

Cypress-Fairbanks Independent School District

Farney Elementary School

2023-2024



Mission Statement

Farney Elementary promotes achievement levels that reflect high expectations, positive attitudes, teamwork and respect for differences. Nurtured by staff, parents, and the community, students experience a well-balanced curriculum and a challenging learning environment. Parent involvement is valued as an avenue to ensure student success a sense of community.

Vision

This year our school theme is Together We Shine!

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Farney Elementary is a campus in Cypress, Texas. Farney Elementary opened its doors in 2000. Farney is projected to serve 920 students in grades Pre-K through 5th grade during the 2023-2024 school year, which is a decrease from the previous year of 35 students.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

- STAAR scores
- Attendance
- Behavior
- Discipline
- MAP scores
- Benchmarks
- Amplify
- Grades
- Demographics

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The CPOC met on May 5th, 2023 and again on September 28, 2023 to develop and finalize the CNA. The meetings were held in room 1030 at Farney Elementary at 4:30 pm.

At the first meeting on May 5th, 2023, principal Dr. Tricia Reilly started with an icebreaker and introductions. She then went over our mission statement. Dr. Reilly then asked the group to come up with words that describe Farney. She asked the group to use those words to come up with our vision statement.

To create a safe and supportive community where every student and staff have the opportunity to thrive.

To create a safe environment that is inclusive and supportive to all -students, families, and staff.

To enhance and enrich the minds and character of our students through a supportive, collaborative, and nurturing environment.

****To create a safe, nurturing, and supportive community where every student and staff have the opportunity to thrive.**

Dr. Reilly explained all the ways that Title 1 funds can be used.

What are our needs and where do we need to focus our efforts? We will look at data on Wednesday, 5/10, during the next meeting.

Data needed for next meeting, STAAR scores, attendance, behavior, discipline, MAP scores, Benchmarks, Amplify, grades, demographics

Next time we will identify our 3 statements, root cause analysis.

At the second meeting on September 28, 2023, the CPOC (describe what happened at the meeting).

The problem statements and root causes are listed in each section of the needs assessment.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the CPOC for the school to focus on during the 2023-24 school year:

Our first identified priority problem is in the area of student achievement, specifically Reading. Through the root cause analysis process, we identified differentiation needs to be provided to students to support all students and their varied reading levels and skills.

Our second identified priority problem is in the area of student achievement, specifically math. Through the root cause analysis process, we identified our math performance by Asian, White, AA, EB, and sped students need improvement.

Our third identified priority problem is in the area of attendance, specifically, students often miss school following or prior to the weekend. Through the root cause analysis process, we identified we need to discuss the importance of school attendance with students and families in the community.

Student Achievement

Student Achievement Strengths

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

- 3rd grade reading STAAR scores were above the district target for all students in the approaches and meets areas.
- Our 3rd grade EB students outperformed our target STAAR goal and cluster in the area of reading masters.
- 4th grade reading all subpopulations scored higher in mastery on STAAR than the district scores.
- On the 5th grade reading STAAR our sped population was above the targeted goal in the masters category.
- In 3rd grade math, our emergent bilingual students exceeded the district in the STAAR masters category.
- On the 4th grade math STAAR test our at-risk students exceeded the target goal in the masters category.
- Our 5th-grade math scores were higher than the target projection in the approaches category on STAAR.
- On the 5th grade STAAR science test our sped students scored higher than the target projection.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our reading performance needs differentiation to support various student populations. **Root Cause:** RLA: Teachers are not always using data to plan targeted small-group instruction to meet individual student needs.

Problem Statement 2: Math: Our math performance by specific sub-populations need to continue to improve. (Asian, White, AA, EB and SPED). **Root Cause:** Math: Teachers need to intentionally plan lessons including vocabulary, mathematical conversations, and real-world problem-solving.

Problem Statement 3: Science: Our science scores did not meet the targeted projections on STAAR for most populations. **Root Cause:** Science: The 5th-grade science teachers need to continue to purposefully plan lessons that involve interactive vocabulary and real-world/relevant experiences.

Problem Statement 4: Students are beginning the 2023-24 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

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

School Culture and Climate

School Culture and Climate Strengths

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

- Restorative discipline continues to be implemented and practiced through the implementation of the Positive Behavior Intervention System.
- Behavior Interventionist has a proactive impact in the classroom.
- Security and safety continue to be enhanced with guidance from the district Emergency Operations team.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students come to school late and leave early; therefore missing instruction. **Root Cause:** Families do not always understand that we teach bell to bell and schedule appointments during school hours.

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.

- We continue to provide professional development, including book studies in the areas of Math, Reading, and writing with consultants on campus to increase teacher capacity.
- We have a positive staff culture which assists us in attracting and retaining quality staff.
- Our staff is highly qualified.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff attendance continues to be a problem. **Root Cause:** Teacher/Paraprofessional Attendance: Factors such as campus hours and stress lead to staff members being absent.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

- Many parents consistently attend events such as Meet the Teacher, Curriculum Night, parent conferences, book fairs, field day, Veteran's Day, Farney Festivities, 5th grad day, and PTO meetings at Farney.
- We provide consistent communication with parents via social media (Facebook, Twitter, Instagram), a school newsletter, Remind 101, and phone calls.

Problem Statements Identifying Parent and Community Engagement Needs




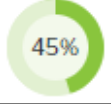

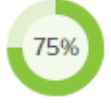
Problem Statement 1: We have noticed a decrease in the number of parents attending parent conferences in the fall in person. **Root Cause:** We need to offer an assigned day to hold parent conferences to make it a "district-wide" event.






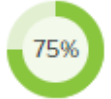
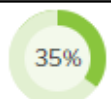

Goals







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, and Science

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Teachers in all grades will participate in planned, targeted small-group reading instruction to provide differentiation for students of all populations to move towards growth in approaches, meets, and masters levels.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, AP's, RLA Instructional Specialist, Reading Interventionist and RLA teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Writing: All content teachers will increase writing responses that include proper grammar and readability.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, APs, ISs, Teachers, Paraprofessionals</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math: All math teachers will plan instruction with a specific focus on number sense, number talks, place value, and real-world problem-solving. Additionally, students in all grades will be provided with additional small group math support from a math interventionist focusing on teaching interactive skills and using mathematical conversations.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, APs, ISs, math interventionist, teachers and paraprofessionals.</p>	Formative		
	Nov	Feb	May
			










Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Science: Teachers will plan differentiated instruction that includes higher-level questioning strategies, the use of the visual non-glossary to support vocabulary, and real-world relevant experiences to clarify misconceptions and support student growth.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, APs, ISs, Teachers, and Instructional Paraprofessionals.</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 25 minutes of targeted instruction each day that includes: structured, differentiated lessons that will be delivered in small groups or individually based on student needs.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, AP's, IS's, Teachers and Instructional Paras</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Well-Rounded Education: Students will be provided with a well-rounded education through activities such as: DaVinci Day, Horizons Showcase, GT program, EdTech Expo, Coding Club, Student Council, Spelling Bee, Choir, Farney Art Show, Family Fitness Nights, Running Club, Choral Festival.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers</p>	Formative		
	Nov	Feb	May
			







Strategy 8 Details	Formative Reviews		
<p>Strategy 8: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>1. Salaries: *The primary Instructional Specialist will assist in ensuring the academic needs of our students are met. *The paraeducator will assist students in K-5 through small group interventions. *The behavior interventionist will support students by ensuring they remain in their classroom in order to maximize instructional time.</p> <p>2. Student PAFE snacks will be used to support before/after school events such as Curriculum Night and for parents to use to support their children at home.</p> <p>3. Supplies PAFE: To support activities that involve parents.</p> <p>3. Extra Duty Pay: Provide benefits for eligible professionals/paraprofessionals to provide or attend parent engagement activities.</p> <p>4. Supplies Instructional: Provide instructional supplies, including site licenses, and licenses to promote positive behavior awards.</p> <p>Staff Responsible for Monitoring: Principal, APs, ISs, Testing Coordinator, Teachers, paraprofessionals and BI.</p>	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		
<p>Strategy 1: Summer Learning/Summer Enrichment: Welcome Back Camp - Students will be given instructional materials for both math and reading to extend learning at home.</p> <p>Strategy's Expected Result/Impact: Students attending the WBC will score 70% or higher on first 9-wk report cards.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Before/After School Program: Teachers in grades 3-5 will provide additional instructional time for identified students in the area of math and reading during before and after school tutoring.</p> <p>Strategy's Expected Result/Impact: Students attending tutoring sessions will show 5% increase in scores between their BOY and EOY grade-level appropriate ELAR/Math assessments.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Extended Instructional Time (Closing the Gaps): Temporary Worker will be hired to work with students to improve their academic performance. Additional instructional materials will be purchased to support teachers in closing learning gaps.</p> <p>Strategy's Expected Result/Impact: Students meeting with interventionists and teachers in small groups will show 10% increase in scores between their BOY and EOY grade-level appropriate ELAR/Math/Science assessments.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Professional Development: Consultants will provide staff development for K-5 teachers to build capacity in mathematical understanding, phonetic and writing concepts. (Linkenhoger, Guthrie, Martin). Instructional Specialists will attend professional development to learn strategies to support teachers in helping close academic gaps.</p> <p>Strategy's Expected Result/Impact: By June 2024, K-5 students will show an increase in scores between their BOY and EOY grade-level appropriate ELAR/Math assessments.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Mental Health Supports: PBIS Rewards Strategy's Expected Result/Impact: By June 2024, K-5 students will show a decrease in discipline referrals. Staff Responsible for Monitoring: 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 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: Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Staff and students will implement/follow all safety guidelines and PBIS matrices. Strategy's Expected Result/Impact: Students and staff feel safe in a warm and positive environment conducive to student learning. Staff Responsible for Monitoring: Principal, AP's, IS's, Counselors, Teachers, BI, and Support Staff</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) 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: EOP TEAM and Campus Secretary</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.









Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 3: Restorative Discipline: The campus will use restorative discipline practices.







Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will use coaching from the BI, behavior contracts, social skills lessons, and PBIS matrices to reduce discipline referrals.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal, AP's, BI, Counselors, and Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Continue to implement and reinforce our SOAR matrix.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Principal, AP's, Teachers</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 2%.







Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: The campus will provide an attendance incentive every nine weeks for all staff members who have perfect attendance.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%.</p> <p>Staff Responsible for Monitoring: Principal, School Secretary</p>	Formative		
	Nov	Feb	May
			
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Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs.

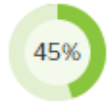





Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Targeted professional development will be offered at the district and campus level through CFPGS. Additionally, the campus will provide opportunities for staff to participate in content book studies and on-campus professional development in the area of Math (Linkenhoger), Writing (Martin), and Reading (Guthrie).</p> <p>Strategy's Expected Result/Impact: Targeted small group instruction based on increased instructional strategies.</p> <p>Staff Responsible for Monitoring: Principal, AP's, Staff Development Liaison, Teachers</p>	Formative		
	Nov	Feb	May
			
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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 3%.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Parents will participate in Meet the Teacher, Conferences, Curriculum Night, Watch Dog, and various other volunteer opportunities.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 3%.</p> <p>Staff Responsible for Monitoring: Principal, AP's, IS's, Counselors, Teachers</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2023-2024 CPOC

Committee Role	Name	Position
Principal	Tracy Jacobsen	Principal
Teacher #1	Amy Abramowitz	Teacher #1
Other School Leader (Nonteaching Professional) #1	Tresa Rogers	Other School Leader (Nonteaching Professional) #1
Administrator (LEA) #1	Kathy Sanders	Administrator (LEA) #1
Administrator (LEA) #2	Ashley Clayburn	Administrator (LEA) #2
Parent #1	Dana Bahn	Parent #1
Parent #2	Chelsea Clifton	Parent #2
Community Member #1	Jan Derr	Community Member #1
Community Member #2	Corma Sisk	Community Member #2
Paraprofessional #1	Jennifer Pavlicek	Paraprofessional #1
Paraprofessional #2	Marjorie Feliciano	Paraprofessional #2
Business Representative #1	Julie Lehmann	Business Representative #1
Business Representative #2	Jill Smith	Business Representative #2
Teacher #3	Jennifer Basford	Teacher #3
Teacher #4	Teri LaPlant	Teacher #4
Teacher #5	Tammi McNett	Teacher #5
Teacher #6	Page Kuykendall	Teacher #6
Teacher #7	Kimmie Gonzalez	Teacher #7
Teacher #8	Sheri England	Teacher #8
Other School Leader (Nonteaching Professional) #3	Melissa Matteson	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Cindy DeNard	Other School Leader (Nonteaching Professional) #4
Interventionist	Casey Morris	Support Staff
Other School Leader (Nonteaching Professional) #1	Andrea Corona	Other School Leader (Nonteaching professional
Administrator	Stephanie Spangler	Assistant Principal
Administrator	Dianna Passmore	Assistant Principal
Counselor	Sandra Ayala	Counselor
Counselor	Kristen Trevino	Counselor

Addendums

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					2023	#	%	%		#	%	%		#	%	%	
					#	#	%	%		#	%	%		#	%	%	
Reading	3	Farney	ES 2	All	153	127	83%	88%	5%	95	62%	70%	8%	44	29%	35%	6%
Reading	3	Farney	ES 2	Hispanic	48	40	83%	88%	5%	28	58%	66%	8%	12	25%	31%	6%
Reading	3	Farney	ES 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Farney	ES 2	Asian	19	18	95%	97%	2%	15	79%	88%	9%	8	42%	48%	6%
Reading	3	Farney	ES 2	African Am.	23	12	52%	58%	6%	7	30%	35%	5%	*	*	*	*
Reading	3	Farney	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Farney	ES 2	White	55	50	91%	96%	5%	38	69%	74%	5%	16	29%	35%	6%
Reading	3	Farney	ES 2	Two or More	8	7	88%	93%	5%	7	88%	95%	7%	*	*	*	*
Reading	3	Farney	ES 2	Eco. Dis.	60	43	72%	77%	5%	26	43%	48%	5%	11	18%	24%	6%
Reading	3	Farney	ES 2	LEP Current	17	11	65%	70%	5%	10	59%	65%	6%	5	29%	35%	6%
Reading	3	Farney	ES 2	At-Risk	56	36	64%	69%	5%	27	48%	53%	5%	11	20%	26%	6%
Reading	3	Farney	ES 2	SPED	16	7	44%	51%	7%	5	31%	39%	8%	*	*	*	*
Reading	4	Farney	ES 2	All	145	121	83%	90%	7%	84	58%	66%	8%	55	38%	45%	7%
Reading	4	Farney	ES 2	Hispanic	60	53	88%	94%	6%	34	57%	64%	7%	23	38%	44%	6%
Reading	4	Farney	ES 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Farney	ES 2	Asian	16	12	75%	83%	8%	11	69%	76%	7%	9	56%	63%	7%
Reading	4	Farney	ES 2	African Am.	17	12	71%	77%	6%	7	41%	48%	7%	5	29%	35%	6%
Reading	4	Farney	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Farney	ES 2	White	46	39	85%	92%	7%	28	61%	68%	7%	16	35%	44%	9%
Reading	4	Farney	ES 2	Two or More	6	5	83%	90%	7%	*	*	*	*	*	*	*	*
Reading	4	Farney	ES 2	Eco. Dis.	69	58	84%	90%	6%	35	51%	57%	6%	21	30%	36%	6%
Reading	4	Farney	ES 2	LEP Current	25	18	72%	79%	7%	7	28%	36%	8%	*	*	*	*
Reading	4	Farney	ES 2	At-Risk	60	42	70%	77%	7%	21	35%	42%	7%	13	22%	28%	6%
Reading	4	Farney	ES 2	SPED	16	9	56%	62%	6%	*	*	*	*	*	*	*	*
Reading	5	Farney	ES 2	All	165	147	89%	95%	6%	116	70%	75%	5%	63	38%	45%	7%
Reading	5	Farney	ES 2	Hispanic	56	47	84%	90%	6%	29	52%	58%	6%	15	27%	34%	7%
Reading	5	Farney	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Farney	ES 2	Asian	18	17	94%	99%	5%	16	89%	94%	5%	12	67%	74%	7%
Reading	5	Farney	ES 2	African Am.	20	16	80%	87%	7%	12	60%	65%	5%	8	40%	47%	7%
Reading	5	Farney	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Farney	ES 2	White	64	61	95%	99%	4%	55	86%	91%	5%	26	41%	48%	7%
Reading	5	Farney	ES 2	Two or More	6	5	83%	90%	7%	*	*	*	*	*	*	*	*
Reading	5	Farney	ES 2	Eco. Dis.	76	63	83%	88%	5%	46	61%	67%	6%	21	28%	35%	7%
Reading	5	Farney	ES 2	LEP Current	25	21	84%	90%	6%	11	44%	50%	6%	5	20%	27%	7%
Reading	5	Farney	ES 2	At-Risk	71	55	77%	83%	6%	36	51%	56%	5%	16	23%	30%	7%
Reading	5	Farney	ES 2	SPED	15	8	53%	60%	7%	5	33%	37%	4%	*	*	*	*

