

Cypress-Fairbanks Independent School District

Anthony Middle School

2023-2024



Mission Statement

Anthony Middle School is an innovative community that empowers students to be productive and responsible citizens by cultivating relationships, embracing diversity, and inspiring excellence in a safe and supportive environment.

We provide opportunities for all learners!

Vision

LEAD: Learn. Empower. Achieve. Dream.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

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

Science:

- Overall, Anthony Science students performed at or higher in each sub-population within each performance level on the 2023 STAAR exam.
- At the Masters Level, African American and SPED students exceeded the targets.
- At the Meets level, Emergent Bilingual exceeded the targets.
- At the Approaches level, Emergent Bilingual and SPED students exceeded the targets.

Math:

- In 7th grade math, the Economically Disadvantaged, Emergent Bilinguals, White and Special Education student populations all surpassed their targets in the Meets category.
- In 8th grade math, the Special Education student group exceeded the target by 4% on the 2023 STAAR exam.
- In Algebra, the African American student group exceeded the target by 5% on the 2023 STAAR exam.

Social Studies:

- Anthony students scored higher than the district average at the Approaches, Meets, and Masters levels on the 2023 STAAR exam.
- The percentage of Emergent Bilingual students earning Approaches and Meets exceeded the 2023 testing target.
- The percentage of African American students earning Meets and Masters exceeded the 2023 testing target.

RLA:

- At the Approaches level, Anthony Emergent Bilinguals and Special Education students exceeded the target by 6 and 22 percentage points, respectively on the 2023 STAAR reading exam. Anthony exceeded the target in overall performance at the Meets level on the reading STAAR exam.
- In 7th grade reading, Anthony scored above the district average at the Approaches, Meets, and Masters level on the 2023 STAAR exam.
- In 8th grade reading, the African American, White, Emergent Bilingual student groups met or exceeded the target at the Meets level on the 2023 STAAR exam. At the Masters Level, all student groups exceeded the district's performance with the exception of Special Education meeting the district average performance.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: There is a performance gap at the masters performance level with all student groups. **Root Cause:** RLA: There is a lack of opportunity for students to engage in student discourse to strengthen critical thinking skills and application of vocabulary.

Problem Statement 2: Math: There is a performance gap at the masters performance level with the Economically Disadvantaged student group. **Root Cause:** Math: There is a lack of instructional opportunities provided for students to build retrieval skills needed to understand rigorous material.

Problem Statement 3: Science: There is a performance gap at the masters performance level with Emergent Bilingual students. **Root Cause:** Science: There is a lack of opportunity for students to process the vocabulary using multiple learning modalities.

Problem Statement 4: Social Studies: There is a performance gap in the meets and masters performance levels between the Hispanic student group and all students. **Root Cause:** Social Studies: Teachers do not structure the discourse and writing processes when creating lessons.

Problem Statement 5: 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

At Anthony Middle School, students have the opportunity to participate in numerous events that promote high achievement, positive behavior, and leadership. These events include the following:

Science Olympiad

Red Ribbon Week

Career Cruising

Electives Night

Curriculum Night (Open House)

College Days

Rewards & Incentives for no Discipline, including dances, cookie passes, first in line passes, and chips passes

Breakfast of Champions (Honor Roll Celebration)

PBIS Rewards Store

Ongoing PBIS incentive program (Talon Tokens)

PBIS Holiday Market

Raven Dave Staff Award

Teacher Team Awards

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School culture provides little opportunity for student voice and choice. **Root Cause:** Staff members do not seek out and utilize strategies to foster collaboration and student voice.

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.

According to the Employee Perception Survey results:

- 13% increase in staff having opportunities to think for self
- 10% increase in employee perception of procedures being implemented to keep them safe at school.
- 4% increase in employees perception of having various forms of feedback to help improve performance.
- 4% increase in opportunities to provide input.
- 4% increase in perception of being asked to do work that relates to job responsibilities.

Opportunities exist for staff to be empowered to make decisions.

Staff feel safe at work.

Staff believe collaboration is encouraged and practiced.

Staff believe that quality work is expected of staff.

Staff believe information related to their job is available.

Staff believe decisions are data-driven.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher absence rate exceeds student absence rate across the district. **Root Cause:** Teachers may struggle with balancing teacher workload and self-care which may be contributing to increased illness or teacher burnout.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

Monthly Meetings

Coffee with Counselors

Monthly Volunteer in Public Schools and Watch D.O.G.S Meetings and Service Opportunities

The Heritage Retirement Community - Retired Veterans attend Anthony's Veteran's Day Program

Gifted and Talented Showcase Night

8th Grade Parent Night

5th and 6th Grade Electives Night

Community Mentors routinely visit campus to serve students

Performing Arts will perform at the Towne Lake Boardwalk

Problem Statements Identifying Parent and Community Engagement Needs

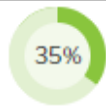
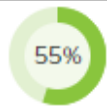




Problem Statement 1: Parent and Community Engagement: Over the past few years, Anthony Middle School's presence on social media has been minimal. As a result, parents and the community are not aware of good news and progress happening at Anthony Middle School. **Root Cause:** Parent and Community Engagement : There is not enough positive news being publicized in the community through social media and the Anthony website.




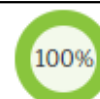




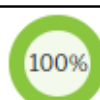
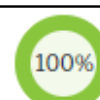
Goals







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, Science, and Social Studies

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Teachers will use reading response strategies to deepen student mastery of critical thinking skills and vocabulary. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal, Director of Instruction, CCIS	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Teachers will increase retrieval and instructional practices by using various resources to expand retention and rigor in the classroom. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal, Director of Instruction, CCIS	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Teachers will plan and provide students with multiple learning modalities for processing academic vocabulary such as student discourse, quick writes, and cloze procedures. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal, Director of Instruction, CCIS	Formative		
	Nov	Feb	May
			










Strategy 4 Details	Formative Reviews		
Strategy 4: Social Studies: Teachers will plan in a way that incorporates more purposeful and structured opportunities for academic discourse and writing throughout lessons. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal, Director of Instruction, CCIS	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Dropout Prevention: Counselors and Academic Achievement Specialist will meet after every progress report and work with teachers to establish an intervention for all students in danger of earning a failing grade for a marking period. Registrar will notify the Director of Instruction and Assistant Principal when any student accumulates 5 or more unexcused absences or when any student exceeds 10 total absences. Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%. Staff Responsible for Monitoring: Counselors; Academic Achievement Specialist; Registrar; Director of Instruction; Assistant Principals	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
Strategy 7: 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: CCIS; Academic Achievement Specialist; Director of Instruction	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, clubs, and/or activities in order to provide all students with a well-rounded education: Horizons Showcase, Student Council, Clubs, Guys In Ties, and Girls in Pearls Day, and Hispanic Forum. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			

Strategy 9 Details	Formative Reviews		
Strategy 9: 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 Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> 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		
Strategy 1: Before/After School Program: Core content teachers will provide additional instruction for students who were unsuccessful on the 2023 STAAR assessment after school each week. Strategy's Expected Result/Impact: By spring of 2024, students who were unsuccessful on the previous STAAR test will demonstrate required progress within the targeted content. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Class Size Reduction Teacher will be hired to work with 7th and 8th-grade math students who did not master the STAAR test and/or did not show growth on the previous STAAR test. Strategy's Expected Result/Impact: Students who were unsuccessful on their previous math STAAR assessment will be placed into smaller math classes in order to have more targeted instruction to address academic gaps. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Closing the Gaps: Close the gaps created by COVID-19. Strategy's Expected Result/Impact: Meet or exceed targets on attached data table Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	N/A		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 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. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	N/A		
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.









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

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: All staff and students will implement campus intake, transition, and dismissal procedures. This includes assigned student entry (cafeteria doors and car rider doors), all staff assigned duty locations throughout the building, and all students moving directly to their assigned area or classroom. Also, additional staff members (including clerical staff and teachers with conference periods) are assigned to high-traffic areas throughout the day. All staff implement and maintain one-way hallways and staircases. A school-wide system for entering and exiting the classroom has been designed and implemented by all staff. Strategy's Expected Result/Impact: Students transition safely and efficiently throughout the building during the school day. Staff Responsible for Monitoring: Assistant Principals; Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus leaders will conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Administrators will engage in consistent reflection and evaluation of processes. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Assistant Principals; Principal; Campus resource officer	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: All staff will follow district expectation of all exterior and interior doors remaining locked. Frequent sweeps of exterior and classroom doors are conducted to remedy vulnerabilities. All staff will implement timely communication processes and reporting of necessary repairs to ensure all interior doors remain closed and locked during instructional time and when students are on campus. Strategy's Expected Result/Impact: 100% of exterior and interior doors will remain locked to ensure all students remain safe. Staff Responsible for Monitoring: Assistant Principals	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 recognition system for students with high attendance rates. Students with perfect attendance will receive certificates. Students with high attendance rates (0-3 absences in a marking period) will be awarded PBIS Talon Tokens to spend at the school store. Strategy's Expected Result/Impact: 97% overall attendance rate Staff Responsible for Monitoring: Assistant Principals; Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will make parent contact for every student who has three (3) consecutive unexcused absences. Additionally, the attendance office personnel will make parent contact for excused absences that exceed three (3) days in order to check in and confirm the date for return to school. Strategy's Expected Result/Impact: 97% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 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. Assistant principals and counselors will train teachers during monthly staff meetings with strategies that address students' social intelligence. Students are also encouraged by staff, through the campus code of conduct assemblies and regular announcements to "say something" by reporting suspicious or worrisome behaviors to staff members or through the Tipline. Well-Managed Schools and Bringing Out the Best lessons will support student in recognizing dangerous behaviors. Strategy's Expected Result/Impact: Violent Incidents will be 0%. Staff Responsible for Monitoring: Counselors; Assistant Principals	Formative		
	Nov	Feb	May
			
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. All new staff will receive a two-day training for Well-Managed Schools. Returning staff will receive a two-day refresher training focused on three goals: 1) planning for and implementation of the Raven Blueprint for common language to shape classroom culture; 2) school-wide system for students entering and exiting the classroom; and 3) creating advisory lessons. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Assistant Principals; Principal; Behavior Interventionist; Counselors	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 7%.











Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: All teachers at Anthony Middle School will either sponsor a club or serve on a committee in order to connect with one another and develop camaraderie. Additionally, on various Fridays throughout the year, teachers are invited to participate in fun activities that include dress-up days and Feed-me Fridays. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 7%. Staff Responsible for Monitoring: Principal; Director of Instruction; Social Committee	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> 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		
Strategy 1: High-Quality Professional Development: All teachers participated in August professional development tied to our campus instructional goal of creating and using assessments to design responsive instruction to meet the needs of all learners. Additionally, all teachers will participate in critical writing training twice a semester to support our cross-curricular instructional strategy. Finally, bite-sized PD will be offered one per month for teachers to choose a 30-minute PD session related to instruction, positive relationships, or technology. Strategy's Expected Result/Impact: Teachers will create and implement assessments that are aligned to the TEKS and to instruction, thereby increasing student performance on unit tests. Teachers will use bite-sized PD as part of their own professional development plan related to achieving their professional goals. Staff Responsible for Monitoring: Director of Instruction; Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: We will recognize and celebrate the work being done by Anthony staff individually and as teams through our monthly Raven Dave Awards and content team awards. Additionally, great news that highlights students and staff will be posted on social media on a weekly basis and in the school staff newsletter. Strategy's Expected Result/Impact: Use of best instructional practices throughout the campus will increase as a result of positive reinforcement. Staff Responsible for Monitoring: Principal, Director of Instruction, CCIS	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: New instructional leaders will be trained on coaching using The Impact Cycle by Jim Knight and individual coaches from Sibme. The instructional leadership team will coach Anthony teachers using Sibme. Strategy's Expected Result/Impact: Teachers will increase use of best practices through at least two coaching cycles using Sibme in order to increase student achievement. Staff Responsible for Monitoring: Principal, Director of Instruction	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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		
Strategy 1: Parent and Family Engagement: Anthony Middle School will communicate electronically through the use of School Messenger (twice per month) and Schoology, as well as regular use of the electronic marquee, which will be updated weekly. Additionally weekly social media posts related to both academics and extracurricular activities will occur throughout the school year. Parent events, such as Open House, Raven Express, Parent UIL meetings, and Electives Nights, will also be offered. Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Staff Responsible for Monitoring: Principal Director of Instruction Asst. Principals	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Anthony Athletics students engage with the surrounding community by leading community service projects: one in the fall and one in the spring. Strategy's Expected Result/Impact: Perpetuate positive interaction between the school and the community Staff Responsible for Monitoring: Athletic Directors: Tami Combs and Kevin Chavis	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Counselors will host the Coffee-with-Counselors parent event once per month throughout the school year for parents and community members to meet and discuss current activities, trends, and issues at Anthony Middle School. Strategy's Expected Result/Impact: Communication between school and community will improve. Staff Responsible for Monitoring: Counselors	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

2023-2024 CPOC

Committee Role	Name	Position
Principal	Vivian Bennett	Principal
Teacher #1	Tache Battiste	Teacher #1
Teacher #2	Lisnorys Carbo	Teacher #2
Teacher #3	Catherine Mosier	Teacher #3
Teacher #4	Kendra Donker	Teacher #4
Teacher #5	Astrid Rodriguez	Teacher #5
Teacher #6	Demetria Kinney	Teacher #6
Teacher #7	Katie Kohn	Teacher #7
Teacher #8	Carol Johnson	Teacher #8
Other School Leader (Nonteaching Professional) #1	Melissa Laroussini	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Kelli James	Other School Leader (Nonteaching Professional) #2
Administrator (LEA) #1	Leslie Francis	Administrator (LEA) #1
Parent #1	Heather Henry	Parent #1
Parent #2	Maria Saenz	Parent #2
Community Member #1	Emily Dedmond	Community Member #1
Community Member #2	Mackenzie Strickland	Community Member #2
Business Representative #1	Lana King	Business Representative #1
Business Representative #2	Alex Soler	Business Representative #2
Other School Leader (Nonteaching Professional) #3	Jennifer Covington	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Laura Alexander-Wilson	Other School Leader (Nonteaching Professional) #4
Business Representative	Mason Holt	Business Representative

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	6	Anthony	MS 1	All	482	430	89%	95%	6%	353	73%	80%	7%	196	41%	49%	8%
Reading	6	Anthony	MS 1	Hispanic	155	133	86%	92%	6%	96	62%	70%	8%	46	30%	40%	10%
Reading	6	Anthony	MS 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Anthony	MS 1	Asian	86	80	93%	98%	5%	76	88%	93%	5%	60	70%	75%	5%
Reading	6	Anthony	MS 1	African Am.	108	89	82%	88%	6%	69	64%	70%	6%	26	24%	30%	6%
Reading	6	Anthony	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Anthony	MS 1	White	115	111	97%	99%	2%	98	85%	90%	5%	57	50%	57%	7%
Reading	6	Anthony	MS 1	Two or More	18	17	94%	97%	3%	14	78%	84%	6%	7	39%	44%	5%
Reading	6	Anthony	MS 1	Eco. Dis.	174	144	83%	88%	5%	109	63%	70%	7%	47	27%	32%	5%
Reading	6	Anthony	MS 1	LEP Current	56	37	66%	72%	6%	18	32%	38%	6%	*	*	*	*
Reading	6	Anthony	MS 1	At-Risk	231	183	79%	84%	5%	124	54%	60%	6%	55	24%	30%	6%
Reading	6	Anthony	MS 1	SPED	36	21	58%	63%	5%	7	19%	25%	6%	*	*	*	*
Reading	7	Anthony	MS 1	All	476	421	88%	93%	5%	346	73%	78%	5%	228	48%	53%	5%
Reading	7	Anthony	MS 1	Hispanic	158	132	84%	90%	6%	101	64%	70%	6%	64	41%	46%	5%
Reading	7	Anthony	MS 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Anthony	MS 1	Asian	86	85	99%	100%	1%	81	94%	98%	4%	63	73%	79%	6%
Reading	7	Anthony	MS 1	African Am.	119	98	82%	89%	7%	69	58%	63%	5%	36	30%	37%	7%
Reading	7	Anthony	MS 1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Anthony	MS 1	White	96	90	94%	98%	4%	81	84%	89%	5%	56	58%	63%	5%
Reading	7	Anthony	MS 1	Two or More	16	15	94%	98%	4%	14	88%	93%	5%	9	56%	61%	5%
Reading	7	Anthony	MS 1	Eco. Dis.	181	147	81%	88%	7%	114	63%	70%	7%	70	39%	45%	6%
Reading	7	Anthony	MS 1	LEP Current	35	24	69%	75%	6%	12	34%	39%	5%	*	*	*	*
Reading	7	Anthony	MS 1	At-Risk	226	176	78%	83%	5%	119	53%	59%	6%	68	30%	36%	6%
Reading	7	Anthony	MS 1	SPED	30	13	43%	48%	5%	5	17%	24%	7%	*	*	*	*
Reading	8	Anthony	MS 1	All	434	403	93%	98%	5%	348	80%	86%	6%	221	51%	58%	7%
Reading	8	Anthony	MS 1	Hispanic	127	117	92%	98%	6%	92	72%	78%	6%	49	39%	44%	5%
Reading	8	Anthony	MS 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Anthony	MS 1	Asian	77	73	95%	98%	3%	72	94%	98%	4%	57	74%	80%	6%
Reading	8	Anthony	MS 1	African Am.	117	105	90%	95%	5%	86	74%	80%	6%	50	43%	48%	5%
Reading	8	Anthony	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Anthony	MS 1	White	92	88	96%	99%	3%	80	87%	92%	5%	55	60%	65%	5%
Reading	8	Anthony	MS 1	Two or More	21	20	95%	99%	4%	18	86%	92%	6%	10	48%	54%	6%
Reading	8	Anthony	MS 1	Eco. Dis.	150	137	91%	96%	5%	102	68%	73%	5%	54	36%	41%	5%
Reading	8	Anthony	MS 1	LEP Current	40	33	83%	89%	6%	21	53%	59%	6%	6	15%	25%	10%
Reading	8	Anthony	MS 1	At-Risk	200	174	87%	92%	5%	131	66%	71%	5%	64	32%	38%	6%
Reading	8	Anthony	MS 1	SPED	38	22	58%	63%	5%	9	24%	29%	5%	*	*	*	*
Math	6	Anthony	MS 1	All	482	405	84%	90%	6%	264	55%	70%	15%	108	22%	27%	5%
Math	6	Anthony	MS 1	Hispanic	156	121	78%	84%	6%	66	42%	47%	5%	24	15%	20%	5%
Math	6	Anthony	MS 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Anthony	MS 1	Asian	85	82	96%	100%	4%	73	86%	90%	4%	42	49%	54%	5%
Math	6	Anthony	MS 1	African Am.	108	81	75%	81%	6%	40	37%	50%	13%	9	8%	15%	7%
Math	6	Anthony	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Anthony	MS 1	White	115	106	92%	98%	6%	75	65%	70%	5%	29	25%	30%	5%
Math	6	Anthony	MS 1	Two or More	18	15	83%	88%	5%	10	56%	62%	6%	*	*	*	*
Math	6	Anthony	MS 1	Eco. Dis.	175	124	71%	77%	6%	63	36%	45%	9%	18	10%	15%	5%
Math	6	Anthony	MS 1	LEP Current	57	35	61%	67%	6%	12	21%	30%	9%	*	*	*	*
Math	6	Anthony	MS 1	At-Risk	232	166	72%	77%	5%	82	35%	40%	7%	30	13%	18%	5%
Math	6	Anthony	MS 1	SPED	36	16	44%	54%	10%	5	14%	25%	11%	*	*	*	*
Math	7	Anthony	MS 1	All	472	379	80%	85%	5%	269	57%	70%	13%	126	27%	32%	5%
Math	7	Anthony	MS 1	Hispanic	157	115	73%	78%	5%	68	43%	50%	7%	30	19%	25%	6%
Math	7	Anthony	MS 1	Am. Indian	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					#	%			#	%		
					#	#	%	%		#	%						
Math	7	Anthony	MS 1	Asian	83	80	96%	100%	4%	72	87%	93%	6%	47	57%	65%	8%
Math	7	Anthony	MS 1	African Am.	119	83	70%	77%	7%	51	43%	50%	7%	16	13%	18%	5%
Math	7	Anthony	MS 1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Anthony	MS 1	White	95	85	89%	95%	6%	67	71%	76%	5%	28	29%	34%	5%
Math	7	Anthony	MS 1	Two or More	17	15	88%	95%	7%	11	65%	70%	5%	5	29%	34%	5%
Math	7	Anthony	MS 1	Eco. Dis.	182	134	74%	79%	5%	81	45%	50%	5%	28	15%	20%	5%
Math	7	Anthony	MS 1	LEP Current	35	18	51%	58%	7%	10	29%	35%	6%	*	*	*	*
Math	7	Anthony	MS 1	At-Risk	227	152	67%	75%	8%	88	39%	50%	11%	37	16%	23%	7%
Math	7	Anthony	MS 1	SPED	30	10	33%	45%	12%	*	*	*	*	*	*	*	*
Math	8	Anthony	MS 1	All	222	167	75%	80%	5%	87	39%	59%	20%	18	8%	15%	7%
Math	8	Anthony	MS 1	Hispanic	89	64	72%	77%	5%	27	30%	35%	5%	*	*	*	*
Math	8	Anthony	MS 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Anthony	MS 1	Asian	23	23	100%	100%	0%	16	70%	75%	5%	*	*	*	*
Math	8	Anthony	MS 1	African Am.	64	42	66%	70%	4%	18	28%	35%	7%	*	*	*	*
Math	8	Anthony	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Anthony	MS 1	White	33	25	76%	81%	5%	19	58%	65%	7%	5	15%	20%	5%
Math	8	Anthony	MS 1	Two or More	13	13	100%	100%	0%	7	54%	60%	6%	*	*	*	*
Math	8	Anthony	MS 1	Eco. Dis.	99	67	68%	75%	7%	33	33%	38%	5%	*	*	*	*
Math	8	Anthony	MS 1	LEP Current	34	25	74%	80%	6%	11	32%	38%	6%	*	*	*	*
Math	8	Anthony	MS 1	At-Risk	147	102	69%	72%	3%	38	26%	30%	4%	7	5%	10%	5%
Math	8	Anthony	MS 1	SPED	35	21	60%	65%	5%	6	17%	22%	5%	*	*	*	*
Science	8	Anthony	MS 1	All	433	396	91%	96%	5%	305	70%	76%	6%	174	40%	47%	7%
Science	8	Anthony	MS 1	Hispanic	126	111	88%	93%	5%	72	57%	63%	6%	30	24%	29%	5%
Science	8	Anthony	MS 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Anthony	MS 1	Asian	77	76	99%	100%	1%	68	88%	95%	7%	45	58%	63%	5%
Science	8	Anthony	MS 1	African Am.	116	103	89%	94%	5%	74	64%	69%	5%	38	33%	38%	5%
Science	8	Anthony	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Anthony	MS 1	White	93	87	94%	98%	4%	78	84%	91%	7%	51	55%	61%	6%
Science	8	Anthony	MS 1	Two or More	21	19	90%	94%	4%	13	62%	68%	6%	10	48%	53%	5%
Science	8	Anthony	MS 1	Eco. Dis.	149	131	88%	93%	5%	90	60%	67%	7%	36	24%	30%	6%
Science	8	Anthony	MS 1	LEP Current	40	35	88%	93%	5%	17	43%	48%	5%	5	13%	18%	5%
Science	8	Anthony	MS 1	At-Risk	199	166	83%	88%	5%	105	53%	58%	5%	40	20%	25%	5%
Science	8	Anthony	MS 1	SPED	38	23	61%	68%	7%	8	21%	28%	7%	*	*	*	*
Social Studies	8	Anthony	MS 1	All	430	328	76%	82%	6%	203	47%	52%	5%	110	26%	30%	4%
Social Studies	8	Anthony	MS 1	Hispanic	124	84	68%	73%	5%	44	35%	40%	5%	18	15%	20%	5%
Social Studies	8	Anthony	MS 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Anthony	MS 1	Asian	77	72	94%	97%	3%	52	68%	73%	5%	29	38%	43%	5%
Social Studies	8	Anthony	MS 1	African Am.	116	78	67%	73%	6%	48	41%	46%	5%	28	24%	30%	6%
Social Studies	8	Anthony	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Anthony	MS 1	White	92	77	84%	90%	6%	50	54%	60%	6%	30	33%	38%	5%
Social Studies	8	Anthony	MS 1	Two or More	21	17	81%	85%	4%	9	43%	47%	4%	5	24%	28%	4%
Social Studies	8	Anthony	MS 1	Eco. Dis.	146	95	65%	72%	7%	50	34%	38%	4%	26	18%	22%	4%
Social Studies	8	Anthony	MS 1	LEP Current	40	21	53%	58%	5%	10	25%	30%	5%	*	*	*	*
Social Studies	8	Anthony	MS 1	At-Risk	200	118	59%	65%	6%	63	32%	36%	4%	25	13%	17%	4%
Social Studies	8	Anthony	MS 1	SPED	38	11	29%	35%	6%	*	*	*	*	*	*	*	*

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

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