



STAAR Item Analysis with Responses by Item

for TROY HIGH SCHOOL

Subject: Social Studies Curriculum: US History Language: E Administration: 5 2014 Test Version(s): STAAR,STAAR-L

Demographic Group(s): All Students

Student Count: 86 Source: Admin

#	Course	Reporting Standard/Student Expectation	Correct	A/F	B/G	C/H	D/J	Other
1	USHist	Rpt Cat 2 - The student will demonstrate an understanding of geographic and cultural influences on U.S. history. SE: 12A - analyze the impact of physical and human geographic factors on the settlement of the Great Plains, the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina; and (R) DUAL: 29B - 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; (P)	D 90%	0 0%	3 3%	6 7%	77 90%	0 0%
2	USHist	Rpt Cat 3 - The student will demonstrate an understanding of the role of government and the civic process in U.S. history. SE: 19D - discuss the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of (S) DUAL:	G 99%	0 0%	85 99%	1 1%	0 0%	0 0%
3	USHist	Rpt Cat 4 - The student will demonstrate an understanding of economic and technological influences on U.S. history. SE: 16C - 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; (R) DUAL: 29H - use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons. (P)	C 79%	10 12%	6 7%	68 79%	2 2%	0 0%
4	USHist	Rpt Cat 2 - The student will demonstrate an understanding of geographic and cultural influences on U.S. history. SE: 14B - identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act; and (S) DUAL:	G 93%	4 5%	80 93%	2 2%	0 0%	0 0%
5	USHist	Rpt Cat 4 - The student will demonstrate an understanding of economic and technological influences on U.S. history. SE: 18A - discuss the role of American entrepreneurs such as Bill Gates, Sam Walton, Estée Lauder, Robert Johnson, Lionel Sosa, and millions of small business entrepreneurs who achieved the American dream; and (S) DUAL:	C 80%	10 12%	2 2%	69 80%	5 6%	0 0%

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process

* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)



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6	USHist	Rpt Cat 1 - The student will demonstrate an understanding of issues and events in U.S. history. SE: 7G - explain the home front and how American patriotism inspired exceptional actions by citizens and military personnel, including high levels of military enlistment; volunteerism; the purchase of war bonds; Victory Gardens; the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers; and opportunities and obstacles for women and ethnic minorities. (R) DUAL: 29H - use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons. (P)	J 71%	13 15%	3 3%	9 10%	61 71%	0 0%
7	USHist	Rpt Cat 2 - The student will demonstrate an understanding of geographic and cultural influences on U.S. history. SE: 25C - identify the impact of popular American culture on the rest of the world over time; and (S) DUAL:	B 79%	4 5%	68 79%	8 9%	6 7%	0 0%
8	USHist	Rpt Cat 2 - The student will demonstrate an understanding of geographic and cultural influences on U.S. history. SE: 26D - identify the political, social, and economic contributions of women such as Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey to American society; (S) DUAL:	J 91%	1 1%	7 8%	0 0%	78 91%	0 0%
9	USHist	Rpt Cat 3 - The student will demonstrate an understanding of the role of government and the civic process in U.S. history. SE: 21A - analyze the effects of landmark U.S. Supreme Court decisions, including Brown v. Board of Education, and other U.S. Supreme Court decisions such as Plessy v. Ferguson, Hernandez v. Texas, Tinker v. Des Moines, Wisconsin v. Yoder, and White v. Regester; (R) DUAL: 29B - 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; (P)	D 84%	13 15%	0 0%	1 1%	72 84%	0 0%
10	USHist	Rpt Cat 1 - The student will demonstrate an understanding of issues and events in U.S. history. SE: 2B - identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics; (R) DUAL:	H 90%	3 3%	3 3%	77 90%	3 3%	0 0%
11	USHist	Rpt Cat 1 - The student will demonstrate an understanding of issues and events in U.S. history. SE: 4E - analyze the impact of significant technological innovations in World War I such as machine guns, airplanes, tanks, poison gas, and trench warfare that resulted in the stalemate on the Western Front; (S) DUAL: 29H - use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons. (P)	B 90%	2 2%	77 90%	1 1%	6 7%	0 0%

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12	USHist	Rpt Cat 3 - The student will demonstrate an understanding of the role of government and the civic process in U.S. history. SE: 24B - evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, Sandra Day O'Connor, and Hillary Clinton. (S) DUAL:	F 63%	54 63%	18 21%	11 13%	3 3%	0 0%
13	USHist	Rpt Cat 1 - The student will demonstrate an understanding of issues and events in U.S. history. SE: 6B - analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, Glenn Curtiss, Marcus Garvey, and Charles A. Lindbergh. (S) DUAL:	A 71%	61 71%	10 12%	7 8%	8 9%	0 0%
14	USHist	Rpt Cat 2 - The student will demonstrate an understanding of geographic and cultural influences on U.S. history. SE: 25D - analyze the global diffusion of American culture through the entertainment industry via various media. (S) DUAL: 29B - 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; (P)	H 69%	6 7%	7 8%	59 69%	14 16%	0 0%
15	USHist	Rpt Cat 2 - The student will demonstrate an understanding of geographic and cultural influences on U.S. history. SE: 25B - describe both the positive and negative impacts of significant examples of cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society; (R) DUAL:	C 80%	2 2%	4 5%	69 80%	11 13%	0 0%
16	USHist	Rpt Cat 1 - The student will demonstrate an understanding of issues and events in U.S. history. SE: 8A - describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, the Berlin airlift, and John F. Kennedy's role in the Cuban Missile Crisis; (R) DUAL: 29B - 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; (P)	G 71%	3 3%	61 71%	13 15%	9 10%	0 0%
17	USHist	Rpt Cat 1 - The student will demonstrate an understanding of issues and events in U.S. history. SE: 7B - evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies and domestic industry's rapid mobilization for the war effort; (S) DUAL:	A 55%	47 55%	2 2%	10 12%	27 31%	0 0%

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18	USHist	Rpt Cat 3 - The student will demonstrate an understanding of the role of government and the civic process in U.S. history. SE: 22A - discuss Alexis de Tocqueville's five values crucial to America's success as a constitutional republic: liberty, egalitarianism, individualism, populism, and laissez-faire; (S) DUAL: 29B - 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; (P)	F 51%	44 51%	9 10%	30 35%	3 3%	0 0%
19	USHist	Rpt Cat 4 - The student will demonstrate an understanding of economic and technological influences on U.S. history. SE: 27B - explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine, including vaccines; and (S) DUAL: 29B - 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; (P)	C 78%	5 6%	9 10%	67 78%	5 6%	0 0%
20	USHist	Rpt Cat 2 - The student will demonstrate an understanding of geographic and cultural influences on U.S. history. SE: 14A - identify the effects of population growth and distribution on the physical environment; (R) DUAL: 29B - 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; (P)	G 70%	3 3%	60 70%	10 12%	13 15%	0 0%
21	USHist	Rpt Cat 1 - The student will demonstrate an understanding of issues and events in U.S. history. SE: 8D - explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War; (R) DUAL:	C 50%	13 15%	16 19%	43 50%	14 16%	0 0%
22	USHist	Rpt Cat 4 - The student will demonstrate an understanding of economic and technological influences on U.S. history. SE: 15B - 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; (R) DUAL:	H 74%	7 8%	12 14%	64 74%	3 3%	0 0%
23	USHist	Rpt Cat 4 - The student will demonstrate an understanding of economic and technological influences on U.S. history. SE: 15D - describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States; and (R) DUAL:	D 71%	11 13%	4 5%	10 12%	61 71%	0 0%

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24	USHist	Rpt Cat 3 - The student will demonstrate an understanding of the role of government and the civic process in U.S. history. SE: 20B - evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000 (R) DUAL: 29H - use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons. (P)	G 50%	22 26%	43 50%	15 17%	6 7%	0 0%
25	USHist	Rpt Cat 4 - The student will demonstrate an understanding of economic and technological influences on U.S. history. SE: 16D - compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression; and (S) DUAL: 29B - 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; (P)	A 49%	42 49%	17 20%	24 28%	3 3%	0 0%
26	USHist	Rpt Cat 1 - The student will demonstrate an understanding of issues and events in U.S. history. SE: 9G - describe the role of individuals such as governors George Wallace, Orval Faubus, and Lester Maddox and groups, including the Congressional bloc of southern Democrats, that sought to maintain the status quo; (S) DUAL:	G 53%	17 20%	46 53%	12 14%	11 13%	0 0%
27	USHist	Rpt Cat 3 - The student will demonstrate an understanding of the role of government and the civic process in U.S. history. SE: 19B - explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and 9/11; (R) DUAL: 29B - 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; (P)	B 50%	4 5%	43 50%	14 16%	25 29%	0 0%
28	USHist	Rpt Cat 1 - The student will demonstrate an understanding of issues and events in U.S. history. SE: 8C - explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy; (R) DUAL:	F 67%	58 67%	3 3%	5 6%	20 23%	0 0%
29	USHist	Rpt Cat 1 - The student will demonstrate an understanding of issues and events in U.S. history. SE: 6A - 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; and (R) DUAL: 29H - use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons. (P)	C 62%	7 8%	26 30%	53 62%	0 0%	0 0%

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30	USHist	Rpt Cat 1 - The student will demonstrate an understanding of issues and events in U.S. history. SE: 11D - analyze the impact of third parties on presidential elections; (S) DUAL:	J 60%	6 7%	24 28%	4 5%	52 60%	0 0%
31	USHist	Rpt Cat 2 - The student will demonstrate an understanding of geographic and cultural influences on U.S. history. SE: 13A - 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; and (R) DUAL:	B 53%	25 29%	46 53%	10 12%	5 6%	0 0%
32	USHist	Rpt Cat 1 - The student will demonstrate an understanding of issues and events in U.S. history. SE: 3B - analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business; (R) DUAL:	F 57%	49 57%	27 31%	3 3%	7 8%	0 0%
33	USHist	Rpt Cat 4 - The student will demonstrate an understanding of economic and technological influences on U.S. history. SE: 27A - explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States; (R) DUAL: 29B - 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; (P)	D 80%	17 20%	0 0%	0 0%	69 80%	0 0%
34	USHist	Rpt Cat 2 - The student will demonstrate an understanding of geographic and cultural influences on U.S. history. SE: 26A - explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society; (R) DUAL:	H 26%	21 24%	12 14%	22 26%	31 36%	0 0%
35	USHist	Rpt Cat 1 - The student will demonstrate an understanding of issues and events in U.S. history. SE: 7A - identify reasons for U.S. involvement in World War II, including Italian, German, and Japanese dictatorships and their aggression, especially the attack on Pearl Harbor; (R) DUAL: 29G - identify and support with historical evidence a point of view on a social studies issue or event; and (P)	C 42%	16 19%	5 6%	36 42%	29 34%	0 0%
36	USHist	Rpt Cat 1 - The student will demonstrate an understanding of issues and events in U.S. history. SE: 10A - describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of détente; (S) DUAL:	F 19%	16 19%	36 42%	2 2%	32 37%	0 0%

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37	USHist	Rpt Cat 2 - The student will demonstrate an understanding of geographic and cultural influences on U.S. history. SE: 26C - explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture; (R) DUAL:	B 38%	25 29%	33 38%	9 10%	19 22%	0 0%
38	USHist	Rpt Cat 4 - The student will demonstrate an understanding of economic and technological influences on U.S. history. SE: 16B - 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; (R) DUAL: 29B - 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; (P)	F 60%	52 60%	21 24%	9 10%	4 5%	0 0%
39	USHist	Rpt Cat 4 - The student will demonstrate an understanding of economic and technological influences on U.S. history. SE: 17D - identify actions of government and the private sector such as the Great Society, affirmative action, and Title IX to create economic opportunities for citizens and analyze the unintended consequences of each; and (S) DUAL:	C 73%	16 19%	4 5%	63 73%	3 3%	0 0%
40	USHist	Rpt Cat 1 - The student will demonstrate an understanding of issues and events in U.S. history. SE: 3C - analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists; and (R) DUAL:	J 37%	13 15%	28 33%	13 15%	32 37%	0 0%
41	USHist	Rpt Cat 1 - The student will demonstrate an understanding of issues and events in U.S. history. SE: 9A - trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments; (R) DUAL:	C 77%	0 0%	8 9%	66 77%	12 14%	0 0%
42	USHist	Rpt Cat 1 - The student will demonstrate an understanding of issues and events in U.S. history. SE: 7D - analyze major issues of World War II, including the Holocaust; the internment of German, Italian, and Japanese Americans and Executive Order 9066; and the development of conventional and atomic weapons; (R) DUAL: 29H - use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons. (P)	G 76%	5 6%	65 76%	5 6%	11 13%	0 0%
43	USHist	Rpt Cat 1 - The student will demonstrate an understanding of issues and events in U.S. history. SE: 8F - describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement. (R) DUAL:	B 58%	17 20%	50 58%	15 17%	4 5%	0 0%

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44	USHist	Rpt Cat 1 - The student will demonstrate an understanding of issues and events in U.S. history. SE: 9H - evaluate changes and events in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process; and (R) DUAL:	F 62%	53 62%	13 15%	6 7%	14 16%	0 0%
45	USHist	Rpt Cat 1 - The student will demonstrate an understanding of issues and events in U.S. history. SE: 8B - describe how Cold War tensions were intensified by the arms race, the space race, McCarthyism, and the House Un-American Activities Committee (HUAC), the findings of which were confirmed by the Venona Papers; (S) DUAL: 29B - 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; (P)	C 21%	43 50%	8 9%	18 21%	17 20%	0 0%
46	USHist	Rpt Cat 1 - The student will demonstrate an understanding of issues and events in U.S. history. SE: 3A - analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism; (R) DUAL:	F 58%	50 58%	20 23%	11 13%	5 6%	0 0%
47	USHist	Rpt Cat 4 - The student will demonstrate an understanding of economic and technological influences on U.S. history. SE: 17B - identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business; (R) DUAL: 29H - use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons. (P)	D 45%	14 16%	27 31%	6 7%	39 45%	0 0%
48	USHist	Rpt Cat 3 - The student will demonstrate an understanding of the role of government and the civic process in U.S. history. SE: 19A - evaluate the impact of New Deal legislation on the historical roles of state and federal government; (R) DUAL:	J 42%	4 5%	2 2%	44 51%	36 42%	0 0%
49	USHist	Rpt Cat 1 - The student will demonstrate an understanding of issues and events in U.S. history. SE: 1A - analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, and identify the full text of the first three paragraphs of the Declaration of Independence; (S) DUAL:	B 72%	6 7%	62 72%	10 12%	8 9%	0 0%

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50	USHist	Rpt Cat 2 - The student will demonstrate an understanding of geographic and cultural influences on U.S. history. SE: 13B - analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States. (R) DUAL: 29B - 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; (P)	H 55%	16 19%	16 19%	47 55%	7 8%	0 0%
51	USHist	Rpt Cat 4 - The student will demonstrate an understanding of economic and technological influences on U.S. history. SE: 27C - understand the impact of technological and management innovations and their applications in the workplace and the resulting productivity enhancements for business and labor such as assembly line manufacturing, time-study analysis, robotics, computer management, and just-in-time inventory management. (R) DUAL: 29H - use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons. (P)	C 88%	7 8%	3 3%	76 88%	0 0%	0 0%
52	USHist	Rpt Cat 1 - The student will demonstrate an understanding of issues and events in U.S. history. SE: 10B - describe Ronald Reagan's leadership in domestic and international policies, including Reaganomics and Peace Through Strength; (S) DUAL: 29B - 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; (P)	J 66%	8 9%	14 16%	7 8%	57 66%	0 0%
53	USHist	Rpt Cat 1 - The student will demonstrate an understanding of issues and events in U.S. history. SE: 11A - describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the Balkans Crisis, 9/11, and the global War on Terror; (R) DUAL:	C 41%	28 33%	20 23%	35 41%	3 3%	0 0%
54	USHist	Rpt Cat 4 - The student will demonstrate an understanding of economic and technological influences on U.S. history. SE: 17A - describe the economic effects of World War II on the home front such as the end of the Great Depression, rationing, and increased opportunity for women and minority employment; (R) DUAL: 29B - 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; (P)	G 70%	8 9%	60 70%	5 6%	13 15%	0 0%
55	USHist	Rpt Cat 3 - The student will demonstrate an understanding of the role of government and the civic process in U.S. history. SE: 19C - describe the effects of political scandals, including Teapot Dome, Watergate, and Bill Clinton's impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders; (S) DUAL:	D 53%	13 15%	8 9%	19 22%	46 53%	0 0%

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#	Course	Reporting Standard/Student Expectation	Correct	A/F	B/G	C/H	D/J	Other
56	USHist	Rpt Cat 1 - The student will demonstrate an understanding of issues and events in U.S. history. SE: 10D - describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran-Contra Affair, Marines in Lebanon, and the Iran Hostage Crisis; (R) DUAL: 29B - 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; (P)	F 50%	43 50%	13 15%	20 23%	10 12%	0 0%
57	USHist	Rpt Cat 1 - The student will demonstrate an understanding of issues and events in U.S. history. SE: 5A - evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments; (R) DUAL:	B 55%	8 9%	47 55%	19 22%	12 14%	0 0%
58	USHist	Rpt Cat 1 - The student will demonstrate an understanding of issues and events in U.S. history. SE: 4A - 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; (R) DUAL:	F 76%	65 76%	14 16%	5 6%	2 2%	0 0%
59	USHist	Rpt Cat 2 - The student will demonstrate an understanding of geographic and cultural influences on U.S. history. SE: 26F - discuss the importance of congressional Medal of Honor recipients, including individuals of all races and genders such as Vernon J. Baker, Alvin York, and Roy Benavidez. (S) DUAL:	B 62%	17 20%	53 62%	9 10%	7 8%	0 0%
60	USHist	Rpt Cat 4 - The student will demonstrate an understanding of economic and technological influences on U.S. history. SE: 18B - identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy. (S) DUAL: 29B - 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; (P)	H 74%	11 13%	4 5%	64 74%	7 8%	0 0%
61	USHist	Rpt Cat 4 - The student will demonstrate an understanding of economic and technological influences on U.S. history. SE: 16E - 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. (S) DUAL: 29H - use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons. (P)	D 86%	3 3%	6 7%	3 3%	74 86%	0 0%

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process

* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)



STAAR Item Analysis with Responses by Item

for TROY HIGH SCHOOL

Subject: Social Studies Curriculum: US History Language: E Administration: 5 2014 Test Version(s): STAAR,STAAR-L

Demographic Group(s): All Students

Student Count: 86 Source: Admin

#	Course	Reporting Standard/Student Expectation	Correct	A/F	B/G	C/H	D/J	Other
62	USHist	Rpt Cat 4 - The student will demonstrate an understanding of economic and technological influences on U.S. history. SE: 17E - describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement of Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA). (R) DUAL:	H 77%	5 6%	2 2%	66 77%	13 15%	0 0%
63	USHist	Rpt Cat 3 - The student will demonstrate an understanding of the role of government and the civic process in U.S. history. SE: 23A - identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution; (R) DUAL:	A 65%	56 65%	5 6%	12 14%	13 15%	0 0%
64	USHist	Rpt Cat 1 - The student will demonstrate an understanding of issues and events in U.S. history. SE: 2B - identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics; (R) DUAL:	G 83%	4 5%	71 83%	2 2%	9 10%	0 0%
65	USHist	Rpt Cat 4 - The student will demonstrate an understanding of economic and technological influences on U.S. history. SE: 28A - 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; (R) DUAL:	B 63%	3 3%	54 63%	6 7%	23 27%	0 0%
66	USHist	Rpt Cat 1 - The student will demonstrate an understanding of issues and events in U.S. history. SE: 4C - identify the causes of World War I and reasons for U.S. entry; (R) DUAL: 29B - 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; (P)	G 55%	28 33%	47 55%	6 7%	5 6%	0 0%
67	USHist	Rpt Cat 3 - The student will demonstrate an understanding of the role of government and the civic process in U.S. history. SE: 23C - explain how participation in the democratic process reflects our national ethos, patriotism, and civic responsibility as well as our progress to build a more perfect union. (S) DUAL:	D 78%	4 5%	1 1%	14 16%	67 78%	0 0%

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process

* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)



STAAR Item Analysis with Responses by Item for TROY HIGH SCHOOL

Subject: Social Studies Curriculum: US History Language: E Administration: 5 2014 Test Version(s): STAAR,STAAR-L
Demographic Group(s): All Students
Student Count: 86 Source: Admin

#	Course	Reporting Standard/Student Expectation	Correct	A/F	B/G	C/H	D/J	Other
68	USHist	Rpt Cat 1 - The student will demonstrate an understanding of issues and events in U.S. history. SE: 7G - explain the home front and how American patriotism inspired exceptional actions by citizens and military personnel, including high levels of military enlistment; volunteerism; the purchase of war bonds; Victory Gardens; the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers; and opportunities and obstacles for women and ethnic minorities. (R) DUAL: 29H - use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons. (P)	G 87%	2 2%	75 87%	7 8%	2 2%	0 0%

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process

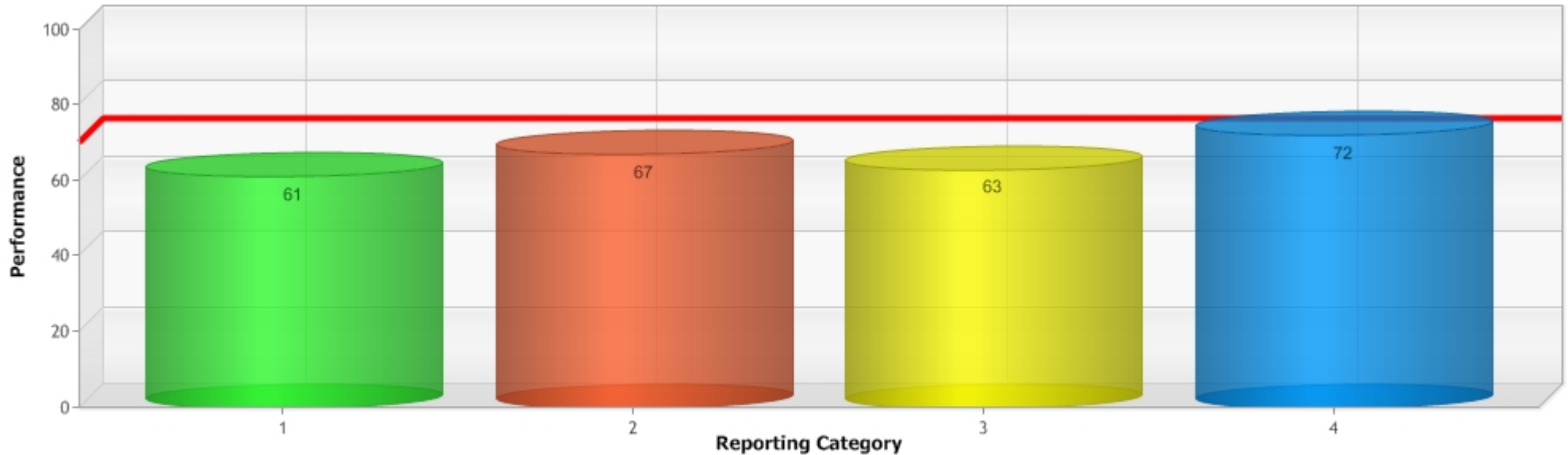
* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)

STAAR Reporting Category Performance for TROY HIGH SCHOOL

Subject: Social Studies Curriculum: US History Language: E Administration: 5 2014 Test Version(s): STAAR,STAAR-L
 Demographic Group(s): All Students
 Student Count: 86 Source: Admin

Reporting Category	Description	# of Test Points	% of Total Points	Mastery
1	The student will demonstrate an understanding of issues and events in U.S. history.	30	44%	61%
2	The student will demonstrate an understanding of geographic and cultural influences on U.S. history.	12	18%	67%
3	The student will demonstrate an understanding of the role of government and the civic process in U.S. history.	10	15%	63%
4	The student will demonstrate an understanding of economic and technological influences on U.S. history.	16	24%	72%

* shaded row indicates mastery below 70%





STAAR Reporting Category SE Performance for TROY HIGH SCHOOL

Subject: Social Studies Curriculum: US History Language: E Administration: 5 2014 Test Version(s): STAAR,STAAR-L
Demographic Group(s): All Students
Student Count: 86 Source: Admin

Reporting Category	Description	Points	Mastery	SE	Std	Course	Tested	Mastery
1	The student will demonstrate an understanding of issues and events in U.S. history.	30	61%	2B	R	USHist	2	86%
				3A	R	USHist	1	58%
				3B	R	USHist	1	57%
				3C	R	USHist	1	37%
				4A	R	USHist	1	76%
				4C	R	USHist	1	55%
				4F	R	USHist	N/T	N/T
				5A	R	USHist	1	55%
				6A	R	USHist	1	62%
				7A	R	USHist	1	42%
				7D	R	USHist	1	76%
				7G	R	USHist	2	79%
				8A	R	USHist	1	71%
				8C	R	USHist	1	67%
				8D	R	USHist	1	50%
				8F	R	USHist	1	58%
				9A	R	USHist	1	77%
				9F	R	USHist	N/T	N/T
				9H	R	USHist	1	62%
				10D	R	USHist	1	50%
				11A	R	USHist	1	41%
				1A	S	USHist	1	72%
				1B	S	USHist	N/T	N/T
				1C	S	USHist	N/T	N/T
				2A	S	USHist	N/T	N/T
				2C	S	USHist	N/T	N/T
				2D	S	USHist	N/T	N/T
				3D	S	USHist	N/T	N/T
				4B	S	USHist	N/T	N/T
				4D	S	USHist	N/T	N/T
				4E	S	USHist	1	90%
				4G	S	USHist	N/T	N/T
				5B	S	USHist	N/T	N/T
				5C	S	USHist	N/T	N/T
				6B	S	USHist	1	71%
				7B	S	USHist	1	55%
				7C	S	USHist	N/T	N/T
				7E	S	USHist	N/T	N/T
				7F	S	USHist	N/T	N/T
				8B	S	USHist	1	21%
				8E	S	USHist	N/T	N/T
				9B	S	USHist	N/T	N/T
				9C	S	USHist	N/T	N/T

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* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)



STAAR Reporting Category SE Performance for TROY HIGH SCHOOL

Subject: Social Studies Curriculum: US History Language: E Administration: 5 2014 Test Version(s): STAAR,STAAR-L
Demographic Group(s): All Students
Student Count: 86 Source: Admin

Reporting Category	Description	Points	Mastery	SE	Std	Course	Tested	Mastery
1	The student will demonstrate an understanding of issues and events in U.S. history.	30	61%	9D	S	USHist	N/T	N/T
				9E	S	USHist	N/T	N/T
				9G	S	USHist	1	53%
				9I	S	USHist	N/T	N/T
				10A	S	USHist	1	19%
				10B	S	USHist	1	66%
				10C	S	USHist	N/T	N/T
				10E	S	USHist	N/T	N/T
				10F	S	USHist	N/T	N/T
				11B	S	USHist	N/T	N/T
				11D	S	USHist	1	60%
				11E	S	USHist	N/T	N/T
2	The student will demonstrate an understanding of geographic and cultural influences on U.S. history.	12	67%	12A	R	USHist	1	90%
				13A	R	USHist	1	53%
				13B	R	USHist	1	55%
				14A	R	USHist	1	70%
				25B	R	USHist	1	80%
				26A	R	USHist	1	26%
				26C	R	USHist	1	38%
				12B	S	USHist	N/T	N/T
				14B	S	USHist	1	93%
				14C	S	USHist	N/T	N/T
				25A	S	USHist	N/T	N/T
				25C	S	USHist	1	79%
				25D	S	USHist	1	69%
				26B	S	USHist	N/T	N/T
				26D	S	USHist	1	91%
				26E	S	USHist	N/T	N/T
				26F	S	USHist	1	62%

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STAAR Reporting Category SE Performance for TROY HIGH SCHOOL

Subject: Social Studies Curriculum: US History Language: E Administration: 5 2014 Test Version(s): STAAR,STAAR-L

Demographic Group(s): All Students

Student Count: 86 Source: Admin

Reporting Category	Description	Points	Mastery	SE	Std	Course	Tested	Mastery
3	The student will demonstrate an understanding of the role of government and the civic process in U.S. history.	10	63%	19A	R	USHist	1	42%
				19B	R	USHist	1	50%
				20B	R	USHist	1	50%
				21A	R	USHist	1	84%
				23A	R	USHist	1	65%
				19C	S	USHist	1	53%
				19D	S	USHist	1	99%
				19E	S	USHist	N/T	N/T
				20A	S	USHist	N/T	N/T
				21B	S	USHist	N/T	N/T
				22A	S	USHist	1	51%
				23B	S	USHist	N/T	N/T
				23C	S	USHist	1	78%
				24B	S	USHist	1	63%
4	The student will demonstrate an understanding of economic and technological influences on U.S. history.	16	72%	15B	R	USHist	1	74%
				15D	R	USHist	1	71%
				16B	R	USHist	1	60%
				16C	R	USHist	1	79%
				17A	R	USHist	1	70%
				17B	R	USHist	1	45%
				17E	R	USHist	1	77%
				27A	R	USHist	1	80%
				27C	R	USHist	1	88%
				28A	R	USHist	1	63%
				15A	S	USHist	N/T	N/T
				15C	S	USHist	N/T	N/T
				15E	S	USHist	N/T	N/T
				16A	S	USHist	N/T	N/T
				16D	S	USHist	1	49%
				16E	S	USHist	1	86%
				17C	S	USHist	N/T	N/T
				17D	S	USHist	1	73%
				18A	S	USHist	1	80%
				18B	S	USHist	1	74%
				27B	S	USHist	1	78%
				28B	S	USHist	N/T	N/T
				28C	S	USHist	N/T	N/T

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process

* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)



STAAR Reporting Category SE Performance for TROY HIGH SCHOOL

Subject: Social Studies Curriculum: US History Language: E Administration: 5 2014 Test Version(s): STAAR,STAAR-L
Demographic Group(s): All Students
Student Count: 86 Source: Admin

Reporting Category	Description	Points	Mastery	SE	Std	Course	Tested	Mastery
	Process Skills			29A	P	USHist		N/T
				29B	P	USHist		N/T
				29D	P	USHist		N/T
				29G	P	USHist		N/T
				29H	P	USHist		N/T
				30B	P	USHist		N/T
				31B	P	USHist		N/T

* Standard type: Green - Readiness, Blue - Supporting, Purple - Process
* Level of concern: Red - Challenging(<70%), Orange - Moderate(70-79%), Yellow - Low Risk(80-100%)