

# Cypress-Fairbanks Independent School District

## Moore Elementary School

2023-2024



# Mission Statement

Moore is a welcoming school community that honors everyone's unique differences. Students and staff are held to high expectations in a learning environment that is engaging, innovative and challenging.

## Vision

LEAD - Learn. Empower. Achieve. Dream.

Every Student, Every Minute of Every Day!

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

#### SCHOOL PROFILE

Moore Elementary is a campus in Houston, Texas. Moore opened its doors in 1979. Moore is projected to serve approximately 960 students in grades PK-5 during the 2023-2024 school year, which is about the same from the previous year.

#### COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

- Math
- Reading
- Science
- Discipline
- Attendance
- Staff Recruitment and Retention
- Health and Safety

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 8, 2023 and again on September 26, 2023 to develop and finalize the CNA. The meetings were held in the library of Moore at 4:00pm.

At the first meeting on May 8th, principal, Patricia Myers lead the committee in reviewing data for the campus and then conducted a needs assessment with the purpose of drafting goals for the 2023-2024 school year.

At the second meeting on September 26, 2023 the CPOC committee reviewed the current demographics of Moore, the needs

assessment, academic data (STAAR and MAP) and the goals and objectives of the CIP.

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 in the area of reading, we failed to meet our target in reading this year. Students are not performing in the area of comprehension. Through the root cause analysis process, we identified that we need to provide explicit instruction to students in the area of phonics and phonemic awareness.

Our second identified priority problem is in the area of student achievement, specifically in the area of math, we failed to meet our target in math. Students are struggling with numeracy knowledge and computation. Through the root cause analysis process, we identified that we need to provide additional opportunities for students to increase their numeracy knowledge through model representation and the use of manipulatives before moving on to algorithms.







Our third identified priority problem is in the area of discipline. Specifically, office referrals and classroom interruptions were a challenge. There were more instances of physical and verbal aggression with students. Through the root cause analysis process, we identified we need to continue to equip students with the skills to regulate their emotions, while also supporting teachers in good classroom management training.









# 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><b>Strategy 1: RLA:</b> Teachers will use current student data to drive daily small group instruction so the varied needs of their students are met in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceeds the targets on the attached CIP target tables</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, instructional specialists, assistant principals, principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Math:</b> We will provide opportunities for students to increase their numeracy knowledge through model representation and the use of manipulatives before moving on to algorithms. This will be done most effectively through small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed targets on attached CIP target table.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Assistant Principals, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Science:</b> We will increase students' knowledge of science vocabulary and provide a variety of opportunities for hands on activities in the science classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the target on attached CIP target table.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Assistant Principals, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			









Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved understanding of nutrition and fitness</p> <p><b>Staff Responsible for Monitoring:</b> PE Teacher, Assistant Principals, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 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: structured, differentiated lessons that will be delivered in small groups or individually based on student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Assistant Principals, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Well-Rounded Education : Students will be provided the opportunity to participate in enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> 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><b>Strategy's Expected Result/Impact:</b> Moore will implement the following measures to meet or exceed the targets on the attached CIP target table.</p> <ol style="list-style-type: none"> <li>Salaries: The testing coordinator, primary coach, class size reduction teacher and paraprofessional will help with meeting student achievement goals in all content areas.</li> <li>Temporary Worker: The temporary worker will provide targeted instruction to students so they will meet targeted goals in math.</li> <li>Professional Development: All staff will receive training throughout the year so that they will gain understanding in how to grow their skills in supporting students behaviorally and academically.</li> <li>Additional content supplies for ELAR and math/science materials which include baskets, manipulatives, headphones, and non-consumable supplies to increase student academic performance and enable all students to participate in hands-on learning.</li> <li>Consumable supplies such as paper, charts, folders, journals, markers, sticky notes, note cards, printer ink, and other office materials for staff and students to utilize for note-taking, summarizing, etc. to increase student learning and academic performance (Title 1 and General Funds)</li> <li>Substitute Pay: funds to cover substitutes for the teacher and paraprofessional that are paid with Title 1 funds.</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Instructional strategies and classroom environment: Teachers will ensure that instructional strategies and activities in the classroom support a learning environment that is engaging and conducive to learning for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Classrooms will be an place that promotes and supports a learning environment for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, instructional specialists, assistant principals, principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Vertical alignment with RLA instruction will be critical as we move forward with our new curriculum. This is a focus of the Literacy Committee.</p> <p><b>Strategy's Expected Result/Impact:</b> Alignment of instruction across grade levels will help fill in gaps for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<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><b>Strategy 1:</b> Students who did not pass STAAR will receive additional support through accelerated instruction during RTI time each day.  <b>Strategy's Expected Result/Impact:</b> By June 2024, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Professional Staffing: Class Size Reduction Teacher in ELAR will be hired to work with students to improve their academic performance.  <b>Strategy's Expected Result/Impact:</b> By June 2024, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 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 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		
<p><b>Strategy 1:</b> State Compensatory Education: Provide supplementary support to students identified as at-risk through receiving targeted instruction with an interventionist.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed targets on the attached data table</p> <p><b>Staff Responsible for Monitoring:</b> Principal</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>			

**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><b>Strategy 1:</b> Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of safety drills will be conducted by scheduled deadlines.</p> <p><b>Staff Responsible for Monitoring:</b> 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 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		
<b>Strategy 1:</b> Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	N/A		
 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><b>Strategy 1: Violence Prevention:</b> 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. Through restorative discipline practices, PBIS procedures, and Counselor Guidance lessons Moore will not have any violent incidents this year.</p> <p>Counselor lessons Counselor small groups Support for specific students by assigning a community mentor Behavior Coaches pulling small groups</p> <p><b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0%</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, At Risk Specialist, Counselors, Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Restorative Discipline:</b> Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Teachers will implement classroom management strategies and best practices in restorative discipline in the classroom learned from trainings such as Capturing Kids Hearts and PBIS expectations. The behavior coaches will work with teachers and students so that supports are in place such as contracts and incentive programs. Other strategies include:</p> <p>Monday morning meetings BOTB lessons Counselor guidance lessons</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be equipped with self-management strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, At Risk Specialist, Counselors, Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 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:** 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		
<p><b>Strategy 1:</b> High-Quality Professional Development: All teachers will receive training in research based practices for reading, writing, math and science so they can be proficient and successful this school year.</p> <p>Emotional Poverty Book Study Literacy Committee Content Specific Campus PD Science of Teaching Reading</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will feel more confident and effective in their planning and teaching.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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 20%.

**Evaluation Data Sources:** Parent participation at family events, volunteers, WATCH Dogs, attendance at PTO meetings

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: We will intentionally provide opportunities for parents to participate in the school community through family nights, programs, parenting seminars and volunteer opportunities.</p> <p>Meet the Teacher Parent Expo Trunk or Treat Boosterthon Fun Run Watch DOGS Spring Festival Field Day Field Trips Spirit Nights</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 20%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Behavior Interventionist, Counselors, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Parent and Family Engagement: We will provide resources and activities for parents to use at home, thus increasing parent involvement in the learning of their child through our Parent Expo Event</p> <p><b>Strategy's Expected Result/Impact:</b> Students will make growth in reading, math and science</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

# 2023-2024 CPOC

Committee Role	Name	Position
Principal	Patricia Myers	Principal
Teacher #1	Christi Saltus	Pre K teacher
Teacher #2	Annette Hall	Kindergarten teacher
Teacher #3	Nique Schmidt	First grade teacher
Teacher #4	Laura Mellencamp	Second grade teacher
Teacher #5	Nicole Landry	Third grade teacher
Teacher #6	Manasa Udthawar	Fourth grade teacher
Teacher #7	Emily Lentini	Fifth grade teacher
Teacher #8	Holly McGarrett	Special education teacher
Other School Leader (Nonteaching Professional) #1	Daidra Saunders	Counselor
Other School Leader (Nonteaching Professional) #2	Marica Nicholas	Counselor
Administrator (LEA) #1	Erika McCreary	Assistant Principal
Administrator (LEA) #2	Lauren Ibe	Assistant Principal
Parent #1	Mica Bull	Parent #1
Parent #2	Parent #2	Parent #2
Community Member #1	Ina Graham	Community Member #1
Community Member #2	Jeanne Keyes	Community Member #2
Business Representative #1	Jose Garza	Business Representative #1
Business Representative #2	Megan Garza	Business Representative #2
Paraprofessional #1	Shakari Baylor	Paraprofessional
Paraprofessional #2	Allissa Kristynik	Paraprofessional #2
Other School Leader (Nonteaching Professional) #3	Lauren Walker	Instructional Specialist
Other School Leader (Nonteaching Professional) #4	Elizabeth Mulkins	Primary Coach
Large Group Teacher	Abby Bilocura	Teacher
Instructional Specialist	Katrina Willard	Instructional Specialist
Behavior Interventionist	Jennifer Agboboock	Behavior Coach
Behavior Interventionist	Stephen Bakondy	Behavior Coach

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Testing Coordinator	Sammi Saunders	Testing Coordinator
Librarian	Kim Katz	Librarian
Campus Secretary	Kim Panter	Campus Secretary



# 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 Incremental Growth Target		% Approaches Growth Needed	2023: Meets Incremental Growth Target		% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed	
					2023	#	%	%		#	%		%	#	%		%
					#	#	%	%		#	%		%	#	%		%
Reading	3	Moore	ES 3	All	151	121	80%	83%	1%	83	55%	58%	3%	33	22%	25%	3%
Reading	3	Moore	ES 3	Hispanic	44	33	75%	76%	1%	26	59%	61%	2%	7	16%	18%	2%
Reading	3	Moore	ES 3	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Moore	ES 3	Asian	17	16	94%	95%	1%	13	76%	78%	2%	8	47%	49%	2%
Reading	3	Moore	ES 3	African Am.	35	21	60%	65%	5%	11	31%	33%	2%	*	*	*	*
Reading	3	Moore	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Moore	ES 3	White	44	41	93%	94%	1%	27	61%	63%	2%	11	25%	30%	5%
Reading	3	Moore	ES 3	Two or More	10	9	90%	92%	2%	6	60%	62%	2%	*	*	*	*
Reading	3	Moore	ES 3	Eco. Dis.	89	68	76%	78%	2%	43	48%	50%	2%	13	15%	17%	2%
Reading	3	Moore	ES 3	LEP Current	20	13	65%	70%	5%	8	40%	42%	2%	*	*	*	*
Reading	3	Moore	ES 3	At-Risk	49	32	65%	70%	5%	21	43%	45%	2%	8	16%	18%	2%
Reading	3	Moore	ES 3	SPED	23	6	26%	30%	4%	*	*	*	*	*	*	*	*
Reading	4	Moore	ES 3	All	170	129	76%	76%	1%	75	44%	46%	2%	40	24%	27%	3%
Reading	4	Moore	ES 3	Hispanic	45	35	78%	80%	2%	23	51%	53%	2%	9	20%	22%	2%
Reading	4	Moore	ES 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Moore	ES 3	Asian	12	12	100%	100%	0%	9	75%	77%	2%	7	58%	60%	2%
Reading	4	Moore	ES 3	African Am.	51	33	65%	70%	5%	13	25%	26%	1%	9	18%	20%	2%
Reading	4	Moore	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Moore	ES 3	White	55	43	78%	80%	2%	25	45%	47%	2%	13	24%	30%	6%
Reading	4	Moore	ES 3	Two or More	7	6	86%	87%	1%	5	71%	73%	2%	*	*	*	*
Reading	4	Moore	ES 3	Eco. Dis.	94	63	67%	70%	3%	33	35%	37%	2%	19	20%	22%	2%
Reading	4	Moore	ES 3	LEP Current	11	5	45%	50%	5%	*	*	*	*	*	*	*	*
Reading	4	Moore	ES 3	At-Risk	73	42	58%	60%	2%	15	21%	23%	2%	5	7%	10%	3%
Reading	4	Moore	ES 3	SPED	21	7	33%	35%	2%	*	*	*	*	*	*	*	*
Reading	5	Moore	ES 3	All	157	118	75%	76%	1%	86	55%	57%	2%	44	28%	30%	2%
Reading	5	Moore	ES 3	Hispanic	54	42	78%	80%	2%	26	48%	50%	2%	13	24%	26%	2%
Reading	5	Moore	ES 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Moore	ES 3	Asian	10	7	70%	75%	5%	6	60%	62%	2%	5	50%	52%	2%
Reading	5	Moore	ES 3	African Am.	35	21	60%	65%	5%	14	40%	42%	2%	6	17%	19%	2%
Reading	5	Moore	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Moore	ES 3	White	48	39	81%	84%	3%	33	69%	71%	2%	17	35%	37%	2%
Reading	5	Moore	ES 3	Two or More	10	9	90%	92%	2%	7	70%	72%	2%	*	*	*	*
Reading	5	Moore	ES 3	Eco. Dis.	81	56	69%	70%	1%	34	42%	44%	2%	12	15%	17%	2%
Reading	5	Moore	ES 3	LEP Current	20	13	65%	70%	5%	8	40%	42%	2%	*	*	*	*
Reading	5	Moore	ES 3	At-Risk	76	47	62%	65%	3%	27	36%	38%	2%	11	14%	16%	2%
Reading	5	Moore	ES 3	SPED	30	8	27%	30%	3%	*	*	*	*	*	*	*	*
Math	3	Moore	ES 3	All	152	112	74%	77%	3%	66	43%	45%	2%	30	20%	22%	2%
Math	3	Moore	ES 3	Hispanic	45	32	71%	74%	3%	16	36%	38%	2%	*	*	*	*
Math	3	Moore	ES 3	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Moore	ES 3	Asian	17	16	94%	95%	1%	14	82%	84%	2%	7	41%	43%	2%



