

Goal2: Elementary Campus Goal Mathematics

The percent of all grades that score meets grade level or above on STAAR Math will increase from 30% on August, 2019 (TAPR) school year to 35% by August 2024 school year.

Annual Targets	2018-2019 STAAR	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	30%	No data due to Covid	30%	32%	34%	35%
Hispanic	30%		30%	32%	34%	35%
Special Education	12%		12%	14%	16%	17%
Former Special Education	*		*	*	*	*
Continuously Enrolled	28%		28%	30%	32%	33%
Non-Contin. Enrolled	41%		41%	43%	45%	46%
Econ. Disadvantaged	28%		28%	30%	32%	33%

Goal 2: Campus Goal Progress Measure 1 GPM1.1

The percentage of 3rd Grade students identified as Math on or above grade level on the STAAR exam will increase from 36% to 41% by August, 2024

Annual Targets	2018-2019 STAAR	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	36%	No data due to Covid	36%	38%	40%	41%
Hispanic	34%		34%	36%	38%	39%
Special Education	36%		36%	38%	40%	41%
Former Special Education	*		*	*	*	*
Continuously Enrolled	34%		34%	36%	38%	39%
Non-Contin. Enrolled	38%		38%	40%	42%	43%
Econ. Disadvantaged	33%		33%	35%	37%	38%

Goal 2: Campus Goal Progress Measure 2 GPM1.2

The percentage of 4th Grade students identified as Math on or above grade level on the STAAR exam will increase from 29% to 34% by August, 2024

Annual Targets	2018-2019 STAAR	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	29%	No data due to Covid	29%	31%	33%	34%
Hispanic	29%		29%	31%	33%	34%
Special Education	0%		0%	2%	4%	5%
Former Special Education	*		*	*	*	*
Continuously Enrolled	27%		27%	29%	31%	32%
Non-Contin. Enrolled	38%		38%	40%	42%	43%
Econ. Disadvantaged	27%		27%	29%	31%	33%

Goal 2: Campus Goal Progress Measure 3 GPM1.3

The percentage of 5th Grade students identified as Math on or above grade level on the STAAR exam will increase from 25% to 30% by August, 2024

Annual Targets	2018-2019 STAAR	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	25%	No data due to Covid	25%	27%	29%	30%
Hispanic	25%		25%	27%	29%	30%
Special Education	22%		22%	24%	26%	27%
Former Special Education	*		*	*	*	*
Continuously Enrolled	23%		23%	25%	27%	28%
Non-Contin. Enrolled	45%		45%	47%	49%	50%
Econ. Disadvantaged	22%		22%	24%	26%	27%