

Katy Independent School District
Beckendorff Junior High School
2023-2024 Campus Improvement Plan



Mission Statement

To cultivate personal learning, ownership, and growth through discovery and risk taking.

Vision

To support practices that promote innovation and build perseverance for students and teachers.

Core Values

Purpose: The motivation behind one's actions.

Respect: Appreciating for others' ideas, talents, and possessions.

Integrity: Doing the right thing in all circumstances, no matter what.

Determination: Working toward a valuable goal without giving up.

Empathy: Understanding of others' feelings and circumstances.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	8
Perceptions	13
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	16
Goals	18
Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.	18
Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.	25
Goal 3: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.	28
Goal 4: Katy ISD will actively support the emotional well-being of all learners.	32
Goal 5: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.	34
Goal 6: Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.	38
Goal 7: Katy ISD will address flaws in the state finance and student assessment systems in order to regain local control.	39
Goal 8: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.	40
Goal 9: Attendance Incentive - BDJH is committed to actively monitoring and increasing student attendance.	43
Goal 10: Student Discipline: BDJH is committed to providing a physically and psychologically safe, positive, and developmentally appropriate learning environment through the fair, firm and consistent application of the Katy ISD Discipline Management Plan.	44
State Compensatory	45
Budget for Beckendorff Junior High School	45
Personnel for Beckendorff Junior High School	45
Addendums	46

Comprehensive Needs Assessment

Demographics

Demographics Summary

As an established campus in Katy ISD, Beckendorff Junior High has been educating students of grades 6-8 for 16 years. Our current enrollment is 1,718 and is made up of 6% African American, 33% Asian, 19% Hispanic, and 37% White. Specific subgroups further define our diversity with 7% of our students included in our ESL program, 7% 504 students, 25% receiving GT services, and 7% with Special Education services. There is a close balance of male and female students at BDJH. Our mobility rate of 5% is also significant in evaluating the demographic information of our school.

Of the 122 staff members on campus, 90% are Professional Staff and 10% are Educational Aides. First-year teachers make up 2% of the staff while 15% have more than 20 years of experience. Nearly 30% of our teachers hold a Master's degree.

Demographics Strengths

The strengths of Beckendorff Junior High are obvious to any visitor to our campus. First, the quality of our students cannot be overstated. They are of great moral character and while being diverse, they are highly motivated with a wide array of interests which brings them together across otherwise perceived boundaries.

1. The quality of our student body is also evident by a high attendance rate of nearly 98%. Not only does this represent the dedication of our students but the support from our parents.
2. Our parental and faculty support is also an enormous factor in the quality and success of our students. This is most evident by the 100% involvement of our faculty in the PTA. Along with this, the willingness of our PTA to provide professional development for our staff and character education for our student body are contributing factors in our success.
3. With the diverse population that we support at BDJH, it is necessary that we have a strong foundation in every area including programs such as Special Education and Gifted and Talented. Every program is evaluated regularly for effectiveness and continuous growth.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students struggle with lack of resilience and processing their emotions in a high-performance environment, particularly when faced with a setback. **Root Cause:** Increased demands on students and excessive use of social technology hinders their ability to have meaningful discussions with peers and adults. The ever increasing societal and parental desire to insulate students from setbacks hinders the development of a Growth Mindset and masks the idea that at time great effort must be applied in order to achieve the

desired outcome(s).

Student Learning

Student Learning Summary

Beckendorff Junior High School is recognized by the distinctive high percentage of ***Masters Grade Level*** across all subject areas along with a significantly low ***Did Not Meet Grade Level*** percentage for the 2021 school year.

- ***Masters Grade Level:*** Beckendorff Junior High averaged **XX%**.
- ***Meets Grade Level:*** Beckendorff Junior High averaged **XX%**.
- ***Approaches Grade Level:*** Beckendorff Junior High averaged **XX%** overall.
- ***Closing Performance Gaps:*** Beckendorff Junior High School had an impressively low percentage of **XX%**.
- ***Did not Meet Grade Level:*** Beckendorff Junior High has a very low percentage of 4% of students not meeting grade level as compared to the state average of **XX%**

The overview of 2023 State Accountability System identifies 3 domains in which schools are rated. BDJH hit a scaled score of **XX%** or above in all areas and thus received Met Standard in all 3 domains:

- ***Student Achievement on STAAR Performance***
- ***Student Academic Growth***
- ***Closing the Gaps***

Beckendorff JH also received distinctions in **(5 of 7 ??)** designations.

- ***Student Achievement in ELA/Reading***
- ***Student Achievement in Mathematics***
- ***Comparative Academic Growth***
- ***Relative Performance***
- ***Postsecondary Readiness*** is a purposeful emphasis at Beckendorff Junior High. Specific graduation and career goals are established progressively at the 6th, 7th, and 8th grade level through Naviance. Specifically, our counseling department along with our social studies department work hand in hand with our student to begin addressing the post secondary readiness. Each student works one on one with our counselors to reach personal goals which include an emphasis on the Recommended High School Plan. Needs and interest assessments through the Naviance curriculum is critical to the guidance program of our campus. As our students enter high school with a college-ready plan in place.

All subjects maintained performance levels from 2021 to 2022.

- Reading – XX% (State 72% and District 88%)
- Math - XX% (State 69% and District 86%)
- Writing – XX% (State 67% and District 85%)
- Science – XX% (State 76% and District 88%)
- Social Studies – XX% (State 65% and District 82%)
- Algebra XX% (State 82% and District 85%)

Overall comparison of 2023 scores indicates areas of strength as well as areas needing attention and targeted intervention at Beckendorff Junior High. The following percentages reflect the Approaches or Above levels for each subpopulation.

READING: ~~96%(overall), 87% (economically disadvantaged), African American (92%), Asian (99%), Hispanic (93%), White (96%), ESL (95%), GT (100%), SPED (71%)~~

MATH: ~~96%(overall), 92% (economically disadvantaged), African American (89%), Asian (99%), Hispanic (95%), White (97%), ESL (96%), GT (100%), SPED (74%)~~

SCIENCE: ~~96%(overall), 96% (economically disadvantaged), African American (89%), Asian (99%), Hispanic (91%), White (96%), ESL (87%), GT (100%), SPED (72%)~~

SOCIAL STUDIES: ~~94%(overall), 82% (economically disadvantaged), African American (93%), Asian (98%), Hispanic (92%), White (94%), ESL (73%), GT (100%), SPED (59%)~~

When looking at the scores by sub-populations, economically disadvantaged numbers have dropped in multiple subject areas. Although the SPED numbers increased in three categories, they continue to be quite a bit lower than the other subpopulations.

Student Learning Strengths

Academic strengths at Beckendorff Junior High are evident across the academic areas. Overall, BDJH students scored an average of 84% in the categories of Meets or Masters grade level curriculum on STAAR score data. This is in comparison to "All Junior Highs" rating of an overall average of only 68% in comparison. In addition to exceeding comparisons with other junior highs, BDJH out performed our own standard of 81% in the 2016 school year by earning the following distinctions:

- Earning Distinctions in Academic Achievement in Reading and Math
- Earning a Distinction for Student Progress
- Earning a Distinction for Closing Performance Gaps
- Earning a Distinction for Post-Secondary Readiness on STAAR
- Meeting all Federal System Safeguards

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 2022 STAAR data for Beckendorff Junior High reveals that XX% of our Special Education students Meet Grade Level on all STAAR tested areas compared to 96% school wide. **Root Cause:** Lack of early intervention; needed professional development with SPED and non-SPED teachers regarding accommodation application; increased need of data analysis as a part reteaching efforts.

Problem Statement 2: Student data for all core content areas continues to show\ some degree of learning loss. **Root Cause:** Student performance has continued to suffer due to a variety of factors exasperated by COVID 19.

School Processes & Programs

School Processes & Programs Summary

Processes Organization:

Campus Core Values created to support entire campus:

PRIDE: Purpose, Respect, Integrity, Determination, Empathy

Processes Administrative:

Creation of a comprehensive Staff Reference Guide - In order to create clear expectations and consistency among the Beckendorff Junior High faculty and staff, a comprehensive Staff Reference Guide was created in order to support understanding and equity among all BDJH educators.

Establish a clear profile of the BDJH teacher: By establishing the Profile of a BDJH Teacher, all educators will understand the emphasis on a culture of building relationships; will better understand and utilize a comprehensive organizational system; will work to provide a safe learning environment; and will develop a personal best as a continuous learning.

Parent, Administrative and Counseling integration of Character Strong in advisory, guidance lessons, parent education, and classroom implementation.

Processes Instructional:

Implementation and emphasis on a backward design of instructional implementation.

Studying and implementing differentiation strategies to address learning loss in response to COVID-19.

Collaborative Teaming

Data Driven Instruction

Processes Training and Development:

Professional Development Rotation incorporate vertical collaboration, grade level and department meetings, faculty meetings, as well as additional professional development to address specific needs. In addition to this Professional Development Rotation, BDJH will continue with Learning Walks, formal and informal observation and coaching, and Collaborative Teaming.

Instruction at Beckendorff Junior High is driven by the Texas Essential Knowledge and Skills and the Katy ISD developed scope and sequence based on these TEKS. Teachers use these resources to plan and align curriculum, instruction, and assessments. Grade level department teams meet weekly with an Instructional Coach and/or assistant principal to develop instruction with best practices based on these Cornerstones of Learning: collaboration, communication, creative thinking, critical thinking, information literacy, problem solving, and social contribution. These teams also work together to create common formative and summative assessments aligned with instruction and curriculum, data from formal and informal assessments, and from coworkers with

an emphasis on risk taking and transparency.

As educators, Beckendorff uses a variety of data in order to drive instruction. This data can include both formal and informal assessments, including state, district and campus based assessments. Data gathered from these assessments helps to maintain alignment with the scope and sequence of the TEKS. This analysis of data guides reteaching when necessary. Guidance from our instructional coaches encourages and supports teachers with a backward design in developing lesson plans, always planning with the end in mind. This collaboration of ideas, sharing of data, coaching, and teaming help develop assessments which helps to ensure growth.

Student progress is monitored through a compilation of major and minor grades. These include but are not limited to DLA's, project based learning, campus based assessments, and daily assignments. Grade reports are systematically reviewed by teachers, counselors, instructional coaches, and assistant principals. Parents also have the Home Access Center by which they can be an integral part of student accountability. MTSS are developed for students who struggle in academic or behavioral areas, with teachers, counselors, or other stakeholders maintaining relevant intervention strategies and their results. Additional supports are documented and maintained in order to increase student success.

Beckendorff Junior High promotes a student centered environment which includes family support, respect for the individual, and an individual approach to personal and educational needs. We strive to provide a responsive climate for parents to partner with us in educating their students. Beckendorff Junior High also supports the VIPS (Volunteers in Public Schools) and PIE (Partners in Education) liaisons in order to fully benefit from volunteers in our school. BDJH maintains a website with the most current school information, including procedures, reminders, and upcoming events. In addition, our principal hosts a parent coffee two times per year to collaborate with stakeholders regarding the direction of the school.

The vision statement of Katy Independent School District is "Be the Legacy". As a part of this goal, KISD's mission is to be the leader in educational excellence, together with family and community, providing unparalleled learning experiences designed to prepare and inspire each student to live an honorable, fulfilling life...to create the future.

The school leadership structure is designed to maximize the effective use of key personnel with a focus on instructional leadership and staff growth and development. The building principal heads a four person administrative team. Three assistant principals have direct influence with an assigned grade level. Each year these administrators cycle with their students in order to develop more established relationships. The fourth assistant principal is assigned to 504 and special populations. This allows for consistent leadership in areas where documentation is intensive. With our four school counselors, duties are assigned by an alphabetic split. This allows counselors to work with the same group of students over a 3 year period of time.

Teachers-as-leaders is critical to the success of Beckendorff Junior High. Although content area leadership is assigned to a department chair individual, the input of all members is equally important. Department chair duties such as data analysis, leadership, modeling, and resource gathering is vital. These teachers are considered instructional leaders and are asked to develop, design, implement, and assess quality learning opportunities for their content. Chairpersons also collaborate extensively with their instructional coaches to develop needs assessments and timely solutions to instructional imperatives based on assessment data and feedback from both teachers and students. Additionally, a leadership group has been established comprised of teachers who aspire to various leadership positions. Opportunities to work on campus events, engage in mock interviews, book studies and roundtables are extended to this group.

Teacher input is valued and sought after in a variety of both formal and informal methods. Formal opportunities include service on campus committees, department chair positions, and grade level and department meetings. Informal opportunities for input occur daily and include the availability of administrators

during planning sessions and a purposefully maintained “open door” policy that has effectively engendered trusting and mutually respectful relationships between administration and staff members at all levels. To this end, a purposeful effort is maintained to garner as much teacher input in school practices.

The core of strong educational programming centers on the quality of instruction students receive daily. At Beckendorff great effort has been made to ensure the master schedule maximizes full utilization of instructional time during each day. Moreover, the scheduling of events and programs are strategically calendared in order to minimize disruption of classroom instruction. The building and the room assignments are strategically designed with the focus on instruction to the greatest extent possible. Beckendorff offers tutorials at strategic times such as before and after school. Targeted pull-out tutorials are held during Advisory as a strategy to close the educational gap among our students. Cooperation between content specific teachers allows for a maximum availability to students. Extracurricular activities are also an impressive quality of Beckendorff Junior High. Additionally, a diverse array of clubs are available to students at all levels.

School Processes & Programs Strengths

The creation of, and emphasis on a [BDJH Staff Reference Guide](#) makes school processes clear and well defined for all professionals.

The Beckendorff Junior High website is the foundation of information for both parents and students. By combining all school information on one site, it is our goal to clearly communicate information equitably to all stakeholders.

Katy ISD emphasizes student’s access to progressive and current technology at all levels. The district has demonstrated this commitment by providing and consistently upgrading its technology infrastructure. Beckendorff Junior High has employed an open device policy for five years. This policy allows BDJH students with the opportunity to use technological devices for learning purposes, while teaching students the hallmarks of digital citizenship. Teachers consistently seek out and employ lessons that integrate technology in learning. Each educator utilizes a personal computer, SMART board, as well as other technological devices in the effort to provide quality and engaging instruction.

Instructional materials, such as textbooks and assignments can be found on CANVAS and can be accessed by all students. On campus, filtered WiFi is available for use by students. Teachers are expected to monitor student technology use for appropriateness. In addition to personal student devices, school iPads as well as Netbooks are provided in academic classes. In addition, technology has been made available for at-home use to students who request it as a response to the movement to an online/virtual environment due to COVID-19.

Beckendorff Junior High has identified the following areas of focus in which we have identifiable strengths:

1. Collaborative Teaming
2. Data-Driven and backward design approach to instruction

3. Effective MTSS process
4. Reading and math intervention courses
5. Targeted tutorials during the school day
6. Character building programs and events

Beckendorff Junior High works hard to maintain these strengths:

- Strong Parent Teacher Association (PTA) – Parents volunteer numerous hours of their time to the school, providing programming such as **Character Strong** to students for character education, finances for school initiatives, and support for teachers.
- Junior Achievement – Parents and community members serve as teachers for a day.
- Sixth grade parent induction session (part of Cub Camp)
- Campus Advisory Team – process to involve parents and community members in planning and evaluating campus practices
- Clearly defined educator guidelines: BJDH Staff Reference Guide 2018-19
- Bi-weekly newsletter from the administration with important reminders

The effective use of Collaborative Teaming and common planning times for teachers during the contract day is a strength at BJDH. These professional learning teams are able to deliver and receive training, disaggregate data, conference and share professional best practices. Administrators are also participants and therefore are able to provide timely answers to questions, address areas of concern or assist in gathering resources to facilitate the instructional process. Additionally, the presence of instructional coaches in Teaming provide content expertise that also fortifies strength in content.

The focus and purposeful design of the master schedule of classes to maximize all available instructional time during each instructional day is a strength as is the strategic scheduling of events and programs in order to minimize disruption of classroom instruction.

Several areas of strength have been identified at the district and campus level. The culture at BJDH is that of an early adopter of technology. The administration and faculty like to be on the cutting edge of the latest trends in educational technology and consistently seek out ways to integrate technology in the class room. Katy I.S.D. has supported the use of technology in the class room through funding, infrastructure and technical support.

The open WiFi at Beckendorff Junior High is conducive to the daily use of both personal digital devices, as well as those provided by the school. This philosophy allows for real-world experience across campus both in instruction and personally – highlighting the importance of digital citizenship as a fundamental part of a well-rounded citizenship program.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our English Language Learners are often under served in regards to the strategies and resources available to that population. **Root Cause:** We have a need

for an increased focus on professional development regarding ESL strategies across the content areas. Also, the vast number of languages spoken at Beckendorff Junior High complicates the identification and understanding of how to support the individual student.

Problem Statement 2: Academic concerns can often be thought of as a student's primary need when in fact social and emotional issues may be the primary contributing factor. **Root Cause:** Family, school, and community pressure, along with loss of social skills post-pandemic, can often manifest itself in behavioral and emotional problems.

Problem Statement 3: Parents report an inconsistency in information provided by teachers and other campus entities. **Root Cause:** The multiple resources provided by our district and school can be overwhelming and sometimes counterproductive. Parents often struggle to know which resource to refer to. Canvas, HAC, school newsletters, teacher emails, and general campus policies need to be streamlined for a more user-friendly experience.

Perceptions

Perceptions Summary

Our *Campus Core Values* are:

PURPOSE: The motivation behind one's actions.

RESPECT: Appreciation for others' ideas, talents, and possessions.

INTEGRITY: Doing the right thing in all circumstances, no matter what.

DETERMINATION: Working toward a valuable goal without giving up.

EMPATHY: Understanding of others' feelings and circumstances.

Our *Guiding Principle* is "Relationships First!"

Our *Statement of Purpose* is to cultivate personal learning, ownership, and growth through innovation and risk-taking.

Our essential intent is the support of practices that build innovation and perseverance in all learners.

All our actions are built upon these *Four Pillars*:

A culture of building relationships: A BDJH teacher invests in relationships with others knowing that it pays dividends in personal impact and therefore student, classroom and campus success.

Organizational systems: A BDJH teacher works to meet the established campus, department, and team expectations for instruction, content knowledge, technology use, policy implementation, teamwork, and alignment.

Providing a safe environment: A BDJH teacher knows that safety must come before learning can happen. This is not only physical safety, but also includes making learning space that is socially and emotionally safe for all learners.

Continuous learning: A BDJH teacher is a lifelong learner who makes learning and growing as a professional a priority.

A Culture of Building Relationships

School Culture and Climate is strong and well supported through intentional and ongoing supports. BDJH is a place where teachers love to work and students love to learn. Parents are connected to the campus through an active PTA, parent-teacher communication, and various activities throughout the school year. In 2023-2024, an increased emphasis will be focused on building a "Culture of Community" both within the classrooms and among the staff.

Perceptions Strengths

- PTA profound investment in the campus through programs and events that promote our core school values
- Academically rigorous campus led by a top administration and teaching staff which supports students in achieving outstanding individual and collective goals. (i.e., Algebra and Geometry courses, Orchestra, Science Olympiad)
- Comprehensive Guidance Program led by an excellent school counseling team (Character Strong).

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The learning community easily places such emphasis on the highest performing students that the average student can get overlooked and even underserved.

Root Cause: Lack of emphasis on the individual as an important entity aside from looking at their academic performance level alone.

Problem Statement 2: The perception that academic performance or a specific talent is the greatest measure of personal success. **Root Cause:** Cultural and social norms.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data





- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: All emergent bilingual students (English learners) with parent approval for ESL program participation minimally receive English Language Arts and Reading (ELAR) instruction by teachers who are certified in ESL, along with ELAR certification for the appropriate grade level(s). Highly encourage ELAR teachers who are uncertified to take advantage of the reimbursement opportunity available to add add ESL to their certifications.

Evaluation Data Sources: SBEC records, OOL records.

Strategy 1 Details	Reviews			
<p>Strategy 1: BDJH will provide multiple avenues to address loss of learning for students meeting HB 1416 criteria by creating learning opportunities both during and outside the school day.</p> <p>Strategy's Expected Result/Impact: Data will reveal that students have successfully achieved growth from the previous year.</p> <p>Staff Responsible for Monitoring: Campus principal, assistant principals, counseling staff, instructional coaches, teaching staff</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: BDJH will hire additional teaching staff to address loss of learning.</p> <p>Strategy's Expected Result/Impact: Additional teaching staff will allow for smaller class sizes and more individualized instructional opportunities.</p> <p>Staff Responsible for Monitoring: Campus principal</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.





Performance Objective 2: BDJH will provide targeted, ongoing, professional development for teachers who service the ESL population. This is of particular emphasis with the addition of a Newcomer population to the BDJH campus.

Evaluation Data Sources: During PLC meetings, team members will purposefully incorporate researched based instructional strategies designed to impact English Language Learners.

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: Increase academic outcomes for SPED students by 5% across all contents.





Evaluation Data Sources: Teacher provided data monitoring, case manager documentation, student and parent input

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide targeted professional development to SPED teachers, and general education teachers that work with SPED students.</p> <p>Strategy's Expected Result/Impact: STARR scores will reflect a 5% increase across all tested areas for tested students receiving special education services.</p> <p>Staff Responsible for Monitoring: Administration, SPED case managers</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: Increase Economically Disadvantaged student Reading scores in the Meets Grade Level or Above category 2% for the 2023-2024 school year.

Evaluation Data Sources: STAAR scores, evidence of professional development course completion, sign in sheets, TTESS conference notes.


Strategy 1 Details	Reviews			
<p>Strategy 1: Provide accessibility to professional development opportunities that are designed to help teachers understand and respond to the needs of economically disadvantaged students.</p> <p>Strategy's Expected Result/Impact: Scores on the Meets Grade Level or Above category for economically disadvantaged students will increase.</p> <p>Staff Responsible for Monitoring: Administration, counseling staff, teachers.</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.


Performance Objective 5: Teachers focus on increasing the rigor and depth of instruction through utilizing the Fundamental 5 framework for classroom instruction.


Evaluation Data Sources: Walk-throughs are conducted by administration, instructional coaches as well as counselors and other support staff.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be trained on understanding what true differentiation looks like and will be provided useable strategies that they can implement in the classroom . Goals for teachers include: understanding the fundamentals of meeting the specific needs of students by designing engaging learning experiences for students including methods for facilitating purposeful talk opportunities for students, , providing opportunities for students to engage in critical writing, and the use of data to drive specific instructional needs.</p> <p>Strategy's Expected Result/Impact: Student achievement in core content classes will increase as measured by report cards, district level assessments, STAAR scores.</p> <p>Staff Responsible for Monitoring: Administration, Instructional coaches</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Apr	June

 0% No Progress

 100% Accomplished





 Continue/Modify

 Discontinue

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 6: Increase the number of students scoring at health fitness zones, as measured on FitnessGram, to contribute to optimal health





Evaluation Data Sources: FitnessGram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p>Staff Responsible for Monitoring: Administrators Physical Education Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class.</p> <p>Staff Responsible for Monitoring: Administrators Physical Education Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 7: Increase the number of students participating in the campus Coordinated Health Program





Evaluation Data Sources: FitnessGram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p>Staff Responsible for Monitoring: Administrators Physical Education Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class.</p> <p>Staff Responsible for Monitoring: Administrators Physical Education Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 1: Teachers are informed of the English language proficiency levels of the emergent bilingual students (English learners) in their classrooms, and Professional Learning Communities actively utilize the ELPS to provide meaningful opportunities for ELs to develop social and academic English proficiency in listening, speaking, reading and writing. BDJH will provide targeted, ongoing, professional development for teachers who service the ESL population. This is of particular emphasis with the addition of a Newcomer population to the BDJH campus.





Evaluation Data Sources: PLC agendas, meeting minutes, increased use of ELL teaching strategies observed in administrative classroom observation, providing purposeful opportunities for emergent bilingual students to meaningfully participate in all areas of student life.

Strategy 1 Details	Reviews			
<p>Strategy 1: To build capacity with the teachers that service the ESL population. This will be done by providing targeted, ongoing, professional development</p> <p>Strategy's Expected Result/Impact: Efforts will result in an increase by 2% in Reading - Meets Grade Level or Above.</p> <p>Staff Responsible for Monitoring: Campus principal, assistant principals, instructional coaches, district ESL staff</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 2: Teachers of emergent bilingual students (English learners) participate in professional development that addresses instruction that is sheltered and culturally responsive.

Evaluation Data Sources: Lesson plans, administrative observation.

Strategy 1 Details	Reviews			
<p>Strategy 1: Emphasis will be placed during lesson design on incorporating strategies designed to assist English Language Learners.</p> <p>Strategy's Expected Result/Impact: ELL scores will increase by 2% in Reading - Meets Grade Level or Above.</p> <p>Staff Responsible for Monitoring: Campus administration, instructional coaches, department chairs.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.





Performance Objective 3: Provide family engagement (parent and child together) activities for families of emergent bilingual students (English learners) that is supplemental to the services provided to all families.

Evaluation Data Sources: Increased outreach directed to parents of other language learners in the form of electronic contact, opportunities for parental involvement through an "open house" available to parents of ESL students.

Goal 3: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 1: Campus administration will work to build capacity and morale in its staff by providing high quality professional development, opportunities for leadership learning and growth, along with opportunities to engage staff through social activities designed to foster a sense of community.

Evaluation Data Sources: Agendas, PD sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Provide access to high quality professional development for teachers Strategy's Expected Result/Impact: Increased knowledge, skills and abilities designed to enhance academic and socio emotional support for all students. Staff Responsible for Monitoring: Campus principal	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 2: BDJH administration will host a monthly 'Aspiring Leaders' group meeting which will include such topics as resume building, interviewing skills, shadowing opportunities, networking, etc.

Evaluation Data Sources: sign in sheets, agendas

Goal 3: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 3: BDJH has a Sunshine Committee that is responsible for planning and organizing social events both on campus and off campus providing opportunities for staff to connect and build morale.





Goal 3: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 4: BDJH will give staff members an opportunity to serve on a PBIS committee. This committee will meet monthly to review data, implement new ideas for behavior incentives, and discuss other ways to address student behavior in a positive manner.

Goal 4: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: Provide a character lesson once a week to all students through social studies.





Evaluation Data Sources: Student and staff surveys. Lessons plans.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of Character Strong curriculum for the entire campus through advisory and larger group sessions</p> <p>Strategy's Expected Result/Impact: Students will participate in Character Strong lessons in a variety of settings</p> <p>Students will develop character traits that support the positive learning environment mission at BDJH.</p> <p>Staff Responsible for Monitoring: Counseling Staff Administrative Staff Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: Information on violence prevention and bullying prevention will be provided to parents, students and teachers.

Evaluation Data Sources: Campus communications, weekly Character Strong lessons

Strategy 1 Details	Reviews			
Strategy 1: Combine Character Strong Lessons to students with an information mailout (via email) about violence prevention. Staff Responsible for Monitoring: Counselors, Campus Principal.	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: The Office of School Improvement will create and communicate a continuous improvement planning model with three checkpoints for each campus, to be implemented throughout the 2023-2024 school year.

Goal 5: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 2: The District will foster efficacy of the assessment cycle where teams use data protocols to design purposeful instruction.

Evaluation Data Sources: Local Assessment calendar, professional development calendar, district protocols

Goal 5: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 3: KISD will Analyze district and campus level assessments, both informal and formal, to identify opportunities and create professional learning that connects assessments to purposeful instruction.

Evaluation Data Sources: Data reviews, formal and informal assessments

Goal 5: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 4: BDJH uses research based backward design strategies in developing assessments. Instructional Coaches and administration are active participants in the PLC process, which includes both test development and data mining to determine both student performance/ progress and the robustness of each assessment.

Evaluation Data Sources: assessments, PLC notes

Goal 6: Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

Performance Objective 1: The District will define a proficiency standard for all stakeholders and establish a training pathway for digital and security best practices.

Evaluation Data Sources: Proficiency standard established

Goal 7: Katy ISD will address flaws in the state finance and student assessment systems in order to regain local control.

Performance Objective 1: KISD will build awareness in all stakeholders around the current state finance system and its limitations for local control.

Evaluation Data Sources: Community and stakeholder knowledge

Goal 8: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: The District will identify existing parent and community engagement programs at campuses and district level, and explore opportunities to involve a greater number of stakeholders on/at campuses that have lower engagement rates.

High Priority

Evaluation Data Sources: Programs identified and listed; engagement rates, survey data

Goal 8: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 2: Evaluate and revise existing campus community partnership structures.

Evaluation Data Sources: Revision of community partnerships as necessary

Goal 8: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 3: The District will advance Katy ISD staff into enthusiastic, well-informed advocates for the district's community engagement programs.

Evaluation Data Sources: Clear understanding of community engagement programs

Goal 9: Attendance Incentive - BDJH is committed to actively monitoring and increasing student attendance.

Performance Objective 1: Attendance will be incentivized through the offering of a perfect attendance party each six weeks.

Evaluation Data Sources: Attendance data

Goal 10: Student Discipline: BDJH is committed to providing a physically and psychologically safe, positive, and developmentally appropriate learning environment through the fair, firm and consistent application of the Katy ISD Discipline Management Plan.

Performance Objective 1: The focus of BDJH administration and staff is to proactively implement strategies that positively impact student behavior. This multi pronged focus includes the use of positive reinforcement of behaviors through PBIS, additional training for teaching staff on de-escalation strategies, a clear disciplinary framework which includes a level system to help teacher navigate behavioral issues they may encounter, a deeper focus student engagement in the classroom, and a fair, firm and consistent framework for addressing disciplinary issues.

Evaluation Data Sources: PEIMS data, PBIS data

State Compensatory

Budget for Beckendorff Junior High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Instructional support for Math and ELAR provided to students identified as academically at risk via HB 4545

Personnel for Beckendorff Junior High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Chance Rathke	Teacher-ESSER	1
Ellene Polidore	Teacher-ESSER	1

Addendums



House Bill 3

Board Approved Goals

Elementary Grade 3 Reading Proficiency

Elementary Grade 3 Mathematics Proficiency

High School College, Career, Military Readiness



Elementary Grade 3 Proficiency
Reading Meets and Masters Performance

The percent of **Katy ISD** Elementary 3rd grade students who achieve Meets and above in Reading will increase **59%** to **68%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			60%	62%	67%	68%
Actual	60%	59%	57%	66%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Katy ISD	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	652	44%	2,043	48%	2,154	64%	20	60%	971	80%	8	50%	201	63%	738	29%	1,977	40%	2,022	53%
		2021 Actual	706	43%	2,042	45%	1,790	68%	7	71%	918	73%	9	67%	265	60%	863	26%	1,971	39%	1,943	52%
		2022 Target		49%		48%		64%		60%		80%		50%		63%		39%		45%		53%
		2022 Actual	859	54%	2,319	57%	1,894	74%	15	87%	1,036	84%	10	80%	300	68%	1,062	34%	2,646	51%	1,961	60%
		Met Target		Y		Y		Y		Y		Y		Y		Y		N		Y		Y
		2023		49%		48%		64%		60%		80%		50%		63%		44%		61%		
	2024		49%		53%		64%		60%		80%		50%		63%		44%		61%			53%

The percent of **Alexander** Elementary 3rd grade students who achieve Meets and above in Reading will increase **78%** to **85%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			79%	81%	83%	85%
Actual	64%	78%	62%	77%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP		
Alexander	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%		
	3rd Grade Reading At Meets or Above	2019 Actual	7	57%	17	76%	63	68%	0		71	90%	0		6	67%	18	50%	8	25%	48	79%	
		2021 Actual	8	63%	17	29%	60	58%	0		50	76%	1	100%	6	67%	17	35%	25	40%	54	59%	
		2022 Target		57%		76%		78%				90%				67%		50%		25%			89%
		2022 Actual	6	50%	27	85%	45	67%	0		64	83%	0		11	82%	27	37%	30	53%	52	71%	
		Met Target		N		Y		N				N				Y		N		Y			N
		2023		57%		76%		77%				93%				67%		50%		25%			94%
	2024		57%		76%		77%				93%				67%		50%		25%			94%	

The percent of **Bear Creek** Elementary 3rd grade students who achieve Meets and above in Reading will increase **28%** to **49%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			29%	31%	48%	49%
Actual	40%	28%	25%	47%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Bear Creek	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	13	23%	70	26%	14	29%	0		4	75%	0		1	100%	16	6%	78	29%	56	30%
		2021 Actual	12	8%	83	23%	13	54%	0		0		0		0		23	4%	87	21%	61	26%
		2022 Target		23%		41%		29%				75%				100%		6%		34%		35%
		2022 Actual	11	27%	70	41%	12	92%	0		2	100%	0		2	50%	22	36%	92	45%	48	42%
		Met Target		Y		Y		Y				Y				N		Y		Y		Y
		2023		23%		51%		29%				75%				100%		6%		39%		52%
	2024		23%		51%		29%				75%				100%		6%		44%		52%	

The percent of **Bethke** Elementary 3rd grade students who achieve Meets and above in Reading will increase **42%** to **63%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			43%	45%	62%	63%
Actual	45%	42%	41%	61%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Bethke	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	43	28%	104	36%	64	56%	0		25	52%	1	100%	9	44%	37	16%	96	28%	75	35%
		2021 Actual	17	53%	58	24%	25	64%	0		11	55%	0		8	50%	14	21%	42	26%	39	26%
		2022 Target		33%		36%		56%				72%		100%		44%		16%		33%		35%
		2022 Actual	32	50%	72	51%	37	70%	0		17	94%	0		10	70%	25	36%	71	56%	35	54%
		Met Target		Y		Y		Y				Y				Y		Y		Y		Y
		2023		60%		36%		61%				72%		100%		44%		46%		33%		35%
	2024		60%		41%		61%				77%		100%		44%		46%		33%		35%	

The percent of **Bryant** Elementary 3rd grade students who achieve Meets and above in Reading will increase **58%** to **70%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			59%	61%	69%	70%
Actual	68%	58%	48%	68%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Bryant	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%
3rd Grade Reading At Meets or Above	2019 Actual	18	67%	34	53%	74	55%	0		8	88%	0		2	50%	20	25%	20	55%	12	50%
	2021 Actual	14	43%	52	37%	78	53%	0		13	54%	2	50%	13	69%	28	18%	35	34%	23	30%
	2022 Target		67%		63%		65%				88%				50%		25%		55%		50%
	2022 Actual	45	56%	49	65%	82	74%	1	100%	27	78%	3	100%	14	57%	30	33%	50	48%	28	54%
	Met Target		N		Y		Y				N				Y		Y		N		Y
	2023		67%		68%		70%				88%				50%		43%		55%		50%
	2024		67%		73%		75%				88%				50%		43%		55%		50%

The percent of **Campbell** Elementary 3rd grade students who achieve Meets and above in Reading will increase **64%** to **76%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			65%	67%	75%	76%
Actual		64%	72%	74%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Campbell	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%
3rd Grade Reading At Meets or Above	2019 Actual	7	57%	45	60%	45	64%	1	100%	24	67%	0		3	100%	20	35%	18	61%	50	64%
	2021 Actual	17	76%	94	73%	59	73%	0		32	66%	0		10	70%	23	52%	36	67%	94	71%
	2022 Target		57%		70%		69%		100%		67%				100%		35%		61%		69%
	2022 Actual	21	71%	86	62%	88	78%	0		63	86%	0		9	78%	44	34%	53	55%	85	67%
	Met Target		Y		N		Y				Y				N		N		N		N
	2023		57%		70%		74%				67%				100%		44%		65%		74%
2024		57%		75%		74%				67%				100%		44%		65%		79%	

The percent of **Cimarron** Elementary 3rd grade students who achieve Meets and above in Reading will increase **41%** to **59%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			42%	44%	58%	59%
Actual	54%	41%	37%	57%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%	
Cimarron	3rd Grade Reading	2019 Actual	11	18%	29	34%	45	47%	0		1	100%	0		5	60%	11	0%	32	44%	12	50%
		2021 Actual	8	25%	31	35%	31	42%	0		0		0		11	36%	11	0%	40	35%	15	33%
	At Meets or Above	2022 Target		18%		44%		62%				100%				60%		0%		44%		50%
		2022 Actual	12	50%	35	51%	42	67%	0		2	100%	0		5	20%	20	30%	54	52%	7	43%
		Met Target		Y		Y		Y				Y				N				Y		N
		2023		18%		61%		77%				100%				60%		0%		49%		50%
		2024		18%		61%		77%				100%				60%		0%		54%		50%

The percent of **Crech** Elementary 3rd grade students who achieve Meets and above in Reading will increase **61%** to **78%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			62%	64%	77%	78%
Actual	64%	61%	66%	76%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%	
Crech	3rd Grade Reading	2019 Actual	17	53%	42	60%	58	62%	0		20	75%	2	0%	5	60%	14	29%	37	54%	37	59%
		2021 Actual	19	42%	36	61%	51	78%	0		14	79%	0		5	40%	17	41%	43	51%	39	67%
	At Meets or Above	2022 Target		53%		65%		62%				75%		0%		60%		29%		64%		64%
		2022 Actual	23	65%	44	66%	60	80%	1	100%	20	95%	0		2	100%	19	53%	50	68%	43	72%
		Met Target		Y		Y		Y				Y				Y		Y		Y		Y
		2023		53%		76%		67%				75%		0%		60%		29%		78%		64%
		2024		53%		76%		67%				75%		0%		60%		29%		78%		69%

The percent of **Davidson** Elementary 3rd grade students who achieve Meets and above in Reading will increase **64%** to **83%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			65%	67%	82%	83%
Actual	65%	64%	60%	81%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Davidson	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	18	72%	33	64%	60	47%	0		77	79%	0		5	20%	15	33%	15	47%	72	63%
		2021 Actual	17	53%	27	59%	41	59%	0		63	62%	0		15	60%	18	22%	14	57%	51	57%
	At Meets or Above	2022 Target		72%		69%		62%				79%				20%		33%		47%		68%
		2022 Actual	14	64%	32	69%	50	88%	1	100%	77	83%	1	100%	15	80%	24	42%	31	77%	48	85%
		Met Target		N		Y		Y				Y				Y		Y		Y		Y
		2023		72%		79%		67%				93%				20%		33%		47%		73%
		2024		72%		79%		72%				93%				20%		33%		47%		73%

The percent of **Exley** Elementary 3rd grade students who achieve Meets and above in Reading will increase **64%** to **74%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			65%	67%	73%	74%
Actual	66%	64%	70%	72%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Exley	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	17	59%	40	55%	68	60%	1	100%	38	79%	0		10	70%	20	35%	51	53%	74	55%
		2021 Actual	9	44%	21	62%	60	68%	1	100%	39	82%	0		4	75%	14	43%	27	59%	58	76%
	At Meets or Above	2022 Target		59%		60%		60%		100%		79%				70%		35%		63%		60%
		2022 Actual	13	62%	44	66%	47	77%	0		35	71%	0		13	92%	22	23%	60	67%	58	67%
		Met Target		Y		Y		Y				N				Y		N		Y		Y
		2023		59%		76%		65%		100%		81%				70%		35%		63%		60%
		2024		59%		76%		65%		100%		81%				70%		35%		68%		65%

The percent of **Fielder** Elementary 3rd grade students who achieve Meets and above in Reading will increase **59%** to **83%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			60%	62%	82%	83%
Actual	58%	59%	65%	81%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Fielder	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	7	43%	72	60%	63	57%	0		8	88%	0		6	50%	22	36%	45	49%	71	59%
		2021 Actual	10	40%	64	64%	56	75%	0		16	50%	1	0%	7	71%	20	30%	40	58%	64	63%
	At Meets or Above	2022 Target		43%		60%		62%				88%				50%		36%		59%		64%
		2022 Actual	10	90%	46	87%	67	78%	1	100%	20	85%	0		4	25%	28	68%	48	81%	44	82%
		Met Target		Y		Y		Y				N				N		Y		Y		Y
		2023		43%		65%		88%				88%				50%		78%		64%		64%
		2024		43%		65%		88%				88%				50%		78%		69%		64%

The percent of **Franz** Elementary 3rd grade students who achieve Meets and above in Reading will increase **44%** to **51%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			45%	47%	49%	51%
Actual	43%	44%	32%	40%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Franz	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	28	46%	84	42%	24	46%	0		7	71%	0		1	0%	19	16%	101	38%	74	43%
		2021 Actual	31	26%	84	31%	13	54%	2	0%	8	38%	2	50%	4	25%	37	14%	103	27%	75	35%
	At Meets or Above	2022 Target		46%		47%		46%				71%				0%		16%		48%		48%
		2022 Actual	29	45%	83	37%	9	67%	0		5	40%	0		3	0%	21	14%	107	43%	67	45%
		Met Target		N		N		Y				N						N		N		N
		2023		51%		47%		46%				71%				0%		16%		53%		48%
		2024		51%		47%		46%				71%				0%		16%		53%		53%

The percent of **Golbow** Elementary 3rd grade students who achieve Meets and above in Reading will increase **52%** to **59%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			53%	55%	57%	59%
Actual	40%	52%	41%	53%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%	
Golbow	3rd Grade Reading	2019 Actual	38	47%	38	47%	35	63%	0		8	50%	0		2	50%	22	14%	70	51%	26	58%
		2021 Actual	29	31%	49	39%	26	54%	0		11	55%	0		2	0%	26	23%	69	33%	34	38%
	2022 Target		52%		57%		63%				50%				50%		14%		56%		58%	
	2022 Actual	38	47%	57	49%	23	65%	1	0%	17	71%	1	0%	3	33%	27	15%	104	50%	48	48%	
	Met Target		N		N		Y				Y				N		Y		N		N	
	2023		57%		57%		63%				50%				50%		25%		61%		58%	
	2024		57%		62%		63%				50%				50%		25%		61%		58%	

The percent of **Griffin** Elementary 3rd grade students who achieve Meets and above in Reading will increase **84%** to **91%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			85%	87%	89%	91%
Actual	65%	84%	75%	80%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%	
Griffin	3rd Grade Reading	2019 Actual	3	100%	27	85%	61	82%	0		30	83%	0		12	92%	9	100%	8	100%	40	88%
		2021 Actual	8	75%	21	67%	57	79%	0		32	72%	1	100%	7	86%	26	54%	12	75%	34	71%
	2022 Target		100%		90%		92%				88%				92%		100%		100%		88%	
	2022 Actual	8	63%	21	86%	50	80%	0		28	89%	0		8	50%	18	28%	12	75%	24	92%	
	Met Target		N		N		N				Y				N		N		N		Y	
	2023		100%		90%		90%				95%				92%		100%		100%		93%	
2024		100%		95%		90%				95%				92%		100%		100%		93%		

The percent of **Hayes** Elementary 3rd grade students who achieve Meets and above in Reading will increase **62%** to **74%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			63%	65%	73%	74%
Actual	55%	62%	62%	72%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Hayes	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	5	0%	24	42%	39	69%	0		18	89%	0		4	75%	10	20%	25	36%	32	63%
		2021 Actual	10	30%	26	58%	31	68%	0		17	65%	0		8	88%	14	43%	27	48%	35	57%
	At Meets or Above	2022 Target		0%		42%		69%				89%				75%		20%		46%		73%
		2022 Actual	8	75%	25	64%	32	72%	0		22	77%	0		2	100%	15	47%	36	58%	24	58%
		Met Target				Y		Y				N				Y		Y		Y		N
		2023		0%		74%		74%				89%				75%		20%		68%		73%
		2024		0%		74%		74%				89%				75%		20%		68%		78%

The percent of **Holland** Elementary 3rd grade students who achieve Meets and above in Reading will increase **69%** to **76%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			70%	72%	74%	76%
Actual	72%	69%	74%	72%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Holland	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	16	38%	30	57%	57	67%	0		69	83%	0		3	100%	20	35%	35	46%	66	59%
		2021 Actual	9	44%	26	73%	45	78%	0		52	73%	0		7	100%	14	29%	21	57%	58	74%
	At Meets or Above	2022 Target		38%		62%		67%				83%				100%		35%		56%		64%
		2022 Actual	9	78%	37	62%	43	70%	0		49	82%	0		3	67%	24	33%	31	45%	61	69%
		Met Target		Y		Y		Y				N				N		N		N		Y
		2023		38%		67%		67%				92%				100%		35%		55%		64%
		2024		38%		67%		67%				92%				100%		35%		55%		69%

The percent of **Hutsell** Elementary 3rd grade students who achieve Meets and above in Reading will increase **45%** to **52%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			46%	48%	50%	52%
Actual	50%	45%	47%	43%		
Met Goal			Y	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Hutsell	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	7	57%	72	40%	29	52%	1	100%	0		0		1	100%	29	14%	85	36%	57	35%
		2021 Actual	6	50%	73	42%	30	57%	0		0		0		1	100%	28	21%	63	40%	55	38%
		2022 Target		57%		40%		62%		100%						100%		24%		36%		35%
		2022 Actual	5	40%	81	38%	27	59%	0		0		1	0%	2	50%	28	11%	78	41%	53	38%
		Met Target		N		N		N								N		N		Y		Y
		2023		57%		40%		69%		100%						100%		21%		36%		40%
		2024		57%		40%		69%		100%						100%		21%		41%		40%

The percent of **Jenks** Elementary 3rd grade students who achieve Meets and above in Reading will increase **71%** to **79%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			72%	74%	78%	79%
Actual	62%	71%	67%	77%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Jenks	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	11	73%	73	59%	58	71%	0		69	83%	0		5	100%	22	41%	23	74%	103	65%
		2021 Actual	23	57%	69	57%	41	63%	1	100%	69	80%	0		13	85%	32	34%	38	58%	105	58%
		2022 Target		73%		69%		71%				83%				100%		41%		74%		75%
		2022 Actual	21	71%	64	69%	48	77%	3	67%	59	88%	2	100%	10	70%	21	38%	31	65%	86	71%
		Met Target		N		N		Y				Y				N		N		N		N
		2023		73%		79%		76%				83%				100%		41%		75%		75%
2024		73%		79%		76%				83%				100%		41%		75%		80%		

The percent of **Katy** Elementary 3rd grade students who achieve Meets and above in Reading will increase **66%** to **73%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			67%	69%	71%	73%
Actual	61%	66%	57%	63%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Katy	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	4	50%	26	50%	79	71%	0		1	0%	1	100%	4	100%	16	25%	19	58%	13	46%
		2021 Actual	6	33%	15	40%	70	63%	1	100%	3	67%	0		1	0%	18	28%	13	8%	5	40%
	At Meets or Above	2022 Target		50%		60%		81%				0%		100%		100%		25%		58%		46%
		2022 Actual	6	17%	22	73%	68	62%	0		0		1	100%	2	100%	25	40%	27	41%	4	50%
		Met Target		N		Y		N						Y		Y		Y		N		Y
		2023		50%		65%		72%				0%		100%		100%		25%		51%		46%
		2024		50%		70%		72%				0%		100%		100%		25%		51%		46%

The percent of **Kilpatrick** Elementary 3rd grade students who achieve Meets and above in Reading will increase **82%** to **89%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			83%	85%	87%	89%
Actual	78%	82%	74%	81%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Kilpatrick	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	6	67%	37	84%	70	70%	0		71	92%	0		6	100%	18	56%	16	69%	68	84%
		2021 Actual	10	50%	40	55%	55	80%	0		51	88%	0		5	60%	20	50%	12	17%	62	66%
	At Meets or Above	2022 Target		67%		89%		80%				92%				100%		56%		69%		89%
		2022 Actual	4	75%	41	78%	50	78%	0		59	85%	0		20	85%	32	63%	28	71%	56	75%
		Met Target		Y		N		N				N				N		Y		Y		N
		2023		67%		94%		85%				92%				100%		73%		81%		89%
		2024		67%		94%		90%				92%				100%		73%		81%		94%

The percent of **King** Elementary 3rd grade students who achieve Meets and above in Reading will increase **47%** to **59%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			48%	50%	58%	59%
Actual	41%	47%	37%	57%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
King	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	23	52%	84	40%	43	56%	2	50%	3	67%	1	0%	6	50%	15	0%	88	38%	61	34%
		2021 Actual	19	32%	85	33%	21	43%	0		9	67%	0		3	67%	20	0%	74	32%	54	44%
		2022 Target		52%		40%		61%		50%		67%		0%		50%		0%		43%		44%
		2022 Actual	20	45%	72	60%	22	64%	1	100%	9	44%	1	100%	4	50%	24	17%	78	55%	48	50%
		Met Target		N		Y		Y		Y		N				Y				Y		Y
		2023		52%		45%		61%		50%		67%		0%		50%		0%		65%		60%
		2024		52%		50%		61%		50%		67%		0%		50%		0%		65%		60%

The percent of **Leonard** Elementary 3rd grade students who achieve Meets and above in Reading will increase **40%** to **59%** by July 2024.

	2021	2022	2023	2024
Goals		41%	58%	59%
Actual	40%	57%		
Met Goal		Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Leonard	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2021 Actual	43	37%	52	38%	21	43%	0		8	75%	0		3	0%	19	0%	65	37%	28	36%
		2022 Target		37%		38%		43%				75%				0%		0%		42%		41%
		2022 Actual	74	55%	93	56%	26	54%	0		18	78%	0		7	57%	44	20%	137	50%	66	59%
		Met Target		Y		Y		Y				Y								Y		Y
		2023		42%		43%		64%				75%				0%		30%		42%		41%
		2024		42%		43%		64%				75%				0%		30%		47%		46%

The percent of **Mayde Creek** Elementary 3rd grade students who achieve Meets and above in Reading will increase **38%** to **52%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			39%	41%	51%	52%
Actual	47%	38%	36%	50%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Mayde Creek	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	35	34%	70	36%	21	52%	1	0%	7	43%	0		3	33%	23	26%	100	33%	51	27%
		2021 Actual	26	46%	40	20%	15	53%	0		10	50%	0		5	40%	19	16%	63	32%	27	26%
	At Meets or Above	2022 Target		34%		41%		52%		0%		43%				33%		26%		38%		37%
		2022 Actual	49	43%	43	44%	14	64%	0		8	75%	0		3	100%	24	25%	92	46%	25	56%
		Met Target		Y		Y		Y				Y				Y		N		Y		Y
		2023		53%		54%		52%		0%		43%				33%		26%		38%		42%
		2024		53%		54%		52%		0%		43%				33%		26%		43%		42%

The percent of **McElwain** Elementary 3rd grade students who achieve Meets and above in Reading will increase **54%** to **59%** by July 2024.

	2021	2022	2023	2024
Goals		55%	57%	59%
Actual	54%	55%		
Met Goal		Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
McElwain	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2021 Actual	28	64%	60	45%	19	63%	0		5	40%	0		2	100%	15	20%	44	57%	33	42%
		2022 Target		64%		50%		63%				40%				100%		20%		57%		47%
	At Meets or Above	2022 Actual	33	48%	78	46%	28	68%	0		14	79%	0		17	65%	25	8%	74	42%	33	33%
		Met Target		N		N		Y				Y				N		N		N		N
		2023		64%		55%		63%				40%				100%		18%		57%		43%
2024		64%		60%		63%				40%				100%		18%		57%		43%		

The percent of **McRoberts** Elementary 3rd grade students who achieve Meets and above in Reading will increase **50%** to **64%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			51%	53%	63%	64%
Actual	48%	50%	37%	62%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
McRoberts	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	23	52%	67	51%	18	39%	1	100%	2	50%	0		2	50%	12	17%	80	48%	48	50%
		2021 Actual	20	45%	65	34%	12	42%	0		1	100%	0		1	0%	15	13%	73	32%	50	30%
	At Meets or Above	2022 Target		52%		56%		39%		100%		50%				50%		17%		58%		55%
		2022 Actual	19	58%	79	62%	5	60%	0		4	100%	0		2	50%	15	40%	88	60%	60	57%
		Met Target		Y		Y		Y				Y				Y		Y		Y		Y
		2023		52%		61%		39%		100%		50%				50%		17%		70%		67%
		2024		52%		61%		39%		100%		50%				50%		17%		70%		67%

The percent of **Memorial Parkway** Elementary 3rd grade students who achieve Meets and above in Reading will increase **53%** to **60%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			54%	56%	58%	60%
Actual	57%	53%	54%	51%		
Met Goal			Y	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Memorial Parkway	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	8	25%	91	56%	24	58%	0		5	40%	0		2	0%	17	24%	73	47%	78	55%
		2021 Actual	12	42%	96	55%	19	58%	0		4	75%	0		2	50%	17	24%	80	50%	81	52%
	At Meets or Above	2022 Target		25%		61%		58%				40%				0%		24%		57%		60%
		2022 Actual	5	60%	94	48%	23	61%	0		3	33%	0		8	63%	13	15%	107	48%	82	49%
		Met Target		Y		N		Y				N						N		N		N
		2023		25%		58%		58%				40%				0%		24%		58%		65%
		2024		25%		58%		58%				40%				0%		24%		58%		65%

The percent of **Morton Ranch** Elementary 3rd grade students who achieve Meets and above in Reading will increase **37%** to **59%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			38%	40%	58%	59%
Actual	49%	37%	43%	57%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Morton Ranch	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	28	43%	74	31%	33	45%	2	0%	11	45%	0		2	0%	20	5%	96	26%	76	28%
		2021 Actual	34	35%	87	41%	15	47%	0		8	63%	0		4	75%	23	9%	92	35%	69	42%
		2022 Target		43%		36%		60%		0%		45%				0%		5%		31%		28%
		2022 Actual	36	44%	117	57%	18	72%	0		9	78%	0		6	50%	19	26%	127	52%	94	57%
		Met Target		Y		Y		Y				Y						Y		Y		Y
		2023		54%		36%		60%		0%		45%				0%		5%		62%		33%
	2024		54%		41%		60%		0%		45%				0%		5%		62%		38%	

The percent of **Nottingham** Elementary 3rd grade students who achieve Meets and above in Reading will increase **57%** to **65%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			58%	60%	64%	65%
Actual	61%	57%	68%	63%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Nottingham	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	11	27%	21	52%	78	56%	0		15	87%	0		5	60%	25	40%	30	27%	25	52%
		2021 Actual	11	73%	22	45%	75	77%	0		12	58%	1	100%	4	25%	17	41%	34	50%	18	50%
		2022 Target		27%		52%		61%				87%				60%		45%		37%		52%
		2022 Actual	9	22%	21	67%	71	63%	0		5	100%	0		5	80%	24	33%	30	50%	4	75%
		Met Target		N		Y		Y				Y				Y		N		Y		Y
		2023		27%		52%		73%				87%				60%		50%		60%		52%
	2024		27%		52%		73%				87%				60%		55%		60%		52%	

The percent of **Pattison** Elementary 3rd grade students who achieve Meets and above in Reading will increase **78%** to **85%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			79%	81%	83%	85%
Actual	82%	78%	83%	81%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Pattison	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	9	33%	21	67%	102	85%	0		50	76%	0		6	83%	8	25%	28	50%	52	58%
		2021 Actual	10	70%	29	83%	71	86%	0		47	79%	0		8	100%	18	67%	23	74%	51	71%
		2022 Target		33%		67%		85%				76%				83%		25%		60%		68%
		2022 Actual	13	62%	36	72%	89	85%	0		49	86%	0		7	71%	24	46%	38	66%	62	76%
		Met Target		Y		Y		Y				Y				N		Y		Y		Y
		2023		33%		82%		85%				76%				83%		25%		76%		73%
		2024		33%		82%		85%				76%				83%		25%		76%		78%

The percent of **Randolph** Elementary 3rd grade students who achieve Meets and above in Reading will increase **77%** to **84%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			78%	80%	82%	84%
Actual	78%	77%	70%	80%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Randolph	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	8	88%	16	75%	116	72%	1	100%	22	91%	0		13	100%	15	60%	7	86%	16	75%
		2021 Actual	4	25%	33	76%	102	67%	0		28	89%	0		19	58%	22	36%	12	67%	22	68%
		2022 Target		88%		75%		82%		100%		91%				100%		60%		86%		75%
		2022 Actual	8	75%	29	76%	102	81%	0		24	83%	0		11	73%	38	55%	14	57%	13	69%
		Met Target		N		Y		N				N				N		N		N		N
		2023		88%		86%		87%		100%		91%				100%		65%		86%		75%
2024		88%		86%		92%		100%		91%				100%		65%		86%		75%		

The percent of **Rhoads** Elementary 3rd grade students who achieve Meets and above in Reading will increase **41%** to **48%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			42%	44%	46%	48%
Actual	42%	41%	34%	34%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Rhoads	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	23	39%	101	35%	17	59%	0		9	67%	1	0%	3	100%	18	22%	117	37%	92	37%
		2021 Actual	22	32%	66	30%	18	39%	0		4	100%	0		6	33%	21	0%	87	31%	55	31%
		2022 Target		39%		45%		59%				67%		0%		100%		22%		42%		42%
		2022 Actual	21	43%	79	28%	12	50%	1	100%	3	67%	0		3	33%	27	11%	97	31%	52	31%
		Met Target		Y		N		N				Y				N		N		N		N
		2023		39%		38%		59%				67%		0%		100%		21%		47%		47%
		2024		39%		38%		59%				67%		0%		100%		21%		52%		47%

The percent of **Robertson** Elementary 3rd grade students who achieve Meets and above in Reading will increase **69%** to **70%** by July 2024.

	2023	2024
Goals	69%	70%

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Robertson	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
		2023		67%		68%		70%			88%				50%		43%		55%		50%
		2024		67%		73%		75%			88%				50%		43%		55%		50%

The percent of **Rylander** Elementary 3rd grade students who achieve Meets and above in Reading will increase **66%** to **76%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			67%	69%	75%	76%
Actual	63%	66%	69%	74%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Rylander	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	19	58%	36	58%	76	74%	0		29	69%	0		7	43%	19	32%	39	49%	38	61%
		2021 Actual	12	58%	32	63%	47	81%	0		36	69%	0		10	50%	23	35%	42	57%	49	61%
		2022 Target		58%		58%		74%				79%				43%		32%		59%		61%
		2022 Actual	12	67%	63	71%	56	73%	0		21	90%	0		7	71%	24	33%	70	66%	61	67%
		Met Target		Y		Y		N				Y				Y		Y		Y		Y
		2023		58%		63%		74%				79%				43%		32%		76%		77%
		2024		58%		68%		74%				79%				43%		32%		76%		77%

The percent of **Schmalz** Elementary 3rd grade students who achieve Meets and above in Reading will increase **33%** to **55%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			34%	36%	54%	55%
Actual	43%	33%	36%	53%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Schmalz	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	45	20%	98	37%	29	41%	1	0%	17	29%	0		5	40%	20	20%	130	28%	87	31%
		2021 Actual	42	33%	81	32%	21	62%	0		13	31%	0		11	27%	21	14%	108	30%	68	28%
		2022 Target		30%		37%		56%		0%		29%				40%		20%		33%		31%
		2022 Actual	68	49%	96	54%	23	61%	1	100%	7	43%	0		9	56%	25	16%	160	49%	73	52%
		Met Target		Y		Y		Y				Y				Y		N		Y		Y
		2023		35%		37%		61%		0%		29%				40%		26%		59%		31%
2024		35%		42%		61%		0%		29%				40%		26%		59%		31%		

The percent of **Shafer** Elementary 3rd grade students who achieve Meets and above in Reading will increase **73%** to **81%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			74%	76%	80%	81%
Actual	79%	73%	76%	79%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Shafer	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	19	58%	37	70%	72	67%	1	100%	57	91%	0		9	44%	14	29%	21	57%	56	71%
		2021 Actual	16	75%	22	73%	64	77%	0		54	74%	1	100%	6	100%	15	33%	30	67%	53	72%
	At Meets or Above	2022 Target		58%		75%		77%		100%		91%				44%		29%		57%		76%
		2022 Actual	24	63%	22	73%	69	75%	0		68	91%	0		17	71%	29	52%	41	46%	52	73%
		Met Target		Y		N		N				N				Y		Y		N		N
		2023		58%		80%		77%		100%		91%				44%		62%		56%		81%
		2024		58%		85%		82%		100%		91%				44%		62%		56%		81%

The percent of **Stanley** Elementary 3rd grade students who achieve Meets and above in Reading will increase **76%** to **84%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			77%	79%	83%	84%
Actual	76%	76%	77%	82%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Stanley	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	5	100%	37	62%	58	69%	0		53	89%	0		4	100%	15	47%	10	80%	36	69%
		2021 Actual	5	60%	19	74%	64	84%	1	100%	52	77%	0		10	50%	20	35%	12	42%	36	69%
	At Meets or Above	2022 Target		100%		72%		74%				89%				100%		47%		80%		74%
		2022 Actual	5	80%	26	85%	48	73%	0		53	91%	0		5	60%	16	50%	16	50%	30	83%
		Met Target		N		Y		N				Y				N		Y		N		Y
		2023		100%		77%		83%				89%				100%		47%		80%		93%
		2024		100%		82%		83%				89%				100%		47%		80%		93%

The percent of **Stephens** Elementary 3rd grade students who achieve Meets and above in Reading will increase **40%** to **60%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			41%	43%	59%	60%
Actual	46%	40%	53%	58%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Stephens	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%
3rd Grade Reading At Meets or Above	2019 Actual	13	15%	76	41%	11	64%	3	33%	4	50%	0		2	50%	19	26%	78	36%	52	38%
	2021 Actual	15	60%	56	46%	14	64%	1	100%	7	71%	0		1	0%	26	23%	66	48%	51	47%
	2022 Target		15%		46%		64%		33%		50%				50%		26%		46%		43%
	2022 Actual	10	50%	62	50%	11	73%	1	100%	7	100%	0		1	100%	25	28%	67	46%	51	53%
	Met Target		Y		Y		Y		Y		Y				Y		Y		Y		Y
	2023		15%		51%		64%		33%		50%				50%		38%		56%		48%
	2024		15%		51%		64%		33%		50%				50%		38%		56%		53%

The percent of **Sundown** Elementary 3rd grade students who achieve Meets and above in Reading will increase **41%** to **48%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			42%	44%	46%	48%
Actual	44%	41%	29%	44%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Sundown	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%
3rd Grade Reading At Meets or Above	2019 Actual	11	64%	74	36%	14	36%	1	0%	4	75%	0		2	50%	26	19%	85	38%	61	43%
	2021 Actual	16	31%	76	26%	12	42%	0		2	50%	0		3	33%	31	16%	85	28%	51	25%
	2022 Target		64%		41%		36%		0%		75%				50%		29%		43%		43%
	2022 Actual	17	47%	75	40%	9	56%	1	100%	2	100%	0		0		31	39%	83	36%	48	33%
	Met Target		N		N		Y				Y						Y		N		N
	2023		64%		50%		36%		0%		75%				50%		34%		46%		43%
2024		64%		50%		36%		0%		75%				50%		39%		46%		48%	

The percent of **West Memorial** Elementary 3rd grade students who achieve Meets and above in Reading will increase **52%** to **59%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			53%	55%	57%	59%
Actual	41%	52%	30%	45%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		West Memorial	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%	
West Memorial	3rd Grade Reading At Meets or Above	2019 Actual	25	36%	48	46%	54	65%	0		9	67%	0		6	33%	13	23%	67	42%	33	55%
		2021 Actual	28	18%	46	22%	22	41%	0		11	64%	0		7	43%	18	0%	65	26%	30	37%
		2022 Target		46%		51%		65%				67%				33%		23%		47%		55%
		2022 Actual	31	42%	54	44%	30	53%	0		7	43%	0		9	33%	24	21%	85	40%	38	42%
		Met Target		N		N		N				N				Y		N		N		N
		2023		51%		51%		63%				67%				33%		23%		50%		55%
		2024		56%		56%		63%				67%				33%		23%		50%		55%

The percent of **Williams** Elementary 3rd grade students who achieve Meets and above in Reading will increase **66%** to **73%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			67%	69%	71%	73%
Actual	76%	66%	63%	67%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Williams	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%	
Williams	3rd Grade Reading At Meets or Above	2019 Actual	7	43%	46	52%	67	75%	0		15	87%	0		4	50%	11	27%	33	48%	48	56%
		2021 Actual	5	20%	53	60%	60	63%	0		14	86%	0		7	57%	16	6%	39	44%	55	60%
		2022 Target		43%		57%		75%				87%				50%		27%		58%		61%
		2022 Actual	2	50%	49	49%	70	83%	0		10	70%	0		7	43%	22	36%	46	48%	48	44%
		Met Target		Y		N		Y				N				N		Y		N		N
		2023		43%		62%		75%				87%				50%		27%		58%		54%
		2024		43%		67%		75%				87%				50%		27%		58%		54%

The percent of **Wilson** Elementary 3rd grade students who achieve Meets and above in Reading will increase **74%** to **83%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			75%	77%	82%	83%
Actual	74%	74%	73%	81%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Wilson	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	9	89%	37	76%	62	66%	1	100%	37	81%	1	100%	5	80%	15	47%	10	50%	39	72%
		2021 Actual	16	44%	29	72%	51	73%	0		39	82%	0		4	100%	12	50%	15	47%	36	64%
		2022 Target		89%		81%		76%		100%		81%		100%		80%		47%		50%		77%
		2022 Actual	17	65%	70	77%	55	85%	1	100%	55	87%	0		3	33%	24	54%	38	66%	68	78%
		Met Target		N		N		Y		Y		Y				N		Y		Y		Y
		2023		89%		87%		81%		100%		81%		100%		80%		47%		76%		82%
		2024		89%		87%		81%		100%		86%		100%		80%		47%		76%		82%

The percent of **Winborn** Elementary 3rd grade students who achieve Meets and above in Reading will increase **40%** to **47%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			41%	43%	45%	47%
Actual	47%	40%	34%	44%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Winborn	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	13	31%	44	41%	43	44%	0		6	50%	0		12	25%	17	6%	55	31%	24	50%
		2021 Actual	14	29%	35	40%	28	32%	0		5	40%	0		3	0%	15	0%	43	23%	10	20%
		2022 Target		31%		41%		59%				50%				25%		6%		41%		50%
		2022 Actual	23	30%	45	42%	26	42%	1	100%	4	75%	0		6	83%	33	12%	70	33%	14	29%
		Met Target		N		Y		N				Y				Y		Y		N		N
		2023		31%		41%		52%				50%				25%		22%		46%		50%
2024		31%		46%		52%				50%				25%		22%		51%		50%		

The percent of **Wolfe** Elementary 3rd grade students who achieve Meets and above in Reading will increase **48%** to **55%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			49%	51%	54%	55%
Actual	30%	48%	43%	53%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Wolfe	3rd Grade Reading At Meets or Above	2019 Actual	15	40%	12	25%	15	73%	0		2	100%	0		2	0%	5	60%	20	25%	4	25%
		2021 Actual	16	31%	22	23%	20	70%	0		2	100%	0		0		11	27%	32	31%	12	42%
		2022 Target		40%		25%		73%				100%				0%		60%		25%		25%
		2022 Actual	11	45%	25	36%	15	73%	0		5	60%	0		3	100%	12	25%	37	35%	15	27%
		Met Target		Y		Y		Y				N						N		Y		Y
		2023		40%		46%		73%				100%				0%		60%		45%		25%
		2024		40%		46%		73%				100%				0%		60%		45%		25%

The percent of **Wolman** Elementary 3rd grade students who achieve Meets and above in Reading will increase **76%** to **83%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			77%	79%	81%	83%
Actual	69%	76%	77%	79%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Wolman	3rd Grade Reading At Meets or Above	2019 Actual	5	20%	20	80%	114	75%	1	100%	11	91%	1	100%	4	75%	20	65%	6	50%	13	77%
		2021 Actual	9	44%	19	53%	103	82%	0		14	100%	0		4	50%	25	52%	14	57%	14	86%
		2022 Target		20%		80%		85%		100%		91%		100%		75%		65%		50%		77%
		2022 Actual	13	92%	23	83%	114	75%	0		15	87%	0		5	80%	24	75%	17	65%	15	87%
		Met Target		Y		Y		N				N				Y		Y		Y		Y
		2023		20%		80%		85%		100%		91%		100%		75%		65%		50%		77%
		2024		20%		80%		85%		100%		91%		100%		75%		65%		50%		77%

The percent of **WoodCreek** Elementary 3rd grade students who achieve Meets and above in Reading will increase **68%** to **87%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			69%	71%	86%	87%
Actual	72%	68%	73%	85%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
WoodCreek	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	22	55%	36	56%	81	67%	2	100%	54	85%	0		7	57%	33	27%	22	23%	46	65%
		2021 Actual	20	65%	31	65%	54	74%	0		52	79%	0		15	80%	24	46%	26	35%	29	76%
	At Meets or Above	2022 Target		55%		66%		67%		100%		85%				57%		37%		23%		65%
		2022 Actual	24	83%	32	75%	78	83%	0		70	90%	0		17	88%	24	46%	41	73%	38	82%
		Met Target		Y		Y		Y				Y				Y		Y		Y		Y
		2023		55%		85%		67%		100%		85%				57%		42%		83%		70%
		2024		55%		85%		67%		100%		85%				57%		47%		83%		70%



Elementary Grade 3 Proficiency
Mathematics Meets and Masters Performance

The percent of **Katy ISD** Elementary 3rd grade students who achieve Meets and above in Math will increase from **60%** to **67%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			61%	63%	65%	67%
Actual	62%	60%	48%	56%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%	
Katy ISD	3rd Grade Math At Meets or Above	2019 Actual	654	42%	2,047	46%	2,154	67%	20	65%	973	87%	8	25%	201	61%	739	28%	1,979	40%	2,027	57%
		2021 Actual	707	28%	2,047	33%	1,792	60%	7	29%	922	72%	9	33%	265	51%	866	22%	1,973	27%	1,947	45%
		2022 Target		47%		46%		67%		65%		87%		25%		61%		38%		45%		57%
		2022 Actual	859	38%	2,320	44%	1,895	64%	15	60%	1,037	82%	10	60%	301	59%	1,064	26%	2,649	38%	1,964	53%
		Met Target		N		N		N		N		N		Y		N		N		N		N
		2023		47%		46%		67%		65%		92%		25%		61%		43%		48%		57%
		2024		47%		51%		67%		65%		92%		25%		61%		48%		48%		57%

The percent of **Alexander** Elementary 3rd grade students who achieve Meets and above in Math will increase from **79%** to **86%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			80%	82%	84%	86%
Actual	73%	79%	61%	75%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%	
Alexander	3rd Grade Math At Meets or Above	2019 Actual	7	57%	17	71%	63	70%	0		71	92%	0		6	67%	18	44%	8	38%	48	85%
		2021 Actual	8	50%	17	24%	60	55%	0		50	80%	1	100%	6	67%	17	47%	25	32%	54	63%
		2022 Target		57%		71%		80%				92%				67%		44%		38%		95%
		2022 Actual	6	50%	27	63%	45	69%	0		64	86%	0		11	82%	27	33%	30	53%	52	77%
		Met Target		N		N		N		N		N		Y		N		N		Y		N
		2023		57%		71%		85%				95%				67%		43%		38%		95%
		2024		57%		71%		90%				95%				67%		43%		38%		95%

The percent of **Bear Creek** Elementary 3rd grade students who achieve Meets and above in Math will increase from **24%** to **31%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			25%	27%	29%	31%
Actual	30%	24%	16%	26%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Bear Creek	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
3rd Grade Math At Meets or Above	2019 Actual		13	23%	70	20%	14	21%	0		4	75%	0		1	100%	16	6%	78	24%	56	25%
	2021 Actual		12	0%	83	16%	13	31%	0		0		0		0		23	4%	87	13%	61	20%
	2022 Target			23%		40%		21%				75%				100%		6%		34%		35%
	2022 Actual		11	18%	70	23%	12	42%	0		2	100%	0		2	0%	22	14%	92	23%	48	27%
	Met Target			N		N		Y				Y				N		Y		N		N
	2023			23%		33%		21%				75%				100%		6%		33%		40%
	2024			23%		33%		21%				75%				100%		6%		33%		40%

The percent of **Bethke** Elementary 3rd grade students who achieve Meets and above in Math will increase from **39%** to **46%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			40%	42%	45%	46%
Actual	53%	39%	37%	44%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Bethke	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
3rd Grade Math At Meets or Above	2019 Actual		43	30%	104	33%	64	53%	0		25	48%	1	0%	9	44%	37	24%	96	26%	75	33%
	2021 Actual		17	18%	58	26%	25	64%	0		11	64%	0		8	38%	14	7%	42	21%	39	18%
	2022 Target			30%		38%		53%				68%		0%		44%		24%		31%		33%
	2022 Actual		32	31%	72	33%	37	59%	0		17	76%	0		10	50%	25	8%	71	39%	35	40%
	Met Target			Y		N		Y				Y				Y		N		Y		Y
	2023			30%		43%		53%				78%		0%		44%		18%		31%		38%
	2024			30%		43%		58%				78%		0%		44%		18%		36%		38%

The percent of **Bryant** Elementary 3rd grade students who achieve Meets and above in Math will increase from **54%** to **61%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			55%	57%	60%	61%
Actual	67%	54%	45%	59%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Bryant	3rd Grade Math At Meets or Above	2019 Actual	18	61%	34	41%	74	58%	0		8	75%	0		2	0%	20	25%	20	60%	12	33%
		2021 Actual	14	14%	52	42%	79	48%	0		14	57%	2	50%	13	54%	28	11%	34	26%	23	35%
		2022 Target		61%		51%		68%				75%				0%		25%		60%		33%
		2022 Actual	45	49%	49	55%	82	57%	1	100%	27	74%	3	33%	14	93%	30	20%	50	44%	28	50%
		Met Target		N		Y		N				N					N		N		Y	
		2023		61%		56%		73%				84%				0%		30%		60%		33%
		2024		61%		61%		78%				84%				0%		30%		60%		33%

The percent of **Campbell** Elementary 3rd grade students who achieve Meets and above in Math will increase from **65%** to **72%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			66%	68%	70%	72%
Actual		65%	56%	51%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Campbell	3rd Grade Math At Meets or Above	2019 Actual	7	71%	45	44%	45	73%	1	100%	24	79%	0		3	100%	20	50%	18	56%	50	54%
		2021 Actual	17	47%	94	54%	59	59%	0		32	66%	0		10	40%	23	35%	36	47%	94	60%
		2022 Target		71%		54%		73%		100%		79%				100%		50%		56%		64%
		2022 Actual	21	38%	86	38%	88	49%	0		63	75%	0		9	44%	44	14%	53	23%	85	47%
		Met Target		N		N		N				N				N		N		N		N
		2023		71%		59%		59%		100%		79%				100%		50%		33%		69%
		2024		71%		64%		59%		100%		79%				100%		50%		33%		74%

The percent of **Cimarron** Elementary 3rd grade students who achieve Meets and above in Math will increase from **46%** to **53%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			47%	49%	51%	53%
Actual	53%	46%	21%	33%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%	
Cimarron	3rd Grade Math At Meets or Above	2019 Actual	11	18%	29	48%	45	49%	0		1	100%	0		5	60%	11	9%	32	38%	12	58%
		2021 Actual	8	13%	31	19%	31	23%	0		0		0		11	27%	11	9%	40	18%	15	27%
		2022 Target		18%		48%		64%				100%				60%		9%		48%		58%
		2022 Actual	12	25%	34	26%	42	43%	0		2	100%	0		5	0%	20	15%	54	28%	7	29%
		Met Target		Y		N		N				Y				N		Y		N		N
		2023		18%		36%		53%				100%				60%		9%		53%		58%
		2024		18%		36%		53%				100%				60%		9%		58%		58%

The percent of **Crech** Elementary 3rd grade students who achieve Meets and above in Math will increase from **66%** to **73%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			67%	69%	71%	73%
Actual	56%	66%	58%	63%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%	
Crech	3rd Grade Math At Meets or Above	2019 Actual	17	53%	42	64%	57	67%	0		20	85%	2	0%	5	80%	14	36%	37	62%	37	70%
		2021 Actual	19	32%	36	47%	51	73%	0		14	79%	0		5	40%	17	29%	43	51%	39	59%
		2022 Target		53%		69%		72%				85%		0%		80%		36%		72%		70%
		2022 Actual	23	48%	44	59%	60	63%	1	100%	20	85%	0		2	100%	19	32%	50	46%	43	58%
		Met Target		N		N		N				Y				Y		N		N		N
		2023		53%		74%		73%				85%		0%		80%		36%		56%		75%
		2024		53%		74%		73%				85%		0%		80%		36%		56%		75%

The percent of **Davidson** Elementary 3rd grade students who achieve Meets and above in Math will increase from **60%** to **77%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			61%	63%	76%	77%
Actual	69%	60%	56%	75%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Davidson	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%
3rd Grade Math At Meets or Above	2019 Actual	18	72%	33	61%	60	30%	0		77	82%	0		5	20%	15	33%	15	40%	72	75%
	2021 Actual	17	24%	27	48%	41	54%	0		63	70%	0		15	53%	18	17%	14	57%	51	63%
	2022 Target		72%		66%		50%				87%				20%		33%		40%		75%
	2022 Actual	14	57%	32	59%	50	70%	1	100%	77	87%	1	100%	15	80%	24	38%	31	68%	48	81%
	Met Target		N		N		Y				Y				Y		Y		Y		Y
	2023		72%		69%		55%				95%				20%		33%		40%		75%
	2024		72%		69%		60%				95%				20%		33%		40%		75%

The percent of **Exley** Elementary 3rd grade students who achieve Meets and above in Math will increase from **70%** to **77%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			71%	73%	75%	77%
Actual	74%	70%	57%	62%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Exley	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%
3rd Grade Math At Meets or Above	2019 Actual	17	53%	40	53%	68	75%	1	100%	38	84%	0		10	80%	20	30%	51	51%	74	59%
	2021 Actual	9	0%	21	52%	60	53%	1	100%	39	74%	0		4	75%	14	29%	27	30%	58	66%
	2022 Target		53%		63%		75%		100%		84%				80%		30%		61%		59%
	2022 Actual	14	57%	44	43%	47	68%	0		35	80%	0		13	62%	22	14%	61	56%	58	59%
	Met Target		Y		N		N				N				N		N		N		N
	2023		53%		53%		75%		100%		90%				80%		30%		66%		64%
	2024		53%		53%		75%		100%		90%				80%		30%		66%		69%

The percent of **Fielder** Elementary 3rd grade students who achieve Meets and above in Math will increase from **62%** to **71%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			63%	65%	70%	71%
Actual	54%	62%	55%	69%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Fielder	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	7	43%	72	61%	63	63%	0		8	88%	0		6	50%	22	27%	45	47%	71	63%
		2021 Actual	10	50%	65	42%	56	68%	0		16	69%	1	0%	7	71%	21	19%	41	37%	64	48%
		2022 Target		43%		66%		63%				88%				50%		27%		57%		68%
		2022 Actual	10	70%	46	72%	67	67%	1	100%	20	75%	0		4	25%	28	46%	48	63%	44	73%
		Met Target		Y		Y		Y				N				N		Y		Y		Y
		2023		43%		66%		77%				88%				50%		56%		62%		68%
		2024		43%		71%		77%				88%				50%		56%		67%		68%

The percent of **Franz** Elementary 3rd grade students who achieve Meets and above in Math will increase from **42%** to **49%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			43%	45%	47%	49%
Actual	36%	42%	26%	37%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Franz	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	28	32%	84	40%	24	46%	0		7	86%	0		1	100%	19	5%	101	39%	74	49%
		2021 Actual	31	16%	84	26%	13	46%	2	0%	9	44%	2	0%	4	25%	37	11%	103	25%	76	33%
		2022 Target		42%		45%		46%				86%				100%		5%		44%		49%
		2022 Actual	29	34%	83	34%	9	89%	0		5	40%	0		3	0%	21	14%	107	36%	67	45%
		Met Target		N		N		Y				N				N		Y		N		N
		2023		47%		44%		46%				86%				100%		5%		46%		49%
		2024		52%		44%		46%				86%				100%		5%		46%		49%

The percent of **Golbow** Elementary 3rd grade students who achieve Meets and above in Math will increase from **49%** to **56%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			50%	52%	54%	56%
Actual	47%	49%	27%	35%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Golbow	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
3rd Grade Math At Meets or Above	2019 Actual		38	47%	38	37%	35	57%	0		8	75%	0		2	50%	22	9%	70	49%	26	62%
	2021 Actual		29	28%	49	12%	26	46%	0		11	55%	0		2	0%	26	8%	69	26%	34	32%
	2022 Target			52%		47%		62%				75%				50%		9%		49%		62%
	2022 Actual		37	38%	57	26%	23	48%	1	0%	17	53%	1	0%	3	0%	26	19%	103	32%	48	33%
	Met Target			N		N		N				N				N		Y		N		N
	2023			52%		36%		62%				75%				50%		9%		54%		43%
	2024			57%		36%		62%				75%				50%		9%		54%		43%

The percent of **Griffin** Elementary 3rd grade students who achieve Meets and above in Math will increase from **73%** to **80%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			74%	76%	78%	80%
Actual	72%	73%	57%	75%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Griffin	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
3rd Grade Math At Meets or Above	2019 Actual		3	100%	27	56%	61	72%	0		30	93%	0		12	58%	9	56%	8	75%	40	78%
	2021 Actual		8	50%	21	52%	57	61%	0		32	59%	1	0%	7	43%	26	42%	12	58%	34	62%
	2022 Target			100%		66%		82%				93%				58%		56%		75%		78%
	2022 Actual		8	75%	21	67%	50	76%	0		28	86%	0		8	50%	18	22%	12	50%	24	83%
	Met Target			N		Y		N				N				N		N		N		Y
	2023			100%		71%		86%				95%				58%		56%		75%		83%
	2024			100%		76%		86%				95%				58%		56%		75%		83%

The percent of **Hayes** Elementary 3rd grade students who achieve Meets and above in Math will increase from **66%** to **73%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			67%	69%	71%	73%
Actual	56%	66%	54%	57%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Hayes	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%
3rd Grade Math At Meets or Above	2019 Actual	5	0%	24	54%	39	72%	0		18	89%	0		4	50%	10	20%	25	44%	32	63%
	2021 Actual	10	20%	26	42%	31	71%	0		17	53%	0		8	75%	14	43%	27	37%	35	54%
	2022 Target		0%		54%		72%				89%				50%		20%		54%		73%
	2022 Actual	8	63%	25	40%	32	59%	0		22	68%	0		2	100%	15	33%	36	36%	24	63%
	Met Target				N		N				N				Y		Y		N		N
	2023		0%		54%		69%				89%				50%		20%		46%		73%
	2024		0%		54%		69%				89%				50%		20%		46%		78%

The percent of **Holland** Elementary 3rd grade students who achieve Meets and above in Math will increase from **73%** to **80%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			74%	76%	78%	80%
Actual	75%	73%	70%	70%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Holland	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%
3rd Grade Math At Meets or Above	2019 Actual	16	25%	31	61%	57	70%	0		70	91%	0		3	100%	20	30%	36	47%	68	76%
	2021 Actual	9	44%	26	58%	44	70%	0		52	77%	0		7	86%	14	36%	21	48%	57	74%
	2022 Target		25%		71%		70%				91%				100%		30%		57%		76%
	2022 Actual	9	89%	37	62%	43	60%	0		49	84%	0		3	33%	24	21%	31	58%	61	70%
	Met Target		Y		N		N				N				N		N		Y		N
	2023		25%		71%		70%				94%				100%		30%		62%		76%
	2024		25%		76%		70%				94%				100%		30%		67%		76%

The percent of **Hutsell** Elementary 3rd grade students who achieve Meets and above in Math will increase from **46%** to **53%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			47%	49%	51%	53%
Actual	51%	46%	25%	39%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Hutsell	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	7	43%	73	44%	29	48%	1	100%	0		0		1	100%	29	21%	86	41%	58	47%
		2021 Actual	6	17%	73	19%	30	43%	0		0		0		1	0%	28	7%	63	21%	55	18%
		2022 Target		43%		44%		63%		100%						100%		31%		41%		47%
		2022 Actual	5	0%	81	31%	27	67%	0		0		1	100%	2	50%	28	4%	78	36%	53	40%
		Met Target		N		N		Y								N		N		N		N
		2023		43%		41%		63%		100%						100%		14%		46%		47%
		2024		43%		41%		63%		100%						100%		14%		46%		47%

The percent of **Jenks** Elementary 3rd grade students who achieve Meets and above in Math will increase from **73%** to **80%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			74%	76%	78%	80%
Actual	64%	73%	66%	69%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Jenks	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	11	64%	73	53%	58	76%	0		69	93%	0		5	80%	22	45%	23	74%	103	69%
		2021 Actual	23	52%	69	45%	41	66%	1	0%	70	90%	0		13	77%	32	38%	38	39%	105	58%
		2022 Target		64%		63%		76%				93%				80%		45%		74%		79%
		2022 Actual	21	67%	64	52%	48	67%	3	67%	59	88%	2	100%	10	70%	21	33%	31	52%	86	65%
		Met Target		Y		N		N				N				N		N		N		N
		2023		64%		68%		77%				95%				80%		45%		74%		79%
		2024		64%		73%		77%				95%				80%		45%		74%		84%

The percent of **Katy** Elementary 3rd grade students who achieve Meets and above in Math will increase from **63%** to **70%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			64%	66%	68%	70%
Actual	62%	63%	50%	49%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%	
Katy	3rd Grade Math At Meets or Above	2019 Actual	4	50%	26	31%	79	73%	0		1	0%	1	100%	4	100%	16	19%	19	37%	13	38%
		2021 Actual	6	33%	15	33%	70	54%	1	0%	3	67%	0		1	100%	18	22%	13	15%	5	60%
		2022 Target		50%		41%		83%				0%		100%		100%		19%		37%		38%
		2022 Actual	6	17%	22	45%	68	53%	0		0		1	100%	2	50%	25	28%	27	33%	4	25%
		Met Target		N		Y		N						Y		N		Y		N		N
		2023		50%		46%		63%				0%		100%		100%		19%		43%		38%
		2024		50%		51%		63%				0%		100%		100%		19%		43%		38%

The percent of **Kilpatrick** Elementary 3rd grade students who achieve Meets and above in Math will increase from **88%** to **95%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			89%	91%	93%	95%
Actual	85%	88%	77%	80%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%	
Kilpatrick	3rd Grade Math At Meets or Above	2019 Actual	6	67%	37	84%	70	83%	0		71	97%	0		6	83%	18	61%	16	75%	68	93%
		2021 Actual	11	64%	40	63%	55	82%	0		51	88%	0		5	40%	21	52%	12	33%	62	76%
		2022 Target		67%		94%		93%				97%				83%		61%		75%		93%
		2022 Actual	4	50%	41	71%	50	82%	0		60	90%	0		20	70%	33	70%	29	62%	57	77%
		Met Target		N		N		N				N				N		Y		N		N
		2023		67%		94%		95%				95%				83%		61%		72%		95%
		2024		67%		95%		95%				95%				83%		61%		72%		95%

The percent of **King** Elementary 3rd grade students who achieve Meets and above in Math will increase from **43%** to **50%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			44%	46%	48%	50%
Actual	36%	43%	29%	33%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
King	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	23	39%	84	35%	43	56%	2	100%	3	100%	1	0%	6	33%	15	13%	88	36%	61	26%
		2021 Actual	19	21%	85	26%	21	29%	0		9	78%	0		3	33%	20	10%	74	31%	54	35%
		2022 Target		39%		40%		61%		100%		100%		0%		33%		13%		36%		41%
		2022 Actual	20	40%	72	25%	22	41%	1	0%	9	56%	1	0%	4	50%	24	4%	78	27%	48	19%
		Met Target		Y		N		N		N		N				Y		N		N		N
		2023		39%		35%		61%		100%		100%		0%		33%		13%		41%		29%
		2024		39%		35%		61%		100%		100%		0%		33%		13%		46%		29%

The percent of **Leonard** Elementary 3rd grade students who achieve Meets and above in Math will increase from **34%** to **39%** by July 2024.

	2021	2022	2023	2024
Goal		35%	38%	39%
Actual	34%	37%		
Met Goal		Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Leonard	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2021 Actual	43	23%	52	35%	21	43%	0		8	75%	0		3	0%	19	11%	65	23%	28	39%
		2022 Target		28%		35%		43%				75%				0%		11%		33%		39%
		2022 Actual	74	31%	93	35%	26	38%	0		18	78%	0		7	14%	44	14%	137	30%	66	42%
		Met Target		Y		Y		N				Y						Y		N		Y
		2023		28%		40%		48%				75%				0%		24%		38%		39%
		2024		33%		40%		48%				75%				0%		24%		38%		44%

The percent of **Mayde Creek** Elementary 3rd grade students who achieve Meets and above in Math will increase from **22%** to **29%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			23%	25%	27%	29%
Actual	52%	22%	24%	21%		
Met Goal			Y	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Mayde Creek	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	35	23%	70	14%	21	38%	1	0%	7	57%	0		3	0%	23	13%	100	17%	51	20%
		2021 Actual	26	15%	40	10%	15	60%	0		10	50%	0		5	20%	19	11%	63	17%	27	26%
		2022 Target		23%		34%		38%		0%		57%				0%		13%		27%		30%
		2022 Actual	49	16%	43	21%	14	29%	0		8	25%	0		3	33%	24	13%	92	14%	25	8%
		Met Target		N		N		N				N						N		N		N
		2023		23%		34%		38%		0%		57%				0%		13%		24%		18%
		2024		28%		39%		38%		0%		57%				0%		13%		24%		18%

The percent of **McElwain** Elementary 3rd grade students who achieve Meets and above in Math will increase from **25%** to **39%** by July 2024.

	2021	2022	2023	2024
Goal		3%	38%	39%
Actual	25%	37%		
Met Goal		Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
McElwain	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2021 Actual	28	36%	60	15%	19	42%	0		5	0%	0		2	50%	15	13%	44	18%	33	21%
		2022 Target		36%		25%		42%				0%				50%		13%		18%		31%
		2022 Actual	33	33%	78	28%	28	39%	0		14	71%	0		17	53%	25	4%	74	23%	33	24%
		Met Target		N		Y		N								Y		N		Y		N
		2023		36%		35%		49%				0%				50%		14%		28%		31%
		2024		36%		35%		49%				0%				50%		14%		33%		36%

The percent of **McRoberts** Elementary 3rd grade students who achieve Meets and above in Math will increase from **59%** to **66%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			60%	62%	64%	66%
Actual	57%	59%	31%	54%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
McRoberts	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	23	39%	67	61%	18	72%	1	100%	2	100%	0		2	50%	12	33%	80	58%	48	65%
		2021 Actual	20	30%	65	28%	12	50%	0		1	100%	0		1	0%	15	7%	73	29%	50	24%
		2022 Target		39%		66%		72%		100%		100%				50%		33%		68%		70%
		2022 Actual	19	53%	79	53%	5	60%	0		4	75%	0		2	50%	15	40%	88	50%	60	47%
		Met Target		Y		N		N				N				Y		Y		N		N
		2023		39%		71%		72%		100%		100%				50%		33%		60%		57%
		2024		39%		76%		72%		100%		100%				50%		33%		60%		57%

The percent of **Memorial Parkway** Elementary 3rd grade students who achieve Meets and above in Math will increase from **33%** to **42%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			34%	36%	41%	42%
Actual	43%	33%	28%	40%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Memorial Parkway	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	8	25%	91	31%	24	42%	0		5	40%	0		2	50%	17	12%	73	27%	78	29%
		2021 Actual	12	17%	95	26%	20	35%	0		4	50%	0		2	50%	17	12%	80	24%	80	25%
		2022 Target		25%		41%		42%				40%				50%		12%		32%		39%
		2022 Actual	5	40%	94	32%	23	65%	0		3	33%	0		8	63%	13	8%	107	36%	82	34%
		Met Target		Y		N		Y				N				Y		N		Y		N
		2023		25%		42%		42%				40%				50%		12%		37%		44%
		2024		25%		42%		42%				40%				50%		12%		42%		44%

The percent of **Morton Ranch** Elementary 3rd grade students who achieve Meets and above in Math will increase from **45%** to **52%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			46%	48%	50%	52%
Actual	53%	45%	30%	49%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Morton Ranch	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
3rd Grade Math At Meets or Above	2019 Actual		28	46%	74	41%	33	52%	2	50%	11	64%	0		2	0%	20	5%	96	33%	76	41%
	2021 Actual		34	26%	88	30%	15	33%	0		8	50%	0		4	0%	23	13%	92	24%	70	34%
	2022 Target			46%		41%		62%		50%		64%				0%		5%		43%		41%
	2022 Actual		36	31%	118	50%	17	65%	0		9	67%	0		6	67%	18	17%	128	48%	95	49%
	Met Target			N		Y		Y				Y						Y		Y		Y
	2023			41%		46%		62%		50%		64%				0%		5%		43%		59%
	2024			41%		51%		62%		50%		64%				0%		5%		48%		59%

The percent of **Nottingham** Elementary 3rd grade students who achieve Meets and above in Math will increase from **56%** to **63%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			57%	59%	61%	63%
Actual	51%	56%	54%	53%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Nottingham	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
3rd Grade Math At Meets or Above	2019 Actual		11	27%	21	38%	78	60%	0		15	87%	0		5	40%	25	40%	30	30%	25	56%
	2021 Actual		11	45%	22	41%	75	56%	0		12	67%	1	100%	4	50%	17	18%	34	41%	18	50%
	2022 Target			27%		38%		60%				87%				40%		50%		40%		56%
	2022 Actual		9	11%	21	67%	71	51%	0		5	100%	0		5	60%	24	21%	30	37%	4	50%
	Met Target			N		Y		N				Y				Y		N		N		N
	2023			27%		38%		61%				87%				40%		55%		47%		56%
2024		27%		38%		61%				87%				40%		60%		47%		56%		

The percent of **Pattison** Elementary 3rd grade students who achieve Meets and above in Math will increase from **81%** to **88%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			82%	84%	86%	88%
Actual	86%	81%	63%	77%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Pattison	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
3rd Grade Math At Meets or Above	2019 Actual		11	36%	22	73%	103	83%	0		50	88%	0		6	83%	8	50%	28	61%	53	72%
	2021 Actual		10	20%	29	48%	73	66%	0		47	77%	0		8	75%	18	50%	24	29%	52	56%
	2022 Target			36%		73%		83%				88%				83%		50%		71%		82%
	2022 Actual		13	46%	36	64%	90	83%	0		49	82%	0		7	86%	24	58%	38	53%	62	76%
	Met Target			Y		N		N				N				Y		Y		N		N
	2023			36%		73%		83%				92%				83%		50%		63%		87%
	2024			36%		73%		88%				92%				83%		50%		63%		87%

The percent of **Randolph** Elementary 3rd grade students who achieve Meets and above in Math will increase from **86%** to **93%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			87%	89%	91%	93%
Actual	78%	86%	71%	75%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Randolph	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
3rd Grade Math At Meets or Above	2019 Actual		8	88%	16	94%	116	82%	1	100%	22	91%	0		13	100%	15	73%	7	100%	16	94%
	2021 Actual		4	50%	33	76%	101	67%	0		28	75%	0		19	79%	22	41%	12	67%	22	73%
	2022 Target			88%		94%		92%		100%		91%				100%		73%		100%		94%
	2022 Actual		8	88%	29	79%	102	71%	0		24	88%	0		11	73%	38	47%	14	64%	13	77%
	Met Target			Y		N		N				N				N		N		N		N
	2023			88%		94%		81%		100%		91%				100%		57%		100%		94%
	2024			88%		94%		81%		100%		91%				100%		57%		100%		94%

The percent of **Rhoads** Elementary 3rd grade students who achieve Meets and above in Math will increase from **38%** to **45%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			39%	41%	43%	45%
Actual	51%	38%	24%	31%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Rhoads	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	23	30%	101	37%	17	47%	0		9	44%	1	0%	3	100%	18	11%	117	34%	92	34%
		2021 Actual	22	23%	67	19%	18	33%	0		4	50%	0		6	33%	22	5%	88	17%	55	24%
		2022 Target		30%		42%		47%				44%		0%		100%		11%		39%		44%
		2022 Actual	21	19%	79	30%	12	58%	1	0%	3	0%	0		3	67%	27	4%	97	25%	52	37%
		Met Target		N		N		Y				N				N		N		N		N
		2023		30%		47%		47%				44%		0%		100%		14%		35%		44%
		2024		30%		47%		47%				44%		0%		100%		14%		35%		49%

The percent of **Robertson** Elementary 3rd grade students who achieve Meets and above in Math will increase from **60%** to **61%** by July 2024.

Goal	2023	2024
	60%	61%

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Robertson	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
		2023		61%		56%		73%			84%				0%		30%		60%		33%
		2024		61%		61%		78%			84%				0%		30%		60%		33%

The percent of **Rylander** Elementary 3rd grade students who achieve Meets and above in Math will increase from **69%** to **76%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			70%	72%	74%	76%
Actual	70%	69%	57%	67%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Rylander	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	19	53%	36	50%	76	75%	0		29	90%	0		7	57%	19	26%	39	51%	38	74%
		2021 Actual	12	25%	32	47%	47	70%	0		36	61%	0		10	50%	23	22%	42	40%	49	59%
		2022 Target		53%		60%		75%				90%				57%		26%		61%		74%
		2022 Actual	12	58%	64	63%	56	71%	0		21	71%	0		7	71%	25	20%	71	58%	62	61%
		Met Target		Y		Y		N				N				Y		N		N		N
		2023		53%		65%		75%				90%				57%		30%		68%		74%
		2024		53%		70%		75%				90%				57%		30%		68%		74%

The percent of **Schmalz** Elementary 3rd grade students who achieve Meets and above in Math will increase from **35%** to **42%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			36%	38%	40%	42%
Actual	43%	35%	21%	34%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Schmalz	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	45	18%	98	34%	29	59%	1	0%	17	47%	0		5	40%	20	15%	130	30%	87	38%
		2021 Actual	42	12%	81	21%	21	52%	0		13	8%	0		11	18%	21	10%	108	19%	68	21%
		2022 Target		33%		39%		59%		0%		47%				40%		15%		35%		38%
		2022 Actual	68	25%	96	39%	24	33%	1	0%	7	43%	0		9	44%	26	12%	160	26%	73	38%
		Met Target		N		N		N				N				Y		N		N		Y
		2023		33%		44%		59%		0%		47%				40%		22%		36%		43%
		2024		33%		44%		64%		0%		47%				40%		22%		36%		43%

The percent of **Shafer** Elementary 3rd grade students who achieve Meets and above in Math will increase from **79%** to **86%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			80%	82%	84%	86%
Actual	81%	79%	75%	80%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Shafer	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%
3rd Grade Math At Meets or Above	2019 Actual	19	68%	37	73%	72	74%	1	100%	57	96%	0		9	67%	14	14%	21	76%	56	84%
	2021 Actual	16	63%	22	59%	64	84%	0		55	75%	1	0%	6	83%	15	40%	30	60%	54	65%
	2022 Target		68%		83%		84%		100%		96%				67%		14%		76%		84%
	2022 Actual	24	58%	22	73%	69	77%	0		68	94%	0		17	76%	29	59%	41	76%	52	81%
	Met Target		N		N		N				N				Y		Y		N		N
	2023		68%		88%		89%		100%		96%				67%		69%		86%		84%
	2024		68%		93%		89%		100%		96%				67%		69%		86%		89%

The percent of **Stanley** Elementary 3rd grade students who achieve Meets and above in Math will increase from **84%** to **91%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			85%	87%	89%	91%
Actual	83%	84%	75%	77%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Stanley	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%
3rd Grade Math At Meets or Above	2019 Actual	5	80%	37	70%	58	81%	0		53	96%	0		4	100%	15	53%	10	70%	36	83%
	2021 Actual	5	40%	20	65%	64	80%	1	100%	52	79%	0		10	60%	20	40%	12	42%	36	72%
	2022 Target		80%		80%		86%				96%				100%		53%		70%		88%
	2022 Actual	5	60%	26	65%	48	67%	0		53	96%	0		5	60%	16	50%	16	50%	30	83%
	Met Target		N		N		N				Y				N		N		N		N
	2023		80%		75%		77%				96%				100%		53%		70%		88%
	2024		80%		75%		77%				96%				100%		53%		70%		93%

The percent of **Stephens** Elementary 3rd grade students who achieve Meets and above in Math will increase from **40%** to **47%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			41%	43%	45%	47%
Actual	50%	40%	45%	43%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Stephens	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
Stephens	3rd Grade Math At Meets or Above	2019 Actual	13	15%	76	45%	11	45%	3	0%	4	75%	0		2	0%	19	21%	78	38%	52	52%
		2021 Actual	15	40%	56	45%	14	50%	1	0%	7	57%	0		1	0%	26	8%	66	42%	51	49%
		2022 Target		15%		55%		45%		0%		75%				0%		21%		48%		52%
		2022 Actual	10	30%	62	44%	11	45%	1	100%	7	57%	0		1	0%	25	20%	67	37%	51	49%
		Met Target		Y		N		Y				N						N		N		N
		2023		15%		55%		45%		0%		75%				0%		30%		47%		57%
		2024		15%		60%		45%		0%		75%				0%		30%		47%		57%

The percent of **Sundown** Elementary 3rd grade students who achieve Meets and above in Math will increase from **39%** to **46%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			40%	42%	44%	46%
Actual	43%	39%	17%	31%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Sundown	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
Sundown	3rd Grade Math At Meets or Above	2019 Actual	11	55%	74	35%	14	43%	1	0%	4	75%	0		2	0%	26	15%	85	36%	61	49%
		2021 Actual	16	31%	76	13%	12	25%	0		2	50%	0		3	0%	31	3%	85	15%	51	12%
		2022 Target		55%		40%		43%		0%		75%				0%		25%		41%		49%
		2022 Actual	17	12%	75	28%	9	78%	1	100%	2	50%	0		0		31	23%	83	29%	48	29%
		Met Target		N		N		Y				N						N		N		N
		2023		55%		38%		43%		0%		75%				0%		30%		41%		39%
		2024		55%		38%		43%		0%		75%				0%		35%		46%		39%

The percent of **West Memorial** Elementary 3rd grade students who achieve Meets and above in Math will increase from **58%** to **65%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			59%	61%	63%	65%
Actual	38%	58%	18%	38%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		West Memorial	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
3rd Grade Math At Meets or Above	2019 Actual		25	48%	47	55%	54	61%	0		9	89%	0		6	50%	13	23%	66	53%	33	64%
	2021 Actual		28	11%	46	17%	22	18%	0		11	36%	0		7	14%	18	0%	65	14%	30	33%
	2022 Target			58%		60%		61%				89%				50%		23%		58%		64%
	2022 Actual		31	16%	54	43%	30	57%	0		7	57%	0		9	11%	24	21%	85	27%	38	47%
	Met Target			N		N		N				N				N		N		N		N
	2023			26%		60%		61%				89%				50%		23%		37%		64%
	2024			26%		65%		66%				89%				50%		23%		37%		64%

The percent of **Williams** Elementary 3rd grade students who achieve Meets and above in Math will increase from **63%** to **70%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			64%	66%	68%	70%
Actual	75%	63%	44%	54%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Williams	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
3rd Grade Math At Meets or Above	2019 Actual		7	0%	47	47%	67	75%	0		15	93%	0		4	50%	11	27%	34	44%	49	55%
	2021 Actual		5	0%	53	38%	60	48%	0		14	79%	0		7	14%	16	13%	39	23%	55	45%
	2022 Target			0%		57%		75%				93%				50%		27%		54%		55%
	2022 Actual		2	0%	49	37%	70	66%	0		10	60%	0		7	57%	22	32%	46	37%	48	42%
	Met Target					N		N				N				Y		Y		N		N
	2023			0%		47%		75%				93%				50%		27%		47%		60%
	2024			0%		47%		75%				93%				50%		27%		47%		60%

The percent of **Wilson** Elementary 3rd grade students who achieve Meets and above in Math will increase from **80%** to **87%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			81%	83%	85%	87%
Actual	84%	80%	81%	84%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Wilson	3rd Grade Math At Meets or Above	2019 Actual	9	89%	37	89%	62	68%	1	100%	37	95%	1	0%	5	60%	15	40%	10	70%	39	90%
		2021 Actual	16	75%	31	74%	51	78%	0		39	90%	0		4	100%	12	83%	15	67%	38	71%
		2022 Target		89%		94%		78%		100%		95%		0%		60%		40%		70%		95%
		2022 Actual	17	65%	70	77%	55	87%	1	100%	55	98%	0		4	25%	25	64%	38	79%	68	81%
		Met Target		N		N		Y		Y		Y				N		Y		Y		N
		2023		89%		87%		83%		100%		95%		0%		60%		74%		70%		95%
		2024		89%		87%		88%		100%		95%		0%		60%		74%		70%		95%

The percent of **Winborn** Elementary 3rd grade students who achieve Meets and above in Math will increase from **34%** to **41%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			35%	37%	39%	41%
Actual	41%	34%	29%	37%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Winborn	3rd Grade Math At Meets or Above	2019 Actual	13	31%	44	34%	43	30%	0		6	67%	0		12	33%	17	6%	55	33%	24	33%
		2021 Actual	14	14%	35	23%	28	39%	0		5	60%	0		3	33%	15	7%	43	14%	10	30%
		2022 Target		31%		39%		50%				67%				33%		6%		38%		33%
		2022 Actual	23	26%	45	33%	26	50%	1	0%	4	75%	0		6	33%	33	15%	70	24%	14	29%
		Met Target		N		N		N			Y					Y		Y		N		N
		2023		31%		44%		60%				67%				33%		6%		34%		33%
		2024		31%		44%		60%				67%				33%		6%		34%		33%

The percent of **Wolfe** Elementary 3rd grade students who achieve Meets and above in Math will increase from **63%** to **70%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			64%	66%	68%	70%
Actual	35%	63%	28%	39%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP		
		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
Wolfe	3rd Grade Math At Meets or Above	2019 Actual	15	40%	12	50%	15	93%	0		2	100%	0		2	50%	5	40%	20	30%	4	25%	
		2021 Actual	16	13%	22	14%	20	55%	0		2	50%	0		0		11	18%	32	13%	12	25%	
		2022 Target		40%		50%		93%				100%				50%		40%		30%		25%	
		2022 Actual	11	18%	25	8%	15	73%	0		5	100%	0		3	100%	12	33%	37	22%	15	27%	
		Met Target		N		N		N				Y				Y		N		N		Y	
		2023		40%		18%		93%				100%				50%		40%		32%			25%
		2024		40%		18%		93%				100%				50%		40%		32%			25%

The percent of **Wolman** Elementary 3rd grade students who achieve Meets and above in Math will increase from **80%** to **87%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			81%	83%	85%	87%
Actual	78%	80%	72%	79%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP		
		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
Wolman	3rd Grade Math At Meets or Above	2019 Actual	5	60%	20	85%	114	79%	1	100%	12	83%	1	100%	4	75%	20	60%	6	50%	13	85%	
		2021 Actual	9	22%	19	58%	103	77%	0		14	86%	0		4	75%	25	52%	14	50%	14	71%	
		2022 Target		60%		85%		89%		100%		83%		100%		75%		60%		50%		85%	
		2022 Actual	13	77%	23	87%	114	77%	0		15	80%	0		5	80%	24	50%	17	59%	15	80%	
		Met Target		Y		Y		N				N				Y		N		Y		N	
		2023		60%		85%		87%		100%		83%		100%		75%		60%		50%			85%
		2024		60%		85%		87%		100%		83%		100%		75%		60%		50%			85%

The percent of **WoodCreek** Elementary 3rd grade students who achieve Meets and above in Math will increase from **73%** to **80%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			74%	76%	78%	80%
Actual	79%	73%	61%	73%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
WoodCreek	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	22	64%	37	65%	81	72%	2	100%	54	85%	0		7	71%	34	38%	22	32%	46	76%
		2021 Actual	20	45%	31	55%	54	63%	0		52	69%	0		15	60%	24	29%	26	23%	29	52%
		2022 Target		64%		75%		72%		100%		85%				71%		48%		32%		76%
		2022 Actual	24	71%	32	66%	78	67%	0		70	83%	0		17	76%	24	33%	41	59%	38	79%
		Met Target		Y		N		N				N				Y		N		Y		Y
		2023		64%		75%		77%		100%		93%				71%		53%		32%		76%
		2024		64%		80%		77%		100%		93%				71%		58%		32%		76%



High School

College, Career, and Military Readiness

The percent of **Katy ISD** High School students who achieve the CCMR target will increase from **74%** to **81%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		75%	77%	79%	81%
Goal Scaled		94	94	95	95
Actual Component	74%	72%	76%		
Actual Scaled	94	93	94		
Met Goal		N	N		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Katy ISD	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%	
	CCMR	2019 Actual	591	56%	1,901	64%	2,121	78%	16	66%	706	92%	8	75%	171	74%	366	30%	1,540	57%	384	57%
		2021 Actual	725	54%	2,121	63%	1,981	76%	18	44%	837	90%	13	62%	159	74%	453	72%	1,884	55%	665	53%
		2022 Target		61%		64%		78%		66%		92%		75%		74%		40%		57%		62%
		2022 Actual	750	53%	2226	67%	2039	80%	13	85%	910	91%	9	89%	164	71%	545	70%	1981	59%	820	58%
		Met Target		N		Y		Y		Y		N		Y		N		Y		Y		N
		2023 Target		63%		64%		78%		66%		92%		75%		74%		45%		62%		68%
		2024 Target		63%		64%		78%		66%		92%		75%		74%		45%		62%		68%

* Data source Domain 3

The percent of **Cinco Ranch** High School students who achieve the CCMR target will increase from **85%** to **92%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		86%	88%	90%	92%
Goal Scaled		97	97	98	98
Actual Component	85%	82%	82%		
Actual Scaled	96	96	96		
Met Goal		N	N		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Cinco Ranch	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%	
	CCMR	2019 Actual	69	68%	170	81%	375	87%	1	50%	118	95%	2	50%	35	71%	40	30%	174	77%	48	71%
		2021 Actual	60	73%	231	74%	355	83%	2	50%	135	90%	2	0%	27	85%	44	43%	156	70%	91	62%
		2022 Target		73%		81%		87%		50%		95%		50%		71%		40%		77%		76%
		2022 Actual	59	59%	244	78%	320	82%	1	100%	138	93%	1	0%	37	81%	65	72%	184	70%	122	65%
		Met Target		N		N		N		Y		N		N		Y		Y		N		N
		2023 Target		69%		81%		87%		50%		95%		50%		76%		45%		77%		75%
		2024 Target		69%		81%		87%		50%		95%		50%		76%		45%		77%		75%

* Data source Domain 3

The percent of **Jordan** High School students who achieve the CCMR target will increase from **84%** to **94%** by July 2024.

	2022	2023	2024
Goal Component		92%	94%
Goal Scaled		98	99
Actual Component	84%		
Actual Scaled	96		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Jordan	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%	
	CCMR	2022 Actual	100	75%	250	78%	390	82%	1	0%	211	94%			22	68%	72	64%	113	66%	63	59%
		2023 Target		75%		84%		86%		100%		94%		100%		90%		74%		73%		69%
		2024 Target																				

* Data source Domain 3

The percent of **Katy** High School students who achieve the CCMR target will increase from **69%** to **83%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		70%	72%	82%	83%
Goal Scaled		93	93	96	96
Actual Component	69%	72%	81%		
Actual Scaled	92	93	95		
Met Goal		Y	Y		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Katy	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%	
	CCMR	2019 Actual	74	53%	279	63%	395	72%	2	100%	33	79%			29	71%	83	36%	213	58%	28	45%
		2021 Actual	64	53%	277	63%	390	77%	5	40%	38	84%	2	100%	31	68%	79	84%	246	59%	70	56%
		2022 Target		53%		63%		72%		100%		79%				71%		46%		58%		55%
		2022 Actual	77	65%	287	70%	358	85%	1	100%	39	87%	2	100%	19	68%	94	74%	258	69%	89	62%
		Met Target		Y		Y		Y		Y		Y				N		Y		Y		Y
		2023 Target		75%		63%		72%		100%		79%		100%		71%		51%		58%		72%
		2024 Target		75%		63%		72%		100%		79%		100%		71%		51%		58%		72%

* Data source Domain 3

The percent of **Mayde Creek** High School students who achieve the CCMR target will increase from **57%** to **64%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		58%	60%	62%	64%
Goal Scaled		88	90	91	91
Actual Component	57%	52%	59%		
Actual Scaled	87	83	89		
Met Goal		N	N		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Mayde Creek	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%	
	CCMR	2019 Actual	95	43%	362	53%	116	63%	3	67%	35	83%	1	100%	9	56%	64	16%	333	53%	60	43%
		2021 Actual	137	40%	400	53%	111	47%	2	0%	58	74%	1	0%	11	45%	70	74%	455	49%	112	36%
		2022 Target		48%		53%		63%		67%		83%		100%		56%		26%		53%		48%
		2022 Actual	143	36%	395	58%	95	62%	5	80%	60	72%	2	100%	15	73%	73	55%	460	53%	164	45%
		Met Target		N		Y		N		Y		N		Y		Y		Y		Y		N
		2023 Target		48%		53%		72%		67%		82%		100%		56%		31%		53%		53%
		2024 Target		48%		53%		72%		67%		82%		100%		56%		31%		53%		53%

* Data source Domain 3

The percent of **Morton Ranch** High School students who achieve the CCMR target will increase from **58%** to **65%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		59%	61%	63%	65%
Goal Scaled		89	90	91	91
Actual Component	58%	51%	51%		
Actual Scaled	88	82	82		
Met Goal		N	N		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Morton Ranch	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%	
	CCMR	2019 Actual	165	47%	454	57%	149	58%			54	81%	1	100%	23	57%	69	28%	460	54%	93	50%
		2021 Actual	124	41%	363	48%	101	53%			39	74%	2	50%	10	60%	71	79%	391	48%	107	35%
		2022 Target		52%		57%		58%				81%		100%		57%		38%		54%		55%
		2022 Actual	114	40%	336	49%	97	52%	2	100%	35	60%			10	30%	65	78%	358	49%	119	41%
		Met Target		N		N		N				N				N		Y		N		N
		2023 Target		57%		57%		62%		100%		70%		100%		57%		43%		54%		55%
		2024 Target		57%		57%		62%		100%		70%		100%		57%		43%		54%		55%

* Data source Domain 3

The percent of **Paetow** High School students who achieve the CCMR target will increase from **55%** to **64%** by July 2024.

	2021	2022	2023	2024
Goal Component		56%	63%	64%
Goal Scaled		87	91	91
Actual Component	55%	62%		
Actual Scaled	86	91		
Met Goal		Y		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Paetow	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%
	2021 Actual	126	49%	200	53%	73	59%	2	50%	28	79%	1	100%	6	50%	26	85%	249	52%	58	55%
	2022 Target		54%		53%		59%		50%		79%		100%		50%		85%		57%		55%
	2022 Actual	123	50%	271	62%	102	68%			29	79%			9	22%	60	83%	268	55%	81	62%
	Met Target		N		Y		Y				Y				N		N		N		Y
	2023 Target		60%		58%		59%		50%		89%		100%		50%		85%		57%		55%
	2024 Target		60%		58%		59%		50%		89%		100%		50%		85%		57%		55%

* Data source Domain 3

The percent of **Seven Lakes** High School students who achieve the CCMR target will increase from **89%** to **95%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		90%	92%	94%	95%
Goal Scaled		98	98	99	99
Actual Component	89%	89%	91%		
Actual Scaled	97	97	98		
Met Goal		N	N		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Seven Lakes	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%
	2019 Actual	57	89%	205	84%	336	87%	3	100%	221	96%			20	95%	36	47%	93	74%	50	73%
	2021 Actual	71	75%	220	87%	305	88%	3	100%	220	95%			23	96%	59	92%	100	74%	76	75%
	2022 Target		89%		84%		87%		100%		96%				95%		57%		79%		78%
	2022 Actual	58	71%	247	85%	343	90%	2	100%	271	100%	2	100%	25	84%	52	77%	134	73%	102	80%
	Met Target		N		Y		Y		Y		N				N		Y		N		Y
	2023 Target		81%		84%		87%		100%		96%		100%		95%		62%		83%		83%
2024 Target		81%		84%		87%		100%		96%		100%		95%		62%		83%		83%	

* Data source Domain 3

The percent of **Taylor** High School students who achieve the CCMR target will increase from **82%** to **89%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		83%	85%	87%	89%
Goal Scaled		96	96	97	97
Actual Component	82%	72%	77%		
Actual Scaled	96	93	94		
Met Goal		N	N		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Taylor	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%	
	CCMR	2019 Actual	48	68%	170	69%	367	83%	6	33%	117	92%	2	100%	23	76%	38	29%	145	67%	59	53%
		2021 Actual	65	57%	195	63%	297	71%	2	0%	119	90%	3	67%	24	75%	53	62%	193	59%	83	51%
		2022 Target		68%		69%		83%		33%		92%		100%		76%		39%		67%		63%
		2022 Actual	76	47%	196	69%	334	79%	1	100%	127	89%	2	100%	27	81%	64	61%	206	58%	80	61%
		Met Target		N		Y		N				N		Y		Y		Y		N		N
		2023 Target		57%		69%		83%		33%		92%		100%		76%		44%		68%		68%
2024 Target		57%		69%		83%		33%		92%		100%		76%		44%		68%		68%		

* Data source Domain 3

The percent of **Tompkins** High School students who achieve the CCMR target will increase from **87%** to **94%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		88%	90%	92%	94%
Goal Scaled		97	98	98	99
Actual Component	87%	84%	84%		
Actual Scaled	97	96	96		
Met Goal		N	N		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Tompkins	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%	
	CCMR	2019 Actual	58	70%	185	84%	318	86%	1	100%	126	94%	1	100%	30	90%	25	34%	42	63%	35	83%
		2021 Actual	78	69%	235	77%	349	83%	2	50%	200	97%	2	100%	27	74%	51	49%	94	56%	68	74%
		2022 Target		70%		84%		86%		100%		94%		100%		90%		44%		73%		83%
		2022 Actual	100	75%	250	78%	390	82%	1	0%	211	94%			22	68%	72	64%	113	66%	63	59%
		Met Target		Y		N		N		N		Y		Y		N		Y		N		N
		2023 Target		75%		84%		86%		100%		94%		100%		90%		74%		73%		69%
2024 Target		75%		84%		86%		100%		94%		100%		90%		74%		73%		69%		

* Data source Domain 3