

Dr. James A. Monaco Elementary School

Campus Improvement Plan

2015/2016

"MES-Catch the Excellence"



Dr. James A. Monaco Elementary School
9350 Cape Cod Blvd.
940-668-0000

Dr. James A. Monaco Elementary School

Mission

Our goal at Monaco Elementary School is to meet the educational needs of all our students while also motivating every student to do their best.

Vision

Monaco's Vision is for all students to achieve their best as a student and an individual.

Nondiscrimination Notice

Dr. James A. Monaco Elementary School does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Dr. James A. Monaco Elementary School Site Base

Name	Position
Bradley, Melody	MES Parent
Burton, Sarah	MES Parent
Cely, Jack	MES Community Member
Dowd, Wendi	MES Counselor
Gillum, Lezlie	MES Teacher
Hazen, Jennifer	Librarian
Lowman, Jana	MES Principal
Muse, Chelsea	MES Teacher
Ranton, Misti	MES Teacher
Rouk, Joanie	District Reading & Math Specialist
Siggers, Courtney	MES Teacher
Turner, Mary Jo	District GT Teacher
Wilbert, Mariah	MES Teacher
Woodard, Keith	MES Business Member
Wright, Dusty	MES Dean of Students

MES Standardized Test Results

TEXAS EDUCATION AGENCY
2015 Accountability Summary
JAMES A MONACO (061907102) - AUBREY ISD

Accountability Rating

Met Standard

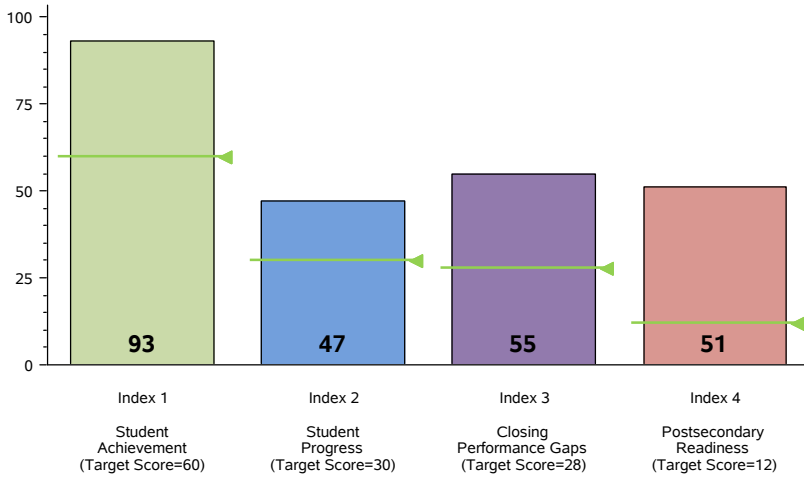
Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<ul style="list-style-type: none"> - NONE
In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Distinction Designation



Academic Achievement in Reading/ELA	DISTINCTION EARNED
Academic Achievement in Mathematics	NOT ELIGIBLE
Academic Achievement in Science	DISTINCTION EARNED
Academic Achievement in Social Studies	NOT ELIGIBLE
Top 25 Percent Student Progress	DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	DISTINCTION EARNED
Postsecondary Readiness	DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	640 Students
Grade Span	EE - 05
Percent Economically Disadvantaged	33.1
Percent English Language Learners	4.5
Mobility Rate	13.0

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	385	413	93
2 - Student Progress	280	600	47
3 - Closing Performance Gaps	436	800	55
4 - Postsecondary Readiness			
STAAR Score	51.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		51

State System Safeguards

Number and Percent of Indicators Met

Performance Rates	8 out of 8 = 100%
Participation Rates	4 out of 4 = 100%
Graduation Rates	N/A
Total	12 out of 12 = 100%

For further information about this report, please see the Performance Reporting Division website at <http://ritter.tea.state.tx.us/perfreport/account/2015/index.html>

TEXAS EDUCATION AGENCY
2015 Distinction Designation Summary - Top 25% in Student Progress
JAMES A MONACO (061907102) - AUBREY ISD
Campus Type: Elementary

Campus Name	District Name	Index 2 Score ‡
1 MILLER EL (152901195)	LUBBOCK ISD	57
2 WOODLAND HILLS EL (101913105)	HUMBLE ISD	54
3 SOUR LAKE EL (100905105)	HARDIN-JEFFERSON ISD	53
4 CARSON EL (015915165)	NORTHSIDE ISD	52
5 CURTIS EL (123910105)	BEAUMONT ISD	50
6 DR BRYAN C JACK EL (212905125)	TYLER ISD	50
7 LAKEWOOD EL (014903108)	BELTON ISD	50
8 SMITH EL (152901179)	LUBBOCK ISD	50
9 FRAZIER EL (126902102)	BURLESON ISD	49
10 IRENE CLINKSCALE EL (126902111)	BURLESON ISD	47
JAMES A MONACO (061907102)	AUBREY ISD	47
11 JOE M PIRTLE EL (014903111)	BELTON ISD	47
12 WALKER CREEK EL (220902121)	BIRDVILLE ISD	47
13 BRIDGE CITY INT (181901103)	BRIDGE CITY ISD	46
14 COUNTY LINE EL (046901106)	NEW BRAUNFELS ISD	46
15 DOUBLE FILE TRAIL EL (246909119)	ROUND ROCK ISD	46
16 HOUSTON EL (061901102)	DENTON ISD	46
17 JONES EL (178904151)	CORPUS CHRISTI ISD	46
18 NICHOLS SAWMILL ELEMENTARY (170906107)	MAGNOLIA ISD	46
19 BENBROOK EL (220905103)	FORT WORTH ISD	45
20 CORINTH EL (061912103)	LAKE DALLAS ISD	45
21 FRANKLIN EL (015915193)	NORTHSIDE ISD	45
22 ADA MAE FAUBION EL (246913102)	LEANDER ISD	44
23 HIGH COUNTRY ELEMENTARY (220918106)	EAGLE MT-SAGINAW ISD	44
24 SHACKELFORD EL (070912107)	WAXAHACHIE ISD	44
25 WHITESIDE EL (152901187)	LUBBOCK ISD	44
26 CLARA LOVE EL (061911117)	NORTHWEST ISD	42
27 NELSON EL (061901121)	DENTON ISD	42
28 PALMER EL (079907121)	FORT BEND ISD	42
29 PEASTER EL (184908101)	PEASTER ISD	42
30 JAMES H ROSS EL (084910104)	CLEAR CREEK ISD	41
31 JUDY HAJEK EL (126902109)	BURLESON ISD	41
32 OWENS EL (212905109)	TYLER ISD	41
33 LOIS F GIDDENS EL (246913106)	LEANDER ISD	40
34 NORTH RIDGE EL (152907103)	FRENSHIP ISD	40
35 TURNER EL (170904104)	WILLIS ISD	40
36 LAKEVIEW EL (061914107)	LITTLE ELM ISD	38
37 HUTTO EL (246906101)	HUTTO ISD	37
38 MCNAIR EL (061901106)	DENTON ISD	37
39 PALOMA CREEK EL (061901120)	DENTON ISD	37
40 C C MASON EL (246913105)	LEANDER ISD	34

Top 25% in Student Progress Target = Index 2 Score of 47

DISTINCTION EARNED

Blank values for an Index 2 Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Index 2 scores are identical the campuses are listed alphabetically by campus name.

‡ Results for grades 3-8 mathematics, STAARA, and STAAR Alternate 2 are not included in 2015 accountability results.

TEXAS EDUCATION AGENCY
2015 Distinction Designation Summary - Top 25% in Closing Performance Gaps
JAMES A MONACO (061907102) - AUBREY ISD
Campus Type: Elementary

Campus Name	District Name	Index 3 Score ‡
1 SMITH EL (152901179)	LUBBOCK ISD	57
JAMES A MONACO (061907102)	AUBREY ISD	55
2 FRANKLIN EL (015915193)	NORTHSIDE ISD	52
3 JOE M PIRTLE EL (014903111)	BELTON ISD	52
4 WALKER CREEK EL (220902121)	BIRDVILLE ISD	52
5 CURTIS EL (123910105)	BEAUMONT ISD	51
6 COUNTY LINE EL (046901106)	NEW BRAUNFELS ISD	50
7 MILLER EL (152901195)	LUBBOCK ISD	50
8 SHACKELFORD EL (070912107)	WAXAHACHIE ISD	49
9 TURNER EL (170904104)	WILLIS ISD	49
10 WHITESIDE EL (152901187)	LUBBOCK ISD	48
11 CARSON EL (015915165)	NORTHSIDE ISD	47
12 MCNAIR EL (061901106)	DENTON ISD	47
13 SOUR LAKE EL (100905105)	HARDIN-JEFFERSON ISD	47
14 WOODLAND HILLS EL (101913105)	HUMBLE ISD	47
15 DR BRYAN C JACK EL (212905125)	TYLER ISD	46
16 IRENE CLINKSCALE EL (126902111)	BURLESON ISD	46
17 LAKEWOOD EL (014903108)	BELTON ISD	46
18 BRIDGE CITY INT (181901103)	BRIDGE CITY ISD	45
19 DOUBLE FILE TRAIL EL (246909119)	ROUND ROCK ISD	45
20 HOUSTON EL (061901102)	DENTON ISD	45
21 NELSON EL (061901121)	DENTON ISD	44
22 BENBROOK EL (220905103)	FORT WORTH ISD	43
23 CLARA LOVE EL (061911117)	NORTHWEST ISD	42
24 FRAZIER EL (126902102)	BURLESON ISD	42
25 JAMES H ROSS EL (084910104)	CLEAR CREEK ISD	42
26 NORTH RIDGE EL (152907103)	FRENSHIP ISD	42
27 OWENS EL (212905109)	TYLER ISD	42
28 HUTTO EL (246906101)	HUTTO ISD	41
29 JONES EL (178904151)	CORPUS CHRISTI ISD	41
30 JUDY HAJEK EL (126902109)	BURLESON ISD	41
31 NICHOLS SAWMILL ELEMENTARY (170906107)	MAGNOLIA ISD	41
32 LAKEVIEW EL (061914107)	LITTLE ELM ISD	40
33 HIGH COUNTRY ELEMENTARY (220918106)	EAGLE MT-SAGINAW ISD	38
34 PALMER EL (079907121)	FORT BEND ISD	38
35 PALOMA CREEK EL (061901120)	DENTON ISD	38
36 PEASTER EL (184908101)	PEASTER ISD	38
37 ADA MAE FAUBION EL (246913102)	LEANDER ISD	36
38 CORINTH EL (061912103)	LAKE DALLAS ISD	36
39 C C MASON EL (246913105)	LEANDER ISD	35
40 LOIS F GIDDENS EL (246913106)	LEANDER ISD	32

Top 25% in Closing Performance Gaps Target = Index 3 Score of 48

DISTINCTION EARNED

Blank values for an Index 3 Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Index 3 scores are identical the campuses are listed alphabetically by campus name.

‡ Results for grades 3-8 mathematics, STAARA, and STAAR Alternate 2 are not included in 2015 accountability results.

2015 Campus Comparison Group
JAMES A MONACO (061907102) - AUBREY ISD
 Campus Type: Elementary
 Sorted by District Name

Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% ELL	Mobility Rate
JAMES A MONACO (061907102)	AUBREY ISD	EE-05	640	33.1	4.5	13.0
1 CURTIS EL (123910105)	BEAUMONT ISD	EE-05	580	35.9	5.5	11.4
2 JOE M PIRTLE EL (014903111)	BELTON ISD	KG-05	681	32.5	2.3	12.4
3 LAKEWOOD EL (014903108)	BELTON ISD	KG-05	656	33.8	1.2	10.0
4 WALKER CREEK EL (220902121)	BIRDVILLE ISD	EE-05	650	30.0	9.2	10.9
5 BRIDGE CITY INT (181901103)	BRIDGE CITY ISD	03-05	615	36.3	7.6	13.0
6 FRAZIER EL (126902102)	BURLESON ISD	EE-05	562	36.8	2.5	13.9
7 IRENE CLINKSCALE EL (126902111)	BURLESON ISD	EE-05	587	35.3	0.7	13.5
8 JUDY HAJEK EL (126902109)	BURLESON ISD	KG-05	545	28.1	4.4	12.6
9 JAMES H ROSS EL (084910104)	CLEAR CREEK ISD	EE-05	705	35.9	8.2	9.3
10 JONES EL (178904151)	CORPUS CHRISTI ISD	KG-05	567	27.9	3.9	13.2
11 HOUSTON EL (061901102)	DENTON ISD	KG-05	581	29.9	7.9	12.8
12 MCNAIR EL (061901106)	DENTON ISD	KG-05	573	34.6	6.3	9.3
13 NELSON EL (061901121)	DENTON ISD	KG-05	649	33.9	7.6	11.6
14 PALOMA CREEK EL (061901120)	DENTON ISD	KG-05	668	28.4	6.7	12.7
15 HIGH COUNTRY ELEMENTARY (220918106)	EAGLE MT-SAGINAW ISD	KG-05	630	37.1	6.8	9.0
16 PALMER EL (079907121)	FORT BEND ISD	EE-05	589	29.2	9.2	12.2
17 BENBROOK EL (220905103)	FORT WORTH ISD	PK-05	573	36.3	5.4	11.8
18 NORTH RIDGE EL (152907103)	FRENSHIP ISD	KG-05	697	34.3	4.0	11.4
19 SOUR LAKE EL (100905105)	HARDIN-JEFFERSON ISD	PK-05	641	35.6	2.3	9.3
20 WOODLAND HILLS EL (101913105)	HUMBLE ISD	KG-05	552	30.4	7.8	12.9
21 HUTTO EL (246906101)	HUTTO ISD	EE-05	641	38.5	2.2	15.2
22 CORINTH EL (061912103)	LAKE DALLAS ISD	KG-05	553	35.1	5.4	13.5
23 ADA MAE FAUBION EL (246913102)	LEANDER ISD	EE-05	532	34.2	4.3	11.2
24 C C MASON EL (246913105)	LEANDER ISD	EE-05	627	31.6	2.7	9.9
25 LOIS F GIDDENS EL (246913106)	LEANDER ISD	EE-05	533	31.9	3.4	11.0
26 LAKEVIEW EL (061914107)	LITTLE ELM ISD	KG-05	576	30.9	9.9	13.4
27 MILLER EL (152901195)	LUBBOCK ISD	EE-05	587	37.5	0.7	14.6
28 SMITH EL (152901179)	LUBBOCK ISD	EE-05	626	34.0	1.6	10.5
29 WHITESIDE EL (152901187)	LUBBOCK ISD	PK-05	573	36.3	1.4	13.7
30 NICHOLS SAWMILL ELEMENTARY (170906107)	MAGNOLIA ISD	EE-05	644	32.6	2.0	11.4
31 COUNTY LINE EL (046901106)	NEW BRAUNFELS ISD	EE-05	602	31.4	7.0	8.6
32 CARSON EL (015915165)	NORTHSIDE ISD	EE-05	633	32.2	1.7	11.6
33 FRANKLIN EL (015915193)	NORTHSIDE ISD	EE-05	541	36.8	2.2	11.6
34 CLARA LOVE EL (061911117)	NORTHWEST ISD	PK-05	684	28.5	4.5	15.7
35 PEASTER EL (184908101)	PEASTER ISD	EE-05	547	35.1	4.0	16.2
36 DOUBLE FILE TRAIL EL (246909119)	ROUND ROCK ISD	EE-05	651	36.7	6.0	13.6
37 DR BRYAN C JACK EL (212905125)	TYLER ISD	EE-05	742	30.1	3.4	12.0
38 OWENS EL (212905109)	TYLER ISD	PK-05	650	38.5	4.6	12.6
39 SHACKELFORD EL (070912107)	WAXAHACHIE ISD	KG-05	586	33.6	2.9	12.1
40 TURNER EL (170904104)	WILLIS ISD	KG-05	574	35.5	6.4	13.8
Comparison Group Average			610	33.6	4.7	12.1

TEXAS EDUCATION AGENCY
2015 Index 1: Student Achievement Calculation Report
JAMES A MONACO (061907102) - AUBREY ISD

CONFIDENTIAL

	Reading	Mathematics	Writing	Science	Social Studies	Total	% Phase-in Satisfactory Standard	Index Points
# at Phase-in Satisfactory Standard ‡	236	0	70	79	0	385		
Total Tests	251	0	79	83	0	413	93	93
Index 1 Score (Target = 60)								93

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

TEXAS EDUCATION AGENCY
2015 Index 1: Student Achievement Data Table
JAMES A MONACO (061907102) - AUBREY ISD

CONFIDENTIAL

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2015 STAAR Performance ‡											
All Subjects											
Percent of Tests											
% at Phase-in Satisfactory Standard	93%	79%	88%	97%	100%	100%	-	80%	69%	88%	54%
Number of Tests											
# at Phase-in Satisfactory Standard	385	27	65	281	2	2	-	8	20	90	7
Total Tests	413	34	74	291	2	2	-	10	29	102	13
Reading											
Percent of Tests											
% at Phase-in Satisfactory Standard	94%	85%	89%	97%	100%	100%	-	71%	67%	89%	56%
Number of Tests											
# at Phase-in Satisfactory Standard	236	17	39	173	1	1	-	5	12	57	5
Total Tests	251	20	44	178	1	1	-	7	18	64	9
Mathematics											
Percent of Tests											
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-
Number of Tests											
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-
Writing											
Percent of Tests											
% at Phase-in Satisfactory Standard	89%	75%	75%	94%	-	-	-	100%	50%	79%	33%
Number of Tests											
# at Phase-in Satisfactory Standard	70	6	12	50	-	-	-	2	2	15	1
Total Tests	79	8	16	53	-	-	-	2	4	19	3
Science											
Percent of Tests											
% at Phase-in Satisfactory Standard	95%	67%	100%	97%	100%	100%	-	100%	86%	95%	100%
Number of Tests											
# at Phase-in Satisfactory Standard	79	4	14	58	1	1	-	1	6	18	1
Total Tests	83	6	14	60	1	1	-	1	7	19	1
Social Studies											
Percent of Tests											
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-
Number of Tests											
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

TEXAS EDUCATION AGENCY
2015 Index 2: Student Progress Calculation Report
JAMES A MONACO (061907102) - AUBREY ISD

CONFIDENTIAL

Overall Progress (All Subjects) ‡

STAAR Weighted Progress Rate	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL (Current & Monitored)	Total Points	Maximum Points
Number of Tests	149		32	99								
# Met or Exceeded Progress	101		20	68								
# Exceeded Progress	40		7	31								
% Met or Exceeded Progress	68		63	69								
% Exceeded Progress	27		22	31								
Total	95		85	100							280	600
Index 2 Score (Target = 30)												47

Blank cells above represent student group indicators that do not meet the minimum size criteria.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

TEXAS EDUCATION AGENCY
2015 Index 2: Student Progress Data Table
JAMES A MONACO (061907102) - AUBREY ISD

CONFIDENTIAL

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL (Current & Monitored)	ELL (Current)
2015 STAAR Performance ‡											
All Subjects											
Number of Tests	149	14	32	99	-	1	-	3	10	11	7
# Met or Exceeded Progress	101	10	20	68	-	1	-	2	7	5	n/a
# Exceeded Progress	40	1	7	31	-	1	-	0	1	2	n/a
% Met or Exceeded Progress	68%	71%	63%	69%	-	100%	-	67%	70%	45%	n/a
% Exceeded Progress	27%	7%	22%	31%	-	100%	-	0%	10%	18%	n/a
Reading											
Number of Tests	147	14	30	99	-	1	-	3	10	9	5
# Met or Exceeded Progress	101	10	20	68	-	1	-	2	7	5	n/a
# Exceeded Progress	40	1	7	31	-	1	-	0	1	2	n/a
% Met or Exceeded Progress	69%	71%	67%	69%	-	100%	-	67%	70%	56%	n/a
% Exceeded Progress	27%	7%	23%	31%	-	100%	-	0%	10%	22%	n/a
Mathematics											
Number of Tests	-	-	-	-	-	-	-	-	-	-	-
# Met or Exceeded Progress	-	-	-	-	-	-	-	-	-	-	n/a
# Exceeded Progress	-	-	-	-	-	-	-	-	-	-	n/a
% Met or Exceeded Progress	-	-	-	-	-	-	-	-	-	-	n/a
% Exceeded Progress	-	-	-	-	-	-	-	-	-	-	n/a
Writing											
Number of Tests	2	-	2	-	-	-	-	-	-	2	2
# Met or Exceeded Progress	0	-	0	-	-	-	-	-	-	0	n/a
# Exceeded Progress	0	-	0	-	-	-	-	-	-	0	n/a
% Met or Exceeded Progress	0%	-	0%	-	-	-	-	-	-	0%	n/a
% Exceeded Progress	0%	-	0%	-	-	-	-	-	-	0%	n/a

- Indicates there are no students in the group.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

TEXAS EDUCATION AGENCY
2015 Index 3: Closing Performance Gaps Calculation Report
JAMES A MONACO (061907102) - AUBREY ISD

CONFIDENTIAL

Overall Performance ‡

STAAR Weighted Performance Rate	Econ Disadv	Hispanic	Total Points	Maximum Points
Reading	114	116	230	400
Mathematics	0	0	0	0
Writing	90	0	90	200
Science	116	0	116	200
Social Studies	0	0	0	0
Total			436	800
Index 3 Score (Target = 28)				55

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

TEXAS EDUCATION AGENCY
2015 Index 3: Closing Performance Gaps Calculation Report
JAMES A MONACO (061907102) - AUBREY ISD

CONFIDENTIAL

Reading Performance

STAAR Weighted Performance Rate ‡	Econ Disadv	Hispanic	Total Points	Maximum Points
Number of Tests	64	44		
# Phase-in Satisfactory Standard	57	39		
# Advanced Standard	16	12		
% Phase-in Satisfactory Standard	89	89		
% Advanced Standard	25	27		
Reading Weighted Performance Rate	114	116	230	400

Mathematics Performance

STAAR Weighted Performance Rate ‡	Econ Disadv	Hispanic	Total Points	Maximum Points
Number of Tests				
# Phase-in Satisfactory Standard				
# Advanced Standard				
% Phase-in Satisfactory Standard				
% Advanced Standard				
Mathematics Weighted Performance Rate	0	0	0	0

Writing Performance

STAAR Weighted Performance Rate ‡	Econ Disadv	Hispanic	Total Points	Maximum Points
Number of Tests	19			
# Phase-in Satisfactory Standard	15			
# Advanced Standard	2			
% Phase-in Satisfactory Standard	79			
% Advanced Standard	11			
Writing Weighted Performance Rate	90	0	90	200

Blank cells above represent student group indicators that do not meet the minimum size criteria.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

TEXAS EDUCATION AGENCY
2015 Index 3: Closing Performance Gaps Calculation Report
JAMES A MONACO (061907102) - AUBREY ISD

CONFIDENTIAL

Science Performance

STAAR Weighted Performance Rate ‡	Econ Disadv	Hispanic	Total Points	Maximum Points
Number of Tests	19			
# Phase-in Satisfactory Standard	18			
# Advanced Standard	4			
% Phase-in Satisfactory Standard	95			
% Advanced Standard	21			
Science Weighted Performance Rate	116	0	116	200

Social Studies Performance

STAAR Weighted Performance Rate ‡	Econ Disadv	Hispanic	Total Points	Maximum Points
Number of Tests				
# Phase-in Satisfactory Standard				
# Advanced Standard				
% Phase-in Satisfactory Standard				
% Advanced Standard				
Social Studies Weighted Performance Rate	0	0	0	0

Blank cells above represent student group indicators that do not meet the minimum size criteria.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

TEXAS EDUCATION AGENCY

CONFIDENTIAL

2015 Index 3: Closing Performance Gaps Data Table
 JAMES A MONACO (061907102) - AUBREY ISD

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races
2014 STAAR Performance - Used for Determining Lowest Performing Racial/Ethnic Group(s)							
All Subjects							
Percent of Tests							
% Phase-in Satisfactory Standard	-	89%	93%	-	-	-	-
Number of Tests							
Total Tests	38	121	392	2	6	-	7
Reading							
Number of Tests							
Total Tests	15	45	145	1	2	-	3
Mathematics							
Number of Tests							
Total Tests	15	45	145	1	2	-	3

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
2015 STAAR Performance ‡								
Reading								
Percent of Tests								
% Phase-in Satisfactory Standard	85%	89%	97%	100%	100%	-	71%	89%
% Advanced Standard	15%	27%	38%	0%	100%	-	29%	25%
Number of Tests								
# Phase-in Satisfactory Standard	17	39	173	1	1	-	5	57
# Advanced Standard	3	12	67	0	1	-	2	16
Total Tests	20	44	178	1	1	-	7	64
Mathematics								
Percent of Tests								
% Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-
% Advanced Standard	-	-	-	-	-	-	-	-
Number of Tests								
# Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-
# Advanced Standard	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

TEXAS EDUCATION AGENCY
2015 Index 3: Closing Performance Gaps Data Table
JAMES A MONACO (061907102) - AUBREY ISD

CONFIDENTIAL

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
2015 STAAR Performance ‡								
Writing								
Percent of Tests								
% Phase-in Satisfactory Standard	75%	75%	94%	-	-	-	100%	79%
% Advanced Standard	25%	0%	11%	-	-	-	50%	11%
Number of Tests								
# Phase-in Satisfactory Standard	6	12	50	-	-	-	2	15
# Advanced Standard	2	0	6	-	-	-	1	2
Total Tests	8	16	53	-	-	-	2	19
Science								
Percent of Tests								
% Phase-in Satisfactory Standard	67%	100%	97%	100%	100%	-	100%	95%
% Advanced Standard	0%	14%	33%	0%	100%	-	0%	21%
Number of Tests								
# Phase-in Satisfactory Standard	4	14	58	1	1	-	1	18
# Advanced Standard	0	2	20	0	1	-	0	4
Total Tests	6	14	60	1	1	-	1	19
Social Studies								
Percent of Tests								
% Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-
% Advanced Standard	-	-	-	-	-	-	-	-
Number of Tests								
# Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-
# Advanced Standard	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

TEXAS EDUCATION AGENCY
2015 Index 4: Postsecondary Readiness Calculation Report
JAMES A MONACO (061907102) - AUBREY ISD

CONFIDENTIAL

Overall Performance	Score	Weight	Total Points
STAAR Postsecondary Readiness ‡	51.3	100%	51.3
Index 4 Score (Target = 12)			51

Indicator	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max Points
STAAR Postsecondary Readiness Standard ‡												
STAAR Postsecondary Readiness	51%		47%	56%							154.0	300
STAAR Postsecondary Readiness Standard Score												51.3

For more information on Index 4 calculations (annual dropout rate conversions or AEA bonus point calculations) see the 2015 Accountability Manual. Blank cells above represent student group indicators that do not meet the minimum size criteria.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

TEXAS EDUCATION AGENCY
2015 Index 4: Postsecondary Readiness Data Table
JAMES A MONACO (061907102) - AUBREY ISD

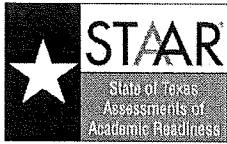
CONFIDENTIAL

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL
2015 STAAR Postsecondary Readiness ‡										
% Meeting Postsecondary Readiness Standard	51%	20%	47%	56%	0%	100%	-	29%	n/a	n/a
# Meeting Postsecondary Readiness Standard	123	4	17	99	0	1	-	2	n/a	n/a
Total Students Tested	243	20	36	178	1	1	-	7	n/a	n/a
4-Year Graduation Rate (Gr 9-12): Class of 2014										
% Graduated	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-
5-Year Extended Graduation Rate (Gr 9-12): Class of 2013										
% Graduated	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12): SY 2013-14										
% Dropped Out	-	-	-	-	-	-	-	-	-	-
# Dropped Out	-	-	-	-	-	-	-	-	-	-
# of Students	-	-	-	-	-	-	-	-	-	-
Longitudinal RHSP/DAP Graduates: Class of 2014										
% RHSP/DAP Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# RHSP/DAP Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# of Graduates	-	-	-	-	-	-	-	-	n/a	n/a
Annual RHSP/DAP Graduates: SY 2013-14										
% RHSP/DAP Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# RHSP/DAP Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# of Graduates	-	-	-	-	-	-	-	-	n/a	n/a
College and Career Readiness: SY 2013-14										
% College and Career Ready Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# College and Career Ready Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# of Graduates	-	-	-	-	-	-	-	-	n/a	n/a

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable to Index 4.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

GRADE 3 READING

District: 061-907 AUBREY ISD
 Campus: 102 JAMES A MONACO

Report Date: SEPTEMBER 2015
 Date of Testing: SPRING 2015

Administration Summary			Number of Students Tested	Average Scale Score	PASSED				DID NOT PASS		Results for Each Reporting Category					
					Level II: Satisfactory		Level III: Advanced		Level I: Unsatisfactory		1		2		3	
Number	Percent									Number of Items Tested		Avg. # of Items / % Correct				
			#	%	#	%	#	%	#	%	#	%	#	%		
Students Tested	93	100														
Students Not Tested																
Absent	0	0														
Other	0	0														
Total Documents Submitted	93	100														
Legend																
--- = No Data Reported For Fewer Than Five Students																
All Students	93	1480	86	92	28	30	7	8	4.6	76	12.7	70	11.9	74		
Male	46	1469	43	93	12	26	3	7	4.6	76	12.5	69	11.8	74		
Female	47	1491	43	91	16	34	4	9	4.6	76	12.9	71	11.9	75		
No Information Provided	0															
Hispanic/Latino	16	1456	14	88	4	25	2	13	4.8	79	12.4	69	11.3	70		
American Indian or Alaska Native	0															
Asian	0															
Black or African American	6	1444	6	100	1	17	0	0	3.0	50	12.5	69	12.3	77		
Native Hawaiian or Other Pacific Islander	0															
White	67	1493	64	96	22	33	3	4	4.7	78	12.9	72	12.1	75		
Two or More Races	4															
No Information Provided	0															
Economically Disadvantaged	Yes: 26 No: 67	1452 1491	23 63	88 94	7 21	27 31	3 4	12 6	4.2 4.7	71 78	12.3 12.8	68 71	11.0 12.2	69 76		
No Information Provided	0															
Title I, Part A	Participants: 91 Nonparticipants: 2 No Information Provided: 0	1477	84	92	26	29	7	8	4.5	76	12.6	70	11.8	74		
Migrant	Yes: 0 No: 93 No Information Provided: 0	1480	86	92	28	30	7	8	4.6	76	12.7	70	11.9	74		
Limited English Proficient	Current LEP: 5 Non-LEP (Monitored 1st Year): 0 Non-LEP (Monitored 2nd Year): 0 Other Non-LEP: 88 No Information Provided: 0	1445	4	80	1	20	1	20	4.8	80	12.4	69	10.4	65		
Bilingual	Participants: 1 Nonparticipants: 92 No Information Provided: 0	1483	86	93	28	30	6	7	4.6	76	12.7	71	12.0	75		
ESL	Participants: 5 Nonparticipants: 88 No Information Provided: 0	1445	4	80	1	20	1	20	4.8	80	12.4	69	10.4	65		
Special Education	Yes: 7 No: 86 No Information Provided: 0	1369	5	71	1	14	2	29	3.6	60	10.3	57	8.6	54		
Gifted/Talented	Participants: 4 Nonparticipants: 89 No Information Provided: 0	1479	82	92	27	30	7	8	4.5	75	12.7	70	11.9	74		
At-Risk	Yes: 25 No: 68 No Information Provided: 0	1403	21	84	3	12	4	16	3.9	65	11.0	61	9.9	62		
No Information Provided	0	1508	65	96	25	37	3	4	4.8	80	13.3	74	12.6	79		



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS A

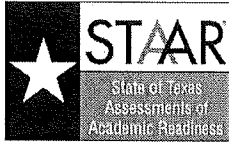
Summary Report

GRADE 3 READING

District: 061-907 AUBREY ISD
 Campus: 102 JAMES A MONACO

Report Date: SEPTEMBER 2015
 Date of Testing: SPRING 2015

Administration Summary			Number of Students Tested	Average Scale Score	PASSED				DID NOT PASS		Results for Each Reporting Category					
					Level II: Satisfactory		Level III: Advanced		Level I: Unsatisfactory		1		2		3	
Number	Percent									Understanding Across Genres		Understanding/Analysis of Literary Texts		Understanding/Analysis of Informational Texts		
Students Tested	1	100														
Students Not Tested																
Absent	0	0														
Other	0	0														
Total Documents Submitted	1	100														
Legend										Number of Items Tested						
--- = No Data Reported For Fewer Than Five Students										6		18		16		
										Avg. # of Items / % Correct						
										#	%	#	%	#	%	
All Students	1	100	1	100												
Male	1	100	1	100												
Female	0															
No Information Provided	0															
Hispanic/Latino	1	100	1	100												
American Indian or Alaska Native	0															
Asian	0															
Black or African American	0															
Native Hawaiian or Other Pacific Islander	0															
White	0															
Two or More Races	0															
No Information Provided	0															
Economically Disadvantaged	Yes: 1 No: 0 No Information Provided: 0		1	100												
Title I, Part A	Participants: 1 Nonparticipants: 0 No Information Provided: 0		1	100												
Migrant	Yes: 0 No: 1 No Information Provided: 0		1	100												
Limited English Proficient	Current LEP: 1 Non-LEP (Monitored 1st Year): 0 Non-LEP (Monitored 2nd Year): 0 Other Non-LEP: 0 No Information Provided: 0		1	100												
Bilingual	Participants: 0 Nonparticipants: 1 No Information Provided: 0		1	100												
ESL	Participants: 1 Nonparticipants: 0 No Information Provided: 0		1	100												
Special Education	Yes: 0 No: 1 No Information Provided: 0		1	100												
Gifted/Talented	Participants: 0 Nonparticipants: 1 No Information Provided: 0		1	100												
At-Risk	Yes: 1 No: 0 No Information Provided: 0		1	100												



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

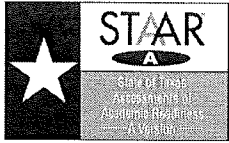
Summary Report

GRADE 3 MATHEMATICS

District: 061-907 AUBREY ISD
 Campus: 102 JAMES A MONACO

Report Date: SEPTEMBER 2015
 Date of Testing: SPRING 2015

Administration Summary			Number of Students Tested	Average Scale Score	PASSED				DID NOT PASS		Results for Each Reporting Category									
					Level II: Satisfactory		Level III: Advanced		Level I: Unsatisfactory		1		2		3		4			
Number	Percent	#			%	#	%	#	%	Numerical Representations and Relationships	Computations and Algebraic Relationships	Geometry and Measurement	Data Analysis and Personal Financial Literacy	Number of Items Tested						
Legend					12		18		10		6		Avg. # of Items / % Correct							
--- = No Data Reported For Fewer Than Five Students					#	%	#	%	#	%	#	%	#	%	#	%	#	%		
All Students			93	1506	82	88	24	26	11	12	9.5	80	12.9	72	7.1	71	4.2	71		
Male			46	1503	43	93	10	22	3	7	9.7	81	12.7	71	6.9	69	4.2	70		
Female			47	1509	39	83	14	30	8	17	9.4	78	13.1	73	7.2	72	4.3	71		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Hispanic/Latino			16	1504	14	88	2	13	2	13	9.4	79	13.6	75	7.1	71	4.2	70		
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Asian			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Black or African American			6	1457	5	83	0	0	1	17	8.8	74	11.7	65	6.5	65	4.7	78		
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
White			67	1521	61	91	22	33	6	9	9.8	82	13.2	73	7.2	72	4.3	72		
Two or More Races			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Economically Disadvantaged			26	1480	22	85	5	19	4	15	9.2	76	11.8	66	6.6	66	4.3	72		
Yes			26	1480	22	85	5	19	4	15	9.2	76	11.8	66	6.6	66	4.3	72		
No			67	1516	60	90	19	28	7	10	9.7	81	13.4	74	7.2	72	4.2	70		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Title I, Part A			91	1505	81	89	23	25	10	11	9.6	80	12.9	72	7.1	71	4.2	71		
Participants			91	1505	81	89	23	25	10	11	9.6	80	12.9	72	7.1	71	4.2	71		
Nonparticipants			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Migrant			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Yes			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
No			93	1506	82	88	24	26	11	12	9.5	80	12.9	72	7.1	71	4.2	71		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Limited English Proficient			5	1469	4	80	0	0	1	20	9.4	78	13.0	72	6.4	64	3.4	57		
Current LEP			5	1469	4	80	0	0	1	20	9.4	78	13.0	72	6.4	64	3.4	57		
Non-LEP (Monitored 1st Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Non-LEP (Monitored 2nd Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Other Non-LEP			88	1508	78	89	24	27	10	11	9.6	80	12.9	72	7.1	71	4.3	72		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Bilingual			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Participants			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Nonparticipants			92	1509	82	89	24	26	10	11	9.6	80	13.0	72	7.1	71	4.3	71		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
ESL			5	1469	4	80	0	0	1	20	9.4	78	13.0	72	6.4	64	3.4	57		
Participants			5	1469	4	80	0	0	1	20	9.4	78	13.0	72	6.4	64	3.4	57		
Nonparticipants			88	1508	78	89	24	27	10	11	9.6	80	12.9	72	7.1	71	4.3	72		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Special Education			7	1407	4	57	1	14	3	43	7.7	64	9.7	54	5.4	54	3.3	55		
Yes			7	1407	4	57	1	14	3	43	7.7	64	9.7	54	5.4	54	3.3	55		
No			86	1514	78	91	23	27	8	9	9.7	81	13.2	73	7.2	72	4.3	72		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Gifted/Talented			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Participants			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Nonparticipants			89	1501	78	88	20	22	11	12	9.4	79	12.8	71	6.9	69	4.2	70		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
At-Risk			25	1401	15	60	1	4	10	40	7.8	65	10.0	56	5.2	52	3.4	56		
Yes			25	1401	15	60	1	4	10	40	7.8	65	10.0	56	5.2	52	3.4	56		
No			68	1545	67	99	23	34	1	1	10.2	85	14.0	78	7.7	77	4.6	76		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS A

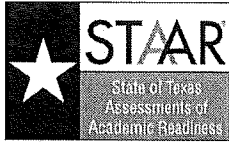
Summary Report

GRADE 3 MATHEMATICS

District: 061-907 AUBREY ISD
 Campus: 102 JAMES A MONACO

Report Date: SEPTEMBER 2015
 Date of Testing: SPRING 2015

Administration Summary			Number of Students Tested	Average Scale Score	PASSED				DID NOT PASS		Results for Each Reporting Category							
					Level II: Satisfactory		Level III: Advanced		Level I: Unsatisfactory		1		2		3		4	
Number	Percent									Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy		
Legend										12		18		10		6		
--- = No Data Reported For Fewer Than Five Students										Avg. # of Items / % Correct								
					#	%	#	%	#	%	#	%	#	%	#	%		
All Students			1	---	---	---	---	---	---	---	---	---	---	---	---	---		
Male			1	---	---	---	---	---	---	---	---	---	---	---	---	---		
Female			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Hispanic/Latino			1	---	---	---	---	---	---	---	---	---	---	---	---	---		
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Asian			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Black or African American			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
White			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Economically Disadvantaged	Yes		1	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No		0	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Title I, Part A	Participants		1	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants		0	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Migrant	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No		1	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Limited English Proficient	Current LEP		1	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Non-LEP (Monitored 1st Year)		0	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Non-LEP (Monitored 2nd Year)		0	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Other Non-LEP		0	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Bilingual	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants		1	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---		
ESL	Participants		1	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants		0	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Special Education	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No		1	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Gifted/Talented	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants		1	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---		
At-Risk	Yes		1	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No		0	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---		



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Level II Phase-In Summary Report

GRADE 3

District: 061-907 AUBREY ISD
 Campus: 102 JAMES A MONACO

Report Date: SEPTEMBER 2015
 Date of Testing: SPRING 2015

Legend --- = No Data Reported For Fewer Than Five Students	READING							MATHEMATICS								
	Number of Students Tested	Phase-In 1 Standard		Phase-In 2 Standard*		Phase-In 3 Standard		Recommended Standard	Number of Students Tested	Phase-In 1 Standard		Phase-In 2 Standard*		Phase-In 3 Standard		Recommended Standard
		#	%	%	%	#	%			#	%	%	%	#	%	
All Students	93	86	92	81	67	48	52	93	82	88	82	70	55	59		
Male	46	43	93	83	67	21	46	46	43	93	85	70	27	59		
Female	47	43	91	79	66	27	57	47	39	83	79	70	28	60		
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---		
Hispanic/Latino	16	14	88	88	56	8	50	16	14	88	88	75	11	69		
American Indian or Alaska Native	0	---	---	---	---	---	---	0	---	---	---	---	---	---		
Asian	0	---	---	---	---	---	---	0	---	---	---	---	---	---		
Black or African American	6	6	100	83	50	2	33	6	5	83	83	67	3	50		
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	0	---	---	---	---	---	---		
White	67	64	96	81	72	37	55	67	61	91	82	73	41	61		
Two or More Races	4	---	---	---	---	---	---	4	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---		
Economically Disadvantaged	26	23	88	73	54	12	46	26	22	85	77	58	12	46		
No Information Provided	67	63	94	84	72	36	54	67	60	90	84	75	43	64		
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---		
Title I, Part A	91	84	92	80	66	46	51	91	81	89	82	70	54	59		
Participants	2	---	---	---	---	---	---	2	---	---	---	---	---	---		
Nonparticipants	0	---	---	---	---	---	---	0	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---		
Migrant	0	---	---	---	---	---	---	0	---	---	---	---	---	---		
Yes	93	86	92	81	67	48	52	93	82	88	82	70	55	59		
No	0	---	---	---	---	---	---	0	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---		
Limited English Proficient	5	4	80	80	60	3	60	5	4	80	80	60	3	60		
Current LEP	0	---	---	---	---	---	---	0	---	---	---	---	---	---		
Non-LEP (Monitored 1st Year)	0	---	---	---	---	---	---	0	---	---	---	---	---	---		
Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	0	---	---	---	---	---	---		
Other Non-LEP	88	82	93	81	67	45	51	88	78	89	82	70	52	59		
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---		
Bilingual	1	---	---	---	---	---	---	1	---	---	---	---	---	---		
Participants	92	86	93	82	67	48	52	92	82	89	83	71	55	60		
Nonparticipants	0	---	---	---	---	---	---	0	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---		
ESL	5	4	80	80	60	3	60	5	4	80	80	60	3	60		
Participants	88	82	93	81	67	45	51	88	78	89	82	70	52	59		
Nonparticipants	0	---	---	---	---	---	---	0	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---		
Special Education	7	5	71	43	29	1	14	7	4	57	43	43	1	14		
Yes	86	81	94	84	70	47	55	86	78	91	85	72	54	63		
No	0	---	---	---	---	---	---	0	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---		
Gifted/Talented	4	---	---	---	---	---	---	4	---	---	---	---	---	---		
Participants	89	82	92	81	66	45	51	89	78	88	81	69	51	57		
Nonparticipants	0	---	---	---	---	---	---	0	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---		
At-Risk	25	21	84	60	36	7	28	25	15	60	48	32	7	28		
Yes	68	65	96	88	78	41	60	68	67	99	94	84	48	71		
No	0	---	---	---	---	---	---	0	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---		

*The Level II Phase-In 2 standard reported in 2015 and beyond is different from the Phase-In 2 standard reported from 2012-2014. Comparisons of the number of students achieving Level II: Satisfactory at the Phase-In 2 standard between 2015 and earlier years should not be made.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS A

Level II Phase-In Summary Report

GRADE 3

District: 061-907 AUBREY ISD
 Campus: 102 JAMES A MONACO

Report Date: SEPTEMBER 2015
 Date of Testing: SPRING 2015

Legend --- = No Data Reported For Fewer Than Five Students	READING							MATHEMATICS							
	Number of Students Tested	Phase-In 1 Standard		Phase-In 2 Standard*	Phase-In 3 Standard		Recommended Standard	Number of Students Tested	Phase-In 1 Standard		Phase-In 2 Standard*	Phase-In 3 Standard		Recommended Standard	
		#	%	%	%	#			%	#	%	%	%		#
All Students	1	---	---	---	---	---	---	1	---	---	---	---	---	---	---
Male	1	---	---	---	---	---	---	1	---	---	---	---	---	---	---
Female	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---
Hispanic/Latino	1	---	---	---	---	---	---	1	---	---	---	---	---	---	---
American Indian or Alaska Native	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---
Black or African American	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---
White	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---
Economically Disadvantaged	1	---	---	---	---	---	---	1	---	---	---	---	---	---	---
Yes	1	---	---	---	---	---	---	1	---	---	---	---	---	---	---
No	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---
Title I, Part A	1	---	---	---	---	---	---	1	---	---	---	---	---	---	---
Participants	1	---	---	---	---	---	---	1	---	---	---	---	---	---	---
Nonparticipants	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---
Migrant	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---
Yes	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---
No	1	---	---	---	---	---	---	1	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---
Limited English Proficient	1	---	---	---	---	---	---	1	---	---	---	---	---	---	---
Current LEP	1	---	---	---	---	---	---	1	---	---	---	---	---	---	---
Non-LEP (Monitored 1st Year)	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---
Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---
Other Non-LEP	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---
Bilingual	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---
Participants	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---
Nonparticipants	1	---	---	---	---	---	---	1	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---
ESL	1	---	---	---	---	---	---	1	---	---	---	---	---	---	---
Participants	1	---	---	---	---	---	---	1	---	---	---	---	---	---	---
Nonparticipants	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---
Special Education	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---
Yes	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---
No	1	---	---	---	---	---	---	1	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---
Gifted/Talented	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---
Participants	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---
Nonparticipants	1	---	---	---	---	---	---	1	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---
At-Risk	1	---	---	---	---	---	---	1	---	---	---	---	---	---	---
Yes	1	---	---	---	---	---	---	1	---	---	---	---	---	---	---
No	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---

*The Level II Phase-In 2 standard reported in 2015 and beyond is different from the Phase-In 2 standard reported from 2012-2014. Comparisons of the number of students achieving Level II: Satisfactory at the Phase-In 2 standard between 2015 and earlier years should not be made.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS ALTERNATE 2

Summary Report

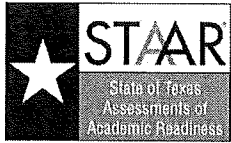
GRADE 3

District: 061-907 AUBREY ISD
 Campus: 102 JAMES A MONACO

Report Date: SEPTEMBER 2015
 Date of Testing: SPRING 2015

Administration Summary			READING						MATHEMATICS							
Number Percent			PASSED				DID NOT PASS		PASSED				DID NOT PASS			
	Number	Percent	Number of Students Tested	Level II: Satisfactory		Level III: Accomplished		Level I: Developing		Number of Students Tested	Level II: Satisfactory		Level III: Accomplished		Level I: Developing	
				#	%	#	%	#	%		#	%	#	%	#	%
				Reading												
Students Tested	1	100														
Students Not Tested	0	0														
Total Students	1	100														
Mathematics																
Students Tested	1	100														
Students Not Tested	0	0														
Total Students	1	100														
All Students	1	100								1	100					
Male	1	100								1	100					
Female	0	0								0	0					
No Information Provided	0	0								0	0					
Hispanic/Latino	0	0								0	0					
American Indian or Alaska Native	0	0								0	0					
Asian	0	0								0	0					
Black or African American	0	0								0	0					
Native Hawaiian or Other Pacific Islander	0	0								0	0					
White	1	100								1	100					
Two or More Races	0	0								0	0					
No Information Provided	0	0								0	0					
Economically Disadvantaged	0	0								0	0					
Yes	0	0								0	0					
No	1	100								1	100					
No Information Provided	0	0								0	0					
Title I, Part A	1	100								1	100					
Participants	1	100								1	100					
Nonparticipants	0	0								0	0					
No Information Provided	0	0								0	0					
Migrant	0	0								0	0					
Yes	0	0								0	0					
No	1	100								1	100					
No Information Provided	0	0								0	0					
Limited English Proficient	0	0								0	0					
Current LEP	0	0								0	0					
Non-LEP (Monitored 1st Year)	0	0								0	0					
Non-LEP (Monitored 2nd Year)	0	0								0	0					
Other Non-LEP	1	100								1	100					
No Information Provided	0	0								0	0					
Bilingual	0	0								0	0					
Participants	0	0								0	0					
Nonparticipants	1	100								1	100					
No Information Provided	0	0								0	0					
ESL	0	0								0	0					
Participants	0	0								0	0					
Nonparticipants	1	100								1	100					
No Information Provided	0	0								0	0					

--- = No Data Reported For Fewer Than Five Students



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

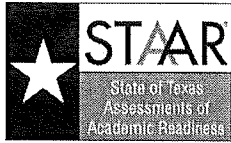
Summary Report

GRADE 4 READING

District: 061-907 AUBREY ISD
 Campus: 102 JAMES A MONACO

Report Date: SEPTEMBER 2015
 Date of Testing: SPRING 2015

Administration Summary			Number of Students Tested	Average Scale Score	PASSED				DID NOT PASS		Results for Each Reporting Category					
					Level II: Satisfactory		Level III: Advanced		Level I: Unsatisfactory		1		2		3	
Number	Percent			#	%	#	%	#	%	Understanding/ Analysis Across Genres		Understanding/ Analysis of Literary Texts		Understanding/ Analysis of Informational Texts		
Students Tested	87	100														
Students Not Tested																
Absent	0	0														
Other	0	0														
Total Documents Submitted	87	100														
Legend																
--- = No Data Reported For Fewer Than Five Students																
											Number of Items Tested					
											10		18		16	
											Avg. # of Items / % Correct					
					#	%	#	%	#	%	#	%	#	%	#	%
All Students	87	1567		76	87	28	32	11	13	7.2	72	13.9	77	11.5	72	
Male	43	1535		33	77	12	28	10	23	6.8	68	13.1	73	10.7	67	
Female	44	1598		43	98	16	36	1	2	7.5	75	14.6	81	12.3	77	
No Information Provided	0	---		---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino	17	1549		14	82	6	35	3	18	6.7	67	14.1	78	10.9	68	
American Indian or Alaska Native	0	---		---	---	---	---	---	---	---	---	---	---	---	---	
Asian	0	---		---	---	---	---	---	---	---	---	---	---	---	---	
Black or African American	12	1420		7	58	1	8	5	42	4.9	49	9.8	55	7.8	49	
Native Hawaiian or Other Pacific Islander	1	---		---	---	---	---	---	---	---	---	---	---	---	---	
White	55	1607		53	96	20	36	2	4	7.9	79	14.7	82	12.5	78	
Two or More Races	2	---		---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided	0	---		---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged	24	1480	Yes	16	67	4	17	8	33	5.8	58	11.6	65	9.4	59	
	62	1604	No	60	97	24	39	2	3	7.8	78	14.8	82	12.4	78	
	1	---	No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---	
Title I, Part A	86	1569	Participants	75	87	28	33	11	13	7.2	72	13.9	77	11.5	72	
	1	---	Nonparticipants	---	---	---	---	---	---	---	---	---	---	---	---	
	0	---	No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---	
Migrant	1	---	Yes	---	---	---	---	---	---	---	---	---	---	---	---	
	85	1571	No	75	88	28	33	10	12	7.3	73	14.0	78	11.6	72	
	1	---	No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---	
Limited English Proficient	5	1465	Current LEP	2	40	1	20	3	60	5.2	52	11.2	62	8.8	55	
	0	---	Non-LEP (Monitored 1st Year)	---	---	---	---	---	---	---	---	---	---	---	---	
	0	---	Non-LEP (Monitored 2nd Year)	---	---	---	---	---	---	---	---	---	---	---	---	
	81	1576	Other Non-LEP	74	91	27	33	7	9	7.4	74	14.1	78	11.7	73	
	1	---	No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual	0	---	Participants	---	---	---	---	---	---	---	---	---	---	---	---	
	86	1570	Nonparticipants	76	88	28	33	10	12	7.2	72	13.9	77	11.6	72	
	1	---	No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---	
ESL	5	1465	Participants	2	40	1	20	3	60	5.2	52	11.2	62	8.8	55	
	81	1576	Nonparticipants	74	91	27	33	7	9	7.4	74	14.1	78	11.7	73	
	1	---	No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---	
Special Education	6	1352	Yes	2	33	0	0	4	67	3.8	38	8.2	45	5.5	34	
	81	1583	No	74	91	28	35	7	9	7.4	74	14.3	79	11.9	75	
	0	---	No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---	
Gifted/Talented	10	1743	Participants	10	100	10	100	0	0	9.7	97	16.5	92	14.8	93	
	77	1544	Nonparticipants	66	86	18	23	11	14	6.9	69	13.5	75	11.1	69	
	0	---	No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---	
At-Risk	24	1464	Yes	14	58	6	25	10	42	5.4	54	11.0	61	9.0	57	
	63	1606	No	62	98	22	35	1	2	7.9	79	15.0	83	12.4	78	
	0	---	No Information Provided	---	---	---	---	---	---	---	---	---	---	---	---	



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

GRADE 4 MATHEMATICS

District: 081-907 AUBREY ISD
 Campus: 102 JAMES A MONACO

Report Date: SEPTEMBER 2015
 Date of Testing: SPRING 2015

Administration Summary			Number of Students Tested	Average Scale Score	PASSED				DID NOT PASS		Results for Each Reporting Category							
					Level II: Satisfactory		Level III: Advanced		Level I: Unsatisfactory		1		2		3		4	
Number	Percent																	
Students Tested			86	100														
Students Not Tested																		
Absent			0	0														
Other			0	0														
Total Documents Submitted			86	100														
Legend																		
--- = No Data Reported For Fewer Than Five Students																		
			Level II: Satisfactory		Level III: Advanced		Level I: Unsatisfactory		12		16		15		5			
			Number of Items Tested															
			Avg. # of Items / % Correct															
			#	%	#	%	#	%	#	%	#	%	#	%	#	%		
All Students			86	1597	75	87	26	30	11	13	10.0	83	11.3	71	8.9	59	3.5	70
Male			42	1595	35	83	13	31	7	17	9.6	80	11.4	71	9.0	60	3.4	67
Female			44	1598	40	91	13	30	4	9	10.4	87	11.3	70	8.8	59	3.6	72
No Information Provided			0															
Hispanic/Latino			17	1584	13	76	4	24	4	24	10.1	84	10.8	67	8.5	57	3.5	71
American Indian or Alaska Native			0															
Asian			0															
Black or African American			12	1462	7	58	1	8	5	42	7.6	63	7.8	49	6.4	43	2.2	43
Native Hawaiian or Other Pacific Islander			1															
White			54	1633	53	98	20	37	1	2	10.6	88	12.3	77	9.6	64	3.8	76
Two or More Races			2															
No Information Provided			0															
Economically Disadvantaged			24	1537	18	75	4	17	6	25	9.1	76	9.3	58	7.6	51	3.0	59
Yes			24	1537	18	75	4	17	6	25	9.1	76	9.3	58	7.6	51	3.0	59
No			61	1623	57	93	22	36	4	7	10.4	87	12.2	76	9.5	63	3.7	74
No Information Provided			1															
Title I, Part A			86	1597	75	87	26	30	11	13	10.0	83	11.3	71	8.9	59	3.5	70
Participants			86	1597	75	87	26	30	11	13	10.0	83	11.3	71	8.9	59	3.5	70
Nonparticipants			0															
No Information Provided			0															
Migrant			0															
Yes			0															
No			85	1599	75	88	26	31	10	12	10.1	84	11.4	71	8.9	60	3.5	70
No Information Provided			1															
Limited English Proficient			4															
Current LEP			4															
Non-LEP (Monitored 1st Year)			0															
Non-LEP (Monitored 2nd Year)			0															
Other Non-LEP			81	1599	72	89	25	31	9	11	10.1	84	11.4	71	8.9	60	3.5	70
No Information Provided			1															
Bilingual			0															
Participants			0															
Nonparticipants			85	1599	75	88	26	31	10	12	10.1	84	11.4	71	8.9	60	3.5	70
No Information Provided			1															
ESL			4															
Participants			4															
Nonparticipants			81	1599	72	89	25	31	9	11	10.1	84	11.4	71	8.9	60	3.5	70
No Information Provided			1															
Special Education			6	1419	2	33	0	0	4	67	6.5	54	6.8	43	5.8	39	1.3	27
Yes			6	1419	2	33	0	0	4	67	6.5	54	6.8	43	5.8	39	1.3	27
No			80	1610	73	91	26	33	7	9	10.3	86	11.7	73	9.1	61	3.7	73
No Information Provided			0															
Gifted/Talented			10	1765	10	100	9	90	0	0	11.2	93	13.9	87	12.6	84	4.5	90
Participants			10	1765	10	100	9	90	0	0	11.2	93	13.9	87	12.6	84	4.5	90
Nonparticipants			76	1575	65	86	17	22	11	14	9.8	82	11.0	69	8.4	56	3.4	67
No Information Provided			0															
At-Risk			23	1507	14	61	3	13	9	39	8.3	69	8.4	53	6.8	46	2.8	57
Yes			23	1507	14	61	3	13	9	39	8.3	69	8.4	53	6.8	46	2.8	57
No			63	1630	61	97	23	37	2	3	10.6	89	12.4	77	9.6	64	3.7	75
No Information Provided			0															



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS L

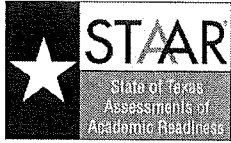
Summary Report

GRADE 4 MATHEMATICS

District: 061-907 AUBREY ISD
 Campus: 102 JAMES A MONACO

Report Date: SEPTEMBER 2015
 Date of Testing: SPRING 2015

Administration Summary			Number of Students Tested	Average Scale Score	PASSED				DID NOT PASS		Results for Each Reporting Category							
					Level II: Satisfactory		Level III: Advanced		Level I: Unsatisfactory		1		2		3		4	
Number	Percent			#	%	#	%	#	%	Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy		
Students Tested	1	100																
Students Not Tested																		
Absent	0	0																
Other	0	0																
Total Documents Submitted	1	100																
Legend																		
--- = No Data Reported For Fewer Than Five Students																		
					Number of Items Tested													
					12		16		15		5							
					Avg. # of Items / % Correct													
					#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	1	100	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Male	1	100	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	1	100	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes: 0, No: 1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants: 0, Nonparticipants: 1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	Yes: 1, No: 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient	Current LEP: 1, Non-LEP (Monitored 1st Year): 0, Non-LEP (Monitored 2nd Year): 0, Other Non-LEP: 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	Participants: 0, Nonparticipants: 1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	Participants: 1, Nonparticipants: 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	Yes: 0, No: 1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	Participants: 0, Nonparticipants: 1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	Yes: 1, No: 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

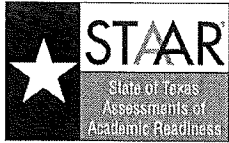
Summary Report

GRADE 4 WRITING

District: 061-907 AUBREY ISD
 Campus: 102 JAMES A MONACO

Report Date: SEPTEMBER 2015
 Date of Testing: SPRING 2015

Administration Summary			Number of Students Tested	Average Scale Score	PASSED		DID NOT PASS		Results for Each Reporting Category									
					Level II: Satisfactory		Level III: Advanced		Level I: Unsatisfactory		1				2		3	
Number	Percent							Composition				Revision		Editing				
Students Tested	86	100						Personal Narrative	Expository									
Students Not Tested																		
Absent	0	0																
Other	0	0																
Total Documents Submitted	86	100																
Legend																		
--- = No Data Reported For Fewer Than Five Students																		
			#	%	#	%	#	%	Number of Points Possible		Number of Items Tested							
			B		B		B		9		19							
			Avg. # of Points / % Scored				Avg. # of Items / % Correct											
			#	%	#	%	#	%	#	%	#	%	#	%				
All Students			86	3995	72	84	9	10	14	16	4.9	61	4.3	54	6.5	73	13.8	73
Male			42	3811	33	79	4	10	9	21	4.4	55	4.0	49	6.2	69	12.7	67
Female			44	4171	39	89	5	11	5	11	5.4	67	4.7	58	6.9	76	14.8	78
No Information Provided			0															
Hispanic/Latino			17	3773	13	76	0	0	4	24	4.6	57	3.8	47	5.7	63	13.1	69
American Indian or Alaska Native			0															
Asian			0															
Black or African American			12	3543	7	58	2	17	5	42	3.8	48	3.4	43	5.3	58	10.7	56
Native Hawaiian or Other Pacific Islander			0															
White			55	4142	50	91	6	11	5	9	5.2	65	4.6	58	7.1	78	14.6	77
Two or More Races			2															
No Information Provided			0															
Economically Disadvantaged			24	3770	16	67	2	8	8	33	4.4	55	3.9	48	5.8	65	12.4	65
No Information Provided			62	4082	56	90	7	11	6	10	5.1	64	4.5	56	6.8	76	14.3	75
Title I, Part A			85	4007	72	85	9	11	13	15	5.0	62	4.3	54	6.6	73	13.9	73
Participants			1															
Nonparticipants			0															
No Information Provided			0															
Migrant			1															
Participants			85	4007	72	85	9	11	13	15	5.0	62	4.3	54	6.6	73	13.9	73
Nonparticipants			0															
No Information Provided			0															
Limited English Proficient			5	3471	2	40	0	0	3	60	3.6	45	3.0	38	4.8	53	11.2	59
Current LEP			0															
Non-LEP (Monitored 1st Year)			0															
Non-LEP (Monitored 2nd Year)			0															
Other Non-LEP			81	4027	70	86	9	11	11	14	5.0	63	4.4	55	6.6	74	13.9	73
No Information Provided			0															
Bilingual			0															
Participants			86	3995	72	84	9	10	14	16	4.9	61	4.3	54	6.5	73	13.8	73
Nonparticipants			0															
No Information Provided			0															
ESL			5	3471	2	40	0	0	3	60	3.6	45	3.0	38	4.8	53	11.2	59
Participants			81	4027	70	86	9	11	11	14	5.0	63	4.4	55	6.6	74	13.9	73
Nonparticipants			0															
No Information Provided			0															
Special Education			6	3105	2	33	0	0	4	67	2.2	27	2.3	29	4.7	52	7.8	41
Participants			80	4062	70	88	9	11	10	13	5.1	64	4.5	56	6.7	74	14.2	75
Nonparticipants			0															
No Information Provided			0															
Gifted/Talented			10	4552	10	100	4	40	0	0	6.1	76	4.6	58	8.1	90	17.5	92
Participants			76	3922	62	82	5	7	14	18	4.8	60	4.3	53	6.3	70	13.3	70
Nonparticipants			0															
No Information Provided			0															
At-Risk			24	3548	11	46	0	0	13	54	3.6	45	3.3	42	5.5	62	11.1	58
Participants			62	4168	61	98	9	15	1	2	5.4	68	4.7	59	6.9	77	14.8	78
Nonparticipants			0															
No Information Provided			0															



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Constructed Responses Summary Report
GRADE 4 WRITING

District: 061-907 AUBREY ISD
 Campus: 102 JAMES A MONACO

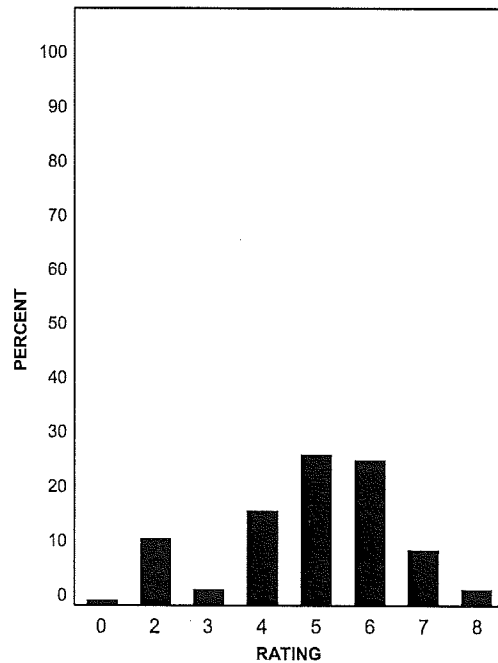
Report Date: SEPTEMBER 2015
 Date of Testing: SPRING 2015

--- = No Data Reported For Fewer Than Five Students

Written Composition Rating Summary

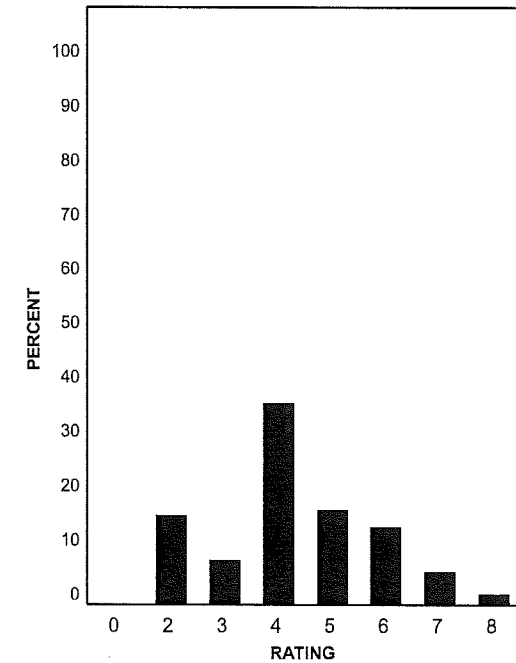
Personal Narrative Composition

Rating	#	%
0	1	1
2	10	12
3	3	3
4	15	17
5	23	27
6	22	26
7	9	10
8	3	3
Total	86	100

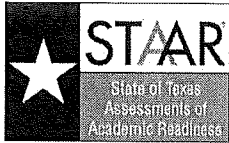


Expository Composition

Rating	#	%
0	0	0
2	14	16
3	7	8
4	31	36
5	15	17
6	12	14
7	5	6
8	2	2
Total	86	100



Each composition has been scored independently by two readers. The written composition rating of 0-8 represents the summation of these scores.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Level II Phase-In Summary Report

GRADE 4

District: 061-907 AUBREY ISD
Campus: 102 JAMES A MONACO

Report Date: SEPTEMBER 2015
Date of Testing: SPRING 2015

Legend --- = No Data Reported For Fewer Than Five Students	READING							MATHEMATICS							WRITING									
	Number of Students Tested	Phase-In 1 Standard		Phase-In 2 Standard*		Phase-In 3 Standard		Recommended Standard	Number of Students Tested	Phase-In 1 Standard		Phase-In 2 Standard*		Phase-In 3 Standard		Recommended Standard	Number of Students Tested	Phase-In 1 Standard		Phase-In 2 Standard*		Phase-In 3 Standard		Recommended Standard
		#	%	%	%	#	%			#	%	%	%	#	%			#	%	%	%	#	%	
All Students	87	76	87	82	69	52	60	86	75	87	81	65	45	52	86	72	84	76	66	41	48			
Male	43	33	77	74	58	23	53	42	35	83	79	62	22	52	42	33	79	67	55	14	33			
Female	44	43	98	89	80	29	66	44	40	91	84	68	23	52	44	39	89	84	77	27	61			
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---	---	
Hispanic/Latino	17	14	82	71	59	9	53	17	13	76	76	71	8	47	17	13	76	71	59	5	29			
American Indian or Alaska Native	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---		
Asian	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---		
Black or African American	12	7	58	50	17	2	17	12	7	58	50	25	3	25	12	7	58	25	25	2	17			
Native Hawaiian or Other Pacific Islander	1	---	---	---	---	---	---	1	---	---	---	---	---	---	0	---	---	---	---	---	---	---		
White	55	53	96	93	84	40	73	54	53	98	91	74	33	61	55	50	91	87	78	33	60			
Two or More Races	2	---	---	---	---	---	---	2	---	---	---	---	---	---	2	---	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---		
Economically Disadvantaged	24	16	67	63	42	6	25	24	18	75	63	46	9	38	24	16	67	54	50	8	33			
No Information Provided	62	60	97	90	81	46	74	61	57	93	90	74	36	59	62	56	90	84	73	33	53			
No Information Provided	1	---	---	---	---	---	---	1	---	---	---	---	---	---	0	---	---	---	---	---	---	---		
Title I, Part A	86	75	87	83	70	52	60	86	75	87	81	65	45	52	85	72	85	76	67	41	48			
Participants	1	---	---	---	---	---	---	0	---	---	---	---	---	---	1	---	---	---	---	---	---	---		
Nonparticipants	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---		
Migrant	1	---	---	---	---	---	---	0	---	---	---	---	---	---	1	---	---	---	---	---	---	---		
Yes	85	75	88	84	71	52	61	85	75	88	82	66	45	53	85	72	85	76	67	41	48			
No	1	---	---	---	---	---	---	1	---	---	---	---	---	---	0	---	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---		
Limited English Proficient	5	2	40	20	20	1	20	4	---	---	---	---	---	---	5	2	40	40	40	0	0			
Current LEP	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---		
Non-LEP (Monitored 1st Year)	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---		
Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---		
Other Non-LEP	81	74	91	86	73	51	63	81	72	89	83	65	43	53	81	70	86	78	68	41	51			
No Information Provided	1	---	---	---	---	---	---	1	---	---	---	---	---	---	0	---	---	---	---	---	---	---		
Bilingual	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---		
Participants	86	76	88	83	70	52	60	85	75	88	82	66	45	53	86	72	84	76	66	41	48			
Nonparticipants	1	---	---	---	---	---	---	1	---	---	---	---	---	---	0	---	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---		
ESL	5	2	40	20	20	1	20	4	---	---	---	---	---	---	5	2	40	40	40	0	0			
Participants	81	74	91	86	73	51	63	81	72	89	83	65	43	53	81	70	86	78	68	41	51			
Nonparticipants	1	---	---	---	---	---	---	1	---	---	---	---	---	---	0	---	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---		
Special Education	6	2	33	33	0	0	0	6	2	33	33	17	1	17	6	2	33	0	0	0	0			
Yes	81	74	91	85	74	52	64	80	73	91	85	69	44	55	80	70	88	81	71	41	51			
No	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---		
Gifted/Talented	10	10	100	100	100	10	100	10	10	100	100	90	9	90	10	10	100	100	100	10	100			
Participants	77	66	86	79	65	42	55	76	65	86	79	62	36	47	76	62	82	72	62	31	41			
Nonparticipants	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---		
At-Risk	24	14	58	46	33	7	29	23	14	61	48	30	4	17	24	11	46	42	38	5	21			
Yes	63	62	98	95	83	45	71	63	61	97	94	78	41	65	62	61	98	89	77	36	58			
No	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---	---		

*The Level II Phase-In 2 standard reported in 2015 and beyond is different from the Phase-In 2 standard reported from 2012-2014. Comparisons of the number of students achieving Level II: Satisfactory at the Phase-In 2 standard between 2015 and earlier years should not be made.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS L

Level II Phase-In Summary Report

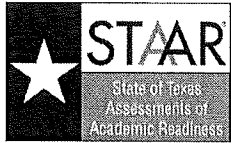
GRADE 4

District: 061-907 AUBREY ISD
 Campus: 102 JAMES A MONACO

Report Date: SEPTEMBER 2015
 Date of Testing: SPRING 2015

Legend --- = No Data Reported For Fewer Than Five Students		MATHEMATICS								
		Number of Students Tested	Phase-In 1 Standard		Phase-In 2 Standard*		Phase-In 3 Standard		Recommended Standard	
			#	%	%	%	#	%		
All Students		1	---	---	---	---	---	---	---	
Male		1	---	---	---	---	---	---	---	
Female		0	---	---	---	---	---	---	---	
No Information Provided		0	---	---	---	---	---	---	---	
Hispanic/Latino		0	---	---	---	---	---	---	---	
American Indian or Alaska Native		0	---	---	---	---	---	---	---	
Asian		0	---	---	---	---	---	---	---	
Black or African American		0	---	---	---	---	---	---	---	
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	
White		1	---	---	---	---	---	---	---	
Two or More Races		0	---	---	---	---	---	---	---	
No Information Provided		0	---	---	---	---	---	---	---	
Economically Disadvantaged		0	---	---	---	---	---	---	---	
Yes		0	---	---	---	---	---	---	---	
No		1	---	---	---	---	---	---	---	
No Information Provided		0	---	---	---	---	---	---	---	
Title I, Part A		0	---	---	---	---	---	---	---	
Participants		0	---	---	---	---	---	---	---	
Nonparticipants		1	---	---	---	---	---	---	---	
No Information Provided		0	---	---	---	---	---	---	---	
Migrant		0	---	---	---	---	---	---	---	
Yes		1	---	---	---	---	---	---	---	
No		0	---	---	---	---	---	---	---	
No Information Provided		0	---	---	---	---	---	---	---	
Limited English Proficient		0	---	---	---	---	---	---	---	
Current LEP		1	---	---	---	---	---	---	---	
Non-LEP (Monitored 1st Year)		0	---	---	---	---	---	---	---	
Non-LEP (Monitored 2nd Year)		0	---	---	---	---	---	---	---	
Other Non-LEP		0	---	---	---	---	---	---	---	
No Information Provided		0	---	---	---	---	---	---	---	
Bilingual		0	---	---	---	---	---	---	---	
Participants		0	---	---	---	---	---	---	---	
Nonparticipants		1	---	---	---	---	---	---	---	
No Information Provided		0	---	---	---	---	---	---	---	
ESL		0	---	---	---	---	---	---	---	
Participants		1	---	---	---	---	---	---	---	
Nonparticipants		0	---	---	---	---	---	---	---	
No Information Provided		0	---	---	---	---	---	---	---	
Special Education		0	---	---	---	---	---	---	---	
Yes		0	---	---	---	---	---	---	---	
No		1	---	---	---	---	---	---	---	
No Information Provided		0	---	---	---	---	---	---	---	
Gifted/Talented		0	---	---	---	---	---	---	---	
Participants		0	---	---	---	---	---	---	---	
Nonparticipants		1	---	---	---	---	---	---	---	
No Information Provided		0	---	---	---	---	---	---	---	
At-Risk		0	---	---	---	---	---	---	---	
Yes		1	---	---	---	---	---	---	---	
No		0	---	---	---	---	---	---	---	
No Information Provided		0	---	---	---	---	---	---	---	

*The Level II Phase-In 2 standard reported in 2015 and beyond is different from the Phase-In 2 standard reported from 2012-2014. Comparisons of the number of students achieving Level II: Satisfactory at the Phase-In 2 standard between 2015 and earlier years should not be made.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

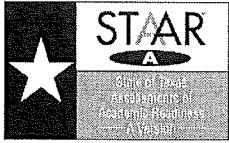
Summary Report

GRADE 5 SCIENCE

District: 061-907 AUBREY ISD
 Campus: 102 JAMES A MONACO

Report Date: SEPTEMBER 2015
 Date of Testing: APRIL 2015

Administration Summary			Number of Students Tested	Average Scale Score	PASSED		DID NOT PASS		Results for Each Reporting Category									
					Level II: Satisfactory		Level III: Advanced		Level I: Unsatisfactory		1		2		3		4	
Number	Percent																	
Students Tested			84	100														
Students Not Tested																		
Absent			0	0														
Other			0	0														
Total Documents Submitted			84	100														
Legend																		
--- = No Data Reported For Fewer Than Five Students																		
									Number of Items Tested									
									8		10		12		14			
									Avg. # of Items / % Correct									
			#	%	#	%	#	%	#	%	#	%	#	%	#	%		
All Students			84	4142	79	94	23	27	5	6	6.6	82	8.2	82	9.3	77	11.7	83
Male			44	4116	40	91	14	32	4	9	6.4	80	8.3	83	9.0	75	11.2	80
Female			40	4171	39	98	9	23	1	3	6.7	84	8.0	80	9.6	80	12.2	87
No Information Provided			0															
Hispanic/Latino			15	4029	14	93	2	13	1	7	6.1	76	8.4	84	9.1	76	11.5	82
American Indian or Alaska Native			1															
Asian			1															
Black or African American			6	3631	4	67	0	0	2	33	5.5	69	6.8	68	6.0	50	9.7	69
Native Hawaiian or Other Pacific Islander			0															
White			60	4216	58	97	20	33	2	3	6.8	85	8.2	82	9.7	81	11.9	85
Two or More Races			1															
No Information Provided			0															
Economically Disadvantaged			19	4060	18	95	4	21	1	5	6.5	82	8.2	82	8.9	75	11.4	81
No Information Provided			65	4166	61	94	19	29	4	6	6.6	82	8.2	82	9.3	78	11.8	84
Title I, Part A			84	4142	79	94	23	27	5	6	6.6	82	8.2	82	9.3	77	11.7	83
Participants			84	4142	79	94	23	27	5	6	6.6	82	8.2	82	9.3	77	11.7	83
Nonparticipants			0															
No Information Provided			0															
Migrant			0															
Yes			0															
No			84	4142	79	94	23	27	5	6	6.6	82	8.2	82	9.3	77	11.7	83
No Information Provided			0															
Limited English Proficient			1															
Current LEP			1															
Non-LEP (Monitored 1st Year)			0															
Non-LEP (Monitored 2nd Year)			4															
Other Non-LEP			79	4147	74	94	22	28	5	6	6.6	82	8.2	82	9.3	77	11.7	84
No Information Provided			0															
Bilingual			0															
Participants			0															
Nonparticipants			84	4142	79	94	23	27	5	6	6.6	82	8.2	82	9.3	77	11.7	83
No Information Provided			0															
ESL			1															
Participants			1															
Nonparticipants			83	4150	78	94	23	28	5	6	6.6	83	8.2	82	9.3	77	11.7	84
No Information Provided			0															
Special Education			7	3828	6	86	1	14	1	14	6.3	79	7.7	77	7.7	64	9.6	68
Yes			7	3828	6	86	1	14	1	14	6.3	79	7.7	77	7.7	64	9.6	68
No			77	4171	73	95	22	29	4	5	6.6	82	8.2	82	9.4	78	11.9	85
No Information Provided			0															
Gifted/Talented			9	4673	9	100	5	56	0	0	7.7	96	8.8	88	10.8	90	13.2	94
Participants			9	4673	9	100	5	56	0	0	7.7	96	8.8	88	10.8	90	13.2	94
Nonparticipants			75	4078	70	93	18	24	5	7	6.4	80	8.1	81	9.1	76	11.5	82
No Information Provided			0															
At-Risk			15	3617	11	73	0	0	4	27	5.1	63	7.2	72	6.3	52	9.4	67
Yes			15	3617	11	73	0	0	4	27	5.1	63	7.2	72	6.3	52	9.4	67
No			69	4256	68	99	23	33	1	1	6.9	86	8.4	84	9.9	82	12.2	87
No Information Provided			0															



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS A

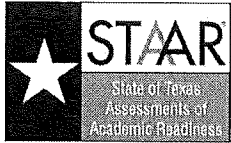
Summary Report

GRADE 5 SCIENCE

District: 061-907 AUBREY ISD
 Campus: 102 JAMES A MONACO

Report Date: SEPTEMBER 2015
 Date of Testing: APRIL 2015

Administration Summary			Number of Students Tested	Average Scale Score	PASSED				DID NOT PASS		Results for Each Reporting Category							
					Level II: Satisfactory		Level III: Advanced		Level I: Unsatisfactory		1		2		3		4	
Number	Percent									Number of Items Tested								
Students Tested	1	100								Matter and Energy		Force, Motion, and Energy		Earth and Space		Organisms and Environments		
Students Not Tested										8		10		12		14		
Absent	0	0								Avg. # of Items / % Correct								
Other	0	0								#	%	#	%	#	%	#	%	
Total Documents Submitted	1	100																
Legend																		
--- = No Data Reported For Fewer Than Five Students																		
All Students			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Male			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Female			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Black or African American			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Yes			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Title I, Part A			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Participants			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Migrant			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Yes			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Limited English Proficient			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Current LEP			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Non-LEP (Monitored 1st Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Non-LEP (Monitored 2nd Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Other Non-LEP			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Participants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Nonparticipants			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
ESL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Participants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Nonparticipants			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Special Education			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Yes			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Gifted/Talented			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Participants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Nonparticipants			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
At-Risk			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Yes			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Level II Phase-In Summary Report

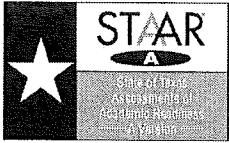
GRADE 5

District: 061-907 AUBREY ISD
 Campus: 102 JAMES A MONACO

Report Date: SEPTEMBER 2015
 Date of Testing: APRIL 2015

Legend --- = No Data Reported For Fewer Than Five Students		SCIENCE						
		Number of Students Tested	Phase-In 1 Standard		Phase-In 2 Standard*		Recommended Standard	
			#	%	%	%	#	%
All Students		84	79	94	88	77	58	69
Male		44	40	91	84	68	27	61
Female		40	39	98	93	88	31	78
No Information Provided		0	---	---	---	---	---	---
Hispanic/Latino		15	14	93	87	80	10	67
American Indian or Alaska Native		1	---	---	---	---	---	---
Asian		1	---	---	---	---	---	---
Black or African American		6	4	67	67	17	1	17
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---
White		60	58	97	90	83	46	77
Two or More Races		1	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---
Economically Disadvantaged								
Yes		19	18	95	89	74	12	63
No		65	61	94	88	78	46	71
No Information Provided		0	---	---	---	---	---	---
Title I, Part A								
Participants		84	79	94	88	77	58	69
Nonparticipants		0	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---
Migrant								
Yes		0	---	---	---	---	---	---
No		84	79	94	88	77	58	69
No Information Provided		0	---	---	---	---	---	---
Limited English Proficient								
Current LEP		1	---	---	---	---	---	---
Non-LEP (Monitored 1st Year)		0	---	---	---	---	---	---
Non-LEP (Monitored 2nd Year)		4	---	---	---	---	---	---
Other Non-LEP		79	74	94	89	77	55	70
No Information Provided		0	---	---	---	---	---	---
Bilingual								
Participants		0	---	---	---	---	---	---
Nonparticipants		84	79	94	88	77	58	69
No Information Provided		0	---	---	---	---	---	---
ESL								
Participants		1	---	---	---	---	---	---
Nonparticipants		83	78	94	89	78	58	70
No Information Provided		0	---	---	---	---	---	---
Special Education								
Yes		7	6	86	71	43	3	43
No		77	73	95	90	81	55	71
No Information Provided		0	---	---	---	---	---	---
Gifted/Talented								
Participants		9	9	100	100	100	9	100
Nonparticipants		75	70	93	87	75	49	65
No Information Provided		0	---	---	---	---	---	---
At-Risk								
Yes		15	11	73	53	13	2	13
No		69	68	99	96	91	56	81
No Information Provided		0	---	---	---	---	---	---

*The Level II Phase-In 2 standard reported in 2015 and beyond is different from the Phase-In 2 standard reported from 2012-2014. Comparisons of the number of students achieving Level II: Satisfactory at the Phase-In 2 standard between 2015 and earlier years should not be made.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS A

Level II Phase-In Summary Report

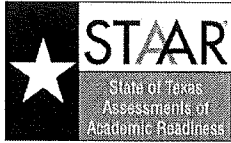
GRADE 5

District: 061-907 AUBREY ISD
 Campus: 102 JAMES A MONACO

Report Date: SEPTEMBER 2015
 Date of Testing: APRIL 2015

Legend --- = No Data Reported For Fewer Than Five Students	SCIENCE						
	Number of Students Tested	Phase-In 1 Standard		Phase-In 2 Standard*	Phase-In 3 Standard	Recommended Standard	
		#	%	%	%	#	%
All Students	1	---	---	---	---	---	---
Male	1	---	---	---	---	---	---
Female	0	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---
Hispanic/Latino	0	---	---	---	---	---	---
American Indian or Alaska Native	0	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---
Black or African American	0	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---
White	1	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---
Economically Disadvantaged	Yes 0 No 1 No Information Provided 0	---	---	---	---	---	---
Title I, Part A	Participants 1 Nonparticipants 0 No Information Provided 0	---	---	---	---	---	---
Migrant	Yes 0 No 1 No Information Provided 0	---	---	---	---	---	---
Limited English Proficient	Current LEP 0 Non-LEP (Monitored 1st Year) 0 Non-LEP (Monitored 2nd Year) 0 Other Non-LEP 1 No Information Provided 0	---	---	---	---	---	---
Bilingual	Participants 0 Nonparticipants 1 No Information Provided 0	---	---	---	---	---	---
ESL	Participants 0 Nonparticipants 1 No Information Provided 0	---	---	---	---	---	---
Special Education	Yes 1 No 0 No Information Provided 0	---	---	---	---	---	---
Gifted/Talented	Participants 0 Nonparticipants 1 No Information Provided 0	---	---	---	---	---	---
At-Risk	Yes 1 No 0 No Information Provided 0	---	---	---	---	---	---

*The Level II Phase-In 2 standard reported in 2015 and beyond is different from the Phase-In 2 standard reported from 2012-2014. Comparisons of the number of students achieving Level II: Satisfactory at the Phase-In 2 standard between 2015 and earlier years should not be made.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

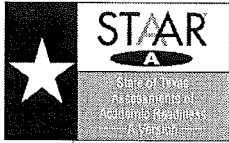
Summary Report

GRADE 5 READING

District: 061-907 AUBREY ISD
 Campus: 102 JAMES A MONACO

Report Date: APRIL 2015
 Date of Testing: MARCH 2015

Administration Summary	Number of Students Tested	Average Scale Score	PASSED		DID NOT PASS		Results for Each Reporting Category									
			Level II: Satisfactory		Level III: Advanced		Level I: Unsatisfactory		1		2		3			
			#	%	#	%	#	%	#	%	Number of Items Tested					
											10		19		17	
											Avg. # of Items / % Correct					
#	%	#	%	#	%	#	%	#	%	#	%					
All Students	84	1629	80	95	32	38	4	5	7.8	78	15.6	82	13.1	77		
Male	44	1595	40	91	14	32	4	9	7.6	76	14.6	77	12.4	73		
Female	40	1667	40	100	18	45	0	0	7.9	79	16.7	88	13.9	82		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Hispanic/Latino	15	1626	14	93	5	33	1	7	7.4	74	15.8	83	12.7	75		
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---		
Asian	1	---	---	---	---	---	---	---	---	---	---	---	---	---		
Black or African American	6	1514	5	83	1	17	1	17	5.7	57	12.7	67	11.2	66		
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
White	60	1640	58	97	25	42	2	3	8.0	80	15.8	83	13.4	79		
Two or More Races	1	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Economically Disadvantaged	19	1613	19	100	5	26	0	0	7.5	75	16.2	85	13.0	76		
No Information Provided	65	1634	61	94	27	42	4	6	7.8	78	15.4	81	13.1	77		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Title I, Part A	83	1635	80	96	32	39	3	4	7.8	78	15.8	83	13.3	78		
Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---		
Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Migrant	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Yes	84	1629	80	95	32	38	4	5	7.8	78	15.6	82	13.1	77		
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Limited English Proficient	1	---	---	---	---	---	---	---	---	---	---	---	---	---		
Current LEP	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Non-LEP (Monitored 1st Year)	4	---	---	---	---	---	---	---	---	---	---	---	---	---		
Non-LEP (Monitored 2nd Year)	79	1625	75	95	30	38	4	5	7.7	77	15.5	81	13.1	77		
Other Non-LEP	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Bilingual	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Participants	84	1629	80	95	32	38	4	5	7.8	78	15.6	82	13.1	77		
Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
ESL	1	---	---	---	---	---	---	---	---	---	---	---	---	---		
Participants	83	1630	79	95	32	39	4	5	7.8	78	15.6	82	13.2	77		
Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Special Education	7	1517	5	71	0	0	2	29	6.7	67	11.7	62	11.1	66		
Yes	77	1639	75	97	32	42	2	3	7.8	78	15.9	84	13.3	78		
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Gifted/Talented	9	1776	9	100	8	89	0	0	9.1	91	18.2	96	15.3	90		
Participants	75	1611	71	95	24	32	4	5	7.6	76	15.3	80	12.8	75		
Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
At-Risk	14	1499	11	79	1	7	3	21	5.7	57	12.7	67	10.1	60		
Yes	70	1655	69	99	31	44	1	1	8.2	82	16.2	85	13.7	81		
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---		



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS A

Summary Report

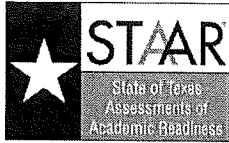
GRADE 5 READING

District: 061-907 AUBREY ISD
 Campus: 102 JAMES A MONACO

Report Date: APRIL 2015
 Date of Testing: MARCH 2015

Administration Summary			Number of Students Tested	Average Scale Score	PASSED		DID NOT PASS		Results for Each Reporting Category*					
					Level II: Satisfactory		Level III: Advanced		Level I: Unsatisfactory		1		2	
Students Tested	Number	Percent							Understanding/ Analysis Across Genres		Understanding/ Analysis of Literary Texts		Understanding/ Analysis of Informational Texts	
Students Tested	1	100												
Students Not Tested														
Absent	0	0												
Other	0	0												
Total Documents Submitted	1	100												
Legend														
--- = No Data Reported For Fewer Than Five Students														
									Number of Items Tested		19		17	
									Avg. # of Items / % Correct					
									#	%	#	%	#	%
All Students	1	100	---	---	---	---	---	---	---	---	---	---	---	---
Male	1	100	---	---	---	---	---	---	---	---	---	---	---	---
Female	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	0	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---
White	1	100	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No	1	100	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Participants	1	100	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No	1	100	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Current LEP	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 1st Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Other Non-LEP	1	100	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	1	100	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	1	100	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Yes	1	100	---	---	---	---	---	---	---	---	---	---	---	---
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	1	100	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Yes	1	100	---	---	---	---	---	---	---	---	---	---	---	---
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

* Students who took the STAAR A test on paper are not included in the reporting category results.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Level II Phase-In Summary Report

GRADE 5

District: 061-907 AUBREY ISD
 Campus: 102 JAMES A MONACO

Report Date: APRIL 2015
 Date of Testing: MARCH 2015

Legend --- = No Data Reported For Fewer Than Five Students	READING							MATHEMATICS								
	Number of Students Tested	Phase-In 1 Standard		Phase-In 2 Standard*	Phase-In 3 Standard		Recommended Standard		Number of Students Tested	Phase-In 1 Standard		Phase-In 2 Standard*	Phase-In 3 Standard		Recommended Standard	
		#	%	%	%	#	%	#		%	%	%	#	%		
All Students	84	80	95	90	80	53	63	No Standards Established Data Available September 2015								
Male	44	40	91	84	70	25	57									
Female	40	40	100	98	90	28	70									
No Information Provided	0	---	---	---	---	---	---									
Hispanic/Latino	15	14	93	93	80	11	73									
American Indian or Alaska Native	1	---	---	---	---	---	---									
Asian	1	---	---	---	---	---	---									
Black or African American	6	5	83	67	50	1	17									
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---									
White	60	58	97	92	82	39	65									
Two or More Races	1	---	---	---	---	---	---									
No Information Provided	0	---	---	---	---	---	---									
Economically Disadvantaged	19	19	100	95	84	12	63									
Yes	19	19	100	95	84	12	63									
No	65	61	94	89	78	41	63									
No Information Provided	0	---	---	---	---	---	---									
Title I, Part A	83	80	96	92	81	53	64									
Participants	83	80	96	92	81	53	64									
Nonparticipants	1	---	---	---	---	---	---									
No Information Provided	0	---	---	---	---	---	---									
Migrant	0	---	---	---	---	---	---									
Yes	0	---	---	---	---	---	---									
No	84	80	95	90	80	53	63									
No Information Provided	0	---	---	---	---	---	---									
Limited English Proficient	1	---	---	---	---	---	---									
Current LEP	1	---	---	---	---	---	---									
Non-LEP (Monitored 1st Year)	0	---	---	---	---	---	---									
Non-LEP (Monitored 2nd Year)	4	---	---	---	---	---	---									
Other Non-LEP	79	75	95	90	80	49	62									
No Information Provided	0	---	---	---	---	---	---									
Bilingual	0	---	---	---	---	---	---									
Participants	0	---	---	---	---	---	---									
Nonparticipants	84	80	95	90	80	53	63									
No Information Provided	0	---	---	---	---	---	---									
ESL	1	---	---	---	---	---	---									
Participants	1	---	---	---	---	---	---									
Nonparticipants	83	79	95	90	81	53	64									
No Information Provided	0	---	---	---	---	---	---									
Special Education	7	5	71	71	57	3	43									
Yes	7	5	71	71	57	3	43									
No	77	75	97	92	82	50	65									
No Information Provided	0	---	---	---	---	---	---									
Gifted/Talented	9	9	100	100	100	8	89									
Participants	9	9	100	100	100	8	89									
Nonparticipants	75	71	95	89	77	45	60									
No Information Provided	0	---	---	---	---	---	---									
At-Risk	14	11	79	64	43	2	14									
Yes	14	11	79	64	43	2	14									
No	70	69	99	96	87	51	73									
No Information Provided	0	---	---	---	---	---	---									

*The Level II Phase-In 2 standard reported in 2015 and beyond is different from the Phase-In 2 standard reported from 2012-2014. Comparisons of the number of students achieving Level II: Satisfactory at the Phase-In 2 standard between 2015 and earlier years should not be made.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS A

Level II Phase-In Summary Report

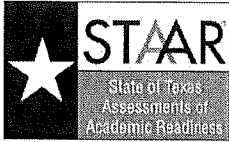
GRADE 5

District: 061-907 AUBREY ISD
 Campus: 102 JAMES A MONACO

Report Date: APRIL 2015
 Date of Testing: MARCH 2015

Legend --- = No Data Reported For Fewer Than Five Students	READING							MATHEMATICS								
	Number of Students Tested	Phase-In 1 Standard		Phase-In 2 Standard*	Phase-In 3 Standard		Recommended Standard	Number of Students Tested	Phase-In 1 Standard		Phase-In 2 Standard*	Phase-In 3 Standard		Recommended Standard		
		#	%	%	%	#			%	#	%	%	%		#	%
All Students	1	---	---	---	---	---	---	No Standards Established Data Available September 2015	---	---	---	---	---	---	---	
Male	1	---	---	---	---	---	---		---	---	---	---	---	---	---	---
Female	0	---	---	---	---	---	---		---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---		---	---	---	---	---	---	---	---
Hispanic/Latino	0	---	---	---	---	---	---		---	---	---	---	---	---	---	---
American Indian or Alaska Native	0	---	---	---	---	---	---		---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---		---	---	---	---	---	---	---	---
Black or African American	0	---	---	---	---	---	---		---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---		---	---	---	---	---	---	---	---
White	1	---	---	---	---	---	---		---	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---		---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---		---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes 0	---	---	---	---	---	---		---	---	---	---	---	---	---	---
	No 1	---	---	---	---	---	---		---	---	---	---	---	---	---	---
	No Information Provided 0	---	---	---	---	---	---		---	---	---	---	---	---	---	---
Title I, Part A	Participants 1	---	---	---	---	---	---		---	---	---	---	---	---	---	---
	Nonparticipants 0	---	---	---	---	---	---		---	---	---	---	---	---	---	---
	No Information Provided 0	---	---	---	---	---	---		---	---	---	---	---	---	---	---
Migrant	Yes 0	---	---	---	---	---	---		---	---	---	---	---	---	---	---
	No 1	---	---	---	---	---	---		---	---	---	---	---	---	---	---
	No Information Provided 0	---	---	---	---	---	---		---	---	---	---	---	---	---	---
Limited English Proficient	Current LEP 0	---	---	---	---	---	---		---	---	---	---	---	---	---	---
	Non-LEP (Monitored 1st Year) 0	---	---	---	---	---	---		---	---	---	---	---	---	---	---
	Non-LEP (Monitored 2nd Year) 0	---	---	---	---	---	---		---	---	---	---	---	---	---	---
	Other Non-LEP 1	---	---	---	---	---	---		---	---	---	---	---	---	---	---
	No Information Provided 0	---	---	---	---	---	---		---	---	---	---	---	---	---	---
Bilingual	Participants 0	---	---	---	---	---	---		---	---	---	---	---	---	---	---
	Nonparticipants 1	---	---	---	---	---	---		---	---	---	---	---	---	---	---
	No Information Provided 0	---	---	---	---	---	---		---	---	---	---	---	---	---	---
ESL	Participants 0	---	---	---	---	---	---		---	---	---	---	---	---	---	---
	Nonparticipants 1	---	---	---	---	---	---		---	---	---	---	---	---	---	---
	No Information Provided 0	---	---	---	---	---	---		---	---	---	---	---	---	---	---
Special Education	Yes 1	---	---	---	---	---	---		---	---	---	---	---	---	---	---
	No 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	No Information Provided 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Gifted/Talented	Participants 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	Nonparticipants 1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	No Information Provided 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
At-Risk	Yes 1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	No 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	No Information Provided 0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	

*The Level II Phase-In 2 standard reported in 2015 and beyond is different from the Phase-In 2 standard reported from 2012-2014. Comparisons of the number of students achieving Level II: Satisfactory at the Phase-In 2 standard between 2015 and earlier years should not be made.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

GRADE 5 READING

District: 061-907 AUBREY ISD
 Campus: 102 JAMES A MONACO

Report Date: APRIL 2015
 Date of Testing: MARCH 2015

Legend --- = No Data Reported For Fewer Than Five Students	STAAR			STAAR Spanish			STAAR A			Total		
	Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory	
		#	%		#	%		#	%		#	%
All Students	84	80	95	0	---	---	1	---	---	85	80	94
Male	44	40	91	0	---	---	1	---	---	45	40	89
Female	40	40	100	0	---	---	0	---	---	40	40	100
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Hispanic/Latino	15	14	93	0	---	---	0	---	---	15	14	93
American Indian or Alaska Native	1	---	---	0	---	---	0	---	---	1	---	---
Asian	1	---	---	0	---	---	0	---	---	1	---	---
Black or African American	6	5	83	0	---	---	0	---	---	6	5	83
Native Hawaiian or Other Pacific Islander	0	---	---	0	---	---	0	---	---	0	---	---
White	60	58	97	0	---	---	1	---	---	61	58	95
Two or More Races	1	---	---	0	---	---	0	---	---	1	---	---
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Economically Disadvantaged	19	19	100	0	---	---	0	---	---	19	19	100
Yes	19	19	100	0	---	---	0	---	---	19	19	100
No	65	61	94	0	---	---	1	---	---	66	61	92
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Title I, Part A	83	80	96	0	---	---	1	---	---	84	80	95
Participants	83	80	96	0	---	---	1	---	---	84	80	95
Nonparticipants	1	---	---	0	---	---	0	---	---	1	---	---
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Migrant	0	---	---	0	---	---	0	---	---	0	---	---
Yes	0	---	---	0	---	---	0	---	---	0	---	---
No	84	80	95	0	---	---	1	---	---	85	80	94
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Limited English Proficient	1	---	---	0	---	---	0	---	---	1	---	---
Current LEP	1	---	---	0	---	---	0	---	---	1	---	---
Non-LEP (Monitored 1st Year)	0	---	---	0	---	---	0	---	---	0	---	---
Non-LEP (Monitored 2nd Year)	4	---	---	0	---	---	0	---	---	4	---	---
Other Non-LEP	79	75	95	0	---	---	1	---	---	80	75	94
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Bilingual	0	---	---	0	---	---	0	---	---	0	---	---
Participants	0	---	---	0	---	---	0	---	---	0	---	---
Nonparticipants	84	80	95	0	---	---	1	---	---	85	80	94
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
ESL	1	---	---	0	---	---	0	---	---	1	---	---
Participants	1	---	---	0	---	---	0	---	---	1	---	---
Nonparticipants	83	79	95	0	---	---	1	---	---	84	79	94
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Special Education	7	5	71	0	---	---	1	---	---	8	5	63
Yes	7	5	71	0	---	---	1	---	---	8	5	63
No	77	75	97	0	---	---	0	---	---	77	75	97
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Gifted/Talented	9	9	100	0	---	---	0	---	---	9	9	100
Participants	9	9	100	0	---	---	0	---	---	9	9	100
Nonparticipants	75	71	95	0	---	---	1	---	---	76	71	93
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
At-Risk	14	11	79	0	---	---	1	---	---	15	11	73
Yes	14	11	79	0	---	---	1	---	---	15	11	73
No	70	69	99	0	---	---	0	---	---	70	69	99
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Teacher/Student ratios.

Attendance rates .

Demographics Weaknesses

Address needs of students and staff in response to increasing mobility rates.

Address needs of increasing student enrollment.

Address the needs of changing demographic.

Demographics Needs

Support services for students in response to increased mobility.

Training for teachers in response to increased mobility rates and changing demographic.

Address the needs of a changing demographic with staff training.

Focus on low sub populations.

Student Achievement

Student Achievement Strengths

Comprehensive Needs Assessment

Academic Achievement in Reading/ELA.
Academic Achievement in Science.
Top 25 Percent in Student Progress.
Top 25 Percent Closing the Performance Gap.
Postsecondary Readiness.
Above Standard in Performance Index 1.
Above Standard in Performance Index 2.
Above Standard in Performance Index 3.
Above Standard in Performance Index 4.

Student Achievement Weaknesses

Increase expository texts and writing in all grades.

4th grade writing scores low.
Online writing opportunities.

Scaffold SS into other curriculum.

Grade 2 TPRI showed issues with phonics.

Student Achievement Needs

Increase expository texts and writing in all grade levels.

Master keyboarding.

Increase opportunities for online writing practice.
Expository writing through cross curricular activities to include Social Studies.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

Attendance - overall avg. staying at 96%

Positive and encouraging work environment.

Commitment to excellence.

District cares about student learning.

High parent involvement.

Teachers are positive role models for students.

Students feel safe
at school.

Parents feel welcome in their child's school.

Welcome feel done to school.

Fabulous PTO organization.

Growth Mindset book study campus wide.

School Culture and Climate Weaknesses

Teacher and parent training on importance of attendance policies and the impact on funding.

Teacher recognition by administration and peers.

Continue to gain technology for teacher and student use.

Increase parent participation in the district survey.

Increase parent participation in parent trainings.

Comprehensive Needs Assessment

School Culture and Climate Weaknesses (Continued)

Educate students and parents in the definition of bullying and the MES Action Plan.

School Culture and Climate Needs

Continue drug/bullying awareness programs.

Variety of parent trainings - attendance, STAAR, drug awareness, bullying etc.

Continue to build school culture.

Continue teacher and staff recognition through a variety of ways through both administration and peers.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Work environment
is positive and encouraging.
Colleagues are committed to excellence.

Teachers know what is expected of them.

Staff Quality, Recruitment and Retention Weaknesses

Salary.
Materials/Equipment Needs.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs

Increase Salary.

Materials/Equipment.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Excellent instruction from classroom teachers.

Dedicated educators committing to teaching TEKS.

Highly qualified teachers.

Incorporate Mini Mondays, campus led staff development.

Model lessons open to teachers.

Curriculum, Instruction and Assessment Weaknesses

New Math TEKS.

Curriculum, Instruction and Assessment Needs

Strategies to teach new Math TEKS.

Campus wide-vertical teaming.

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Strengths

High volume of parent participation in school activities.
Stakeholders feel welcome in our school.

Active, supportive Parent, Teacher Organization at MES.
Effective volunteer program.
Effective Watch D.O.G.S. program.
High parent/community participation in Club Day, & service project.

Family and Community Involvement Weaknesses

Family and Community Involvement Needs

Inform parents on the definition of bullying.
Increase efforts for participation in parent surveys.

School Context and Organization

School Context and Organization Strengths

Communications to parents.

Comprehensive Needs Assessment

School Context and Organization Strengths (Continued)

Parent Portal.

School Context and Organization Weaknesses

Continue to increase support services to at-risk students in order to reduce the numeral of referrals to special services.

School Context and Organization Needs

Continue to increase support services to at-risk students in order to reduce the number of referrals to special services.

Continue to increase personnel as student growth continues.

Technology

Technology Strengths

Implementation of Interactive White Boards in all of classrooms.
Purchase & implementation of Chromebooks.

Technology Weaknesses

Student to devise ratio.

Comprehensive Needs Assessment

Technology Weaknesses (Continued)

Technology use across curriculum.

Technology Needs

Increase available of technology devices for students and teachers.

Comprehensive Needs Assessment Data Sources

Community Demographics
Community Input
Discipline Referrals
District Policies
End of the Year MES Staff Survey
Highly Qualified Staff
Homeless Students
Mobility Rates
Parent Participation
Parent Survey
Parental Involvement Policy
PEIMS Reports
Report Card Grades
Safe Schools Checklist
Special Programs Evaluations
Special Student Populations
SRA Data
Staff Development
Staff/Parents/Community/ Business members involved w/SBDM
Standardized Tests
Student Survey
TEA Student Achievement Data
Teacher Job Satisfaction Survey

Dr. James A. Monaco Elementary School

- Goal 1.** Cultivate a positive learning environment that celebrates success, fosters school pride and spirit, and consistently promotes excellence for today, tomorrow and the future.
- Objective 1.** The campus will routinely celebrate achievements for students, faculty, and staff.
 - Objective 2.** One field trip per grade level will be connected to careers discussed and explored in the student's lessons.
 - Objective 3.** Monaco Elementary will promote a safe school environment.
 - Objective 4.** Monaco Elementary will facilitate a positive school climate.
 - Objective 5.** Monaco Elementary will actively participate in academic competitions.
- Goal 2.** Support a “whole” student approach to education to prepare students for life.
- Objective 1.** All student populations will achieve 90% mastery on all STAAR tests.
 - Objective 2.** All student populations will maintain 96.5% attendance.
 - Objective 3.** All student populations will receive at least 15% above state average on all state standardized tests.
 - Objective 4.** Provide curriculum that will engage all students in completing a program of study which will be challenging and prepare them for a career path.
 - Objective 5.** Monaco Elementary will develop and implement one service project that will benefit the community.
 - Objective 6.** Monaco Elementary will develop and provide opportunities for individual students to develop leadership.
- Goal 3.** Continually review growth to ensure district resources support a quality education.
- Objective 1.** All student populations will be provided cultural awareness training throughout the school year.
 - Objective 2.** Update technology to include additional software programs, additional technology devices, and increase the number of computers per student to enhance student learning.
 - Objective 3.** Monaco Elementary will address the student needs as enrollment increases.
- Goal 4.** Proactively communicate through a variety of media with parents and the community to encourage involvement and partnership in education.
- Objective 1.** The Monaco Elementary will frequently communicate with parents to keep them updated on current events.
 - Objective 2.** Monaco Elementary will encourage parental involvement.
 - Objective 3.** All parents at Monaco Elementary will have access for parent portal.

Dr. James A. Monaco Elementary School

Goal 5. Ensure professional growth for leadership and staff.

Objective 1. All teachers will attend annually required Professional Development Training including technology.

Objective 2. MES teachers, principal, assistant principal, and counselor will be trained in Special Education Process, Rtl, SST, 504, STAAR testing, ARD Decision Making, and GT requirements.

Dr. James A. Monaco Elementary School

Goals

1. Cultivate a positive learning environment that celebrates success, fosters school pride and spirit, and consistently promotes excellence for today, tomorrow and the future.
2. Support a “whole” student approach to education to prepare students for life.
3. Continually review growth to ensure district resources support a quality education.
4. Proactively communicate through a variety of media with parents and the community to encourage involvement and partnership in education.
5. Ensure professional growth for leadership and staff.

Dr. James A. Monaco Elementary School

Objectives

- 1.1. The campus will routinely celebrate achievements for students, faculty, and staff.
- 1.2. One field trip per grade level will be connected to careers discussed and explored in the student's lessons.
- 1.3. Monaco Elementary will promote a safe school environment.
- 1.4. Monaco Elementary will facilitate a positive school climate.
- 1.5. Monaco Elementary will actively participate in academic competitions.
- 2.1. All student populations will achieve 90% mastery on all STAAR tests.
- 2.2. All student populations will maintain 96.5% attendance.
- 2.3. All student populations will receive at least 15% above state average on all state standardized tests.
- 2.4. Provide curriculum that will engage all students in completing a program of study which will be challenging and prepare them for a career path.
- 2.5. Monaco Elementary will develop and implement one service project that will benefit the community.
- 2.6. Monaco Elementary will develop and provide opportunities for individual students to develop leadership.
- 3.1. All student populations will be provided cultural awareness training throughout the school year.
- 3.2. Update technology to include additional software programs, additional technology devices, and increase the number of computers per student to enhance student learning.
- 3.3. Monaco Elementary will address the student needs as enrollment increases.
- 4.1. The Monaco Elementary will frequently communicate with parents to keep them updated on current events.
- 4.2. Monaco Elementary will encourage parental involvement.
- 4.3. All parents at Monaco Elementary will have access for parent portal.
- 5.1. All teachers will attend annually required Professional Development Training including technology.
- 5.2. MES teachers, principal, assistant principal, and counselor will be trained in Special Education Process, Rtl, SST, 504, STAAR testing, ARD Decision Making, and GT requirements.

Dr. James A. Monaco Elementary School

Goal 1. Cultivate a positive learning environment that celebrates success, fosters school pride and spirit, and consistently promotes excellence for today, tomorrow and the future.

Objective 1. The campus will routinely celebrate achievements for students, faculty, and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide "Award" celebrations for students and teachers to promote recognition, school pride and unity each nine weeks.	Assistant Principal(s), Counselor(s), Principal, Spirit Committee, StuCo Coordinator	Every nine weeks		Formative - Students exhibit pride in school and self. Huddle agendas, calendar, discipline records, report cards, STAAR/SRA scores, teacher and student feedback, counselor records.
2. Continue "Positive Principal Referrals" and "FISH" awards for students who show outstanding citizenship.	Assistant Principal(s), Principal, Teacher(s)	Daily as warranted		Formative - Students exhibit pride in school and self. Certificates, parent call log, referral forms, parent survey
3. Contact parents frequently regarding a positive student success.	Assistant Principal(s), Principal, Teacher(s)	On Going		Formative - Evaluate contact log available to principal. Contact log, Parent survey
4. Plan fourth grade graduation celebrations.	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	May 2016		Formative - Number of parents and students in attendance Registration forms, sign-in sheets, calendar
5. "Student of the Week" per grade level.	Assistant Principal(s), Principal, Receptionist, Teacher(s)	Weekly	(L)Paloma Creek Sonic	Formative - Student exhibits pride. Certificate, picture on webpage, parent phone call, picture in hallway, Sonic gift card
6. "Kids with Character"-Citizenship	Counselor(s), Teacher(s)	Monthly		Formative - Student pride. Certificate, picture posted in hallway.
7. "Teacher of the Week" (Title I SW: 1)	Assistant Principal(s), Principal	Weekly	(L)Paloma Creek Sonic	Summative - Promote positive learning environment, Sonic gift card, recognition to peers
8. MES will continue to organize an Aubrey Middle School Field Trip in May to ease transition for elementary students to the middle school. (Target Group: 4th) (NCLB: 4)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	May 2016		Summative - Scheduled event

Dr. James A. Monaco Elementary School

- Goal 1.** Cultivate a positive learning environment that celebrates success, fosters school pride and spirit, and consistently promotes excellence for today, tomorrow and the future.
- Objective 1.** The campus will routinely celebrate achievements for students, faculty, and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. MES will supply Aubrey Middle School with a list of students that may have difficulty transitioning. (Target Group: 4th) (NCLB: 4)	Counselor(s), Teacher(s)	May 2016-June 2017		Summative - Report June 2016.

Dr. James A. Monaco Elementary School

- Goal 1.** Cultivate a positive learning environment that celebrates success, fosters school pride and spirit, and consistently promotes excellence for today, tomorrow and the future.
- Objective 2.** One field trip per grade level will be connected to careers discussed and explored in the student's lessons.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Grade level teachers will plan lessons together to discuss career options that will fit in with their curriculum. (Title I SW: 3) (Target Group: All) (NCLB: 4,5)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	By March 2016	(L)Library Resources, (L)Materials	Summative - Lesson plans with connecting careers.
2. Grade level teachers will meet to set up a field trip with some type of career connection to take place prior to Spring Break. (Title I SW: 3) (Target Group: All) (NCLB: 4,5)	Assistant Principal(s), CTE Director, Principal, Teacher(s)	Oct. 2015	(S)Local Funds	Summative - Written evaluation of the experience by the students.
3. All campuses will set aside at least one day to promote careers. (Title I SW: 3) (Target Group: All) (NCLB: 4,5)	Assistant Principal(s), Counselor(s), Principal	August 2015 - May 2016	(L)Library Resources, (L)Materials, (S)Local Funds	Summative - Event plans.

Dr. James A. Monaco Elementary School

- Goal 1.** Cultivate a positive learning environment that celebrates success, fosters school pride and spirit, and consistently promotes excellence for today, tomorrow and the future.
- Objective 3.** Monaco Elementary will promote a safe school environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor security surveillance system to ensure the safety of students. (Title I SW: 4) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal, Receptionist, SRO Officer	As needed	(S)Local Funds	Summative - Discipline referrals decrease in cases of vandalism and destruction of property. Video tapes of surveillance, discipline records, maintenance reports.
2. Require campus visitors to register in office to run a driver's license scan that will check the National Sex Registry and wear visitor badges at all times. Noncompliant individuals or offenders will be escorted by school personnel throughout their visit. Perform background checks on all employees, volunteers, and field trip chaperones.	Assistant Principal(s), Principal, Receptionist, Secretary	Daily as warranted		Summative - 100% of non-personnel have signed in and are wearing badges, periodic visitor checks. All employees and visitors have been cleared by administration. Visitor tag, visitor log, signed permission forms, results of search.
3. Continue Watch D.O.G.S. Program	Counselor(s), Receptionist	Annually		Formative - D.O.G.S. evaluation feedback. Kick-Off meeting, evaluation feedback.
4. Conduct routine safety drills to ensure safety of students.	Assistant Principal(s), Principal, Teacher(s)	Routine Safety Drills-Document monthly		Summative - 100% of students are in their safe areas within minutes, 100% of classrooms have safety maps/routes posted. Calendar, drill log, safety maps/routes.

Dr. James A. Monaco Elementary School

- Goal 1.** Cultivate a positive learning environment that celebrates success, fosters school pride and spirit, and consistently promotes excellence for today, tomorrow and the future.
- Objective 3.** Monaco Elementary will promote a safe school environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Provide Training to personnel regarding crisis management and utilize safety audit information to improve school safety.	Assistant Principal(s), Counselor(s), Principal	Beginning of each school year and then as needed		Summative - 100% of teachers and students are aware of plan and can implement in an emergency, 100% of classrooms have crisis management flipcharts posted, 100% of students and teachers feel safe at school. Crisis Management notebooks, drill calendar, reports of completion of recommended changes.

Dr. James A. Monaco Elementary School

- Goal 1.** Cultivate a positive learning environment that celebrates success, fosters school pride and spirit, and consistently promotes excellence for today, tomorrow and the future.
- Objective 4.** Monaco Elementary will facilitate a positive school climate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will continue to promote the "FISH Philosophy" school wide including FISH for students, parents, staff, and educators announced in classrooms, during announcements, Huddle and Faculty Meetings.	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Aug. '15 - May '16		Summative - Awards, Huddle, faculty meetings, display wall near cafeteria, announcements
2. Continue "Positive Principal Referrals" for students who show outstanding citizenship.	Assistant Principal(s), Principal, Teacher(s)	Daily as warranted		Summative - Students exhibit pride in school and self. Certificates, parent call log, referral forms, parent survey
3. "Student of the Week" per grade level.	Assistant Principal(s), Principal, Receptionist, Teacher(s)	Weekly		Summative - Student exhibits pride. Certificate, picture on webpage, parent phone call, picture in hallway, Sonic gift card
4. "Teacher of the Week"	Assistant Principal(s), Principal	Weekly		Summative - Promote positive learning environment, Sonic gift card, recognition to peers
5. "Kids with Character"-Citizenship	Counselor(s), Teacher(s)	Monthly		Summative - Student pride. Certificate, picture posted on website and in hallway.
6. Staff recognition during Faculty Meetings.	Assistant Principal(s), Counselor(s), ELA/Math Coordinator, Principal	Monthly		Summative - Certificates Awarded

Dr. James A. Monaco Elementary School

Goal 1. Cultivate a positive learning environment that celebrates success, fosters school pride and spirit, and consistently promotes excellence for today, tomorrow and the future.

Objective 5. Monaco Elementary will actively participate in academic competitions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monaco Elementary will publicize availability and promote participation in academic competitions to students and parents. (Title I SW: 6) (Target Group: All) (NCLB: 4,5)	Assistant Principal(s), Principal, UIL / Academic Sponsors	August 2015 - May 2016	(S)Local Funds	Summative - Newsletters, social media posts

Dr. James A. Monaco Elementary School

Goal 2. Support a “whole” student approach to education to prepare students for life.

Objective 1. All student populations will achieve 90% mastery on all STAAR tests.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide extended learning opportunities for students not mastering the curriculum at elementary through tutorials, summer school, extended day, reading strategies, and multi-sensory training. (Title I SW: 1,2,3,8,9,10) (Target Group: H, ECD, ESL, Migrant, SPED, AtRisk, 504) (NCLB: 1,2,5)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	August 2015 - July 2016	(S)Local Funds, (S)State Compensatory - \$62,207	Summative - Tutorial lists and attendance, summer school enrollment, special programs attendance, STAAR results, benchmark results.
2. Continue to early identify students in need of assistance and continue intervention strategies such as literacy groups. (Title I SW: 1,2,3,8,10) (Target Group: H, ECD, AtRisk) (NCLB: 1,2,5)	Assistant Principal(s), ELA/Math Coordinator, Principal, Teacher(s)	Aug. 2015, Sept. 2015, Oct. 2015, Nov. 2015	(F)Title I, (L)Materials, (S)Local Funds, (S)State Compensatory - \$26,485	Summative - Tier I and II lists and rosters for intervention strategies, RTI Information.
3. Provide intensive instructional support to identify at-risk students. Such as: employ instructional aides, enabling certified, pre-k, k, and inclusion teachers to work more closely with students. Provide Inclusion for 504/at-risk students, and provide inclusion support by ESL teacher as the need dictates. (Title I SW: 1,2,3,8,10) (Target Group: H, ECD, ESL, SPED, AtRisk, 504) (NCLB: 1,2,5)	Assistant Principal(s), ELA/Math Coordinator, Principal, Special Ed Teachers, Teacher(s)	August 2015 - July 2016	(L)Materials, (S)Local Funds, (S)State Compensatory - \$12,495.44	Summative - Test scores, retention rates, campus reort cards, grade reports, discipline records, master schedule.
4. Enhance writing and reading alignment throughout all grade levels. (Title I SW: 1,2,3) (Target Group: All) (NCLB: 1)	Assistant Principal(s), ELA/Math Coordinator, Principal, Teacher(s)	August 2015 - May 2016	(S)Local Funds	Summative - PLC Committee minutes, Sign-in sheets, standardized test results, walk-throughs.
5. Increase student experience with expository text in reading and writing in grades K-4. (Title I SW: 1,2,3) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Assistant Superintendent(s), ELA/Math Coordinator, Principal, Teacher(s)	August 2015 - May 2016	(F)Title I, (S)Local Funds	Summative - standardized test scores.
6. All teachers offer tutorials outside of the school day. (Title I SW: 1,2,3) (Target Group: H, ECD, ESL, Migrant, SPED, AtRisk, 504) (NCLB: 1,2,5)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Spring 2016	(S)Local Funds, (S)State Compensatory	Summative - tutoring logs and attendance standardized test results.

Dr. James A. Monaco Elementary School

Goal 2. Support a “whole” student approach to education to prepare students for life.

Objective 1. All student populations will achieve 90% mastery on all STAAR tests.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Incorporate a wide variety of tutorial techniques. (Title I SW: 1,2,3,10) (Target Group: H, AA, ECD, ESL, Migrant, SPED, AtRisk, 504) (NCLB: 1,2,5)	Assistant Principal(s), ELA/Math Coordinator, Principal, Teacher(s)	Jan 2016 - May 2016	(L)Library Resources, (L)Materials, (S)Local Funds	Summative - walkthroughs.
8. Focus on targeted reading instruction in K-4th to improve reading levels, fluency, comprehension, and STAAR Reading achievement for all students with a focus on subpopulations.	Assistant Principal(s), ELA/Math Coordinator, Principal, Teacher(s)	August 2015 - May 2016	(F)Title I	Summative - TPRI, DRA, SRA, STAAR Reading Results.

Dr. James A. Monaco Elementary School

Goal 2. Support a “whole” student approach to education to prepare students for life.

Objective 2. All student populations will maintain 96.5% attendance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Track student attendance and refer excessive absences to court system. (Title I SW: 1) (Target Group: AtRisk) (NCLB: 5)	Assistant Principal(s), PIEMS Coordinator, Principal, Registrar, SRO Officer	August 2015 - August 2016	(S)Local Funds	Summative - Average daily attendance, court documents, referral records.
2. Provide training and materials to parents about attendance requirements for optimum learning and funding along with health prevention strategies to MES and EBLC parents. (Title I SW: 6) (Target Group: AtRisk) (NCLB: 4,5)	Assistant Principal(s), School Nurse	August 2015 - May 2016	(S)Local Funds	Summative - Average daily attendance, training materials, and sign in health prevention materials and resources.
3. Reward classroom attendance with celebrations. Students with perfect attendance will receive an incentive every nine weeks at "Huddle". (Title I SW: 6) (Target Group: AtRisk) (NCLB: 4,5)	Assistant Principal(s), PIEMS Coordinator, Principal	August 2015 - May 2016	(S)Local Funds	Summative - Attendance reports.
4. Convene meetings with parent, teacher, and ARC (Attendance Review Committee) of students who have accumulated 7 absences. (Target Group: All)	Assistant Principal(s), Parents, PIEMS Coordinator, Principal, Teacher(s)	Ongoing		Summative - Documentation of Meetings.

Dr. James A. Monaco Elementary School

Goal 2. Support a “whole” student approach to education to prepare students for life.

Objective 3. All student populations will receive at least 15% above state average on all state standardized tests.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Target English Language Learners, SPED, low subgroups, and Economically Disadvantaged student populations with instructional strategies such as one-on-one assistance, small group instruction, tutoring, and FISH Camp. (Title I SW: 1,2,3,10) (Target Group: H, AA, ECD, SPED) (NCLB: 1,2,5)	Assistant Principal(s), ELA/Math Coordinator, ELL Coordinator, Principal, Teacher(s)	August 2015 - April 2016	(F)Title III Bilingual / ESL, (S)Local Funds	Summative - Tutorial lists and attendance log, TELPAS results, Standardized test scores, DMAC, grades.
2. Utilize tutoring tools such as Study Island/iStation/Reading Plus to meet the needs of students in core academics. (Title I SW: 1,9) (Target Group: H, ECD, AtRisk)	Assistant Principal(s), Principal, Teacher(s)	October 2015- May 2016	(S)Local Funds	Summative - Study Island progress measures, standardized test scores, student report cards.
3. Schedule student-led parent conferences to include student progress. (Title I SW: 6) (Target Group: H, ECD, AtRisk) (NCLB: 1,2,5)	Assistant Principal(s), Principal, Teacher(s)	October 2015	(S)Local Funds	Summative - Parent Conference Agendas, sign in sheets.
4. Professional Learning Communities work to vertically align curriculum and to analyze data to ensure instruction increases student learning. (Title I SW: 1,2,3,4) (Target Group: All) (NCLB: 1,2,5)	Assistant Principal(s), Assistant Superintendent(s), Principal, Teacher(s)	Sept. 2015, Oct. 2015, Nov. 2015, Dec. 2015	(S)Local Funds	Summative - PLC meeting sign in sheets, agenda, minutes; Standardized test score results.
5. Academic accountability meetings with teachers on low-performing students during class reviews with the principal.	Assistant Principal(s), Principal, Teacher(s)	Oct. '15 - May '16		Summative - DMAC data, benchmark scores, meeting sign-in.
6. Identify areas of student weakness in order to focus on learning objectives/standards. (Target Group: All) (NCLB: 1)	Assistant Principal(s), Principal, Teacher(s)	Ongoing		Summative - Class reviews with principal, DMAC Data, Benchmarks, SRA results from previous year.
7. Maintain continual data driven instruction and best practices to reach all learners in classroom.	Assistant Principal(s), ELA/Math Coordinator, Principal, Teacher(s)	Ongoing		Summative - PDAS walkthroughs, class reviews.

Dr. James A. Monaco Elementary School

Goal 2. Support a “whole” student approach to education to prepare students for life.

Objective 4. Provide curriculum that will engage all students in completing a program of study which will be challenging and prepare them for a career path.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Require all students to acquire working knowledge of technology skills/TEKS at each grade level. (Title I SW: 1,2) (Target Group: All) (NCLB: 5)	Assistant Principal(s), Principal, Teacher(s)	Aug. '15 - May '16	(S)Local Funds	Summative - Assessment of skills used.
2. Incorporate career education into the curriculum to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities. (Title I SW: 1,3) (Target Group: AtRisk) (NCLB: 5)	Assistant Principal(s), Counselor(s), CTE Director, Principal, Teacher(s)	August 2015 - May 2016	(F)Carl Perkins Funds	Summative - Lesson plans, PDAS evaluations.
3. Campus will host career day to develop knowledge of career opportunities.	Counselor(s), Teacher(s)	Spring Semester 2016		Summative - Calendar, agenda, schedule.
4. MES will work with community members, parents and staff to develop well rounded students through Club Day. (Target Group: All)	Assistant Principal(s), Community Leaders, Counselor(s), Parents, Principal, Teacher(s)	Spring 2016		Summative - Event.
5. Implement "Meet the Masters" art program monthly. (Target Group: All)	Assistant Principal(s), Parent Volunteers, Principal, PTO	Oct. 2015 - May 2016	(O)PTO Funds	Summative - End of year, survey, program evaluation.

Dr. James A. Monaco Elementary School

Goal 2. Support a “whole” student approach to education to prepare students for life.

Objective 5. Monaco Elementary will develop and implement one service project that will benefit the community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A committee meeting will be held to discuss what type of campus wide service projects will benefit the community. (Title I SW: 6) (Target Group: All) (NCLB: 4)	Principal	Oct. 2015/Fall 2015	(S)Local Funds	Summative - Agenda and Minutes of the meetings.
2. MES students & staff will implement the designated service project. (Title I SW: 1,6) (Target Group: All) (NCLB: 4)	Principal	April 2016	(S)Local Funds	Summative - A one page summary of the project and the benefits to the students and community.

Dr. James A. Monaco Elementary School

Goal 2. Support a “whole” student approach to education to prepare students for life.

Objective 6. Monaco Elementary will develop and provide opportunities for individual students to develop leadership.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement and coordinate programs that will provide opportunities for upper grade levels to interact as leaders for lower grade levels. Student Council, Reading and Math Buddies. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	August 2015 - May 2016	(S)Local Funds	Summative - Event Calendar and plans.
2. Monaco Elementary will provide opportunities for students to develop and practice leadership skills. Student Council Officers and Representatives, Grade Level Representatives, Huddle Team, Green Team, and Safety Patrol. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Counselor(s), Principal, StuCo Coordinator, Teacher(s)	August 2015 - May 2016	(S)Local Funds	Summative - Organization minutes and participation roster.

Dr. James A. Monaco Elementary School

Goal 3. Continually review growth to ensure district resources support a quality education.

Objective 1. All student populations will be provided cultural awareness training throughout the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide guidance to students about cultural awareness through their regular schedule. (Title I SW: 10) (Target Group: All) (NCLB: 4)	Counselor(s), ELL Coordinator	September 2015 - May 2016	(L)Library Resources, (L)Materials	Summative - Lesson Plans.
2. SRO will provide information to each campus on positive school climate and safety. (Title I SW: 1,9) (Target Group: All) (NCLB: 4)	SRO Officer	Sept. 2015 - April 2016	(S)Local Funds	Summative - Documentation from SRO, Student surveys, Parent surveys.

Dr. James A. Monaco Elementary School

Goal 3. Continually review growth to ensure district resources support a quality education.

Objective 2. Update technology to include additional software programs, additional technology devices, and increase the number of computers per student to enhance student learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase student-to-technology ratio to technology devices. (Title I SW: 1,2) (Target Group: All) (NCLB: 1,4)	Assistant Principal(s), Director of Technology, Principal, Superintendent(s)	August 2015 - May 2016	(S)Local Funds	Summative - Technology hardware report.
2. Increase cross-curricular technology use. (Title I SW: 1,2) (Target Group: All) (NCLB: 1,4)	Assistant Principal(s), Director of Technology, Principal, Superintendent(s)	January 2016	(S)Local Funds	Summative - Inventory of portable devices.
3. Increase keyboarding skills in all grades to help foster success. (Title I SW: 3) (Target Group: All) (NCLB: 1,4)	Assistant Principal(s), Campus Technology Coordinator, Principal	August 2015 - May 2016	(L)Materials	Summative - Computer class grades and test results.

Dr. James A. Monaco Elementary School

Goal 3. Continually review growth to ensure district resources support a quality education.

Objective 3. Monaco Elementary will address the student needs as enrollment increases.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Acquire additional support staff as student enrollment increases, i.e. specialized support staff, instructional coaching, and co-teaching. (Title I SW: 1,5) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Chief Financial Officer, Principal, Superintendent(s)	On going	(S)Local Funds	Summative - enrollment records, student to teacher ratios, special ed records.

Dr. James A. Monaco Elementary School

Goal 4. Proactively communicate through a variety of media with parents and the community to encourage involvement and partnership in education.

Objective 1. The Monaco Elementary will frequently communicate with parents to keep them updated on current events.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide status updates on the Aubrey Schools facebook page. (Title I SW: 6) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal, Webmaster	August 2015 - May 2016	(L)Materials, (S)Local Funds	Summative - Parent surveys, Facebook posts.
2. Provide email blasts to parents. (Title I SW: 1,6) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal, Webmaster	August 2015 - May 2016	(L)Materials, (S)Local Funds	Summative - Parent Surveys, Copies of emails.
3. Keep classroom and grade level websites updated.	Assistant Principal(s), Principal, Teacher(s), Webmaster	Aug. '15 - May '16		Summative - Teacher Webpages, Parent Surveys.
4. Parents will be notified each third, sixth and ninth week of student academic progress.	Assistant Principal(s), PIEMS Coordinator, Principal, Teacher(s)	3, 6, 9 weeks		Summative - Three Week Progress Reports, Nine Week Report Cards.
5. Third and Fourth grade students will keep an agenda. Teachers and parents will check agendas daily for assignments and behavior.	Parents, Students, Teacher(s)	Daily		Summative - Agendas, Surveys.
6. Contact parents frequently regarding positive student success.	Assistant Principal(s), Counselor(s), Principal, Special Ed Teachers, Teacher(s)	Oct. '15 - May '16		Summative - Positive Principal Referrals, phone calls home, emails, survey.
7. Stay up to date and utilize technology apps/programs to stay connected with parents.	Teacher(s)	August 2015 - 2016		Summative - Parent surveys.

Dr. James A. Monaco Elementary School

Goal 4. Proactively communicate through a variety of media with parents and the community to encourage involvement and partnership in education.

Objective 2. Monaco Elementary will encourage parental involvement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. MES will host a variety of events to increase parental involvement such as Huddle, Open House, Grandparent's Day, Veteran's Day, Career Day, Club Day, PTO events, Parent Trainings, etc. (Title I SW: 6) (Target Group: All)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Oct. '15- May '16		Summative - Parent Survey.
2. Provide informational meeting for incoming Kindergarten students to each transition into school. (Title I SW: 6,7) (Target Group: K)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Summer 2016		Summative - Pop Into Kinder Event.
3. Provide training to parents regarding academics, Parent Portal, handbooks, weekly folders, agendas, progress reports, discipline, grading, attendance policies, homework policies, dress code, etc. during Parent Night at the beginning of the school year. (Title I SW: 6) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	Beginning of School Year		Summative - Sign In Sheets, Agenda.
4. Educate parents on the definition of bullying and the MES Action Plan on Bullying. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Counselor(s), Principal, SRO Officer	Fall 2015		Summative - Sign In Sheets.
5. MES will provide a STAAR Informational Meeting for parents regarding excelling state standards. (Target Group: 3rd, 4th) (NCLB: 1)	Assistant Principal(s), Counselor(s), Principal	Early Spring Semester		Summative - Sign In Sheet.
6. Provide status updates on Aubrey Schools facebook page for special announcements. (Title I SW: 1,6) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal, Teacher(s), Webmaster	August 2015 - July 2016	(L)Materials, (S)Local Funds	Summative - Parent Surveys, Facebook posts.
7. Hold parent training to educate parents on growth mindset and positive praise.	Assistant Principal(s), Community Leaders, Counselor(s), Principal	Fall 2015-Spring 2016		Summative - Parent Survey.
8. Communicate need for involvement in the parent survey. (Title I SW: 1,6) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Assistant Superintendent(s), Principal, Teacher(s)	Spring 2016	(L)Materials, (S)Local Funds	Summative - Results of the Parent Involvement Survey.

Dr. James A. Monaco Elementary School

Goal 4. Proactively communicate through a variety of media with parents and the community to encourage involvement and partnership in education.

Objective 3. All parents at Monaco Elementary will have access for parent portal.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Have passwords, directions, and personnel available at meet the teacher night, registration, parent conferences, and curriculum nights for parents to access parent portal. (Title I SW: 1,6) (Target Group: All) (NCLB: 4)	Registrar	August 2015, October 2015	(L)Materials, (S)Local Funds	Summative - Record of Parent Portal users.

Dr. James A. Monaco Elementary School

Goal 5. Ensure professional growth for leadership and staff.

Objective 1. All teachers will attend annually required Professional Development Training including technology.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will be encouraged to offer educational/technology trainings for their colleagues. (Title I SW: 4) (NCLB: 1)	Assistant Principal(s), Assistant Superintendent(s), Principal, Teacher(s)	August 2015-Aug 2016	(S)Local Funds	Summative - Teacher sign in sheets.
2. Provide teachers staff development opportunities in successful STAAR/SRA strategies and follow-up implementation. (Target Group: All) (NCLB: 1)	Assistant Principal(s), Assistant Superintendent(s), Campus Technology Coordinator, Core Subject Teachers, Counselor(s), ELA/Math Coordinator, Principal	Oct. '15 - May '16		Summative - Sign In Sheets.
3. MES will provide teachers opportunities to meet in vertical and horizontal teams to align curriculum and discuss teaching strategies. (Title I SW: 4) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Core Subject Teachers, ELA/Math Coordinator, Principal	Ongoing		Summative - Sign In Sheets.
4. MES will host professional development Data Day each summer to compile, review, analyze data from the previous year to self reflection and set goals for self, individual students, and grade levels. (Target Group: All) (NCLB: 1)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Summer 2016		Summative - Sign In Sheets.

Dr. James A. Monaco Elementary School

Goal 5. Ensure professional growth for leadership and staff.

Objective 2. MES teachers, principal, assistant principal, and counselor will be trained in Special Education Process, RtI, SST, 504, STAAR testing, ARD Decision Making, and GT requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. During the fall all staff will be trained in ELL, Special Education, SST, 504, and ARD decision-making. (Title I SW: 4) (Target Group: ESL, SPED, AtRisk, 504) (NCLB: 1)	Assistant Principal(s), Assistant Superintendent(s), Principal	August 2015	(S)Local Funds	Summative - Agenda, Sign in sheets, 100% staff signed.
2. Before state testing all staff involved in the process will be trained in testing policies and regulations. (Title I SW: 4) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Assistant Superintendent(s), Counselor(s), CTE Director, Principal	March, 2016	(S)Local Funds	Summative - Sign in sheets, agenda, 100% of teachers trained.
3. Provide CPI training for a diverse group of personnel outside of special education at each campus and inform all teachers of those trained in CPI. (Title I SW: 4) (Target Group: SPED) (NCLB: 4)	Assistant Principal(s), Principal, Special Ed Teachers	August 2015- June 2016	(S)Local Funds	Summative - Team is set on each campus. Teachers are aware of CPI team members.
4. All teachers will have their 30 hours of GT training that includes Nature and Needs and Identification and Assessment. Teacher will also have their 6 hour GT updates annually.	Principal	August 2015 - May 2016		Summative - Certificates of completion.

Expenditures

Resource	Source	Amount
Carl Perkins Funds	Federal	
Local Funds	State	
Paloma Creek Sonic	Local	
PTO Funds	Other	
State Compensatory	State	\$101,187.44
Title I	Federal	
Title III Bilingual / ESL	Federal	
7 Resource(s)		Total: \$101,187.44

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2015/2016 school year.)

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

Appendices:

Appendix A: State Compensatory Education and FTE's

Appendix B: Staff Development Plans

Appendix C: Migrant Improvement Plan

Appendix A: State Compensatory Education and FTE's

Appendix B: 2015-2016 Professional Development Plans

2015-2016 Back to School Staff Development Agenda

Wednesday, August 12th (Campus Day 1)

Time: 8:00 - 4:00 Location: Campus Dress: *Casual

Breakfast: Light breakfast will be provided Lunch: Mandatory Lunch at New Hope (11:30 - 1:00)

On the Agenda: campus priorities, district personnel, and student handbooks, procedures, team-building, sped update, ESL update, 504, SST, and PDAS, Parental Involvement.

Thursday, August 13th (Curriculum and Tech Sharing)

Time: 8:00 - 4:00 Location: Aubrey High School Dress: *Casual

Breakfast: On your own Lunch: On your own (11:30 - 1:00 PM)

On the Agenda: You will report to the AHS Cafeteria for a brief district presentation to begin promptly at 8:00. Afterward, teachers will attend workshops that interest those regarding general teaching strategies and technology.

Monday, August 17th (Health and Benefits Day)

Time: 8:00 - 4:00 Location: Aubrey Middle School Dress: *Casual

Breakfast: On your own Lunch: Mandatory Lunch at Midway Church (11:30 - 1:00)

On the Agenda: You will report to the AMS Cafeteria at 8:00 for a brief discussion of your new health insurance. Afterward you will attend selected courses regarding health and benefits.

HS and 7th/8th Grade - MEET THE TEACHER NIGHT- **Professional Dress

Tuesday, August 18th (Planning for Learning)

Time: 8:00 - 4:00 Dress: *Casual

Location: PK-4 and 5-8 Math Teachers - Monaco Cafeteria, All other staff - Middle School Cafeteria

Breakfast: On your own Lunch: On Your Own

On the Agenda: Elementary and Middle School Math Teachers will learn about Eriksen's Concept-Based lesson planning and how it specifically pertains to the new math TEKS. The remaining staff members will gain a basic understanding of how to design instruction that focuses on providing accessibility for English language learners.

Wednesday, August 19th (Campus Day 2)

Time: 8:00 - 4:00 Location: Campus Dress: *Casual

Breakfast: Light breakfast will be provided for you at your campus Lunch: On Your Own

On the Agenda: campus priorities, district, campus personnel, and student handbooks, procedures, team-building, special ed update, ESL update, 504, SST, and PDAS, Parental Involvement.

Thursday, August 20th (Work Day/Meet the Teacher Night)

Time: 8:00 - 4:00 Location: Campus

Dress: ***Workday Attire Breakfast/ Lunch: On Your Own

On the Agenda: Teacher Work Day

BES, MES, EBLC and 5th/6th grade MEET THE TEACHER NIGHT- **Professional Dress

* Casual- Jeans and capris are acceptable ** Professional Dress- School Attire ***Workday Attire- Jeans, capris, t-shirts, walking-shorts

Wednesday Staff Development Schedule 2015-2016

Date	Topic	Attendees	Facilitator(s)	Location
9/2/2015	Campus Safety: General campus safety procedures including crisis management plan, drills, evacuations, responsibilities.	All Campus Staff	Campus Crisis Management Representative	Campus
9/9/2014	Recognizing Signs of Abuse/Reporting	New Staff and Anyone Not Trained in the 2014-15 school year. If you attended this workshop on Health and Benefits Day, you are trained. This training is required upon hiring and every other year following.	Online Course from Texas Association of Public Schools (TAPS)	Online course (I will email those required to take it with a link to the course).
9/16/2015	Professional Learning Communities (PLC)	All Teachers: PLC Vertical Teams	PLC Facilitators, Principals, Counselors, Admin	PLC Team Rooms
9/23/2015	Faculty Meetings/Campus Specific Professional Development – Principals/Counselors Review Accommodation Requirements!	All Campus Staff	Principals: By Campus	Campus
9/30/2015	Horizontal Teaming: Grade Level Meetings – Specifically, teams will work on their Unit Tests through TEKS Resource system on this day!!	Brockett/Monaco: Collaborative Grade Level Meetings EBLC: Teaming HS: Grade Level Meetings MS: Grade Level Meetings	Principals, Counselors, Admin Delore Jones/Pam Bloedel Principals, Counselors, Admin Principals, Counselors, Admin	Monaco ES EB Learning Center AHS AMS
10/07/2015	Employment Discrimination (including sexual harassment) as required by Texas Labor Code Section 20.010.	New Staff and Anyone Not Trained in the 2014-15 school year. This training is required upon hiring and every other year following.	Online Course from Texas Association of Public Schools (TAPS)	Online course (I will email those required to take it with a link to the course).

Wednesday Staff Development Schedule 2015-2016

10/14/2015	Professional Learning Communities (PLC)	All Teachers: PLC Vertical Teams	PLC Facilitators, Principals, Counselors, Admin	PLC Team Rooms
10/21/2015	Blood Borne Pathogen Training Online	All AISD Staff	Online Course	Online Course (I will email instructions for completing this training)
10/28/2015	Parent Conferences	Parent Conferences	Parent Conferences	Parent Conferences
11/04/2015	Internet and Social Media Awareness Training	All District Staff	TBA	TBA
11/11/2015	Professional Learning Communities (PLC)	All Teachers: PLC Vertical Teams	PLC Facilitators, Principals, Counselors, Admin	PLC Team Rooms
11/18/2015	Faculty Meetings/Campus Specific Professional Development	All Campus Staff	Principals: By Campus	Campus
12/02/2015	Cultural Awareness Presentation	All AISD Staff	TBA	TBA
12/09/2015	Professional Learning Communities (PLC)	All Teachers: PLC Vertical Teams	PLC Facilitators, Principals, Counselors, Admin	PLC Team Rooms
12/16/2015	Faculty Meetings/Christmas Holiday Celebration	All Campus Staff	Principals: By Campus	Campus
1/6/2016	Horizontal Teaming: Grade Level Meetings	Brockett/Monaco: Collaborative Grade Level Meetings EBLC: Teaming HS: Grade Level Meetings MS: Grade Level Meetings	Principals, Counselors, Admin Delore Jones Principals, Counselors, Admin Principals, Counselors, Admin	Monaco ES EB Learning Center AHS AMS
1/13/2016	Data Disaggregation and set up tutoring.	All Campus Staff	Principals: By Campus	Campus
1/20/2016	Data Disaggregation and set up tutoring.	All Campus Staff	Principals: By Campus	Campus
1/27/2016	Tutoring Begins	Tutoring Begins	Tutoring Begins	Tutoring Begins

** All plans are subject to change.

***May Professional Development TBD

Appendix C: Migrant Program Priority for Service Action Plan