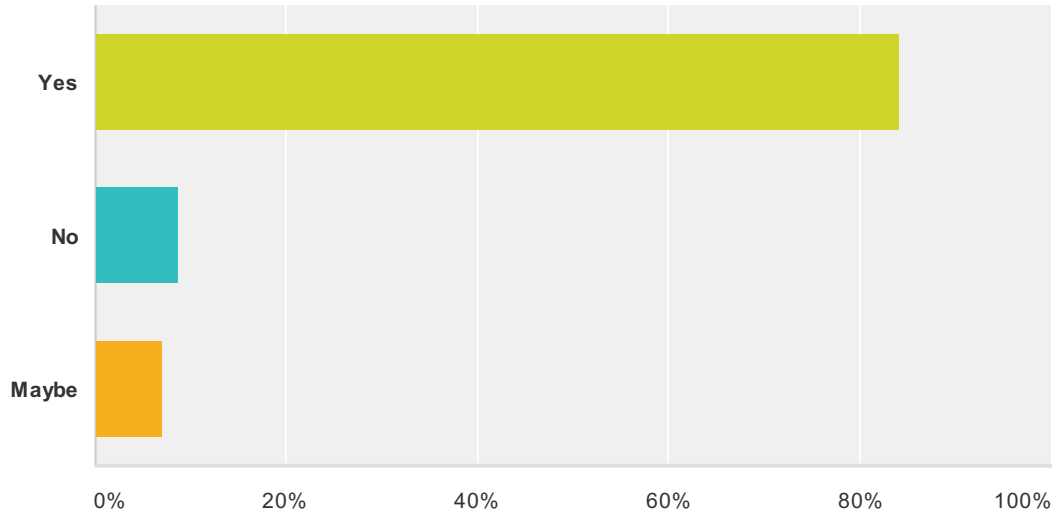


Answer Choices	Responses	
No New Taxes	69.95%	142
District Avoids Robin Hood	59.11%	120
21st Century Technology (District is paying cash)	37.93%	77
Career & Technical Improvements	31.03%	63
Band Instruments	15.27%	31
Water Drainage Issues (around baseball & softball fields)	18.72%	38
None of the Above	11.82%	24
Total Respondents: 203		

Parent Bond Election Survey

Q1 As a parent, would you be willing to vote "For" a May bond election that does not increase the tax rate and invest \$1,400,000 on technology for grades K-12? Cash reserve in I&S fund balance will allow us to pay off this component in a 3 year period.

Answered: 126 Skipped: 0

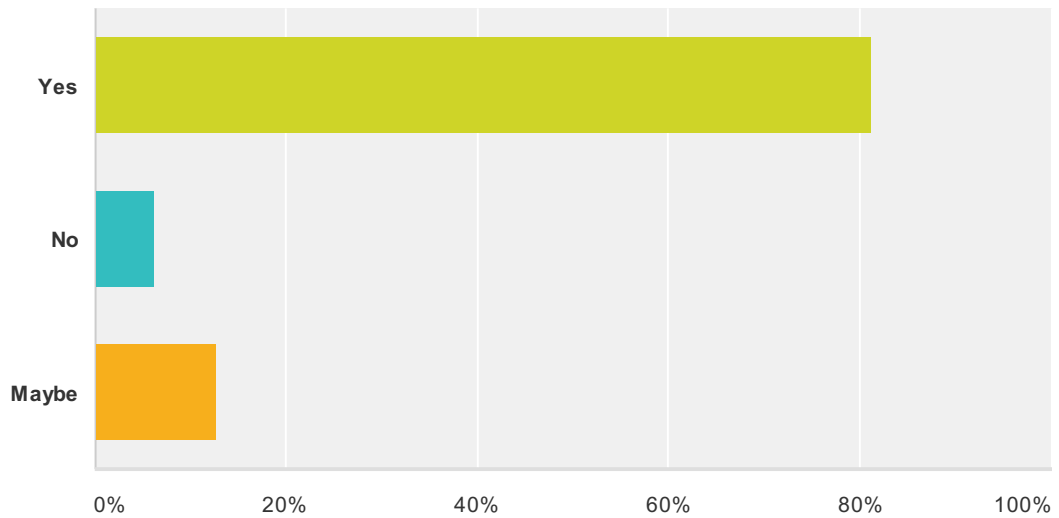


Answer Choices	Responses
Yes	84.13% 106
No	8.73% 11
Maybe	7.14% 9
Total	126

Parent Bond Election Survey

**Q2 As a parent would you be willing to vote "For" a May bond election that does not increase the tax rate and invest \$2,400,000 in improvements for the Career & Technical Programs at the high school?
Examples of Career & Technology programs include: Construction, Welding, Horticulture, Ag, Engineering, Computer Science, Animal Science, and Family & Consumer Science.**

Answered: 126 Skipped: 0

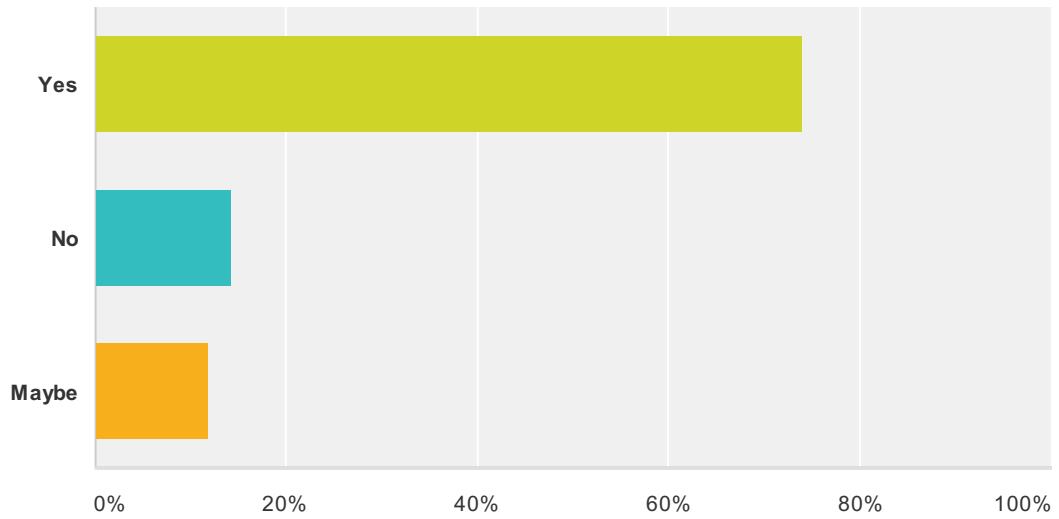


Answer Choices	Responses
Yes	80.95% 102
No	6.35% 8
Maybe	12.70% 16
Total	126

Parent Bond Election Survey

Q3 Without increasing the tax rate, would you support a bond election that included purchasing \$300,000 in 6th grade band equipment? This would allow all students an opportunity to learn an instrument regardless of family income.

Answered: 126 Skipped: 0

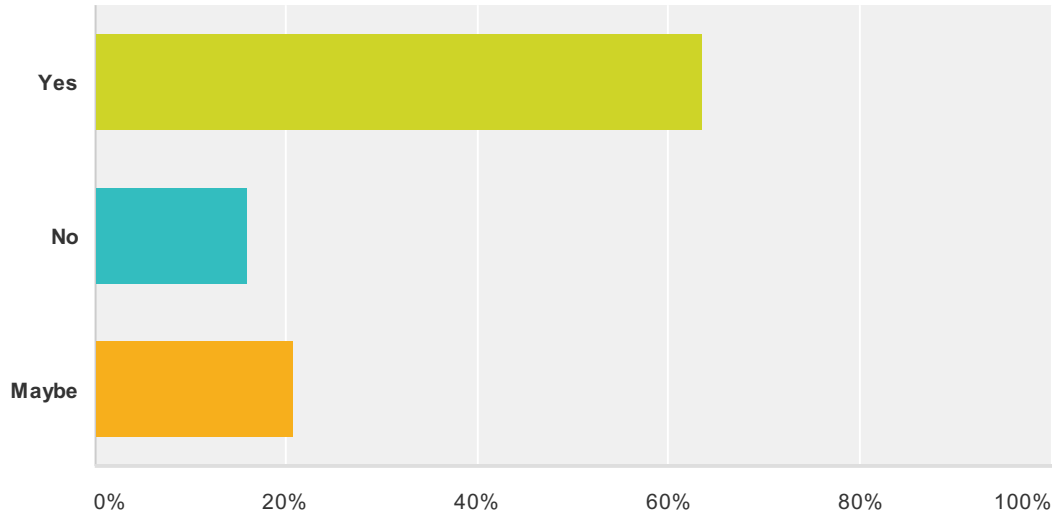


Answer Choices	Responses	
Yes	73.81%	93
No	14.29%	18
Maybe	11.90%	15
Total		126

Parent Bond Election Survey

Q4 Without increasing the tax rate, would you support a bond election that included repairing \$450,000 worth of water drainage issues alleviating flooding and wash out of the areas north of the high school (near the baseball and softball fields)?

Answered: 126 Skipped: 0

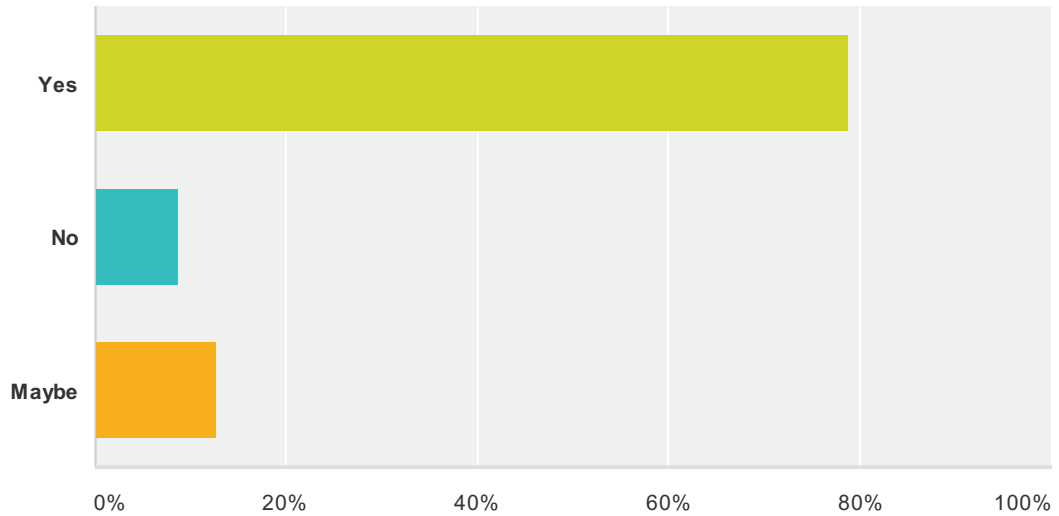


Answer Choices	Responses	
Yes	63.49%	80
No	15.87%	20
Maybe	20.63%	26
Total		126

Parent Bond Election Survey

Q5 Without increasing the tax rate, would you support a bond election that included \$2,000,000 for District maintenance projects that would avoid 46% Robin Hood penalty? Examples of proposed projects include: school buses, district vehicles, energy efficient lighting, security improvements, A/C units, improvements to the middle school 6th grade wing and tennis courts.

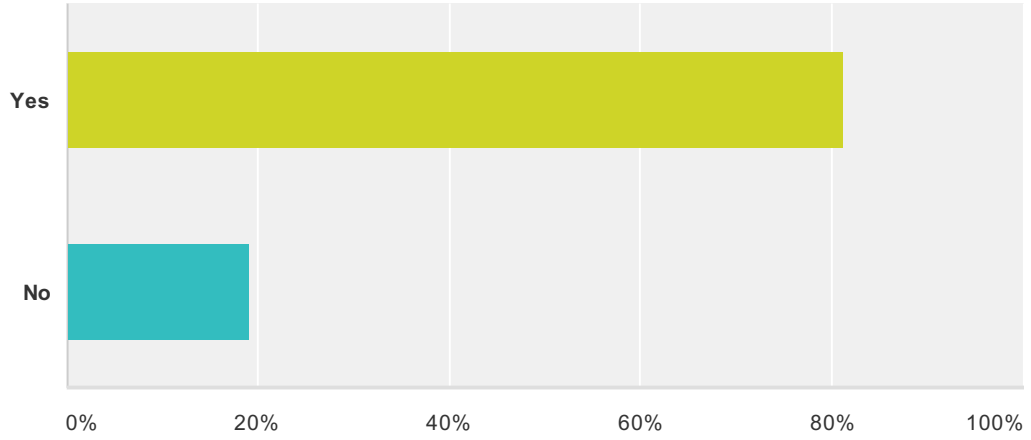
Answered: 126 Skipped: 0



Answer Choices	Responses
Yes	78.57% 99
No	8.73% 11
Maybe	12.70% 16
Total	126

Q6 Would you support a bond election that included all the components mentioned above without increasing the tax rate for \$6,550,000?

Answered: 126 Skipped: 0

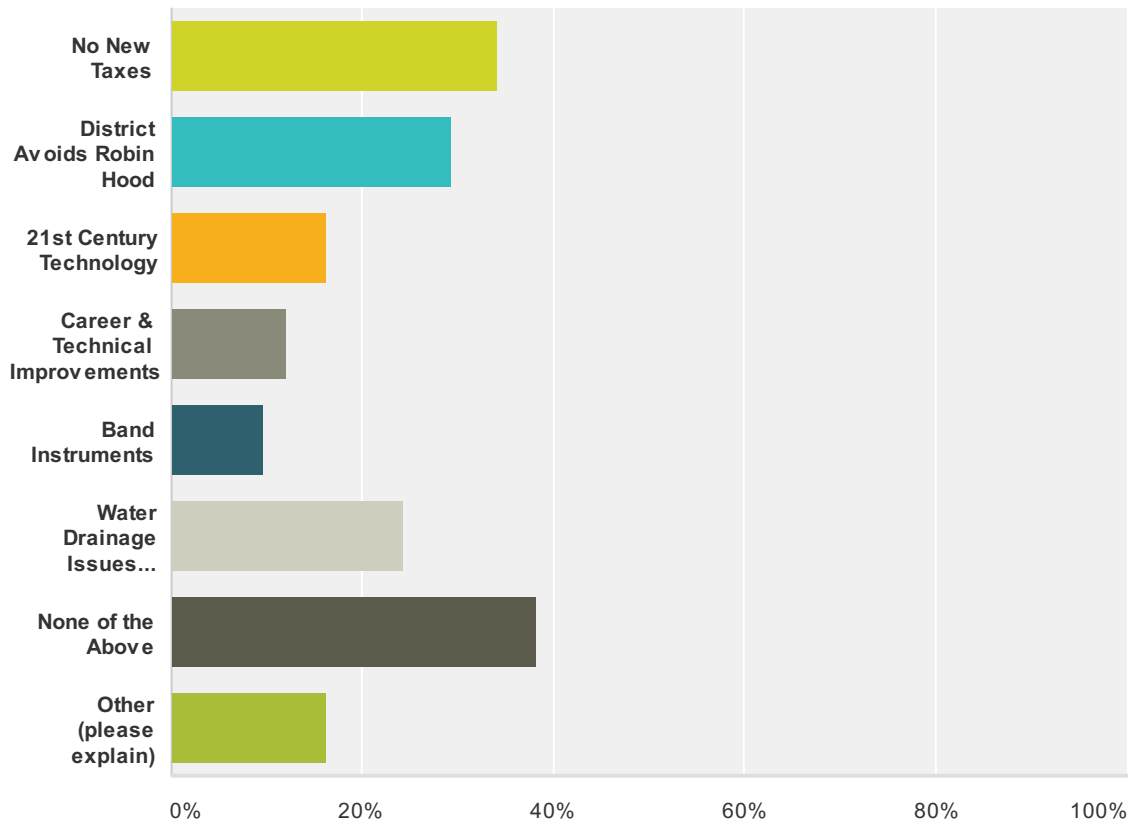


Answer Choices	Responses
Yes	80.95% 102
No	19.05% 24
Total	126

Parent Bond Election Survey

Q7 Which components of the bond program do you believe needs more clarification?

Answered: 123 Skipped: 3

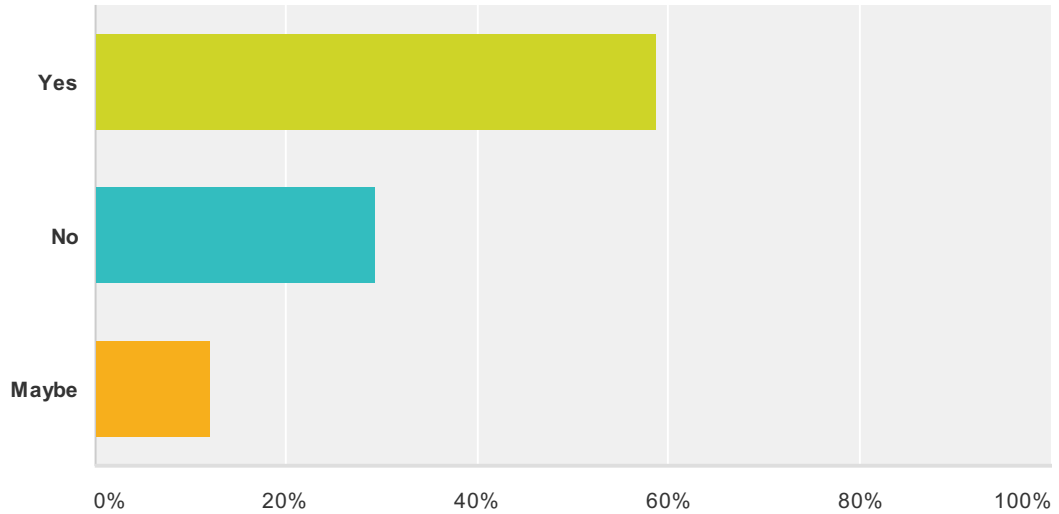


Answer Choices	Responses
No New Taxes	34.15% 42
District Avoids Robin Hood	29.27% 36
21st Century Technology	16.26% 20
Career & Technical Improvements	12.20% 15
Band Instruments	9.76% 12
Water Drainage Issues (around baseball and softball fields)	24.39% 30
None of the Above	38.21% 47
Other (please explain)	16.26% 20
Total Respondents: 123	

Community Bond Election Survey

Q1 As a community member, would you be willing to vote "For" a May bond election that does not increase the tax rate and invest \$1,400,000 on technology for grades K-12? Cash reserve in I&S fund balance will allow us to pay off this component in a 3 year period.

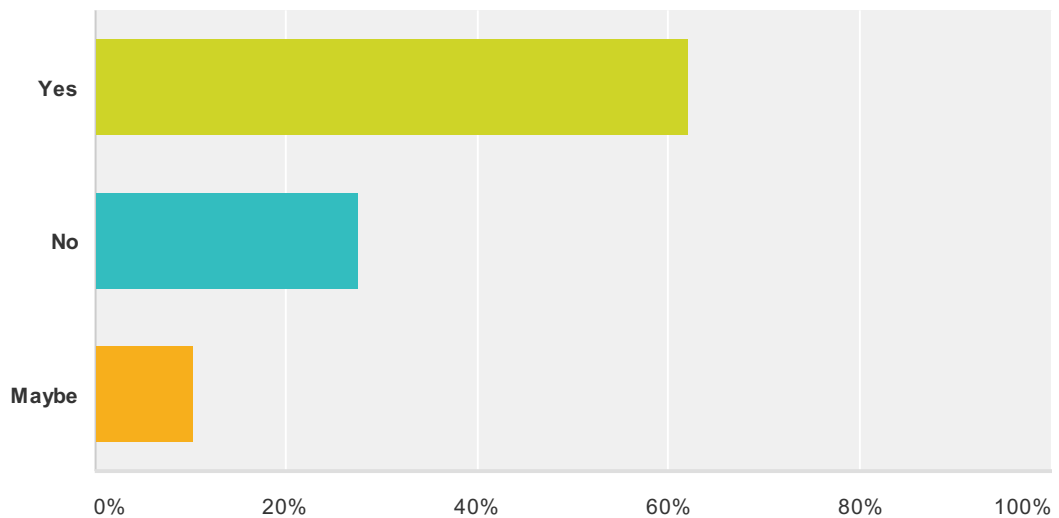
Answered: 58 Skipped: 0



Answer Choices	Responses
Yes	58.62% 34
No	29.31% 17
Maybe	12.07% 7
Total	58

Q2 As a community member would you be willing to vote "For" a May bond election that does not increase the tax rate and invest \$2,400,000 in improvements for the Career & Technical Programs at the high school? Examples of Career & Technology programs include: Construction, Welding, Horticulture, Ag, Engineering, Computer Science, Animal Science, and Family & Consumer Science.

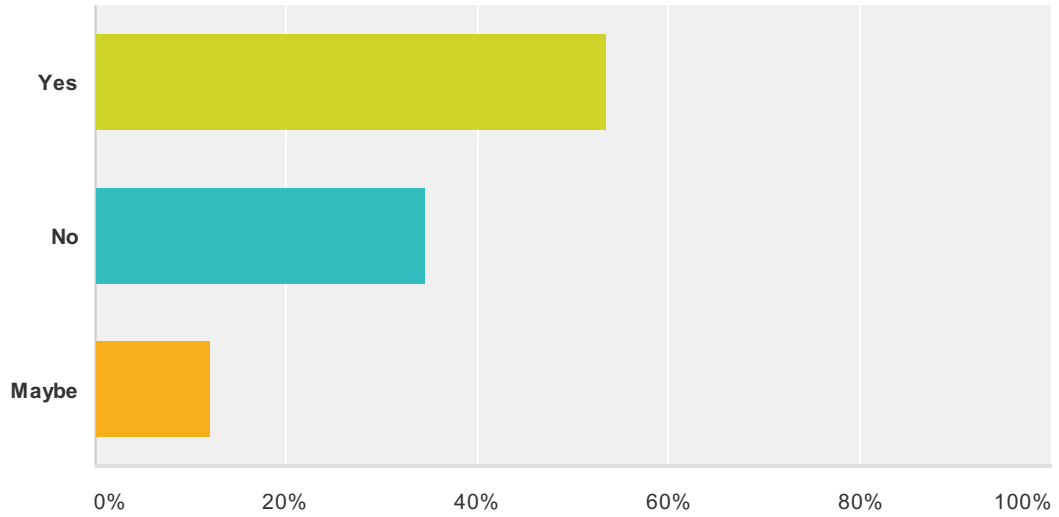
Answered: 58 Skipped: 0



Answer Choices	Responses
Yes	62.07% 36
No	27.59% 16
Maybe	10.34% 6
Total	58

Q3 Without increasing the tax rate, would you support a bond election that included purchasing \$300,000 in 6th grade band equipment? This would allow all students an opportunity to learn an instrument regardless of family income.

Answered: 58 Skipped: 0

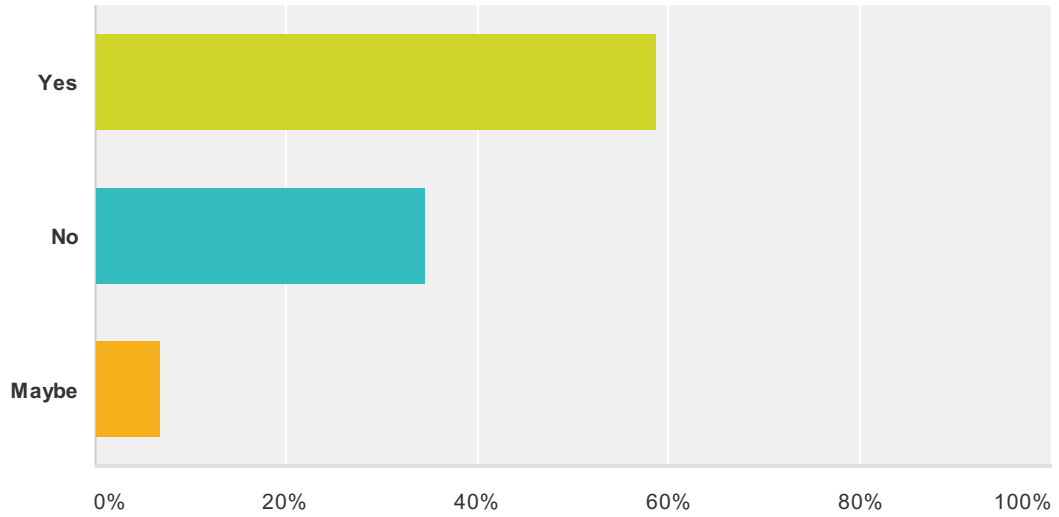


Answer Choices	Responses
Yes	53.45% 31
No	34.48% 20
Maybe	12.07% 7
Total	58

Community Bond Election Survey

Q4 Without increasing the tax rate, would you support a bond election that included repairing \$450,000 worth of water drainage issues alleviating flooding and wash out of the areas north of the high school (near the baseball and softball fields)?

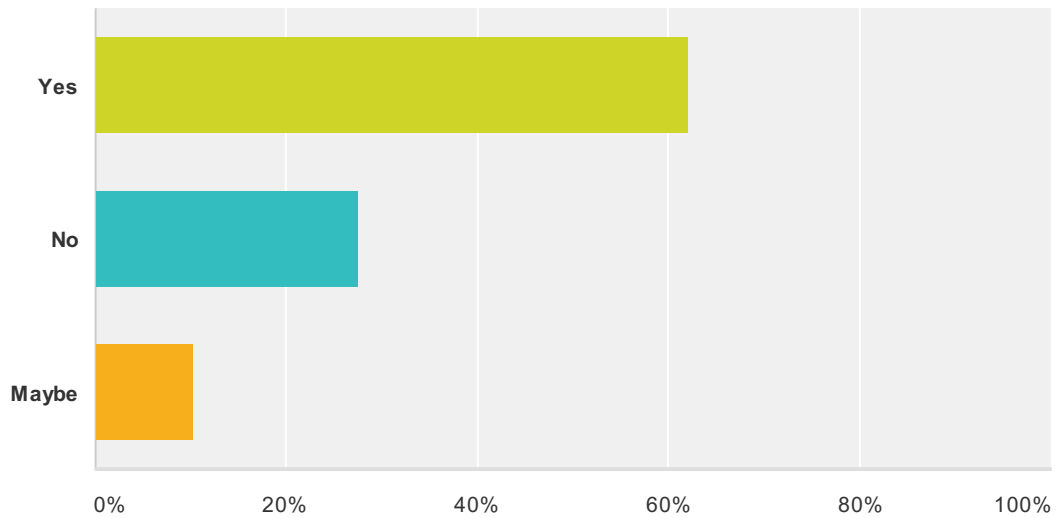
Answered: 58 Skipped: 0



Answer Choices	Responses
Yes	58.62% 34
No	34.48% 20
Maybe	6.90% 4
Total	58

Q5 Without increasing the tax rate, would you support a bond election that included \$2,000,000 for District maintenance projects that would avoid 46% Robin Hood penalty? Examples of proposed projects include: school buses, district vehicles, energy efficient lighting, security improvements, A/C units, improvements to the middle school 6th grade wing and tennis courts.

Answered: 58 Skipped: 0

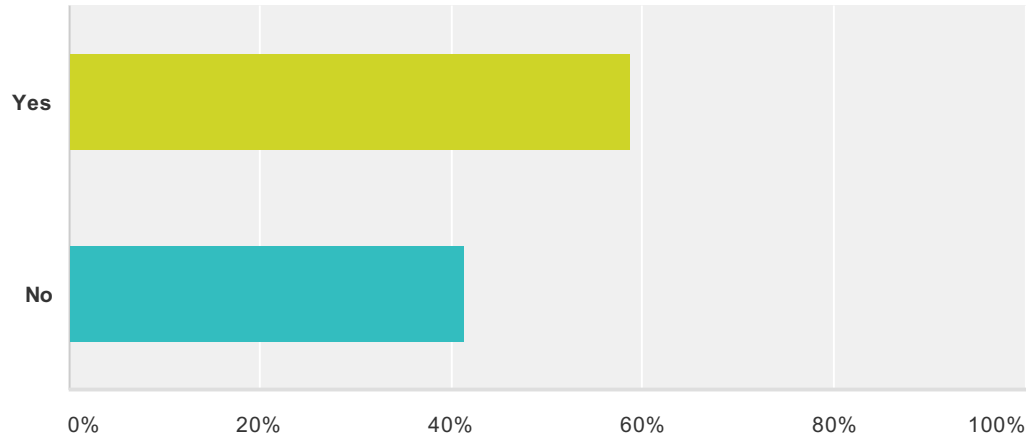


Answer Choices	Responses	
Yes	62.07%	36
No	27.59%	16
Maybe	10.34%	6
Total		58

Community Bond Election Survey

Q6 Would you support a bond election that included all the components mentioned above without increasing the tax rate for \$6,550,000?

Answered: 58 Skipped: 0

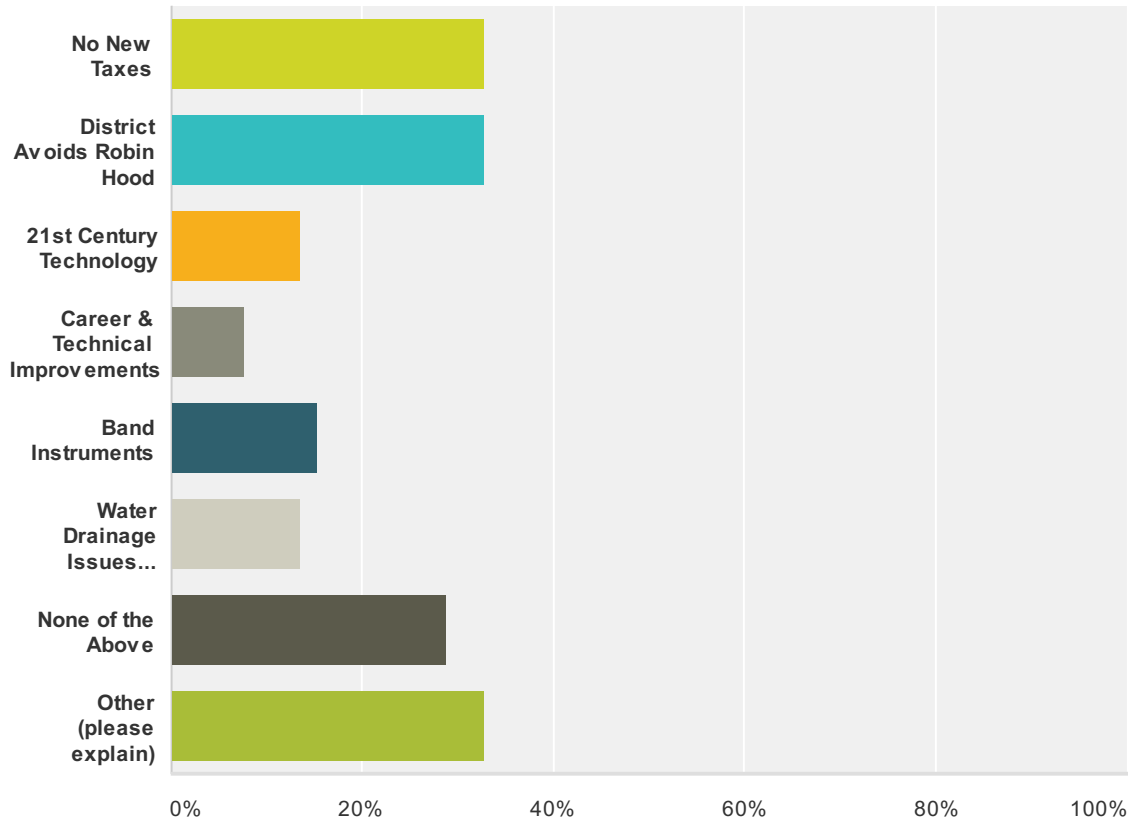


Answer Choices	Responses	
Yes	58.62%	34
No	41.38%	24
Total		58

Community Bond Election Survey

Q7 Which components of the bond program do you believe need more clarification?

Answered: 52 Skipped: 6



Answer Choices	Responses
No New Taxes	32.69% 17
District Avoids Robin Hood	32.69% 17
21st Century Technology	13.46% 7
Career & Technical Improvements	7.69% 4
Band Instruments	15.38% 8
Water Drainage Issues (around baseball and softball fields)	13.46% 7
None of the Above	28.85% 15
Other (please explain)	32.69% 17
Total Respondents: 52	