

Cypress-Fairbanks Independent School District

Horne Elementary School

2023-2024



Mission Statement

Horne Elementary

**At Horne Elementary all students and staff will demonstrate strong character and grow as life-long learners
in reading, writing, math, and science!**

Learners Today, Leaders Tomorrow

Vision

CFISD

Opportunities for All

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Horne Elementary School is a campus in Houston, Texas. Horne Elementary opened its doors in 1978. Horne Elementary is projected to serve 950 students in grades Pk-5 during the 2023-2024 school year, which is an increase from the previous year of 905 students.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 16 and again on August 22 to develop and finalize the CNA. The meetings were held in the school library.

At the first meeting on May 16, 2023, principal Dr. Tracey Bennett shared the Employee Perception Survey data with the staff and discussed the findings. Then, she asked the staff to determine what strengths and areas of growth were to be highlighted for the year.

At the second meeting on August 22, 2023, the CPOC used the 2023 STAAR data to determine areas of strengths and growth based on academic scores.

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 Teachers may not be identifying student gaps correctly, which could lead to an ineffective use of instructional time. Lack of preparation causes teachers to be unable to differentiate for the various levels of students. Through the root cause analysis process, we identified that teachers may be using data to teach to whole classes because they lack the training and knowledge to target individual student needs and student gaps in the curriculum. Teachers need sufficient training to how to dig into student data to remediate loss of first instruction concepts and gaps.

Our second identified priority problem is in the area of student achievement, specifically, the rapport between students and teachers is not as strong as it should be. This weakened relationship may impact student scores because students may feel like teachers do not care about them, so why should they learn from teachers who don't care. Through the root cause analysis process, we identified that teachers do not build in time in the schedule to build community in the classroom. The relationships between students and teachers is surface level because teachers are trying to stay on schedule with the lessons. Teachers are so focused on their workload that they may not feel that relationships with students are a priority.



Our third identified priority problem is in the area of Teacher/Paraprofessional Attendance: Specifically, that staff attendance impacts the instructional arrangements of students on a daily basis. Through the root cause analysis process, we identified Teacher/Paraprofessional Attendance: Staff are frequently absent. It is difficult to secure substitutes due to the shortage of quality subs in our area. Incentives need to be implemented to encourage staff to come to work more consistently (but to stay home if they are sick).







Goals












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

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

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: All teachers in all content areas will focus on the development of literacy during first instruction through the consistent implementation of targeted mini-lessons that focus on differentiated instruction. This includes small group reading instruction and reading conferences in the areas of decoding, comprehension, and writing about reading.</p> <p>The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of the reading goals. The formats for feedback will include, but are not limited to POWER Walks focused on the Fundamental Five elements, video coaching through SIBME, Quantum Learning strategies and CF-TESS.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Student learning will strengthen through the delivery of lessons designed with the guidance of Elizabeth Martin and Shonda Guthrie. Student phonemic awareness and comprehension will increase with the introduction of decodable books in English and Spanish and the use of the new HMH curriculum.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			











Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Our teaching staff will improve student performance by strengthening student-centered instruction through differentiated small groups and blended learning. Use real-world connections, scaffolded instruction, differentiation, kinesthetic experiences and supports, Reflex Math, and vertical alignment to increase student engagement and academic achievement during first instruction.</p> <p>The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on implementing the math goals. The formats for feedback will include but are not limited to, critical writing, Garland Linkenhoger professional development, Power Walks, video coaching through SIBME, Quantum Learning strategies, and CF-TESS.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Student learning will strengthen through the delivery of lessons with a focus on increased differentiation, rigor, relevance, vertical alignment and student engagement as modeled by Garland Linkenhoger.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Our teaching staff will focus on improving overall student scientific understanding and critical thinking by strengthening implementation of best teaching practices to build relevant cross-curricular and real-world connections. Teachers will use purposeful, hands-on experiences, authentic literature, and visuals to bridge and extend the 3D experiences to 2D in order to foster higher level of academic discourse, critical writing, problem solving and student engagement.</p> <p>Teachers will also create lessons utilizing the science lab and the garden. Teachers and students will have access to school pets in the science lab. The pets and their enclosures will be used to support student learning about habitats, environments, body structures and functions, living vs. non-living, needs of living organisms, inherited traits and learned behaviors, parents and off-spring, life cycles, and food chains.</p> <p>The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of the science goals. The formats for feedback will include, but are not limited to, critical writing, Power Walks, video coaching through SIBME, Quantum Learning strategies, and CF-TESS.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Student learning will strengthen through the delivery of lessons with a focus on increased rigor, relevance, and student engagement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, and Testing Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Physical education teachers, School Nurse</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: targeted interventions in areas of individual student deficit, extension of learning activities, and PBIS social skills activities to improve student performance, classroom participation, and personal responsibility.</p> <p>The campus will utilize a 4th PEAMS rotation to allow for technology, reading and math intervention, and extended writing.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education:</p> <ul style="list-style-type: none"> *Students are provided an opportunity to utilize technology in the classroom and technology lab with teacher-led activities and independent/collaborative groups; *Students and parents are invited to participate in various family nights including Family Fun Literacy Night, Family STEAM Night and etc. *Students along with a parent will have an opportunity to participate in a bi-annual book giveaway to promote their interest in reading. *Students will have an opportunity to participate in extended day activities and clubs of personal interest. *Students will have an opportunity to participate in extended learning weekend camps for academic and personal growth. *Student/parent/teacher opportunity to engage/communicate to build relationships. <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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








Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: After School Tutorials: Provide additional academic support during after school tutorials</p> <p>Strategy's Expected Result/Impact: Meet or exceed targets on attached data table</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Professional Development: Lead Your Schools Professional Development - Sean & Lesa Cain</p> <p>Strategy's Expected Result/Impact: We will increase our assessment data scores on our BOY and MOY assessments for MAP and DPMs in every grade level.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			N/A
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Mental Health Supports: Mentoring Mondays - all staff members will select a student from our at-risk list to mentor for the year. Our counselors provide activities and goal setting sheets for the staff to meet with their mentees every progress report and report card marking. We also meet with our mentees whenever we can throughout the year. The students look forward to meeting on Mentoring Monday because we provide them with a snack and have meaningful conversations with them while we complete the goal setting sheet and the activity.</p> <p>Strategy's Expected Result/Impact: We will increase the attendance rate for each grading period, as well as improve report card grades each grading period.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			N/A
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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










Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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









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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: The campus will implement PBIS and Red Ribbon Week</p> <p>Strategy's Expected Result/Impact: Incorporating both district and campus initiatives will create a secure environment that is also welcoming and one that has respect for everyone to increase the safety of every person at the campus. Students will be supervised at all times when navigating the building.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Custodians, and Campus Safety Committee.</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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









Evaluation Data Sources: Attendance Data

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

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

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







Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. The campus will implement a variety of behavior intervention strategies to prevent violence including PBIS, Project Safety, social skills lessons, mentoring, and teacher training provided by our Behavior Interventionist and DMC paraprofessional.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be under 1%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, and DMC Paraprofessional.</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. The campus will implement a variety of strategies and programs to support a safe environment including, but not limited to, strategies from PBIS and Project Safety.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, and Behavior Interventionists</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

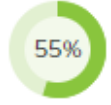
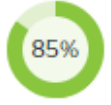




Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: The campus will recognize staff members with perfect attendance every nine weeks with treats, shout-outs, and other various and random types of acknowledgement.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 receive 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. Teachers will attend Wisdom Wednesdays each month to focus on an element of professional development. Topics will vary based on teacher need.







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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Campus will provide all teachers with professional development based on identified needs through modeling, coaching, SIBME feedback and conferencing, Schoology training and coaching, PLCs, and virtual PD opportunities.</p> <p>Strategy's Expected Result/Impact: All staff will strengthen their individual skill set and reduce individual areas of professional weakness.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, and Technology Coach.</p>	Formative		
	Nov	Feb	May
			
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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		
<p>Strategy 1: Parent and Family Engagement: The campus will provide a variety of parent events to share information about the campus and strategies for academic support at home. We will advertise those opportunities in English and Spanish using several different methods: letters home, phone calls, school messenger, campus newsletters, and the marquee.</p> <p>Materials for parent nights will be purchased and distributed in advance to the staff and paraprofessionals will be paid for attending parent nights for support and translations.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, and Technology Coach Title 1 Coordinator, Librarian/PTO Staff Representative</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

2023-2024 CPOC

Committee Role	Name	Position
Principal	Dr. Tracey Bennett	Principal
Teacher #1	Melissa Vargas	PreK Teacher
Teacher #2	Blanca Hernandez	Kindergarten bilingual teacher
Teacher #3	Angel Baker	1st grade teacher
Teacher #4	Maria Velasquez	2nd grade bilingual math/science teacher
Teacher #5	Maria Alvarado	3rd grade bilingual reading/language arts teacher
Teacher #6	Debbie Bart	4th grade ESL/GT reading/language arts teacher
Teacher #7	Stacy Lopez	5th grade science teacher
Teacher #8	Travis Ingram	Art teacher
Other School Leader (Nonteaching Professional) #1	Leslie Villere	Asst. Director Special Education
Other School Leader (Nonteaching Professional) #2	Dr. Ashley Clayburn	Asst. Superintendent District Improvement & Accountability
Administrator (LEA) #1	Erika Sanchez	Assistant Principal
Administrator (LEA) #2	Jenelle Montgomery	Title I Coordinator / Parent Liaison
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	Cheryl Johnson	Toshiba International Representative
Business Representative #2	Jason Spradley	Toshiba International Representative
Paraprofessional #1	Adriana Olivares	Primary Paraprofessional
Paraprofessional #2	Lanessa Wood	Instructional paraprofessional
Other School Leader (Nonteaching Professional) #3	Penny Moncure	Behavior Interventionist
Classroom Teacher	Shakir Walker-Teal	Special Education Resource Teacher

Addendums

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					2023	#	%	%		#	%	%		#	%	%	
					#	#	%	%		#	%	%		#	%	%	
Reading	3	Horne	ES 7	All	132	78	59%	66%	7%	39	30%	35%	5%	14	11%	16%	5%
Reading	3	Horne	ES 7	Hispanic	94	54	57%	62%	5%	31	33%	38%	5%	10	11%	16%	5%
Reading	3	Horne	ES 7	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Horne	ES 7	Asian	9	6	67%	73%	6%	*	*	*	*	*	*	*	*
Reading	3	Horne	ES 7	African Am.	18	11	61%	70%	9%	*	*	*	*	*	*	*	*
Reading	3	Horne	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Horne	ES 7	White	6	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Horne	ES 7	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Horne	ES 7	Eco. Dis.	97	53	55%	60%	5%	26	27%	35%	8%	11	11%	16%	5%
Reading	3	Horne	ES 7	LEP Current	61	30	49%	55%	6%	15	25%	30%	5%	5	8%	13%	5%
Reading	3	Horne	ES 7	At-Risk	90	44	49%	55%	6%	25	28%	40%	12%	9	10%	15%	5%
Reading	3	Horne	ES 7	SPED	11	5	45%	55%	10%	*	*	*	*	*	*	*	*
Reading	4	Horne	ES 7	All	146	102	70%	75%	5%	51	35%	40%	5%	12	8%	13%	5%
Reading	4	Horne	ES 7	Hispanic	91	61	67%	72%	5%	34	37%	43%	6%	8	9%	14%	5%
Reading	4	Horne	ES 7	Am. Indian	4	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Horne	ES 7	Asian	13	12	92%	97%	5%	6	46%	51%	5%	*	*	*	*
Reading	4	Horne	ES 7	African Am.	27	18	67%	72%	5%	7	26%	35%	9%	*	*	*	*
Reading	4	Horne	ES 7	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Horne	ES 7	White	8	5	63%	70%	7%	*	*	*	*	*	*	*	*
Reading	4	Horne	ES 7	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Horne	ES 7	Eco. Dis.	105	71	68%	74%	6%	35	33%	40%	7%	9	9%	14%	5%
Reading	4	Horne	ES 7	LEP Current	62	36	58%	70%	12%	16	26%	35%	9%	5	8%	13%	5%
Reading	4	Horne	ES 7	At-Risk	110	73	66%	71%	5%	31	28%	35%	7%	6	5%	10%	5%
Reading	4	Horne	ES 7	SPED	14	5	36%	50%	14%	*	*	*	*	*	*	*	*
Reading	5	Horne	ES 7	All	135	106	79%	85%	6%	75	56%	61%	5%	44	33%	38%	5%
Reading	5	Horne	ES 7	Hispanic	90	68	76%	81%	5%	49	54%	60%	6%	29	32%	37%	5%
Reading	5	Horne	ES 7	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Horne	ES 7	Asian	7	6	86%	91%	5%	5	71%	76%	5%	*	*	*	*
Reading	5	Horne	ES 7	African Am.	19	16	84%	89%	5%	8	42%	50%	8%	*	*	*	*
Reading	5	Horne	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Horne	ES 7	White	11	10	91%	96%	5%	10	91%	96%	5%	6	55%	60%	5%
Reading	5	Horne	ES 7	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Horne	ES 7	Eco. Dis.	99	75	76%	81%	5%	52	53%	60%	7%	31	31%	36%	5%
Reading	5	Horne	ES 7	LEP Current	50	29	58%	65%	7%	14	28%	50%	22%	8	16%	21%	5%
Reading	5	Horne	ES 7	At-Risk	103	75	73%	78%	5%	49	48%	53%	5%	26	25%	30%	5%
Reading	5	Horne	ES 7	SPED	7	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Horne	ES 7	All	133	67	50%	55%	5%	35	26%	31%	5%	13	10%	15%	5%
Math	3	Horne	ES 7	Hispanic	94	49	52%	60%	8%	22	23%	30%	7%	7	7%	15%	8%
Math	3	Horne	ES 7	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Horne	ES 7	Asian	9	6	67%	75%	8%	6	67%	75%	8%	*	*	*	*
Math	3	Horne	ES 7	African Am.	18	5	28%	35%	7%	*	*	*	*	*	*	*	*
Math	3	Horne	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Horne	ES 7	White	7	5	71%	80%	9%	*	*	*	*	*	*	*	*
Math	3	Horne	ES 7	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Horne	ES 7	Eco. Dis.	98	46	47%	55%	8%	24	24%	30%	6%	8	8%	15%	7%
Math	3	Horne	ES 7	LEP Current	61	34	56%	65%	9%	16	26%	35%	9%	7	11%	16%	5%
Math	3	Horne	ES 7	At-Risk	90	44	49%	55%	6%	21	23%	30%	7%	10	11%	20%	9%
Math	3	Horne	ES 7	SPED	11	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Horne	ES 7	All	145	90	62%	68%	6%	51	35%	40%	5%	23	16%	21%	5%
Math	4	Horne	ES 7	Hispanic	90	59	66%	71%	5%	35	39%	45%	6%	15	17%	22%	5%

