Cleburne Independent School District

Gerard Elementary School

2023-2024 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Gerard Elementary is one of 7 elementary schools in Cleburne ISD and is located at 1212 Hyde Park Boulevard in Cleburne Texas It is located in the center of multiple family neighborhoods and serves students in prekindergarten through fourth grade. The staff serves a diverse population of students from various cultures and ethnic backgrounds. Special efforts are made to include all families and enlist their support and participation in all areas of the school program.

School Population (2023 - 2024 Preliminary Fall PEIMS file loaded 09/14/2023)	Count	Percent
Student Total	**489**	**100%**
Early Education Grade	1	0.20%
Pre-Kindergarten Grade	43	8.79%
Kindergarten Grade	81	16.56%
1st Grade	94	19.22%
2nd Grade	85	17.38%
3rd Grade	107	21.88%
4th Grade	78	15.95%

Student Demographics (2023 - 2024 Preliminary Fall PEIMS file loaded 09/14/2023)	Count	Percent
Gender		
Female	231	47.24%
Male	258	52.76%
Ethnicity		
Hispanic-Latino	142	29.04%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	11	2.25%
Black - African American	21	4.29%
Native Hawaiian - Pacific Islander	3	0.61%
White	285	58.28%
Two-or-More	27	5.52%

Student Indicators (2023 - 2024 Preliminary Fall PEIMS file loaded 09/14/2023)	Count	Percent
At-Risk	120	24.54%
Foster Care	2	0.41%

IEP Continuer	0	0.00%
Immigrant	1	0.20%
Intervention Indicator	67	13.70%
Migrant	0	0.00%
Military Connected	14	2.86%
Transfer In Students	6	1.227%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	445	91.00%
Free Meals	445	91.00%
Reduced-Price Meals	0	0.00%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	17	3.48%
Shelter	0	0.00%
Doubled Up	17	3.48%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	17	3.48%
Is Unaccompanied Youth	0	0.00%

Demographics Strengths

- The staff is committed to upholding the mission and vision of Gerard Elementary and CISD to ensure all students meet their highest potential.
- Our Teachers are highly qualified and 100% of our teachers hold a bachelor's degree or master's degree from an accredited college or university. Most are also ESL, GT, or SPED certified.
- Gerard Elementary has a math interventionist, a reading interventionist, an emergent bilingual specialist, and a behavior interventionist.
- The Parent Liaison program supports both students and the community.
- Teachers meet weekly for team planning.
-

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student attendance rate average was 94.55% during the 2022-2023 school year. **Root Cause:** Campus did not stress to parents the importance of attendance and how that impacts student learning.

Student Learning

Student Learning Summary

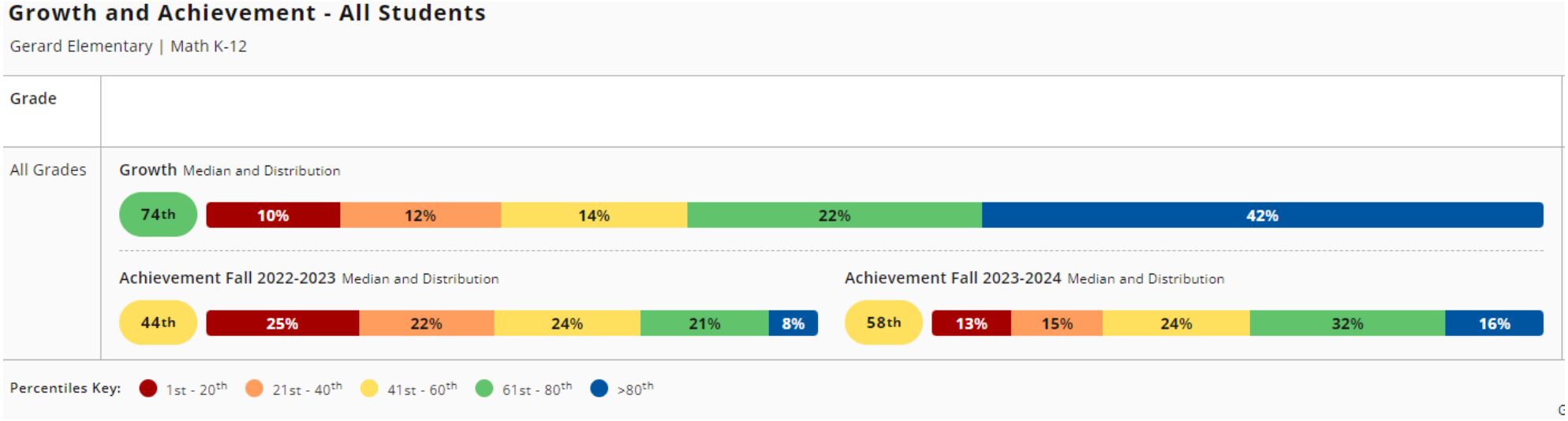
The State of Texas Assessments of Academic Readiness (STAAR) is used throughout the state of Texas to measure the academic performance of students in grade 3, 4, and previously on grade 5. According to the 2022 TEA school report card, Gerard Elementary received the accountability rating of a B. 2022-2023 STAAR accountability ratings have not been released.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2022	74%	68%	**87%**	92%	77%	90%	*	88%	71%	94%	84%
	2021	67%	64%	**81%**	67%	73%	85%	-	100%	14%	95%	75%
ELA/Reading	2022	75%	70%	**91%**	100%	83%	94%	*	*	*	93%	90%
	2021	68%	61%	**82%**	*	77%	84%	-	*	20%	100%	77%
Mathematics	2022	72%	68%	**86%**	80%	81%	87%	*	*	*	100%	84%
	2021	66%	65%	**83%**	*	72%	88%	-	*	20%	93%	76%
Science	2022	76%	69%	**77%**	*	54%	88%	*	*	*	80%	67%
	2021	71%	67%	**79%**	*	71%	82%	-	*	*	100%	72%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2022	48%	39%	**57%**	42%	46%	62%	*	75%	29%	64%	50%
	2021	41%	35%	**49%**	44%	41%	53%	-	50%	0%	51%	44%
ELA/Reading	2022	53%	44%	**69%**	60%	55%	76%	*	*	*	71%	62%
	2021	45%	35%	**49%**	*	38%	54%	-	*	0%	57%	40%
Mathematics	2022	42%	35%	**53%**	40%	45%	55%	*	*	*	57%	44%
	2021	37%	35%	**53%**	*	51%	55%	-	*	0%	57%	50%
Science	2022	47%	39%	**40%**	*	29%	43%	*	*	*	60%	30%
	2021	44%	39%	**38%**	*	41%	40%	-	*	*	20%	44%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2022	23%	15%	**28%**	8%	22%	31%	*	50%	0%	24%	20%
	2021	18%	13%	**22%**	11%	18%	25%	-	20%	0%	18%	17%
ELA/Reading	2022	25%	17%	**35%**	20%	28%	40%	*	*	*	36%	25%
	2021	18%	12%	**30%**	*	23%	35%	-	*	0%	21%	21%

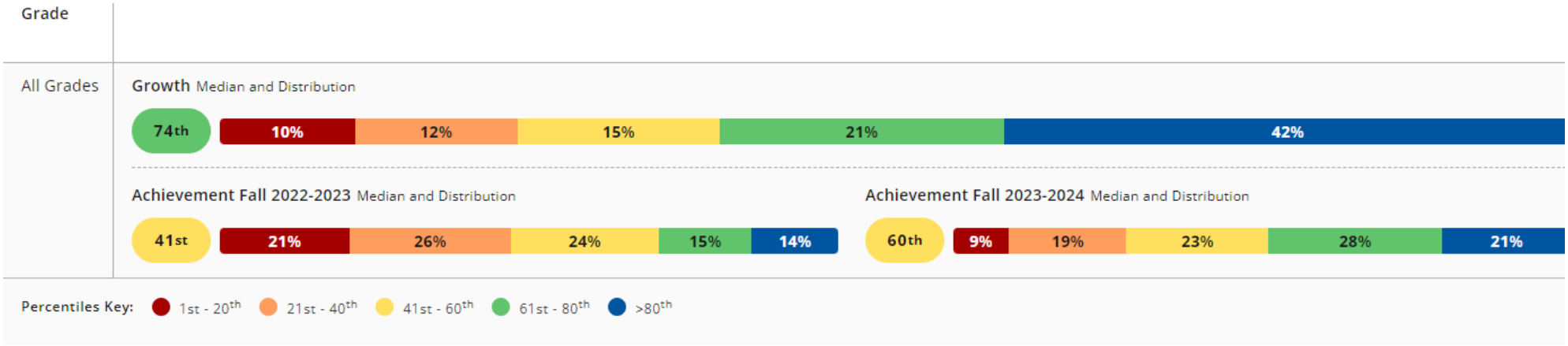
		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Mathematics	2022	20%	13%	**21%**	0%	22%	21%	*	*	*	14%	15%
	2021	18%	14%	**25%**	*	25%	25%	-	*	0%	29%	21%
Science	2022	21%	16%	**25%**	*	8%	31%	*	*	*	20%	17%
	2021	20%	15%	**7%**	*	0%	10%	-	*	*	0%	0%
Academic Growth Score (All Grades Tested)												
Both Subjects	2022	74	69	**74**	86	77	72	-	100	-	68	76
	2019	69	60	**65**	67	51	68	-	-	-	73	58
ELA/Reading	2022	78	76	**81**	-	78	80	-	-	-	75	80
	2019	68	61	**64**	-	47	68	-	-	-	75	53
Mathematics	2022	69	63	**68**	-	75	64	-	-	-	60	72
	2019	70	59	**66**	-	54	69	-	-	-	71	62

Local assessment by grade level:

MAP Growth data in math and reading from 2022-23.







Student Learning Strengths

* Gerard Elementary students have shown significant growth in Reading on local, state, and universal assessments.

*Gerard Elementary students have shown significant growth on MAP testing from 2022/23 to 2023/24. Students moved from the 44th%tile to the 74%tile in math and 41st%tile to the 74%tile in reading.

* Students that attended interventions with our campus Interventionists showed growth in Reading and Math on local and state assessments.

*Students in grades Kindergarten-2nd grade benefited from teachers implementing a systematic phonics program and reading strategies from the Science of Teaching reading.

*89% of students met Approaches on RLA STAAR. 79% of students met Approaches on Math STAAR.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Only 63% of our 5th grade students met their growth goal on the 2023 RLA STAAR. **Root Cause:** Two new, inexperienced teachers were added to the grade level.

Problem Statement 2: Only 44% of our 5th grade students met their growth goal on the 2023 MATH STAAR. **Root Cause:** Two new, inexperienced teachers were added to the grade level.

Problem Statement 3: Only 58% of our 5th graders met standards at Approaches on the 2023 SCIENCE STAAR. **Root Cause:** There was a lack of opportunities for hands-on activities, experiments and spiral activities.

Problem Statement 4: According to STAAR data, our SPED students are struggling to show academic growth in all subjects on STAAR. **Root Cause:** Lack of programming that allows for collaborative teaching.

School Processes & Programs

School Processes & Programs Summary

Gerard follows the TEKS Resource System and CISD's district adopted curriculum, which is aligned to the state standards. Gerard's curricular program includes the use of curriculum exemplar lessons and assessments to meet the high standards of rigor. Coupled with TRS, Gerard uses other research-based intervention programs such as IXL in math and reading, research based phonics interventions, hands-on instruction and interactive journals.

The instructional program at Gerard Elementary offers a variety of special programs to meet the needs of all students. These programs include gifted and talented (GT), Emergent Bilinguals (EB), dyslexia, and special education. Students served in EB at Gerard are provided inclusion support as well as small group instruction from certified staff. Dyslexia students are pulled out to receive small group instruction for 45 minutes daily. The needs of our students who are identified as special education are addressed through resource pullout services and inclusion support. Behavior support for our special education students is provided through our Bridges program.

The MTSS process is a key component of the Gerard instructional program. The MTSS specialists implement the district guidelines for eligible students. Teachers attend MTSS meetings quarterly to discuss student progress and concerns. This committee is made up of the principal, classroom teachers, interventionists, the assistant principal and any other member that could provide pertinent information regarding the student. Students that continue to not show growth are referred for additional diagnostic testing.

Gerard Elementary school strives to provide highly qualified teachers and staff, so that our students are surrounded by high expectations and a strong learning environment. To meet this expectation, teachers and and paraprofessionals participate in ongoing, job-embedded professional development. Learning opportunities take place during PLC's, staff meetings, grade level planning days, committee meetings and conferences. Some of the professional development topics included: MTSS, Science of Reading, Get Better Faster, using data to guide instructions, ELPS, language objectives, classroom management, and instructional strategies.

The Campus Site Based Decision Making Committee (SBDM) meets to oversee the campus plan and to approve the budget for all resources. The campus improvement planning process includes staff, parents, and community members.

All teachers meet weekly in professional learning communities (PLC).

The sunshine committee consists of staff members that have volunteered to create a plan to boost staff morale throughout the year.

Gerard Elementary adheres to the state guidelines of class sizes being 22:1 in PreK-4th grade.

Gerard Elementary has an assortment of technology available for student use to exemplify classrooms of the 21st century. Each classroom is outfitted with document cameras and projectors. Each classroom has a mobile cart of chromebooks for student use in the classroom. Teachers have laptops to use with their document cameras and projectors. As well as access to all district related materials, a district technology specialist trains teachers four times a year on student applications.

School Processes & Programs Strengths

The following curriculum, instruction, and assessment strengths have been identified based on campus data and survey results:

*By focusing on early literacy and implementing a systematic phonics and phonemic awareness program for three years in a row, our 1st through 3rd grade students began the year at the 10%tile higher than the previous year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need to address the percentage of students that do not meet approaching grade level standard in all subjects on STAAR that receive interventions all year through MTSS. **Root Cause:** Intervention groups are large. There is a lack of organization of resources and a need for additional staff.

Perceptions

Perceptions Summary

The school culture and climate of Gerard Elementary is characterized by a strong believe that all students CAN and WILL learn. Our mission statement, Loving, learning, launching everyday the Grizzly way, ensures that all students feel loved, are growing academically, and are prepared for the next grade level.

Gerard Elementary has a Parent and Family engagement liason on campus. We host multiple campus activities to encourage parent and family involvement including: *Book fair 2x per year, All pro dads, Fall Open house, Semester Awards ceremonies, graduation ceremonies, fall dance, active PTA, parent conferences 2x per year, Spring Festival, Classroom parties, Dads and Doors, Homecoming activities, Play Day, Grandparent's day, parent engagement week, Grizzly Greatness reception, and multicultural fair. Gerard Elementary strives to communicate to parents in multiple ways: Grizzly Growler, classroom newsletters, social media, skylert emails, marquee, class dojo, and monthly newsletter/calendars

Perceptions Strengths

The following have been identified as strengths in the area of Family and Community Engagement per campus data and survey:

- Gerard Elementary offers many parent and family engagement events.
- The Gerard SBDM consists of a parent, a community member, and a business member.
- Parents that come to eat lunch with their child are provided a family "dining space" so that they may enjoy their child and their meal while at Gerard.

The following have been identified as strengths in the area of School Culture and Climate per campus data and survey:

- Gerard Elementary has 100% compliance in conducting district mandated safety drills (tornado, ALICE, fire, shelter in place).
- Gerard Elementary has school wide rules and procedures that every student can recite and abide by.
- Gerard Elementary culture encourages kindness in all aspects of school. Students can recite Be Kind, Be Kind, Be Kind.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Surveys show that there is a need for more programs and clubs for students to participate. **Root Cause:** A lack of staff volunteers to monitor programs.

Priority Problem Statements

Goals

Goal 1: Students will graduate with the knowledge and skills required to be successful in college, military, or a career field.

Performance Objective 1: Guarantee that every student is provided a high-quality curriculum, data-driven instruction, and standards-based assessment to ensure continuous growth and high levels of achievement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide and utilize resources, technology, and personnel to give all students access to grade level curriculum. **Strategy's Expected Result/Impact:** *Mastery of Safety Net Standards (CBAs) *Expected growth on state, district and campus level assessments (STAAR, benchmarks, CBAs, CFAs, IRLA, math inventories, M-STAR) **Staff Responsible for Monitoring:** Campus Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Create a master schedule that includes PLC/planning time each week for classroom teachers, specialists, and interventionists. **Strategy's Expected Result/Impact:** *Mastery of Safety Net Standards (CBAs) *Expected growth on state, district and campus level assessments (STAAR, benchmarks, CBAs, CFAs, IRLA, MAP) **Staff Responsible for Monitoring:** Campus Administration				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will graduate with the knowledge and skills required to be successful in college, military, or a career field.

Performance Objective 2: Monitor student progress by tracking performance data and other outcome-based evidence within a system of shared accountability.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize PLC meetings to analyze student performance and assessment data. **Strategy's Expected Result/Impact:** *Mastery of Safety Net Standards (CBAs) *Expected growth on state, district and campus level assessments (STAAR, benchmarks, CBAs, CFAs, IRLA, math inventories, M-STAR) **Staff Responsible for Monitoring:** Campus administration Team leaders Classroom teachers Specialists Interverventionists				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will graduate with the knowledge and skills required to be successful in college, military, or a career field.

Performance Objective 3: Provide systemic academic interventions, enrichment, and pathways aimed at supporting the diversity of our student body.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create master and classroom schedules that allow time each day for interventions, enrichment, and specials (PE, library, computer, music, WIN). **Strategy's Expected Result/Impact:** *Mastery of Safety Net Standards (CBAs) *Expected growth on state, district and campus level assessments (STAAR, benchmarks, CBAs, CFAs, IRLA, math inventories, M-STAR) *Expected growth on Fitnessgram *Mastery of technology application standards **Staff Responsible for Monitoring:** Campus administration Team leaders Classroom teachers Specialists Interventionists				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Create a master schedule that allows time each week for enrichment of GT and STEAM (Fridays). **Strategy's Expected Result/Impact:** *Advanced growth for GT students on state, district, and classroom assessments (STAAR, benchmarks, CBAs, CFAs, IRLA, math inventories, M-STAR) *Deeper understanding of science, technology, engineering and robotics for STEAM students. **Staff Responsible for Monitoring:** Campus administration District GT teachers Classroom teachers STEAM teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: All students will have skilled teachers, effective support staff, and sufficient resources to support high levels of achievement.

Performance Objective 1: Recruit, select, assign, and retain highly-qualified educators and support staff.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Assemble an interview committee and develop questions relative to vacant position ensuring the best candidate is selected for hire. **Strategy's Expected Result/Impact:** *100% highly qualified staff **Staff Responsible for Monitoring:** Campus administration Human resources department Interview committee				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide time and personnel for mentoring and support of new staff members. **Strategy's Expected Result/Impact:** *Staff survey reflect positive campus culture and climate *Increase in campus staff retention rate *TTESS **Staff Responsible for Monitoring:** Campus administration Staff Mentor				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: All students will have skilled teachers, effective support staff, and sufficient resources to support high levels of achievement.

Performance Objective 2: Deliver relevant professional development for teachers, school leaders, and staff that is focused on the needs of students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide timely and relevant professional development aligned with district/campus initiatives, goals, and needs. **Strategy's Expected Result/Impact:** *BOY PD agenda/sign in *Staff meeting agendas/sign in *PLC agendas/sign in *Walk through data *TTESS data *SLO progress **Staff Responsible for Monitoring:** District administration Campus administration Specialists				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide ongoing professional development opportunities for teachers, specialists, and interventionists in instructional strategies/practices that promote mastery of grade level curriculum, successful interventions, and enrichment of content. **Strategy's Expected Result/Impact:** *Staff meeting agendas/sign in *PLC agendas/sign in *Walk through data *TTESS data **Staff Responsible for Monitoring:** District administration Campus administration Specialists				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: All students will have skilled teachers, effective support staff, and sufficient resources to support high levels of achievement.

Performance Objective 3: Allocate resources with a specific focus on instructional improvement and increasing student achievement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create a campus budget aligned with current needs assessment data. **Strategy's Expected Result/Impact:** *SBDM committee agenda/sign in and minutes *Current year budget shell **Staff Responsible for Monitoring:** Campus administration Team leaders Specialists				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: To meet student target in math , we will facilitate PLC data and planning meetings for grade level teachers so that all students are provided equitable instruction. **Strategy's Expected Result/Impact:** An increase in the student academic growth target for math. **Staff Responsible for Monitoring:** Campus administration Team leaders Specialists **Targeted Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students will have a safe, supportive, and highly effective learning environment.

Performance Objective 1: Implement practices and procedures to support a safe environment characterized by high expectations, mutual respect, positive teacher-student relationships, and a focus on teaching and learning.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Conduct annual fire, safety, severe weather, and health drills/inspections as required. **Strategy's Expected Result/Impact:** *Required drills tracking form *Inspection results **Staff Responsible for Monitoring:** District administration Campus administration Local officials				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide and utilize school safety materials/programs: two way radios, raptor visitor program, safety training materials and programs. **Strategy's Expected Result/Impact:** *BOY online district required trainings *ALICE training *Classroom student safety training, powerpoint, and parent flier **Staff Responsible for Monitoring:** District safety committee Campus administration Nurse/nurse's aid Counselor Classroom teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement "The Cleburne Way" campus wide. **Strategy's Expected Result/Impact:** *Positive school culture and climate as reflected in parent and staff EOY surveys **Staff Responsible for Monitoring:** Campus administration All staff				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Develop and use threat assessment team to identify and address serious behavioral concerns. **Strategy's Expected Result/Impact:** *Threat assessment training and protocol *Case management records **Staff Responsible for Monitoring:** District safety committee Campus administration Threat assessement team				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: All students will have a safe, supportive, and highly effective learning environment.

Performance Objective 2: Ensure that district policies and procedures are student-centered, equitable, consistently enforced, and data-driven.

Goal 4: Cleburne ISD will engage families and the school community to create a network of student support, investment, and high expectations.

Performance Objective 1: Work in collaboration with students, parents, and community members to ensure everyone is welcomed, respected, and valued.

Evaluation Data Sources: *Positive school culture and climate as reflected in the parent and staff EOY surveys.

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for students, parents and community members to be involved in school activities.	Formative			Summative
Strategy's Expected Result/Impact: *Meet the teacher/BOY grade level parent meetings *Parent conferences *Academic family nights *Bookfair *Lunch with your student *All Pro dads events *Field day *Christmas events *Grandparent's Day **Staff Responsible for Monitoring:** Campus administration Classroom teachers Staff	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Ongoing communication with students, parents and community in multiple formats.	Formative			Summative
Strategy's Expected Result/Impact: *District/Campus Website *Daily announcements *Skyward messages/alerts *Campus calendar *Classroom newsletter *Facebook *Closed circuit TV/announcements in foyer **Staff Responsible for Monitoring:** District PIO Campus administration Classroom teachers	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide training and opportunities for parent involvement groups. **Strategy's Expected Result/Impact:** *District VIPS training *PTA/Campus principal meetings *PTA meetings *Raptor VIPS record **Staff Responsible for Monitoring:** District VIPS coordinator Campus VIPS coordinator PTA board Parent and Family Engagement Liason				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Cleburne ISD will engage families and the school community to create a network of student support, investment, and high expectations.

Performance Objective 2: Pursue quality partnerships with parents and community to provide a system of support and communication between all stakeholders.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide ongoing communication with and between all stakeholders. **Strategy's Expected Result/Impact:** *District/Campus Website *Daily announcements *Skyward messages/alerts *Campus calendar *Classroom newsletter *Facebook *Closed circuit TV/announcements in foyer *Campus SBDM committee **Staff Responsible for Monitoring:** District PIO Campus administration Classroom teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Targeted Support Strategies

Goal	Objective	Strategy	Description
2	3	2	To meet student target in math , we will facilitate PLC data and planning meetings for grade level teachers so that all students are provided equitable instruction.

State Compensatory

Budget for Gerard Elementary School

Total SCE Funds: $82,241.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

ESSER funds have also been used to provide student intervention. 5 FTE's cost approximately $277,117.00.

Personnel for Gerard Elementary School

Name	Position	FTE
Brown	EL Specialist	1
Rackley	Aide	1

Title I Personnel

Name	Position	Program	FTE
Garza	1st Grade	ESSER III	1.0
Harrison	Prekindergarten Teacher	ESSER III	1.0
Roberts	Academic Interventionist	ESSER III	1.0
Thames	Math Specialist	Title I, Part A	1.0
VanWinkle	Parent Family Engagement Liaison	ESSER III	1.0

Addendums

Student Demographics (2022 - 2023 Preliminary Fall PEIMS file loaded 10/28/2022)

	Count	Percent
Gender		
Female	260	45.86%
Male	307	54.14%
Ethnicity		
Hispanic-Latino	150	26.45%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	12	2.12%
Black - African American	18	3.17%
Native Hawaiian - Pacific Islander	6	1.06%
White	352	62.08%
Two-or-More	29	5.11%

School Population (2022 - 2023 Preliminary Fall PEIMS file loaded 10/28/2022)

	Count	Percent
Student Total	**567**	**100%**
Early Education Grade	2	0.35%
Pre-Kindergarten Grade	44	7.76%
Kindergarten Grade	86	15.17%
1st Grade	87	15.34%
2nd Grade	105	18.52%
3rd Grade	80	14.11%
4th Grade	65	11.46%
5th Grade	98	17.28%

Student Programs (2022 - 2023 Preliminary Fall PEIMS file loaded 10/28/2022)	Count	Percent
Dyslexia	27	4.76%
Gifted and Talented	36	6.35%
Regional Day School Program for the Deaf	0	0.00%
Section 504	29	5.11%
Special Education (SPED)	64	11.29%
Bilingual/ESL		
Emergent Bilingual (EB)	40	7.05%
Bilingual	0	0.00%
English as a Second Language (ESL)	39	6.88%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
Title I Part A		
Schoolwide Program	567	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Indicators (2022 - 2023 Preliminary Fall PEIMS file loaded 10/28/2022)

	Count	Percent
At-Risk	193	34.04%
Foster Care	1	0.18%
IEP Continuer	0	0.00%
Immigrant	3	0.53%
Intervention Indicator	128	22.57%
Migrant	1	0.18%
Military Connected	26	4.59%
Transfer In Students	9	1.5873%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	291	51.32%
Free Meals	234	41.27%
Reduced-Price Meals	40	7.05%
Other Economic Disadvantage	17	3.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	11	1.94%
Shelter	0	0.00%
Doubled Up	11	1.94%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	11	1.94%
Is Unaccompanied Youth	0	0.00%

ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	91%	100%	83%	94%	*	*	*	93%	90%	80%	83%	61%	100%	93%	88%
At Meets GL Standard or Above	69%	60%	55%	76%	*	*	*	71%	62%	40%	43%	39%	78%	73%	61%
At Masters GL Standard	35%	20%	28%	40%	*	*	*	36%	25%	5%	13%	13%	11%	37%	31%
Number of Tests															
At Approaches GL Standard or Above	211	5	48	138	*	*	*	13	113	16	19	14	9	152	59
At Meets GL Standard or Above	160	3	32	111	*	*	*	10	78	8	10	9	7	119	41
At Masters GL Standard	82	1	16	59	*	*	*	5	31	1	3	3	1	61	21
Total Tests	231	5	58	147	*	*	*	14	125	20	23	23	9	164	67
Participation															
% participation 2020-21	100%	*	100%	100%	-	*	100%	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2021-22	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	100%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	86%	80%	81%	87%	*	*	*	100%	84%	70%	74%	55%	89%	87%	83%
At Meets GL Standard or Above	53%	40%	45%	55%	*	*	*	57%	44%	45%	48%	27%	44%	54%	48%
At Masters GL Standard	21%	0%	22%	21%	*	*	*	14%	15%	20%	26%	14%	22%	23%	17%
Number of Tests															
At Approaches GL Standard or Above	198	4	47	127	*	*	*	14	104	14	17	12	8	143	55
At Meets GL Standard or Above	121	2	26	81	*	*	*	8	55	9	11	6	4	89	32
At Masters GL Standard	48	0	13	31	*	*	*	2	19	4	6	3	2	37	11
Total Tests	230	5	58	146	*	*	*	14	124	20	23	22	9	164	66
Participation															
% participation 2020-21	100%	*	100%	100%	-	*	100%	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2021-22	100%	100%	100%	99%	*	*	*	100%	99%	100%	100%	96%	100%	100%	99%
Science															
Percent of Tests															
At Approaches GL Standard or Above	77%	*	54%	88%	*	*	*	80%	67%	20%	29%	30%	80%	78%	75%
At Meets GL Standard or Above	40%	*	29%	43%	*	*	*	60%	30%	0%	14%	20%	0%	42%	36%
At Masters GL Standard	25%	*	8%	31%	*	*	*	20%	17%	0%	14%	10%	0%	26%	21%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Tota Evalua
Academic Achievement Status																
A/Reading Target	**44%**	**32%**	**37%**	**60%**	**43%**	**74%**	**45%**	**56%**	**33%**	**29%**	**19%**	**36%**	**46%**	**42%**		
get Met	**Yes**		**Yes**	**Yes**					**Yes**				**Yes**	**Yes**		
at Meets GL Standard or Above	69%	60%	55%	76%	*	*	*	71%	62%	43%	39%	78%	73%	61%		
t Meets GL Standard or Above	160	3	32	111	*	*	*	10	78	10	9	7	119	41		
al Tests (Adjusted)	231	5	58	147	*	*	*	14	125	23	23	9	164	67		
thematics Target	**46%**	**31%**	**40%**	**59%**	**45%**	**82%**	**50%**	**54%**	**36%**	**40%**	**23%**	**44%**	**47%**	**45%**		
get Met	**Yes**		**Yes**	**No**					**Yes**				**Yes**	**Yes**		
at Meets GL Standard or Above	53%	40%	45%	55%	*	*	*	57%	44%	48%	27%	44%	54%	48%		
t Meets GL Standard or Above	121	2	26	81	*	*	*	8	55	11	6	4	89	32		
al Tests (Adjusted)	230	5	58	146	*	*	*	14	124	23	22	9	164	66		
al Indicators															**11**	
Growth Status																
A/Reading Target	**66%**	**62%**	**65%**	**69%**	**67%**	**77%**	**67%**	**68%**	**64%**	**64%**	**59%**	**65%**	**66%**	**67%**		
get Met	**Yes**		**Yes**	**Yes**					**Yes**				**Yes**	**Yes**		
ademic Growth Score	81%	*	78%	80%	-	*	*	75%	80%	84%	67%	83%	80%	82%		
owth Points	141.0	*	34.5	90.0	-	*	*	7.5	75.0	13.5	12.0	5.0	102.5	38.5		
al Tests	175	*	44	112	-	*	*	10	94	16	18	6	128	47		
thematics Target	**71%**	**67%**	**69%**	**74%**	**71%**	**86%**	**74%**	**73%**	**68%**	**68%**	**61%**	**70%**	**71%**	**70%**		
get Met	**No**		**Yes**	**No**					**Yes**				**No**	**No**		
ademic Growth Score	68%	*	75%	64%	-	*	*	60%	72%	84%	65%	58%	68%	68%		
owth Points	117.5	*	33.0	71.5	-	*	*	6.0	66.5	13.5	11.0	3.5	87.0	30.5		
al Tests	173	*	44	111	-	*	*	10	92	16	17	6	128	45		
al Indicators															**8**	