Cypress-Fairbanks Independent School District

Danish Elementary School

2023-2024

Mission Statement

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

Vision

LEAD

Learn

Empower

Achieve

Dream

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Danish Elementary is a campus in Houston, Texas. Danish Elementary opened its doors in 2005. Danish Elementary is projected to serve 909 students in grades EE-5 during the 2023-2024 school year, which is a decrease of 19 students from the previous year of 928.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

*End-of-year mClass reports
*End-of-year district benchmark results
*STAAR results
*End-of-year office referral reports
*End-of-year Employee Perception Survey
*TFI report
*Title 1 parent survey
*End-of-year student attendance data for both students and staff

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The CPOC met on May 23, 2023, and again on September 23, 2023, to develop and finalize the CNA. The meetings were held in the Danish library at Danish Elementary at 8 a.m.

At the first meeting on May 23, 2023, Principal Kelly Dalton reviewed the data that was currently available. The committee divided into groups as follows: ELAR, Math, Science, Staff Recruitment and Retention, Discipline/Environment. Each group reviewed the currently available data, agreed on problem statements, and worked on root causes that could be ascertained from the data that was currently available. Each group shared their findings.

At the second meeting on September 12, 2023, Principal Kelly Dalton reviewed the data that was currently available. The committee divided into groups as follows: ELAR, Math, Science, Staff Recruitment and Retention, Discipline/Environment. Each group reviewed the currently available data, agreed on problem statements, and worked on root causes that could be ascertained from the data that was currently available. Each group then shared their findings.

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

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a 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, students need explicit instruction decoding. Through the root cause analysis process, we identified teachers need to incorporate phonic and phonemic awareness lessons into their daily routines.

Our second identified priority problem is in the area of student achievement, specifically, students need instruction in the number sense. Through the root cause analysis process, we identified that teachers need to utilize small group instruction to fill in gaps in number sense with students.

Our third identified priority problem is in the area of discipline, specifically students with Tier 2 and 3 behaviors. Through the root cause analysis process, we identified students need mentors to connect with the school and improve their behaviors.

Student Achievement

Student Achievement Strengths

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

GROWTH IN THE FOLLOWING AREAS:

ELAR

3RD READING: ALL, HISPANIC, ASIAN, AFRICAN-AMERICAN, WHITE, ECONOMICALLY DISADVANTAGED, LEP CURRENT, AT-RISK AND SPECIAL EDUCATION
5TH READING: ALL, HISPANIC, ASIAN, AFRICAN AMERICAN, ECONOMICALLY DISADVANTAGED, LEP CURRENT, AT-RISK, SPECIAL EDUCATION

MATH

3RD MATH: ALL, HISPANIC, ASIAN, AFRICAN AMERICAN WHITE, ECONOMICALLY DISADVANTAGED, LEP CURRENT, AT-RISK, SPECIAL EDUCATION

5TH MATH: ALL, AFRICAN AMERICAN, TWO OR MORE RACES, ECONOMICALLY DISADVANTAGED, AT-RISK, SPECIAL EDUCATION

SCIENCE

USE OF TECHNOLOGY TO INCREASE UNDERSTANDING OF CONCEPT

USE OF HANDS-ON EXPERIMENTS AND ACTIVITIES

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA:Students in all grade levels are struggling with decoding words they are unfamiliar with.   **Root Cause:** RLA: Teachers need to incorporate phonics and phonemic awareness into daily lessons.

Problem Statement 2: Math: Economically disadvantaged students have weaknesses in number sense that need to be addressed to fill in gaps.   **Root Cause:** Math: Students need small group instruction to address individual needs in math concepts.

Problem Statement 3: Science: Current EB learners are not performing at the same level as other student groups.   **Root Cause:** Science: Teachers need to increase the use of academic vocabulary and utilization of vocabulary activities and word walls

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.

Overall decrease in the number of office referrals.

Five of our 7 grade levels had a decrease in the number of office referrals.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students who are at a Tier 2 or 3 are not connected to staff/school in a manner that positively affects their behavior. **Root Cause:** School needs to provide mentors for and training in working with students at Tier 2 and 3.

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.

All statements in the EPS survey had 90%+ agreement.

In the EPS survey, 100% of the staff surveyed felt safe at work.

In the EPS survey, 100% of the staff felt they had opportunities for professional growth.

All new teachers receive a mentor.

All teachers participate in Design Teams to provide input on school events.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff absences were higher than expected in the 22-23 school year.   **Root Cause:** Teacher/Paraprofessional Attendance: Staff need support in working with at-risk students at Tier 2 and 3.

Parent and Community Engagement

Parent and Community Engagement Strengths

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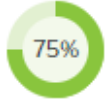
Goals

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		
Strategy 1: RLA: Teachers will utilize HMH and Heggerty curriculum to increase the number of students who master phonics and phonemic awareness.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed attached CIP target tables **Staff Responsible for Monitoring:** instructional specialists, assistant principals and principal	**Nov**	**Feb**	**May**
	30%	65%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Utilize small group instruction to meet the needs and fill in the gaps students have in number sense.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed attached CIP target tables **Staff Responsible for Monitoring:** instructional specialists, assistant principals, principal	**Nov**	**Feb**	**May**
	30%	65%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Increase instruction of vocabulary to all learners with emphasis on bilingual/ESL students.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed CIP target tables **Staff Responsible for Monitoring:** instructional specialists, assistant principals, principal	**Nov**	**Feb**	**May**
	40%	75%	
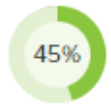
Strategy 4 Details	Formative Reviews		
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.	Formative		
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	35%	50%	

Strategy 5 Details	Formative Reviews		
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: 8:45-9:30 Daily Teachers work in small groups to meet the needs of students based on current data Students not with the teacher are working on defined activities to meet needs identified by the teacher.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Instructional Specialist, Digital Coach, Assistant Principals	25%	65%	

Strategy 6 Details	Formative Reviews		
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: Dolphin Daily (news crew that produces a weekly news segment for all students), choir, Garden presentations, Storyteller, Action Based Learning Lab, Hour of Code, Name that Book team, running club, field trips, plays and performances.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, AP, Instructional Specialists,	50%	70%	

Strategy 7 Details	Formative Reviews		
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	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Danish will use their Title 1 funds for the following with the indicated results/impact: 1. The Behavior Interventionist will provide support for staff and students to increase the amount of time students are in class for quality first instruction. 2. Paraprofessionals will be provided to support students in the classroom to meet the CIP targets set and attached to this document. 3. The storyteller will provide live storytelling to increase students' comprehension and assist in meeting the CIP targets set and attached to this document. 4. Ready to Grow Gardens will provide twice monthly hands-on garden lessons to have real-life examples to support science in meeting the CIP targets set and attached to this document. 5. Field trips will be provided for all grade levels to provide real-life examples of classroom lessons and support the students in meeting the CIP targets set and attached to this document. 6. Translation will be provided for all documents sent home to increase the parents' ability to participate in school activities. 7. Temporary workers will be provided to help intervene with students and assist in classroom instruction so that they can meet the CIP targets set and attached. 8. Online resources will be provided for the students to use in school and at home so that students can meet the CIP targets set and attached to this document. 9. Provide high-quality training for both teachers and administrators to increase knowledge and increase the knowledge teachers have in their fields. 10. Parent Involvement events will be provided throughout the school year to increase the parent/school/student/staff connection and help meet CIP targets set and attached to this document. 11. High-quality supplies will be provided for staff and students to use in the classroom. These supplies will help students to meet the CIP targets set and attached to this document. 12. Ready to Grow Gardens will install a butterfly garden to provide real-life examples of science concepts and to help students meet the CIP targets set and attached to this document. 13. Students will participate in Drum Cafe to make cultural connections to music and to make connections to help students meet the CIP targets set and attached to this document. 14. An outdoor science classroom will be created to increase the use of the outdoor space near the garden to help make connections and to help meet the CIP targets set and attached to this document. 15. Students need current library books to enhance their attainment of reading skills in both Spanish and English. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists	40%	70%	

0% No Progress	100% 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 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.
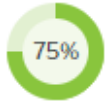
    Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: Breakfast Club - Students will come in before school to work with an interventionist and a para on skill gaps during Breakfast Club. Teachers will also plan and learn through extra duty workshops and planning.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: By the end of the 2023-24 school year our placed and retained 1st and 2nd graders and STAAR failures will make 1.5 years progress. **Staff Responsible for Monitoring:** Principal	N/A	30%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Core Content Area Interventionist in Reading will be hired to work with students to improve their academic performance.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: By the end of the 2023-24 school year our retained or placed 1st and 2nd graders will make 1.5 years progress. **Staff Responsible for Monitoring:** Principal	100%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide high-quality supplies for classroom instruction.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: By the end of the 2023-24 school year our placed and retained 1st and 2nd graders and STAAR failures will make 1.5 years progress. **Staff Responsible for Monitoring:** Principal and Instructional Specialists	45%	80%	

0% No Progress	100% 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		
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 the attached data table **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	60%	75%	
0% No Progress 100% 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 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		
Strategy 1: Campus Safety: Staff will increase the use of positive reinforcement to decrease inappropriate behavior in the classroom.	Formative		
Strategy's Expected Result/Impact: Decrease in the number of office referrals and classroom removals. **Staff Responsible for Monitoring:** Principal, APs, Behavior Interventionist	Nov	Feb	May
	30%	55%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.	Formative		
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** APs, Principal	Nov	Feb	May
	50%	75%	

0% No Progress	100% 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.			**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal			**Nov**	**Feb**	**May**
			50%	60%	

Strategy 2 Details			Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)			**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal			**Nov**	**Feb**	**May**
			50%	60%	

0% No Progress	100% 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		

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. Staff will work to deepen relationships and provide a positive social-emotional learning environment with the implementation of the PBIS Rewards program and class meetings.
    Strategy's Expected Result/Impact: Violent incidents will continue to be 0%
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	Feb	May
	30%	50%	
Strategy 2 Details	**Formative Reviews**		

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. The campus will work to build community in the classroom through daily class meetings, utilize mentors for our Tier 2 and 3 students and provide training for teachers on working with students who have Tier 2 and 3 behavior.
    Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	Feb	May
	15%	25%	
0% No Progress 100% 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: Increase teacher knowledge of strategies for working with at-risk students.

Evaluation Data Sources: Student discipline data

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: School will have 9-week incentives for staff who have perfect attendance.	**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal and Assistant Principals	25%	40%	
	0% No Progress 100% 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.
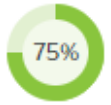
Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Reading Academy, Becky Koesel, Elizabeth Martin, various training and book studies based on teacher/student needs.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase of skill level in teachers/staff **Staff Responsible for Monitoring:** Principal, and Assistant Principals	10%	25%	
0% No Progress 100% Accomplished → 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 5%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Provide multiple virtual and in-person opportunities for parents to connect to the classrooms - family nights in both fall and spring - parent info nights for title 1, parent conferences.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. **Staff Responsible for Monitoring:** Principal and APs	50%	75%	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

2023-2024 CPOC

Committee Role	Name	Position
Principal	Kelly Dalton	Principal
Teacher #1	Sonia Posada #1	Teacher #1
Teacher #2	Adrienne Campbell	Teacher #2
Teacher #3	Yessica Zul	Teacher #3
Teacher #4	Javon Hernandez	Teacher #4
Teacher #5	Kourtney Clarke	Teacher #5
Teacher #6	Jessica Schell	Teacher #6
Teacher #7	Karla Van Horn	Teacher #7
Teacher #8	Cierra Evans	Teacher #8
Other School Leader (Nonteaching Professional) #1	Misty Evans	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Stephanie Campbell	Other School Leader (Nonteaching Professional) #2
Administrator (LEA) #1	Laura Adams	Administrator (LEA) #1
Administrator (LEA) #2	Ashley Clayburn	Administrator (LEA) #2
Parent #1	Lindsey Mann	Parent #1
Parent #2	Amy Hendrix	Parent #2
Community Member #1	Anna Cowser	Community Member #1
Community Member #2	Christopher Foteh	Community Member #2
Business Representative #1	Alex Soler	Business Representative #1
Business Representative #2	Andrea Scott	Business Representative #2
Paraprofessional #1	Bridget Cotten	Paraprofessional #1
Paraprofessional #2	Shirley Mattocks	Paraprofessional #2
Other School Leader (Nonteaching Professional) #3	Kevin Sullivan	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Anna McLean	Other School Leader (Nonteaching Professional) #4
Classroom Teacher	Joshua Aitken	Teacher #9

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	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
					#	#	%	%	%	#	%	%	%	#	%	%	%
Reading	3	Danish	ES 7	All	131	103	79%	82%	3%	59	45%	50%	5%	23	18%	21%	3%
Reading	3	Danish	ES 7	Hispanic	54	42	78%	81%	3%	28	52%	57%	5%	11	20%	25%	5%
Reading	3	Danish	ES 7	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Danish	ES 7	Asian	10	8	80%	83%	3%	6	60%	65%	5%	*	*	*	*
Reading	3	Danish	ES 7	African Am.	50	39	78%	81%	3%	15	30%	35%	5%	*	*	*	*
Reading	3	Danish	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Danish	ES 7	White	13	11	85%	88%	3%	8	62%	67%	5%	5	38%	43%	5%
Reading	3	Danish	ES 7	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Danish	ES 7	Eco. Dis.	113	87	77%	80%	3%	48	42%	47%	5%	17	15%	20%	5%
Reading	3	Danish	ES 7	LEP Current	39	28	72%	75%	3%	19	49%	54%	5%	10	26%	31%	5%
Reading	3	Danish	ES 7	At-Risk	67	46	69%	77%	8%	25	37%	42%	5%	12	18%	23%	5%
Reading	3	Danish	ES 7	SPED	20	8	40%	45%	5%	*	*	*	*	*	*	*	*
Reading	4	Danish	ES 7	All	144	101	70%	73%	3%	56	39%	44%	5%	19	13%	18%	5%
Reading	4	Danish	ES 7	Hispanic	70	48	69%	74%	5%	25	36%	41%	5%	8	11%	16%	5%
Reading	4	Danish	ES 7	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Danish	ES 7	Asian	13	11	85%	90%	5%	9	69%	74%	5%	*	*	*	*
Reading	4	Danish	ES 7	African Am.	45	32	71%	76%	5%	17	38%	43%	5%	5	11%	16%	5%
Reading	4	Danish	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Danish	ES 7	White	11	7	64%	69%	5%	*	*	*	*	*	*	*	*
Reading	4	Danish	ES 7	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Danish	ES 7	Eco. Dis.	125	86	69%	74%	5%	44	35%	40%	5%	14	11%	16%	5%
Reading	4	Danish	ES 7	LEP Current	40	25	63%	68%	5%	9	23%	28%	5%	*	*	*	*
Reading	4	Danish	ES 7	At-Risk	100	66	66%	71%	5%	30	30%	35%	5%	5	5%	10%	5%
Reading	4	Danish	ES 7	SPED	20	6	30%	35%	5%	*	*	*	*	*	*	*	*
Reading	5	Danish	ES 7	All	132	108	82%	85%	3%	71	54%	59%	5%	32	24%	29%	5%
Reading	5	Danish	ES 7	Hispanic	60	46	77%	80%	3%	29	48%	53%	5%	13	22%	27%	5%
Reading	5	Danish	ES 7	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Danish	ES 7	Asian	10	10	100%	100%	0%	8	80%	83%	3%	5	50%	55%	5%
Reading	5	Danish	ES 7	African Am.	45	37	82%	85%	3%	21	47%	52%	5%	6	13%	18%	5%
Reading	5	Danish	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Danish	ES 7	White	13	11	85%	88%	3%	9	69%	74%	5%	5	38%	43%	5%
Reading	5	Danish	ES 7	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Danish	ES 7	Eco. Dis.	107	86	80%	83%	3%	53	50%	55%	5%	21	20%	25%	5%
Reading	5	Danish	ES 7	LEP Current	35	30	86%	89%	3%	16	46%	51%	5%	5	14%	19%	5%
Reading	5	Danish	ES 7	At-Risk	92	71	77%	80%	3%	41	45%	50%	5%	15	16%	21%	5%

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 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	% Approaches Growth Needed	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	% Meets Growth Needed	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	% Masters Growth Needed
Reading	5	Danish	ES 7	SPED	22	9	41%	46%	5%	*	*	*	*	*	*	*	*
Math	3	Danish	ES 7	All	132	80	61%	66%	5%	36	27%	32%	5%	14	11%	16%	5%
Math	3	Danish	ES 7	Hispanic	54	34	63%	68%	5%	17	31%	36%	5%	5	9%	14%	5%
Math	3	Danish	ES 7	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Danish	ES 7	Asian	10	10	100%	100%	0%	7	70%	75%	5%	*	*	*	*
Math	3	Danish	ES 7	African Am.	51	26	51%	56%	5%	5	10%	15%	5%	*	*	*	*
Math	3	Danish	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Danish	ES 7	White	13	9	69%	74%	5%	6	46%	51%	5%	*	*	*	*
Math	3	Danish	ES 7	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Danish	ES 7	Eco. Dis.	114	66	58%	63%	5%	29	25%	30%	5%	10	9%	14%	5%
Math	3	Danish	ES 7	LEP Current	39	25	64%	69%	5%	12	31%	36%	5%	*	*	*	*
Math	3	Danish	ES 7	At-Risk	68	35	51%	56%	5%	15	22%	27%	5%	5	7%	12%	5%
Math	3	Danish	ES 7	SPED	20	8	40%	45%	5%	*	*	*	*	*	*	*	*
Math	4	Danish	ES 7	All	144	77	53%	58%	5%	46	32%	37%	5%	17	12%	17%	5%
Math	4	Danish	ES 7	Hispanic	70	37	53%	58%	5%	23	33%	38%	5%	6	9%	14%	5%
Math	4	Danish	ES 7	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Danish	ES 7	Asian	13	11	85%	88%	3%	9	69%	74%	5%	7	54%	59%	5%
Math	4	Danish	ES 7	African Am.	46	22	48%	53%	5%	10	22%	27%	5%	*	*	*	*
Math	4	Danish	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Danish	ES 7	White	10	5	50%	55%	5%	*	*	*	*	*	*	*	*
Math	4	Danish	ES 7	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Danish	ES 7	Eco. Dis.	124	60	48%	53%	5%	33	27%	32%	5%	12	10%	15%	5%
Math	4	Danish	ES 7	LEP Current	39	21	54%	59%	5%	12	31%	36%	5%	*	*	*	*
Math	4	Danish	ES 7	At-Risk	99	48	48%	53%	5%	24	24%	29%	5%	6	6%	11%	5%
Math	4	Danish	ES 7	SPED	18	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Danish	ES 7	All	134	95	71%	76%	5%	43	32%	37%	5%	10	7%	12%	5%
Math	5	Danish	ES 7	Hispanic	62	41	66%	71%	5%	20	32%	37%	5%	*	*	*	*
Math	5	Danish	ES 7	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Danish	ES 7	Asian	10	9	90%	93%	3%	9	90%	93%	3%	*	*	*	*
Math	5	Danish	ES 7	African Am.	45	31	69%	74%	5%	9	20%	25%	5%	*	*	*	*
Math	5	Danish	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Danish	ES 7	White	13	11	85%	88%	3%	*	*	*	*	*	*	*	*
Math	5	Danish	ES 7	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Danish	ES 7	Eco. Dis.	109	72	66%	71%	5%	30	28%	33%	5%	7	6%	11%	5%
Math	5	Danish	ES 7	LEP Current	36	20	56%	61%	5%	7	19%	24%	5%	*	*	*	*

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 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	% Approaches Growth Needed	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	% Meets Growth Needed	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	% Masters Growth Needed
Math	5	Danish	ES 7	At-Risk	93	59	63%	68%	5%	24	26%	31%	5%	*	*	*	*
Math	5	Danish	ES 7	SPED	23	13	57%	62%	5%	*	*	*	*	*	*	*	*
Science	5	Danish	ES 7	All	133	89	67%	72%	5%	51	38%	43%	5%	12	9%	14%	5%
Science	5	Danish	ES 7	Hispanic	61	40	66%	71%	5%	22	36%	41%	5%	5	8%	13%	5%
Science	5	Danish	ES 7	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Danish	ES 7	Asian	10	9	90%	93%	3%	7	70%	73%	3%	*	*	*	*
Science	5	Danish	ES 7	African Am.	45	27	60%	65%	5%	12	27%	32%	5%	*	*	*	*
Science	5	Danish	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Danish	ES 7	White	13	10	77%	80%	3%	9	69%	74%	5%	*	*	*	*
Science	5	Danish	ES 7	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Danish	ES 7	Eco. Dis.	108	70	65%	70%	5%	38	35%	38%	3%	9	8%	13%	5%
Science	5	Danish	ES 7	LEP Current	35	21	60%	65%	5%	10	29%	34%	5%	*	*	*	*
Science	5	Danish	ES 7	At-Risk	92	54	59%	64%	5%	30	33%	38%	5%	6	7%	12%	5%
Science	5	Danish	ES 7	SPED	22	11	50%	55%	5%	5	23%	28%	5%	*	*	*	*