

Cypress-Fairbanks Independent School District

Sampson Elementary School

2023-2024



Mission Statement

The mission of Sampson Elementary is to provide a caring community for all children which promotes academic excellence, fosters social and emotional growth, and promotes healthy lifestyles. Students' behavior will exemplify respect for others, accountability for actions, and good citizenship. Our goal is to provide children with the educational opportunities to ensure that each child becomes a contributing and responsible member of society.

Vision

The vision of Sampson Elementary is to provide children with the educational opportunities to ensure that each child becomes a contributing and responsible member of society.

Comprehensive Needs Assessment

Revised/Approved: August 30, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

When looking at the data and comparing other schools similar to Sampson the following data points need to be addressed. If we hit our CIP targets, then we will should also be successful on these data points.

1. The 3rd grade reading students scoring "meets grade level" and above is 6 or 7 percentage points below several schools. We dropped 8 percentage points from last year.
2. The 3rd grade reading "masters grade level" is 6 or 7 percentage points below a few schools. We dropped 13 percentage points from last year.
3. The 3rd grade math "meets grade level" is 8 to 10 percentage points below a few schools.
4. The 3rd grade math "masters grade level is 10 to 14 percentage points below a few schools.
5. The 4th grade math "meets grade level" is 5 to 8 percentage points below a few schools.
6. The 4th grade math "masters grade level" is 11 to 14 percentage points below a few schools.
7. The 5th grade math "masters grade level" is 10 percentage points below another school. We dropped 15 percentage points from last year.
8. The 5th grade science "masters grade level" is 12 percentage points below another school. We dropped 11 percentage points from last year.

Student Achievement

Student Achievement Strengths

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

- 91% of our 3rd grade students scored Approaches or above on the STAAR Reading Assessment.
- 74% of our 3rd grade students scored Meets or above on the STAAR Reading Assessment.
- 40% of our 3rd grade students scored Masters on the STAAR Reading Assessment.

- 95% of our 4th grade students scored Approaches or above on the STAAR Reading Assessment.
- 79% of our 4th grade students scored Meets or above on the STAAR Reading Assessment.
- 51% of our 4th grade students scored Masters on the STAAR Reading Assessment.

- 98% of our 5th grade students scored Approaches or above on the STAAR Reading Assessment.
- 88% of our 5th grade students scored Meets or above on the STAAR Reading Assessment.
- 66% of our 5th grade students scored Masters on the STAAR Reading Assessment.

- 90% of our 3rd grade students scored Approaches or above on the STAAR Math Assessment.
- 70% of our 3rd grade students scored Meets or above on the STAAR Math Assessment.
- 36% of our 3rd grade students scored Masters or above on the STAAR Math Assessment.

- 89% of our 4th grade students scored Approaches or above on the STAAR Math Assessment.
- 75% of our 4th grade students scored Meets or above on the STAAR Math Assessment.
- 39% of our 4th grade students scored Masters or above on the STAAR Math Assessment.

- 100% of our 5th grade students scored Approaches or above on the STAAR Math Assessment.
- 85% of our 5th grade students scored Meets or above on the STAAR Math Assessment.
- 45% of our 5th grade students scored Masters or above on the STAAR Math Assessment.

- 94% of our 5th grade students scored Approaches or above on the STAAR Science Assessment.
- 71% of our 5th grade students scored Meets or above on the STAAR Science Assessment.
- 40% of our 5th grade students scored Masters or above on the STAAR Science Assessment.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our 3rd, 4th and 5th grade at risk students did not make as much progress as our other students on "meets grade level" and "masters grade level standards" on the STAAR Reading Assessment. **Root Cause:** RLA: We were not utilizing systematic and explicit reading instruction previously in 3rd, 4th and 5th grade.

Problem Statement 2: Math: Our 3rd, 4th and 5th at risk, economically disadvantaged, and special education students are not meeting their CIP targets on the "meets grade level standards" and "masters grade level standards" on the STAAR Math Assessment. **Root Cause:** Math: We have not given students enough opportunities to utilize their problem solving and communication skills on open ended mathematics questions.

Problem Statement 3: Science: Our 5th grade at risk, economically disadvantaged, and Hispanic students are not making as much progress as our other students on the "masters grade level standards" on the STAAR Science Assessment. **Root Cause:** Science: We have not provided enough opportunities for our 5th grade students to experience "rigorous" or higher level thinking science questions.

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 Summary

The Sampson staff is surveyed each nine weeks. We ask for feedback on recent events as well as staff appreciation, etc. The district survey, the Employee Perception Survey is utilized during the 3rd nine weeks. The Sampson students participate in a Safe School Survey as well as informal feedback. Mrs. Motzny gathers informal student feedback each month when she meets with 5th grade Student Council. The parents are surveyed in November with a Sampson survey.

School Culture and Climate Strengths

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

- * Our overall student attendance rate for the year (95.91%) is above the district average, and is the highest attendance percentage in the district.
- * Our PBIS Committees are actively involved and present at either staff or grade level meetings each month.
- * Our 4th and 5th grade students serve as Kindergarten and 1st Grade Buddies throughout the school year.
- * We completed all of our safety training and drills for the 2022-23 school year.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Student learning is impacted by frequent absences due to travel, tardiness and students leaving early. **Root Cause:** Our staff needs to communicate early and often about the impact of missed instruction.

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.

- * The Sampson staff is very involved in our community. Staff members support students and staff in their extra curricular activities.
- * All of our building percentages are above 90% on the Employee Perception Survey.
- * Sampson offers a variety of professional development opportunities for teachers during the school day and after school.
- * We had two staff members with perfect attendance for the 2022-2023 school year. We provide incentives for staff with perfect attendance each nine weeks. Staff members with perfect attendance for the entire year receive their own reserved parking space for the next school year.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Our staff attendance rate for the 2022-2023 school year was **Root Cause:** Teacher/Paraprofessional Attendance: Our staff is frequently absent due to travel.

Parent and Community Engagement

Parent and Community Engagement Summary

Sampson is very fortunate to have a strong partnership with our parents and local community. During the 2022-2023 school year Sampson completed more than 20 random acts of kindness to celebrate the 20th birthday of the school. Sampson Gives will continue to give back to our community.

Parent and Community Engagement Strengths

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

Sampson PTO partners with us to host events throughout the school year. During the fall semester some of our events include: Sampson Social, Sampson Family Night/ Open House, Nature Trails, Boosterthon, Field Day, Veterans' Day, 3rd Grade Musical Performance, Jingle Bell Jog and Holiday Parties.

During the spring semester our events include 1st Grade Program, Spring Choir Program, Biz Town, 5th Grade Day, Garden Parties, Family Bingo Night, and End of Year Parties.

We also kicked off our Watch D.O.G.S. program this past fall. We had many dads volunteer throughout the school year.

Problem Statements Identifying Parent and Community Engagement Needs


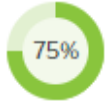




Problem Statement 1: We do not provide a lot of opportunities for parents to be involved in curriculum based activities. **Root Cause:** We typically include parents in events that require volunteers. These events tend to be more social in nature.









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: ELAR teachers will differentiate instruction through the use of graphic organizers. Strategy's Expected Result/Impact: We will meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: 3rd, 4th and 5th grade math students will participate in open ended discussions with justification based on a teacher provided prompt. Strategy's Expected Result/Impact: We will meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: The 5th grade students will answer questions by analyzing charts and data in their daily science assignments to better align the rigor levels of daily activities and assessments. Strategy's Expected Result/Impact: We will meet or exceed the targets on the attached CIP target tables Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Specialists</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: Principal</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: The campus will provide 30 minutes of targeted instruction each day that includes individualized and small group instruction on specific skills. We will use a monitoring notebook to document skills and progress.</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, Instructional Specialists, teachers</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 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: Before/After School Program: After School Tutorials - We will provide a weekly 90 minute structured math and/or reading tutorial for small groups of students in 3rd, 4th and 5th grade. The teachers will collaborate with the Instructional Specialist to plan for each session.</p> <p>Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, 100% of the students participating in after school tutorials will score approaches or above on the Reading and Math STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Extended Instructional Time (Closing the Gaps): Temporary Worker will be hired to work with students to improve their academic performance.</p> <p>Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, 100% of students working with a temporary worker will score at least approaches on the Reading and/or Math STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	N/A		
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Professional Staffing: Core Content Area Interventionist in Math will be hired to work with different small groups of students throughout the day. She will pull students out of the classroom to work with them in her area, and she will also push in to classrooms to work with students.</p> <p>Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, 100% of students working with our Math Interventionist will score at least approaches on the Math STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Professional Development: Mathlink Consulting will provide 4 days of professional development on the Sampson campus. The consultant will work with teachers in grades K-5. This will include developing teachers' math content knowledge, pedagogical practices that are student-centered and of appropriate levels of Bloom's Taxonomy, per our Texas Essential Knowledge and Skills and in alignment with CF-TESS. Teachers will have the opportunity to develop criteria for the TEKS that are integrated into a lesson and discuss the level of instruction in Webb's Depth of Knowledge. A component of our work will be the differentiated small group instruction and the design of exit tickets as formative assessment.</p> <p>Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, all teachers that have participated in the Mathlink Consulting professional development will have 100% of their students' score at least approaches on the Math STAAR.</p> <p>Staff Responsible for Monitoring: Principal</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 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: Safety training will occur at least once a month during faculty meetings and/or grade level meetings, professional development days, etc.</p> <p>Strategy's Expected Result/Impact: Sampson staff will be able to direct and assist all students and staff during any type of emergency situation.</p> <p>Staff Responsible for Monitoring: Campus Administrative Team- Principal, Assistant Principals, Counselors, Instructional Specialists, Librarian, and Campus Secretary</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, 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: Campus Administrative Team- Principal, Assistant Principals, Counselors, Instructional Specialists, Librarian, and Campus Secretary</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: 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. 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 counselors will present information from Trauma Informed Resilient Schools Training during August and February professional development days.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, AP Secretary, PBIS data committee</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. All staff members will effectively teach and reward students according to our PBIS-Sampson Strong.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal Counselors, AP secretary, PBIS data committee</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 5%.







Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Sampson administrative team will recognize staff members with perfect attendance each nine weeks. (breakfast, duty free lunch, catered lunch, etc.)</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, AP Secretary</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 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		
<p>Strategy 1: High-Quality Professional Development: Professional Development Opportunities at Sampson for the current school year will center around Schoology and meeting the needs of the gifted/talented learner.</p> <p>Strategy's Expected Result/Impact: Sampson staff will report at 95% or above on the Employee Perception Survey that professional development at the campus met their needs.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Staff Development liaison</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 5%.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Parents and guardians will be invited to attend and/or volunteer at a variety of school events to increase their knowledge of our curriculum and/or to celebrate student achievements.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Librarian, Instructional Specialists, Campus Secretary, and PTO</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2023-2024 CPOC

Committee Role	Name	Position
Principal	Heather Motzny	Principal
Teacher #1	Lisa Koncir	Teacher #1
Teacher #2	Vanessa Landram	Teacher #2
Teacher #3	Alex Graves	Teacher #3
Teacher #4	Veronica Hopper	Teacher #4
Teacher #5	Lisa Garza	Teacher #5
Teacher #6	Martha Price	5th grade teacher
Teacher #7	Kim Maxian	Teacher #7
Teacher #8	Caroline Bartholomew	Teacher #8
Other School Leader (Nonteaching Professional) #1	Christin Baker	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Jordan Holman	Other School Leader (Nonteaching Professional) #2
Administrator (LEA) #1	Michele Bickham	Administrator (LEA) #1
Parent #1	Casey and Melanie Schulin	Parent #1
Parent #2	Tywin Handson	Parent #2
Community Member #1	Cat Dye	Community Member #1
Community Member #2	Jeanmarie Kroh	Community Member #2
Business Representative #1	Josh Merillat	realtor
Business Representative #2	Business Representative #2	Business Representative #2
Administrator (LEA) #1	Dr. Linda Macias	District Representative
Other School Leader (Nonteaching Professional) #3	Chevelle Davis	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Brigitte Campbell	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.

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2023 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2023 Masters Incremental Growth Target	% Masters Growth Needed
					2023	#	%	%		#	%	%		#	%	%	
					#	#	%	%		#	%	%		#	%	%	
Reading	3	Sampson	ES 1	All	165	150	91%	94%	3%	123	75%	85%	10%	76	46%	59%	13%
Reading	3	Sampson	ES 1	Hispanic	35	27	77%	80%	3%	23	66%	76%	10%	17	49%	60%	11%
Reading	3	Sampson	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Sampson	ES 1	Asian	24	24	100%	100%	0%	22	92%	95%	3%	13	54%	60%	6%
Reading	3	Sampson	ES 1	African Am.	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Sampson	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Sampson	ES 1	White	93	87	94%	97%	3%	70	75%	85%	10%	43	46%	60%	14%
Reading	3	Sampson	ES 1	Two or More	10	9	90%	93%	3%	6	60%	70%	10%	*	*	*	*
Reading	3	Sampson	ES 1	Eco. Dis.	16	13	81%	84%	3%	10	63%	70%	7%	*	*	*	*
Reading	3	Sampson	ES 1	LEP Current	6	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Sampson	ES 1	At-Risk	39	30	77%	80%	3%	16	41%	60%	19%	5	13%	25%	12%
Reading	3	Sampson	ES 1	SPED	19	15	79%	82%	3%	10	53%	70%	17%	6	32%	45%	13%
Reading	4	Sampson	ES 1	All	160	152	95%	97%	2%	127	79%	85%	6%	81	51%	55%	4%
Reading	4	Sampson	ES 1	Hispanic	31	30	97%	99%	2%	20	65%	70%	5%	11	35%	50%	15%
Reading	4	Sampson	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Sampson	ES 1	Asian	25	25	100%	100%	0%	23	92%	98%	6%	17	68%	75%	7%
Reading	4	Sampson	ES 1	African Am.	9	7	78%	81%	3%	5	56%	70%	14%	*	*	*	*
Reading	4	Sampson	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Sampson	ES 1	White	90	85	94%	96%	2%	75	83%	86%	3%	48	53%	60%	7%
Reading	4	Sampson	ES 1	Two or More	5	5	100%	100%	0%	*	*	*	*	*	*	*	*
Reading	4	Sampson	ES 1	Eco. Dis.	20	17	85%	88%	3%	11	55%	65%	10%	7	35%	45%	10%
Reading	4	Sampson	ES 1	LEP Current	15	13	87%	90%	3%	11	73%	77%	4%	6	40%	50%	10%
Reading	4	Sampson	ES 1	At-Risk	41	35	85%	88%	3%	23	56%	65%	9%	13	32%	40%	8%
Reading	4	Sampson	ES 1	SPED	19	15	79%	82%	3%	10	53%	60%	7%	*	*	*	*
Reading	5	Sampson	ES 1	All	137	134	98%	100%	2%	120	88%	91%	3%	91	66%	70%	4%
Reading	5	Sampson	ES 1	Hispanic	30	28	93%	95%	2%	26	87%	90%	3%	15	50%	55%	5%
Reading	5	Sampson	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Sampson	ES 1	Asian	19	19	100%	100%	0%	19	100%	100%	0%	18	95%	97%	2%
Reading	5	Sampson	ES 1	African Am.	4	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Sampson	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Sampson	ES 1	White	76	75	99%	100%	1%	64	84%	88%	4%	49	64%	67%	3%
Reading	5	Sampson	ES 1	Two or More	8	8	100%	100%	0%	7	88%	91%	3%	5	63%	67%	4%
Reading	5	Sampson	ES 1	Eco. Dis.	14	12	86%	89%	3%	9	64%	70%	6%	*	*	*	*
Reading	5	Sampson	ES 1	LEP Current	8	7	88%	91%	3%	6	75%	80%	5%	5	63%	67%	4%
Reading	5	Sampson	ES 1	At-Risk	43	41	95%	97%	2%	32	74%	80%	6%	24	56%	60%	4%
Reading	5	Sampson	ES 1	SPED	16	16	100%	100%	0%	13	81%	84%	3%	7	44%	50%	6%
Math	3	Sampson	ES 1	All	165	148	90%	93%	3%	115	70%	78%	8%	60	36%	45%	9%
Math	3	Sampson	ES 1	Hispanic	35	26	74%	80%	6%	21	60%	67%	7%	8	23%	45%	22%
Math	3	Sampson	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Sampson	ES 1	Asian	24	24	100%	100%	0%	22	92%	95%	3%	13	54%	60%	6%
Math	3	Sampson	ES 1	African Am.	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Sampson	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Sampson	ES 1	White	93	87	94%	97%	3%	64	69%	75%	6%	32	34%	45%	11%
Math	3	Sampson	ES 1	Two or More	10	9	90%	93%	3%	6	60%	70%	10%	6	60%	65%	5%
Math	3	Sampson	ES 1	Eco. Dis.	16	11	69%	80%	11%	10	63%	70%	7%	5	31%	40%	9%
Math	3	Sampson	ES 1	LEP Current	6	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Sampson	ES 1	At-Risk	39	27	69%	80%	11%	13	33%	50%	17%	*	*	*	*
Math	3	Sampson	ES 1	SPED	19	14	74%	80%	6%	11	58%	70%	12%	8	42%	46%	4%

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		2023 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2023 Masters Incremental Growth Target	% Masters Growth Needed
					2023	#	%	%		#	%	%		#	%	%	
					#	#	%	%		#	%	%		#	%	%	
Math	4	Sampson	ES 1	All	160	142	89%	92%	3%	120	75%	80%	5%	63	39%	50%	11%
Math	4	Sampson	ES 1	Hispanic	31	24	77%	80%	3%	17	55%	65%	10%	8	26%	40%	14%
Math	4	Sampson	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Sampson	ES 1	Asian	25	24	96%	99%	3%	22	88%	91%	3%	16	64%	67%	3%
Math	4	Sampson	ES 1	African Am.	9	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Sampson	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Sampson	ES 1	White	90	86	96%	98%	2%	73	81%	85%	4%	35	39%	50%	11%
Math	4	Sampson	ES 1	Two or More	5	5	100%	100%	0%	5	100%	100%	0%	*	*	*	*
Math	4	Sampson	ES 1	Eco. Dis.	20	12	60%	80%	20%	12	60%	70%	10%	*	*	*	*
Math	4	Sampson	ES 1	LEP Current	15	11	73%	80%	7%	8	53%	60%	7%	*	*	*	*
Math	4	Sampson	ES 1	At-Risk	41	28	68%	80%	12%	21	51%	60%	9%	10	24%	35%	11%
Math	4	Sampson	ES 1	SPED	19	14	74%	80%	6%	11	58%	65%	7%	*	*	*	*
Math	5	Sampson	ES 1	All	137	137	100%	100%	0%	117	85%	88%	3%	61	45%	55%	10%
Math	5	Sampson	ES 1	Hispanic	30	30	100%	100%	0%	25	83%	86%	3%	8	27%	40%	13%
Math	5	Sampson	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Sampson	ES 1	Asian	19	19	100%	100%	0%	18	95%	97%	2%	15	79%	82%	3%
Math	5	Sampson	ES 1	African Am.	4	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Sampson	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Sampson	ES 1	White	76	76	100%	100%	0%	63	83%	86%	3%	34	45%	50%	5%
Math	5	Sampson	ES 1	Two or More	8	8	100%	100%	0%	8	100%	100%	0%	*	*	*	*
Math	5	Sampson	ES 1	Eco. Dis.	14	14	100%	100%	0%	7	50%	60%	10%	*	*	*	*
Math	5	Sampson	ES 1	LEP Current	8	8	100%	100%	0%	5	63%	70%	7%	*	*	*	*
Math	5	Sampson	ES 1	At-Risk	43	43	100%	100%	0%	31	72%	77%	5%	13	30%	45%	15%
Math	5	Sampson	ES 1	SPED	16	16	100%	100%	0%	13	81%	85%	4%	*	*	*	*
Science	5	Sampson	ES 1	All	136	128	94%	96%	2%	97	71%	80%	9%	55	40%	51%	11%
Science	5	Sampson	ES 1	Hispanic	29	25	86%	88%	2%	17	59%	75%	16%	8	28%	45%	17%
Science	5	Sampson	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Sampson	ES 1	Asian	19	19	100%	100%	0%	16	84%	90%	6%	12	63%	67%	4%
Science	5	Sampson	ES 1	African Am.	4	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Sampson	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Sampson	ES 1	White	76	72	95%	98%	3%	57	75%	80%	5%	31	41%	50%	9%
Science	5	Sampson	ES 1	Two or More	8	8	100%	100%	0%	5	63%	70%	7%	*	*	*	*
Science	5	Sampson	ES 1	Eco. Dis.	14	9	64%	80%	16%	*	*	*	*	*	*	*	*
Science	5	Sampson	ES 1	LEP Current	7	5	71%	80%	9%	5	71%	75%	4%	*	*	*	*
Science	5	Sampson	ES 1	At-Risk	42	35	83%	86%	3%	22	52%	70%	18%	15	36%	45%	9%
Science	5	Sampson	ES 1	SPED	16	14	88%	92%	4%	10	63%	70%	7%	*	*	*	*