

**Katy Independent School District**  
**Mayde Creek Junior High**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

In collaboration with students, families, and the community, Mayde Creek Junior High will surpass current standards of excellence to ignite a legacy of lifelong learning. We will provide an environment which puts all **students first**, builds perseverance, and empowers students to positively impact society.

## Vision

Mayde Creek Junior High pledges to cultivate **future leaders** who set the standard of excellence in pursuit of their own legacy.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

**Below is a detailed description of the process used for developing the Campus Needs Assessment (CNA).**

During our first meeting, located on campus in the school's LGI at 6:00 pm, on May 15, 2023, the Campus Improvement Plan team gathered to discuss parent concerns and needs, reviewed data from the Texas Academic Performance Report (TAPR) of the previous school year, and address teacher needs. Additionally, the team reviewed a Title I overview and discussed the development of the school/parent compact. The second meeting was also held in person on campus at 7:45 am and was held on May 24, 2023. During this meeting we involved the CNA committee in reviewing data points, and created problem statements with root causes. We then discussed the contents of the Campus Needs Assessment and Campus Improvement Plan. During this session, they provided feedback, raised any concerns, and suggested necessary revisions. The data sources utilized to develop the CNA include the TAPR report from the previous school year, parent surveys, teacher feedback, student performance data, community input, and input from district-level data analysis teams.

**The team members needed to develop the Campus Needs Assessment (CNA) included:**

Group Members Name	Stakeholders Role
Kimberly Sommer	Parent or guardian representing the parent stakeholder group
Felicia Grace	Parent or guardian representing the parent stakeholder group
Cristina Martinez	Parent or guardian representing the parent stakeholder group
Kris McKee	Teacher representing the teacher stakeholder group
Shelly Taylor	Teacher representing the teacher stakeholder group
Christy Powers	Teacher representing the teacher stakeholder group
Lucas Cantu	Teacher representing the teacher stakeholder group
Rachel Martinez	Teacher representing the teacher stakeholder group
Janae Miles	Other school leaders
Jacob Robbins	Other school leaders
Rachel Grubb	Other school leaders
Irene Rogers	Campus Paraprofessional
Kathy Labombarb	Campus Paraprofessional

Group Members Name	Stakeholders Role
Hank Nguyen	Community member representing the community stakeholder group
Sandra Nagy	Community member representing the community stakeholder group
Dr. ChiChi Allen	District administrator
Tiffany White	District administrator
Taylor Kortlever	Instructional Coordinator, One facilitator or coordinator responsible for organizing and leading the CNA process
Amanda Weaver, Building Principal	Building Principal, One facilitator or coordinator responsible for organizing and leading the CNA process

#### **The sources of data used to develop the Campus Needs Assessment (CNA):**

1. Texas Academic Performance Report (TAPR): This report provides valuable information on student performance, demographic data, attendance rates, graduation rates, and other relevant metrics from the previous school year.
2. Parent Surveys: Surveys administered to parents or guardians collected data on their concerns, needs, and perceptions of the campus.
3. Teacher Feedback: Input from teachers through surveys provided insights into their needs, challenges, and suggestions for improvement.
4. Student Performance Data: Academic records, test scores, and assessments helped identify areas of strengths and weaknesses for students.
5. Climate and Culture Surveys: Surveys that assessed the overall school climate, safety, and school well-being.
6. Special Programs and Services Data: Information on special education programs, English language learners, gifted and talented programs.
7. Classroom Observations: Observations of classrooms and instructional practices offered insights into the learning environment, teaching methods, and areas that may require additional support.
8. School Discipline Data: Reviewing discipline records, incidents, and behavior data helped identify patterns, trends, and areas for interventions related to school discipline and climate.

#### **Below is a list of prioritized problem statements developed by the team:**

- Problem Statement: 76.3 % of Mayde Creek Junior Highs' student population are economically disadvantaged and considered At-Risk.
- Root Cause: Staff need additional resources and professional development to differentiate learning experiences for struggling students.

- Problem Statement: The number of students scoring at "Approaches", "Meets" and "Masters" in reading, math, science and social studies are below the district average.
  - Root Cause: There is a need to increase personalized learning experiences including real world applications. Small group instruction and additional learning opportunities are needed for students based on their areas of weakness and targeted growth for specific sub pops.
- 
- Problem Statement: Students needed an increase in the rigor of instruction in order to meet their individual needs for their grade level content.
  - Root Cause: Students demonstrated learning gaps and need accelerated instruction.
- 
- Problem Statement: Although our parental involvement is increasing, 100% of parents are not able to attend family and community engagement events.
  - Root Cause: There is a need to increase parent communication in a variety of media regarding family and community engagement opportunities. Families need to receive training on how they can be an active part of the school.

# Demographics

## Demographics Summary

Mayde Creek Junior High is located in the suburbs of Houston, Texas and is part of the Katy Independent School District. Mayde Creek Junior High serves students in grades 6th through 8th grade. The demographic information reflected in developing the CNA is for the current school year. The total enrollment is almost 1,300 students. The campus demographics are 52.4% Hispanics, 25.5% Black/African American, 10% White, 7.2% Asian, 4.4% Two or More Races, 73.6% economically disadvantaged, 25.4% English Language Learners and 15.3% students receiving special education services. According to TEA in 2022, the campuses' mobility rate is 153.8% which is higher than the majority of campuses in Katy ISD.

Mayde Creek Junior High school continues to place a high priority in employing a high-quality, talented staff. Per the 2021-2022 Campus TAPR report, only 3.6% of our teachers have 20 years experience and 22.8% of them have 11-20 years experience. About 25.9% have 6-10 years experience. 55.7% of the teachers at Mayde Creek Junior High are white, 17.7% are Hispanic and 21.8% are African American.

Mayde Creek Junior High will be a Title I campus for the 2023-24 school year.

## Demographics Strengths

Mayde Creek Junior High employs high-quality, talented staff. We have a total of 135 full-time staff members which is comprised of 90 full-time teachers and instructional para-professionals, 5 administrators, 4 instructional coaches in each content area to support teachers, 4 counselors assigned to a specific grade level and student support, and 10 office personnel.

Strengths:

1. The campus provides support for all students based upon their need being intervention or enrichment through tutorials before, or after school.
2. The campus focuses on developing the whole child with of Character Strong education.
3. We provide various community outreach programs such as; Curriculum Night, Gator Express, Open house, MCJH award ceremonies, and Family Literacy night.
4. For the 2021-2022 school year, our school received a B rating with distinctions in Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25 Percent: Comparative Closing the Gaps and, Postsecondary Readiness.
5. Many families move into our areas just for the school. Because our families place extreme value in the school, they are committed to student success.
6. Our attendance rate for the school year was similar to the district and state average.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** 73.6% of Mayde Creek Junior Highs' student population are economically disadvantaged and considered At-Risk. **Root Cause:** Staff need additional resources and professional development to differentiate learning experiences for struggling students.

# Student Learning

## Student Learning Summary

Our teachers regularly design and administer common based assessments, analyze resulting student performance data, and implement specific intervention/remediation based on this data.

Teacher differentiate content in all subject areas which includes reading, math, science, and social studies.

Additional interventions are offered to our students before and after school to meet their individual needs. Teachers create flexible small groups based on TEKS so that differentiated instruction and intervention can be provided.

Our Instructional Coaches support teachers through data analysis and through modeling effective first teach. Teachers also attend professional development throughout the year.

Below you will find the performance levels of all grades in the four content areas. Data was taken and reviewed from the 2021-22 TAPR report for Mayde Creek Junior High.

	All Grades ELA/Reading	All Grades Mathematics	All Grades Science	All Grade Social Studies
At Approaches Grade Level or Above	80%	77%	86%	71%
At Meets Grade Level or Above	54%	41%	40%	40%
At Masters Grade Level	33%	16%	16%	24%

## Student Learning Strengths

\* Based on the data presented, in three content areas, in the At Approaches Grade Level or Above category, scored above the state percentage. RLA was at 80% while the state reported 75% in the approaches category. For math it was 77% compared to 72% for the state. Then for science, there was a 10% difference with 86% for our students obtaining the approaches while the state reported 76%.

\* Scores were similar or above state averages for the Meets Grade Level and Masters Grade Level categories.

\* Below are a comparison of scores for our Special Education Students. You will notice an upward trend in all categories in all subject areas.

\* The three content areas highlighted above also saw a 2% overall increase in scores for their Special Education students.

\* The three content areas highlighted above also saw increased scores in our Economically Disadvantaged students. RLA and Math saw a 4% increase, while science has a 2% increase.

The overall accountability from 2022 was a B and the campus will strive to meet that expectation and ensure all students show growth this school year.



## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** The number of students scoring at "Approaches", "Meets" and "Masters" in reading, math, science and social studies are below the district average. **Root Cause:** There is a need to increase personalized learning experiences including real world applications. Small group instruction and additional learning opportunities are needed for students based on their areas of need as identified by data.

# School Processes & Programs

## School Processes & Programs Summary

At Mayde Creek Junior High we teach the TEA prescribed Texas Essential Knowledge and Skills. We also incorporate the following: District Learning Assessments and Campus Based Assessments. All assessments and programs are used to assist in teaching the depth and complexity of the TEKS. The district has created curriculum unit plans and yearly curriculum-at-a-glance calendars for each subject area and grade level. These align to the TEKS and STAAR assessments.

Parents, teachers, and students at Mayde Creek take pride in their school and the school's reputation of success. The perception of MCJH among all is that it is a safe and positive environment with a strong focus on academic excellence. There is a high standard for best instructional practices as well as building social character. MCJH focuses goes far beyond just STAAR scores. Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students struggle, you will see adjustments made within our instruction, the context, and organization. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons. Teachers value the planning time that they have with their PLCs to prepare for their individual classroom instruction. There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

As a part of the Katy ISD system, Mayde Creek Junior High is truly fortunate in that the school has access to all of the latest technological hardware and software. All students, teachers, administrators, and staff members have access to computers, iPads, Smart Boards, Chrome Books, document cameras, and laptops/netbooks. Additionally, there are 8 computers in the library that teachers and students use to search for books, create research projects, and for other educational projects.

The campus leadership team discussed and assessed some of the campuses processes and programs used at Mayde Creek Junior High. This coming year teachers will continue to participate in a professional working community and professional learning community. During the PWC teachers will work with instructional coaches and other teachers to create lessons that support rigorous student learning. During the PLC teachers, instructional coaches, and administrators will review upcoming lessons and pedagogy as well as analyze student work. Our campus will utilize district data reports and Lead4ward to support developing instruction that addresses student needs.

## School Processes & Programs Strengths

On our campus, we implement PBIS and CHAMPS. Through CHAMPS, expectations are taught throughout the entire campus including classrooms, hallways, cafeteria, and safety drills. Students earn PBIS points and are able to purchase items from the school store.

Students are provided opportunities to participate in extra-curricular and co-curricular programs. Students have received numerous recognition's for their performance in band, choir, theatre, orchestra, and athletics.

The MCJH staff have a strong congenial and collegial relationship. They are able to work together in grade level teams to align curriculum and ensure everyone has a clear understanding of the expectations and goals. Classroom teachers have conducted learning walks throughout our campus. The leadership team collaboratively created a walk-through tool to help impact students engagement and first teach instruction. This has helped align our best practices, incorporate high yielding strategies, and focus on engaged learning.

Mayde Creek Junior High has the following strengths:

Teacher generated road maps that target specific instruction by TEK

Teacher created campus based assessments

Weekly team planning (PLC)

Teachers attending outside district professional development

Teachers conducting learning walks to observe peers

After and before school tutoring

Providing differentiated instruction

Scheduled data meetings

Mayde Creek Junior High is also proud of the following strengths:

1. Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by the active parent community.
2. Teachers accommodate special populations with more time and individualized instructional plans.
3. A master calendar and schedule maximize the amount of time spent on instruction and ensure that special program times are addressed.
4. Interruptions to the instructional day are kept to a minimum.
5. Safety drills are performed frequently and efficiently.

Building staff morale is recognized as a critical component in retaining high-quality staff here at MCJH. Each month staff members will receive an incentive that shows how much they are appreciated by the leadership team. Throughout the year, we will have events, such as Teacher Appreciation Week and 12 Days of Christmas, in which staff members receive tokens of appreciation.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Students need an increase in the rigor of instruction in order to meet their individual needs to demonstrate student progress. **Root Cause:** Students demonstrated learning gaps and need accelerated instruction.

# Perceptions

## Perceptions Summary

At Mayde Creek Junior High we center every decision around our vision statement to cultivate future leaders. This has created a culture of excellence through collaboration and dedication in every aspect of education. We foster a learning environment that promotes growth and opportunity. New teachers and families come into our school with different previous school experiences. Because of this constant growth, we have to work very hard at maintaining a culture of high expectations for student learning and character development. Our campus focuses on hiring teachers who want to make a difference. We have high expectations for our students and believe that students should be taught what is expected of them. We believe in developing the whole child inside and outside of the classroom. Our staff attends professional development to enhance their instruction and student learning in the classroom. We have an integrated curriculum that focuses on building student character and supporting student's social-emotional development.

Mayde Creek Junior High leadership team and staff work to create an environment where families feel they are entering a positive and productive school environment. We ensure open lines of communication by providing families with the ability to communicate with faculty in a variety of ways including phone calls and emails. Informational documents and graded work are sent home. In addition, we offer several events and programs throughout the school year to encourage families to visit our school to celebrate the variety of cultures represented at MCJH.

Events designed for parents continue to be well-attended at MCJH. Many parents join us for the Back to School Bash, Parent Orientation, Book Fair Nights, and other family related events.

Our CAT team is composed of teachers, parents, community members, and other staff members. We meet multiple times per year to discuss the school budget, areas for growth, and share where we are making improvements. Parents are able to share any concerns they may have and make suggestions to be implemented at Mayde Creek Junior High.

Mayde Creek High School PALS come to Mayde Creek each week between September and May to meet with a special buddy whom they talk with. This is an opportunity for high school students to mentor students identified by the counselors as someone who might benefit from some extra one on one attention.

In May, students in all grade levels participate in Awards Ceremonies. Parents are invited to applaud as students are recognized for their achievements and accomplishments.

One of the core beliefs at Mayde Creek Junior High is that all children can learn, and it is important that student and teacher mindsets support resiliency and grit, resulting in improved student performance. One of our non-negotiables is that students and staff treat each other with respect.

In our effort to improve student engagement, student behavior, and student performance, we continue to implement the PBIS program. Students use their points earned to make purchases at the the PBIS store and attend special events. In this way, all students receive reinforcement for meeting the behavioral expectations of their teachers.

Components of PBIS include:

1. A purpose and approach to discipline
2. A clear set of positive expectations and behavior
3. Procedures for teaching expected behavior
4. A continuum of procedures for encouraging and discouraging behavior.

## Perceptions Strengths

Increased parent and community engagement by providing multiple opportunities for parents and students to participate in activities at school including Meet the Teacher, Parent Orientation, KEYS Mentors, choral and instrumental music programs, Book Fairs, Sister School Programs, Student Council, Robotics Program and National Junior Honor Society.

Campus discipline data shows slow progress with the number of discipline referrals. All classrooms, hallways, restrooms and common areas have posters with behavior expectations. The MCJH PBIS team will be making necessary adjustments to increase the success rate.

Our Sunshine Committee and leadership team provide events, treats, and food throughout the year to appreciate our hard-working staff. These teams also accept nominations from staff for a member to be awarded the "Gator of the Week". Weekly communication goes out to the staff with events, dates, and reminders in the Weaver's Weekly.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Although our parental involvement is increasing, 100% of parents are not able to attend family and community engagement events. **Root Cause:** There is a need to increase parent communication in a variety of media regarding family and community engagement opportunities. Families need to receive training on how they can be an active part of the school.

# Priority Problem Statements

**Problem Statement 1:** 73.6% of Mayde Creek Junior Highs' student population are economically disadvantaged and considered At-Risk.

**Root Cause 1:** Staff need additional resources and professional development to differentiate learning experiences for struggling students.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** The number of students scoring at "Approaches", "Meets" and "Masters" in reading, math, science and social studies are below the district average.

**Root Cause 2:** There is a need to increase personalized learning experiences including real world applications. Small group instruction and additional learning opportunities are needed for students based on their areas of need as identified by data.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Students need an increase in the rigor of instruction in order to meet their individual needs to demonstrate student progress.

**Root Cause 3:** Students demonstrated learning gaps and need accelerated instruction.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Although our parental involvement is increasing, 100% of parents are not able to attend family and community engagement events.

**Root Cause 4:** There is a need to increase parent communication in a variety of media regarding family and community engagement opportunities. Families need to receive training on how they can be an active part of the school.

**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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results
- 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
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

## **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
- Equity data
- T-TESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data




# Goals







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

**Performance Objective 1:** By the end of the academic year, at least 85% of all students taking the Math, Reading, Science, Social Studies STAAR will achieve the minimum expectation. Identified At Risk students will receive the appropriate intervention/remediation.

## High Priority

**Evaluation Data Sources:** Campus Based Assessments  
STAAR Data  
DLA Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement targeted intervention and remediation programs for at-risk students. To meet the needs of students, utilize Title 1 Funds and State Compensatory Education funds to employ specialist who can work with a small group of at-risk students.  <b>Strategy's Expected Result/Impact:</b> Based upon the data meetings, teachers will adjust instruction and supports. Interventions will be provided for students who need additional support. At the end of the year, STAAR scores will increase.  <b>Staff Responsible for Monitoring:</b> Instructional Coaches Administrators  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b>  <b>Problem Statements:</b> Demographics 1 - Student Learning 1 <b>Funding Sources:</b> Staffing - 211 - Title I Part A - \$368,199	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Enhance the effectiveness of classroom instruction through data-informed practices <b>Strategy's Expected Result/Impact:</b> Instruction will be guided and adjusted by data. <b>Staff Responsible for Monitoring:</b> Teachers Instructional Coaches  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> MCJH will increase student achievement of all student groups by providing materials, including technology integration, professional development for building administration and teachers, and targeted intervention resources to ensure the mastery of reading, math, social studies, and science. <b>Strategy's Expected Result/Impact:</b> Increased student STAAR scores. <b>Staff Responsible for Monitoring:</b> Admin Instructional Coaches  <b>Title I:</b> 2.4, 2.6 <b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1 <b>Funding Sources:</b> - 282 - ESSER III - \$7,000, Technology - 211 - Title I Part A - \$80,000, - 199 - General Fund - \$2,500, Materials and Supplies - 211 - Title I Part A - \$10,000, Library Replacement Books - 211 - Title I Part A - \$2,456	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 1 Problem Statements:






Demographics
<b>Problem Statement 1:</b> 73.6% of Mayde Creek Junior Highs' student population are economically disadvantaged and considered At-Risk. <b>Root Cause:</b> Staff need additional resources and professional development to differentiate learning experiences for struggling students.
Student Learning
<b>Problem Statement 1:</b> The number of students scoring at "Approaches", "Meets" and "Masters" in reading, math, science and social studies are below the district average. <b>Root Cause:</b> There is a need to increase personalized learning experiences including real world applications. Small group instruction and additional learning opportunities are needed for students based on their areas of need as identified by data.

<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Students need an increase in the rigor of instruction in order to meet their individual needs to demonstrate student progress. <b>Root Cause:</b> Students demonstrated learning gaps and need accelerated instruction.

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

**Performance Objective 2:** By the end of the academic year, increase the percentage of economically disadvantaged and English Learner (EL) students scoring "meets" on the Reading, Math, Science, and Social Studies STAAR by 5% from the current baseline.

**Evaluation Data Sources:** STAAR scores  
Campus Based Assessments  
DLA Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement targeted support programs and instructional differentiation for individualized learning experiences for our economically disadvantaged students, our English Learner (EL) students and other special populations as identified by need.  <b>Strategy's Expected Result/Impact:</b> There will be an increase in the number of students achieving Meets and above on the STAAR test. <b>Staff Responsible for Monitoring:</b> Instructional Coaches Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> ESL Library - 211 - Title I Part A - \$2,000	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 2 Problem Statements:**







Student Learning
<b>Problem Statement 1:</b> The number of students scoring at "Approaches", "Meets" and "Masters" in reading, math, science and social studies are below the district average. <b>Root Cause:</b> There is a need to increase personalized learning experiences including real world applications. Small group instruction and additional learning opportunities are needed for students based on their areas of need as identified by data.

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

**Performance Objective 3:** By the end of the academic year, to help create a well-rounded student support system, MCJH will establish a collaborative, flexible, safe, and respectful learning environment, as evidenced by positive feedback from students, staff, and stakeholders.

**High Priority**

**Evaluation Data Sources:** Feedback surveys will be conducted regularly to collect feedback from students, staff, and stakeholders.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Promote campus safety meetings with students, staff, and families including the use of the Speak Up application and by conducting regular safety drills and reviewing emergency procedures for students and staff. <b>Strategy's Expected Result/Impact:</b> Students will be informed and feel empowered to support campus safety. <b>Staff Responsible for Monitoring:</b> Safety Liaison Counselors Administration	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide students with opportunities to participate in UIL sponsored activities, offer advanced placement courses, and extra-curricular clubs to provide a well-rounded education. <b>Strategy's Expected Result/Impact:</b> Students will have the opportunity to participate in activities and events outside of typical academic classwork  <b>Title I:</b> 2.5 <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> Maker Space For STEM Activities - 211 - Title I Part A - \$2,000	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






**Performance Objective 3 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> The number of students scoring at "Approaches", "Meets" and "Masters" in reading, math, science and social studies are below the district average. <b>Root Cause:</b> There is a need to increase personalized learning experiences including real world applications. Small group instruction and additional learning opportunities are needed for students based on their areas of need as identified by data.

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

**Performance Objective 4:** Increase the number of students participating in the campus Coordinated Health Program

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will participate in moderate and vigorous activities, in accordance with state mandated minutes, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Administrators Physical Education Teachers  <b>Problem Statements:</b> School Processes & Programs 1 <b>Funding Sources:</b> Supplies for PFE Event - 211 - Title I Part A - \$3,000	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 4 Problem Statements:**



School Processes & Programs
<b>Problem Statement 1:</b> Students need an increase in the rigor of instruction in order to meet their individual needs to demonstrate student progress. <b>Root Cause:</b> Students demonstrated learning gaps and need accelerated instruction.






**Goal 2:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 1:** By the end of the academic year, improve student character development and social-emotional learning at Mayde Creek Junior High, as evidenced by increase student self-awareness, empathy, and positive behavior.

**High Priority**

**Evaluation Data Sources:** Discipline Data  
Mentor Program

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement a PBIS & CHAMPS committee to support positive behavior reinforcement. <b>Strategy's Expected Result/Impact:</b> Improvement in students positive behavior <b>Staff Responsible for Monitoring:</b> Administrators PBIS Committee Members  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> PBIS Store - 211 - Title I Part A - \$3,000	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Establish a mentor program to provide additional guidance and support to students. <b>Strategy's Expected Result/Impact:</b> Decreased number of behavior incidents, improvement in character development <b>Staff Responsible for Monitoring:</b> Behavioral Coordinator, Counselors  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> By the end of the academic year, we will increase staff and student participation in the PBIS (Positive Behavior Interventions and Supports) Store by 30% through earning and rewarding PBIS points. <b>Strategy's Expected Result/Impact:</b> Increase in use of PBIS Store. <b>Staff Responsible for Monitoring:</b> Committee Members Administrators  <b>Title I:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> PBIS Events - 211 - Title I Part A - \$12,345	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

### Performance Objective 1 Problem Statements:







Demographics
<b>Problem Statement 1:</b> 73.6% of Mayde Creek Junior Highs' student population are economically disadvantaged and considered At-Risk. <b>Root Cause:</b> Staff need additional resources and professional development to differentiate learning experiences for struggling students.



**Goal 2:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 2:** By the end of the academic year, decrease disciplinary incidents and improve overall student behavior at Mayde Creek Junior High as evidenced by a 10% reduction in disciplinary referrals.

**Evaluation Data Sources:** Discipline Data  
Observations

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Analyze discipline data and identify areas of improvement by conducting observations to assess the effectiveness of behavior support strategies. <b>Strategy's Expected Result/Impact:</b> Improvement in student behavior incidents. <b>Staff Responsible for Monitoring:</b> Administration Behavioral Coordinator  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide information/activities to prevent bullying/cyber-bullying and encourage kind/appropriate behavior among all stakeholders. <b>Strategy's Expected Result/Impact:</b> Decrease bullying related discipline incidents. <b>Staff Responsible for Monitoring:</b> Counselors Administrators  <b>Title I:</b> 2.5 <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> 73.6% of Mayde Creek Junior Highs' student population are economically disadvantaged and considered At-Risk. <b>Root Cause:</b> Staff need additional resources and professional development to differentiate learning experiences for struggling students.

### Perceptions

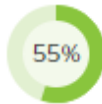





**Problem Statement 1:** Although our parental involvement is increasing, 100% of parents are not able to attend family and community engagement events. **Root Cause:** There is a need to increase parent communication in a variety of media regarding family and community engagement opportunities. Families need to receive training on how they can be an active part of the school.

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

**Performance Objective 1:** By the end of the academic year, improve teacher retention at Mayde Creek Junior High by increasing satisfaction and sense of belonging, as evidenced by a 10% reduction in teacher turnover.

**High Priority**







**Evaluation Data Sources:** Staffing Reports from the 2022-23 school year compared to the 2023-24 Staff Surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Administration will conduct teacher walkthroughs and give positive feedback. Social events will be planned monthly. Staff will participate in team building activities to learn about other's strengths. Instructional coaches will work with teachers during their professional working community and professional learning community. Staff appreciation will be given at least once a month. <b>Strategy's Expected Result/Impact:</b> Increase teachers feeling connected to each other and supported by administration. Deeper understanding of other staff members strengths. <b>Staff Responsible for Monitoring:</b> Department Chairs , Administration.  <b>Funding Sources:</b> Professional Development and Staff Training - 211 - Title I Part A - \$10,000	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> MCJH, along with the district, provides a new teacher mentor program. New teachers meet with their mentor teachers once a month. Mentor teachers invite them into classrooms to observe their instruction and interactions with students. They collaborate with their mentor teacher about campus procedures, best practices, and other relevant information. <b>Strategy's Expected Result/Impact:</b> Increase new teacher retention. <b>Staff Responsible for Monitoring:</b> Mentor teachers Administration  <b>Funding Sources:</b> Professional Development Mentor/Mentee Reading - 211 - Title I Part A - \$5,000	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** 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:** Mayde Creek Junior High will promote increased parent/community involvement by offering a variety of activities/events that support student learning.

**Evaluation Data Sources:** Increased community events, volunteer hours and surveys will be collected throughout the school year to determine the effectiveness of Mayde Creek Junior High/PTSA efforts.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Promote family and community involvement by hosting academic nights and training sessions at a variety of times to assist parents with learning in their homes, distributing the parental involvement policy and parent school compact. <b>Strategy's Expected Result/Impact:</b> Increased attendance and parental involvement <b>Staff Responsible for Monitoring:</b> Title I Teachers Administrators  <b>Title I:</b> 4.1, 4.2 <b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> Parent & Family Engagement - 211 - Title I Part A - \$6,314	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop a CAT Team with parents, community members, and staff to allocate Title I funds that address campus identified needs, revise the parental involvement policy and provide input on staff development. <b>Strategy's Expected Result/Impact:</b> Increase attendance at CAT meetings.  <b>Title I:</b> 4.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

### Perceptions

**Problem Statement 1:** Although our parental involvement is increasing, 100% of parents are not able to attend family and community engagement events. **Root Cause:** There is a need to increase parent communication in a variety of media regarding family and community engagement opportunities. Families need to receive training on how they can be an active part of the school.

# State Compensatory

## Budget for Mayde Creek Junior High

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

## Personnel for Mayde Creek Junior High

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Interventions	Academic Support	6

# Title I

## 1.1: Comprehensive Needs Assessment

**Below is a detailed description of the process used for developing the Campus Needs Assessment (CNA).**

During our first meeting, located on campus in the school's LGI at 6:00 pm, on May 15, 2023, the Campus Improvement Plan team gathered to discuss parent concerns and needs, reviewed data from the Texas Academic Performance Report (TAPR) of the previous school year, and address teacher needs. Additionally, the team reviewed a Title I overview and discussed the development of the school/parent compact. The second meeting was also held in person on campus at 7:45 am and was held on May 24, 2023. During this meeting we involved the CNA committee in reviewing data points, and created problem statements with root causes. We then discussed the contents of the Campus Needs Assessment and Campus Improvement Plan. During this session, they provided feedback, raised any concerns, and suggested necessary revisions. The data sources utilized to develop the CNA include the TAPR report from the previous school year, parent surveys, teacher feedback, student performance data, community input, and input from district-level data analysis teams.

**The team members needed to develop the Campus Needs Assessment (CNA) included:**

Group Members Name	Stakeholders Role
Kimberly Sommer	Parent or guardian representing the parent stakeholder group
Felicia Grace	Parent or guardian representing the parent stakeholder group
Cristina Martinez	Parent or guardian representing the parent stakeholder group
Kris McKee	Teacher representing the teacher stakeholder group
Shelly Taylor	Teacher representing the teacher stakeholder group
Christy Powers	Teacher representing the teacher stakeholder group
Lucas Cantu	Teacher representing the teacher stakeholder group
Rachel Martinez	Teacher representing the teacher stakeholder group
Janae Miles	Other school leaders
Jacob Robbins	Other school leaders
Rachel Grubb	Other school leaders
Irene Rogers	Campus Paraprofessional
Kathy Labombarb	Campus Paraprofessional
Hank Nguyen	Community member representing the community stakeholder group

Group Members Name	Stakeholders Role
Sandra Nagy	Community member representing the community stakeholder group
Dr. ChiChi Allen	District administrator
Tiffany White	District administrator
Taylor Kortlever	Instructional Coordinator, One facilitator or coordinator responsible for organizing and leading the CNA process
Amanda Weaver, Building Principal	Building Principal, One facilitator or coordinator responsible for organizing and leading the CNA process

#### **The sources of data used to develop the Campus Needs Assessment (CNA):**

1. Texas Academic Performance Report (TAPR): This report provides valuable information on student performance, demographic data, attendance rates, graduation rates, and other relevant metrics from the previous school year.
2. Parent Surveys: Surveys administered to parents or guardians collected data on their concerns, needs, and perceptions of the campus.
3. Teacher Feedback: Input from teachers through surveys provided insights into their needs, challenges, and suggestions for improvement.
4. Student Performance Data: Academic records, test scores, and assessments helped identify areas of strengths and weaknesses for students.
5. Climate and Culture Surveys: Surveys that assessed the overall school climate, safety, and school well-being.
6. Special Programs and Services Data: Information on special education programs, English language learners, gifted and talented programs.
7. Classroom Observations: Observations of classrooms and instructional practices offered insights into the learning environment, teaching methods, and areas that may require additional support.
8. School Discipline Data: Reviewing discipline records, incidents, and behavior data helped identify patterns, trends, and areas for interventions related to school discipline and climate.

#### **Below is a list of prioritized problem statements developed by the team:**

- Problem Statement: 76.3 % of Mayde Creek Junior Highs' student population are economically disadvantaged and considered At-Risk.
- Root Cause: Staff need additional resources and professional development to differentiate learning experiences for struggling students.
- Problem Statement: The number of students scoring at "Approaches", "Meets" and "Masters" in reading, math, science and social studies are below the district average.



- Root Cause: There is a need to increase personalized learning experiences including real world applications. Small group instruction and additional learning opportunities are needed for students based on their areas of weakness and targeted growth for specific sub pops.
- Problem Statement: Students needed an increase in the rigor of instruction in order to meet their individual needs for their grade level content.
- Root Cause: Students demonstrated learning gaps and need accelerated instruction.
- Problem Statement: Although our parental involvement is increasing, 100% of parents are not able to attend family and community engagement events.
- Root Cause: There is a need to increase parent communication in a variety of media regarding family and community engagement opportunities. Families need to receive training on how they can be an active part of the school.

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$2,500.00
Sub-Total					\$2,500.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Staffing		\$368,199.00
1	1	3	Library Replacement Books		\$2,456.00
1	1	3	Technology		\$80,000.00
1	1	3	Materials and Supplies		\$10,000.00
1	2	1	ESL Library		\$2,000.00
1	3	2	Maker Space For STEM Activities		\$2,000.00
1	4	1	Supplies for PFE Event		\$3,000.00
2	1	1	PBIS Store		\$3,000.00
2	1	3	PBIS Events		\$12,345.00
3	1	1	Professional Development and Staff Training		\$10,000.00
3	1	2	Professional Development Mentor/Mentee Reading		\$5,000.00
4	1	1	Parent & Family Engagement		\$6,314.00
Sub-Total					\$504,314.00
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$7,000.00
Sub-Total					\$7,000.00

# Addendums



# House Bill 3

## Board Approved Goals

Elementary Grade 3 Reading Proficiency

Elementary Grade 3 Mathematics Proficiency

High School College, Career, Military Readiness



Elementary Grade 3 Proficiency  
Reading Meets and Masters Performance

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

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

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

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

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

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

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

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

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

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

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

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

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

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

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Bryant	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	18	67%	34	53%	74	55%	0		8	88%	0		2	50%	20	25%	20	55%	12	50%
		2021 Actual	14	43%	52	37%	78	53%	0		13	54%	2	50%	13	69%	28	18%	35	34%	23	30%
		2022 Target		67%		63%		65%				88%				50%		25%		55%		50%
		2022 Actual	45	56%	49	65%	82	74%	1	100%	27	78%	3	100%	14	57%	30	33%	50	48%	28	54%
		Met Target		N		Y		Y				N			Y		Y		N		Y	
		2023		67%		68%		70%				88%				50%		43%		55%		50%
		2024		67%		73%		75%				88%				50%		43%		55%		50%

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

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

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Campbell	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	7	57%	45	60%	45	64%	1	100%	24	67%	0		3	100%	20	35%	18	61%	50	64%
		2021 Actual	17	76%	94	73%	59	73%	0		32	66%	0		10	70%	23	52%	36	67%	94	71%
		2022 Target		57%		70%		69%		100%		67%				100%		35%		61%		69%
		2022 Actual	21	71%	86	62%	88	78%	0		63	86%	0		9	78%	44	34%	53	55%	85	67%
		Met Target		Y		N		Y				Y			N		N		N		N	
		2023		57%		70%		74%		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
Cimarron	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	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%
		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 **Creech** 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
Creech	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	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%
		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 At Meets or Above	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%
		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 At Meets or Above	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%
		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 At Meets or Above	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%
		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 At Meets or Above	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%
		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
Golbow	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	38	47%	38	47%	35	63%	0		8	50%	0		2	50%	22	14%	70	51%	26	58%
		2021 Actual	29	31%	49	39%	26	54%	0		11	55%	0		2	0%	26	23%	69	33%	34	38%
		2022 Target		52%		57%		63%				50%				50%		14%		56%		58%
		2022 Actual	38	47%	57	49%	23	65%	1	0%	17	71%	1	0%	3	33%	27	15%	104	50%	48	48%
		Met Target		N		N		Y				Y				N		Y		N		N
		2023		57%		57%		63%				50%				50%		25%		61%		58%
		2024		57%		62%		63%				50%				50%		25%		61%		58%

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

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

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Griffin	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	3	100%	27	85%	61	82%	0		30	83%	0		12	92%	9	100%	8	100%	40	88%
		2021 Actual	8	75%	21	67%	57	79%	0		32	72%	1	100%	7	86%	26	54%	12	75%	34	71%
		2022 Target		100%		90%		92%				88%				92%		100%		100%		88%
		2022 Actual	8	63%	21	86%	50	80%	0		28	89%	0		8	50%	18	28%	12	75%	24	92%
		Met Target		N		N		N				Y				N		N		N		Y
		2023		100%		90%		90%				95%				92%		100%		100%		93%
		2024		100%		95%		90%				95%				92%		100%		100%		93%

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

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

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Hayes	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading 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%		64%
		2024		38%		67%		67%				92%				100%		35%		55%		69%

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

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

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

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

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

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

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

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

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Katy	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	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%
		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 At Meets or Above	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%
		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 At Meets or Above	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%
		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 At Meets or Above	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%
		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 At Meets or Above	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%
		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 At Meets or Above	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%
		2022 Target		25%		61%		58%				40%				0%		24%		57%		60%
		2022 Actual	5	60%	94	48%	23	61%	0		3	33%	0		8	63%	13	15%	107	48%	82	49%
		Met Target		Y		N		Y				N					N		N		N	
		2023		25%		58%		58%				40%				0%		24%		58%		65%
		2024		25%		58%		58%				40%				0%		24%		58%		65%

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	2023	2024
Goals	69%	70%

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

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

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

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

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

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

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

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

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

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Shafer	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	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%
		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 At Meets or Above	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%
		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%		29%
	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%		29%
	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%		29%
	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%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	7	43%	46	52%	67	75%	0	15	87%	0		4	50%	11	27%	33	48%	48	56%
		2021 Actual	5	20%	53	60%	60	63%	0	14	86%	0		7	57%	16	6%	39	44%	55	60%
		2022 Target		43%		57%		75%			87%				50%		27%		58%		61%
		2022 Actual	2	50%	49	49%	70	83%	0	10	70%	0		7	43%	22	36%	46	48%	48	44%
		Met Target		Y		N		Y			N				N		Y		N		N
		2023		43%		62%		75%			87%				50%		27%		58%		54%
		2024		43%		67%		75%			87%				50%		27%		58%		54%

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Stanley	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	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%		40%
	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%		40%	
	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%		40%
	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%		40%
	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%		40%
	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%		40%	
	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
Wolfe	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	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	
Wolman	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	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%
	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%
	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%
	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%
	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%
	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%
	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