

# Cypress-Fairbanks Independent School District

## Swenke 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

# Student Achievement

## Student Achievement Strengths

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

### Reading:

3rd Grade- 94% approaches, 81% Meets, 41% Mastery

4th Grade- 91% approaches, 72% Meets, 39% Mastery

5th Grade- 96% approaches, 85% Meets, 55% Mastery

### Math:

3rd Grade- 96% approaches, 70% Meets, 36% Mastery

4th Grade- 89% approaches, 68% Meets, 27% Mastery

5th Grade- 94% approaches, 73% Meets, 41% Mastery

### Science

5th Grade- 96% approaches, 72% Meets, 39% Masters

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** RLA: Our At-Risk, Special Education, and Economically Disadvantage Student in 3, 4 and 5 th grade fall below their peers on the "meets" and "masters" standards. **Root Cause:** RLA: We are not using student data to systematically determine gaps to then explicitly teach the content at a more rigorous level.

**Problem Statement 2:** Math: Our African American, Economically Disadvantaged, At-Risk, and Special education population in 3, 4, and 5th grade fall below their peers on the "meets" and "masters" standards. **Root Cause:** Math: We are not using student data to systematically determine gaps to then explicitly teach the content at a more rigorous level.

**Problem Statement 3:** Science: Our Economically Disadvantaged, At-Risk and Special Education students in 5th grade fall below their peers on the "meets" and "masters" level standards. **Root Cause:** Science: We have not provided frequent enough rigorous opportunities to our 5th grades.

**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. The impact of missed instruction is still evident.

# School Culture and Climate

## School Culture and Climate Strengths

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

We began the 2022-2023 school under construction. New segmentation was completed, doors were added over the year, our cafeteria addition was complete in January, and our new carpet, paint and furniture gave us a fresh look. The project has continued into this school year.

During the 22-23 school year, we started our campaign to raise funds for our inclusive playground. Funds were raised and the playground was built over the summer.

During the school year, we celebrate academics by presenting spirit sticks to students who made the A/B or A honor roll. Additionally, student birthdays are recognized during morning announcements and the principal delivers birthday cards to classrooms each day.

We have multiple opportunities for parents to volunteer or attend school functions during/after school hours: Curriculum Nights, Kindergarten Round-up, Veteran's Day celebration, Choir Concerts, 2nd Grade musical, Pumpkins with Parent, Pumpkin Palooza, 4th Grade Science Fair, Field Days, Mother's Day Tea, Gingerbread house building, Writer's Celebration, Career Fair, Multi-Cultural Day, Economic Fair, Donuts with family, and EOY celebrations. In addition to our face to face functions, we live stream all parent events.

Our campus completed all drills within the given time lines and completed staff safety training.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Student attendance is just over 95%. Frequent absences due to trips impacts learning and growth. **Root Cause:** The school needs to communicate more frequently 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.

Results of the 22-23 Employee Perception Survey indicate that our staff feels that their voice matters, that they are valued, and they feel safe while at school. On the 15 questions, staff responses fell into the following percentiles: 67% of questions scored in the 98-100% in the Strongly Agree/Agree range (10/15), 20% scored between 96-97% in the Strongly Agree/Agree range (3/15), and 13% scored in the 90-93% in the Strongly Agree/Agree range (2/15). Additionally, none of the 15 questions were answered with a strongly disagree.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Teacher/Paraprofessional Attendance: Teacher and Paraprofessionals attendance is lower than our student attendance rate. **Root Cause:** Teacher/Paraprofessional Attendance: Communication about the impact of missed instructional days due to planned vacations needs to be communicated regular with individual teachers.

# Parent and Community Engagement

## Parent and Community Engagement Strengths

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

Swenke has a very active PTO which plans many activities over the course of the year. Parents are provided numerous volunteer opportunities that range from a one time event to a weekly volunteer opportunity. Some of our volunteer activities are: Parent Readers, SRC animal demonstration presentors, Fun Run volunteers, library helpers, workroom helpers, W.a.t.c.h Dog Dads, Nature Trails Volunteers, and Iron Boy/Fit Girl assistance.

## Problem Statements Identifying Parent and Community Engagement Needs





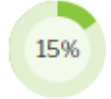
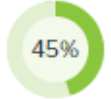
**Problem Statement 1:** The same parents volunteer to assist on a regular basis. **Root Cause:** Parents prefer to come to events where they can watch their child.

# 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> Increase decoding and language comprehension skills by flexibly regrouping students in all grades measured by a variety of progress monitoring assessment.</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, Instructional Specialist</p>	<b>Formative</b>		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Math:</b> Increase math proficiency and rigor through integration of ST math in all grades measured through pre and post assessments.</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, Instructional Specialists</p>	<b>Formative</b>		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Science:</b> To increase the level of rigor, science teachers will plan one lesson per week that requires deeper thinking and problem solving.</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, Instructional Specialist</p>	<b>Formative</b>		
	Nov	Feb	May
			
















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> Principal, Nurse, and PE teachers</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: The campus will provide 25 minutes of targeted instruction each day that includes: Flexible regrouping and targeted skill groups will be based on formative/summative data .</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. Increase performance of AA and ED students to within 10% of the highest performing sub-population</p> <p><b>Staff Responsible for Monitoring:</b> IS's</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 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> Before/After School Program: Students will be invited to attend before/after school tutoring based on skills.</p> <p><b>Strategy's Expected Result/Impact:</b> 95% of Students receiving interventions will meet their growth target on the EOY Map assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Extended Instructional Time (Closing the Gaps): Temporary Worker will be hired to work with students to improve their academic performance.</p> <p><b>Strategy's Expected Result/Impact:</b> 95% of students in grades 3, 4 and 5 receiving extended instructional time with a certified temporary worker will meet EOY district standards.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Professional Staffing: Core Content Area Interventionist in Math will be hired to provide small group math instruction for students required to meet HB4545 minutes. Additionally, she will pull small groups during closing the gap time, and provide push-in support in math classes (3,4,and 5th).</p> <p><b>Strategy's Expected Result/Impact:</b> 95% of 4th and 5th grade students who work with the Math Interventionist will earn, at a minimum, one point on the STAAR progress monitoring. 95% of students in 3rd grade will score within the approaches range or higher on STAAR math.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Professional Development: All staff will participated in Professional Development with Dr. Eric Cupp. The Professional development will focus on meeting the social/emotional needs of staff and students.</p> <p><b>Strategy's Expected Result/Impact:</b> 95% Economically Disadvantaged and African American students in 3rd, 4th and 5th grade will be within 10 points of the all group in meets and masters across STAAR test. 95% of ED and AA students in k-2 will meet their targeted growth on the EOY MAPs assessment in reading and math.</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 1: Student Safety:** By the end of the current school year, 100% of the district's safety policies will be implemented.

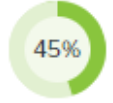







**Evaluation Data Sources:** Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Campus Safety:</b> Staff will participate in Safety training before the start of school and throughout the school year. Exterior Doors will be checked daily and recorded weekly in district binder.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will understand all safety measures and follow all procedures. All exterior doors will remain locked and secure at all times.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Conduct Emergency Safety Drills:</b> Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p><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 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>
			
 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:</b> 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. All staff will receive Restorative Discipline training, hold daily class meetings, share Bringing Out the Best District trainings, and receive training from our PBIS committee.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0%</p> <p><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> 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. Daily class meetings to address SEL will be held in all classes and grade levels. Teachers will receive Bringing Out the Best lessons from the district and implement these according to the district schedule.</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> Assistant Principals and Counselors</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:** Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 2%.







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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: Increasing positive morale by providing teachers with additional supports, increasing the number of opportunities that duty coverage is provided, asking for ongoing feedback, and limiting meeting times and days.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 2%.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team</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 2:** Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of new teachers enrolled in the Reading Academy will have successfully completed the course work. Additionally, ELAR teachers will receive ongoing training in the HMH curriculum adopted by the district. Math and science teacher's will continue to receive training in critical writing and adding rigor to lessons.

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

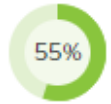





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Through observation and staff surveys, staff development will be created to meet the needs of our staff.</p> <p><b>Strategy's Expected Result/Impact:</b> By meeting teacher needs, student needs will be better addressed in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> IS's, AP's and Principal</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><b>Strategy 1:</b> Parent and Family Engagement: Parent events will include face to face and virtual options.  <b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 5%.  <b>Staff Responsible for Monitoring:</b> AP's and Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# 2023-2024 CPOC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Principal	Liz Miller	Principal
Teacher #1	Jennifer Perry	Special Education
Teacher #2	Alicia Ohlenburg	Kindergarten
Teacher #3	Kaylene Foster	1st Grade
Teacher #4	Tonya Aldridge	2nd Grade
Teacher #5	Robyn Despain	3rd Grade
Teacher #6	Tiffany Parrish	4th Grade
Teacher #7	Sonya Siragusa	5th Grade
Teacher #8	Kali Sosa	Teacher
Other School Leader (Nonteaching Professional) #1	Catherine Ford	Math/Science IS
Other School Leader (Nonteaching Professional) #2	Kaci Dengler	ELAR IS
Administrator (LEA) #1	Christina Getschmann	Administrator (LEA) #1
Parent #1	Shelley Cooper	Parent #1
Parent #2	Edward Hall	Parent #2
Community Member #1	Pat Livingston	Community Member #1
Community Member #2	Mike Livingston	Community Member #2
Business Representative #1	Brenda Larson	Business Representative #1
Business Representative #2	Doug Larson	Business Representative #2
Administrator	Sarah Millerhouse	Assistant Principal
Administrator	Brandy Breaux	Assistant Principal
Other School Leader (Nonteaching Professional) #1	Stephanie Gable	Counselor
Other School Leader (Nonteaching Professional) #2	Lauren Fitzgerald	Counselor

# 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	Swenke	ES 1	All	155	146	94%	96%	2%	125	81%	85%	4%	64	41%	55%	14%	
Reading	3	Swenke	ES 1	Hispanic	29	28	97%	98%	1%	22	76%	80%	4%	9	31%	45%	14%	
Reading	3	Swenke	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*	
Reading	3	Swenke	ES 1	Asian	17	17	100%	100%	0%	17	100%	100%	0%	10	59%	64%	5%	
Reading	3	Swenke	ES 1	African Am.	7	6	86%	90%	4%	5	71%	75%	4%	*	*	*	*	
Reading	3	Swenke	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*	
Reading	3	Swenke	ES 1	White	96	89	93%	97%	4%	76	79%	85%	6%	40	42%	45%	3%	
Reading	3	Swenke	ES 1	Two or More	6	6	100%	100%	0%	5	83%	85%	2%	*	*	*	*	
Reading	3	Swenke	ES 1	Eco. Dis.	13	13	100%	100%	0%	9	69%	75%	6%	*	*	*	*	
Reading	3	Swenke	ES 1	LEP Current	6	5	83%	87%	4%	*	*	*	*	*	*	*	*	
Reading	3	Swenke	ES 1	At-Risk	30	25	83%	87%	4%	14	47%	60%	13%	*	*	*	*	
Reading	3	Swenke	ES 1	SPED	19	14	74%	80%	6%	11	58%	65%	7%	*	*	*	*	
Reading	4	Swenke	ES 1	All	173	158	91%	97%	6%	125	72%	75%	3%	67	39%	45%	6%	
Reading	4	Swenke	ES 1	Hispanic	33	29	88%	94%	6%	21	64%	68%	4%	10	30%	35%	5%	
Reading	4	Swenke	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*	
Reading	4	Swenke	ES 1	Asian	8	8	100%	100%	0%	6	75%	80%	5%	*	*	*	*	
Reading	4	Swenke	ES 1	African Am.	11	9	82%	87%	5%	7	64%	68%	4%	*	*	*	*	
Reading	4	Swenke	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*	
Reading	4	Swenke	ES 1	White	108	99	92%	95%	3%	78	72%	75%	3%	44	41%	45%	4%	
Reading	4	Swenke	ES 1	Two or More	13	13	100%	100%	0%	13	100%	100%	0%	8	62%	65%	3%	
Reading	4	Swenke	ES 1	Eco. Dis.	10	10	100%	100%	0%	7	70%	85%	15%	*	*	*	*	
Reading	4	Swenke	ES 1	LEP Current	2	*	*	*	*	*	*	*	*	*	*	*	*	
Reading	4	Swenke	ES 1	At-Risk	32	19	59%	83%	24%	9	28%	35%	7%	*	*	*	*	
Reading	4	Swenke	ES 1	SPED	23	13	57%	75%	18%	6	26%	35%	9%	*	*	*	*	
Reading	5	Swenke	ES 1	All	163	156	96%	97%	1%	139	85%	90%	5%	89	55%	60%	5%	
Reading	5	Swenke	ES 1	Hispanic	37	35	95%	97%	2%	30	81%	88%	7%	15	41%	45%	4%	
Reading	5	Swenke	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*	
Reading	5	Swenke	ES 1	Asian	14	14	100%	100%	0%	12	86%	90%	4%	8	57%	60%	3%	
Reading	5	Swenke	ES 1	African Am.	14	13	93%	97%	4%	11	79%	85%	6%	9	64%	67%	3%	
Reading	5	Swenke	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*	
Reading	5	Swenke	ES 1	White	88	84	95%	97%	2%	76	86%	90%	4%	53	60%	63%	3%	
Reading	5	Swenke	ES 1	Two or More	10	10	100%	100%	0%	10	100%	100%	0%	*	*	*	*	
Reading	5	Swenke	ES 1	Eco. Dis.	23	20	87%	90%	3%	16	70%	80%	10%	*	*	*	*	
Reading	5	Swenke	ES 1	LEP Current	3	*	*	*	*	*	*	*	*	*	*	*	*	
Reading	5	Swenke	ES 1	At-Risk	41	35	85%	90%	5%	22	54%	60%	6%	12	29%	34%	5%	
Reading	5	Swenke	ES 1	SPED	22	17	77%	80%	3%	13	59%	65%	6%	7	32%	35%	3%	
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Math	3	Swenke	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*	
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					2023	#	#	%			%	#			%	%		
					#	#	%	%	#	%	%	#	%					
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Math	3	Swenke	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*	
Math	3	Swenke	ES 1	White	96	93	97%	99%	2%	66	69%	75%	6%	31	32%	36%	4%	
Math	3	Swenke	ES 1	Two or More	6	6	100%	100%	0%	*	*	*	*	*	*	*	*	
Math	3	Swenke	ES 1	Eco. Dis.	13	12	92%	95%	3%	8	62%	67%	5%	5	38%	43%	5%	
Math	3	Swenke	ES 1	LEP Current	6	5	83%	90%	7%	*	*	*	*	*	*	*	*	
Math	3	Swenke	ES 1	At-Risk	30	29	97%	98%	1%	15	50%	55%	5%	8	27%	34%	7%	
Math	3	Swenke	ES 1	SPED	19	18	95%	98%	3%	12	63%	67%	4%	*	*	*	*	
Math	4	Swenke	ES 1	All	173	154	89%	95%	6%	118	68%	75%	7%	46	27%	45%	18%	
Math	4	Swenke	ES 1	Hispanic	33	29	88%	93%	5%	24	73%	75%	2%	7	21%	35%	14%	
Math	4	Swenke	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*	
Math	4	Swenke	ES 1	Asian	8	7	88%	93%	5%	5	63%	67%	4%	*	*	*	*	
Math	4	Swenke	ES 1	African Am.	11	5	45%	80%	35%	*	*	*	*	*	*	*	*	
Math	4	Swenke	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*	
Math	4	Swenke	ES 1	White	108	100	93%	96%	3%	73	68%	73%	5%	25	23%	35%	12%	
Math	4	Swenke	ES 1	Two or More	13	13	100%	100%	0%	12	92%	94%	2%	8	62%	65%	3%	
Math	4	Swenke	ES 1	Eco. Dis.	10	7	70%	80%	10%	6	60%	65%	5%	*	*	*	*	
Math	4	Swenke	ES 1	LEP Current	2	*	*	*	*	*	*	*	*	*	*	*	*	
Math	4	Swenke	ES 1	At-Risk	32	20	63%	70%	7%	7	22%	27%	5%	*	*	*	*	
Math	4	Swenke	ES 1	SPED	23	13	57%	65%	8%	6	26%	30%	4%	*	*	*	*	
Math	5	Swenke	ES 1	All	164	154	94%	96%	2%	119	73%	75%	2%	67	41%	47%	6%	
Math	5	Swenke	ES 1	Hispanic	38	35	92%	95%	3%	23	61%	65%	4%	10	26%	30%	4%	
Math	5	Swenke	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*	
Math	5	Swenke	ES 1	Asian	14	13	93%	95%	2%	10	71%	75%	4%	7	50%	55%	5%	
Math	5	Swenke	ES 1	African Am.	14	14	100%	100%	0%	7	50%	55%	5%	*	*	*	*	
Math	5	Swenke	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*	
Math	5	Swenke	ES 1	White	88	82	93%	95%	2%	72	82%	85%	3%	42	48%	53%	5%	
Math	5	Swenke	ES 1	Two or More	10	10	100%	100%	0%	7	70%	75%	5%	5	50%	53%	3%	
Math	5	Swenke	ES 1	Eco. Dis.	23	21	91%	95%	4%	8	35%	40%	5%	*	*	*	*	
Math	5	Swenke	ES 1	LEP Current	3	*	*	*	*	*	*	*	*	*	*	*	*	
Math	5	Swenke	ES 1	At-Risk	42	32	76%	80%	4%	15	36%	40%	4%	7	17%	25%	8%	
Math	5	Swenke	ES 1	SPED	22	17	77%	80%	3%	9	41%	46%	5%	6	27%	34%	7%	
Science	5	Swenke	ES 1	All	163	156	96%	98%	2%	118	72%	75%	3%	64	39%	50%	11%	
Science	5	Swenke	ES 1	Hispanic	37	35	95%	97%	2%	23	62%	65%	3%	11	30%	40%	10%	
Science	5	Swenke	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*	
Science	5	Swenke	ES 1	Asian	14	13	93%	95%	2%	10	71%	75%	4%	*	*	*	*	
Science	5	Swenke	ES 1	African Am.	14	14	100%	100%	0%	9	64%	67%	3%	*	*	*	*	
Science	5	Swenke	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*	
Science	5	Swenke	ES 1	White	88	84	95%	97%	2%	67	76%	80%	4%	45	51%	55%	4%	
Science	5	Swenke	ES 1	Two or More	10	10	100%	100%	0%	9	90%	90%	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 Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					2023	#	%	%	#		%	%	#		%	%		
					#	#	%	%	#		%	%	#		%	%		
Science	5	Swenke	ES 1	Eco. Dis.	23	21	91%	95%	4%	10	43%	47%	4%	*	*	*	*	
Science	5	Swenke	ES 1	LEP Current	3	*	*	*	*	*	*	*	*	*	*	*	*	
Science	5	Swenke	ES 1	At-Risk	41	34	83%	88%	5%	14	34%	37%	3%	6	15%	25%	10%	
Science	5	Swenke	ES 1	SPED	22	18	82%	88%	6%	11	50%	55%	5%	5	23%	30%	7%	