

Cypress-Fairbanks Independent School District

Walker Elementary School

2023-2024

Mission Statement

The community of Walker Elementary is dedicated to creating an atmosphere in which students, parents, and teachers work collaboratively to build the foundation that supports each child in achieving his/her full potential. This environment promotes learning opportunities that enable our students to become effective communicators, competent problem solvers, self-directed learners, responsible citizens, and quality producers.

Vision

Doing What's Best For Kids

Positive * Safe * Engaging

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Walker Elementary is a campus in Katy, Texas. Walker Elementary opened its doors in 2000. Walker Elementary is projected to serve 753 students in grades PK-5th grade during the 2023-2024 school year, which is a decrease from the previous year of 1081.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

- *STAAR data (focused on all subgroups and subject areas)
- *TELPAS scores
- *Benchmarks and Assessments

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on (May 17, 2023) and again on September 12, 2023 to develop and finalize the CNA. The meetings were held in the library at Walker Elementary.

At the first meeting on MAY 17, 2023), principal Kim Dameron conducted the 2023-2024 Needs Assessment. We looked at assessment/benchmark data for the year to specifically look at funded interventions that were provided. Discussion of the 2023-2024 Title I Budget and how funds could be best used for the upcoming year. (.5 primary RE, .5 RE, .5 RE, 2nd grade CSR, Technology IS)

At the second meeting on September 13, 2023, the CPOC discussed Title I staff members/funding and reviewed our CIP goals.

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 needing to provide consistent and quality instruction through strategy groups for all students. Through the root cause analysis process, we identified the staff will need to plan and implement specific strategies that model strong reading behaviors to help with the fluency and comprehension for our students.

Our second identified priority problem is in the area of student achievement, specifically with a deficit in number sense, applications, and vocabulary. Through the root cause analysis process, we identified that the foundation is lacking, and staff will need to plan for multiple opportunities through strengthening comprehension while choosing operations within word problems, use of manipulatives and strong number talks to strengthen their mathematical knowledge.

Our third identified priority problem is in the area of Teacher/Paraprofessional Attendance, specifically Students do not receive quality instruction when staff is not present. Through the root cause analysis process, we identified not closely monitoring absences or noticing a pattern and making sure to have systems in place to celebrate when staff is present.

Student Achievement

Student Achievement Strengths

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

Reading:

- At the approaches level, our 3rd grade students met the CIP target for all students and scored above the district and cluster averages
- 3rd, 4th and 5th grade students exceeded the CIP target for African American students
- 4th grade students exceeded the CIP target for white and SPED students
- 3rd and 5th grade students exceeded the CIP target for LEP/EB students

Math:

- At the approaches level, our 3rd grade students met the CIP target for all students, Hispanic, African American, Economically Disadvantaged, LEP/EB, At-Risk and SPED students and cluster averages
- At the approached level, our 4th grade students exceeded the CIP target for African American and LEP/EB students
- At the approached level, our 5th grade students exceeded the CIP target for SPED students.

Science:

- At the approaches level, our 3rd grade students met the CIP target for White, LEP/EB, and SPED students and scored above the cluster averages

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: To fill in the gaps, we need to provide consistent and quality instruction through strategy groups for all students. **Root Cause:** RLA: Staff will need to plan and implement specific strategies that model strong reading behaviors to help with the fluency and comprehension for our students.

Problem Statement 2: Math: Students may show a deficit in number sense, applications, and vocabulary. **Root Cause:** Math: Mathematics foundation is lacking, and staff will need to plan for multiple opportunities through strengthening comprehension while choosing operations within word problems, use of manipulatives and strong number talks to strengthen their mathematical knowledge.

Problem Statement 3: Science: Students may display an absence of science vocabulary and hands on experiences as required in the science TEKS. **Root Cause:** Science: Science foundation is lacking and staff will need to plan for multiple opportunities through strong vocabulary instruction, modeling, and the implementation of hands on experiences to strengthen their foundation.

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.

Problem Statement 5: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

School Culture and Climate

School Culture and Climate Strengths

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

Walker Elementary has a strong vertical team of teachers that strives to continue providing the best instructional practices for our students. The vertical team meets regularly and communicates where we are as a campus and how we can better align ourselves as a community.

We have developed a strong culture of restorative practices and regular community circles that focus on repairing or strengthening relationships for.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Parent and Community Engagement: We need to find ways to promote more parents to volunteer for school wide activities and within the classrooms. **Root Cause:** Parent and Community Engagement: Without a PTO, there is not a specific group following through with promoting more volunteers.

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.

Our staff here at Walker realizes the importance of being here for our students. We are working together as teams to ensure that good classroom instruction occurs daily. We are always looking at vertical alignment and filling in the gaps.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Students do not receive quality instruction when staff is not present. **Root Cause:** Teacher/Paraprofessional Attendance: Not closely monitoring absences or noticing patterns.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

When Walker has evening events, the parents set aside time to attend. We have parents wanting to be involved with the many activities that we had planned. We will continue to look for activities that appeal to our community.

Problem Statements Identifying Parent and Community Engagement Needs







Problem Statement 1: We need to find ways to promote more parents to volunteer for school wide activities and within the classrooms. **Root Cause:** Without a PTO, there is not a specific group following through with promoting more volunteers.











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, African American, white, economically disadvantaged and special ed 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: Instructional Specialists and Vertical Team will help align and provide training in effective strategy groups and phonics instruction to ensure direct instruction is properly planned for students in grades PK-5. Classroom data will be used to design specific plans to intensify lessons for specific groups of students.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Teachers, Assistant Principals and Principal.</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Instructional Specialists and Vertical Team will help align and plan lessons that allow for real world connections, higher level learning opportunities, enhanced vocabulary, calculation practice, comprehension, and focused number sense lessons by incorporating daily content conversations. Focus also on helping students use purposeful strategies when choosing appropriate operations.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Teachers will use data to determine deficiencies and implement reteaching opportunities.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Teachers, Assistant Principals and Principal.</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Instructional Specialists and Vertical Team will ensure alignment for learning vocabulary in the science classrooms.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. All grade levels PK-5 will produce lessons that allow for solid learning of vocabulary through movement and providing experiences to help with recall of meaning.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Teachers, Assistant Principals and Principal.</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: Students will be provided with at least 25 minutes of targeted instruction each day that includes: Teachers will use this time to review or reteach concepts that require more depth or several repeated opportunities to grasp.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Teachers, Assistant Principals and Principal.</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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>1. Salaries - Reading Interventionists will provide extra support in reading classrooms with a focus on phonics and comprehension for students that are in need. 2nd and 5th grade Class Size Reduction will be able to provide students a smaller and more intensive learning environment that specifically targets academic needs. Technology Instructional Coach will be able to provide students and staff assistance with engaging lessons that allow for hands on learning while implementing technology.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Teachers, Assistant Principals and 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 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 STAAR tutoring</p> <p>Strategy's Expected Result/Impact: By the end of the 2023-2024, students will show growth and increase scores by 10% each time the beginning, middle and end assessments are taken. Imagine Learning - students will utilize Imagine Learning as an additional intervention at school and at home to assist in meeting or exceeding instructional targets.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Teachers, Assistant Principals and Principal.</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Professional Staffing: Core Content Area Interventionist in Math will be hired to work with students to improve their academic performance.</p> <p>Strategy's Expected Result/Impact: 100% of students participating in small group with the interventionist will experience growth in their assessments, and STAAR testing by the 2023-2024 school year.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Professional Development: Shonda Guthrie - Phonics instruction will be provided by consultant Shonda Guthrie. The focus will be implementation and planning of phonics instruction by grade level.</p> <p>Strategy's Expected Result/Impact: By the end of the 2023-24 school year, students will experience growth in phonemic awareness measured by beginning, middle and end of year assessments.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 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>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
			
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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: Continue the district's "Project Safety" curriculum focusing on bullying and drug prevention.</p> <p>Strategy's Expected Result/Impact: Students will form positive relationships with one another and utilize appropriate communication skills to address problems or disagreements.</p> <p>Staff Responsible for Monitoring: Behavior Interventionist, Counselors, Assistant Principals and Principal.</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: 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		
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. More natural consequences and limit time away from initial classroom instruction.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal</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. Community Circles will be done every Monday in homeroom classes. Topics will be based on need and discipline data.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Counselors, Behavior Interventionist, Assistant Principals and Principal.</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 15%.







Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Maintain consistent emphasis on initial instruction by classroom teachers and celebrating perfect attendance.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 15%.</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 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.

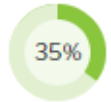





Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: District Professional Development and specific campus based ongoing staff development through Vertical Team Meetings.</p> <p>Strategy's Expected Result/Impact: Vertically aligned campus in all subject areas. Providing teachers with opportunities to successfully navigate digital learning and future ready skills.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals 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 35%.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Provide opportunities to promote involvement that will in turn support education and safety. Will encourage families to participate in support of campus initiatives.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 35%.</p> <p>Staff Responsible for Monitoring: Counselors, Behavior Interventionist, Assistant Principal and 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>			

2023-2024 CPOC

Committee Role	Name	Position
Principal	Kimberly Dameron	Principal
Teacher #1	Teri Goins	ECSE Teacher
Teacher #2	Rachel Hoffpauer	Kindergarten Teacher
Teacher #3	Laura Tarpley	1st grade Teacher
Teacher #4	Tammie Frank	2nd grade Teacher
Teacher #5	Vanessa Pesina	3rd grade Teacher
Teacher #6	Emi Davenport	4th grade Teacher
Teacher #7	James Motejzik	5th grade Teacher
Teacher #8	Regina Mabry	Music Teacher
Classroom Teacher	Robin Clingerman	Resource Teacher
Other School Leader (Nonteaching Professional) #2	Vanessa Koch	Other School Leader (Nonteaching Professional) #2
Administrator (LEA) #1	Nanette Carroll	Administrator (LEA) #1
Administrator (LEA) #2	Toy Blair	Administrator (LEA) #2
Parent #1	Cassandra Johnson	Parent #1
Parent #2	Parent #2	Parent #2
Community Member #1	Sam Fowler	Community Member #1
Community Member #2	Community Member #2	Community Member #2
Business Representative #1	Tim Hill	Business Representative #1
Business Representative #2	Business Representative #2	Business Representative #2
Paraprofessional #1	Donna Gabiana	Paraprofessional #1
Paraprofessional #2	Paraprofessional #2	Paraprofessional #2
Other School Leader (Nonteaching Professional) #3	Jessica Zlatich	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Cindy Hancock	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Stephanie Cook	Other School Leader (Nonteaching Professional)

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	Walker	ES 6	All	150	120	80%	81%	1%	71	47%	50%	3%	15	10%	15%	5%
Reading	3	Walker	ES 6	Hispanic	80	65	81%	82%	1%	39	49%	51%	2%	7	9%	12%	3%
Reading	3	Walker	ES 6	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Walker	ES 6	Asian	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Walker	ES 6	African Am.	52	41	79%	80%	1%	25	48%	50%	2%	5	10%	12%	2%
Reading	3	Walker	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Walker	ES 6	White	10	8	80%	81%	1%	*	*	*	*	*	*	*	*
Reading	3	Walker	ES 6	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Walker	ES 6	Eco. Dis.	113	88	78%	80%	2%	47	42%	46%	4%	12	11%	14%	3%
Reading	3	Walker	ES 6	LEP Current	42	31	74%	75%	1%	17	40%	45%	5%	*	*	*	*
Reading	3	Walker	ES 6	At-Risk	78	56	72%	74%	2%	32	41%	45%	4%	5	6%	10%	4%
Reading	3	Walker	ES 6	SPED	24	11	46%	50%	4%	5	21%	25%	4%	*	*	*	*
Reading	4	Walker	ES 6	All	155	120	77%	78%	1%	60	39%	42%	3%	11	7%	10%	3%
Reading	4	Walker	ES 6	Hispanic	80	65	81%	82%	1%	44	55%	57%	2%	*	*	*	*
Reading	4	Walker	ES 6	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Walker	ES 6	Asian	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Walker	ES 6	African Am.	52	36	69%	70%	1%	8	15%	18%	3%	*	*	*	*
Reading	4	Walker	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Walker	ES 6	White	15	14	93%	94%	1%	6	40%	42%	2%	*	*	*	*
Reading	4	Walker	ES 6	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Walker	ES 6	Eco. Dis.	121	89	74%	75%	1%	46	38%	40%	2%	6	5%	7%	2%
Reading	4	Walker	ES 6	LEP Current	33	20	61%	64%	3%	8	24%	26%	2%	*	*	*	*
Reading	4	Walker	ES 6	At-Risk	102	76	75%	76%	1%	33	32%	34%	2%	*	*	*	*
Reading	4	Walker	ES 6	SPED	16	10	63%	65%	2%	*	*	*	*	*	*	*	*
Reading	5	Walker	ES 6	All	153	126	82%	84%	2%	92	60%	62%	2%	34	22%	25%	3%
Reading	5	Walker	ES 6	Hispanic	75	67	89%	90%	1%	50	67%	70%	3%	21	28%	30%	2%
Reading	5	Walker	ES 6	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Walker	ES 6	Asian	8	7	88%	90%	2%	5	63%	65%	2%	*	*	*	*
Reading	5	Walker	ES 6	African Am.	51	35	69%	70%	1%	22	43%	45%	2%	7	14%	16%	2%
Reading	5	Walker	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Walker	ES 6	White	14	12	86%	88%	2%	12	86%	88%	2%	*	*	*	*
Reading	5	Walker	ES 6	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Walker	ES 6	Eco. Dis.	116	91	78%	80%	2%	66	57%	60%	3%	19	16%	18%	2%
Reading	5	Walker	ES 6	LEP Current	32	28	88%	90%	2%	15	47%	50%	3%	*	*	*	*
Reading	5	Walker	ES 6	At-Risk	110	85	77%	78%	1%	58	53%	55%	2%	19	17%	19%	2%
Reading	5	Walker	ES 6	SPED	22	6	27%	30%	3%	*	*	*	*	*	*	*	*
Math	3	Walker	ES 6	All	151	109	72%	73%	1%	56	37%	40%	3%	12	8%	10%	2%
Math	3	Walker	ES 6	Hispanic	82	60	73%	75%	2%	31	38%	40%	2%	5	6%	8%	2%
Math	3	Walker	ES 6	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Walker	ES 6	Asian	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Walker	ES 6	African Am.	51	35	69%	70%	1%	17	33%	35%	2%	6	12%	14%	2%
Math	3	Walker	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Walker	ES 6	White	10	8	80%	82%	2%	*	*	*	*	*	*	*	*
Math	3	Walker	ES 6	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Walker	ES 6	Eco. Dis.	114	75	66%	68%	2%	35	31%	33%	2%	5	4%	6%	2%
Math	3	Walker	ES 6	LEP Current	43	30	70%	71%	1%	13	30%	33%	3%	*	*	*	*
Math	3	Walker	ES 6	At-Risk	79	53	67%	70%	3%	24	30%	33%	3%	5	6%	8%	2%
Math	3	Walker	ES 6	SPED	24	11	46%	50%	4%	*	*	*	*	*	*	*	*
Math	4	Walker	ES 6	All	154	106	69%	70%	1%	57	37%	39%	2%	21	14%	16%	2%

