

Junior High Campus Goal Reading

The percent of all grades that score meets grade level or above on STAAR reading will increase from 30% on August 2019 (TAPR) school year to 48% 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%	38%	48%
Hispanic	30%		30%	32%	34%	48%
Special Education	11%		11%	23%	33%	48%
Continuously Enrolled	30%		30%	32%	38%	48%
Non-Contin. Enrolled	35%		35%	37%	39%	48%
Econ. Disadvantaged	27%		27%	27%	31%	48%
English Language Learners	33%		33%	35%	37%	48%

Goal 1: Campus Goal Progress Measure 1 GPM1.1

The percentage of 6th Grade students identified as Reading on or above grade level on the STAAR exam will increase from 22% to 27% by August, 2024

Annual Targets	2018-2019	2012-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	22%	No data due to covid	22%	24%	26%	27%
Hispanic	21%		21%	23%	25%	26%
Current Special Education	19%		19%	21%	24%	24%
Continuously Enrolled	23%		23%	25%	27%	28%
Non-Contin. Enrolled	13%		13%	15%	17%	18%
Econ. Disadvantaged	19%		19%	21%	23%	24%
English Language Learners	*		*	*	*	*

Goal 1: Campus Goal Progress Measure 2 GPM1.2

The percentage of 7th Grade students identified as Reading on or above grade level on the STAAR exam will increase from 29% August 2019 to 34% by August, 2024

Annual Targets	2018-2019	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%
Current Special Education	7%		7%	9%	11%	12%
Continuously Enrolled	28%		28%	30%	32%	33%
Non-Contin. Enrolled	30%		30%	32%	34%	35%
Econ. Disadvantaged	26%		26%	28%	30%	31%
English Language Learners						

Goal 1: Campus Goal Progress Measure 3 GPM1.3

The percentage of 8th Grade students identified as Reading on or above grade level on the STAAR exam will increase from 44% August, 2019 to 49% by August, 2024

Annual Targets	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	44%	No data due to covid	44%	46%	48%	49%
Hispanic	43%		43%	45%	47%	48%
Current Special Education	0%		2%	4%	6%	8%
Former Special Education	*		2%	4%	6%	8%
Continuously Enrolled	41%		41%	43%	45%	46%
Non-Contin. Enrolled	59%		59%	62%	63%	65%
Econ. Disadvantaged	38%		38%	41%	42%	43%
English Language Learners	40%		40%	42%	44%	45%