

Cypress-Fairbanks Independent School District

Hamilton Middle School

2023-2024



Mission Statement

Hamilton Middle School ensures a quality learning environment while striving for each student to feel safe, understood, and valued.

Vision

Empower our students with the character, competence, and confidence needed to overcome the challenges faced in achieving excellence.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

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

1. Our highest scoring reporting category for Social Studies is Geography and Culture.
2. Our highest scoring reporting category for Science is Earth and Space.
3. Our highest scoring reporting category for 6th grade RLA is Writing.
4. Our highest scoring reporting category for 7th & 8th grade RLA is Reading.
5. Our highest scoring reporting category for Algebra is Quadratic Functions and Equations.
6. Our highest scoring reporting category for 6th grade Math is Data Analysis and Personal Financial Literacy.
7. Our highest scoring reporting category for 7th grade Math Probability and Numerical Representations.
8. Our highest scoring reporting category for 8th grade Numerical Representations and Relationships.
9. We had a 5% increase in overall passing rate (at 89%) in 6th grade RLA.
10. We had a 100% passing rate in Algebra.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our students are under-performing when questions require combining two skills. **Root Cause:** RLA: Students need direct instruction on strategies for breaking down a question, as well as more opportunities to apply the strategies.

Problem Statement 2: Math: The lowest performing questions require students to apply their skills in "real world" scenarios that many students are unfamiliar with. **Root Cause:** Math: Students need specific feedback in smaller groups to help them build their background knowledge of various real world scenarios.

Problem Statement 3: Science: Students were not able to consistently apply their strategies to tests. **Root Cause:** Science: We need to build students' capacity to maximize the online tools for test taking to implement their strategies.

Problem Statement 4: Social Studies: We need to increase the rate of students reaching "approaches" in the SpEd and LEP groups. **Root Cause:** Social Studies: We need to spiral vocabulary and vertical alignment skills throughout the year and provide activities for students to apply test analysis skills.

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 Strengths

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

According to our 2022-23 PBIS survey results, 85% or more of our staff members reported that the following were "in place":

- A small number of positive and clearly stated school-wide student expectations are defined
- Procedures are in place to address emergency/dangerous situations
- Expected student behaviors and routines in classrooms are stated positively and defined clearly

We met our 2022-2023 CIP goals for:

- New supervision assignments in response to infraction location data.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: On the 22-23 PBIS survey, only 50% of our staff reported that "transitions between instructional and non-instructional activities (we)re efficient and orderly."

Root Cause: Too many students were in the hallway at the same time.

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.

- 93% of Hamilton MS staff believe decisions are data-driven.
- When compared to the 21-22 Employee Perception Survey results, HMS saw a 9% increase in the number of staff members who agreed with the following statements:
 - Opportunities exist for me to think for myself;
 - Opportunities are available for me to provide input;
 - Information related to my job is accessible.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: In the 2022-23 school year, the rate of teacher and paraprofessional attendance was 91.4%. **Root Cause:** Teacher/Paraprofessional Attendance: The residual effects of virtual learning in response to COVID-19 (such as increased demands for time, social isolation and decreased classroom routines) resulted in unanticipated demands on the entire staff.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

1. Our VIPS program has increased in membership and developed new opportunities to be engaged at Hamilton Middle School, including our PBIS Store, face-painting, and Tiger Dads.
2. Our teachers communicate weekly with our community regarding academics via email blasts.
3. Our campus effectively utilizes social media (Facebook, Twitter, and Instagram) to communicate events, celebrations, and opportunities to engage at Hamilton Middle School.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents reported that Schoology was difficult to navigate. **Root Cause:** Every teacher organized their Schoology course in a different way.







Goals




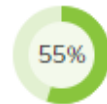
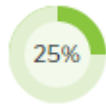
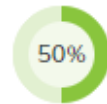
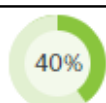
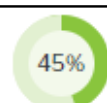




Revised/Approved: September 29, 2023

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: The RLA teams will identify at least 2 priority readiness standards per grading period. For each standard, teams will identify specific learning targets, create appropriate common formative assessments, analyze the data from these assessments and provide intervention to students not showing mastery through small group instruction during class. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: ELAR teachers, ELAR CCIS, DI, Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Math: The Math teams will use assessment data to select students needing targeted instruction and will provide this through small group interventions during class. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Math teachers, Math CCIS, DI, Principal	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Teachers will spiral in previous content through anchor charts/visual aids and online test taking strategies continuously throughout the year. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Science teachers, Science CCIS, DI, Principal	Formative		
	Nov	Feb	May
			


















Strategy 4 Details	Formative Reviews		
Strategy 4: Social Studies: Teachers will spiral content with a strong emphasis on vocabulary with implementation through vertical alignment and increase our understanding for content with writing composition. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: SS teachers, SS CCIS, DI, Principal	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: Hamilton Middle School will conduct routine meetings with our attendance support staff to coordinate efforts in reaching out to parents of students who have left us and are unaccounted for though phone calls, emails, and sometimes agencies such as CPS. Strategy's Expected Result/Impact: The dropout rate will remain at 0%. Staff Responsible for Monitoring: Registrar, Attendance Clerk, Principal, 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: Core content teachers, CCIS, AAS, DI, Principal	Formative		
	Nov	Feb	May
			
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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: After-school tutoring - Students will participate in an intramural soccer league with academic and coaching support. The teams will focus on a strong work ethic and academic accountability. Strategy's Expected Result/Impact: All team members will pass their core classes during the soccer season. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Before/After School Program: Accelerated instruction - Students who did not demonstrate satisfactory knowledge of the previous year's content in STAAR will receive additional support to master the content and prepare for success in the correlating content areas this year. Strategy's Expected Result/Impact: Attendees will meet the Approaching standard or higher for the 2024 STAAR tests. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Development: Framework of Poverty training focused on relationship building, SEL skills, and research-based instructional strategies. The consultant is Ruben Perez. Strategy's Expected Result/Impact: The number of disciplinary referrals in the areas of classroom disruption and non-compliance will decrease by 10%. The Employee Perception survey for question #4, "Information is available to help me do my job effectively." will eliminate the "Strongly Disagree" to 0%. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Before/After School Program: Accelerated instruction will include individualized instruction through a specialized software program for the required content areas. Strategy's Expected Result/Impact: Attendees will meet the "Approaches" standard or higher for the 2024 STAAR test. Staff Responsible for Monitoring: Principal, Director of Instruction, Academic Achievement Specialist	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Implement PBIS Rewards. Strategy's Expected Result/Impact: Reduced discipline infractions and additional time time in class Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Professional Development: Region 4 Dyslexia training for a new RLA teacher. Strategy's Expected Result/Impact: Targeted instruction for students with dyslexia. Staff Responsible for Monitoring: Principal, Director of Instruction	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Professional Development: Select science teachers will attend the Conference for the Advancement of Science Teachers (CAST) in an effort to support more hands-on learning opportunities for students. Strategy's Expected Result/Impact: 5% increase in the number of 8th grade science students who meet "Meets" and "Masters" standard on STAAR.	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Professional Development: CCIS and DI will participate in the Amplify Your Impact virtual training. The skills acquired during this training will support the CCIS in their knowledge of how to coach teams to effectively implement the PLC (Professional Learning Community) process, thus providing job-embedded professional development to all core-content teachers. Strategy's Expected Result/Impact: Teams will meet or exceed targets set on attached CIP data table. Staff Responsible for Monitoring: Principal, Director of Instruction	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
Strategy 9: Professional Development: Hillary Woest, a consultant from Solution Tree, will train the entire campus on the essential elements of how to become a Professional Learning Community. She will emphasize the impact of data-driven instruction on student performance and the implementation of job-embedded professional development through effective data analysis. Strategy's Expected Result/Impact: Teams will meet or exceed targets set on attached CIP data table. Staff Responsible for Monitoring: Principal, Director of Instruction	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
			
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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: Records of safety drills and other required safety actions.

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Our staff will attend campus safety training in August, keep all classroom doors locked, and monitor door prop alarms. Strategy's Expected Result/Impact: Staff will be more prepared in the event of a safety emergency. Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock Down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. 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	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 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
			
<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 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 create and implement new supervision assignments based on incident location data and use the Hamilton Help email address to facilitate faster response time to support classrooms. Strategy's Expected Result/Impact: Violent Incidents will be 0% Staff Responsible for Monitoring: Assistant Principals, Principal	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. Our staff will utilize the PBIS rewards system to reinforce positive student behaviors, and we will mitigate the need for exclusionary placement by utilizing a tiered system of support led by our Behavior Interventionist. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Assistant Principals, Principal, Behavior Interventionist	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: We will have at least a 10% gain in our current EPS results for "staff recognition is built into the school culture."







Evaluation Data Sources: Employee Perception Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: The Hamilton MS Administrative team will develop a system to recognize all teachers and staff for the work they do, and they will work in conjunction with the PBIS sub-committee on Staff Acknowledgement to create opportunities for teachers and staff to build trusting collegial relationships. Strategy's Expected Result/Impact: We will have at least a 10% gain in our EPS results for staff recognition built into campus culture. Staff Responsible for Monitoring: Principal, DI, Assistant Principals, AAS	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 and requested areas.


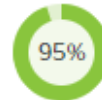






Evaluation Data Sources: Collaborative Team meetings
Walk-throughs
Data Dig Action Plans

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Campus professional development will be focused on effective data analysis and implementation of Professional Learning Community roles. Strategy's Expected Result/Impact: We will analyze student data, create plans of action and develop vertically aligned content practices during dedicated collaborative team planning meetings. Staff Responsible for Monitoring: Principal, DI, Assistant Principals	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></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: At the end of the current school year, Hamilton families will report a 90% or higher approval rating regarding their satisfaction with the quantity and quality of information communicated by the campus.

Evaluation Data Sources: Parent Survey, e-blast & School Messenger records

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Hamilton Middle School will use email or Remind to communicate weekly e-blasts of instructional updates and School Messenger emails/texts to communicate campus-wide information and updates. Strategy's Expected Result/Impact: Families will have a 90% or higher satisfaction rate with the quality and frequency of communication from Hamilton. Staff Responsible for Monitoring: Principal, DI, Assistant Principals	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Communication: Hamilton Middle School will develop campus-wide Schoology expectations for how teachers should organize their courses, and teachers will ensure that assignments names and due dates are aligned in both Schoology and Home Access Center (HAC). Strategy's Expected Result/Impact: To facilitate increased effective communication with parents and guardians Staff Responsible for Monitoring: DI, AAS, CCIS	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

2023-2024 CPOC

Committee Role	Name	Position
Principal	Jason Tullos	Principal
Teacher #1	Kelley Hermon	Teacher #1
Teacher #2	Eliseo Rodriguez	Teacher #2
Teacher #3	Stephanie Bravo	Teacher #3
Teacher #4	Aaron Hamilton	Teacher #4
Teacher #5	Sydney Davis	Teacher #5
Teacher #6	Tessa LeBoeuf	Teacher #6
Teacher #7	Kim Lloyd	Teacher #7
Teacher #8	Michelle Anderson	Teacher #8
Other School Leader (Non-teaching Professional) #1	Mark Williams	Other School Leader (Non-teaching Professional) #1
Other School Leader (Non-teaching Professional) #2	Ashton Guerrero	Other School Leader (Non-teaching Professional) #2
Administrator (LEA) #1	Stephanie Hodgins	Administrator (LEA) #1
Parent #1	Amy Allen	Parent #1
Parent #2	Stephanie Walker	Parent #2
Community Member #1	Tina Holder	Community Member #1
Community Member #2	Becky Yerkes	Community Member #2
Business Representative #1	Eric Domingues	Business Representative #1
Business Representative #2	Jamie Roberts	Business Representative #2
Other School Leader (Non-teaching Professional) #3	Cathy Redix	Other School Leader (Non-teaching Professional) #3
Other School Leader (Non-teaching Professional) #4	Kelli Zeuschel	Other School Leader (Non-teaching Professional) #4

Addendums

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					2023												
					#	#	%	%		#	%	%		#	%	%	
Reading	6	Hamilton MS	MS 1	All	485	433	89%	91%	2%	358	74%	76%	2%	199	41%	44%	3%
Reading	6	Hamilton MS	MS 1	Hispanic	153	124	81%	85%	4%	94	61%	63%	2%	48	31%	32%	1%
Reading	6	Hamilton MS	MS 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Hamilton MS	MS 1	Asian	39	36	92%	93%	1%	34	87%	88%	1%	26	67%	70%	3%
Reading	6	Hamilton MS	MS 1	African Am.	74	64	86%	90%	4%	46	62%	64%	2%	16	22%	27%	5%
Reading	6	Hamilton MS	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Hamilton MS	MS 1	White	200	192	96%	97%	1%	170	85%	87%	2%	99	50%	53%	3%
Reading	6	Hamilton MS	MS 1	Two or More	18	16	89%	94%	5%	13	72%	75%	3%	10	56%	60%	4%
Reading	6	Hamilton MS	MS 1	Eco. Dis.	193	151	78%	88%	10%	114	59%	63%	4%	44	23%	26%	3%
Reading	6	Hamilton MS	MS 1	LEP Current	55	36	65%	73%	8%	26	47%	50%	3%	9	16%	18%	2%
Reading	6	Hamilton MS	MS 1	At-Risk	230	183	80%	85%	5%	132	57%	58%	1%	43	19%	23%	4%
Reading	6	Hamilton MS	MS 1	SPED	45	28	62%	78%	16%	15	33%	40%	7%	5	11%	12%	1%
Reading	7	Hamilton MS	MS 1	All	486	429	88%	90%	2%	343	71%	74%	3%	205	42%	44%	2%
Reading	7	Hamilton MS	MS 1	Hispanic	146	125	86%	90%	4%	87	60%	62%	2%	42	29%	31%	2%
Reading	7	Hamilton MS	MS 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Hamilton MS	MS 1	Asian	56	54	96%	97%	1%	52	93%	94%	1%	42	75%	78%	3%
Reading	7	Hamilton MS	MS 1	African Am.	62	45	73%	80%	7%	32	52%	60%	8%	12	19%	22%	3%
Reading	7	Hamilton MS	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Hamilton MS	MS 1	White	196	183	93%	95%	2%	157	80%	82%	2%	100	51%	53%	2%
Reading	7	Hamilton MS	MS 1	Two or More	24	21	88%	90%	2%	15	63%	67%	4%	9	38%	40%	2%
Reading	7	Hamilton MS	MS 1	Eco. Dis.	186	151	81%	86%	5%	106	57%	60%	3%	53	28%	30%	2%
Reading	7	Hamilton MS	MS 1	LEP Current	44	29	66%	80%	14%	16	36%	40%	4%	7	16%	19%	3%
Reading	7	Hamilton MS	MS 1	At-Risk	192	144	75%	80%	5%	89	46%	48%	2%	47	24%	27%	3%
Reading	7	Hamilton MS	MS 1	SPED	45	25	56%	67%	11%	17	38%	40%	2%	7	16%	18%	2%
Reading	8	Hamilton MS	MS 1	All	529	484	91%	93%	2%	400	76%	78%	2%	247	47%	50%	3%
Reading	8	Hamilton MS	MS 1	Hispanic	139	123	88%	90%	2%	93	67%	70%	3%	50	36%	39%	3%
Reading	8	Hamilton MS	MS 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Hamilton MS	MS 1	Asian	58	57	98%	100%	2%	54	93%	94%	1%	35	60%	62%	2%
Reading	8	Hamilton MS	MS 1	African Am.	83	64	77%	84%	7%	41	49%	51%	2%	22	27%	30%	3%
Reading	8	Hamilton MS	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Hamilton MS	MS 1	White	221	214	97%	99%	2%	189	86%	87%	1%	127	57%	59%	2%
Reading	8	Hamilton MS	MS 1	Two or More	27	26	96%	100%	4%	23	85%	87%	2%	13	48%	50%	2%
Reading	8	Hamilton MS	MS 1	Eco. Dis.	180	149	83%	86%	3%	109	61%	63%	2%	48	27%	30%	3%
Reading	8	Hamilton MS	MS 1	LEP Current	40	29	73%	88%	15%	18	45%	47%	2%	7	18%	20%	2%
Reading	8	Hamilton MS	MS 1	At-Risk	197	158	80%	84%	4%	104	53%	55%	2%	42	21%	23%	2%
Reading	8	Hamilton MS	MS 1	SPED	39	25	64%	70%	6%	8	21%	22%	1%	*	*	*	*
Math	6	Hamilton MS	MS 1	All	474	416	88%	90%	2%	291	61%	65%	4%	143	30%	32%	2%
Math	6	Hamilton MS	MS 1	Hispanic	150	124	83%	85%	2%	78	52%	54%	2%	33	22%	25%	3%
Math	6	Hamilton MS	MS 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Hamilton MS	MS 1	Asian	36	33	92%	95%	3%	30	83%	85%	2%	23	64%	65%	1%
Math	6	Hamilton MS	MS 1	African Am.	74	58	78%	80%	2%	31	42%	45%	3%	9	12%	14%	2%
Math	6	Hamilton MS	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Hamilton MS	MS 1	White	195	183	94%	95%	1%	142	73%	75%	2%	72	37%	40%	3%
Math	6	Hamilton MS	MS 1	Two or More	18	17	94%	95%	1%	10	56%	58%	2%	6	33%	35%	2%

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	6	Hamilton MS	MS 1	Eco. Dis.	189	153	81%	83%	2%	86	46%	48%	2%	29	15%	16%	1%
Math	6	Hamilton MS	MS 1	LEP Current	54	37	69%	70%	1%	19	35%	36%	1%	8	15%	16%	1%
Math	6	Hamilton MS	MS 1	At-Risk	222	175	79%	80%	1%	88	40%	42%	2%	29	13%	15%	2%
Math	6	Hamilton MS	MS 1	SPED	44	30	68%	70%	2%	15	34%	35%	1%	5	11%	12%	1%
Math	7	Hamilton MS	MS 1	All	483	398	82%	85%	3%	299	62%	65%	3%	113	23%	25%	2%
Math	7	Hamilton MS	MS 1	Hispanic	143	107	75%	77%	2%	70	49%	50%	1%	16	11%	13%	2%
Math	7	Hamilton MS	MS 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Hamilton MS	MS 1	Asian	55	54	98%	99%	1%	50	91%	93%	2%	29	53%	55%	2%
Math	7	Hamilton MS	MS 1	African Am.	62	39	63%	65%	2%	22	35%	37%	2%	*	*	*	*
Math	7	Hamilton MS	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Hamilton MS	MS 1	White	198	180	91%	93%	2%	145	73%	75%	2%	62	31%	33%	2%
Math	7	Hamilton MS	MS 1	Two or More	23	18	78%	80%	2%	12	52%	55%	3%	*	*	*	*
Math	7	Hamilton MS	MS 1	Eco. Dis.	184	133	72%	74%	2%	85	46%	47%	1%	22	12%	13%	1%
Math	7	Hamilton MS	MS 1	LEP Current	44	29	66%	68%	2%	18	41%	43%	2%	*	*	*	*
Math	7	Hamilton MS	MS 1	At-Risk	190	121	64%	65%	1%	73	38%	40%	2%	22	12%	13%	1%
Math	7	Hamilton MS	MS 1	SPED	44	21	48%	50%	2%	12	27%	29%	2%	*	*	*	*
Math	8	Hamilton MS	MS 1	All	220	171	78%	80%	2%	87	40%	42%	2%	22	10%	12%	2%
Math	8	Hamilton MS	MS 1	Hispanic	75	63	84%	85%	1%	29	39%	40%	1%	*	*	*	*
Math	8	Hamilton MS	MS 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Hamilton MS	MS 1	Asian	11	10	91%	93%	2%	9	82%	85%	3%	5	45%	50%	5%
Math	8	Hamilton MS	MS 1	African Am.	59	35	59%	60%	1%	12	20%	22%	2%	*	*	*	*
Math	8	Hamilton MS	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Hamilton MS	MS 1	White	66	55	83%	85%	2%	33	50%	52%	2%	9	14%	15%	1%
Math	8	Hamilton MS	MS 1	Two or More	8	8	100%	100%	0%	*	*	*	*	*	*	*	*
Math	8	Hamilton MS	MS 1	Eco. Dis.	110	82	75%	77%	2%	35	32%	33%	1%	5	5%	6%	1%
Math	8	Hamilton MS	MS 1	LEP Current	29	23	79%	80%	1%	7	24%	25%	1%	*	*	*	*
Math	8	Hamilton MS	MS 1	At-Risk	132	97	73%	75%	2%	36	27%	29%	2%	*	*	*	*
Math	8	Hamilton MS	MS 1	SPED	35	22	63%	65%	2%	6	17%	19%	2%	*	*	*	*
Science	8	Hamilton MS	MS 1	All	528	475	90%	93%	3%	368	70%	75%	5%	157	30%	35%	5%
Science	8	Hamilton MS	MS 1	Hispanic	137	121	88%	91%	3%	83	61%	65%	4%	30	22%	25%	3%
Science	8	Hamilton MS	MS 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Hamilton MS	MS 1	Asian	58	57	98%	99%	1%	50	86%	87%	1%	28	48%	50%	2%
Science	8	Hamilton MS	MS 1	African Am.	84	59	70%	75%	5%	35	42%	52%	10%	12	14%	20%	6%
Science	8	Hamilton MS	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Hamilton MS	MS 1	White	221	213	96%	98%	2%	180	81%	85%	4%	79	36%	40%	4%
Science	8	Hamilton MS	MS 1	Two or More	27	25	93%	96%	3%	20	74%	80%	6%	8	30%	35%	5%
Science	8	Hamilton MS	MS 1	Eco. Dis.	179	145	81%	85%	4%	92	51%	60%	9%	25	14%	20%	6%
Science	8	Hamilton MS	MS 1	LEP Current	39	27	69%	72%	3%	13	33%	40%	7%	*	*	*	*
Science	8	Hamilton MS	MS 1	At-Risk	196	156	80%	83%	3%	92	47%	55%	8%	27	14%	20%	6%
Science	8	Hamilton MS	MS 1	SPED	39	25	64%	70%	6%	12	31%	35%	4%	*	*	*	*
Social Studies	8	Hamilton MS	MS 1	All	530	451	85%	88%	3%	344	65%	68%	3%	209	39%	42%	3%
Social Studies	8	Hamilton MS	MS 1	Hispanic	139	113	81%	84%	3%	75	54%	57%	3%	37	27%	30%	3%
Social Studies	8	Hamilton MS	MS 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Hamilton MS	MS 1	Asian	58	56	97%	99%	2%	51	88%	90%	2%	35	60%	62%	2%

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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												
					#	#	%	%		#	%	%		#	%	%	
Social Studies	8	Hamilton MS	MS 1	African Am.	84	54	64%	66%	2%	35	42%	44%	2%	17	20%	20%	0%
Social Studies	8	Hamilton MS	MS 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Hamilton MS	MS 1	White	221	204	92%	95%	3%	164	74%	76%	2%	108	49%	50%	1%
Social Studies	8	Hamilton MS	MS 1	Two or More	27	24	89%	90%	1%	19	70%	72%	2%	12	44%	45%	1%
Social Studies	8	Hamilton MS	MS 1	Eco. Dis.	180	133	74%	76%	2%	84	47%	49%	2%	39	22%	23%	1%
Social Studies	8	Hamilton MS	MS 1	LEP Current	40	24	60%	62%	2%	13	33%	35%	2%	9	23%	24%	1%
Social Studies	8	Hamilton MS	MS 1	At-Risk	197	138	70%	72%	2%	87	44%	46%	2%	49	25%	26%	1%
Social Studies	8	Hamilton MS	MS 1	SPED	39	16	41%	42%	1%	10	26%	27%	1%	*	*	*	*

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