Cypress-Fairbanks Independent School District

Cy-Fair High School

2023-2024

Accountability Rating: B

Mission Statement

To create and to promote a safe, caring, loving environment
where every student is known, valued and respected.

It is our charge to reach every Bobcat and to challenge all students to their next level.
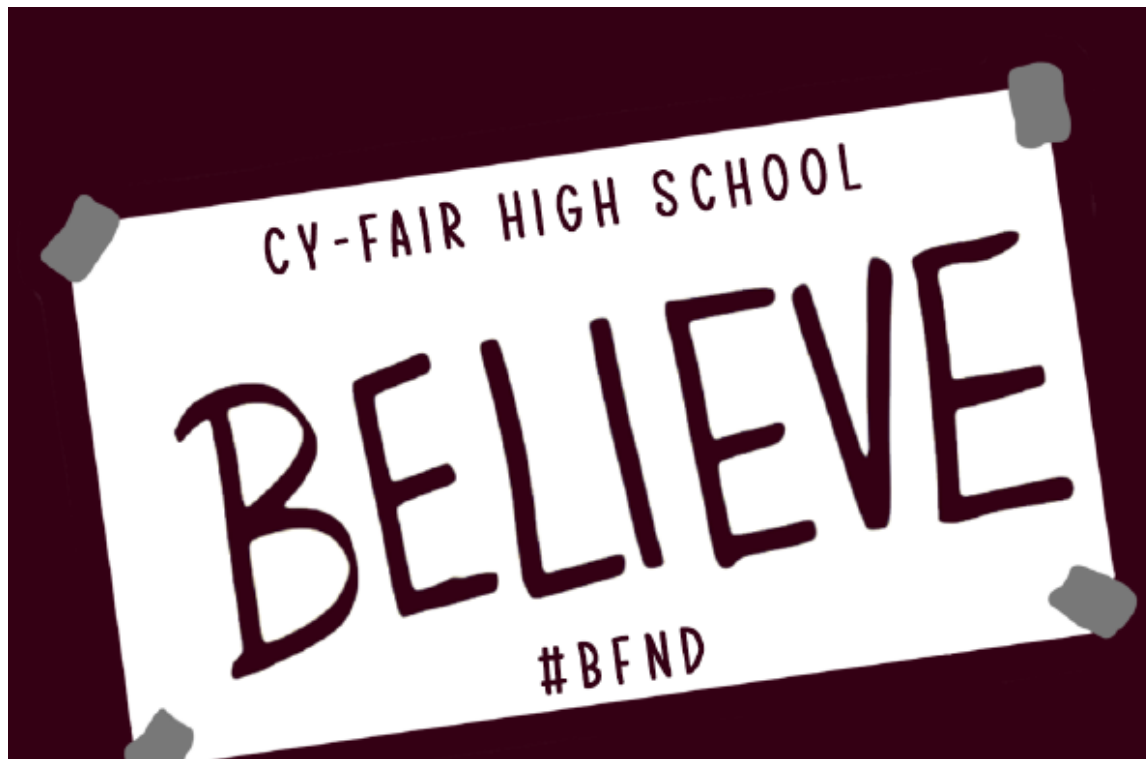
BFND.
Bobcat Fight Never Dies.

Vision

EVERY

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

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

The following student populations met or exceeded our campus targets for improvement in the Meets and Masters categories for state testing:

English I EOC-

- Meets Grade Level Standard: African American, Hispanic, Emergent Bilingual, Special Education, & Economically Disadvantaged
- Masters Grade Level Standard: All, White, & At-Risk

Algebra I EOC-

- Meets Grade Level Standard: Special Education

Biology I EOC-

- Meets Grade Level Standard: Emergent Bilingual, & Asian
- Masters Grade Level Standard: African American

English II EOC-

- Meets Grade Level Standard: Special Education, At-Risk, & Emergent Bilingual
- Masters Grade Level Standard: African American, Hispanic, & Emergent Bilingual Special Education

US History EOC-

- Meets Grade Level Standard: All, Hispanic, Economically Disadvantaged, & At Risk
- Masters Grade Level Standard: Emergent Bilingual, & Special Education

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Math: Most student groups did not move to the Meets or Masters performance level.   **Root Cause:** Math: During the 21-22 school year, Algebra focused on getting students to minimum performance standards and course completion. Need an increase of data reflection and focus on student engagement in team planning for Algebra.

Problem Statement 2: English Language Arts : Most student groups did not move to the Meets or Masters performance level.   **Root Cause:** English Language Arts: Students in Honors sections of English did not maintain Masters level performance or did not move from Meets to Masters level performance. Insufficient focus on individual improvement of

writing skills.

Problem Statement 3: Social Studies: Most student groups did not move to the Meets or Masters performance level. **Root Cause:** Social Studies: Students in Honors sections of US History did not maintain Masters level performance or did not move from Meets to Masters level performance. Need an increase of data reflection and collaboration in team planning for US History.

Problem Statement 4: Science: The number of students passing the Biology EOC at the Approaches performance level is below targeted goals by 4% across all student groups. **Root Cause:** Science: Students are under performing in academic level Biology courses due to a lack of engagement. Need an increase of data reflection and collaboration in team planning for Biology.

Problem Statement 5: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: The number of Economically Disadvantaged students in Advanced Placement/Dual Credit courses does not reflect the demographic data of our campus. **Root Cause:** Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Efforts need to be made to communicate the benefits of enrolling and completing AP/DC level courses for postsecondary readiness. Campus Administration needs to work proactively to build community with families of Economically Disadvantaged student group.

Problem Statement 6: CTE Approved Industry Certifications: The number of industry certifications earned by Economically Disadvantaged students is disproportionate to the number of students in that subset. **Root Cause:** CTE Approved Industry Certifications: Focus on certifications offered to students with no fee. Work with Counseling Team to have students apply for financial aid for certification tests. Track program and certification completion progress.

Problem Statement 7: Graduation Rate: Graduation rates for Hispanic and Special Education populations is an average of 2% lower than other student groups. **Root Cause:** Graduation Rate: Create completion plans that focus on minimum graduation requirements for students struggling to stay enrolled through senior year. Campus Administration needs to work proactively to build community with families of struggling student groups.

Problem Statement 8: 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

School Culture and Climate Strengths

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

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.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: **Root Cause:** Teacher/Paraprofessional Attendance:

Parent and Community Engagement

Parent and Community Engagement Strengths

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

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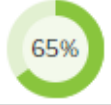
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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/EOC Algebra I, Biology, English I/II, and US History

Strategy 1 Details	Formative Reviews		
Strategy 1: English Language Arts:Teachers will conduct writing conferences with students after each essay writing assignment.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** CIC, DI, AAS	**Nov**	**Feb**	**May**
	40%	55%	

Strategy 2 Details	Formative Reviews		

Strategy 2: Math: Improve purposeful planning in all Math classes to increase the rigor and engagement in all levels of classes.
 	
All teachers are focusing on data-driven decision making to increase rigor, alignment, and engagement.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: CIC, DI, AAS
	Formative		

	Nov	**Feb**	**May**
	40%	50%	

Strategy 3 Details	Formative Reviews		

Strategy 3: Science: Improve purposeful planning in all Science classes to increase the rigor and engagement in all levels of classes. Improve student academic language skills by incorporating more vocabulary review/activities.
 	
All teachers are focusing on data-driven decision making to increase rigor, alignment, and engagement. Purposeful focus on academic vocabulary. Utilizing Classkick, Gimkit, and manipulatives.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: CIC, DI, AAS
	Formative		

	Nov	**Feb**	**May**
	40%	50%	

Strategy 4 Details	Formative Reviews		

Strategy 4: Social Studies: Improve purposeful planning in all Social Studies classes to increase the rigor and engagement in all levels of classes. Improve student academic language skills by incorporating more vocabulary review/activities.
 	
All teachers are focusing on data-driven decision making to increase rigor, alignment, and engagement.
 	
 Continuing to increase critical thinking into the every day activities. Increasing tests and quizzes stimuli to prepare them for the EOC - reducing number of questions, but increasing rigor. Use bridge time to help.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: CIC, DI, AAS
	Formative		

	Nov	Feb	May
	40%	50%	

Strategy 5 Details	Formative Reviews		

Strategy 5: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: Use Bobcats Helping Bobcats funds to offset costs for Eco Dis Students taking AP exams. Promote the Lonestar program that provides scholarships to students for free Dual Credit courses.
    Strategy's Expected Result/Impact: Increase Eco Dis student enrollment in Dual Credit and Advanced Placement Courses.
    Staff Responsible for Monitoring: CCMS, DI, Lead Counselor
	Formative		

	Nov	Feb	May
	35%	50%	

Strategy 6 Details	Formative Reviews		

Strategy 6: CTE Approved Industry Certifications: Create a monitoring system for teacher progress on industry certifications in CTE classes throughout the school year with built-in progress checks for teachers to insure that daily instruction is supporting students as they work towards the goal of earning an industry certification.
    Strategy's Expected Result/Impact: The number of students earning an industry certification will increase by 5%.
    Staff Responsible for Monitoring: CIC, District Coach, DI
	Formative		

	Nov	Feb	May
	55%	70%	

Strategy 7 Details	Formative Reviews		

Strategy 7: Graduation Rate: Academic Achievement Specialists monitor student attendance trends. The AAS will meet monthly with APs and Counselors to identify students with chronic absenteeism to develop a plan for student success and prevent potential dropouts. Our campus Senior Success Specialist will work with this targeted group of seniors to assist them in meeting necessary deadlines/milestones to graduate.
    Strategy's Expected Result/Impact: All: 90% or higher or increase of .10%
African American: 90% or higher or increase of .10%
Hispanic: 90% or higher or increase of .10%
White: 90% or higher or increase of .10%
Economically Disadvantaged: 90% or higher or increase of .10%
    Staff Responsible for Monitoring: AASs, SSS, DI, Counselors
	Formative		

	Nov	Feb	May
	50%	70%	

Strategy 8 Details	Formative Reviews		

Strategy 8: Dropout Prevention: We will utilize the following programs to work toward having an exceptionally low dropout rate: Community Mentor Program, Academic Interventions, Tutorials, Counselor Support, Assistant Principal Support, Community Youth Services Social Worker Support, and Student Scholarships for CFISD Summer School for at-risk students
 	
    Strategy's Expected Result/Impact: The dropout rate will decrease to 1.5% or lower.
    Staff Responsible for Monitoring: Associate Principal, DI, Lead Counselor
	Formative		

	Nov	Feb	May
	60%	80%	

Strategy 9 Details	Formative Reviews		

Strategy 9: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Each week the campus will provide all students with 25 minutes of targeted instruction (in each content area) to close the gaps created by COVID-19.
 	
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: DI, DCs, TLs
	Formative		

	Nov	Feb	May
	50%	65%	

0% No Progress	100% 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		
Strategy 1: Before/After School Program: Cy-Fair HS Blitz - Prepare students for EOCs.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed goals as outlined on the CIP data tables.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, DI, AASs	30%	35%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Extended Instructional Time (Closing the Gaps): Supplies will be purchased to address student learning loss as a result of COVID-19.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed goals as outlined on the CIP data tables.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	60%	85%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Staffing: Core Content Area Interventionist in Reading and Math will be hired to work with students to improve their academic performance.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed goals as outlined on the CIP data tables.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	60%	60%	

Strategy 4 Details	Formative Reviews		
Strategy 4: Professional Development: Staff will read the Ruby Payne book called, Emotional Poverty and do a book study. Ruby Payne will present a six hour presentation on Emotional Poverty. The cost of the presentation will be halved with Cy-Fair High School. The campus will use this training to address the social and emotional needs of students throughout the year.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: We will decrease the number of days students spend in DMC, DAH and DAEP by giving students and staff alternative ways to handle emotional situations and ways of processing through it. We want to decrease the number of days in DMC, SAH and DAEP by 10%. **Staff Responsible for Monitoring:** Principal	50%	60%	

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Emergent Bilingual Student Support: Purchase of Summit K12 to aid EB students to support their learning of the English Language. **Strategy's Expected Result/Impact:** EB students will be successful in their courses and on their EOC exams. **Staff Responsible for Monitoring:** Principal	**Formative**		
	Nov	**Feb**	**May**
	50%	75%	

0% No Progress   100% 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.
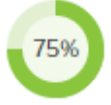
Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	50%	70%	
	0% No Progress	100% 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		
Strategy 1: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal	50%	100%	100%
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Campus Safety: Daily exterior door checks, controlled access points, increased visibility of teachers and administrators, and utilization of Cy-Fair Tip-Line.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Cy-Fair will be a safe and secure learning environment for students and staff. **Staff Responsible for Monitoring:** Principal	50%	75%	
0% No Progress 100% 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.	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	70%	80%	
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	50%	80%	

0% No Progress	100% 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		
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. We will utilize Safety resources and CFPD.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal	50%	70%	
Strategy 2 Details	**Formative Reviews**		
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. Implementation of PBIS strategies, Behavior Continuum training for staff, Bringing Out the Best Program, and peer mediation.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Principal	40%	70%	

0% No Progress	100% 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 improve by 3% when compared to the previous school year attendance rate.

   Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: The Cy-Fair Administration will meet the needs of teachers in order to decrease absenteeism. We will provide teachers and paraprofessionals with the necessary support needed to do their jobs effectively such as clear campus communication of expectations, policies and procedures, professional development opportunities, and resources that are individualized to their goals, new teacher support through NTIP, recognition, and celebration of excellence through Bobcat Brag, Most Valuable Bobcat, frequent classroom visits with feedback, and a strong campus effort to unite staff members through our Bobcat Cup (campus culture building year long event), which offers monthly staff social events.	**Formative**		
	Nov	**Feb**	**May**
	60%	75%	
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will improve by 3% when compared to the previous school year attendance rate. **Staff Responsible for Monitoring:** Principal			
0% No Progress 100% 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 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		
Strategy 1: High-Quality Professional Development: Cy-Fair Admin team will provide/host relevant professional development opportunities for teachers and paraprofessionals. The following training opportunities will be provided: Coaching Cycles with a Campus Instructional Coaches, introductory training for campus look-for strategies in August, training on working with students in Emotional Poverty from Dr. Ruby Payne, Tag-A-Teacher Peer Learning opportunities, SIBME reflection opportunities, and continued training on the offered technology: Classkick, Gimkit, Delta Math, Schoology, and Performance Matters. Cy-Fair Admin have also created a Professional Library, on campus, that provides teachers with opportunities for independent book study, team book studies, and varying classroom activities for checkout.	**Formative**		
	Nov	**Feb**	**May**
	60%	75%	
Strategy's Expected Result/Impact: Teachers will feel confident in their ability to implement the 23-24 Classroom Look-Fors. Teachers will feel supported with their access to relevant and meaningful professional development. **Staff Responsible for Monitoring:** Principal			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

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: Communication with VIPS Partners
Parent Sign-Ins for meetings & campus events
S'more Data- Bobcat Blast Engagement Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Utilizing various forms of communication and sending communication in both English and Spanish (and offering additional languages when able). We will communicate with our parents using Schoolmessenger sending texts, email, and calls. We will increase communication by additionally using S'more to send monthly newsletters to parents and community.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 3%. **Staff Responsible for Monitoring:** School Administration, VIPS	60%	70%	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

2023-2024 CPOC

Committee Role	Name	Position
Principal	Ana Martin	Principal
Teacher #1	Teacher #1	Teacher #1
Teacher #2	Teacher #2	Teacher #2
Teacher #3	Teacher #3	Teacher #3
Teacher #4	Teacher #4	Teacher #4
Teacher #5	Teacher #5	Teacher #5
Teacher #6	Teacher #6	Teacher #6
Teacher #7	Teacher #7	Teacher #7
Teacher #8	Teacher #8	Teacher #8
Other School Leader (Nonteaching Professional) #1	Other School Leader (Nonteaching Professional) #1	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Other School Leader (Nonteaching Professional) #2	Other School Leader (Nonteaching Professional) #2
Administrator (LEA) #1	Administrator (LEA) #1	Administrator (LEA) #1
Parent #1	Parent #1	Parent #1
Parent #2	Parent #2	Parent #2
Community Member #1	Community Member #1	Community Member #1
Community Member #2	Community Member #2	Community Member #2
Business Representative #1	Business Representative #1	Business Representative #1
Business Representative #2	Business Representative #2	Business Representative #2
Other School Leader (Nonteaching Professional) #3	Other School Leader (Nonteaching Professional) #3	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4	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.

Level	Campus	EOC	2023 Cluster	Student Group	Tested 2023 #	2023: Approaches #	2023: Approaches %	2024 Approaches Incremental %	% Approaches Growth Needed	2023: Meets #	2023: Meets %	2024 Meets Incremental Growth %	% Meets Growth Needed	2023: Masters #	2023: Masters %	2024 Masters Incremental Growth %	% Masters Growth Needed
HS	Cy-Fair	Algebra I	HS 1	All	504	410	81%	90%	9%	177	35%	50%	15%	58	12%	25%	13%
HS	Cy-Fair	Algebra I	HS 1	Hispanic	227	181	80%	85%	5%	76	33%	35%	2%	25	11%	15%	4%
HS	Cy-Fair	Algebra I	HS 1	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Cy-Fair	Algebra I	HS 1	Asian	13	13	100%	100%	0%	10	77%	80%	3%	*	*	*	*
HS	Cy-Fair	Algebra I	HS 1	African Am.	128	94	73%	80%	7%	34	27%	30%	3%	11	9%	10%	1%
HS	Cy-Fair	Algebra I	HS 1	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Cy-Fair	Algebra I	HS 1	White	119	105	88%	90%	2%	49	41%	50%	9%	16	13%	15%	2%
HS	Cy-Fair	Algebra I	HS 1	Two or More	12	12	100%	100%	0%	*	*	30%	*	*	*	*	*
HS	Cy-Fair	Algebra I	HS 1	Eco. Dis.	299	238	80%	85%	5%	96	32%	35%	3%	28	9%	10%	1%
HS	Cy-Fair	Algebra I	HS 1	Emergent Bilingual	67	47	70%	75%	5%	13	19%	25%	6%	*	*	*	*
HS	Cy-Fair	Algebra I	HS 1	At-Risk	341	258	76%	80%	4%	78	23%	25%	2%	17	5%	8%	3%
HS	Cy-Fair	Algebra I	HS 1	SPED	72	52	72%	80%	8%	17	24%	25%	1%	*	*	*	*
HS	Cy-Fair	Biology	HS 1	All	866	830	96%	98%	2%	636	73%	78%	5%	295	34%	38%	4%
HS	Cy-Fair	Biology	HS 1	Hispanic	342	326	95%	96%	1%	228	67%	70%	3%	86	25%	25%	0%
HS	Cy-Fair	Biology	HS 1	Am. Indian	7	7	100%	100%	0%	7	100%	100%	0%	*	*	*	*
HS	Cy-Fair	Biology	HS 1	Asian	67	67	100%	100%	0%	62	93%	95%	2%	39	58%	60%	2%
HS	Cy-Fair	Biology	HS 1	African Am.	149	132	89%	92%	3%	76	51%	56%	5%	23	15%	20%	5%
HS	Cy-Fair	Biology	HS 1	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Cy-Fair	Biology	HS 1	White	277	274	99%	99%	0%	245	88%	90%	2%	136	49%	50%	1%
HS	Cy-Fair	Biology	HS 1	Two or More	23	23	100%	100%	0%	17	74%	75%	1%	8	35%	37%	2%
HS	Cy-Fair	Biology	HS 1	Eco. Dis.	404	381	94%	95%	1%	246	61%	62%	1%	98	24%	27%	3%
HS	Cy-Fair	Biology	HS 1	Emergent Bilingual	73	64	88%	90%	2%	25	34%	35%	1%	*	*	*	*
HS	Cy-Fair	Biology	HS 1	At-Risk	391	359	92%	93%	1%	191	49%	50%	1%	47	12%	13%	1%
HS	Cy-Fair	Biology	HS 1	SPED	75	59	79%	80%	1%	22	29%	30%	1%	5	7%	8%	1%
HS	Cy-Fair	English I	HS 1	All	925	781	84%	90%	6%	650	70%	80%	10%	189	20%	25%	5%
HS	Cy-Fair	English I	HS 1	Hispanic	370	298	81%	85%	4%	238	64%	65%	1%	46	12%	15%	3%
HS	Cy-Fair	English I	HS 1	Am. Indian	7	7	100%	100%	0%	6	86%	87%	1%	*	*	*	*
HS	Cy-Fair	English I	HS 1	Asian	66	62	94%	95%	1%	59	89%	90%	1%	35	53%	55%	2%
HS	Cy-Fair	English I	HS 1	African Am.	172	118	69%	70%	1%	82	48%	50%	2%	9	5%	7%	2%
HS	Cy-Fair	English I	HS 1	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Cy-Fair	English I	HS 1	White	284	273	96%	87%	-9%	244	86%	90%	4%	88	31%	35%	4%
HS	Cy-Fair	English I	HS 1	Two or More	25	22	88%	90%	2%	20	80%	82%	2%	9	36%	37%	1%
HS	Cy-Fair	English I	HS 1	Eco. Dis.	453	347	77%	78%	1%	260	57%	60%	3%	50	11%	12%	1%
HS	Cy-Fair	English I	HS 1	Emergent Bilingual	86	42	49%	50%	1%	20	23%	25%	2%	*	*	*	*
HS	Cy-Fair	English I	HS 1	At-Risk	452	322	71%	75%	4%	211	47%	50%	3%	21	5%	7%	2%

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

Level	Campus	EOC	2023 Cluster	Student Group	Tested 2023	2023: Approaches		2024 Approaches Incremental	% Approaches Growth Needed	2023: Meets		2024 Meets Incremental Growth	% Meets Growth Needed	2023: Masters		2024 Masters Incremental Growth	% Masters Growth Needed
					#	#	%	%	%	#	%	%	%	#	%	%	%
HS	Cy-Fair	English I	HS 1	SPED	73	37	51%	52%	1%	19	26%	27%	1%	*	*	*	*
HS	Cy-Fair	English II	HS 1	All	867	758	87%	90%	3%	614	71%	80%	9%	126	15%	20%	5%
HS	Cy-Fair	English II	HS 1	Hispanic	338	278	82%	85%	3%	218	64%	67%	3%	40	12%	15%	3%
HS	Cy-Fair	English II	HS 1	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Cy-Fair	English II	HS 1	Asian	64	62	97%	98%	1%	54	84%	85%	1%	22	34%	36%	2%
HS	Cy-Fair	English II	HS 1	African Am.	158	123	78%	80%	2%	80	51%	53%	2%	8	5%	7%	2%
HS	Cy-Fair	English II	HS 1	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Cy-Fair	English II	HS 1	White	268	257	96%	97%	1%	229	85%	87%	2%	48	18%	20%	2%
HS	Cy-Fair	English II	HS 1	Two or More	36	35	97%	98%	1%	30	83%	85%	2%	8	22%	22%	0%
HS	Cy-Fair	English II	HS 1	Eco. Dis.	403	330	82%	85%	3%	232	58%	60%	2%	32	8%	9%	1%
HS	Cy-Fair	English II	HS 1	Emergent Bilingual	61	26	43%	45%	2%	12	20%	22%	2%	*	*	*	*
HS	Cy-Fair	English II	HS 1	At-Risk	383	289	75%	78%	3%	171	45%	47%	2%	9	2%	5%	3%
HS	Cy-Fair	English II	HS 1	SPED	63	37	59%	62%	3%	22	35%	37%	2%	*	*	*	*
HS	Cy-Fair	US History	HS 1	All	764	754	99%	99%	0%	665	87%	90%	3%	459	60%	65%	5%
HS	Cy-Fair	US History	HS 1	Hispanic	258	255	99%	99%	0%	213	83%	85%	2%	133	52%	55%	3%
HS	Cy-Fair	US History	HS 1	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Cy-Fair	US History	HS 1	Asian	85	85	100%	100%	0%	80	94%	95%	1%	60	71%	75%	4%
HS	Cy-Fair	US History	HS 1	African Am.	120	115	96%	99%	3%	91	76%	80%	4%	48	40%	50%	10%
HS	Cy-Fair	US History	HS 1	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
HS	Cy-Fair	US History	HS 1	White	272	270	99%	99%	0%	252	93%	95%	2%	200	74%	75%	1%
HS	Cy-Fair	US History	HS 1	Two or More	27	27	100%	100%	0%	27	100%	100%	0%	18	67%	70%	3%
HS	Cy-Fair	US History	HS 1	Eco. Dis.	332	325	98%	99%	1%	260	78%	80%	2%	161	48%	50%	2%
HS	Cy-Fair	US History	HS 1	Emergent Bilingual	45	45	100%	100%	0%	21	47%	50%	3%	8	18%	20%	2%
HS	Cy-Fair	US History	HS 1	At-Risk	258	250	97%	99%	2%	177	69%	70%	1%	70	27%	30%	3%
HS	Cy-Fair	US History	HS 1	SPED	53	49	92%	95%	3%	27	51%	55%	4%	16	30%	32%	2%