Cypress-Fairbanks Independent School District

Duryea 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

We SWIM together! Safety Wisdom Integrity Motivation

Adding value to every child, every chance, every day.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Duryea Elementary is a campus in Katy, Texas. Duryea opened its doors in 2004. Duryea is projected to serve 1,100 students in grades PK-5 during the 2023-2024 school year, which is an increase from the previous year of 850.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Duryea's needs assessment process is described below.
Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 9, 2023, and again on September 25, 2023 to develop and finalize the CNA. The meetings were held in Duryea Elementary's library from 4pm - 5pm.

At the first meeting on May 9, 2023, principal Tomicka Williams discussed:

- May CIP Strategy Evaluation
- Completion of 2022-23 CIP Summative Evaluation
- Conduct 2023-24 Needs Assessment
- Begin 2023-24 Campus Improvement Plan
- Discussion and completion of the 2023-24 Title I preliminary planning budget

At the second meeting on SEPTEMBER 25,2023, the CPOC discussed:

- STAAR Updates
- CIP Goals
- Title I (how funds are spent, parent meetings/engagement events)
- Questions/Comments

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 Math: Primary Math- AA and Sped students are our lowest performing sub-populations. Math 3-5- Our AA and Sped students perform below district expectations. Through the root cause analysis process, we identified Math: Primary Math- We need to consistently implement data driven small group instruction using manipulatives. Math 3-5-We need to purposely plan to differentiate instruction based on individual student data. We need to provide the opportunity for collaboration between special education and regular education teachers to ensure good first instruction..

Our second identified priority problem is in the area of student achievement, specifically Primary RLA problem solving. Through the root cause analysis process, we identified :
Primary ELAR- We need to focus on letter names, letter sounds, word reading, reading accuracy and reading fluency. ELAR 2-4-We need to consistently implement data-driven small group instruct.

Our third identified priority problem is based on the fact that students are beginning the 2023-24 school year with learning gaps. Through the root cause analysis process, we identified that 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.

Demographics

Demographics Summary

The staff at Duryea Elementary School include 55 teachers, 22 paraprofessionals, 16 non-classroom professionals, and 3 administrators.

The current student enrollment at Duryea is 1, 070.

The student population as of September 2022: 62% Hispanic, 0% American Indian, 3% Asian, 24% African American, 0% Pacific Islander, 8% White, and 3% Multi-Racial. Additionally, the campus serves 18% Bilingual, 8% English as Second Language, 10% Special Education, and 82% economically disadvantaged students.

The most current data indicate the campus has a 15.4% mobility rate.

Demographics Strengths

DIversity is the strength of Duryea Elementary. We currently serve 62% Hispanic, 0% American Indian, 3% Asian, 24% African American, 0% Pacific Islander, 8% White, and 3% Multi-Racial. Additionally, the campus serves 18% Bilingual, 8% English as Second Language, 10% Special Education, and 82% economically disadvantaged students.

Student Achievement

Student Achievement Strengths

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

The 2022-2023 State Accountability System report denoted the following STAAR performance for all student groups and content areas combined:

Approaches Grade Level: 60%

Meets Grade Level: 29%

Masters Grade Level: 11%

We grew in the African-American Subpop demographics.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA:Problem Statement Primary ELAR- we will increase the mCLASS passing percentage by 3%. RLA: ELAR 2-4- Our African-American and Special Education populations are performing at low sub-population.   **Root Cause:** Primary ELAR- We need to focus on letter names, letter sounds, word reading, reading accuracy and reading fluency. ELAR 2-4- We need to consistently implement data-driven small group instruct.

Problem Statement 2: Math: Primary Math- AA and Sped students are our lowest performing sub-populations. Math 3-5- Our AA and Sped students perform below district expectations.   **Root Cause:** Math: Primary Math- We need to consistently implement data driven small group instruction using manipulatives. Math 3-5-We need to purposely plan to differentiate instruction based on individual student data. We need to provide the opportunity for collaboration between special education and regular education teachers to ensure good first instruction.

Problem Statement 3: Science In Science, our students did not experience enough differentiation of project-based learning/instruction that includes hands-on activities.   **Root Cause:**
Science:We need to meet children where they are by reviewing data, planning intentional PBL to differentiate, fill in the gaps, and meet the needs of our targeted populations--AA

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

School Culture and Climate

School Culture and Climate Strengths

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

Students are aware of the PBIS language for our school...SWIM

Staff feel supported by administration in academics and behavior.

Staff are recognized and rewarded for their hard work in the classroom, attendance, and relationships with students.

Students are rewarded for their hard work in the classroom, attendance, and relationships with students.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Our African-American sub-population's behaviors, disciplinary actions, and DMC placement are disproportionate to other sub-populations. **Root Cause:** Teachers need more support in creating safe and engaging learning environments with effective classroom management practices and the ability to differentiate their teaching style to meet the needs of all our students.

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.

New Teacher Mentor Academy

Mentor assigned to new to profession and guide for experienced transfer teachers new to Duryea

Opportunity to observe other colleagues at Duryea and other campuses

Academic and behavioral support from campus and district leaders

Professional development opportunities at the campus and district level

Coaching opportunities for all staff both new to the profession and veteran teachers

Opportunities for leadership and the campus and district level

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Our staff attendance remains at 94% **Root Cause:** Teacher/Paraprofessional Attendance: Staff need to attend to their personal needs when they can get doctor appointments.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

There are many parent and community engagement opportunities at Duryea. They are well-attended due to:

TImely and well-published communication.

Clear and concise communication

Welcoming and fun environment

Communication is accessible

Time of events are acceptable for the community

Ability to have a Parent and Family Engagement Liaison on staff to assist with activities and events.

Provide opportunities during the day for WATCH DOGS and Moms with Moms with HEART.

Evening opportunities such as Trunk or Treat, Book Fairs, KISS Dance, Concerts and Plays, Curriculum Nights, and Family Health Nights are well attended.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Family and Community Events are well attended in the evening, but we need to find ways to have more parents during the day.   **Root Cause:** Due to increase in enrollment, more staff have been hired which causes an issue for parent and visitor parking.

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: Instructors will utilize data to plan and implement activities, with a specific focus on African-American and Special Education students. Utilizing current data, the teachers will consistently use the HMH program, Mclass interventions and skills based reading resources for strategy groups with fidelity, and will differentiate instruction in small group settings.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	**Feb**	**May**
	35%	60%	

Strategy 2 Details	Formative Reviews		

Strategy 2: Math: Instructors will purposely plan differentiated lessons for at-risk populations, mainly African American and Special Education. We will support this effort by analyzing individual student data to drive our whole group and small group instruction. We will also use ST Math (linked to MAP) to give student individualized intervention.
    Strategy's Expected Result/Impact: 1. Instructors will use data to plan quality whole group and small group instruction.
2.Use ST Math (linked to MAP) to give students individualized intervention.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Teachers
	Formative		

	Nov	**Feb**	**May**
	30%	55%	

Strategy 3 Details	Formative Reviews		

Strategy 3: Science: To address learning gaps in Science, instructors will engage students in hands-on learning experiences/experiments following the 5E Instructional Model and then model/practice how to bridge these experiences with high-rigor application/assessment.
    Strategy's Expected Result/Impact: 1. Follow the 5E Instructional Model
2. Model/Practice strategies to bridge the experiment with the application/assessment.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Teachers
	Formative		

	Nov	**Feb**	**May**
	30%	55%	

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.
    Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness
    Staff Responsible for Monitoring: Principal, PE Coach, Nurse, Classroom Teachers, Assistant Principals
	Formative		

	Nov	Feb	May
	35%	65%	

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: Students will be provided opportunities to close the instructional achievement gap of our most at risk students during Fundamental Instructional (FIN) time. Students are also offered an opportunity to participate in an hour of Accelerated Instruction (AI) in the after school Dolphin Academy once or twice per week.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Reading Interventionist, Teachers
	Formative		

	Nov	Feb	May
	50%	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 Academy - reading/writing/math/science after school tutoring program offered
Math and ELAR Interventionists- providing intervention for struggling students
District Science, Math Intervention, and Reading Intervention- support provided by the district for our struggling students
Online Curriculum Programs- Amplify, MClass, ST Math, Achieve 3000, Go Math, Gizmos, IXL, Xtra Math GIM Kit, Blookit
Field trips: Houston Interactive Aquarium, Nature Trails, Blessington Farms
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionists, Teachers
	Formative		

	Nov	Feb	May
	50%	75%	

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
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Title One Committee, Principal, Assistant Principals, Instructional Specialists, Title One Coordinator
	Formative		

	Nov	Feb	May
	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: After-school tutoring will be held on Wed. from 4:00-5:10 pm; teachers will receive extra duty pay; students invited will be data-based; 16 sessions will be scheduled.	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, Assistant Principals, Instructional Specialists, Testing Coordinator	50%	70%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Core Content Area Interventionist in Math will work with students in small groups. These groups will be based on STAAR scores from 2022-23 school year and SIT students. The interventionist will also push in when schedules deem necessary.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: By the end of the 2023-24 school year, math scores will increase by 10% in grades 3,4,5. **Staff Responsible for Monitoring:** Principal, Math Instructional Specialists, Assistant Principals	30%	65%	

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, Assistant Principals, Instructional Specialists	**Nov**	**Feb**	**May**
	30%	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 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
Record of Implementation of Campus Safety Committee Improvement Strategies

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.	**Formative**		
Strategy's Expected Result/Impact: 100% of the district's safety policies will be implemented.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Safety Committee	35%	65%	
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 and communicate effectively via radios.	**Formative**		
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principals	30%	65%	

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	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, Attendance Committee, Assistant Principals, Registrar, Teachers	30%	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	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, Attendance Committee, Assistant Principals, Registrar	20%	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. We will use PBIS strategies including restorative practices, building relationships, and implement the suggestions from the PBIS and safety committee to reduce violent incidents on campus **Strategy's Expected Result/Impact:** Violent Incidents will be 0%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionists, Teachers	**Formative**		
	Nov	**Feb**	**May**
	35%	60%	

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. Students will participate in restorative practices **Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Behavior Interventionist	**Formative**		
	Nov	**Feb**	**May**
	30%	60%	

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: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 2%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details		Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Perfect / best attendance awards are given to both individuals and teams, Various staff awards/incentives are given to acknowledge staff regularly and encourage participation, Monthly: Three Distinguished Dolphin Awards - recognized once per month, Quarterly: Powerful Practice / Fundamental 5 ribbons, Annually: Grade level of the Year; Best Practices Awards		**Formative**		
		Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Team Leaders, Teachers, Paraprofessionals		30%	60%	
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 and staff are Receiving High-Quality Professional Development: By the end of the current school year, 90% of teachers will receive job targeted professional development based on identified needs.

Evaluation Data Sources: Classroom implementation of professional learning
Walk-through
Powerwalks
Lesson Plans
District Content Training's
Region IV: Early Childhood Conf
Region 4 Mathematics Conference: Cornerstones for Success (Grades K-12)
GT certification trainings
Classroom Management
Model Schools Conference
Rockin'Review Lead4ward

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Science of Teaching Reading, Reading Academy, Technology training, MAP, AMP, Performance Matters, Powerwalks (Fundamental 5); Region 4 Mathematics Conference: Cornerstones for Success (Grades K-12), Model Schools Conference, Rockin'Review Lead4ward conference	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Professional Development provided will support our teachers and staff in their efforts to improve ELAR comprehension, writing, and math of our targeted assistance for our African American, Hispanic, and Economically Disadvantaged students. It will also provide classroom managment techniques to support a learning environment conducive to student engagement and success. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Testing Coordinator, Teachers	30%	60%	
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 25%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Campus offers a number of parent and family engagement meetings for students and families including:	**Formative**		
Meet the Teacher, August 17, 2023	**Nov**	**Feb**	**May**

Open House, September 20, 2023
Fall Family Night Oct. 13, 2023
Family Reading Night, December 6, 2023
F.A.S.T. January 17, 2024
KISS Dance (kids Invite Someone Special) February 10, 2024
Math and Science Night, March 7, 2024
Step Up to Kinder Event - April 11, 2024
    Strategy's Expected Result/Impact: Parent and family engagement will increase by 25%.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Parent and Family Engagement Liaison, Title One Coordinator, and Teachers
	30%	65%	

0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

2023-2024 CPOC

Committee Role	Name	Position
Principal	Tomicka Williams	Principal
Administrator	Tassmaine Newton	Assistant Principal
Administrator	Antoinette Henry	Counselor
Other School Leader #1	Aretha Gardner	2-3 Math Instructional Specialist
Administrator	Elisa Guevara	Counselor
Administrator (LEA) #2	Emily Burelsmith	4-5 Math Science Instructional Specialist
Administrator (LEA) #1	Karen Stull	Testing Coordinator
Administrator (LEA) #1	Maricela Barron	Primary Instructional Specialist
Administrator (LEA) #2	Melanie Ceynar	District Representative
Parent #1	Brittany Booker	Parent #1
Community Member #1	Karen Thompson	Community Member #1
Business Representative	Carla Marsh	Business Representative #1
Other School Leader (Nonteaching Professional) #1	Jessi White	2-5 ELAR Instructional Specialist
Teacher #1	Olivia Mancuso	PEAMS
Teacher #2	Tabitha Quinn	PK
Teacher #3	Kris Phillips	1st grade
Teacher #4	Raquel DeLeon	3rd grade
Teacher #5	Alma Andrade	4th grade
Teacher #6	Angela Henry	5th grade
Teacher #7	Brianna McKay	Kindergarten
Special Education	Darcie Keller	SPED
Classroom Teacher	Gregory Stephens	teacher
Classroom Teacher	Crephat Grengbondai	
Other School Leader (Nonteaching Professional) #1	Carlos Joseph	PAFE
Non-classroom Professional	Christi Rolett	Intervention
Administrator	Jennifer Carson	Assistant Principal

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 #	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	3	Duryea	ES 7	All	119	83	70%	70%	0%	40	34%	40%	6%	10	8%	15%	7%
Reading	3	Duryea	ES 7	Hispanic	75	54	72%	75%	3%	28	37%	40%	3%	5	7%	10%	3%
Reading	3	Duryea	ES 7	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Duryea	ES 7	Asian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Duryea	ES 7	African Am.	32	19	59%	59%	0%	5	16%	19%	3%	*	*	*	*
Reading	3	Duryea	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Duryea	ES 7	White	10	9	90%	92%	2%	6	60%	63%	3%	*	*	*	*
Reading	3	Duryea	ES 7	Two or More	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Duryea	ES 7	Eco. Dis.	95	63	66%	69%	3%	30	32%	35%	3%	6	6%	9%	3%
Reading	3	Duryea	ES 7	LEP Current	37	20	54%	57%	3%	8	22%	25%	3%	*	*	*	*
Reading	3	Duryea	ES 7	At-Risk	69	40	58%	61%	3%	17	25%	28%	3%	*	*	*	*
Reading	3	Duryea	ES 7	SPED	18	5	28%	31%	3%	*	*	*	*	*	*	*	*
Reading	4	Duryea	ES 7	All	136	106	78%	78%	0%	62	46%	46%	0%	21	15%	15%	0%
Reading	4	Duryea	ES 7	Hispanic	75	56	75%	76%	1%	35	47%	47%	0%	11	15%	15%	0%
Reading	4	Duryea	ES 7	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Duryea	ES 7	Asian	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Duryea	ES 7	African Am.	42	32	76%	76%	0%	15	36%	36%	0%	5	12%	12%	0%
Reading	4	Duryea	ES 7	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Duryea	ES 7	White	11	10	91%	94%	3%	6	55%	58%	3%	*	*	*	*
Reading	4	Duryea	ES 7	Two or More	5	5	100%	100%	0%	*	*	*	*	*	*	*	*
Reading	4	Duryea	ES 7	Eco. Dis.	105	80	76%	76%	0%	46	44%	44%	0%	14	13%	13%	0%
Reading	4	Duryea	ES 7	LEP Current	40	26	65%	65%	0%	14	35%	35%	0%	*	*	*	*
Reading	4	Duryea	ES 7	At-Risk	86	63	73%	74%	1%	35	41%	41%	0%	11	13%	13%	0%
Reading	4	Duryea	ES 7	SPED	17	7	41%	41%	0%	*	*	*	*	*	*	*	*
Reading	5	Duryea	ES 7	All	130	93	72%	75%	3%	48	37%	40%	3%	15	12%	15%	3%
Reading	5	Duryea	ES 7	Hispanic	62	47	76%	79%	3%	26	42%	45%	3%	8	13%	16%	3%
Reading	5	Duryea	ES 7	Am. Indian	0	*	*	*	*	*	*	16%	*	*	*	*	*
Reading	5	Duryea	ES 7	Asian	5	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Duryea	ES 7	African Am.	50	32	64%	67%	3%	12	24%	27%	3%	*	*	*	*
Reading	5	Duryea	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Duryea	ES 7	White	10	8	80%	85%	5%	6	60%	63%	3%	*	*	*	*
Reading	5	Duryea	ES 7	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Duryea	ES 7	Eco. Dis.	111	78	70%	73%	3%	42	38%	41%	3%	13	12%	15%	3%
Reading	5	Duryea	ES 7	LEP Current	36	23	64%	67%	3%	8	22%	25%	3%	*	*	*	*
Reading	5	Duryea	ES 7	At-Risk	89	57	64%	67%	3%	28	31%	34%	3%	6	7%	10%	3%
Reading	5	Duryea	ES 7	SPED	18	6	33%	36%	3%	*	*	*	*	*	*	*	*
Math	3	Duryea	ES 7	All	118	76	64%	67%	3%	38	32%	34%	2%	12	10%	12%	2%
Math	3	Duryea	ES 7	Hispanic	74	53	72%	73%	1%	26	35%	36%	1%	8	11%	12%	1%
Math	3	Duryea	ES 7	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Duryea	ES 7	Asian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Duryea	ES 7	African Am.	32	15	47%	49%	2%	7	22%	24%	2%	*	*	*	*
Math	3	Duryea	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Duryea	ES 7	White	10	7	70%	72%	2%	*	*	*	*	*	*	*	*
Math	3	Duryea	ES 7	Two or More	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Duryea	ES 7	Eco. Dis.	94	60	64%	66%	2%	31	33%	35%	2%	8	9%	11%	2%
Math	3	Duryea	ES 7	LEP Current	37	20	54%	55%	1%	6	16%	17%	1%	*	*	*	*
Math	3	Duryea	ES 7	At-Risk	68	33	49%	50%	1%	13	19%	20%	1%	*	*	*	*
Math	3	Duryea	ES 7	SPED	18	*	*	*	*	*	*	*	*	*	*	*	*

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
Math	4	Duryea	ES 7	All	134	94	70%	71%	1%	52	39%	40%	1%	15	11%	12%	1%
Math	4	Duryea	ES 7	Hispanic	74	52	70%	71%	1%	29	39%	39%	0%	6	8%	10%	2%
Math	4	Duryea	ES 7	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Duryea	ES 7	Asian	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Duryea	ES 7	African Am.	42	26	62%	62%	0%	11	26%	26%	0%	*	*	*	*
Math	4	Duryea	ES 7	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Duryea	ES 7	White	10	10	100%	100%	0%	8	80%	80%	0%	*	*	*	*
Math	4	Duryea	ES 7	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Duryea	ES 7	Eco. Dis.	103	71	69%	69%	0%	36	35%	35%	0%	9	9%	9%	0%
Math	4	Duryea	ES 7	LEP Current	40	25	63%	65%	2%	11	28%	30%	2%	*	*	*	*
Math	4	Duryea	ES 7	At-Risk	85	53	62%	62%	0%	23	27%	27%	0%	*	*	*	*
Math	4	Duryea	ES 7	SPED	17	7	41%	41%	0%	*	*	*	*	*	*	*	*
Math	5	Duryea	ES 7	All	130	97	75%	76%	1%	46	35%	37%	2%	13	10%	11%	1%
Math	5	Duryea	ES 7	Hispanic	62	49	79%	79%	0%	23	37%	38%	1%	7	11%	11%	0%
Math	5	Duryea	ES 7	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Duryea	ES 7	Asian	5	5	100%	100%	0%	*	*	*	*	*	*	*	*
Math	5	Duryea	ES 7	African Am.	50	32	64%	65%	1%	12	24%	26%	2%	*	*	*	*
Math	5	Duryea	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Duryea	ES 7	White	10	8	80%	85%	5%	6	60%	65%	5%	*	*	*	*
Math	5	Duryea	ES 7	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Duryea	ES 7	Eco. Dis.	111	84	76%	77%	1%	39	35%	37%	2%	10	9%	11%	2%
Math	5	Duryea	ES 7	LEP Current	36	26	72%	73%	1%	11	31%	33%	2%	*	*	*	*
Math	5	Duryea	ES 7	At-Risk	89	65	73%	74%	1%	24	27%	29%	2%	5	6%	7%	1%
Math	5	Duryea	ES 7	SPED	18	8	44%	45%	1%	*	*	*	*	*	*	*	*
Science	5	Duryea	ES 7	All	128	72	56%	59%	3%	28	22%	25%	3%	6	5%	8%	3%
Science	5	Duryea	ES 7	Hispanic	61	36	59%	61%	3%	16	26%	29%	3%	*	*	*	*
Science	5	Duryea	ES 7	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Duryea	ES 7	Asian	5	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Duryea	ES 7	African Am.	49	22	45%	48%	3%	7	14%	17%	3%	*	*	*	*
Science	5	Duryea	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Duryea	ES 7	White	10	8	80%	83%	3%	*	*	*	*	*	*	*	*
Science	5	Duryea	ES 7	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Duryea	ES 7	Eco. Dis.	109	60	55%	58%	3%	23	21%	24%	3%	5	5%	8%	3%
Science	5	Duryea	ES 7	LEP Current	35	15	43%	45%	2%	6	17%	19%	2%	*	*	*	*
Science	5	Duryea	ES 7	At-Risk	88	43	49%	52%	3%	14	16%	19%	3%	*	*	*	*
Science	5	Duryea	ES 7	SPED	17	6	35%	36%	1%	*	*	*	*	*	*	*	*