

Cypress-Fairbanks Independent School District

Matzke Elementary School

2023-2024



Mission Statement

Cypress-Fairbanks Independent School District's Mission Statement

We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st Century global leaders.

Matzke Elementary School's Mission Statement

The goal at Matzke is to help each child be a happy, productive, and informed citizen. This goal is achieved as staff, parents, and community work together to establish an environment which promotes high expectations and academic growth.

Vision

LEAD: Learn, Empower, Achieve, Dream

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Matzke Elementary is a campus in Houston, Texas. Matzke Elem opened its doors in 1966. Matzke Elem is projected to serve 1,038 students in grades PK-5th grades during the 2023-2024 school year, which is a decrease from the previous year of 1,080 students at the end of the 2022-2023 school year.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Matzke Elem needs assessment process is described below. The school Campus Performance Objectives Council (CPOC) evaluated the following data from the 2022-23 school year:

- Mid year benchmark data and 2nd grade checkpoint
- CIP Goals and strategies
- Title I Budget

Documentation of the process includes meeting minutes, agenda and sign in sheets. The CPOC met on Tuesday, May 16, 2023 and again on September 26, 2023 to develop and finalize the CNA. The meetings were held in the Art room at Matzke Elem at 8:00 a.m.

At the first meeting on May 16, 2023, principal Cathy Jacobs presented information to the committee. They reviewed mid-year benchmark data and 2nd grade checkpoint data; the committee would have preferred the EOY data and STAAR data but it had not been completed or returned as of the date of the meeting. The committee reviewed the CIP and felt that all areas were 100% completed except for the following:

- Goal 1: Performance Objective : Strategy 4-Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. The committee felt this was lacking in PE this year but noted that our cafeteria does a good job of promoting nutrition. The committee commented that it is hard to determine needs for next year due to not having the most up to date data at this point.

Based on the data we reviewed and the knowledge the committee, we determined the following for strengths and needs:

- Strengths: strong first instruction with efficient and productive planning sessions, small group instruction that results in student growth. School wide procedures that resulted in less classroom disruptions.
- Needs: Behavior and social emotional learning (although the committee recognized that this was improved with adding an additional Behavior Interventionist as well as Bringing Out the Best lessons), our passing percentages in both reading and math are below the district average, 4th grade is the grade level with the highest needs both academically and behaviorally.

At the second meeting on September 26, 2023, the CPOC reviewed STAAR data noting trends in data and possible contributing factors. The committee also set target percentages for this year for STAAR performance. The committee worked in table groups to identify trends in STAAR data, possible contributing as well as attainable target percentages.

The problem statements and root causes are listed in each section of the needs assessment.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is the summary of the prioritized problems and related root causes identified by the CPOC for the school to focus on during the 2023-24 school year.

Our first identified priority problem is in the area of Student Achievement, specifically African American students' performance in Math in all grade levels and performance levels. While growth was made from 2021-2022, AA performance is lower than all other populations. Through the root cause analysis process, we identified that we need to implement small group instruction with frequent reteaching to fill in the gaps. Teachers will have focused planning time each week to discuss and model lessons.

Our second identified priority problem is in the area of Student Achievement, specifically our African American students' passing percentages in Reading. They were lower than the other populations in 4th and 5th grades and lowest at each performance level (Approaches, Meets and Masters). Through the root cause analysis process, we identified that teachers will need to implement differentiated, small group instruction for students based on their academic needs. Teachers will have focused planning time to discuss and model lessons.

Our third identified priority problem is in the area of Student Attendance, specifically students missing 6 or more days of school. Through the root cause analysis process, we identified that we need a tiered attendance plan to address the excessive absences. Our tiered plan is detailed below:

1. 3 unexcused absences w/in a 4 week period: letter from Registrar, check in phone call from teacher
2. 5 unexcused absences w/in a 4 week period: phone call from counselor or AP
3. 6 unexcused absences w/in a 4 week period: in person meeting on campus w/admin
4. 10 unexcused absences w/in a 6 month period: home visit from admin
5. 11 or more unexcused absences w/in a 6 month period: Referred to Truant Officer

Student Achievement

Student Achievement Summary

Needs: Behavior and social emotional learning (Although the committee recognized that this was improved with adding an additional Behavior Interventionist as well as Bringing Out the Best lessons.), Our passing percentages in both reading and math are below the district average, 4th grade is the grade level with the highest needs both academically and behaviorally.

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-23 data.

Strengths: strong first instruction with efficient and productive planning sessions, Small group instruction that resulted in student growth, School wide procedures that resulted in less classroom disruptions.

Our STAAR data indicated that we had:

- Significant improvements in Math scores in all areas (Approaches, Meets and Masters)
- Great improvement in reading in all populations in Approaches
- Good improvement in Meets for all Reading
- Good improvement in Approaches and Meets in Science

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our African American passing percentages in Reading were lower than the other populations in 4th and 5th grades and performance levels (Approaches, Meets and Masters). **Root Cause:** RLA: Teachers will need to implement differentiated, small group instruction for students based on their academic needs. Teachers will have focused planning time each to discuss and model lessons.

Problem Statement 2: Math: While growth was made from 2021-2202, AA performance is lower than all other populations in our Math scores. **Root Cause:** Math: We will implement small group instruction with frequent reteaching to fill in the gaps. Teachers will have focused planning time each week to discuss and model lessons.

Problem Statement 3: Science: Our African American passing percentages in Science were lower than the other populations in all performance levels (Approaches, Meets and Masters). **Root Cause:** Science: Teachers will need to implement differentiated, small group instruction for students based on their academic needs. Teachers will have focused planning time each to discuss and model lessons. Teachers will also incorporate Interactive Word Walls in their classrooms for vocabulary development.

Problem Statement 4: Students are beginning the 2023-24 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

Problem Statement 5: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

School Culture and Climate

School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate.

We have a very positive and welcoming environment. The majority of parents who participated in the Parent Survey said they feel welcome at school and feel that they have knowledge of what is taking place at school. According to our EPS survey the last several years, the majority of our staff feel that staff recognition is built into the school culture and feel that collaboration is encouraged and practiced.

100% of our staff feel that procedures have been implemented to keep them safe at work.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Ensuring our staff and students feel connected to our school culture and community. **Root Cause:** We need to make concerted effort and collaborate on strategies to build positive relationships in our school community.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

We have a high percentage of staff attendance and retention. Staff who have left Matzke, typically leave for family situations or promotions.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Maintaining a high attendance rate, 97% or higher, for staff. **Root Cause:** Teacher/Paraprofessional Attendance: We need to continue to work with teachers to manage stress and ensure they are teaching every day.

Parent and Community Engagement

Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement.

Our goal as a campus staff is to include our parents in school activities as often as possible. We value our parents and encourage their partnership in their child's education. 96% of our parents reported that they feel welcome at school on our Title 1 parent survey. We communicate through email, electronic newsletters, marquee, Facebook Instagram, Twitter and SchoolMessenger.

We involve the community in schools through our adopted business partner, Lakewood United Methodist Church. We also have several community mentors that volunteer and work with our students. Parents and community members are a part of CPOC team and are included on the agenda items that relate to school-wide events and issues. We also have Cy-Hope volunteers that bring food backpacks for about 20 of our families.

Problem Statements Identifying Parent and Community Engagement Needs






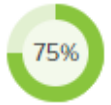
Problem Statement 1: We struggle with having the majority of our parents involved at school. **Root Cause:** We need to work to ensure parent work schedules and language barriers do not prevent them from attending school events.







Goals


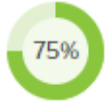




Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Curriculum and Instruction & Accountability: By the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Teachers will have focused planning time each week to discuss best practices and model lessons for the upcoming weeks. Teachers will differentiate instruction in small groups based on their academic needs. Reading Interventionist, Reading Intervention Temporary Worker and Reading Instructional Specialist will pull out/push in with small groups of students based on academic needs.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists and District Monitoring Team</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Teachers will have focused planning time each week to discuss best practices and model lessons for the upcoming weeks. Teachers will differentiate instruction in small groups based on their academic needs and reteach to fill in gaps during Closing the Gap. Math Interventionist, Math Intervention Temporary Worker and Math Instructional Specialist will pull out/push in with small groups of students based on academic needs.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists and District Monitoring Team</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Teachers will have focused planning time each week to discuss best practices for Science lessons and carry out lesson plans as written. Students will have hands-on experiences as often as possible</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists and District Monitoring Team</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: small groups flexibly regrouped between partnerships based on deficits in skills; enrichment for students who are performing at or above level</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists and District Monitoring Team</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Activities during Closing the Gap.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists and District Monitoring Team</p>	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs</p> <p>Strategy's Expected Result/Impact: Salaries: Classroom reduction teachers will be utilized in grades 4th and 5th to reduce the class sizes so that teachers are able to give more individualized instruction to students. This will allow for optimized instruction which will ensure students are making progress. An additional Behavior Interventionist will provide social-emotional lessons and work to keep students in class as much as possible. A Science Instructional Specialist will assist and support teachers in ensuring that effective and hands on instruction is taking place in our Science classrooms.</p> <p>Temporary Worker: Interventionists will work with small groups of students to support, reteach and build upon skills in order to close the gap from missed instruction.</p> <p>Contracted Services: We will bring in hands on experiences and opportunities for Science Lessons which will help our younger learners understand and retain the information as they progress through school.</p> <p>Instructional Supplies: Classroom materials such as paper, sticky notes, pens, dry erase markers, etc will help maintain an ideal learning environment and will allow staff and students to have the instructional materials they need to be successful. We will also purchase licenses to online learning platforms which help support and enrich our students learning on individual levels, and we will subscribe to reading materials.</p> <p>Parent and Family Engagement: We will support student achievement through enhanced communications with parents, including via electronic newsletter.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: ESSER III: Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.


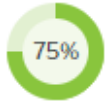




Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Before/After School Program: Before/After School Tutoring and Saturday Camps - Teachers will provide targeted tutoring intervention before school to specific students. We will also hold Saturday Camps and after school camps to specific students who need additional intervention on specific skills.</p> <p>Strategy's Expected Result/Impact: Students will increase their IRL by two or more reading levels. Students will increase their Math checkpoint score by 5% each consecutive checkpoint. Students will show growth on MAP testing and STAAR testing (4th and 5th grade).</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Extended Instructional Time (Closing the Gaps): A reading interventionist will pull a small group of students using SIPPS curriculum or other designated intervention materials.</p> <p>Strategy's Expected Result/Impact: Students will increase their IRL by two or more reading levels. Students will increase their Math checkpoint score by 5% each consecutive checkpoint. Students will show growth on MAP testing and STAAR testing (4th and 5th grade).</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Professional Development: Teachers will be provided training and materials for planning specific to their content area.</p> <p>Strategy's Expected Result/Impact: Instruction and planning will be effective and evident in lesson plans and small group instruction.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
No Progress Accomplished Continue/Modify Discontinue			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.









Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk. We will purchase supplies for Extended Day tutoring as well as Saturday camps. We will also use the funds to pay for extra duty for Saturday camps.</p> <p>Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.









Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Project safety lessons on anti-bullying and drug awareness will be taught each month, along with classroom guidance from our school counselors. Our Bringing Out the Best Character Education lessons will be taught monthly and students demonstrating that trait will be recognized.</p> <p>Strategy's Expected Result/Impact: Decreased number of office referrals and reports of bullying.</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire (monthly 9 total), Evacuate non-fire (Fall 1), Lockdown (Yearly 2), Secure (Yearly 1), Shelter Weather (Yearly 1), and Shelter Hazmat (Yearly 1) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.









Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: The campus will use restorative discipline practices.







Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will use PBIS Lessons and class meetings to teach skills and expectations.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Less than 10% of our student population will receive an office referral during the school year with the rate of recurrence for those students receiving an office referral being less than 5%. We will use PBIS Lessons and daily class meetings (Wildcat Welcome) to teach skills and expectations.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Teachers and administration</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase to 98%.







Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Teacher/paraprofessional attendance will increase by 1%.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs.







Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Campus Book Studies, ASCD PD and district offered PD. Strategy's Expected Result/Impact: Teachers will grow as professionals and increase their craft. Staff Responsible for Monitoring: Principal, Assistant Principal and Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: By the end of the current school year, parent and family engagement will increase by 5%.

Evaluation Data Sources: Parent Survey
Activity sign-in sheets/records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: The school will provide ample opportunities for family engagement and will continue to provide frequent communication about events at school. (Social media: Twitter, Facebook, and Instagram as well as a bi-monthly newsletter to families.)</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Administration and teachers</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2023-2024 CPOC

Committee Role	Name	Position
Principal	Cathryn Jacobs	Principal
Teacher #1	Yesenia Salas	Art Teacher
Teacher #2	Karla Willis	Special Ed Teacher
Teacher #3	Denise Renteria	Kinder Teacher
Teacher #4	Aaron Davis	1st gr Teacher
Teacher #5	Kathryn Hulsebosch	2nd gr Teacher
Teacher #6	Mona Elhalabi	3rd gr Teacher
Teacher #7	Emily Harris	4th gr Teacher
Teacher #8	Karisa Stokley	5th gr Teacher
Other School Leader (Nonteaching Professional) #1	Jennifer Baldree	Dyslexia Teacher
Administrator (LEA) #1	Kerri Dale	Administrator (LEA) #1
Administrator (LEA) #2	Sarah Parker	Administrator (LEA) #2
Parent #1	Desiray Francis	Parent #1
Community Member #1	Brenda Gorostieta	Community Member #1
Paraprofessional #1	Yuleidy Hernandez	Paraprofessional #1
District-level Professional	Linda Mack	District rep

Addendums

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					2023	#	%	%		#	%	#		%	#	%	
					#												
Reading	3	Matzke	ES 5	All	144	111	77%	80%	3%	77	53%	60%	7%	29	20%	25%	5%
Reading	3	Matzke	ES 5	Hispanic	69	52	75%	80%	5%	35	51%	60%	9%	15	22%	25%	3%
Reading	3	Matzke	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Matzke	ES 5	Asian	8	8	100%	100%	0%	7	88%	90%	2%	*	*	*	*
Reading	3	Matzke	ES 5	African Am.	45	35	78%	80%	2%	22	49%	55%	6%	8	18%	25%	7%
Reading	3	Matzke	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Matzke	ES 5	White	15	10	67%	80%	13%	7	47%	55%	8%	*	*	*	*
Reading	3	Matzke	ES 5	Two or More	7	6	86%	90%	4%	6	86%	90%	4%	*	*	*	*
Reading	3	Matzke	ES 5	Eco. Dis.	105	79	75%	80%	5%	51	49%	55%	6%	19	18%	25%	7%
Reading	3	Matzke	ES 5	LEP Current	27	19	70%	75%	5%	12	44%	55%	11%	5	19%	25%	6%
Reading	3	Matzke	ES 5	At-Risk	65	43	66%	75%	9%	29	45%	55%	10%	14	22%	25%	3%
Reading	3	Matzke	ES 5	SPED	17	6	35%	40%	5%	*	*	*	*	*	*	*	*
Reading	4	Matzke	ES 5	All	167	126	75%	80%	5%	56	34%	50%	16%	23	14%	20%	6%
Reading	4	Matzke	ES 5	Hispanic	91	71	78%	80%	2%	29	32%	45%	13%	9	10%	20%	10%
Reading	4	Matzke	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Matzke	ES 5	Asian	13	10	77%	80%	3%	8	62%	75%	13%	*	*	*	*
Reading	4	Matzke	ES 5	African Am.	43	28	65%	75%	10%	9	21%	30%	9%	5	12%	20%	8%
Reading	4	Matzke	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Matzke	ES 5	White	15	12	80%	85%	5%	8	53%	65%	12%	*	*	*	*
Reading	4	Matzke	ES 5	Two or More	5	5	100%	100%	0%	*	*	*	*	*	*	*	*
Reading	4	Matzke	ES 5	Eco. Dis.	128	92	72%	80%	8%	38	30%	40%	10%	14	11%	20%	9%
Reading	4	Matzke	ES 5	LEP Current	43	30	70%	75%	5%	12	28%	35%	7%	*	*	*	*
Reading	4	Matzke	ES 5	At-Risk	114	79	69%	75%	6%	25	22%	35%	13%	7	6%	15%	9%
Reading	4	Matzke	ES 5	SPED	20	7	35%	40%	5%	*	*	*	*	*	*	*	*
Reading	5	Matzke	ES 5	All	130	111	85%	90%	5%	68	52%	55%	3%	26	20%	25%	5%
Reading	5	Matzke	ES 5	Hispanic	65	58	89%	95%	6%	40	62%	70%	8%	12	18%	25%	7%
Reading	5	Matzke	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Matzke	ES 5	Asian	13	12	92%	95%	3%	9	69%	75%	6%	5	38%	45%	7%
Reading	5	Matzke	ES 5	African Am.	27	21	78%	85%	7%	8	30%	40%	10%	*	*	*	*
Reading	5	Matzke	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Matzke	ES 5	White	20	17	85%	90%	5%	10	50%	60%	10%	7	35%	45%	10%
Reading	5	Matzke	ES 5	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Matzke	ES 5	Eco. Dis.	99	82	83%	90%	7%	49	49%	55%	6%	15	15%	25%	10%
Reading	5	Matzke	ES 5	LEP Current	35	30	86%	90%	4%	18	51%	60%	9%	6	17%	25%	8%
Reading	5	Matzke	ES 5	At-Risk	98	80	82%	90%	8%	48	49%	55%	6%	16	16%	25%	9%
Reading	5	Matzke	ES 5	SPED	15	7	47%	55%	8%	*	*	*	*	*	*	*	*
Math	3	Matzke	ES 5	All	143	94	66%	75%	9%	53	37%	45%	8%	16	11%	20%	9%
Math	3	Matzke	ES 5	Hispanic	69	46	67%	75%	8%	26	38%	45%	7%	11	16%	25%	9%
Math	3	Matzke	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Matzke	ES 5	Asian	8	7	88%	90%	2%	6	75%	80%	5%	*	*	*	*
Math	3	Matzke	ES 5	African Am.	44	24	55%	60%	5%	12	27%	35%	8%	*	*	*	*
Math	3	Matzke	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Matzke	ES 5	White	15	11	73%	80%	7%	6	40%	50%	10%	*	*	*	*
Math	3	Matzke	ES 5	Two or More	7	6	86%	90%	4%	*	*	*	*	*	*	*	*
Math	3	Matzke	ES 5	Eco. Dis.	104	64	62%	75%	13%	32	31%	45%	14%	10	10%	20%	10%
Math	3	Matzke	ES 5	LEP Current	27	17	63%	75%	12%	8	30%	45%	15%	*	*	*	*
Math	3	Matzke	ES 5	At-Risk	64	35	55%	60%	5%	21	33%	45%	12%	6	9%	20%	11%

