# Cypress-Fairbanks Independent School District Hamilton 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 leaders.

# Vision

LEAD - Learn. Empower. Achieve. Dream.

# **Comprehensive Needs Assessment**

**Needs Assessment Overview** 

**Needs Assessment Overview Summary** 

## **Demographics**

#### **Demographics Summary**

American Indian- .3%

Asian- 9%

Black- 10%

Hispanic- 23%

Two or More Races- 6%

White- 52%

22% Economically Disadvantaged

### **Demographics Strengths**

We have multiple special programs at Hamilton. These include Life Skills, ECSE, and Pre K. We also have a special education program supporting students with various disabilities.

## **Student Achievement**

#### **Student Achievement Summary**

#### **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:** Math: **Root Cause:** Math:

**Problem Statement 2:** Reading: Root Cause: Reading:

Problem Statement 3: Science: Root Cause: Science:

**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.

## 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: **Root Cause:** Teacher/Paraprofessional Attendance:

## **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: Through purposeful planning and using multiple sources of data, students will consistently be provided with small group	Formative				
instruction during the school day along with differentiation and targeted instruction.  Strategy's Expected Result/Impact: Meet or exceed targeted CIP tables.  Staff Responsible for Monitoring: Administrators  Teachers  Instructional Specialists	Nov Feb 70%				
Strategy 2 Details	Formative Reviews				
Strategy 2: Math: Through purposeful planning and multiple sources of data, classroom teachers will use small group instruction to meet the	Formative				
differentiated levels of learners.	Nov	Feb	May		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables  Staff Responsible for Monitoring: Administrators  Teachers Instructional Specialists	50%	65%			
Strategy 3 Details	Formative Reviews				
Strategy 3: Science: Through planning and application, students will process questions and apply what is learned to tested scenarios (3d to	Formative				
2d).  Strategy's Expected Result/Impact: Meet or exceed targeted CIP tables.	Nov	Feb	May		
Stategy's Expected Result/Impact: Meet of exceed targeted CIF tables.  Staff Responsible for Monitoring: Administrators  Teachers Instructional Specialists	30%	50%			

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		Formative			
levels.	Nov	Feb	May		
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal	15%	50%			
Strategy 5 Details	Formative Reviews				
Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted	Formative				
instruction each day that includes: targeted small group instruction. GAP time is scheduled the first or last 30 minutes of the day.	Nov	Feb	May		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.  Staff Responsible for Monitoring: Teachers Administrators Paraprofessionals Instructional Specialists	50%	65%			
No Progress Accomplished Continue/Modify Discontinue	<u> </u>				

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, students identified at risk, scored below level on district tests, or does not meet on STAAR, will receive small group math and/ or reading instruction during the school day.

**Evaluation Data Sources:** STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews					
Strategy 1: Extended Instructional Time (Closing the Gaps): Temporary Worker will be hired to work with students to improve their	Formative					
academic performance.	Nov	Feb	May			
Strategy's Expected Result/Impact: Students identified to participate in small groups with temporary workers will pass district-provided reading and math assessments with at least 70% accuracy. Students identified will score in the minimum score in "Meets" range.  Staff Responsible for Monitoring: Principal Assistant Principals Instructional Specialists	30%	70%				
Strategy 2 Details  Strategy 2: Professional Staffing: Primary Interventionist Primary will work with primary grades to work with students to improve their	Formative Reviews Formative					
academic performance.	Nov	Feb	May			
Strategy's Expected Result/Impact: 90% of students in grades PK/K/1/2 will make a year's worth of growth in academics which will be measured by MAP, mClass, and EOY tests.  Staff Responsible for Monitoring: Principal Instructional Specialists Assistant Principals	50%	65%				
No Progress Accomplished — Continue/Modify X Discontinue	<u> </u>					

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: Students will meet standards by the end of the year on district tests and score at minimum	Formative				
approaches on STAAR testing for grades 3-5.	Nov	Feb	May		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table Staff Responsible for Monitoring: Principal	20%	40%			
No Progress Accomplished — Continue/Modify X 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 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: All staff will be trained in the district's safety policies.	Formative			
Strategy's Expected Result/Impact: Executing the district's safety policies will create a safe environment for our students to grow and	Nov	Feb	May	
Staff Responsible for Monitoring: Principal Assistant Principals	10%	55%		
Strategy 2 Details	Formative Reviews			
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat)	Formative			
throughout the year.	Nov	Feb	May	
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.  Staff Responsible for Monitoring: Principal Assistant Principals	20%	50%		
No Progress Accomplished — Continue/Modify X 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 2:** Student Attendance: By the end of the current school year, student attendance will be at 97% or higher.

**Evaluation Data Sources:** Student attendance records

Strategy 1 Details	Formative Reviews					
Strategy 1: Campus incentive attendance plan "Lions Show Up" will be implemented with campus and grade level incentives to increase	Formative					
attendance percentages.	Nov	Feb	May			
Strategy's Expected Result/Impact: 97% overall attendance rate Staff Responsible for Monitoring: Principal Attendance Secretary	5%					
Strategy 2 Details	Formative Reviews					
Strategy 2: "Lions Show Up" will be implemented to increase attendance. Phone calls and conferences will be made to address chronic		Formative				
absences.  Strategy's Expected Result/Impact: 97% overall attendance rate  Staff Responsible for Monitoring: Principal Attendance Secretary	Nov 10%	Feb	May			
No Progress Accomplished — Continue/Modify X Discontin	ue					

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	For	Formative Reviews				
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive	Formative					
character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Professional development opportunities will be provided to continue to provide staff with ways to prevent violent	Nov	Feb	May			
incidences on campus.						
Strategy's Expected Result/Impact: Violent incidents will continue to be 0%	5%					
Staff Responsible for Monitoring: Administrators						
Strategy 2 Details	For	mative Revi	ews			
Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students	Formative					
contribute to the positive classroom/school environment.	Nov Feb		May			
All staff members will effectively teach and reward students according to our PBIS matrix and PAWS. Students will also be taught 8 Keys of Excellence and Quantum Learning strategies will be used to increase student engagement.						
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.	5%					
Staff Responsible for Monitoring: Administrators						
Counselor						
Paraprofessionals						
Teachers						
No Progress Accomplished — Continue/Modify X Discontinue	e					

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 1%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews			
Strategy 1: Teacher/Paraprofessional Attendance: Incentives given for staff who have perfect attendance each grading period.	Formative			
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.	Nov	Feb	May	
Staff Responsible for Monitoring: Principal Campus Secretary Administrators Attendance Secretary	N/A	30%		
No Progress Accomplished — Continue/Modify X Discontinue	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, 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: All staff will be trained in Quantum Learning	Formative			
Strategy's Expected Result/Impact: Higher student engagement which will result in student growth and achievement	Nov	Feb	May	
Staff Responsible for Monitoring: Teachers Administrators Instructional Specialists	20%	55%		
No Progress Accomplished — Continue/Modify X Discontinue	2			

**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 10%.

**Evaluation Data Sources:** Parent Survey

Activity sign-in sheets/records

Strategy 1 Details	Formative Reviews				
Strategy 1: Parent and Family Engagement: We will increase parent and family engagement by providing more opportunities to engage in	Formative				
school activities. We will also increase communication via social media, newsletters, and other modes of communication. Each grade level sponsors a parent engagement activity where parents/family members participate in activity with their student at Hamilton.	Nov	Feb	May		
Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%.  Staff Responsible for Monitoring: Principal	5%	45%			
Campus Secretary Administrators					
No Progress Accomplished — Continue/Modify X Discontinu	e				

# 2023-2024 CPOC

Committee Role	Name	Position
Principal	Sage Papaioannou	Principal
Teacher #1	Teacher #1	Teacher #1
Teacher #2	Teacher #2	Teacher #2
Teacher #3	Teacher #3	Teacher #3
Teacher #4	Teacher #4	Teacher #4
Teacher #5	Teacher #5	Teacher #5
Teacher #6	Teacher #6	Teacher #6
Teacher #7	Teacher #7	Teacher #7
Teacher #8	Teacher #8	Teacher #8
Other School Leader (Nonteaching Professional) #1	Other School Leader (Nonteaching Professional) #1	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Other School Leader (Nonteaching Professional) #2	Other School Leader (Nonteaching Professional) #2
Administrator (LEA) #1	Administrator (LEA) #1	Administrator (LEA) #1
Parent #1	Parent #1	Parent #1
Parent #2	Parent #2	Parent #2
Community Member #1	Community Member #1	Community Member #1
Community Member #2	Community Member #2	Community Member #2
Business Representative #1	Business Representative #1	Business Representative #1
Business Representative #2	Business Representative #2	Business Representative #2
Other School Leader (Nonteaching Professional) #3	Other School Leader (Nonteaching Professional) #3	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4

# **Addendums**

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

			·		Tested		23: paches	2024 Approaches			123: eets	2024 Meets Incremental			23: sters	2024 Masters	
Content	Gr.	Campus	2023 Cluster	Student Group	2023			Growth Target	Growth Target % Approaches Growth Needed		e Level	Growth Target	% Meets Growth Needed		e Level	Growth Target	% Masters Growth Needed
					#	#	%	%		#	%	%		#	%	%	
Reading	3	Hamilton ES	ES 2	All	184	164	89%	93%	4%	139	76%	77%	1%	78	42%	50%	8%
Reading	3	Hamilton ES	ES 2	Hispanic	37	31	84%	90%	6%	22	59%	60%	1%	10	27%	30%	3%
Reading	3	Hamilton ES	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Hamilton ES	ES 2	Asian	20	18	90%	91%	1%	17	85%	86%	1%	10	50%	55%	5%
Reading	3	Hamilton ES	ES 2	African Am.	18	13	72%	80%	8%	10	56%	60%	4%	5	28%	35%	7%
Reading	3	Hamilton ES	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Hamilton ES	ES 2	White	98	92	94%	95%	1%	80	82%	85%	3%	45	46%	50%	4%
Reading	3	Hamilton ES	ES 2	Two or More	10	10	100%	100%	0%	10	100%	100%	0%	8	80%	81%	1%
Reading	3	Hamilton ES	ES 2	Eco. Dis.	39	28	72%	80%	8%	18	46%	50%	4%	7	18%	20%	2%
Reading	3	Hamilton ES	ES 2	LEP Current	12	8	67%	75%	8%	*	*	*	*	*	*	*	*
Reading	3	Hamilton ES	ES 2	At-Risk	42	26	62%	75%	13%	12	29%	33%	4%	6	14%	15%	1%
Reading	3	Hamilton ES	ES 2	SPED	23	16	70%	72%	2%	10	43%	44%	1%	5	22%	23%	1%
Reading	4	Hamilton ES	ES 2	All	168	157	93%	94%	1%	116	69%	75%	6%	77	46%	50%	4%
Reading	4	Hamilton ES	ES 2	Hispanic	44	41	93%	94%	1%	28	64%	65%	1%	15	34%	35%	1%
Reading	4	Hamilton ES	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Hamilton ES	ES 2	Asian	17	17	100%	100%	0%	14	82%	85%	3%	12	71%	75%	4%
Reading	4	Hamilton ES	ES 2	African Am.	16	13	81%	85%	4%	7	44%	45%	1%	*	*	*	*
Reading	4	Hamilton ES	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Hamilton ES	ES 2	White	84	80	95%	96%	1%	64	76%	77%	1%	45	54%	60%	6%
Reading	4	Hamilton ES	ES 2	Two or More	6	5	83%	84%	1%	*	*	*	*	*	*	*	*
Reading	4	Hamilton ES	ES 2	Eco. Dis.	40	36	90%	91%	1%	25	63%	65%	2%	14	35%	37%	2%
Reading	4	Hamilton ES	ES 2	LEP Current	12	10	83%	84%	1%	*	*	*	*	*	*	*	*
Reading	4	Hamilton ES	ES 2	At-Risk	44	36	82%	83%	1%	18	41%	45%	4%	6	14%	15%	1%
Reading	4	Hamilton ES	ES 2	SPED	20	14	70%	75%	5%	*	*	*	*	*	*	*	*
Reading	5	Hamilton ES	ES 2	All	179	173	97%	98%	1%	146	82%	85%	3%	107	60%	61%	1%
Reading	5	Hamilton ES	ES 2	Hispanic	40	37	93%	94%	1%	30	75%	76%	1%	19	48%	50%	2%
Reading	5	Hamilton ES	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Hamilton ES	ES 2	Asian	31	31	100%	100%	0%	26	84%	85%	1%	21	68%	70%	2%
Reading	5	Hamilton ES	ES 2	African Am.	16	13	81%	82%	1%	10	63%	65%	2%	7	44%	45%	1%
Reading	5	Hamilton ES	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Hamilton ES	ES 2	White	84	84	100%	100%	0%	74	88%	90%	2%	56	67%	70%	3%
Reading	5	Hamilton ES	ES 2	Two or More	7	7	100%	100%	0%	6	86%	87%	1%	*	*	*	*
Reading	5	Hamilton ES	ES 2	Eco. Dis.	32	29	91%	92%	1%	16	50%	52%	2%	8	25%	30%	5%
Reading	5	Hamilton ES	ES 2	LEP Current	8	7	88%	90%	2%	*	*	*	*	*	*	*	*
Reading	5	Hamilton ES	ES 2	At-Risk	50	44	88%	90%	2%	33	66%	67%	1%	16	32%	35%	3%
Reading	5	Hamilton ES	ES 2	SPED	14	11	79%	80%	1%	6	43%	44%	1%	*	*	*	*
Math	3	Hamilton ES	ES 2	All	185	163	88%	90%	2%	117	63%	75%	12%	63	34%	50%	16%
Math	3	Hamilton ES	ES 2	Hispanic	37	26	70%	80%	10%	17	46%	47%	1%	8	22%	25%	3%
Math	3	Hamilton ES	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*

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

	Gr.	Campus	2023 Cluster	Student Group	Tested	Tested 2023: Approaches 2023 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
Content					2023												
					#	#	%	%		#	%	%		#	%	%	
Math	3	Hamilton ES	ES 2	Asian	20	20	100%	100%	0%	16	80%	85%	5%	11	55%	56%	1%
Math	3	Hamilton ES	ES 2	African Am.	18	13	72%	75%	3%	5	28%	35%	7%	*	*	*	*
Math	3	Hamilton ES	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Hamilton ES	ES 2	White	99	94	95%	96%	1%	70	71%	75%	4%	36	36%	38%	2%
Math	3	Hamilton ES	ES 2	Two or More	10	10	100%	100%	0%	9	90%	91%	1%	5	50%	51%	1%
Math	3	Hamilton ES	ES 2	Eco. Dis.	39	26	67%	75%	8%	15	38%	40%	2%	6	15%	20%	5%
Math	3	Hamilton ES	ES 2	LEP Current	12	7	58%	75%	17%	*	*	*	*	*	*	*	*
Math	3	Hamilton ES	ES 2	At-Risk	42	26	62%	65%	3%	13	31%	33%	2%	7	17%	20%	3%
Math	3	Hamilton ES	ES 2	SPED	23	17	74%	75%	1%	9	39%	43%	4%	5	22%	23%	1%
Math	4	Hamilton ES	ES 2	All	167	138	83%	90%	7%	99	59%	75%	16%	49	29%	50%	21%
Math	4	Hamilton ES	ES 2	Hispanic	44	33	75%	76%	1%	23	52%	55%	3%	8	18%	25%	7%
Math	4	Hamilton ES	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Hamilton ES	ES 2	Asian	17	17	100%	100%	0%	14	82%	83%	1%	10	59%	65%	6%
Math	4	Hamilton ES	ES 2	African Am.	15	9	60%	75%	15%	*	*	*	*	*	*	*	*
Math	4	Hamilton ES	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Hamilton ES	ES 2	White	84	73	87%	90%	3%	57	68%	75%	7%	28	33%	50%	17%
Math	4	Hamilton ES	ES 2	Two or More	6	5	83%	90%	7%	*	*	*	*	*	*	*	*
Math	4	Hamilton ES	ES 2	Eco. Dis.	40	29	73%	75%	2%	13	33%	35%	2%	*	*	*	*
Math	4	Hamilton ES	ES 2	LEP Current	12	8	67%	70%	3%	5	42%	45%	3%	*	*	*	*
Math	4	Hamilton ES	ES 2	At-Risk	43	27	63%	65%	2%	10	23%	30%	7%	5	12%	15%	3%
Math	4	Hamilton ES	ES 2	SPED	19	9	47%	50%	3%	*	*	*	*	*	*	*	*
Math	5	Hamilton ES	ES 2	All	178	171	96%	97%	1%	134	75%	76%	1%	74	42%	50%	8%
Math	5	Hamilton ES	ES 2	Hispanic	40	35	88%	90%	2%	22	55%	56%	1%	10	25%	30%	5%
Math	5	Hamilton ES	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Hamilton ES	ES 2	Asian	31	31	100%	100%	0%	27	87%	90%	3%	21	68%	70%	2%
Math	5	Hamilton ES	ES 2	African Am.	15	13	87%	88%	1%	9	60%	65%	5%	*	*	*	*
Math	5	Hamilton ES	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Hamilton ES	ES 2	White	84	84	100%	100%	0%	70	83%	85%	2%	39	46%	50%	4%
Math	5	Hamilton ES	ES 2	Two or More	7	7	100%	100%	0%	5	71%	75%	4%	*	*	*	*
Math	5	Hamilton ES	ES 2	Eco. Dis.	32	28	88%	90%	2%	12	38%	45%	7%	*	*	*	*
Math	5	Hamilton ES	ES 2	LEP Current	8	7	88%	90%	2%	*	*	*	*	*	*	*	*
Math	5	Hamilton ES	ES 2	At-Risk	50	43	86%	87%	1%	22	44%	45%	1%	9	18%	20%	2%
Math	5	Hamilton ES	ES 2	SPED	14	12	86%	87%	1%	6	43%	45%	2%	*	*	*	*
Science	5	Hamilton ES	ES 2	All	178	157	88%	90%	2%	115	65%	75%	10%	63	35%	50%	15%
Science	5	Hamilton ES	ES 2	Hispanic	40	33	83%	84%	1%	22	55%	56%	1%	11	28%	30%	2%
Science	5	Hamilton ES	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Hamilton ES	ES 2	Asian	31	27	87%	90%	3%	24	77%	80%	3%	17	55%	60%	5%
Science	5	Hamilton ES	ES 2	African Am.	16	11	69%	75%	6%	*	*	*	*	*	*	*	*
Science	5	Hamilton ES	ES 2	Pac. Islander	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	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets	al	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					2023							Growth Target					
					#	#	%	%		#	%	%		#	%	%	
Science	5	Hamilton ES	ES 2	White	83	79	95%	96%	1%	62	75%	76%	1%	32	39%	50%	11%
Science	5	Hamilton ES	ES 2	Two or More	7	6	86%	88%	2%	*	*	*	*	*	*	*	*
Science	5	Hamilton ES	ES 2	Eco. Dis.	31	23	74%	90%	16%	10	32%	35%	3%	*	*	*	*
Science	5	Hamilton ES	ES 2	LEP Current	8	6	75%	76%	1%	*	*	*	*	*	*	*	*
Science	5	Hamilton ES	ES 2	At-Risk	50	37	74%	75%	1%	20	40%	45%	5%	8	16%	25%	9%
Science	5	Hamilton ES	ES 2	SPED	13	9	69%	75%	6%	*	*	*	*	*	*	*	*