

# GILBERT INTERMEDIATE SCHOOL

## Campus Improvement Plan

2018/2019

*Developing the Potential of Every Student, Every Day*



Date Reviewed:

DMAC Solutions ®

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Date Approved:

10/29/2018

**Campus Program Evaluation  
2018-19**

<b>Identified Needs from CNA</b>	<b>Priorities from CNA</b>	<b>Strategies or Initiatives from CIP</b>	<b>Funding Source and Amount Expended</b>	<b>Data Review to Determine Impact</b>	<b>Evaluation of Impact</b>	<b>Continuation or Modification of Strategy</b>
<b>Demographics</b>						
1. Individual attendance issues 2 Lead4ward (Data) Teacher Leaders	1. Students with chronic attendance and those needing psychosocial intervention 2. set personalized goals and incentives with the student 3. community partnerships and mentoring	1. Identify a minimum of ten students with chronic attendance issues and set personal goals with incentives and partner them with a community member 2. Teachers will use assessment data when making intervention decisions through the RtI process.	NONE	Parent, Student, and Teacher Surveys, Teacher and site based input, Student attendance reports, DMAC data	1. Not a significant impact on attendance, but helped build relationships with students 2. Need to acquire more mentors	1. Early identification of students with attendance issues by printing of reports each 3 weeks 2. School messenger call system for those with attendance issues 3. Focus time to offer tutorials and homework time during school hours 4. Community partnerships for mentoring with Tarleton; Education Department, girls basketball

						<p>team, and Big Brothers/Big Sisters, and add these partnerships into the RtI Process</p> <p>5. Offer parent night in both English and Spanish</p> <p>6. Send all communication in English and Spanish</p>
<b>Student Achievement</b>						
<p>1. All Students Math – 5<sup>th</sup> – 84% -6<sup>th</sup> – 78% Reading – 83% Science - 75%</p> <p>2. Ethnicity Hispanic Math – 5<sup>th</sup>-75%, 6<sup>th</sup>-73% Hispanic Reading – 5<sup>th</sup>/74, 6<sup>th</sup>/64% Hispanic Science – 58% Asian Math 100% Asian Reading – 80% Asian Science 60%</p> <p>3. Eco. Disad. Math – 5<sup>th</sup>-74% -6<sup>th</sup>-71% Reading – 5<sup>th</sup>/74%, 6<sup>th</sup>/62% Science 63%</p>	<p>1. SPED students in Reading, Math, and Science</p> <p>2. Hispanic Students</p> <p>3. Economically Disadvantaged Students</p>	<p>1. Teachers will use assessment data when making intervention decisions through the RtI process.</p> <p>2. All teachers will use an assessment item bank for all content areas to be used in the development of curriculum based assessments TEKS Checks. Teachers will review data from these</p>	Local Funds and Title I Part A	Parent, Student, and Teacher Surveys, Teacher and site based input, Student attendance reports, Lead4Ward and AWARE data	<p>1. Mainstreaming most SPED student in every class with inclusion support</p> <p>2. LEP student’s scores indicate once exited from LEP program they are successful showing that there is not an issue with content but that of language acquisition</p>	<p>1. The Master schedule allows opportunity for all students to participate in multiple educational options.</p> <p>2. Continue to grow critical thinking using Lead4ward data and focus on both Readiness and Process standards</p> <p>3. Bilingual classes 5<sup>th</sup> grade Science and Social Studies, 5<sup>th</sup>/6<sup>th</sup> grade SLAR</p>

<p>4. Gender  Male-6<sup>th</sup> Math -73%  5<sup>th</sup> Math-83%  6<sup>th</sup> Reading-69%  5<sup>th</sup> Reading 82%  5<sup>th</sup> Science 84%  Female-6<sup>th</sup> Math-69%  5<sup>th</sup> Math – 86%  6<sup>th</sup> Rding 76%  5<sup>th</sup> Rding 84%  5<sup>th</sup> Sci 78%</p> <p>5. Special Programs  GT Reading 100%  Math 100%  SPED Math 5<sup>th</sup>-38%  6<sup>th</sup>-32%  SPED Reading 5<sup>th</sup>/ 44%  6<sup>th</sup>/ 23%  SPED Science 46%  ESL Reading-  -6<sup>th</sup>-31%  Bilingual Math-  -5<sup>th</sup> – 76%  - 6<sup>th</sup> – 26%  Bilingual Reading  5<sup>th</sup>-67%  6<sup>th</sup>-26%  Bilingual Science 56%</p> <p>6. At-Risk  Math – 5<sup>th</sup>-67%  -6<sup>th</sup> – 40%  Reading 5<sup>th</sup>/62%  6<sup>th</sup>/36%  Science 61%</p>		<p>assessments with their peers and use the information to drive their instruction.</p> <p>3. An additional 30 minutes has been added to the schedule for ELAR at each grade level</p> <p>4. Resources are needed to help Science Classroom management</p> <p>5. Advance Math classes have been added to each grade level</p> <p>6. Later start in the schedule; 7:55</p> <p>7. Tutoring during recess</p>			<p>3. Progress is monitored for every student.</p> <p>4. One math resource class has been added for each grade level.</p> <p>5. GT pullout for 5<sup>th</sup> and 6<sup>th</sup> grade, 2 hours per week</p> <p>6. Advanced math classes have been incorporated at each grade level</p> <p>7. SLAR has been added at each grade level pending teacher availability</p>	<p>classes using Gomez and Gomez Model</p> <p>4. Continue Read 180 classes for those identified as two or more classes behind in reading</p> <p>5. RtI scheduled Pullout time still allowing for 2 ½ or more hours of Fine Artsand/or PE per week</p> <p>6. Mainstreaming most SPED student in every class with inclusion support, students are also in a tutoring rotation for remediation; ELA Focus.</p> <p>7. Addition of 2 math SPED classes; 1-5<sup>th</sup> and 1-6th</p> <p>8. Continue Focus/recess time to include opportunities for tutoring for SPED and RtI, enrichment, homework time for Low SES,</p>
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						<p>GT, Mentoring programs</p> <p>9. Bundle revisions and Teaching and Learning plans will include interventions for low, middle, and high kids</p> <p>10. Level up charts used in tested subjects</p> <p>11. Continue Read 180 with Language Book (L-Book) for Bilingual in SLAR classes</p> <p><b>12.</b> Common Research guidelines</p>
<b>School Culture and Climate</b>						
<p>1. School Wide Discipline</p> <p>2. Class Sizes</p> <p>3. Master Schedule</p>	<p>1. Continue to enhance Trust Card System through staff input</p> <p>2. Revamp Master Schedule to reduce class size</p>	<p>1. Master schedule will reflect</p> <p>2. Conduct annual parent, staff surveys</p> <p>3. Later start; 7:55</p>	Local Funds and Title I Part A	Parent and Teacher Surveys, Teacher and site based input	<p>1. Trust card system worked well with classroom privileges.</p> <p>2. Golden Ticket punch cards to replace G-Pride Wall</p> <p>3. 4 days a week recess for those not requiring tutorials</p> <p>4. Class Compact</p>	<p>1. Continue Master Schedule with teacher input and Lead4Ward Data, and make them more evenly distributed</p> <p>2. Add to and/or change campus wide privileges with trust cards</p> <p>3. Teacher representatives on PTO Board</p>

					<ul style="list-style-type: none"> <li>5. Capturing Kids Hearts</li> <li>6. Admin will meet with teacher teams to enhance open communication</li> <li>7. Friday Fellowship</li> <li>8. Positive Jeans on Door</li> <li>9. Continue birthday lunches</li> <li>10. Continue popcorn and slushies</li> <li>11. Include more verbal affirmations and celebrations</li> </ul>	<ul style="list-style-type: none"> <li>4. Aides and PE teachers will be doing lunch duty to create consistency and keep teachers in the classroom.</li> <li>5. Morning duty - 5<sup>th</sup> grade teacher duty in the cafeteria and 6<sup>th</sup> grade teacher duty in the gym</li> <li>6. Enhance teensagainstbullying.org bullying program through counseling circles</li> <li>7. Continue counseling circles and use community resources to provide social skills curriculum for identified students</li> <li>8. Continue new student orientation for FOR Club members to give to new students and parents</li> <li>9. Duties will be adapted to cover all areas of the school for safety</li> </ul>
<b>Staff Quality, Recruitment, and Retention</b>						

<p>1.Mentor new staff 2.Content planning time</p>	<p>1. Provide new staff orientation in August In-service 2.Continue work with consultants Caryn Sorrells 3. New Master Schedule has common conference times for more subject area planning time</p>	<p>1. Teachers in all core content areas will be provided planning time to prepare for the teaching of the curriculum and to use assessment data to differentiate to meet student needs. 2. Write to Learn training provides techniques to reduce the performance gaps 3. Plan lessons that incorporate the 1:1 iPad implementation 4. Practice techniques used as a formative assessment tool</p>	<p>Local Funds and Title I Part A</p>	<p>Teacher Surveys, Teacher input, Site Based Committee input</p>	<p>1. New staff orientation was a success using the Gilbert retreat as a more social gathering and implementing teacher handbook. 2. Caren Sorrells training is making an impact on bringing up the rigor of TEKscores and common assessments. 3. SpEd teacher continue monthly meeting with SpEd director. 4. Admin team will meet with teams to enhance open communication</p>	<p>1. Improve new employee packet for new staff 2. Paraprofessional Training modules through PD 360. 3. Train staff on techniques to be better prepared with behavior students during inservice in August and/or faculty meetings. 4. Math Training with Caryn Sorrells 5. Continue consulting for life skills 6. Lead4Ward training with webinars and trainings throughout the year.</p>
<p><b>Curriculum, Instruction, and Assessment</b></p>						
<p>1. Bundles 2. Read 180 3. Dyslexia Program 4. Teaching and Learning Plans</p>	<p>1. Continue to research best practices</p>	<p>1. Revise aligned ELA, Social Studies, Math and</p>	<p>Local Funds and Title I Part A</p>	<p>Parent, Student, and Teacher Surveys, Teacher and site based input, Student attendance</p>	<p>1. Newsletters and calendars are sent out with assignments and upcoming events.</p>	<p>1. Revamp Master Schedule to create longer classes in the areas of ELA by adding a 30 minute</p>

<p>5. Differentiation</p>	<p>2. Research and implement deliberate Write to Learn high level questions for formative assessments</p> <p>3. Mentoring Minds</p> <p>4. Prodigy</p>	<p>Science curriculum through Bundles</p> <p>2. Bundle Test, Benchmarks, STAAR, iStation, Prodigy</p> <p>2. All teachers will use an assessment item bank for all content areas to be used in the development of curriculum based assessments TEKS Checks. Teachers will review data from these assessments with their peers and use the information to drive their instruction.</p> <p>3. Teachers will use assessment data when making intervention decisions through the RtI process.</p>		<p>reports, Lead4Ward and DMAC data, TAPR, PEIMS</p>	<p>2. Critical thinking increased using Readiness Standards and campus data, but needs to continue to be addressed for low performing areas.</p> <p>3. Critical thinking increased using Readiness Standards and campus data, but needs to continue to be addressed focusing on closing the performance gaps and all students show progress</p>	<p>ELA time in the schedule</p> <p>2. Continue to grow critical thinking using Lead4ward data and focus on both Readiness and Process standards</p> <p>3. Continue Bilingual with specialized teaching staff in SLAR and Science/Social Studies using the Gomez and Gomez model</p> <p>4. Continue Read 180 classes for those identified as two or more years behind in reading</p> <p>5. RtI scheduled Pullout time still allowing for 2 ½ or more hours of Fine Arts and PE per week</p> <p>6. Focus/recess time to include opportunities for tutoring for SPED and RtI, enrichment, homework time for Low SES, GT, Mentoring programs</p> <p>7. Bundle revisions will include interventions for</p>
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		<p>4. Implement a structured 30 minute Focus time within the master schedule to include RtI, tutoring, SSR and recess weekly.</p> <p>5. Implement a structured 30 minute ELA time within the schedule; curriculum will be developed by ELA TLs</p>				<p>low, middle, and high kids</p> <p>8. Level up charts used in tested areas</p> <p>9. Continue Read 180 with Language Book (L-Book) for Bilingual</p> <p>10. Common Research guidelines campus wide</p>
<b>Family and Community Involvement</b>						
<p>1.Communication</p> <p>2.Parent nights</p>	<p>1. Implement “Bring your parent to School Day” – Wacky Wednesday</p> <p>2.Implement Skylert at progress report and report card time</p> <p>3. Implement open house night for parents</p>	<p>1. Implement Open House Night to include a debriefing on available communication tools with the opportunity to sign up with assistance, and view student classroom work and progress.</p>	Local Funds and Title I Part A	Parent, Teacher Surveys, Teacher and site based input, DMAC data, PEIMS	<p>1. Bring parent to school day was a success in SS and will be used in other subject areas</p> <p>2. Skyward skylert emails were sent out weekly by each teacher and help greatly with parent communication</p>	<p>1. Provide multiple dates for the same parent night information to reach more parents</p> <p>2. Continue a newsletter for SWAT to send home each six weeks with report cards</p> <p>3. Bring parent to school days within each subject</p>

	<p>4. Implement School Messenger Emails that include newsletters to parents each 6 weeks</p> <p>5. Use multiple sources to send out reminders to parents for school events and grades weekly; school messenger, webpage, facebook, twitter, skyward, paper, Seesaw, etc.</p>	<p>2. Provide Spanish translators/Spanish interpreters for formal and informal parent meetings by utilizing the bilingual instructional aide, bilingual teacher, district parent liaison, and other campus district Spanish speaking personnel.</p> <p>3. Movie Night</p> <p>4. Honor's Breakfast</p> <p>5. Camp Grady Spruce</p> <p>6. Watch DOGS</p> <p>7. StuCo Dance</p> <p>8. Halloween Social</p>			<p>3. Newsletters were not sent out each three weeks, but School Messenger a successful tool to use to communicate with parents</p>	<p>4. Limit and Streamline communication methods</p> <p>5. Implement Mentor Programs within RtI Process</p> <p>6. Email weekly Progress reports through Skyward</p> <p>7. Math and Literacy Nights, include Bilingual opportunities</p> <p>8. Book Fair</p>
<b>School Organization</b>						
<p>1. SSR and recess time during focus</p> <p>2. Class sizes and times</p> <p>3. 4 lunch periods</p> <p>4. All ELA teachers are ESL certified</p> <p>5. 30 minute ELAR time added to master schedule</p>	<p>1. The master schedule allows opportunity for all students to participate in multiple educational options.</p> <p>2. The addition of lunch periods</p>	<p>1. Restructure master schedule to include longer classes in ELA and Math, to help reduce class size and provide a common conference time for subject areas.</p>	NONE	<p>Parent, Teacher Surveys, Teacher and site based input, Student attendance reports, Lead4Ward and DMAC data, TAPR, PEIMS</p>	<p>1. Class size was not consistent. Science wants a longer time as well.</p> <p>2. Focus time was a benefit offering students tutorials, SSR, Recess, and</p>	<p>1. 5<sup>th</sup> grade Bilingual Science and Social Studies and 5<sup>th</sup>/6<sup>th</sup> grade SLAR have been added</p> <p>2. Research ways to improve Media room for more functionality</p>

	has cut down on cafeteria discipline 3. Students receive 4 days of recess unless they are needed for tutorials/remediation	2. Implement a structured 30 minute Focus time within the master schedule to include RtI, tutoring, SSR and recess weekly.			gathering assessment data	3. Put in place a bell schedule to ring at common times 4. management techniques in all classes for team member roles, communication stands, etc.
<b>Technology</b>						
1. More access to technology 2. Smartboards in rooms without one 3. Front Row sound systems in each classroom 4. Cafeteria Sound System 5. Technology education	1. Include Information about internet safety in newsletters 2. Lunch and Learn trainings for Staff members 3. Purchase more Computer laptop carts, Smartboards, sound systems for cafeteria and classrooms	1. Provide parents with information about internet safety and appropriate uses of technology for students throughout the year. 2. Teachers will incorporate research based activities that will boost student engagement in all subject areas.	Local Funds, Title I Part A, Continuing Education Grant	Parent and Teacher Surveys, Teacher and site based input, Student attendance reports, Lead4Ward and DMAC data, TAPR, PEIMS, STAR Chart	1. Continue to purchase iPads – currently iPad Air 2. Experiment with Chromebooks to see how beneficial they are	1. Place Laptop carts and iPads in each core subject classroom 2. Technology application training for teachers and students through the library and district technology teacher 3. Place front row systems in each classroom 4. Place Smartboards in remaining classrooms 5. Add to purchased ipads in classrooms 6. Technology training will take place through the library and with district technology teacher 7. Technology training will be supported by

						<p>the district Technology</p> <ol style="list-style-type: none"><li>8. Technology growth will be guided by Digital Promise</li><li>9. Taking advantage of grants such as those through Raise Your Hand Texas will offer options for growth in technology.</li></ol>
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# GILBERT INTERMEDIATE SCHOOL

## **Mission**

*Empowering learners to achieve excellence through initiative and integrity.*

## **Vision**

*Motto: Developing the Potential of Every Student, Every Day*

*Core Values: Growth, Integrity, Initiative, Relationship, Excellence*

*Goal 1: Provide a safe environment where students can effectively communicate, collaborate and create in a way that enables them to connect and function effectively as a lifelong learner.*

*Goal 2: Provide a challenging curriculum in tune with evolving technology advancements enabling students to be competitive and successful in the global marketplace.*

*Goal 4: Provide assistance for each student to see their individual future, within the context of global workforce, regardless of their personal conditions and circumstances, and provide them the avenues for success.*

*Goal 5: Provide challenging education programs delivered by utilizing a broader curriculum supported by professional learning that will give students the qualities and skills needed to succeed in the 21st century.*

# Vision Continued

*Goal 6: Provide safe and secure educational facilities that enhance an educational experience*

## Nondiscrimination Notice

GILBERT INTERMEDIATE 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.

# **COMPREHENSIVE NEEDS ASSESSMENT SUMMARY**

## **SCHOOL YEAR: 2018-2019**

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### **Data Sources Reviewed**

[list data sources here]

- 2017-2018 STAAR Data
- 2017-2018 Common Assessments (TEKscores)
- Lead4ward Heat Maps
- Think Through Math Data
- iStation Data
- Teacher Absences
- Staff Retention
- Eduphoria Reports
- Master Schedule
- Staff Duty Schedule
- Discipline Data
- Student Attendance
- Parent Survey
- Teacher Survey

### **Identified Strengths**

#### **Demographics:**

1. Attendance Incentives
2. Attendance is above 96%

#### **Student Achievement:**

All Students:

3. Reading 6<sup>th</sup> Grade – 72%
4. Reading 5<sup>th</sup> Grade – 83%
5. Science 5<sup>th</sup> Grade – 75%
6. Math 6<sup>th</sup> Grade – 78%
7. Math 5<sup>th</sup> Grade – 84%
8. Ethnicity:
9. Hispanic– 6<sup>th</sup> Grade Reading – 74%
10. Hispanic– 5<sup>th</sup> Grade Reading – 74%
11. Hispanic - 6<sup>th</sup> Math – 73%
12. Hispanic – 5<sup>th</sup> Math – 75%
13. Hispanic– 5<sup>th</sup> Grade Science – 58%

Economically Disadvantaged:

14. Reading 6<sup>th</sup> Grade – 62%
15. Reading 5<sup>th</sup> Grade – 74%
16. Science 5<sup>th</sup> Grade – 63%

Gender:

17. Male – 6<sup>th</sup> Grade Reading – 67%
18. Female – 6<sup>th</sup> Grade Reading – 77%
19. Male – 5<sup>th</sup> Grade Reading – 82%
20. Female – 5<sup>th</sup> Grade Reading – 84%
21. Male – 5<sup>th</sup> Grade Science – 84%
22. Female – 5<sup>th</sup> Grade Science – 78%

Special Program Groups:

(Title I, Part A, ELLs, Migrant, GT, CTE, SpEd, etc.)

23. GT Reading STAAR – 100%
24. GT Science STAAR – 100%
25. ESL Reading Students – 23%
26. Bilingual Science – 56%
27. Special Ed – 6<sup>th</sup> Grade Reading – 21%
28. Special Ed – 5<sup>th</sup> Grade Reading – 44%
29. Special Ed – 5<sup>th</sup> Grade Science – 46%
- 30.

**At-Risk:**

31. Reading 6<sup>th</sup> Grade – 37%
32. Reading 5<sup>th</sup> Grade – 62%
33. Science 5<sup>th</sup> Grade – 61%

**School Culture and Climate:**

34. Campus calendar and weekly emails to staff of campus calendar
35. High collaboration among staff
36. Trust card discipline system
37. Fine Arts opportunities
38. 50+ minutes of PE Classes
39. G-Ticket/Gilbert Golden Ticket
40. Attendance Reward Days
41. Camp Grady Spruce
42. Staff Gatherings

**Staff Quality, Recruitment and Retention:**

43. Very low staff turnover
44. Paraprofessional support
45. Staff is 100% Highly Qualified

**Curriculum, Instruction and Assessment:**

46. Assessment match rigor of STAAR
47. Teachers use assessment data to drive instruction (Lead4ward & Eduphoria)
48. Bundles are revised yearly
49. Varied instructional techniques to target High, Middle, and Low student groups

**Family and Community Involvement:**

50. Honors Assemblies
51. Library Activities
52. Weekly emailed Progress Reports
53. Website Newsfeeds
54. Facebook
55. Twitter
56. Gilbert Folders
57. FOR Club and STAR Council
58. Title 1 Parent Information Meetings
59. Hot Dog Surprise
60. Family Picnic

**School Organization:**

61. More duty areas covered for safety, better commitment when on duty
62. Two lunch periods
63. Bully Alert during morning announcements
64. Focus ELA Time-30 minutes

**Technology:**

65. Increasing use of SAMR model
66. eReaders/eBooks



67. Use of interactive platforms – Canvas, Google Docs

Identified Needs	Priorities
<p><b>Demographics:</b></p> <ol style="list-style-type: none"> <li>Increase attendance of particular students</li> <li>Bilingual (Hispanic) Communication</li> <li>Economically disadvantaged students access to materials and technology</li> <li>Reading scores require an addition of Dyslexia program and Focus ELA Class</li> </ol>	<ol style="list-style-type: none"> <li>Early identification of students with attendance issues by printing of reports each 3 weeks</li> <li>School messenger call system for those with attendance issues</li> <li>Focus time to offer tutorials and homework time during school hours</li> <li>Community partnerships for mentoring with Tarleton and Big Brothers/Big Sisters, and add these partnerships into the RtI Process</li> </ol>
<p><b>Student Achievement:</b>  All Students:  Progress measure  Ethnicity:  Hispanic  Economically Disadvantaged:  Reading  Gender:  Male - Reading  Special Program Groups:  (Title I, Part A, ELLs, Migrant, GT, CTE, SpEd, etc.)  LEP Student Language Acquisition  SpEd Reading, Science, (Math)  At-Risk:  Reading, Science, (Math)</p>	<ol style="list-style-type: none"> <li>Addition of 30 minute ELA Focus class</li> <li>Continue Read 180 classes for those identified as two or more years behind in reading.</li> <li>Continue Bilingual ELA/Read 180 and Science classes.</li> <li>RtI scheduled pullout allowing time in Fine Arts classes.</li> <li>SpEd pullout time allowing time in Fine Arts classes.</li> <li>Revamp Focus time to include opportunities for tutoring for SpEd and RtI, enrichment, homework toime for Economically Disadvantaged and at-risk Students, GT, Mentoring programs.</li> <li>Teacher tutoring Program before and after school.</li> <li>Lesson plans will include interventions for low, middle, and high kids.</li> <li>Level up charts used in four core areas.</li> <li>Implement Read 180 with Language acquisition Book (L-Book) for Bilingual and ESL students.</li> </ol>
<p><b>School Culture and Climate:</b></p> <ol style="list-style-type: none"> <li>More ELA class time</li> <li>Implementation of Capturing Kids Hearts</li> <li>Students need more interaction with high level technology application</li> <li>More parent involvement activities</li> <li>Continue to enhance Trust Card System</li> <li>Continue to enhance Duty Schedule</li> <li>Enhance Anti-bullying program</li> <li>Social Skill acquisition</li> <li>New Student orientation</li> </ol>	<ol style="list-style-type: none"> <li>Revamp Master Schedule with teacher input and Lead4ward Data</li> <li>Teacher representatives on PTO Board</li> <li>Aides will be doing lunch duty to create consistency and keep teachers in the classroom.</li> <li>Enhance <a href="http://teensagainstbullying.org">teensagainstbullying.org</a> bullying program through counseling circles</li> <li>Create counseling circles and use community resources to provide social skills curriculum for identified students.</li> <li>Create new student orientation for FOR Club members to give to new students and parents</li> </ol>
<p><b>Staff Quality, Recruitment and Retention:</b></p> <ol style="list-style-type: none"> <li>New Staff Orientation</li> </ol>	<ol style="list-style-type: none"> <li>Create new employee packet for new staff</li> </ol>

<ol style="list-style-type: none"> <li>2. Continue Content area Planning and Training</li> <li>3. Parent involvement training for staff</li> <li>4. Training on behavioral students</li> </ol>	<ol style="list-style-type: none"> <li>2. Paraprofessional Training modules through ESC 11</li> <li>3. Train staff on techniques to be better prepared with behavior students during inservice in August.</li> <li>4. Math Training</li> </ol>
<p><b>Curriculum, Instruction and Assessment:</b></p> <ol style="list-style-type: none"> <li>1. More ELA.</li> <li>2. Increase parent awareness and involvement in PBL and level up charts.</li> <li>3. Increase Language acquisition techniques in Bilingual classes.</li> <li>4. Monitor readiness and process standards through teacher level up charts.</li> <li>5. Create more small group individualized teaching opportunities.</li> <li>6. Math resource classes 5<sup>th</sup> &amp; 6<sup>th</sup></li> <li>7. Implementation of Gomez and Gomez</li> </ol>	<ol style="list-style-type: none"> <li>1. Revamp Master Schedule to create longer classes in the areas of ELA</li> <li>2. Continue bilingual classes for ELA/Read 180</li> <li>3. Addition of Bilingual 5<sup>th</sup> and 6<sup>th</sup> SLA</li> <li>4. RtI scheduled pullout time allowing for time in Fine Arts classes.</li> <li>5. SpEd scheduled pullout time allowing for time in Fine Arts classes.</li> <li>6. Revamp Focus time to include opportunities for tutoring for SpEd and RtI, enrichment, homework time for Low SES, GT, and Mentoring programs.</li> <li>7. Lesson plans will include interventions for low, middle, and high kids</li> <li>8. Level up charts used in four core areas.</li> <li>9. Add to purchased iPads and laptops in classrooms.</li> <li>10. Continue with Read 180 with Language Book (L-Book) for Bilingual and ESL students</li> <li>11. Common Research guidelines campus wide</li> <li>12. Bilingual Science and Social Studies 5<sup>th</sup> grade</li> </ol>
<p><b>Family and Community Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Follow up or alternative parent meetings</li> <li>2. Streamline parent communication</li> <li>3. Tarleton Athletic Mentor Program</li> <li>4. Big Brothers/Big Sisters</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide multiple dates for the same parent night information to reach more parents.</li> <li>2. Create a newsletter for SWAT to send home each six weeks with report cards.</li> <li>3. Bring parent to school days within each subject.</li> <li>4. Limit and Streamline communication methods.</li> <li>5. Implement Mentor Programs within Rti Process.</li> </ol>
<p><b>School Organization:</b></p> <ol style="list-style-type: none"> <li>1. Restructure Focus Time</li> <li>2. Class times</li> <li>3. Alternate Bell schedules</li> <li>4. Media Room/Staff Bathroom</li> <li>5. Put readily available technology in each classroom</li> <li>6. Common practices in research classroom management</li> <li>7. Implementation of Gomez and Gomez Model</li> </ol>	<ol style="list-style-type: none"> <li>1. Addition of 30 minutes for ELA Focus</li> <li>2. Addition of dyslexia classes.</li> <li>3. Addition of Bilingual SLA 5<sup>th</sup> &amp; 6<sup>th</sup></li> <li>4. Bilingual Science and Social Studies 5<sup>th</sup> grade</li> <li>5. Research ways to improve Media room for more functionality.</li> <li>6. Put in place a bell schedule to ring at common times.</li> <li>7. Study PBL procedures to determine classroom management techniques in all classes for team member roles, etc.</li> </ol>
<p><b>Technology:</b></p>	<p>.</p>



<ol style="list-style-type: none"> <li>1. Educate parents and students on proper technology usage.</li> <li>2. Front Row sound systems in each class</li> <li>3. Educate students and teachers on technology applications and software programs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Technology application training for teachers and students through the library.</li> <li>2. Place front row systems in each classroom.</li> <li>3. Place Smartboards in remaining classrooms, specifically Science Labs.</li> </ol>
<p><b>Additional Information:</b></p>	
<p>NOTE: Activities funded through federal programs and State Compensatory Education funds should be identified in the Needs and/or Priorities sections above.</p>	

# GILBERT INTERMEDIATE SCHOOL

**Goal 1.** Provide a safe environment where students can effectively communicate, collaborate, and create, in a way that enables them to connect and function effectively as a life long learner.

**Objective 1.** Provide a safe environment where students can effectively communicate, collaborate, and create, in a way that enables them to connect and function effectively as a life long learner.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to use technology to enhance the curriculum and classroom experience. (Title I SW: 1) (Target Group: All)	Assistant Superintendent of Finance, Director of Instruction and Federal Programs, Director of Technology	August-May	(O)Local Districts	Summative - Increased assessment results.
3. Continue the 1:1 initiative. (Title I SW: 1) (Target Group: All)	Assistant Superintendent of Finance, Director of Technology, Principal	August	(F)Title I Part A, (S)Local Funds, (S)State Compensatory	Summative - Every student has an iPad to improve engagement
4. Master schedule includes Read 180 program, bilingual classes, and pre-athletics in addition to all core classes and fine arts. Classes are all of equal time, 55 minutes, so every student has the opportunity to take classes they need and classes they choose. Recess and Tutorial/Enrichment time is integrated into the daily schedule. (Title I SW: 1,3) (Target Group: All)	Classroom Teachers, Principal, Rtl Case Manager	Aug - May	(F)ARRA Title I Part A, (S)Local Funds, (S)State Compensatory	Summative - Local and State Assessments
5. Instructional technology training is supplied to students through computer class and also through library lessons. Teachers attend technology trainings throughout the year, i.e. IChampion Training, etc. (Title I SW: 1,3,4,8,9,10) (Target Group: All)	Classroom Teachers, Librarian, Principal	Aug - May	(F)Title I Part A, (S)Local Funds, (S)State Compensatory	Summative - Increased use of technology in the classroom for differentiation and engagement
6. Response to Intervention pullout time provided in the master schedule still allowing for 2 ½ hours of Fine Arts and Physical Education per week. Special education students have equal opportunity to access Fine Arts classes with general education students for their Least Restrictive Environment. (Title I SW: 1,2,3,9) (Target Group: ECD, SPED, AtRisk)	Diagnostician, Director of Special Education, Principal, Rtl Case Manager	Aug - May	(F)ARRA Special Education, (F)IDEA Special Education, (F)Title I Part A, (O)Local Districts, (S)Local Funds, (S)State Compensatory	Summative - Local and State Assessments

# GILBERT INTERMEDIATE SCHOOL

- Goal 1.** Provide a safe environment where students can effectively communicate, collaborate, and create, in a way that enables them to connect and function effectively as a life long learner.
- Objective 1.** Provide a safe environment where students can effectively communicate, collaborate, and create, in a way that enables them to connect and function effectively as a life long learner.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Provide opportunities for students to receive tutoring and/or enrichment. Differentiated opportunities for students including: Response to Intervention, GT Enrichment, Homework assistance for all students, specifically to monitor students in all special populations, i.e. At Risk, LEP, Economically Disadvantaged. (Title I SW: 1,2) (Target Group: All)	Classroom Teachers, Counselor(s), Diagnostician, Librarian, Principal, Rtl Case Manager, Title I Teacher(s)	Aug-May	(S)Bilingual Funds, (S)Local Funds, (S)State Compensatory	Summative - Local Assessments and State Assessments
8. Teacher Bundle units will include instructional strategies that target low, middle, and high students in each class. (Title I SW: 1,3,9) (Target Group: All)	Classroom Teachers, Librarian, Principal, Rtl Case Manager, Title I Teacher(s)	Aug - May		Summative - Teaching and Learning plans, classroom observations, local and state assessments

# GILBERT INTERMEDIATE SCHOOL

**Goal 2.** Provide a challenging curriculum in tune with evolving technology advancements enabling students to be competitive and successful in the global market place.

**Objective 1.** Provide a challenging curriculum in tune with evolving technology advancements enabling students to be competitive and successful in the global market place.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus Improvement Teams will review TAPR reports and plan accordingly. (Title I SW: 1) (Target Group: All)	Campus Site Based Committee, Principal	November	(S)Local Funds	Summative - Revision of Campus Improvement Plan as needed after reviewing the TAPR report.
2. Continue Read 180 with Language acquisition Book (L-Book) for Bilingual and ESL students with the support of SLAR teachers. (Title I SW: 1,3,10) (Target Group: H, ESL, LEP)	Classroom Teachers, Director of Instruction and Federal Programs, Principal	Aug - May	(F)Title I Part A, (F)Title III Bilingual / ESL, (S)Bilingual Funds, (S)Local Funds, (S)State Compensatory	Summative - Walk Throughs, Observations, Local Assessments, State Assessments.
3. Continue Read 180 classes for those identified as two or more classes behind in reading and providing inclusionary support for SPED students. (Title I SW: 1,3,10) (Target Group: All, ECD, SPED, AtRisk)	Classroom Teachers, Principal, Rtl Case Manager	Aug-May	(F)Title I Part A, (S)Local Funds	Summative - Walk Throughs, Observations, Local Assessments, State Assessments.
4. Bilingual classes available for STEM subjects; 5th Science and Social Studies, enhancing understanding for LEP students. 5th and 6th grade SLAR classes provided. (Title I SW: 1,2,3,10) (Target Group: H, ESL, LEP)	Classroom Teachers, Principal	AUG - MAY	(F)Title I Part A, (S)Bilingual Funds, (S)Local Funds, (S)State Compensatory	Summative - Local and State Assessments

# GILBERT INTERMEDIATE SCHOOL

**Goal 3.** Provide daily instruction that challenges students to think creatively, critically, and collaboratively.

**Objective 1.** Provide daily instruction that challenges students to think creatively, critically, and collaboratively.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. All teachers will attend professional development in Gifted and Talented strategies to maximize student engagement in all areas. A GT teacher is hired to provide a pull-out program for GT students 2 hours each week in each grade level.</p>	<p>Classroom Teachers, Director of Instruction and Federal Programs, Principal</p>	<p>August</p>	<p>(F)Title IIA Principal and Teacher Improvement, (S)Local Funds</p>	<p>Summative - Staff development will be completed and Bundles will show that strategies are being implemented in the classroom.</p> <p>Individual student achievement as evidence by State and Local Assessments.</p>
<p>2. Teachers will incorporate research based activities to students using procedures and classroom management techniques that will boost student engagement in all subject areas. (Title I SW: 3,9,10) (Target Group: All)</p>	<p>Classroom Teachers, Principal</p>	<p>August-May</p>	<p>(F)Title I Part A, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds</p>	<p>Summative - Teaching and Learning plans and walk throughs will document research based lessons.</p> <p>Individual student achievement as evidence by State and Local Assessments.</p>
<p>3. Provide writing to learn workshops to 5-6th grade teachers leaders with follow up training throughout the year. Teacher Leaders will teach their teams the techniques they are expected to use. Samples will be collected through Google Classroom and progress will be documented. (Target Group: All)</p>	<p>Classroom Teachers, Director of Instruction and Federal Programs</p>	<p>June-May</p>	<p>(F)Title IIA Principal and Teacher Improvement</p>	<p>Summative - Sign in sheet will document attendance in training. Teaching and Learning plans will document reading workshop in reading classes.</p> <p>Individual student achievement as evidence by State and Local assessments.</p>
<p>4. Research available math curriculum and methods that will increase student achievement. Apply new curriculum to daily instruction. (Title I SW: 4) (Target Group: All)</p>	<p>Classroom Teachers, Director of Instruction and Federal Programs</p>	<p>June-May</p>	<p>(F)Title IIA Principal and Teacher Improvement</p>	<p>Summative - Research from schools who are successful.</p> <p>Bundles and scope and sequence will reflect modifications to the curriculum.</p> <p>Increase student achievement.</p>

# GILBERT INTERMEDIATE SCHOOL

**Goal 3.** Provide daily instruction that challenges students to think creatively, critically, and collaboratively.

**Objective 1.** Provide daily instruction that challenges students to think creatively, critically, and collaboratively.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. District bilingual teacher meetings monthly to improve upon best practices. Gomez and Gomez Dual Language program trainings provided to teachers to enhance instruction. (Title I SW: 1,2) (Target Group: LEP)	Classroom Teachers, Director of Instruction and Federal Programs, Principal	August-May	(F)Title III Bilingual / ESL	Summative - TELPAS reports improve
7. Implement level up charts for each student and teacher to track progress. (Title I SW: 1,3,8) (Target Group: All)	Classroom Teachers	Aug - May	(S)Local Funds	Summative - Local and State Assessments
8. Teachers in all core content areas will be provided staff development and common planning time to prepare for the teaching of the new curriculum and to use assessment data/Lead4ward strategies to analyze student performance data and drive instruction. (Title I SW: 2,3,4) (Target Group: All, H, ECD, ESL, LEP, SPED)	Classroom Teachers, Principal	August-May	(F)Title I Part A, (S)Local Funds	Summative - Increase student achievement.
9. Special Education Director will work in conjunction with special education teachers to plan and improve upon the instructional program. (Title I SW: 4,10) (Target Group: SPED)	Director of Special Education	June-May	(F)ARRA Special Education, (F)IDEA Special Education	Summative - Attendance will be documented on sign in sheet for training.  Lesson plans will document strategies being taught in special education classes.  Increase student achievement.



# GILBERT INTERMEDIATE SCHOOL

**Goal 3.** Provide daily instruction that challenges students to think creatively, critically, and collaboratively.

**Objective 1.** Provide daily instruction that challenges students to think creatively, critically, and collaboratively.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. Participate in district strategic planning centered on instructional focus. (Title I SW: 1,2,10) (Target Group: All)	Assistant Superintendent of Finance, Assistant Superintendent of Personnel, Board of Trustees, Classroom Teachers, Director of Assessment and Special Programs, Director of Instruction and Federal Programs, Director of Special Education, Director of Technology, Principal	January 2015-May 2015	(S)Local Funds	Summative - Individual student achievement on state and local assessments. Increased number of Dual Credit Students; Increased number of RHP and/or DAP Graduates; Increased scores on AP Exams; Increased PSAT, SAT, ACT, and TSI scores. Increased attendance and a decrease in dropouts.
11. The addition of a 30 minute ELAR class will add additional time for students to work on reading comprehension, writing, and grammar. (Title I SW:1,2) (Target Group: All, H, ECD, ESL, LEP, SPED)	English Department Head	Aug-May		Summative - Summative - Increase in student achievement.

# GILBERT INTERMEDIATE SCHOOL

**Goal 4.** Provide assistance to each student to see their individual future, within the context of global workforce, regardless of their personal conditions and circumstances, and provide them the avenues for success.

**Objective 1.** Provide assistance to each student to see their individual future, within the context of global workforce, regardless of their personal conditions and circumstances, and provide them the avenues for success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Summer School opportunities provided for students who need additional instruction based on assessment results and teacher recommendations. (Title I SW: 1,2,3) (Target Group: H, ECD, ESL, LEP)	Classroom Teachers, Director of Instruction and Federal Programs	June	(F)Title I Part A, (S)State Compensatory	Summative - Pre/Post tests in summer school.
2. Provide college week focusing on trade schools, junior colleges, and universities. Hold annual 6th grade College Day field trip, focusing on the importance of college and career readiness. (Title I SW: 9,10) (Target Group: All)	Counselor(s), Director of Assessment and Special Programs, Director of Instruction and Federal Programs	November	(S)Local Funds	Summative - Students will participate in a culminating activity that will demonstrate their knowledge on college planning.  Individual student achievement as evidence by State and Local Assessments.
3. Periodically provide counseling lessons on career opportunities and required education/degrees for trades & diplomas. (Title I SW: 10) (Target Group: All)	Classroom Teachers, Counselor(s)	August-May	(S)Local Funds	Summative - School counselor will document career opportunities shared with students.  Individual student achievement as evidence by State and Local Assessments.
4. The Rtl Team will use the Rtl process and receive Rtl training and support from Rtl consultant and district staff. (Title I SW: 2) (Target Group: All, SPED)	Classroom Teachers, Director of Instruction and Federal Programs, Director of Special Education, Principal, Rtl Case Manager	August-May	(F)IDEA Special Education, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Summative - A reduction in the number of students referred to Special Education and reduction in the amount of time the current Special Education students are removed from the General Education setting.
5. Provide Bilingual Dual Language Immersion/One Way as the bi-literacy program for all students classified as bilingual. (Title I SW: 1,2,10) (Target Group: LEP)	Classroom Teachers, Director of Instruction and Federal Programs, Principal	August-May	(F)Title III Bilingual / ESL	Summative - Individual student achievement as evidence by State and Local Assessments.

# GILBERT INTERMEDIATE SCHOOL

**Goal 4.** Provide assistance to each student to see their individual future, within the context of global workforce, regardless of their personal conditions and circumstances, and provide them the avenues for success.

**Objective 1.** Provide assistance to each student to see their individual future, within the context of global workforce, regardless of their personal conditions and circumstances, and provide them the avenues for success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Provide tutoring during and outside of school hours for targeted at-risk students in the areas of math, reading, and ELA. (Title I SW: 1) (Target Group: All)	Classroom Teachers, Principal	August-May	(F)ARRA Title I Part A, (S)Local Funds	Summative - Revision of campus improvement plan as needed after reviewing the TAPR.
7. Implement ELPS in four core (Reading, Math, Science, and Social Studies) content areas. (Title I SW: 3,9) (Target Group: LEP)	Classroom Teachers, Director of Instruction and Federal Programs	August-May	(S)Local Funds	Summative - Lesson plans will denote ELPS taught and walk throughs will be made by administration.  Individual student achievement as evidence by State and Local Assessments.
8. 100% of students will meet annual IEP goals. (Title I SW: 3,9) (Target Group: SPED)	Classroom Teachers, Director of Special Education, Principal	August-May	(F)IDEA Special Education	Summative - Monitoring document will be kept on each child and minutes will be documented as stipulated in their ARD.
9. Provide smooth transition for students between schools. (4th graders visit Gilbert and 6nd graders visit Henderson) (Title I SW: 7) (Target Group: All)	Classroom Teachers, Principal	May	(S)Local Funds	Summative - Increase student achievement and fewer discipline referrals
10. Exited bilingual/ESL program students will be monitored for two years and assigned to strong instructional teachers. (Title I SW: 7) (Target Group: ESL, LEP)	Classroom Teachers, Principal	August-May	(S)Local Funds	Summative - Increased student achievement
11. A behavior classroom will be maintained and available for all special education students that require behavior support as documented in their Individualized Education Plan. (Title I SW: 1) (Target Group: SPED)	Assistant Superintendent of Personnel, Director of Special Education, Principal	August-May	(F)IDEA Special Education	Summative - Classroom management and stability maintained

# GILBERT INTERMEDIATE SCHOOL

**Goal 4.** Provide assistance to each student to see their individual future, within the context of global workforce, regardless of their personal conditions and circumstances, and provide them the avenues for success.

**Objective 1.** Provide assistance to each student to see their individual future, within the context of global workforce, regardless of their personal conditions and circumstances, and provide them the avenues for success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
12. D.A.V.E. lessons will be taught one time per semester to provide Drug and Alcohol awareness to Gilbert students. (Title I SW: 1) (Target Group: All)	Classroom Teachers, Counselor(s), Director of Assessment and Special Programs, Principal	August-May	(S)State Provided	Summative - Lesson plans will be documented and given to the counselor.  Decreased drug/alcohol use as evaluated on student survey.
13. Educate students using six traits of character and provide a FOR (Friends of Rachel) Club to allow student participation in exhibiting these traits. (Title I SW: 1) (Target Group: All)	Classroom Teachers, Counselor(s), Director of Assessment and Special Programs	August-May	(S)Local Funds	Summative - Counselor plans will document all six character educational traits being taught.
14. All students will participate in the required Fitness Gram each year. (Title I SW: 1) (Target Group: All)	Classroom Teachers, Principal	August-May	(S)State Provided	Summative - Fitness reports sent to each child's parent.  Increased student health results.
16. Information about suicide prevention will be provided to staff, parents, and students through printed materials and through the Stephenville ISD website. David's Law and Bullying guidance lessons will be provided by counselor. (Title I SW: 9) (Target Group: All)	Classroom Teachers, Counselor(s), Director of Assessment and Special Programs, Parent Liaison, Principal	August-May	(S)Local Funds	Summative - Parent, teacher and student surveys
17. Implement policies and programs that have demonstrated effectiveness in addressing the prevention, intervention, and ultimate elimination of all types of bullying in school as part of coordinated health effort in Texas schools. (Title I SW: 9) (Target Group: All)	Classroom Teachers, Counselor(s), Director of Assessment and Special Programs, Parent Liaison, Truancy Officer	August-May	(S)Local Funds	Summative - Reduction of incidents of bullying and violence.
18. Utilize parent liaison to keep parents updated and involved in school activities. (Title I SW: 1,6) (Target Group: All)	Classroom Teachers, Counselor(s), Principal	August-May	(F)Title I Part A	Summative - Survey responses about communication with schools will document benefits.
19. Provide written information to parents in both English and Spanish to the extent possible. (Title I SW: 6) (Target Group: All)	Classroom Teachers, Counselor(s), Principal	August-May	(S)Local Funds	Summative - Increased parent involvement to 70%.

# GILBERT INTERMEDIATE SCHOOL

- Goal 4.** Provide assistance to each student to see their individual future, within the context of global workforce, regardless of their personal conditions and circumstances, and provide them the avenues for success.
- Objective 1.** Provide assistance to each student to see their individual future, within the context of global workforce, regardless of their personal conditions and circumstances, and provide them the avenues for success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
20. Provide information to parents on the campus website and teacher news feeds in both English and Spanish to the extent possible. (Title I SW: 6) (Target Group: All)	Classroom Teachers, Director of Technology, Principal	August-May	(S)Local Funds	Summative - Increased parent involvement to 70%.
21. Provide Spanish translators/Spanish interpreters for formal and informal parent meetings by utilizing the bilingual instructional aide, bilingual teachers, district parent liaison, and other campus and district Spanish speaking personnel. (Title I SW: 6) (Target Group: All)	Classroom Teachers, Counselor(s), Principal	August-May	(S)Local Funds	Summative - Notate in parent communication log when interpreters are used to communicate with parents.
23. Create counseling circles and use community resources to provide social skills curriculum for identified students and add these mentoring partnerships into the Rtl process. (Title I SW: 1) (Target Group: All)	Counselor(s)	Aug - May	(S)Local Funds	Summative - Rtl Data, Counselor Data, Discipline Data

# GILBERT INTERMEDIATE SCHOOL

**Goal 5.** Provide challenging educational programs delivered by utilizing a broader curriculum supported by professional learning that will give students the qualities and skills needed to succeed in the 21st century.

**Objective 1.** Provide challenging educational programs delivered by utilizing a broader curriculum supported by professional learning that will give students the qualities and skills needed to succeed in the 21st century.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. College readiness standards will be addressed both semesters by handing out parent information regarding study habits, attendance, setting high expectations, homework, and distributing a student checklist for higher level learning opportunities. (Title I SW: 6) (Target Group: All)	Classroom Teachers, Counselor(s), Director of Assessment and Special Programs	August-May	(S)Local Funds	Summative - Parent survey will indicate improved communication.  Individual student achievement as evidence by State and Local Assessments.
2. Investigate ways to attract and retain qualified teachers. (Title I SW: 1,5) (Target Group: All)	Assistant Superintendent of Personnel, Director of Federal Programs, Principal	August-August	(S)Local Funds, (S)State Compensatory	Summative - District HQ report will reflect improvement.
3. Review highly qualified status of each teacher to ensure 100% Highly Qualified status. (Title I SW: 3,5) (Target Group: All)	Assistant Superintendent of Personnel, Principal	July	(S)Local Funds	Summative - District HQ Report will reflect improvement to 100% at Hook Elementary.
4. Review required Highly Qualified status of aides to ensure compliance.				Summative - District HQ report reflect 100% highly qualified aide status at Hook Elementary.
5. Provide information and encourage bilingual paraprofessionals to seek a college degree and bilingual teacher certification through participation in Texas Educational Aide Exemption program. (Title I SW: 3) (Target Group: LEP)	Assistant Superintendent of Personnel, Director of Instruction and Federal Programs, Principal	August-May	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Summative - Increased number of paraprofessionals participating in Texas Educational Aide Exemption program.
6. Provide support and materials for the successful completion of the language proficiency and state certification exams. (Title I SW: 3) (Target Group: LEP)	Assistant Superintendent of Personnel, Director of Instruction and Federal Programs, Principal	August-May	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Summative - Increase in the successful completion of exams and certifications added to SBEC.
7. Pay for certification exam reimbursement fees when appropriate. (Title I SW: 3) (Target Group: LEP)	Assistant Superintendent of Personnel, Director of Instruction and Federal Programs, Principal	August-May	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Summative - Increased certification of bilingual teachers.
8. Conduct annual review of campus personnel assignments to ensure that campuses with higher low income percentages have equal numbers of highly qualified personnel assigned to them. (Title I SW: 5) (Target Group: All)	Assistant Superintendent of Personnel, Director of Instruction and Federal Programs, Principal	May	(S)Local Funds, (S)State Compensatory	Summative - Analyze results of annual review.

# GILBERT INTERMEDIATE SCHOOL

**Goal 5.** Provide challenging educational programs delivered by utilizing a broader curriculum supported by professional learning that will give students the qualities and skills needed to succeed in the 21st century.

**Objective 1.** Provide challenging educational programs delivered by utilizing a broader curriculum supported by professional learning that will give students the qualities and skills needed to succeed in the 21st century.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Ensure all new teachers are assigned content and team mentors. (Title I SW: 1,3,4,10) (Target Group: All)	Classroom Teachers, Principal	August-May	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Summative - Teacher surveys will indicate a successful first year.
10. Provide a bilingual stipend for certified bilingual teachers as a recruitment and retention strategy. (Title I SW: 3) (Target Group: All)	Assistant Superintendent of Finance, Director of Instruction and Federal Programs	May	(F)Title IIA Principal and Teacher Improvement	Summative - All schools will be 100% highly qualified.
11. All teachers will complete 18 hours of professional development (comp days) outside school hours with pre-approval from campus principal. An additional 12 hours have been added this year for hybrid days. (Title I SW: 3,4) (Target Group: All)	Classroom Teachers, Principal	June-December	(F)Title I Part A, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds, (S)State Compensatory	Summative - Completion certificates will be filed for each teacher.  Individual student achievement as evidence by State and Local Assessments.
12. Join Effective Schools Project at TSU and attend the conferences. (Title I SW: 2,3,4) (Target Group: All)	Assistant Superintendent of Personnel, Campus Site Based Committee, Principal	August-May	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Summative - Agendas/Resources will be kept as documentation from attending conferences.  Individual student achievement as evidence by State and Local Assessments.
13. Ensure that GT certified teachers receive 30 hour GT training and yearly 6 hour update. Every teacher on campus receives the yearly 6 hour update. (Title I SW: 4) (Target Group: GT)	Classroom Teachers, Director of Instruction and Federal Programs, Principal	June-August	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Summative - Workshop certificates will be turned in for GT file.  Increase commended achievement rates in GT students.
15. Conduct annual parent, staff, and student surveys. (Title I SW: 6) (Target Group: All)	Classroom Teachers, Director of Instruction and Federal Programs	February	(S)Local Funds	Summative - Parent survey results will be analyzed for parental program effectiveness.

# GILBERT INTERMEDIATE SCHOOL

**Goal 5.** Provide challenging educational programs delivered by utilizing a broader curriculum supported by professional learning that will give students the qualities and skills needed to succeed in the 21st century.

**Objective 1.** Provide challenging educational programs delivered by utilizing a broader curriculum supported by professional learning that will give students the qualities and skills needed to succeed in the 21st century.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
16. Review programs/materials/strategies annually to ensure appropriate abandonment of nonproductive/outdated/not research-based resources/programs (Title I SW: 1) (Target Group: All)	Campus Site Based Committee, Classroom Teachers, Principal, Title I Teacher(s)	August-March	(S)Local Funds	Summative - Review on file indicating programs, materials, strategies reviewed and either retained or abandoned.
17. Review and revise the developed campus school-parent compact with a committee composed of parents, teachers, administrators, and community stakeholders. (Title I SW: 1) (Target Group: All)	Campus Site Based Committee, Principal	November	(S)Local Funds	Summative - Parent Compacts revised by the committee.
18. Gilbert Intermediate will provide multiple dates for the same parent night information, and host parental involvement activities during the school day. (Title I SW: 1) (Target Group: All)	Classroom Teachers, Counselor(s), Principal	October	(S)Local Funds	Summative - Meetings held and sign in sheets document attendance.
19. ESC 16 Parental Involvement Quarterly Newsletter information will be available on the district web page. (Title I SW: 6) (Target Group: All)	Counselor(s), Director of Assessment and Special Programs, Director of Instruction and Federal Programs	Quarterly	(S)Local Funds	Summative - Increased parent involvement
20. Review and revise the developed campus parental involvement policy with a committee composed of parents, teachers, administrators, and community stakeholders. (Title I SW: 1,6) (Target Group: All)	Campus Site Based Committee, Director of Instruction and Federal Programs, Principal	October	(F)Title I Part A	Summative - Increased parent involvement
21. Host an annual Title 1 campus meeting with parents to explain the following: Gilbert Intermediate Title 1 Part A participation and requirements, the state curriculum in use, the forms of academic assessments and proficiency levels students are expected to achieve, ways to work with educators to improve children's achievement. (Title I SW: 6) (Target Group: All)	Principal	October	(O)Local Districts	Summative - Analysis of parent surveys



# GILBERT INTERMEDIATE SCHOOL

- Goal 5.** Provide challenging educational programs delivered by utilizing a broader curriculum supported by professional learning that will give students the qualities and skills needed to succeed in the 21st century.
- Objective 1.** Provide challenging educational programs delivered by utilizing a broader curriculum supported by professional learning that will give students the qualities and skills needed to succeed in the 21st century.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
22. Recruit and encourage parent participation in planning, reviewing and improving of Gilbert Intermediate Title 1 part A program through service on campus site based decision making committee. (Title I SW: 6) (Target Group: All)	Classroom Teachers, Principal	August	(S)Local Funds	Summative - Increased parent participation
23. Identify tips and resources that parents and educators can use to improve their children's achievement and utilize district parent liaison, campus and other district staff to share tips and resources with parents at formal and informal meetings. (Title I SW: 6) (Target Group: All)	Classroom Teachers, Counselor(s), Director of Instruction and Federal Programs, Principal	August-May	(S)Local Funds	Summative - Sign in sheets will reflect parent involvement at 70%.
24. Paraprofessional Training will be completed during inservice provided by administrative staff. (Title I SW: 1) (Target Group: All)	Principal	Aug - May	(S)Local Funds	Summative - Certificates from paraprofessionals showing completion of webinars.

# GILBERT INTERMEDIATE SCHOOL

**Goal 6.** Provide safe and secure educational facilities that enhance an educational experience that is sought after by students all over the country.

**Objective 1.** Provide safe and secure educational facilities that enhance an educational experience that is sought after by students all over the country.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Update current staff and train new staff on all emergency procedures and emergency team requirements. (Title I SW: 1,10) (Target Group: All)	Classroom Teachers, Principal	August	(S)Local Funds	Summative - Trainings will be documented.
2. Employ a school resource officer. (Title I SW: 1) (Target Group: All)	Assistant Superintendent of Finance	August-May	(S)Local Funds	Summative - School resource officer is retained to use in the district.
3. Staff will be provided training on sexual harassment which includes awareness, reporting, and prevention techniques. (Title I SW: 4,9,10) (Target Group: All)	Assistant Superintendent of Personnel, Classroom Teachers, Principal	August	(S)Local Funds	Summative - Attendance sheets will document training.
4. Provide training to staff, parents, and students to increase awareness of the recognition and prevention of child sexual abuse and all other maltreatments and to increase awareness of procedures of seeking assistance for a child who is at risk for maltreatment. (Title I SW: 9) (Target Group: All)	Classroom Teachers, Counselor(s), Director of Assessment and Special Programs, Nurse, Parent Liaison, Truancy Officer	August-May	(S)Local Funds	Summative - Training Rosters
5. Staff will be provided with training on the following topics/policies to ensure that all staff are aware of requirements and expectations of the district: Bloodborne pathogens, T-TESS, Bullying, Chapter 37 Discipline Guidelines, Employee handbook, and Grading Guidelines. (Title I SW: 1) (Target Group: All)	Classroom Teachers, Counselor(s), Director of Assessment and Special Programs, Nurse, Parent Liaison, Truancy Officer	August	(S)Local Funds	Summative - Training rosters
6. Provide training, strategies, activities for addressing Texas Behavior Support Initiative; CPI training. (Title I SW: 1,2,4,9,10) (Target Group: SPED)	Campus Site Based Committee, Director of Special Education, Principal	August-May	(F)IDEA Special Education, (S)Local Funds	Summative - Retain certificate of molules adn TBSI training.

# No Child Left Behind Performance Goals

*(These goals have not been updated by the U.S. Department of Education as of the 2018/2019 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.

# GILBERT INTERMEDIATE SCHOOL Site Base

Name	Position
Englert, Jennifer	Assistant Principal
Garrett, Kayla	Teacher
Haynes, Angela	Parent/Business
Jimenez, Emma	Teacher
Kaiser, Kimberly	Teacher
Laigle, Mary	Principal
Langford, Summer	Teacher
Rasmuson, Sherry	Counselor
Saldivar, Barbara	Parent/Community Member

# Resources

Resource	Source
ARRA Title I Part A	Federal
ESSA Title IV Part A	Federal
IDEA Special Education	Federal
McKinney-Vento	Federal
Title I Part A	Federal
Title IIA Principal and Teacher Improvement	Federal
Bilingual Funds	State
Instructional Materials Allotment	State
Local Funds	State
Migrant Funds	State
Optional Extended Year Funding	State
State Compensatory	State
State Provided	State

Population	Reading				Goal
	2016-17 Approaches	2017-18 Approaches	2017-18 Meets	2017-18 Masters	Masters
All Students	80%	83%	51%	20%	30%
African American	NA	40%	0	0	<b>EcoDis</b>
Hispanic	68%	74%	33%	10%	Meets 50%
White	87%	90%	62%	25%	<b>Hispanic</b>
Eco. Dis.	71%	74%	34%	12%	Meets 50%

Math						Goal	Science
2016-17	2017-18	2017-18	2017-18	2017-18			2016-17
Approaches	Approaches	Meets	Masters	Masters		Masters	Approaches
82%	84%	46%	16%	30%		77%	
NA	40%	0	0		<b>EcoDis</b>	NA	
66%	75%	33%	6%	Meets 50%		59%	
92%	91%	55%	22%	<b>Hispanic</b>		87%	
74%	74%	31%	7%	Meets 50%		65%	

2017-18	2017-18	2017-18	Goal
Approaches	Meets	Masters	<b>Masters</b>
75%	46%	16%	30%
NA	NA	NA	<b>EcoDis</b>
58%	29%	10%	Meets 50%
85%	57%	20%	<b>Hispanic</b>
63%	38%	10%	Meets 50%



Population	Reading				Goal	Math				Goal
	2016-17	2017-18	2017-18	2017-18		2016-17	2017-18	2017-18	2017-18	
	Approaches	Approaches	Meets	Masters	Masters	Approaches	Approaches	Meets	Masters	Masters
All Students	73%	72%	39%	22%	30%	80%	78%	36%	13%	30%
African American	NA	NA			EcoDis	NA	NA			EcoDis
Hispanic	66%	64%	25%	11%	Meets 50%	74%	73%	28%	6%	Meets 50%
White	78%	78%	47%	28%	Hispanic	83%	81%	42%	18%	Hispanic
Eco. Dis.	62%	62%	28%	15%	Meets 50%	72%	71%	28%	7%	Meets 50%

**Gilbert Intermediate  
2018-19  
Campus Improvement Plan Summary**

- Implementation of the Capturing Kids Hearts program in order to address social and emotional status which will impact students positively in their behavior and academics.
- A thirty minute period has been added to the schedule to allow additional ELA support. Every teacher on campus will have a class and will follow a curriculum provided by each grade level ELA Team Leader. The curriculum will include reading comprehension, writing and grammar.
- The implementation of a dyslexic program will provide students identified with dyslexia extra reading support.

# **COMPREHENSIVE NEEDS ASSESSMENT SUMMARY**

## **SCHOOL YEAR: 2018-2019**

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### **Data Sources Reviewed**

[list data sources here]

- 2017-2018 STAAR Data
- 2017-2018 Common Assessments (TEKscores)
- Lead4ward Heat Maps
- Think Through Math Data
- iStation Data
- Teacher Absences
- Staff Retention
- Eduphoria Reports
- Master Schedule
- Staff Duty Schedule
- Discipline Data
- Student Attendance
- Parent Survey
- Teacher Survey

### **Identified Strengths**

#### **Demographics:**

1. Attendance Incentives
2. Attendance is above 96%

#### **Student Achievement:**

All Students:

3. Reading 6<sup>th</sup> Grade – 72%
4. Reading 5<sup>th</sup> Grade – 83%
5. Science 5<sup>th</sup> Grade – 75%
6. Math 6<sup>th</sup> Grade – 78%
7. Math 5<sup>th</sup> Grade – 84%
8. Ethnicity:
9. Hispanic– 6<sup>th</sup> Grade Reading – 74%
10. Hispanic– 5<sup>th</sup> Grade Reading – 74%
11. Hispanic - 6<sup>th</sup> Math – 73%
12. Hispanic – 5<sup>th</sup> Math – 75%
13. Hispanic– 5<sup>th</sup> Grade Science – 58%

Economically Disadvantaged:

14. Reading 6<sup>th</sup> Grade – 62%
15. Reading 5<sup>th</sup> Grade – 74%
16. Science 5<sup>th</sup> Grade – 63%

Gender:

17. Male – 6<sup>th</sup> Grade Reading – 67%
18. Female – 6<sup>th</sup> Grade Reading – 77%
19. Male – 5<sup>th</sup> Grade Reading – 82%
20. Female – 5<sup>th</sup> Grade Reading – 84%
21. Male – 5<sup>th</sup> Grade Science – 84%
22. Female – 5<sup>th</sup> Grade Science – 78%

Special Program Groups:

(Title I, Part A, ELLs, Migrant, GT, CTE, SpEd, etc.)

23. GT Reading STAAR – 100%
24. GT Science STAAR – 100%
25. ESL Reading Students – 23%
26. Bilingual Science – 56%
27. Special Ed – 6<sup>th</sup> Grade Reading – 21%
28. Special Ed – 5<sup>th</sup> Grade Reading – 44%
29. Special Ed – 5<sup>th</sup> Grade Science – 46%
- 30.

**At-Risk:**

31. Reading 6<sup>th</sup> Grade – 37%
32. Reading 5<sup>th</sup> Grade – 62%
33. Science 5<sup>th</sup> Grade – 61%

**School Culture and Climate:**

34. Campus calendar and weekly emails to staff of campus calendar
35. High collaboration among staff
36. Trust card discipline system
37. Fine Arts opportunities
38. 50+ minutes of PE Classes
39. G-Ticket/Gilbert Golden Ticket
40. Attendance Reward Days
41. Camp Grady Spruce
42. Staff Gatherings

**Staff Quality, Recruitment and Retention:**

43. Very low staff turnover
44. Paraprofessional support
45. Staff is 100% Highly Qualified

**Curriculum, Instruction and Assessment:**

46. Assessment match rigor of STAAR
47. Teachers use assessment data to drive instruction (Lead4ward & Eduphoria)
48. Bundles are revised yearly
49. Varied instructional techniques to target High, Middle, and Low student groups

**Family and Community Involvement:**

50. Honors Assemblies
51. Library Activities
52. Weekly emailed Progress Reports
53. Website Newsfeeds
54. Facebook
55. Twitter
56. Gilbert Folders
57. FOR Club and STAR Council
58. Title 1 Parent Information Meetings
59. Hot Dog Surprise
60. Family Picnic

**School Organization:**

61. More duty areas covered for safety, better commitment when on duty
62. Two lunch periods
63. Bully Alert during morning announcements
64. Focus ELA Time-30 minutes

**Technology:**

65. Increasing use of SAMR model
66. eReaders/eBooks

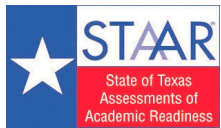
67. Use of interactive platforms – Canvas, Google Docs

Identified Needs	Priorities
<p><b>Demographics:</b></p> <ol style="list-style-type: none"> <li>Increase attendance of particular students</li> <li>Bilingual (Hispanic) Communication</li> <li>Economically disadvantaged students access to materials and technology</li> <li>Reading scores require an addition of Dyslexia program and Focus ELA Class</li> </ol>	<ol style="list-style-type: none"> <li>Early identification of students with attendance issues by printing of reports each 3 weeks</li> <li>School messenger call system for those with attendance issues</li> <li>Focus time to offer tutorials and homework time during school hours</li> <li>Community partnerships for mentoring with Tarleton and Big Brothers/Big Sisters, and add these partnerships into the RtI Process</li> </ol>
<p><b>Student Achievement:</b>  All Students:  Progress measure  Ethnicity:  Hispanic  Economically Disadvantaged:  Reading  Gender:  Male - Reading  Special Program Groups:  (Title I, Part A, ELLs, Migrant, GT, CTE, SpEd, etc.)  LEP Student Language Acquisition  SpEd Reading, Science, (Math)  At-Risk:  Reading, Science, (Math)</p>	<ol style="list-style-type: none"> <li>Addition of 30 minute ELA Focus class</li> <li>Continue Read 180 classes for those identified as two or more years behind in reading.</li> <li>Continue Bilingual ELA/Read 180 and Science classes.</li> <li>RtI scheduled pullout allowing time in Fine Arts classes.</li> <li>SpEd pullout time allowing time in Fine Arts classes.</li> <li>Revamp Focus time to include opportunities for tutoring for SpEd and RtI, enrichment, homework toime for Economically Disadvantaged and at-risk Students, GT, Mentoring programs.</li> <li>Teacher tutoring Program before and after school.</li> <li>Lesson plans will include interventions for low, middle, and high kids.</li> <li>Level up charts used in four core areas.</li> <li>Implement Read 180 with Language acquisition Book (L-Book) for Bilingual and ESL students.</li> </ol>
<p><b>School Culture and Climate:</b></p> <ol style="list-style-type: none"> <li>More ELA class time</li> <li>Implementation of Capturing Kids Hearts</li> <li>Students need more interaction with high level technology application</li> <li>More parent involvement activities</li> <li>Continue to enhance Trust Card System</li> <li>Continue to enhance Duty Schedule</li> <li>Enhance Anti-bullying program</li> <li>Social Skill acquisition</li> <li>New Student orientation</li> </ol>	<ol style="list-style-type: none"> <li>Revamp Master Schedule with teacher input and Lead4ward Data</li> <li>Teacher representatives on PTO Board</li> <li>Aides will be doing lunch duty to create consistency and keep teachers in the classroom.</li> <li>Enhance teensagainstbullying.org bullying program through counseling circles</li> <li>Create counseling circles and use community resources to provide social skills curriculum for identified students.</li> <li>Create new student orientation for FOR Club members to give to new students and parents</li> </ol>
<p><b>Staff Quality, Recruitment and Retention:</b></p> <ol style="list-style-type: none"> <li>New Staff Orientation</li> </ol>	<ol style="list-style-type: none"> <li>Create new employee packet for new staff</li> </ol>

<ol style="list-style-type: none"> <li>2. Continue Content area Planning and Training</li> <li>3. Parent involvement training for staff</li> <li>4. Training on behavioral students</li> </ol>	<ol style="list-style-type: none"> <li>2. Paraprofessional Training modules through ESC 11</li> <li>3. Train staff on techniques to be better prepared with behavior students during inservice in August.</li> <li>4. Math Training</li> </ol>
<p><b>Curriculum, Instruction and Assessment:</b></p> <ol style="list-style-type: none"> <li>1. More ELA.</li> <li>2. Increase parent awareness and involvement in PBL and level up charts.</li> <li>3. Increase Language acquisition techniques in Bilingual classes.</li> <li>4. Monitor readiness and process standards through teacher level up charts.</li> <li>5. Create more small group individualized teaching opportunities.</li> <li>6. Math resource classes 5<sup>th</sup> &amp; 6<sup>th</sup></li> <li>7. Implementation of Gomez and Gomez</li> </ol>	<ol style="list-style-type: none"> <li>1. Revamp Master Schedule to create longer classes in the areas of ELA</li> <li>2. Continue bilingual classes for ELA/Read 180</li> <li>3. Addition of Bilingual 5<sup>th</sup> and 6<sup>th</sup> SLA</li> <li>4. RtI scheduled pullout time allowing for time in Fine Arts classes.</li> <li>5. SpEd scheduled pullout time allowing for time in Fine Arts classes.</li> <li>6. Revamp Focus time to include opportunities for tutoring for SpEd and RtI, enrichment, homework time for Low SES, GT, and Mentoring programs.</li> <li>7. Lesson plans will include interventions for low, middle, and high kids</li> <li>8. Level up charts used in four core areas.</li> <li>9. Add to purchased iPads and laptops in classrooms.</li> <li>10. Continue with Read 180 with Language Book (L-Book) for Bilingual and ESL students</li> <li>11. Common Research guidelines campus wide</li> <li>12. Bilingual Science and Social Studies 5<sup>th</sup> grade</li> </ol>
<p><b>Family and Community Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Follow up or alternative parent meetings</li> <li>2. Streamline parent communication</li> <li>3. Tarleton Athletic Mentor Program</li> <li>4. Big Brothers/Big Sisters</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide multiple dates for the same parent night information to reach more parents.</li> <li>2. Create a newsletter for SWAT to send home each six weeks with report cards.</li> <li>3. Bring parent to school days within each subject.</li> <li>4. Limit and Streamline communication methods.</li> <li>5. Implement Mentor Programs within Rti Process.</li> </ol>
<p><b>School Organization:</b></p> <ol style="list-style-type: none"> <li>1. Restructure Focus Time</li> <li>2. Class times</li> <li>3. Alternate Bell schedules</li> <li>4. Media Room/Staff Bathroom</li> <li>5. Put readily available technology in each classroom</li> <li>6. Common practices in research classroom management</li> <li>7. Implementation of Gomez and Gomez Model</li> </ol>	<ol style="list-style-type: none"> <li>1. Addition of 30 minutes for ELA Focus</li> <li>2. Addition of dyslexia classes.</li> <li>3. Addition of Bilingual SLA 5<sup>th</sup> &amp; 6<sup>th</sup></li> <li>4. Bilingual Science and Social Studies 5<sup>th</sup> grade</li> <li>5. Research ways to improve Media room for more functionality.</li> <li>6. Put in place a bell schedule to ring at common times.</li> <li>7. Study PBL procedures to determine classroom management techniques in all classes for team member roles, etc.</li> </ol>
<p><b>Technology:</b></p>	<p>.</p>



<ol style="list-style-type: none"> <li>1. Educate parents and students on proper technology usage.</li> <li>2. Front Row sound systems in each class</li> <li>3. Educate students and teachers on technology applications and software programs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Technology application training for teachers and students through the library.</li> <li>2. Place front row systems in each classroom.</li> <li>3. Place Smartboards in remaining classrooms, specifically Science Labs.</li> </ol>
<p><b>Additional Information:</b></p>	
<p>NOTE: Activities funded through federal programs and State Compensatory Education funds should be identified in the Needs and/or Priorities sections above.</p>	



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report GRADE 5 SCIENCE

District: 072-903 STEPHENVILLE IS  
Campus: 103 GILBERT INT

Report Date: JUNE 2018  
Date of Testing: MAY 2018

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
													1		2		3		4	
Number	Percent											Number of Items Tested				Avg. # of Items / % Correct				
					#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Students Tested	287	100											4.3	71	5.9	74	7.3	73	8.5	71
Students Not Tested																				
Absent	0	0																		
Other	0	0																		
Total Documents Submitted	287	100																		
Legend																				
--- = No Data Reported For Fewer Than Five Students																				
All Students			287	3924	54	19	233	81	134	47	55	19	4.3	71	5.9	74	7.3	73	8.5	71
Male			149	3941	24	16	125	84	69	46	33	22	4.2	70	5.9	73	7.5	75	8.6	72
Female			138	3906	30	22	108	78	65	47	22	16	4.4	74	5.9	74	7.1	71	8.4	70
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino			98	3717	32	33	66	67	29	30	7	7	3.9	65	5.3	66	6.5	65	7.8	65
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American			5	3432	3	60	2	40	0	0	0	0	2.8	47	4.4	55	6.2	62	5.8	48
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White			173	4055	16	9	157	91	101	58	45	26	4.6	77	6.3	78	7.9	79	9.0	75
Two or More Races			9	3818	3	33	6	67	3	33	2	22	3.3	56	5.9	74	7.2	72	7.6	63
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes		138	3767	40	29	98	71	43	31	15	11	4.0	67	5.5	68	6.6	66	7.9	66
	No		149	4070	14	9	135	91	91	61	40	27	4.5	76	6.3	78	8.0	80	9.1	76
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants		287	3924	54	19	233	81	134	47	55	19	4.3	71	5.9	74	7.3	73	8.5	71
	Nonparticipants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No		287	3924	54	19	233	81	134	47	55	19	4.3	71	5.9	74	7.3	73	8.5	71
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient	Current LEP		41	3668	18	44	23	56	11	27	4	10	3.8	63	5.0	62	6.4	64	7.4	61
	Non-LEP (Monitored 1st Year)		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 2nd Year)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Other Non-LEP		244	3960	36	15	208	85	121	50	49	20	4.4	73	6.0	75	7.5	75	8.7	72
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	Participants		34	3686	15	44	19	56	9	26	4	12	3.8	63	5.1	64	6.6	66	7.3	61
	Nonparticipants		253	3956	39	15	214	85	125	49	51	20	4.4	73	6.0	75	7.4	74	8.7	72
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	Participants		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		283	3929	52	18	231	82	133	47	55	19	4.3	72	5.9	74	7.4	74	8.5	71
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	Yes		24	3516	13	54	11	46	4	17	1	4	3.4	56	4.7	59	5.3	53	6.9	57
	No		263	3961	41	16	222	84	130	49	54	21	4.4	73	6.0	75	7.5	75	8.7	72
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	Participants		22	4485	0	0	22	100	19	86	15	68	5.1	86	6.8	85	9.4	94	10.4	87
	Nonparticipants		265	3877	54	20	211	80	115	43	40	15	4.2	70	5.8	73	7.2	72	8.3	70
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	Yes		114	3678	44	39	70	61	29	25	10	9	3.7	62	5.1	64	6.4	64	7.4	62
	No		173	4086	10	6	163	94	105	61	45	26	4.6	77	6.4	80	7.9	79	9.2	77
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---





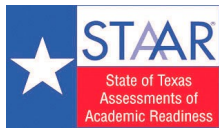
# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

## Summary Report GRADE 5 SCIENCE

District: 072-903 STEPHENVILLE IS  
Campus: 103 GILBERT INT

Report Date: JUNE 2018  
Date of Testing: MAY 2018

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category													
					#	%	#	%	#	%	#	%	1		2		3		4							
Legend																										
--- = No Data Reported For Fewer Than Five Students																										
Number Percent																										
Students Tested			2																							
Students Not Tested																										
Absent			0																							
Other			0																							
Total Documents Submitted			2																							
1			2		3		4		5		6		7		8		9		10		11		12			
Matter and Energy			Force, Motion, and Energy		Earth and Space		Organisms and Environments																			
Number of Items Tested			6		8		10		12																	
Avg. # of Items / % Correct			# %		# %		# %		# %		# %		# %		# %		# %		# %		# %					
All Students			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Male			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Female			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Hispanic/Latino			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
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	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Title I, Part A			Participants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
			Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
			No	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Limited English Proficient			Current LEP	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
			Non-LEP (Monitored 1st Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
			Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
			Other Non-LEP	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Bilingual			Participants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
			Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
ESL			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
			Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Special Education			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
			No	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Gifted/Talented			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
			Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
At-Risk			Yes	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
			No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		



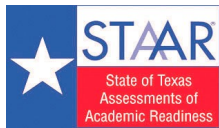
# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report GRADE 6 READING

District: 072-903 STEPHENVILLE IS  
Campus: 103 GILBERT INT

Report Date: JUNE 2018  
Date of Testing: SPRING 2018

Administration Summary			Number	Percent	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category						
							#	%	#	%	#	%	#	%	1		2		3		
Legend																8		17		15	
--- = No Data Reported For Fewer Than Five Students																Avg. # of Items / % Correct					
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%			
<b>Students Tested</b>			299	100																	
<b>Students Not Tested</b>																					
Absent			0	0																	
Other			1	0																	
<b>Total Documents Submitted</b>			300	100																	
<b>All Students</b>			299	1585	82	27	217	73	113	38	47	16	5.1	63	12.1	71	9.4	63			
Male			150	1576	46	31	104	69	51	34	24	16	4.9	61	11.9	70	9.1	61			
Female			149	1593	36	24	113	76	62	42	23	15	5.2	65	12.3	73	9.8	65			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Hispanic/Latino			105	1545	42	40	63	60	30	29	6	6	4.6	58	11.2	66	8.4	56			
American Indian or Alaska Native			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Asian			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Black or African American			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
White			180	1610	34	19	146	81	78	43	39	22	5.3	67	12.8	75	10.1	67			
Two or More Races			6	1532	3	50	3	50	1	17	0	0	4.8	60	11.0	65	7.7	51			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Economically Disadvantaged			153	1548	58	38	95	62	39	25	17	11	4.7	58	11.3	67	8.4	56			
Yes			153	1548	58	38	95	62	39	25	17	11	4.7	58	11.3	67	8.4	56			
No			146	1623	24	16	122	84	74	51	30	21	5.5	69	13.0	76	10.5	70			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
<b>Title I, Part A</b>			299	1585	82	27	217	73	113	38	47	16	5.1	63	12.1	71	9.4	63			
Participants			299	1585	82	27	217	73	113	38	47	16	5.1	63	12.1	71	9.4	63			
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
<b>Migrant</b>			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Yes			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No			297	1585	81	27	216	73	112	38	47	16	5.1	63	12.1	71	9.4	63			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
<b>Limited English Proficient</b>			36	1472	25	69	11	31	2	6	0	0	3.8	48	9.5	56	5.9	40			
Current LEP			36	1472	25	69	11	31	2	6	0	0	3.8	48	9.5	56	5.9	40			
Non-LEP (Monitored 1st Year)			23	1595	4	17	19	83	10	43	2	9	5.4	68	12.0	71	10.3	69			
Non-LEP (Monitored 2nd Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Other Non-LEP			240	1601	53	22	187	78	101	42	45	19	5.2	65	12.6	74	9.9	66			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
<b>Bilingual</b>			19	1471	14	74	5	26	0	0	0	0	3.7	47	9.4	55	6.2	41			
Participants			19	1471	14	74	5	26	0	0	0	0	3.7	47	9.4	55	6.2	41			
Nonparticipants			280	1593	68	24	212	76	113	40	47	17	5.2	64	12.3	73	9.7	64			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
<b>ESL</b>			16	1467	11	69	5	31	2	13	0	0	3.9	49	9.4	55	5.5	37			
Participants			16	1467	11	69	5	31	2	13	0	0	3.9	49	9.4	55	5.5	37			
Nonparticipants			283	1591	71	25	212	75	111	39	47	17	5.1	64	12.3	72	9.7	64			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
<b>Special Education</b>			22	1442	17	77	5	23	3	14	0	0	3.5	44	7.6	45	6.0	40			
Yes			22	1442	17	77	5	23	3	14	0	0	3.5	44	7.6	45	6.0	40			
No			277	1596	65	23	212	77	110	40	47	17	5.2	65	12.5	74	9.7	65			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
<b>Gifted/Talented</b>			26	1752	0	0	26	100	21	81	16	62	6.7	84	15.2	89	12.9	86			
Participants			26	1752	0	0	26	100	21	81	16	62	6.7	84	15.2	89	12.9	86			
Nonparticipants			273	1569	82	30	191	70	92	34	31	11	4.9	61	11.8	70	9.1	61			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
<b>At-Risk</b>			107	1481	68	64	39	36	6	6	1	1	3.9	48	9.6	56	6.6	44			
Yes			107	1481	68	64	39	36	6	6	1	1	3.9	48	9.6	56	6.6	44			
No			192	1642	14	7	178	93	107	56	46	24	5.7	72	13.6	80	11.0	73			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
<b>Career/Technical Education</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Participants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Nonparticipants			299	1585	82	27	217	73	113	38	47	16	5.1	63	12.1	71	9.4	63			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

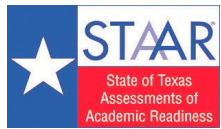
## Summary Report

### GRADE 6 MATHEMATICS

District: 072-903 STEPHENVILLE IS  
Campus: 103 GILBERT INT

Report Date: JUNE 2018  
Date of Testing: SPRING 2018

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category								
													1 Numerical Representations and Relationships		2 Computations and Algebraic Relationships		3 Geometry and Measurement		4 Data Analysis and Personal Financial Literacy		
Number	Percent				#	%	#	%	#	%	#	%	Number of Items Tested								
Legend													10		15		6		7		
--- = No Data Reported For Fewer Than Five Students													Avg. # of Items / % Correct								
					#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
<b>All Students</b>			299	1627	86	29	213	71	127	42	38	13	5.5	55	8.0	53	3.3	55	3.5	50	
<b>Male</b>			150	1636	40	27	110	73	66	44	22	15	5.6	56	8.3	55	3.3	55	3.5	51	
<b>Female</b>			149	1619	46	31	103	69	61	41	16	11	5.4	54	7.7	51	3.3	54	3.5	49	
<b>No Information Provided</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
<b>Hispanic/Latino</b>			105	1590	46	44	59	56	31	30	9	9	5.0	50	6.8	45	2.8	47	3.1	44	
<b>American Indian or Alaska Native</b>			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
<b>Asian</b>			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
<b>Black or African American</b>			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
<b>Native Hawaiian or Other Pacific Islander</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
<b>White</b>			180	1651	34	19	146	81	91	51	27	15	5.9	59	8.7	58	3.6	60	3.8	54	
<b>Two or More Races</b>			6	1519	3	50	3	50	0	0	0	0	3.3	33	6.0	40	2.2	36	1.7	24	
<b>No Information Provided</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
<b>Economically Disadvantaged</b>			Yes	153	1585	64	42	89	58	43	28	9	6	4.9	49	6.9	46	2.8	47	3.0	43
			No	146	1671	22	15	124	85	84	58	29	20	6.2	62	9.2	61	3.8	63	4.0	58
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Title I, Part A</b>			Participants	299	1627	86	29	213	71	127	42	38	13	5.5	55	8.0	53	3.3	55	3.5	50
			Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Migrant</b>			Yes	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			No	297	1627	86	29	211	71	126	42	38	13	5.5	55	8.0	53	3.3	55	3.5	50
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Limited English Proficient</b>			Current LEP	36	1533	24	67	12	33	2	6	0	0	4.1	41	5.6	37	1.8	31	2.2	31
			Non-LEP (Monitored 1st Year)	23	1634	6	26	17	74	12	52	2	9	5.9	59	7.9	52	3.6	60	3.8	54
			Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Other Non-LEP	240	1641	56	23	184	77	113	47	36	15	5.7	57	8.4	56	3.5	58	3.7	53
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Bilingual</b>			Participants	19	1516	14	74	5	26	1	5	0	0	3.9	39	4.7	32	1.8	31	2.0	29
			Nonparticipants	280	1635	72	26	208	74	126	45	38	14	5.6	56	8.2	55	3.4	57	3.6	52
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>ESL</b>			Participants	16	1546	10	63	6	38	1	6	0	0	4.2	42	6.3	42	1.8	29	2.3	33
			Nonparticipants	283	1632	76	27	207	73	126	45	38	13	5.6	56	8.1	54	3.4	56	3.6	51
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Special Education</b>			Yes	22	1512	15	68	7	32	2	9	0	0	3.3	33	5.6	37	2.0	33	1.6	23
			No	277	1636	71	26	206	74	125	45	38	14	5.7	57	8.2	55	3.4	57	3.7	52
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Gifted/Talented</b>			Participants	26	1787	0	0	26	100	22	85	14	54	7.9	79	11.3	75	5.1	85	5.8	84
			Nonparticipants	273	1612	86	32	187	68	105	38	24	9	5.3	53	7.7	51	3.1	52	3.3	47
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>At-Risk</b>			Yes	107	1534	64	60	43	40	11	10	0	0	4.0	40	5.4	36	2.1	36	2.3	34
			No	192	1679	22	11	170	89	116	60	38	20	6.4	64	9.4	63	3.9	66	4.2	59
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Career/Technical Education</b>			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	299	1627	86	29	213	71	127	42	38	13	5.5	55	8.0	53	3.3	55	3.5	50
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

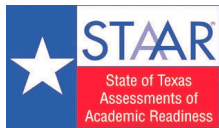
## Combined Summary Report

### GRADE 5 SCIENCE

District: 072-903 STEPHENVILLE IS  
 Campus: 103 GILBERT INT

Report Date: JUNE 2018  
 Date of Testing: MAY 2018

Legend --- = No Data Reported For Fewer Than Five Students		STAAR			STAAR Spanish			TOTAL		
		Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
			#	%		#	%		#	%
<b>All Students</b>		287	233	81	2	---	---	289	235	81
<b>Male</b>		149	125	84	0	---	---	149	125	84
<b>Female</b>		138	108	78	2	---	---	140	110	79
<b>No Information Provided</b>		0	---	---	0	---	---	0	---	---
<b>Hispanic/Latino</b>		98	66	67	2	---	---	100	68	68
<b>American Indian or Alaska Native</b>		0	---	---	0	---	---	0	---	---
<b>Asian</b>		2	---	---	0	---	---	2	---	---
<b>Black or African American</b>		5	2	40	0	---	---	5	2	40
<b>Native Hawaiian or Other Pacific Islander</b>		0	---	---	0	---	---	0	---	---
<b>White</b>		173	157	91	0	---	---	173	157	91
<b>Two or More Races</b>		9	6	67	0	---	---	9	6	67
<b>No Information Provided</b>		0	---	---	0	---	---	0	---	---
<b>Economically Disadvantaged</b>	Yes	138	98	71	1	---	---	139	99	71
	No	149	135	91	1	---	---	150	136	91
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Title I, Part A</b>	Participants	287	233	81	2	---	---	289	235	81
	Nonparticipants	0	---	---	0	---	---	0	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Migrant</b>	Yes	0	---	---	0	---	---	0	---	---
	No	287	233	81	2	---	---	289	235	81
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Limited English Proficient</b>	Current LEP	41	23	56	2	---	---	43	25	58
	Non-LEP (Monitored 1st Year)	2	---	---	0	---	---	2	---	---
	Non-LEP (Monitored 2nd Year)	0	---	---	0	---	---	0	---	---
	Other Non-LEP	244	208	85	0	---	---	244	208	85
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Bilingual</b>	Participants	34	19	56	2	---	---	36	21	58
	Nonparticipants	253	214	85	0	---	---	253	214	85
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>ESL</b>	Participants	4	---	---	0	---	---	4	---	---
	Nonparticipants	283	231	82	2	---	---	285	233	82
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Special Education</b>	Yes	24	11	46	0	---	---	24	11	46
	No	263	222	84	2	---	---	265	224	85
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Gifted/Talented</b>	Participants	22	22	100	0	---	---	22	22	100
	Nonparticipants	265	211	80	2	---	---	267	213	80
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>At-Risk</b>	Yes	114	70	61	2	---	---	116	72	62
	No	173	163	94	0	---	---	173	163	94
	No Information Provided	0	---	---	0	---	---	0	---	---



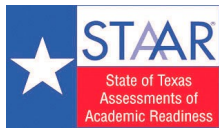
# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report GRADE 5 READING

District: 072-903 STEPHENVILLE IS  
Campus: 103 GILBERT INT

Report Date: APRIL 2018  
Date of Testing: APRIL 2018

Administration Summary			Number	Percent	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category					
							#	%	#	%	#	%	#	%	1		2		3	
Legend																				
--- = No Data Reported For Fewer Than Five Students																				
			Number of Items Tested												8		16		14	
			Avg. # of Items / % Correct																	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
<b>All Students</b>			286	1581	49	17	237	83	146	51	57	20	5.9	74	11.6	73	9.3	67		
<b>Male</b>			149	1578	27	18	122	82	75	50	31	21	6.0	75	11.5	72	9.2	66		
<b>Female</b>			137	1584	22	16	115	84	71	52	26	19	5.8	73	11.8	74	9.5	68		
<b>No Information Provided</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>Hispanic/Latino</b>			96	1531	25	26	71	74	32	33	10	10	5.4	68	10.5	65	8.3	59		
<b>American Indian or Alaska Native</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>Asian</b>			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>Black or African American</b>			5	1423	3	60	2	40	0	0	0	0	3.2	40	7.8	49	6.2	44		
<b>Native Hawaiian or Other Pacific Islander</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>White</b>			174	1613	18	10	156	90	108	62	44	25	6.2	78	12.4	77	10.0	72		
<b>Two or More Races</b>			9	1558	3	33	6	67	4	44	2	22	6.1	76	11.4	72	8.4	60		
<b>No Information Provided</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>Economically Disadvantaged</b>			135	1534	35	26	100	74	46	34	16	12	5.4	68	10.5	66	8.5	61		
<b>Yes</b>			135	1534	35	26	100	74	46	34	16	12	5.4	68	10.5	66	8.5	61		
<b>No</b>			151	1622	14	9	137	91	100	66	41	27	6.4	79	12.6	79	10.1	72		
<b>No Information Provided</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>Title I, Part A</b>			286	1581	49	17	237	83	146	51	57	20	5.9	74	11.6	73	9.3	67		
<b>Participants</b>			286	1581	49	17	237	83	146	51	57	20	5.9	74	11.6	73	9.3	67		
<b>Nonparticipants</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>No Information Provided</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>Migrant</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>Yes</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>No</b>			286	1581	49	17	237	83	146	51	57	20	5.9	74	11.6	73	9.3	67		
<b>No Information Provided</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>Limited English Proficient</b>			40	1511	14	35	26	65	12	30	4	10	5.2	65	9.6	60	8.2	59		
<b>Current LEP</b>			40	1511	14	35	26	65	12	30	4	10	5.2	65	9.6	60	8.2	59		
<b>Non-LEP (Monitored 1st Year)</b>			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>Non-LEP (Monitored 2nd Year)</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>Other Non-LEP</b>			244	1592	35	14	209	86	132	54	52	21	6.0	75	11.9	75	9.5	68		
<b>No Information Provided</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>Bilingual</b>			33	1521	11	33	22	67	12	36	4	12	5.4	67	9.9	62	8.2	59		
<b>Participants</b>			33	1521	11	33	22	67	12	36	4	12	5.4	67	9.9	62	8.2	59		
<b>Nonparticipants</b>			253	1589	38	15	215	85	134	53	53	21	6.0	75	11.8	74	9.5	68		
<b>No Information Provided</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>ESL</b>			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>Participants</b>			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>Nonparticipants</b>			282	1582	47	17	235	83	146	52	57	20	5.9	74	11.7	73	9.4	67		
<b>No Information Provided</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>Special Education</b>			25	1462	14	56	11	44	2	8	2	8	3.9	49	8.9	56	6.5	46		
<b>Yes</b>			25	1462	14	56	11	44	2	8	2	8	3.9	49	8.9	56	6.5	46		
<b>No</b>			261	1592	35	13	226	87	144	55	55	21	6.1	76	11.9	74	9.6	69		
<b>No Information Provided</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>Gifted/Talented</b>			22	1752	0	0	22	100	20	91	16	73	7.4	93	14.6	91	11.9	85		
<b>Participants</b>			22	1752	0	0	22	100	20	91	16	73	7.4	93	14.6	91	11.9	85		
<b>Nonparticipants</b>			264	1566	49	19	215	81	126	48	41	16	5.8	72	11.4	71	9.1	65		
<b>No Information Provided</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
<b>At-Risk</b>			115	1503	44	38	71	62	26	23	9	8	5.0	62	9.7	61	7.8	56		
<b>Yes</b>			115	1503	44	38	71	62	26	23	9	8	5.0	62	9.7	61	7.8	56		
<b>No</b>			171	1633	5	3	166	97	120	70	48	28	6.5	82	12.9	81	10.4	74		
<b>No Information Provided</b>			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

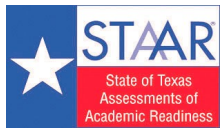
## Summary Report

### GRADE 5 MATHEMATICS

District: 072-903 STEPHENVILLE IS  
Campus: 103 GILBERT INT

Report Date: APRIL 2018  
Date of Testing: APRIL 2018

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
													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			287	100																
Students Not Tested																				
Absent			1	0																
Other			0	0																
Total Documents Submitted			288	100																
Legend			---																	
--- = No Data Reported For Fewer Than Five Students																				
			Number of Items Tested		Avg. # of Items / % Correct		6		17		9		4							
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
All Students			287	1600	45	16	242	84	131	46	45	16	3.6	60	10.9	64	6.1	67	2.6	64
Male			149	1603	26	17	123	83	68	46	28	19	3.7	61	11.0	65	6.1	67	2.5	62
Female			138	1597	19	14	119	86	63	46	17	12	3.5	59	10.8	64	6.1	67	2.6	66
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino			97	1567	24	25	73	75	32	33	6	6	3.3	54	10.0	59	5.6	63	2.2	55
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American			5	1477	3	60	2	40	0	0	0	0	2.2	37	7.4	44	4.8	53	1.0	25
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White			174	1622	16	9	158	91	95	55	38	22	3.8	64	11.5	68	6.4	71	2.8	70
Two or More Races			9	1564	2	22	7	78	2	22	0	0	3.2	54	10.6	62	5.4	60	2.0	50
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged			136	1562	35	26	101	74	42	31	9	7	3.2	54	9.9	58	5.5	62	2.2	56
Yes			136	1562	35	26	101	74	42	31	9	7	3.2	54	9.9	58	5.5	62	2.2	56
No			151	1634	10	7	141	93	89	59	36	24	3.9	66	11.9	70	6.5	73	2.8	71
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			287	1600	45	16	242	84	131	46	45	16	3.6	60	10.9	64	6.1	67	2.6	64
Participants			287	1600	45	16	242	84	131	46	45	16	3.6	60	10.9	64	6.1	67	2.6	64
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Yes			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No			287	1600	45	16	242	84	131	46	45	16	3.6	60	10.9	64	6.1	67	2.6	64
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient			40	1556	12	30	28	70	11	28	2	5	3.2	53	9.8	58	5.4	60	2.1	52
Current LEP			40	1556	12	30	28	70	11	28	2	5	3.2	53	9.8	58	5.4	60	2.1	52
Non-LEP (Monitored 1st Year)			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-LEP (Monitored 2nd Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Other Non-LEP			245	1605	33	13	212	87	118	48	41	17	3.7	61	11.1	65	6.2	68	2.6	66
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual			33	1565	8	24	25	76	10	30	2	6	3.4	56	10.0	59	5.5	61	2.1	53
Participants			33	1565	8	24	25	76	10	30	2	6	3.4	56	10.0	59	5.5	61	2.1	53
Nonparticipants			254	1605	37	15	217	85	121	48	43	17	3.6	61	11.1	65	6.1	68	2.6	65
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Participants			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants			283	1602	42	15	241	85	131	46	45	16	3.6	60	11.0	65	6.1	68	2.6	64
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education			24	1486	15	63	9	38	3	13	0	0	2.5	42	8.2	48	4.0	44	1.4	35
Yes			24	1486	15	63	9	38	3	13	0	0	2.5	42	8.2	48	4.0	44	1.4	35
No			263	1611	30	11	233	89	128	49	45	17	3.7	62	11.2	66	6.3	70	2.7	66
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented			22	1730	0	0	22	100	19	86	13	59	4.8	80	14.0	82	7.5	83	3.5	88
Participants			22	1730	0	0	22	100	19	86	13	59	4.8	80	14.0	82	7.5	83	3.5	88
Nonparticipants			265	1589	45	17	220	83	112	42	32	12	3.5	58	10.7	63	5.9	66	2.5	62
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk			114	1538	38	33	76	67	23	20	4	4	3.0	50	9.3	55	5.1	56	2.0	49
Yes			114	1538	38	33	76	67	23	20	4	4	3.0	50	9.3	55	5.1	56	2.0	49
No			173	1642	7	4	166	96	108	62	41	24	4.0	67	12.0	71	6.7	75	2.9	73
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



----- Spanish Version -----

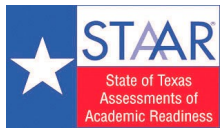
# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

## Summary Report GRADE 5 READING

District: 072-903 STEPHENVILLE IS  
Campus: 103 GILBERT INT

Report Date: APRIL 2018  
Date of Testing: APRIL 2018

Administration Summary			Number	Percent	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category					
							#	%	#	%	#	%	#	%	1		2		3	
Legend																				
--- = No Data Reported For Fewer Than Five Students																				
			Number of Items Tested																	
			8		16		14		Avg. # of Items / % Correct											
			#	%	#	%	#	%	#	%	#	%	#	%	#	%				
All Students			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Male			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Female			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Hispanic/Latino			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
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			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Yes			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Title I, Part A			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Participants			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Migrant			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Yes			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Limited English Proficient			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Current LEP			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Non-LEP (Monitored 1st Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Non-LEP (Monitored 2nd Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Other Non-LEP			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Bilingual			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Participants			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
ESL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Participants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Nonparticipants			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Special Education			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Yes			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Gifted/Talented			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Participants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Nonparticipants			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
At-Risk			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Yes			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---			



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

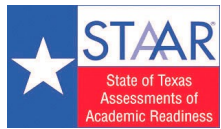
## Summary Report GRADE 5 MATHEMATICS

District: 072-903 STEPHENVILLE IS  
Campus: 103 GILBERT INT

Report Date: APRIL 2018  
Date of Testing: APRIL 2018

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category								
													Number Percent		1	2	3	4	Number of Items Tested		
Legend			---																		
--- = No Data Reported For Fewer Than Five Students			---																		
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%			
<b>Students Tested</b>			2	100																	
<b>Students Not Tested</b>																					
Absent			0	0																	
Other			0	0																	
<b>Total Documents Submitted</b>			2	100																	
<b>All Students</b>			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Male			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Female			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Hispanic/Latino			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
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			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Yes			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Title I, Part A			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Participants			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Migrant			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Yes			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Limited English Proficient			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Current LEP			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Non-LEP (Monitored 1st Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Non-LEP (Monitored 2nd Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Other Non-LEP			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Bilingual			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Participants			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
ESL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Participants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Nonparticipants			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Special Education			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Yes			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Gifted/Talented			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Participants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Nonparticipants			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
At-Risk			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Yes			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			





# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

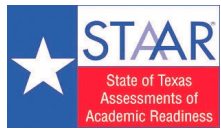
## Combined Summary Report

### GRADE 5 READING

District: 072-903 STEPHENVILLE IS  
 Campus: 103 GILBERT INT

Report Date: APRIL 2018  
 Date of Testing: APRIL 2018

Legend --- = No Data Reported For Fewer Than Five Students		STAAR			STAAR Spanish			TOTAL		
		Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
			#	%		#	%		#	%
<b>All Students</b>		286	237	83	2	---	---	288	239	83
<b>Male</b>		149	122	82	0	---	---	149	122	82
<b>Female</b>		137	115	84	2	---	---	139	117	84
<b>No Information Provided</b>		0	---	---	0	---	---	0	---	---
<b>Hispanic/Latino</b>		96	71	74	2	---	---	98	73	74
<b>American Indian or Alaska Native</b>		0	---	---	0	---	---	0	---	---
<b>Asian</b>		2	---	---	0	---	---	2	---	---
<b>Black or African American</b>		5	2	40	0	---	---	5	2	40
<b>Native Hawaiian or Other Pacific Islander</b>		0	---	---	0	---	---	0	---	---
<b>White</b>		174	156	90	0	---	---	174	156	90
<b>Two or More Races</b>		9	6	67	0	---	---	9	6	67
<b>No Information Provided</b>		0	---	---	0	---	---	0	---	---
<b>Economically Disadvantaged</b>	Yes	135	100	74	1	---	---	136	101	74
	No	151	137	91	1	---	---	152	138	91
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Title I, Part A</b>	Participants	286	237	83	2	---	---	288	239	83
	Nonparticipants	0	---	---	0	---	---	0	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Migrant</b>	Yes	0	---	---	0	---	---	0	---	---
	No	286	237	83	2	---	---	288	239	83
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Limited English Proficient</b>	Current LEP	40	26	65	2	---	---	42	28	67
	Non-LEP (Monitored 1st Year)	2	---	---	0	---	---	2	---	---
	Non-LEP (Monitored 2nd Year)	0	---	---	0	---	---	0	---	---
	Other Non-LEP	244	209	86	0	---	---	244	209	86
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Bilingual</b>	Participants	33	22	67	2	---	---	35	24	69
	Nonparticipants	253	215	85	0	---	---	253	215	85
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>ESL</b>	Participants	4	---	---	0	---	---	4	---	---
	Nonparticipants	282	235	83	2	---	---	284	237	83
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Special Education</b>	Yes	25	11	44	0	---	---	25	11	44
	No	261	226	87	2	---	---	263	228	87
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Gifted/Talented</b>	Participants	22	22	100	0	---	---	22	22	100
	Nonparticipants	264	215	81	2	---	---	266	217	82
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>At-Risk</b>	Yes	115	71	62	2	---	---	117	73	62
	No	171	166	97	0	---	---	171	166	97
	No Information Provided	0	---	---	0	---	---	0	---	---



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Combined Summary Report

### GRADE 5 MATHEMATICS

District: 072-903 STEPHENVILLE IS  
 Campus: 103 GILBERT INT

Report Date: APRIL 2018  
 Date of Testing: APRIL 2018

Legend --- = No Data Reported For Fewer Than Five Students		STAAR			STAAR Spanish			TOTAL		
		Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
			#	%		#	%		#	%
<b>All Students</b>		287	242	84	2	---	---	289	244	84
<b>Male</b>		149	123	83	0	---	---	149	123	83
<b>Female</b>		138	119	86	2	---	---	140	121	86
<b>No Information Provided</b>		0	---	---	0	---	---	0	---	---
<b>Hispanic/Latino</b>		97	73	75	2	---	---	99	75	76
<b>American Indian or Alaska Native</b>		0	---	---	0	---	---	0	---	---
<b>Asian</b>		2	---	---	0	---	---	2	---	---
<b>Black or African American</b>		5	2	40	0	---	---	5	2	40
<b>Native Hawaiian or Other Pacific Islander</b>		0	---	---	0	---	---	0	---	---
<b>White</b>		174	158	91	0	---	---	174	158	91
<b>Two or More Races</b>		9	7	78	0	---	---	9	7	78
<b>No Information Provided</b>		0	---	---	0	---	---	0	---	---
<b>Economically Disadvantaged</b>	Yes	136	101	74	1	---	---	137	102	74
	No	151	141	93	1	---	---	152	142	93
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Title I, Part A</b>	Participants	287	242	84	2	---	---	289	244	84
	Nonparticipants	0	---	---	0	---	---	0	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Migrant</b>	Yes	0	---	---	0	---	---	0	---	---
	No	287	242	84	2	---	---	289	244	84
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Limited English Proficient</b>	Current LEP	40	28	70	2	---	---	42	30	71
	Non-LEP (Monitored 1st Year)	2	---	---	0	---	---	2	---	---
	Non-LEP (Monitored 2nd Year)	0	---	---	0	---	---	0	---	---
	Other Non-LEP	245	212	87	0	---	---	245	212	87
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Bilingual</b>	Participants	33	25	76	2	---	---	35	27	77
	Nonparticipants	254	217	85	0	---	---	254	217	85
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>ESL</b>	Participants	4	---	---	0	---	---	4	---	---
	Nonparticipants	283	241	85	2	---	---	285	243	85
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Special Education</b>	Yes	24	9	38	0	---	---	24	9	38
	No	263	233	89	2	---	---	265	235	89
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Gifted/Talented</b>	Participants	22	22	100	0	---	---	22	22	100
	Nonparticipants	265	220	83	2	---	---	267	222	83
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>At-Risk</b>	Yes	114	76	67	2	---	---	116	78	67
	No	173	166	96	0	---	---	173	166	96
	No Information Provided	0	---	---	0	---	---	0	---	---



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Cumulative Summary Report

### GRADE 5 READING

District: 072-903 STEPHENVILLE IS  
Campus: 103 GILBERT INT

Report Date: JULY 2018  
Date of Testing: JUNE 2018

Legend --- = No Data Reported For Fewer Than Five Students	April Cohort*				May Results for Students in April Cohort**					June Results for Students in April Cohort**					Cumulative***		
	Answer Documents Submitted	Number of Students Tested	Number at Approaches	Percent at Approaches	Number of Students Tested			Number at Approaches	Percent at Approaches	Number of Students Tested			Number at Approaches	Percent at Approaches	Number of Students Tested	Number at Approaches	Percent at Approaches
					First-Time Tested	Retested	Total			First-Time Tested	Retested	Total					
<b>All Students</b>	290	288	239	83	2	39	41	11	27	0	18	18	3	17	290	253	87
<b>Male</b>	150	149	122	82	1	24	25	5	20	0	11	11	3	27	150	130	87
<b>Female</b>	140	139	117	84	1	15	16	6	38	0	7	7	0	0	140	123	88
<b>No Information Provided</b>	0	0	---	---	0	0	0	---	---	0	0	0	---	---	0	---	---
<b>Hispanic/Latino</b>	99	98	73	74	1	22	23	4	17	0	13	13	3	23	99	80	81
<b>American Indian or Alaska Native</b>	0	0	---	---	0	0	0	---	---	0	0	0	---	---	0	---	---
<b>Asian</b>	2	2	---	---	0	0	0	---	---	0	0	0	---	---	2	---	---
<b>Black or African American</b>	5	5	2	40	0	2	2	---	---	0	1	1	---	---	5	2	40
<b>Native Hawaiian or Other Pacific Islander</b>	0	0	---	---	0	0	0	---	---	0	0	0	---	---	0	---	---
<b>White</b>	175	174	156	90	1	12	13	7	54	0	2	2	---	---	175	163	93
<b>Two or More Races</b>	9	9	6	67	0	3	3	---	---	0	2	2	---	---	9	6	67
<b>No Information Provided</b>	0	0	---	---	0	0	0	---	---	0	0	0	---	---	0	---	---
<b>Economically Disadvantaged</b>	Yes 137	136	101	74	1	28	29	6	21	0	14	14	3	21	137	110	80
	No 153	152	138	91	1	11	12	5	42	0	4	4	---	---	153	143	93
	No Information Provided 0	0	---	---	0	0	0	---	---	0	0	0	---	---	0	---	---
<b>Title I, Part A</b>	Participants 290	288	239	83	2	39	41	11	27	0	18	18	3	17	290	253	87
	Nonparticipants 0	0	---	---	0	0	0	---	---	0	0	0	---	---	0	---	---
	No Information Provided 0	0	---	---	0	0	0	---	---	0	0	0	---	---	0	---	---
<b>Migrant</b>	Yes 0	0	---	---	0	0	0	---	---	0	0	0	---	---	0	---	---
	No 290	288	239	83	2	39	41	11	27	0	18	18	3	17	290	253	87
	No Information Provided 0	0	---	---	0	0	0	---	---	0	0	0	---	---	0	---	---
<b>Limited English Proficient</b>	Current LEP 42	42	28	67	0	13	13	2	15	0	7	7	0	0	42	30	71
	Non-LEP (Monitored 1st Year) 2	2	---	---	0	0	0	---	---	0	0	0	---	---	2	---	---
	Non-LEP (Monitored 2nd Year) 0	0	---	---	0	0	0	---	---	0	0	0	---	---	0	---	---
	Other Non-LEP 246	244	209	86	2	26	28	9	32	0	11	11	3	27	246	221	90
	No Information Provided 0	0	---	---	0	0	0	---	---	0	0	0	---	---	0	---	---
<b>Bilingual</b>	Participants 35	35	24	69	0	11	11	2	18	0	7	7	0	0	35	26	74
	Nonparticipants 255	253	215	85	2	28	30	9	30	0	11	11	3	27	255	227	89
	No Information Provided 0	0	---	---	0	0	0	---	---	0	0	0	---	---	0	---	---
<b>ESL</b>	Participants 4	4	---	---	0	1	1	---	---	0	0	0	---	---	4	---	---
	Nonparticipants 286	284	237	83	2	38	40	11	28	0	18	18	3	17	286	251	88
	No Information Provided 0	0	---	---	0	0	0	---	---	0	0	0	---	---	0	---	---
<b>Special Education</b>	Yes 25	25	11	44	0	4	4	---	---	0	0	0	---	---	25	11	44
	No 265	263	228	87	2	35	37	11	30	0	18	18	3	17	265	242	91
	No Information Provided 0	0	---	---	0	0	0	---	---	0	0	0	---	---	0	---	---
<b>Gifted/Talented</b>	Participants 22	22	22	100	0	0	0	---	---	0	0	0	---	---	22	22	100
	Nonparticipants 268	266	217	82	2	39	41	11	27	0	18	18	3	17	268	231	86
	No Information Provided 0	0	---	---	0	0	0	---	---	0	0	0	---	---	0	---	---
<b>At-Risk</b>	Yes 117	117	73	62	0	35	35	7	20	0	17	17	3	18	117	83	71
	No 173	171	166	97	2	4	6	4	67	0	1	1	---	---	173	170	98
	No Information Provided 0	0	---	---	0	0	0	---	---	0	0	0	---	---	0	---	---

Note: includes STAAR and STAAR Spanish test versions

\* All answer documents submitted in April

\*\* In the same campus as April

\*\*\* Students tested in April plus students in April cohort tested in May and/or June

071018-00048848-072903103



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Cumulative Summary Report

### GRADE 5 MATHEMATICS

District: 072-903 STEPHENVILLE IS  
 Campus: 103 GILBERT INT

Report Date: JULY 2018  
 Date of Testing: JUNE 2018

Legend --- = No Data Reported For Fewer Than Five Students	April Cohort*				May Results for Students in April Cohort**					June Results for Students in April Cohort**					Cumulative***		
	Answer Documents Submitted	Number of Students Tested	Number at Approaches	Percent at Approaches	Number of Students Tested			Number at Approaches	Percent at Approaches	Number of Students Tested			Number at Approaches	Percent at Approaches	Number of Students Tested	Number at Approaches	Percent at Approaches
					First-Time Tested	Retested	Total			First-Time Tested	Retested	Total					
<b>All Students</b>	290	289	244	84	0	36	36	10	28	0	18	18	6	33	289	260	90
<b>Male</b>	150	149	123	83	0	20	20	4	20	0	11	11	1	9	149	128	86
<b>Female</b>	140	140	121	86	0	16	16	6	38	0	7	7	5	71	140	132	94
<b>No Information Provided</b>	0	0	---	---	0	0	0	---	---	0	0	0	---	---	0	---	---
<b>Hispanic/Latino</b>	99	99	75	76	0	19	19	6	32	0	12	12	3	25	99	84	85
<b>American Indian or Alaska Native</b>	0	0	---	---	0	0	0	---	---	0	0	0	---	---	0	---	---
<b>Asian</b>	2	2	---	---	0	0	0	---	---	0	0	0	---	---	2	---	---
<b>Black or African American</b>	5	5	2	40	0	3	3	---	---	0	1	1	---	---	5	2	40
<b>Native Hawaiian or Other Pacific Islander</b>	0	0	---	---	0	0	0	---	---	0	0	0	---	---	0	---	---
<b>White</b>	175	174	158	91	0	12	12	4	33	0	4	4	---	---	174	165	95
<b>Two or More Races</b>	9	9	7	78	0	2	2	---	---	0	1	1	---	---	9	7	78
<b>No Information Provided</b>	0	0	---	---	0	0	0	---	---	0	0	0	---	---	0	---	---
<b>Economically Disadvantaged</b>	Yes 137	137	102	74	0	29	29	8	28	0	15	15	4	27	137	114	83
	No 153	152	142	93	0	7	7	2	29	0	3	3	---	---	152	146	96
	No Information Provided 0	0	---	---	0	0	0	---	---	0	0	0	---	---	0	---	---
<b>Title I, Part A</b>	Participants 290	289	244	84	0	36	36	10	28	0	18	18	6	33	289	260	90
	Nonparticipants 0	0	---	---	0	0	0	---	---	0	0	0	---	---	0	---	---
	No Information Provided 0	0	---	---	0	0	0	---	---	0	0	0	---	---	0	---	---
<b>Migrant</b>	Yes 0	0	---	---	0	0	0	---	---	0	0	0	---	---	0	---	---
	No 290	289	244	84	0	36	36	10	28	0	18	18	6	33	289	260	90
	No Information Provided 0	0	---	---	0	0	0	---	---	0	0	0	---	---	0	---	---
<b>Limited English Proficient</b>	Current LEP 42	42	30	71	0	10	10	3	30	0	7	7	0	0	42	33	79
	Non-LEP (Monitored 1st Year) 2	2	---	---	0	0	0	---	---	0	0	0	---	---	2	---	---
	Non-LEP (Monitored 2nd Year) 0	0	---	---	0	0	0	---	---	0	0	0	---	---	0	---	---
	Other Non-LEP 246	245	212	87	0	26	26	7	27	0	11	11	6	55	245	225	92
	No Information Provided 0	0	---	---	0	0	0	---	---	0	0	0	---	---	0	---	---
<b>Bilingual</b>	Participants 35	35	27	77	0	8	8	2	25	0	6	6	0	0	35	29	83
	Nonparticipants 255	254	217	85	0	28	28	8	29	0	12	12	6	50	254	231	91
	No Information Provided 0	0	---	---	0	0	0	---	---	0	0	0	---	---	0	---	---
<b>ESL</b>	Participants 4	4	---	---	0	2	2	---	---	0	1	1	---	---	4	---	---
	Nonparticipants 286	285	243	85	0	34	34	9	26	0	17	17	6	35	285	258	91
	No Information Provided 0	0	---	---	0	0	0	---	---	0	0	0	---	---	0	---	---
<b>Special Education</b>	Yes 25	24	9	38	0	6	6	1	17	0	0	0	---	---	24	10	42
	No 265	265	235	89	0	30	30	9	30	0	18	18	6	33	265	250	94
	No Information Provided 0	0	---	---	0	0	0	---	---	0	0	0	---	---	0	---	---
<b>Gifted/Talented</b>	Participants 22	22	22	100	0	0	0	---	---	0	0	0	---	---	22	22	100
	Nonparticipants 268	267	222	83	0	36	36	10	28	0	18	18	6	33	267	238	89
	No Information Provided 0	0	---	---	0	0	0	---	---	0	0	0	---	---	0	---	---
<b>At-Risk</b>	Yes 117	116	78	67	0	30	30	6	20	0	17	17	5	29	116	89	77
	No 173	173	166	96	0	6	6	4	67	0	1	1	---	---	173	171	99
	No Information Provided 0	0	---	---	0	0	0	---	---	0	0	0	---	---	0	---	---

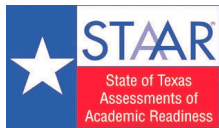
Note: includes STAAR and STAAR Spanish test versions

\* All answer documents submitted in April

\*\* In the same campus as April

\*\*\* Students tested in April plus students in April cohort tested in May and/or June

071018-00048848-072903103



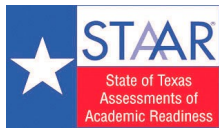
# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report GRADE 5 READING

District: 072-903 STEPHENVILLE IS  
Campus: 103 GILBERT INT

Report Date: JULY 2018  
Date of Testing: JUNE 2018

Administration Summary			Number	Percent	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category						
							#	%	#	%	#	%	#	%	1		2		3		
Legend																8		16		14	
--- = No Data Reported For Fewer Than Five Students																Avg. # of Items / % Correct					
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%			
<b>Students Tested</b>			18	67																	
<b>Students Not Tested</b>																					
Absent			2	7																	
Other			7	26																	
<b>Total Documents Submitted</b>			27	100																	
<b>All Students</b>			18	1431	15	83	3	17	1	6	0	0	4.2	52	8.6	54	5.6	40			
Male			11	1438	8	73	3	27	1	9	0	0	4.4	55	9.0	56	5.5	39			
Female			7	1420	7	100	0	0	0	0	0	0	3.9	48	8.0	50	5.7	41			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Hispanic/Latino			13	1451	10	77	3	23	1	8	0	0	4.2	53	9.4	59	6.2	44			
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Asian			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Black or African American			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
White			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Two or More Races			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Economically Disadvantaged			14	1435	11	79	3	21	1	7	0	0	4.2	53	8.6	54	5.8	41			
Yes			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Title I, Part A			18	1431	15	83	3	17	1	6	0	0	4.2	52	8.6	54	5.6	40			
Participants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Migrant			18	1431	15	83	3	17	1	6	0	0	4.2	52	8.6	54	5.6	40			
Yes			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Limited English Proficient			7	1420	7	100	0	0	0	0	0	0	3.9	48	8.6	54	5.1	37			
Current LEP			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Non-LEP (Monitored 1st Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Non-LEP (Monitored 2nd Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Other Non-LEP			11	1438	8	73	3	27	1	9	0	0	4.4	55	8.6	54	5.8	42			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Bilingual			7	1420	7	100	0	0	0	0	0	0	3.9	48	8.6	54	5.1	37			
Participants			11	1438	8	73	3	27	1	9	0	0	4.4	55	8.6	54	5.8	42			
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
ESL			18	1431	15	83	3	17	1	6	0	0	4.2	52	8.6	54	5.6	40			
Participants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Special Education			18	1431	15	83	3	17	1	6	0	0	4.2	52	8.6	54	5.6	40			
Yes			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Gifted/Talented			18	1431	15	83	3	17	1	6	0	0	4.2	52	8.6	54	5.6	40			
Participants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
At-Risk			17	1429	14	82	3	18	1	6	0	0	4.1	51	8.7	54	5.4	39			
Yes			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

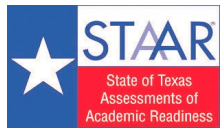
## Summary Report

### GRADE 5 MATHEMATICS

District: 072-903 STEPHENVILLE IS  
 Campus: 103 GILBERT INT

Report Date: JULY 2018  
 Date of Testing: JUNE 2018

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
													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	18	64																		
Students Not Tested																				
Absent	1	4																		
Other	9	32																		
Total Documents Submitted	28	100																		
Legend																				
--- = No Data Reported For Fewer Than Five Students																				
All Students	18	1469	12	67	6	33	0	0	0	0	2.2	36	7.5	44	3.8	43	1.9	49		
Male	11	1448	10	91	1	9	0	0	0	0	2.0	33	6.5	39	3.5	38	1.8	45		
Female	7	1504	2	29	5	71	0	0	0	0	2.4	40	9.0	53	4.4	49	2.1	54		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	12	1459	9	75	3	25	0	0	0	0	1.9	32	7.4	44	3.7	41	1.8	44		
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes	15	1466	11	73	4	27	0	0	0	2.1	34	7.6	45	3.7	41	1.8	45		
	No	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants	18	1469	12	67	6	33	0	0	0	2.2	36	7.5	44	3.8	43	1.9	49		
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	18	1469	12	67	6	33	0	0	0	2.2	36	7.5	44	3.8	43	1.9	49		
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Limited English Proficient	Current LEP	7	1449	7	100	0	0	0	0	0	1.4	24	7.3	43	3.6	40	1.6	39		
	Non-LEP (Monitored 1st Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Non-LEP (Monitored 2nd Year)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Other Non-LEP	11	1483	5	45	6	55	0	0	0	2.6	44	7.6	45	4.0	44	2.2	55		
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	Participants	6	1448	6	100	0	0	0	0	0	1.3	22	7.0	41	3.7	41	1.8	46		
	Nonparticipants	12	1480	6	50	6	50	0	0	0	2.6	43	7.8	46	3.9	44	2.0	50		
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	17	1470	11	65	6	35	0	0	0	2.2	36	7.4	44	3.9	43	2.1	51		
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	18	1469	12	67	6	33	0	0	0	2.2	36	7.5	44	3.8	43	1.9	49		
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	18	1469	12	67	6	33	0	0	0	2.2	36	7.5	44	3.8	43	1.9	49		
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	Yes	17	1464	12	71	5	29	0	0	0	2.0	33	7.5	44	3.7	41	1.8	46		
	No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

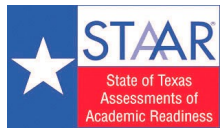
## Combined Summary Report

### GRADE 5 READING

District: 072-903 STEPHENVILLE IS  
 Campus: 103 GILBERT INT

Report Date: JULY 2018  
 Date of Testing: JUNE 2018

Legend --- = No Data Reported For Fewer Than Five Students		STAAR			STAAR Spanish			TOTAL		
		Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
			#	%		#	%		#	%
<b>All Students</b>		18	3	17	0	---	---	18	3	17
<b>Male</b>		11	3	27	0	---	---	11	3	27
<b>Female</b>		7	0	0	0	---	---	7	0	0
<b>No Information Provided</b>		0	---	---	0	---	---	0	---	---
<b>Hispanic/Latino</b>		13	3	23	0	---	---	13	3	23
<b>American Indian or Alaska Native</b>		0	---	---	0	---	---	0	---	---
<b>Asian</b>		0	---	---	0	---	---	0	---	---
<b>Black or African American</b>		1	---	---	0	---	---	1	---	---
<b>Native Hawaiian or Other Pacific Islander</b>		0	---	---	0	---	---	0	---	---
<b>White</b>		2	---	---	0	---	---	2	---	---
<b>Two or More Races</b>		2	---	---	0	---	---	2	---	---
<b>No Information Provided</b>		0	---	---	0	---	---	0	---	---
<b>Economically Disadvantaged</b>	Yes	14	3	21	0	---	---	14	3	21
	No	4	---	---	0	---	---	4	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Title I, Part A</b>	Participants	18	3	17	0	---	---	18	3	17
	Nonparticipants	0	---	---	0	---	---	0	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Migrant</b>	Yes	0	---	---	0	---	---	0	---	---
	No	18	3	17	0	---	---	18	3	17
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Limited English Proficient</b>	Current LEP	7	0	0	0	---	---	7	0	0
	Non-LEP (Monitored 1st Year)	0	---	---	0	---	---	0	---	---
	Non-LEP (Monitored 2nd Year)	0	---	---	0	---	---	0	---	---
	Other Non-LEP	11	3	27	0	---	---	11	3	27
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Bilingual</b>	Participants	7	0	0	0	---	---	7	0	0
	Nonparticipants	11	3	27	0	---	---	11	3	27
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>ESL</b>	Participants	0	---	---	0	---	---	0	---	---
	Nonparticipants	18	3	17	0	---	---	18	3	17
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Special Education</b>	Yes	0	---	---	0	---	---	0	---	---
	No	18	3	17	0	---	---	18	3	17
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Gifted/Talented</b>	Participants	0	---	---	0	---	---	0	---	---
	Nonparticipants	18	3	17	0	---	---	18	3	17
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>At-Risk</b>	Yes	17	3	18	0	---	---	17	3	18
	No	1	---	---	0	---	---	1	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Combined Summary Report

### GRADE 5 MATHEMATICS

District: 072-903 STEPHENVILLE IS  
 Campus: 103 GILBERT INT

Report Date: JULY 2018  
 Date of Testing: JUNE 2018

Legend --- = No Data Reported For Fewer Than Five Students		STAAR		STAAR Spanish			TOTAL			
		Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
			#	%		#	%		#	%
<b>All Students</b>		18	6	33	0	---	---	18	6	33
<b>Male</b>		11	1	9	0	---	---	11	1	9
<b>Female</b>		7	5	71	0	---	---	7	5	71
<b>No Information Provided</b>		0	---	---	0	---	---	0	---	---
<b>Hispanic/Latino</b>		12	3	25	0	---	---	12	3	25
<b>American Indian or Alaska Native</b>		0	---	---	0	---	---	0	---	---
<b>Asian</b>		0	---	---	0	---	---	0	---	---
<b>Black or African American</b>		1	---	---	0	---	---	1	---	---
<b>Native Hawaiian or Other Pacific Islander</b>		0	---	---	0	---	---	0	---	---
<b>White</b>		4	---	---	0	---	---	4	---	---
<b>Two or More Races</b>		1	---	---	0	---	---	1	---	---
<b>No Information Provided</b>		0	---	---	0	---	---	0	---	---
<b>Economically Disadvantaged</b>	Yes	15	4	27	0	---	---	15	4	27
	No	3	---	---	0	---	---	3	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Title I, Part A</b>	Participants	18	6	33	0	---	---	18	6	33
	Nonparticipants	0	---	---	0	---	---	0	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Migrant</b>	Yes	0	---	---	0	---	---	0	---	---
	No	18	6	33	0	---	---	18	6	33
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Limited English Proficient</b>	Current LEP	7	0	0	0	---	---	7	0	0
	Non-LEP (Monitored 1st Year)	0	---	---	0	---	---	0	---	---
	Non-LEP (Monitored 2nd Year)	0	---	---	0	---	---	0	---	---
	Other Non-LEP	11	6	55	0	---	---	11	6	55
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Bilingual</b>	Participants	6	0	0	0	---	---	6	0	0
	Nonparticipants	12	6	50	0	---	---	12	6	50
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>ESL</b>	Participants	1	---	---	0	---	---	1	---	---
	Nonparticipants	17	6	35	0	---	---	17	6	35
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Special Education</b>	Yes	0	---	---	0	---	---	0	---	---
	No	18	6	33	0	---	---	18	6	33
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Gifted/Talented</b>	Participants	0	---	---	0	---	---	0	---	---
	Nonparticipants	18	6	33	0	---	---	18	6	33
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>At-Risk</b>	Yes	17	5	29	0	---	---	17	5	29
	No	1	---	---	0	---	---	1	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---







# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Cumulative Summary Report

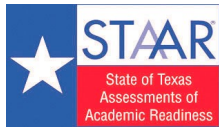
### GRADE 5 MATHEMATICS

District: 072-903 STEPHENVILLE IS  
 Campus: 103 GILBERT INT

Report Date: JUNE 2018  
 Date of Testing: MAY 2018

Legend --- = No Data Reported For Fewer Than Five Students	April Cohort*				May Results for Students in April Cohort**					Cumulative***		
	Answer Documents Submitted	Number of Students Tested	Number at Approaches	Percent at Approaches	Number of Students Tested			Number at Approaches	Percent at Approaches	Number of Students Tested	Number at Approaches	Percent at Approaches
					First-Time Tested	Retested	Total					
<b>All Students</b>	290	289	244	84	0	36	36	10	28	289	254	88
<b>Male</b>	150	149	123	83	0	20	20	4	20	149	127	85
<b>Female</b>	140	140	121	86	0	16	16	6	38	140	127	91
<b>No Information Provided</b>	0	0	---	---	0	0	0	---	---	0	---	---
<b>Hispanic/Latino</b>	99	99	75	76	0	19	19	6	32	99	81	82
<b>American Indian or Alaska Native</b>	0	0	---	---	0	0	0	---	---	0	---	---
<b>Asian</b>	2	2	---	---	0	0	0	---	---	2	---	---
<b>Black or African American</b>	5	5	2	40	0	3	3	---	---	5	2	40
<b>Native Hawaiian or Other Pacific Islander</b>	0	0	---	---	0	0	0	---	---	0	---	---
<b>White</b>	175	174	158	91	0	12	12	4	33	174	162	93
<b>Two or More Races</b>	9	9	7	78	0	2	2	---	---	9	7	78
<b>No Information Provided</b>	0	0	---	---	0	0	0	---	---	0	---	---
<b>Economically Disadvantaged</b>	137	137	102	74	0	29	29	8	28	137	110	80
<b>No Information Provided</b>	153	152	142	93	0	7	7	2	29	152	144	95
<b>No Information Provided</b>	0	0	---	---	0	0	0	---	---	0	---	---
<b>Title I, Part A</b>	290	289	244	84	0	36	36	10	28	289	254	88
<b>Participants</b>	0	0	---	---	0	0	0	---	---	0	---	---
<b>Nonparticipants</b>	0	0	---	---	0	0	0	---	---	0	---	---
<b>No Information Provided</b>	0	0	---	---	0	0	0	---	---	0	---	---
<b>Migrant</b>	0	0	---	---	0	0	0	---	---	0	---	---
<b>Yes</b>	290	289	244	84	0	36	36	10	28	289	254	88
<b>No</b>	0	0	---	---	0	0	0	---	---	0	---	---
<b>No Information Provided</b>	0	0	---	---	0	0	0	---	---	0	---	---
<b>Limited English Proficient</b>	42	42	30	71	0	10	10	3	30	42	33	79
<b>Current LEP</b>	2	2	---	---	0	0	0	---	---	2	---	---
<b>Non-LEP (Monitored 1st Year)</b>	0	0	---	---	0	0	0	---	---	0	---	---
<b>Non-LEP (Monitored 2nd Year)</b>	246	245	212	87	0	26	26	7	27	245	219	89
<b>Other Non-LEP</b>	0	0	---	---	0	0	0	---	---	0	---	---
<b>No Information Provided</b>	0	0	---	---	0	0	0	---	---	0	---	---
<b>Bilingual</b>	35	35	27	77	0	8	8	2	25	35	29	83
<b>Participants</b>	255	254	217	85	0	28	28	8	29	254	225	89
<b>Nonparticipants</b>	0	0	---	---	0	0	0	---	---	0	---	---
<b>No Information Provided</b>	0	0	---	---	0	0	0	---	---	0	---	---
<b>ESL</b>	4	4	---	---	0	2	2	---	---	4	---	---
<b>Participants</b>	286	285	243	85	0	34	34	9	26	285	252	88
<b>Nonparticipants</b>	0	0	---	---	0	0	0	---	---	0	---	---
<b>No Information Provided</b>	0	0	---	---	0	0	0	---	---	0	---	---
<b>Special Education</b>	25	24	9	38	0	6	6	1	17	24	10	42
<b>Yes</b>	265	265	235	89	0	30	30	9	30	265	244	92
<b>No</b>	0	0	---	---	0	0	0	---	---	0	---	---
<b>No Information Provided</b>	0	0	---	---	0	0	0	---	---	0	---	---
<b>Gifted/Talented</b>	22	22	22	100	0	0	0	---	---	22	22	100
<b>Participants</b>	268	267	222	83	0	36	36	10	28	267	232	87
<b>Nonparticipants</b>	0	0	---	---	0	0	0	---	---	0	---	---
<b>No Information Provided</b>	0	0	---	---	0	0	0	---	---	0	---	---
<b>At-Risk</b>	117	116	78	67	0	30	30	6	20	116	84	72
<b>Yes</b>	173	173	166	96	0	6	6	4	67	173	170	98
<b>No</b>	0	0	---	---	0	0	0	---	---	0	---	---
<b>No Information Provided</b>	0	0	---	---	0	0	0	---	---	0	---	---

Note: includes STAAR and STAAR Spanish test versions  
 \* All answer documents submitted in April  
 \*\* In the same campus as April  
 \*\*\* Students tested in April plus students in April cohort tested in May



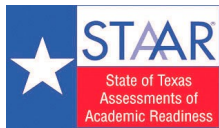
# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report GRADE 5 READING

District: 072-903 STEPHENVILLE IS  
Campus: 103 GILBERT INT

Report Date: JUNE 2018  
Date of Testing: MAY 2018

Administration Summary			Number	Percent	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category										
							#	%	#	%	#	%	#	%	1		2		3						
Students Tested			42	74																					
Students Not Tested																									
Absent			0	0																					
Other			15	26																					
Total Documents Submitted			57	100																					
Legend			--- = No Data Reported For Fewer Than Five Students																						
			8		16				14				Number of Items Tested												
			Avg. # of Items / % Correct		#		%		#		%		#		%		#		%		#		%		
All Students			42	1431	30	71	12	29	4	10	2	5	3.9	48	8.4	52	6.6	47							
Male			26	1419	20	77	6	23	2	8	0	0	3.6	45	8.0	50	6.5	47							
Female			16	1451	10	63	6	38	2	13	2	13	4.3	53	9.0	56	6.8	49							
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Hispanic/Latino			24	1410	19	79	5	21	1	4	1	4	3.5	44	7.8	48	6.2	44							
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Asian			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Black or African American			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
White			13	1488	6	46	7	54	3	23	1	8	4.4	55	10.1	63	8.3	59							
Two or More Races			3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Economically Disadvantaged			30	1426	23	77	7	23	3	10	2	7	3.7	46	8.6	54	6.1	44							
No Information Provided			12	1443	7	58	5	42	1	8	0	0	4.3	53	7.8	48	8.0	57							
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Title I, Part A			42	1431	30	71	12	29	4	10	2	5	3.9	48	8.4	52	6.6	47							
Participants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Migrant			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Yes			42	1431	30	71	12	29	4	10	2	5	3.9	48	8.4	52	6.6	47							
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Limited English Proficient			14	1396	11	79	3	21	0	0	0	0	3.1	39	7.9	49	5.6	40							
Current LEP			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Non-LEP (Monitored 1st Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Non-LEP (Monitored 2nd Year)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Other Non-LEP			28	1448	19	68	9	32	4	14	2	7	4.2	53	8.6	54	7.1	51							
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Bilingual			12	1402	9	75	3	25	0	0	0	0	3.4	43	8.0	50	5.7	40							
Participants			30	1442	21	70	9	30	4	13	2	7	4.0	50	8.5	53	7.0	50							
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
ESL			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Participants			41	1433	29	71	12	29	4	10	2	5	3.9	49	8.4	52	6.7	48							
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Special Education			5	1404	4	80	1	20	0	0	0	0	3.6	45	7.0	44	6.6	47							
Yes			37	1435	26	70	11	30	4	11	2	5	3.9	49	8.6	54	6.6	47							
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Gifted/Talented			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Participants			42	1431	30	71	12	29	4	10	2	5	3.9	48	8.4	52	6.6	47							
Nonparticipants			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
At-Risk			36	1412	28	78	8	22	1	3	1	3	3.6	44	7.9	50	6.2	44							
Yes			6	1546	2	33	4	67	3	50	1	17	5.7	71	11.0	69	9.3	67							
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

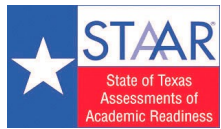
## Summary Report

### GRADE 5 MATHEMATICS

District: 072-903 STEPHENVILLE IS  
Campus: 103 GILBERT INT

Report Date: JUNE 2018  
Date of Testing: MAY 2018

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
					#	%	#	%	#	%	#	%	1		2		3		4	
Number	Percent												Number of Items Tested				Avg. # of Items / % Correct			
													#	%	#	%	#	%	#	%
Students Tested	36	69											2.2	37	6.4	38	3.9	43	2.3	57
Students Not Tested													2.5	41	6.2	36	3.7	41	2.3	58
Absent	0	0											1.9	32	6.8	40	4.1	46	2.3	56
Other	16	31											---	---	---	---	---	---	---	---
Total Documents Submitted	52	100											---	---	---	---	---	---	---	---
Legend																				
--- = No Data Reported For Fewer Than Five Students																				
All Students	36	1469	26	72	10	28	0	0	0	0			2.2	37	6.4	38	3.9	43	2.3	57
Male	20	1465	16	80	4	20	0	0	0	0			2.5	41	6.2	36	3.7	41	2.3	58
Female	16	1474	10	63	6	38	0	0	0	0			1.9	32	6.8	40	4.1	46	2.3	56
No Information Provided	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---
Hispanic/Latino	19	1472	13	68	6	32	0	0	0	0			1.9	32	6.8	40	4.1	46	2.2	54
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---
Black or African American	3	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---
White	12	1478	8	67	4	33	0	0	0	0			2.6	43	6.8	40	3.4	38	2.7	67
Two or More Races	2	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes 29	1469	21	72	8	28	0	0	0	0			2.3	39	6.4	38	3.8	43	2.2	56
	No 7	1469	5	71	2	29	0	0	0	0			1.9	31	6.4	38	4.0	44	2.4	61
	No Information Provided 0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---
Title I, Part A	Participants 36	1469	26	72	10	28	0	0	0	0			2.2	37	6.4	38	3.9	43	2.3	57
	Nonparticipants 0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---
	No Information Provided 0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---
Migrant	Yes 0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---
	No 36	1469	26	72	10	28	0	0	0	0			2.2	37	6.4	38	3.9	43	2.3	57
	No Information Provided 0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---
Limited English Proficient	Current LEP 10	1474	7	70	3	30	0	0	0	0			2.0	33	6.8	40	4.2	47	2.1	53
	Non-LEP (Monitored 1st Year) 0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---
	Non-LEP (Monitored 2nd Year) 0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---
	Other Non-LEP 26	1467	19	73	7	27	0	0	0	0			2.3	38	6.3	37	3.7	41	2.3	59
	No Information Provided 0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---
Bilingual	Participants 8	1466	6	75	2	25	0	0	0	0			2.0	33	6.4	38	4.0	44	2.1	53
	Nonparticipants 28	1470	20	71	8	29	0	0	0	0			2.3	38	6.5	38	3.8	42	2.3	58
	No Information Provided 0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---
ESL	Participants 2	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---
	Nonparticipants 34	1467	25	74	9	26	0	0	0	0			2.2	37	6.3	37	3.8	42	2.3	57
	No Information Provided 0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---
Special Education	Yes 6	1424	5	83	1	17	0	0	0	0			1.0	17	5.8	34	3.5	39	1.5	38
	No 30	1478	21	70	9	30	0	0	0	0			2.5	41	6.6	39	3.9	44	2.4	61
	No Information Provided 0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---
Gifted/Talented	Participants 0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---
	Nonparticipants 36	1469	26	72	10	28	0	0	0	0			2.2	37	6.4	38	3.9	43	2.3	57
	No Information Provided 0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---
At-Risk	Yes 30	1461	24	80	6	20	0	0	0	0			2.3	38	6.1	36	3.8	42	2.1	53
	No 6	1510	2	33	4	67	0	0	0	0			2.0	33	8.3	49	4.3	48	3.0	75
	No Information Provided 0	---	---	---	---	---	---	---	---	---			---	---	---	---	---	---	---	---



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

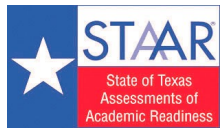
## Combined Summary Report

### GRADE 5 READING

District: 072-903 STEPHENVILLE IS  
 Campus: 103 GILBERT INT

Report Date: JUNE 2018  
 Date of Testing: MAY 2018

Legend --- = No Data Reported For Fewer Than Five Students		STAAR		STAAR Spanish			TOTAL			
		Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
			#	%		#	%		#	%
<b>All Students</b>		42	12	29	0	---	---	42	12	29
<b>Male</b>		26	6	23	0	---	---	26	6	23
<b>Female</b>		16	6	38	0	---	---	16	6	38
<b>No Information Provided</b>		0	---	---	0	---	---	0	---	---
<b>Hispanic/Latino</b>		24	5	21	0	---	---	24	5	21
<b>American Indian or Alaska Native</b>		0	---	---	0	---	---	0	---	---
<b>Asian</b>		0	---	---	0	---	---	0	---	---
<b>Black or African American</b>		2	---	---	0	---	---	2	---	---
<b>Native Hawaiian or Other Pacific Islander</b>		0	---	---	0	---	---	0	---	---
<b>White</b>		13	7	54	0	---	---	13	7	54
<b>Two or More Races</b>		3	---	---	0	---	---	3	---	---
<b>No Information Provided</b>		0	---	---	0	---	---	0	---	---
<b>Economically Disadvantaged</b>	Yes	30	7	23	0	---	---	30	7	23
	No	12	5	42	0	---	---	12	5	42
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Title I, Part A</b>	Participants	42	12	29	0	---	---	42	12	29
	Nonparticipants	0	---	---	0	---	---	0	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Migrant</b>	Yes	0	---	---	0	---	---	0	---	---
	No	42	12	29	0	---	---	42	12	29
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Limited English Proficient</b>	Current LEP	14	3	21	0	---	---	14	3	21
	Non-LEP (Monitored 1st Year)	0	---	---	0	---	---	0	---	---
	Non-LEP (Monitored 2nd Year)	0	---	---	0	---	---	0	---	---
	Other Non-LEP	28	9	32	0	---	---	28	9	32
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Bilingual</b>	Participants	12	3	25	0	---	---	12	3	25
	Nonparticipants	30	9	30	0	---	---	30	9	30
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>ESL</b>	Participants	1	---	---	0	---	---	1	---	---
	Nonparticipants	41	12	29	0	---	---	41	12	29
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Special Education</b>	Yes	5	1	20	0	---	---	5	1	20
	No	37	11	30	0	---	---	37	11	30
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Gifted/Talented</b>	Participants	0	---	---	0	---	---	0	---	---
	Nonparticipants	42	12	29	0	---	---	42	12	29
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>At-Risk</b>	Yes	36	8	22	0	---	---	36	8	22
	No	6	4	67	0	---	---	6	4	67
	No Information Provided	0	---	---	0	---	---	0	---	---



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Combined Summary Report

### GRADE 5 MATHEMATICS

District: 072-903 STEPHENVILLE IS  
 Campus: 103 GILBERT INT

Report Date: JUNE 2018  
 Date of Testing: MAY 2018

Legend --- = No Data Reported For Fewer Than Five Students		STAAR			STAAR Spanish			TOTAL		
		Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
			#	%		#	%		#	%
<b>All Students</b>		36	10	28	0	---	---	36	10	28
<b>Male</b>		20	4	20	0	---	---	20	4	20
<b>Female</b>		16	6	38	0	---	---	16	6	38
<b>No Information Provided</b>		0	---	---	0	---	---	0	---	---
<b>Hispanic/Latino</b>		19	6	32	0	---	---	19	6	32
<b>American Indian or Alaska Native</b>		0	---	---	0	---	---	0	---	---
<b>Asian</b>		0	---	---	0	---	---	0	---	---
<b>Black or African American</b>		3	---	---	0	---	---	3	---	---
<b>Native Hawaiian or Other Pacific Islander</b>		0	---	---	0	---	---	0	---	---
<b>White</b>		12	4	33	0	---	---	12	4	33
<b>Two or More Races</b>		2	---	---	0	---	---	2	---	---
<b>No Information Provided</b>		0	---	---	0	---	---	0	---	---
<b>Economically Disadvantaged</b>	Yes	29	8	28	0	---	---	29	8	28
	No	7	2	29	0	---	---	7	2	29
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Title I, Part A</b>	Participants	36	10	28	0	---	---	36	10	28
	Nonparticipants	0	---	---	0	---	---	0	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Migrant</b>	Yes	0	---	---	0	---	---	0	---	---
	No	36	10	28	0	---	---	36	10	28
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Limited English Proficient</b>	Current LEP	10	3	30	0	---	---	10	3	30
	Non-LEP (Monitored 1st Year)	0	---	---	0	---	---	0	---	---
	Non-LEP (Monitored 2nd Year)	0	---	---	0	---	---	0	---	---
	Other Non-LEP	26	7	27	0	---	---	26	7	27
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Bilingual</b>	Participants	8	2	25	0	---	---	8	2	25
	Nonparticipants	28	8	29	0	---	---	28	8	29
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>ESL</b>	Participants	2	---	---	0	---	---	2	---	---
	Nonparticipants	34	9	26	0	---	---	34	9	26
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Special Education</b>	Yes	6	1	17	0	---	---	6	1	17
	No	30	9	30	0	---	---	30	9	30
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>Gifted/Talented</b>	Participants	0	---	---	0	---	---	0	---	---
	Nonparticipants	36	10	28	0	---	---	36	10	28
	No Information Provided	0	---	---	0	---	---	0	---	---
<b>At-Risk</b>	Yes	30	6	20	0	---	---	30	6	20
	No	6	4	67	0	---	---	6	4	67
	No Information Provided	0	---	---	0	---	---	0	---	---