

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



Mission Statement

Stockdick Junior High, a community of leaders and learners, develops the whole individual through choice, challenge, and feedback. We leverage digital tools to create the future.

Vision

Leaders & Learners, Today & Tomorrow!

Cultural Declaration

Humanity

At SJH we support the development of the whole individual. We work purposefully to improve the academic, emotional, and social skills of every learner. Our community is characterized by engagement, mutual respect, and the celebration of diversity. Self-awareness of individual strengths and positive relationships lead us to a strong sense of well-being.

Learning

SJH is a learning community. We recognize the opportunities and challenges that come with learner variability. We support high levels of cognitive engagement with a strengths-based approach. We facilitate mastery by connecting with a learner's current level and pushing beyond proficiency. Mistakes are celebrated as an important part of the learning process. We believe learners grow through choice, challenge, and feedback. We learn through engaging, meaningful experiences.

Leadership

At SJH we believe that everyone is a leader. First and foremost, by acting with integrity, we lead ourselves. We invest in building the capacity of learners through the direct teaching of leadership competencies. We provide everyone with opportunities to lead inside and outside of the classroom. We recognize that the highest level of leadership is shown when we are in service to others.

Collaboration

At SJH we believe that we are better together. Our collaborative culture celebrates a diversity of thought and respects everyone's voice within

the learning community. We work purposefully to connect with campuses within our vertical feeder pattern. Trust is built through the establishment of clear expectations, transparency, and collaborative decision making. Within our highly effective, synergistic teams, we own each other's strengths and share responsibility for the success of all learners.

Digital Competence

The SJH learning community sees technology as a tool to accomplish our goals. We leverage digital tools to create for a global audience. We teach and model digital citizenship. Individually, and as a community, we hold ourselves accountable for creating positive digital footprints.

Through technology, we open access and ensure equity for our varied learners. In this environment, we are no longer limited to learning within the constraints of a school day or the walls of our building.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

A suburban junior high located in Katy, TX, Stockdick Junior High (SJH) serves families in the northwest quadrant of the Katy Independent School District (Katy ISD). With its inaugural year in August 2017, SJH became the 15th junior high campus in Katy ISD. The campus ended the 2021-22 school year with a total enrollment of 1,170 students. The student body consists of approximately 47.2% Hispanic students, 24% African American students, 16.9% White students, 9% Asian students, 2.7% students that are comprised of 2 or more races and less than 1% students who identify as American Indian or Native Hawaiian/Pacific Islander. Of those students, 45.6% are At Risk. SJH consists of 45.6% economically disadvantaged students, 16% special education students, and 6.8% gifted and talented students.

Due to the addition of Haskett Junior High in the northwest quadrant of the district in 2021, SJH has seen a decrease in enrollment but expects to see numbers increase as residences continue to be built within its attendance boundary.

SJH employs over 140 highly qualified teachers and paraprofessionals. Our campus places a high priority on hiring dedicated teachers and staff and actively pursues candidates through the Katy ISD Job Board and through professional and personal connections. Every first-year teacher at SJH is strategically paired with a mentor who has a proven record of success. New hires attend two full days of district-level training in August, and SJH provides one day reserved for campus-based training led by members of the collaborative leadership team. These sessions cover a variety of topics, such as effective instructional strategies, classroom management techniques, and practical information specific to the campus. Additionally, mentors provide ongoing support to new teachers through frequent check-ins, guided support, and monthly research-based tasks intended to help the new teacher grow. The administrative team intentionally guides new teachers with classroom management strategies and supports them through prescribed professional development on and off campus.

The administrative team will continue to build upon the campus climate and culture for the 2023-24 school year. To improve on previous work in this area, the campus leadership team sought feedback from faculty and staff at the end of the 22-23 school year and adjusted systems and structures with an effort to better support teachers and place more focus on teaching and learning. This led to reviewing the campus reference guide for consistency among all staff members and the different departments.

Demographics Strengths

The northwest quadrant of Katy ISD is a quickly growing region due to the available undeveloped land and proximity to major highways and shopping. Due to several master-planned communities and apartment complexes surrounding the school, SJH has a diverse population of families that attend the school. Academics are important at SJH, but there is also pride in our extracurricular opportunities. As the student body grows, our fine arts and athletic programs have seen an increase in participants. Year after year, the programs produce top-tier performers. The growth of the extracurricular programs offered by SJH is supported by strong parental involvement and increasing student performance in the classroom.

With a variety of cultures and ethnic groups within the student and staff body, SJH reflects the real world students will encounter once they transition to post-secondary endeavors. At SJH, students receive a solid foundation in all academic areas including students within our special populations, such as those within our Special Education, ESL, and Gifted and Talented programs. Individually developed, students can expect a schedule that serves their interests through core classes and elective offerings.

Problem Statements Identifying Demographics Needs

Problem Statement 1: English Learners (ELs) scored lowest in speaking proficiency on the 21-22 TELPAS test. **Root Cause:** ELs were not given ample and structured opportunities to use academic language to verbally interpret information, analyze, explain and express their ideas orally.

Problem Statement 2: Growth of our EL learners for the 23-24 school year **Root Cause:** Continuous growth in the zoned area

Student Learning

Student Learning Summary

3 Year Longitudinal Data				
6th Grade Reading				
	2019	2021	2022	% Growth
Approaches	72%	75%	83%	8%
Meets	32%	41%	56%	15%
Masters	13%	19%	33%	14%
AMM Average	39	45	57	12
7th Grade Reading				
	2019	2021	2022	% Growth
Approaches	81%	81%	90%	9%
Meets	55%	56%	70%	14%
Masters	30%	31%	45%	14%
AMM Average	55	56	68	12
8th Grade Reading				
	2019	2021	2022	% Growth
Approaches	81%	80%	86%	6%
Meets	57%	55%	62%	7%
Masters	28%	22%	38%	16%
AMM Average	55	52	62	10
Mathematics				
6th Grade Mathematics				
	2019	2021	2022	% Growth
Approaches	82%	77%	87%	10%
Meets	41%	39%	54%	15%
Masters	13%	12%	22%	10%
AMM Average	45	43	54	11

3 Year Longitudinal Data				
7th Grade Mathematics				
	2019	2021	2022	% Growth
Approaches	74%	54%	78%	24%
Meets	31%	11%	31%	20%
Masters	5%	3%	7%	4%
AMM Average	37	23	39	16
8th Grade Mathematics				
	2019	2021	2022	% Growth
Approaches	83%	73%	79%	6%
Meets	51%	48%	43%	-5%
Masters	12%	11%	15%	4%
AMM Average	49	44	46	2
Algebra 1				
	2019	2021	2022	% Growth
Approaches	100%	94%	99%	5%
Meets	91%	76%	73%	-3%
Masters	69%	50%	46%	-4%
AMM Average	87	73	73	0
Science				
	2019	2021	2022	% Growth
Approaches	81%	82%	88%	6%
Meets	52%	61%	62%	1%
Masters	20%	40%	35%	-5%
AMM Average	51	61	62	1
Social Studies				
	2019	2021	2022	% Growth
Approaches	69%	67%	66%	-1%

3 Year Longitudinal Data				
Meets	31%	34%	29%	-5%
Masters	14%	15%	17%	2%
AMM Average	38	39	37	-2

Student Learning Strengths

Using 2021-2022 STAAR data, students showed increases in all but seven of the 27 reported performance categories. We acquired double-digit percentage growth in the following categories:

- 6th Grade Reading
 - Meets (15%)
 - Masters (14%)
- 7th Grade Reading
 - Meets (14%)
 - Masters (14%)
- 8th Grade Reading
 - Masters (16%)
- 6th Grade Mathematics
 - Approaches (10%)
 - Meets (15%)
 - Masters (10%)
- 7th Grade Mathematics
 - Approaches (24%)
 - Meets (20%)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students who receive SPED and/or EL services are under performing in comparison to students not served by those programs. **Root Cause:**

Additional instruction that target on-level content TEKS and unlearned skills are needed to support unfinished learning.

Problem Statement 2 (Prioritized): Though students write regularly in EL/R courses, writing is not a regular expectation across the content areas. **Root Cause:** Lesson plans do not detail intentional use of writing in the classroom.

School Processes & Programs

School Processes & Programs Summary

SJH instructional staff are given common content planning periods and meet on a weekly basis in collaborative teams (formerly known as Professional Learning Communities (PLCs)). Meeting norms were established and a checklist guides teams to intended, productive outcomes. In the collaborative team meetings, data is reviewed, best practices are discussed, and plans are created to reteach missed skills while moving forward with the curriculum. Rather than the Instructional Coach (IC) serving as a resource provider, they will serve as mentors, classroom supporters and catalysts for change. This release of responsibilities grows teachers instructionally. Additionally, the corresponding administrator joins the collaborative teams on a regular basis and assists the IC in ensuring teachers receive the support needed to be successful.

In addition to collaborative team meetings, core content teams are provided with pre-scheduled full days for writing assessments and data review. For the 2023-24 school year, campus leaders will attend the Katy ISD PLC Academy, which focused on highly effective results-driven dialogue and questioning.

SJH will also continue to focus on the teaching practices outlined in *The Fundamental 5*.

A rigorous interview process is used at SJH to ensure the selection of highly effective and dedicated staff members. Staff selection begins with a thorough review of applicant resumes, references, and certifications. Highly qualified applicants are then contacted for a face-to-face or virtual interview, depending on their location.

Interviews focus on content knowledge, situational responses to common dilemmas in addition to previous experience with high-performing and reluctant students. When possible, interviews were held with content team members present. This process reflects the culture of collaboration by allowing decisions to be made by those who are affected.

School Processes & Programs Strengths

To support positive behavior outcomes, SJH utilizes Positive Behavior Interventions and Supports (PBIS). This system reinforces desired behavior by preventing unwanted behavior. To determine desired behavior, SJH adopted the SABER standards.

Ssafety

Accountability

Bravery

Excellence

Respect

The PBIS committee developed common-area standards that are utilized throughout the building to highlight behavioral expectations from the student body. For the 2023-2024 school year, a point suggestion guide, prize menu and timeline for prize distribution have been developed by the PBIS committee to support teachers and encourage students to display desired behaviors.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Inconsistent implementation of the Positive Behavior Intervention Systems (PBIS) in recent years contributed to an increase in office referrals.

Root Cause: Faculty and staff were not trained on a regular basis in PBIS and a foundation of proactive supports were not established.

Problem Statement 2: Consistency in monitoring tardies and follow up with expectations. **Root Cause:** Not holding kids accountable consistently and allow the tardies to be allowed.

Perceptions

Perceptions Summary

SJH is committed to providing a safe environment where students can become leaders and learners, today and tomorrow. To ensure this, teachers will be trained in the virtues of Capturing Kids' Hearts, an experiential training program that prepares teachers in transformational processes focused on students' emotional well-being and campus culture. All teachers not trained within the previous 5 years received 2 full-days of training with expert coaches via a character-based curriculum.

Teachers are celebrated weekly through peer nomination (Sabercat of the Week) and monthly awards (Super Sabercat of the Month) that is nominated by members of the Administrative Team and instructional coaches.

Additionally, teachers receive unannounced rewards, systematic shout-outs, and campus of-the-year awards.

Similarly, students are recognized for desired behaviors as well as academic performance and growth.

Perceptions Strengths

- The SJH PTSA recruited parents who remained active throughout the school year.
- Fathers became active models on the campus through involvement in Watch Dog Dads.
- SJH partnered with area businesses to bridge the partnership with school and the community.
- Visibility of faculty, staff and administrators is constant during arrival and dismissal, passing periods and lunch.
- Students feel safe in the classrooms and within the school walls.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): In an end-of-year student bullying survey, 29% of students reported they are not comfortable telling a SJH employee if they felt they were the victim of bullying. **Root Cause:** Rules were not equally enforced by staff throughout the campus making students weary of reporting.

Problem Statement 2: In several areas of the campus climate survey, faculty and staff rated the school low in several areas regarding their perceived value and relationships with their appraising administrator. **Root Cause:** Actions that focus on values and relationships were inconsistently implemented.

Priority Problem Statements

Problem Statement 1: Students who receive SPED and/or EL services are under performing in comparison to students not served by those programs.

Root Cause 1: Additional instruction that target on-level content TEKS and unlearned skills are needed to support unfinished learning.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Though students write regularly in EL/R courses, writing is not a regular expectation across the content areas.

Root Cause 2: Lesson plans do not detail intentional use of writing in the classroom.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Inconsistent implementation of the Positive Behavior Intervention Systems (PBIS) in recent years contributed to an increase in office referrals.

Root Cause 3: Faculty and staff were not trained on a regular basis in PBIS and a foundation of proactive supports were not established.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: In an end-of-year student bullying survey, 29% of students reported they are not comfortable telling a SJH employee if they felt they were the victim of bullying.

Root Cause 4: Rules were not equally enforced by staff throughout the campus making students weary of reporting.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

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
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results

Goals


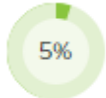
Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

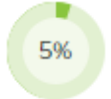




Performance Objective 1: By December 2023, 100% of core content grade level collaborative teams will meet weekly to review data, model lessons and discuss best practices while using backwards design to plan for instruction.

High Priority

Evaluation Data Sources: Weekly collaborative team agendas, PLC Academy checklists, Assessments

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize the collaborative team agendas and PLC academy checklists and rubric weekly to ensure adherence to best practices.</p> <p>Strategy's Expected Result/Impact: Improvement in student growth on campus, interim and state assessments. Increased instructional rigor. Increased assessment rigor.</p> <p>Staff Responsible for Monitoring: ICs</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Core content grade level teams will continuously utilize their shared, predetermined planning day and period for weekly team meetings.</p> <p>Strategy's Expected Result/Impact: Create routines for teams. Each member will be able to facilitate team planning in the event the team leader is absent.</p> <p>Staff Responsible for Monitoring: ICs, content administrator, principal</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: Staff will focus on the four essential questions when collaborating with their PLC. Strategy's Expected Result/Impact: This keeps the team focused on the why when planning Staff Responsible for Monitoring: ICs, content administrator, and principal	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 2: By May 2024, there will be a 90% growth in the core content tested subjects.

High Priority

Evaluation Data Sources: Disaggregated Interim data, CBA, and STAAR Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: PLCs will focus on backwards design and utilize data-driven instruction to design lessons, lead targeted tutorials, and create small groups to differentiate, enrich and extend learning.</p> <p>Strategy's Expected Result/Impact: All students will show growth in all core content areas on formal and informal assessments.</p> <p>Staff Responsible for Monitoring: ICs</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: SJH teachers will meet weekly in collaborative teams and utilize data to make informed decisions about instruction to increase student performance in all subject areas. Teachers will ensure the use of writing and speaking strategies (FSGPT and Critical Writing) as noted in lesson plans.</p> <p>Strategy's Expected Result/Impact: Missed learning will be addressed through data review and purposeful reteaching strategies. ELs will increase their scores in the area of speaking on TELPAS.</p> <p>Staff Responsible for Monitoring: ICs</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will write assessments before planning instruction and review the content specific data after each assessment to develop specific plans to reteach students within small groups who did not master the specific TEKS. Teachers will determine the DOK of each problem and ensure assessments and instructional materials are rigorous.</p> <p>Strategy's Expected Result/Impact: Increased student performance on formal and informal assessments.</p> <p>Staff Responsible for Monitoring: ICs</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
	N/A			



No Progress



Accomplished



Continue/Modify



Discontinue





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

Performance Objective 3: By November 2023, 100% of all content teachers will utilize two Fundamental 5 strategies, Critical Writing and Frequent Small Group Purposeful Talk, as detailed in their lesson plans at least 3 times per week.

High Priority

Evaluation Data Sources: Lesson plans, classroom admin walkthroughs and learning walks






Strategy 1 Details	Reviews			
<p>Strategy 1: Increase writing and speaking opportunities across contents; develop formal writing and communication skills; provide professional development with strategies to increase content area writing; During learning walks, critical writing and purposeful talk is evident in multiple contents.</p> <p>Strategy's Expected Result/Impact: Students develop strong writing, critical thinking, and reasoning skills. Using these and other strategies will also support growth in our English Language students, SPED, and help them organize and express their thoughts.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Beginning in September, the campus instructional team will complete a combined total of 8-10 learning walks per month. The walk through data will be analyzed at SI meetings, feedback will be provided to teachers, and action plans will be created.</p> <p>Strategy's Expected Result/Impact: Being familiar with the Fundamental 5, the campus instructional team will utilize the walk through data to assist in the identification of specific target areas where additional support is necessary. Using feedback, teachers will increase effective use of instructional strategies to increase student performance.</p> <p>Staff Responsible for Monitoring: ICs, content administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
	N/A			

Strategy 3 Details	Reviews			
<p>Strategy 3: By end of November 2023, 90% of teachers hired by this date will have been trained, either initially or through a refresher, in the Fundamental 5. Teachers will be given sentence starters and Critical Writing examples for use in the classroom.</p> <p>Strategy's Expected Result/Impact: Ensure all teachers are aware of speaking and writing expectations in the classrooms. Increase student comprehension of TEKS.</p> <p>Staff Responsible for Monitoring: ICs Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: In PLCs, ensure staff are understanding how the implementation of the fundamental 5 (turn and talk and writing) in their lessons to show growth for students across contents.</p> <p>Strategy's Expected Result/Impact: give clear feedback to show student growth across contents</p> <p>Staff Responsible for Monitoring: ICs Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
<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 4: By May 2023, SJH will see a 5% improvement in cardiovascular endurance to contribute to optimal health.

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





Strategy 1 Details	Reviews			
<p>Strategy 1: 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: Physical Education Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 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: Physical Education 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 2: 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: By May 2024, parental membership in the PTSA will increase by 5% over 2022-2023.

High Priority





Evaluation Data Sources: PTSA Membership

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase communication with parents about PTSA membership opportunities.</p> <p>Strategy's Expected Result/Impact: Communication with parents and community will increase resulting in increased volunteerism and PTSA memberships.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase information to parents regarding events and volunteering opportunities via social media, email and the school website .</p> <p>Strategy's Expected Result/Impact: Increase the number of parent volunteers in the building resulting in increased PTSA membership.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Parent opportunities to hear different topics that will affect their student's school experience.</p> <p>Strategy's Expected Result/Impact: Parents will hear from different resources how to support their student outside of the school day, and work along with the school.</p> <p>Staff Responsible for Monitoring: Principal, Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</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 intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 2: By May 2024, SJH will partner with a Katy ISD Business Partner at least once per quarter to bridge the gap between the campus and the community.

Evaluation Data Sources: Campus Partnership logs





Strategy 1 Details	Reviews			
<p>Strategy 1: The campus community liaison will plan a quarterly event that incorporates a partnership with a local business.</p> <p>Strategy's Expected Result/Impact: Allow an area business to witness the hard work occurring on campus and see student and employee recognition.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</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 intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 3: By May 2024, SJH will achieve a score of at least 7 in the areas of 'Appreciation and Recognition' and 'Job Satisfaction' as reflected in the district's EOY Culture and Climate survey.

Evaluation Data Sources: Grade Level meetings, Collaborative team meetings, period feedback, CAT meetings, EOY surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Through feedback each semester from stakeholders, the reference guide will be adjusted to support the campus's mission, vision, and values.</p> <p>Strategy's Expected Result/Impact: Align the mission, vision, and values. Focus will be placed on a safe environment and high expectations.</p> <p>Staff Responsible for Monitoring: ICs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Through professional development provided each semester, reinforcement and behavioral expectations will be upheld through a common language.</p> <p>Strategy's Expected Result/Impact: Reduction in behavioral discipline, increase in staff satisfaction.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Recognize staff for their hard work through personalized words of appreciation, weekly and monthly recognition programs.</p> <p>Strategy's Expected Result/Impact: Increase in staff appreciation and recognition and job satisfaction.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</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 3: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: By May 2024, the number of cumulative office referrals across the grade levels will decrease by 2% each grading period through the use of the PBIS system and strategies learned from Capturing Kids' Hearts.

High Priority

Evaluation Data Sources: PBIS Data, Office Referrals Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Faculty and staff will increase their use of the PBIS strategies in all areas of the building. Professional development will be provided to teachers on how to effectively implement the PBIS system in their classrooms. Counselors will utilize group counseling sessions and one-on-one support.</p> <p>Strategy's Expected Result/Impact: Students will have ownership in their behavior which will result in reduced referrals to the office.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Each semester, students who have earned all As and all As and Bs will be recognized in a celebration.</p> <p>Strategy's Expected Result/Impact: Increased number of students earning honor roll distinction. none to minimal regression in the number of students earning honor roll distinction each semester.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Grade-level APs will meet at a predetermined scheduled time to review trends in tardy, attendance, dress code, and behavioral violations and create action plans to align behavior to the SABER standards. At each subsequent meeting, APs will review use continuous improvement protocols to implement change.</p> <p>Strategy's Expected Result/Impact: Teachers will feel supported and students will have a sense of safety at school. Students will hear a common message across grade levels.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Add clubs and opportunities to recognize students and get to students to buy into their campus experience.</p> <p>Strategy's Expected Result/Impact: Decrease referrals and increase growth in grades</p> <p>Staff Responsible for Monitoring: principal, assistant principal, and teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</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 3: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: By May 2024, faculty and staff will utilize Capturing Kids' Hearts techniques to build relationships and increase student achievement therefore reducing the number of students failing 2 or more classes by 5% each consecutive grading period.

High Priority

Evaluation Data Sources: Marking Period Grades





Strategy 1 Details	Reviews			
<p>Strategy 1: Members of the ILT will recognize teachers who are utilizing techniques learned through Capturing Kids' Hearts professional development.</p> <p>Strategy's Expected Result/Impact: Teachers will utilize techniques more often leading to an increase in a sense of student belonging, reduced tardies, and reduced behavior referrals.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: A designated counselor will meet with all students failing 2 or more classes each grading period to review progress and create a plan for success.</p> <p>Strategy's Expected Result/Impact: Fewer number of student failing 2 or more classes each consecutive grading period. Foster relationship between students and counselors.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</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 3: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 3: By May 2024, students will report having trust in a teacher, counselor or administrator at SJH increasing their likelihood of reporting to either party by 10%, as noted in the end-of-year bullying report.

High Priority

Evaluation Data Sources: End-of-year bullying report

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers, counselors and administrators will have whole group and individual conversations with students about the importance of speaking up about instances of bullying and the extent to which we can keep their information confidential.</p> <p>Strategy's Expected Result/Impact: Students will feel increasingly safe at school.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Counselors and administrators will have whole group and individual conversations with students about the importance of individual actions and violence prevention.</p> <p>Strategy's Expected Result/Impact: Students will feel increasingly safe at school.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Every week a positive communication will be given toward a student through a phone call, post card, or in person to foster positive relationships.</p> <p>Strategy's Expected Result/Impact: This will help in having a trusting adult to report concerns or go to</p> <p>Staff Responsible for Monitoring: Aps, Principal, counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</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 4: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: By October 1, 2023, 100% of SJH teachers will develop an approved method to inform parents of student failure of a major grade and the method for reteaching and retesting.

High Priority

Evaluation Data Sources: Parent communication, number of students who appear for reteach and retest.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide weekly communication to teachers with special populations, such as SPED and EL; Weekly collaboration will occur between teacher and co-teachers during collaborative team meetings. Plans will be created to best support each special population of students.</p> <p>Strategy's Expected Result/Impact: Through analyzing student data, such as campus based assessments, Interim assessments, data collection, and conferring along with small groups will lead to differentiation, effective intervention, and extension to enhance student growth.</p> <p>Staff Responsible for Monitoring: ICs</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: After each major assessment, collaborative teams will review failure data and individual teachers will use their approved communication type to inform parents of student failure.</p> <p>Strategy's Expected Result/Impact: Parents will be informed of student progress and partner with school to increase student achievement.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Each grade level content team will determine a schedule for reteach tutorials and retest and make it public via Canvas.</p> <p>Strategy's Expected Result/Impact: Increased parental notice and increased student retest percentages.</p> <p>Staff Responsible for Monitoring: ICs</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Parents will be communicated with by the teacher when a student begins to fail in a timely manner.</p> <p>Strategy's Expected Result/Impact: Monitoring every 3 weeks and the impact will help with building community with the family instead of depending on the progress reports only.</p> <p>Staff Responsible for Monitoring: Admin. and teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</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 4: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 2: By September 2023, 100% of teachers will build multi-level assessments in various formats throughout the year to meet the needs of various learners.

High Priority

Evaluation Data Sources: CBA scores, Assessments





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will build assessments that meet the needs detailed in IEPs and 504 plans to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: Students will performed better using assessments aligned with their individual needs.</p> <p>Staff Responsible for Monitoring: ICs</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 3: By January 2024, all new question types will be introduced to students in a CBA.

High Priority

Evaluation Data Sources: CBA

Strategy 1 Details	Reviews			
<p>Strategy 1: Using Aware, teachers will create assessments that contain at least 1 new question type for each subsequent CBA.</p> <p>Strategy's Expected Result/Impact: Students will be prepared for the newly revised STAAR test and not experience shock as they would if seeing the questions for the first time.</p> <p>Staff Responsible for Monitoring: ICs</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will become familiar with the test types and use a variety of test types on assessments therefore exposing students to all test types available in the content area.</p> <p>Strategy's Expected Result/Impact: Students will be aware of the expectation of each test type.</p> <p>Staff Responsible for Monitoring: ICs</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</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>				

State Compensatory

Budget for Stockdick Junior High

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

--

Personnel for Stockdick Junior High

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Interventions	Academic Support	4

Addendums



2021 Accountability Predictions

Stockdick Junior High

Economically Disadvantaged: 48.6%

	Component 2019	Component 2021
Domain I – Student Achievement		
STAAR Component	50	45
Domain II – Student Progress		
Academic Growth	N/A	N/A
Relative Performance	50	48
Domain III Closing the Gaps		

	Met	Eligible	% Met
Academic Achievement	14	22	64
Growth	N/A	N/A	N/A
EL Proficiency	1	1	100
STAAR Component Only	9	12	75



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%		
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%		29%	
	3rd Grade Reading	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%
	At Meets or Above	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%		29%	
	3rd Grade Reading	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%
	At Meets or Above	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%		100%		67%				100%		44%		65%		74%
		2024		57%		75%		74%		100%		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%
	At Meets or Above	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%
	At Meets or Above	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 At Meets or Above	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%	
		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 At Meets or Above	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%
		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%		
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	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%	
	At Meets or Above	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	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%	
	At Meets or Above	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	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%
	At Meets or Above	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	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%
	At Meets or Above	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	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%
	At Meets or Above	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	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%
	At Meets or Above	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	
Wolfe	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	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	
Wolman	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	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%		40%	
	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%		40%	
	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	
Bryant	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	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	
Campbell	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	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 **Creech** 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%	
Creech	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%		40%	
	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%		40%	
	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.

	2023	2024
Goal	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%
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%
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	
		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Shafer	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	
		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Stanley	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	
		Wilson	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
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	
		Winborn	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
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