Cypress-Fairbanks Independent School District

Ault Elementary School

2023-2024



LEARN • EMPOWER • ACHIEVE • DREAM

Mission Statement

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

Vision

LEAD - Learn. Empower. Achieve. Dream.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Demographics

Demographics Summary

Student Achievement

Student Achievement Strengths

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

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Student Achievement levels in the Meets category were below cluster averages in most areas. **Root Cause:** RLA: Too much focus on moving kid from DNM to Approaches in 2022-23

Problem Statement 2: Math: 4th Grade Math achievement levels were below the rest of the campus. **Root Cause:** Math: The gap coming from 3rd grade due to COVID was wider than the other grade levels.

Problem Statement 3: Science: Number of students in the Approaches, Meets and Masters categories was below 2021-22 levels. **Root Cause:** Science: Too much focus on Math in 3rd and 4th grade year to try and close COVID gaps.

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.

School Culture and Climate

School Culture and Climate Strengths

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

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Student anxiety and apprehension remained at a heightened level. **Root Cause:** School Culture and Climate: Students still adjusting to regular school and life after COVID.

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.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff attendance was at the same level as 2021-22 and below expected levels. **Root Cause:** Teacher/Paraprofessional Attendance: Staff still feels anxiety about work and life at higher levels than before COVID.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Parent attendance at events is still not at expected levels. **Root Cause:** Parent and Community Engagement: Parents are still getting used to normal school activities.

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		iews	
Strategy 1: RLA: Target good quality first instruction and implement 25 minutes of closing the gap learning time to help students needing extra support to close the achievement gap. Strategy's Expected Result/Impact: Close the achievement gap in Reading/LA and meet targeted goals. Staff Responsible for Monitoring: Leadership Team (Prinicpal, APs, ISs)		Formative		
		Feb	May	
Strategy 2 Details	For	mative Revi	iews	
Strategy 2: Math: Target good quality first instruction and implement 25 minutes of closing the gap learning time to help students needing	Formative			
extra support to close the achievement gap.	Nov	Feb	May	
Strategy's Expected Result/Impact: Close the achievement gap and meet targeted goals. Staff Responsible for Monitoring: Leadership Team (Principal, APs, ISs)				
	Formative Reviews			
Strategy 3 Details	For	mative Revi	iews	
Strategy 3: Science: Target good quality first instruction and implement 25 minutes of closing the gap learning time to help students needing	For	mative Revi Formative	iews	
Strategy 3: Science: Target good quality first instruction and implement 25 minutes of closing the gap learning time to help students needing extra support to close the achievement gap.	For		May	
Strategy 3: Science: Target good quality first instruction and implement 25 minutes of closing the gap learning time to help students needing		Formative	Ι	
Strategy 3: Science: Target good quality first instruction and implement 25 minutes of closing the gap learning time to help students needing extra support to close the achievement gap. Strategy's Expected Result/Impact: Reduce number of students who need interventions and increase student achievement.	Nov	Formative	May	
Strategy 3: Science: Target good quality first instruction and implement 25 minutes of closing the gap learning time to help students needing extra support to close the achievement gap. Strategy's Expected Result/Impact: Reduce number of students who need interventions and increase student achievement. Staff Responsible for Monitoring: Leadership (Principal, APs, ISs)	Nov	Formative Feb	May	
Strategy 3: Science: Target good quality first instruction and implement 25 minutes of closing the gap learning time to help students needing extra support to close the achievement gap. Strategy's Expected Result/Impact: Reduce number of students who need interventions and increase student achievement. Staff Responsible for Monitoring: Leadership (Principal, APs, ISs) Strategy 4 Details	Nov	Formative Feb mative Revi	May	

Strategy 5 Details	For	mative Revi	iews	
Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 25 minutes of targeted		Formative		
instruction each day that includes: Targeted Tutorials, Reinforcement of Daily Lessons, Class Meetings, Targeted interventions	Nov	Feb	May	
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Leadership Team				
No Progress Continue/Modify Discontinue	e			

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	For	rmative Revi	ews	
Strategy 1: Before/After School Program: Teachers will provide before or after school tutoring to identified students to help close the achievement gap. Strategy's Expected Result/Impact: Throughout the current school year, use the ESSER III 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 Staff Responsible for Monitoring: Principal		Formative		
		Feb	May	
Strategy 2 Details	For	rmative Revi	ews	
Strategy 2: Professional Staffing: Core Content Area Interventionist in Math will be hired to work with students to improve their academic performance. Strategy's Expected Result/Impact: Throughout the 2023-24 school year, use the ESSER III 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. Staff Responsible for Monitoring: Principal		Formative		
		Feb	May	
Strategy 3 Details	For	rmative Revi	ews	
Strategy 3: Professional Development: K-5 Grade Reading/Language Arts teachers will participate in Professional Development with	Formative			
Schonda Guthrie. The professional development will focus on quality reading instruction and assessment and modeling.		Feb	May	
Strategy's Expected Result/Impact: Throughout the 2023-24 school year, use the ESSER III funds to reduce the disparity in performance in reading levels and benchmark assessment data between Kinder-2nd grade 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 benchmark standard. Staff Responsible for Monitoring: Principal				

Strategy 4 Details	For	rmative Revi	ews
Strategy 4: Professional Development: 3-5 Math Teachers will participate in Math Training with Garland Linkelarger. This training will		Formative	
address planning, diagnosis of assessment data and instructional practices.	Nov Feb May		May
Strategy's Expected Result/Impact: Throughout the 2023-24 school year, use the SSER III funds to reduce the disparity in performance on Math STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students Staff Responsible for Monitoring: Principal			
No Progress Accomplished — Continue/Modify X Discontinu	ie		

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		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk.		Formative		
Strategy's Expected Result/Impact: Meet or exceed targets on attached data tables	Nov	Feb	May	
Staff Responsible for Monitoring: Principal				
No Progress Accomplished Continue/Modify Discontinue	<u> </u>			
No Progress Accomplished — Continue/Modify Discontinue	ŧ			

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.

High Priority

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

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Campus Safety: 100% of staff and students will implement and follow all Lead Safety guidelines and protocols.	Formative		
Strategy's Expected Result/Impact: Increased attendance.		Feb	May
Staff Responsible for Monitoring: Principal, nurse assistant principals, teachers			
Strategy 2 Details	Formative Reviews		ews
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat)	Formative		
throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.		Feb	May
			•
Staff Responsible for Monitoring: Principal			
No Progress Accomplished Continue/Modify Discontinue	<u> </u>		

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		iews	
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.		Formative		
Strategy's Expected Result/Impact: 95% overall attendance rate		Feb	May	
Staff Responsible for Monitoring: Principal			-	
Strategy 2 Details	For	rmative Rev	iews	
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		Formative		
		Feb	May	
Staff Responsible for Monitoring: Principal				
No Progress Continue/Modify Discontinue Discontinue	e			

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

Nov	Formative Feb	1	
Nov	Feb		
		May	
For	rmative Rev	iews	
	Formative		
Nov	Feb	May	
ıe			
		Nov Feb	

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 by 10%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		ews	
Strategy 1: Teacher/Paraprofessional Attendance: Provide incentives for teachers to have perfect attendance.		Formative		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%.		Feb	May	
Staff Responsible for Monitoring: Principal			-	
Strategy 2 Details	For	rmative Revi	ews	
Strategy 2: Each month, we will focus on a specific aspect of adult/staff mental or physical health.	Formative			
Strategy's Expected Result/Impact: Staff attendance rate will increase by 10%.		Feb	May	
Staff Responsible for Monitoring: Principal, APs, Counselors, Nurse				
No Progress Continue/Modify Discontinue Accomplished	e			

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, 75% 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	For	rmative Rev	iews	
Strategy 1: High-Quality Professional Development: Use CF-TESS process to determine each teacher's individual professional development		Formative		
needs. Work to provide the needed professional development.	Nov	Feb	May	
Strategy's Expected Result/Impact: Students will meet or exceed the STAAR targets on the attached data table Staff Responsible for Monitoring: Principal				
No Progress Continue/Modify Discontinue	;			

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 25%.

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

Strategy 1 Details	For	mative Revi	ews
Strategy 1: Parent and Family Engagement: Hold multiple events that will allow parents/family members to be on campus.		Formative	
Strategy's Expected Result/Impact: Parent and family engagement will increase by 25%.	Nov	Feb	May
Staff Responsible for Monitoring: Leadership Team			
No Progress Continue/Modify X Discontinue	;		

2023-2024 CPOC

Committee Role	Name	Position
Principal	Jeff Lacoke	Principal
Teacher #1	Edrick Smith	Teacher #1
Teacher #2	Heather Childers	Teacher #2
Teacher #3	Emily McKian	Teacher #3
Teacher #4	Jennifer Ehlers	Teacher #4
Teacher #5	Mary Aldape	Teacher #5
Teacher #6	Laura Skeen	Teacher #6
Teacher #7	Sara Gierman	Teacher #7
Teacher #8	Rhonda Neilson	Teacher #8
Other School Leader (Nonteaching Professional) #1	Jacinda Jornda	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Christi Morrison	Other School Leader (Nonteaching Professional) #2
Administrator (LEA) #1	Lynlea Dickerson	Administrator (LEA) #1
Parent #1	marcus Breidenthal	Parent #1
Parent #2	Brieanna Barnett	Parent #2
Community Member #1	Matt Miller	Community Member #1
Community Member #2	Jayce King	Community Member #2
Business Representative #1	Stephanie Jurica	Business Representative #1
Business Representative #2	Dana Oatis	Business Representative #2
Other School Leader (Nonteaching Professional) #3	Danielle Toet	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Ann Rader	Other School Leader (Nonteaching Professional) #4
District-level Professional	Karin Olsen	District Representative

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		puses are respon	Tested	20	2023: 2024 Approaches Incr			2023: Meets Grade Level		2024 Meets Incremental		2023: Masters Grade Level		2024 Masters Incremental	
			2023 Cluster	Student Group	2023	Grade Level		Growth Target	% Approaches Growth Needed			Growth Target	% Meets Growth Needed			Growth Target %	% Masters Growth Needed
					#	#	%	%		#	%	%		#	%	%	
Reading	3	Ault	ES 2	All	137	116	85%	80%	5%	83	61%	66%	5%	32	23%	28%	5%
Reading	3	Ault	ES 2	Hispanic	39	36	92%	94%	2%	27	69%	72%	3%	7	18%	30%	12%
Reading	3	Ault	ES 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Ault	ES 2	Asian	18	13	72%	75%	3%	10	56%	65%	9%	6	33%	45%	12%
Reading	3	Ault	ES 2	African Am.	21	15	71%	75%	4%	9	43%	50%	7%	*	*	*	*
Reading	3	Ault	ES 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Ault	ES 2	White	54	47	87%	90%	3%	33	61%	68%	7%	13	24%	40%	16%
Reading	3	Ault	ES 2	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Ault	ES 2	Eco. Dis.	47	39	83%	88%	5%	25	53%	60%	7%	6	13%	25%	12%
Reading	3	Ault	ES 2	LEP Current	13	10	77%	80%	3%	5	38%	45%	7%	*	*	*	*
Reading	3	Ault	ES 2	At-Risk	36	23	64%	70%	6%	11	31%	40%	9%	*	*	*	*
Reading	3	Ault	ES 2	SPED	20	9	45%	50%	5%	6	30%	40%	10%	*	*	*	*
Reading	4	Ault	ES 2	All	174	153	88%	90%	2%	103	59%	64%	5%	55	32%	37%	5%
Reading	4	Ault	ES 2	Hispanic	59	49	83%	88%	5%	35	59%	65%	6%	17	29%	40%	11%
Reading	4	Ault	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Ault	ES 2	Asian	20	19	95%	96%	1%	13	65%	70%	5%	10	50%	60%	10%
Reading	4	Ault	ES 2	African Am.	19	18	95%	96%	1%	8	42%	55%	13%	5	26%	40%	14%
Reading	4	Ault	ES 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Ault	ES 2	White	69	62	90%	92%	2%	44	64%	68%	4%	23	33%	40%	7%
Reading	4	Ault	ES 2	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Ault	ES 2	Eco. Dis.	64	51	80%	85%	5%	32	50%	55%	5%	16	25%	35%	10%
Reading	4	Ault	ES 2	LEP Current	21	13	62%	68%	6%	7	33%	45%	12%	5	24%	35%	11%
Reading	4	Ault	ES 2	At-Risk	69	52	75%	80%	5%	27	39%	45%	6%	15	22%	30%	8%
Reading	4	Ault	ES 2	SPED	22	12	55%	60%	5%	*	*	*	*	*	*	*	*
Reading	5	Ault	ES 2	All	158	142	90%	92%	2%	99	63%	68%	5%	46	29%	34%	5%
Reading	5	Ault	ES 2	Hispanic	40	37	93%	95%	2%	22	55%	65%	10%	9	23%	35%	12%
Reading	5	Ault	ES 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Ault	ES 2	Asian	17	17	100%	100%	0%	16	94%	95%	1%	11	65%	70%	5%
Reading	5	Ault	ES 2	African Am.	19	16	84%	88%	4%	8	42%	55%	13%	*	*	*	*
Reading	5	Ault	ES 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Ault	ES 2	White	79	69	87%	90%	3%	51	65%	70%	5%	21	27%	35%	8%
Reading	5	Ault	ES 2	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Ault	ES 2	Eco. Dis.	57	51	89%	91%	2%	33	58%	65%	7%	13	23%	30%	7%
Reading	5	Ault	ES 2	LEP Current	21	20	95%	96%	1%	10	48%	65%	17%	*	*	*	*
Reading	5	Ault	ES 2	At-Risk	83	70	84%	88%	4%	39	47%	60%	13%	16	19%	25%	6%
Reading	5	Ault	ES 2	SPED	11	6	55%	60%	5%	*	*	*	*	*	*	*	*
Math	3	Ault	ES 2	All	138	116	84%	88%	4%	72	52%	60%	8%	33	24%	30%	6%
Math	3	Ault	ES 2	Hispanic	40	35	88%	90%	2%	20	50%	65%	15%	7	18%	30%	12%
Math	3	Ault	ES 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*

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			Tested	Appro	2023: 2024 Approach Approaches Incremental		emental	2023: Meets Grade Level		2024 Meets Incremental		2023: Masters Grade Level		2024 Masters Incremental Growth Target % N	
			2023 Cluster	Student Group	2023	Grade Level		Growth Target				Growth Target	% Meets Growth Needed				% Masters Growth Needed
					#	#	%	%		#	%	%		#	%	%	
Math	3	Ault	ES 2	Asian	18	16	89%	91%	2%	13	72%	80%	8%	6	33%	45%	12%
Math	3	Ault	ES 2	African Am.	21	14	67%	72%	5%	6	29%	40%	11%	*	*	*	*
Math	3	Ault	ES 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Ault	ES 2	White	54	46	85%	88%	3%	30	56%	65%	9%	17	31%	40%	9%
Math	3	Ault	ES 2	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Ault	ES 2	Eco. Dis.	47	39	83%	88%	5%	21	45%	55%	10%	7	15%	25%	10%
Math	3	Ault	ES 2	LEP Current	14	11	79%	84%	5%	5	36%	50%	14%	*	*	*	*
Math	3	Ault	ES 2	At-Risk	37	29	78%	83%	5%	16	43%	50%	7%	5	14%	25%	11%
Math	3	Ault	ES 2	SPED	20	10	50%	55%	5%	5	25%	40%	15%	*	*	*	*
Math	4	Ault	ES 2	All	174	147	84%	88%	4%	107	61%	66%	5%	66	38%	42%	4%
Math	4	Ault	ES 2	Hispanic	59	47	80%	85%	5%	31	53%	60%	7%	17	29%	40%	11%
Math	4	Ault	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Ault	ES 2	Asian	20	18	90%	92%	2%	17	85%	90%	5%	13	65%	75%	10%
Math	4	Ault	ES 2	African Am.	19	15	79%	83%	4%	10	53%	65%	12%	6	32%	45%	13%
Math	4	Ault	ES 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Ault	ES 2	White	69	61	88%	90%	2%	45	65%	70%	5%	29	42%	50%	8%
Math	4	Ault	ES 2	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Ault	ES 2	Eco. Dis.	63	48	76%	80%	4%	36	57%	65%	8%	21	33%	45%	12%
Math	4	Ault	ES 2	LEP Current	21	14	67%	72%	5%	12	57%	65%	8%	7	33%	45%	12%
Math	4	Ault	ES 2	At-Risk	70	48	69%	72%	3%	35	50%	55%	5%	18	26%	38%	12%
Math	4	Ault	ES 2	SPED	22	13	59%	65%	6%	5	23%	40%	17%	*	*	*	*
Math	5	Ault	ES 2	All	158	147	93%	94%	1%	104	66%	70%	4%	43	27%	35%	8%
Math	5	Ault	ES 2	Hispanic	41	38	93%	94%	1%	23	56%	65%	9%	7	17%	25%	8%
Math	5	Ault	ES 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Ault	ES 2	Asian	17	16	94%	95%	1%	16	94%	95%	1%	11	65%	70%	5%
Math	5	Ault	ES 2	African Am.	19	18	95%	96%	1%	9	47%	55%	8%	*	*	*	*
Math	5	Ault	ES 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Ault	ES 2	White	78	72	92%	93%	1%	53	68%	70%	2%	24	31%	36%	5%
Math	5	Ault	ES 2	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Ault	ES 2	Eco. Dis.	56	55	98%	99%	1%	37	66%	70%	4%	13	23%	40%	17%
Math	5	Ault	ES 2	LEP Current	21	19	90%	92%	2%	11	52%	65%	13%	*	*	*	*
Math	5	Ault	ES 2	At-Risk	84	76	90%	92%	2%	42	50%	55%	5%	11	13%	25%	12%
Math	5	Ault	ES 2	SPED	11	8	73%	80%	7%	*	*	*	*	*	*	*	*
Science	5	Ault	ES 2	All	159	133	84%	88%	4%	77	48%	52%	4%	39	25%	30%	5%
Science	5	Ault	ES 2	Hispanic	41	34	83%	88%	5%	17	41%	50%	9%	6	15%	25%	10%
Science	5	Ault	ES 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Ault	ES 2	Asian	17	15	88%	92%	4%	11	65%	75%	10%	9	53%	60%	7%
Science	5	Ault	ES 2	African Am.	19	14	74%	80%	6%	7	37%	50%	13%	*	*	*	*
Science	5	Ault	ES 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*

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		23: paches 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
					#	#	%	%		#	%	%		#	%	%	
Science	5	Ault	ES 2	White	79	67	85%	88%	3%	40	51%	56%	5%	22	28%	35%	7%
Science	5	Ault	ES 2	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Ault	ES 2	Eco. Dis.	57	45	79%	83%	4%	24	42%	50%	8%	10	18%	30%	12%
Science	5	Ault	ES 2	LEP Current	21	15	71%	80%	9%	5	24%	40%	16%	*	*	*	*
Science	5	Ault	ES 2	At-Risk	84	63	75%	80%	5%	26	31%	40%	9%	13	15%	25%	10%
Science	5	Ault	ES 2	SPED	11	5	45%	55%	10%	*	*	*	*	*	*	*	*