

Houston Independent School District
198 Love Elementary School
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

1. At Love Elementary high-quality instructional materials are integrated with instructional planning calendars and used daily to provide structured and effective education. These materials are carefully chosen to align with the curriculum and language goals, supporting both language proficiency and academic content. Teachers rely on these materials to plan their daily lessons, ensuring that they cover the required topics at the appropriate times within the academic year. Additionally, interim and formative assessments are employed to monitor students' progress in real-time, both in terms of language development and subject-specific comprehension. Teachers adapt their instruction based on the data gathered from these assessments, tailoring their approach to meet the diverse needs of their students, thus ensuring that the dual language program is a dynamic and successful learning experience. 2. In our elementary classroom, we employ a variety of effective routines and instructional strategies, including the implementation of MRS (Multiple Response Strategies), LO (Learning Objective), and DOL (Demonstration of Learning) alignment, as well as Dual Language components. We ensure that our LOs (Learning Objectives) align with curriculum goals, fostering clear understanding and providing a roadmap for student learning. The DOL (Demonstration of Learning) component allows students to showcase their understanding of the material, promoting active participation and clear expectations when assessing their comprehension. In the context of our Dual Language program, we emphasize language integration, utilizing bilingual resources, language-rich content, and cross-cultural activities to ensure students excel not only in language proficiency but also in subject-area content. These routines and strategies collectively create a robust and inclusive learning environment that supports the academic and language development of all our students. 3. Data-driven instruction plays a pivotal role in our educational approach. For instance, we systematically collect and analyze various forms of data, including standardized test scores, formative assessments, and classroom observations. When we identify a group of students struggling with a specific math concept, we develop a written intervention plan that involves creating small groups by tier levels, as well as pull-out groups for additional targeted instruction. Small group instruction allows us to work closely with students who need extra support, offering them more practice and one-on-one guidance. Data helps us place students in the appropriate tier, whether it's for additional challenge or targeted support. This data-driven strategy ensures that our teaching is responsive to each student's needs, and it informs our curriculum planning and professional development team, allowing us to continually refine our methods to optimize our students' learning experiences.

Student Achievement Strengths

1. Based on a review of last year's student growth and achievement data what are the areas of strength? Reading has consistently proven to be an area of strength within our campus, with students continually demonstrating high levels growth and a genuine enthusiasm for reading. 2. Where academically did the campus improve over previous years? To what do you attribute the improvement? 3rd grade STAAR Spanish reading scores have improved from 2022 to 2023 by 58% growth at the MEETs level, and by 57% at the MASTERS level. We attribute this achievement to the collaboration of our 3rd grade teachers, who constantly seek feedback to improve instructional practices and increase rigor. 3. Did students excel in any particular area? If so, name areas. The growth in student reading levels has been both remarkable and encouraging. Through our dedicated efforts in providing targeted instruction, fostering a love for reading, and implementing evidence-based reading programs, we have witnessed consistent and substantial progress in students' reading proficiency.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: At Love Elementary communication between home and school have been inconsistent. This deficiency hinders the establishment of a strong home-school

partnership and negatively impacts students' overall educational experience. **Root Cause:** The lack of effective communication stems from a combination of factors, including a lack of standardized communication protocols, expectations, and accountability. Many families were alarmed when GPC meetings occurred, and summer was a requirement for their child/ren.

Problem of Practice 2: At Love Elementary small group instruction was not implemented with fidelity. The teacher schedules did not lend the ability to have effective collaboration. With an added English strand more consideration to support this strand needed to be adjusted. **Root Cause:** The efficiency of our small group activities within the organization is a growing concern, characterized by disorganized scheduling, inconsistent attendance, and insufficient structure in the execution of group tasks and goals.

Problem of Practice 3: Data was being collected and presented to teachers, but proper use of the data to guide instruction was not implemented. Admin did not require teachers to create and carry out an action plans to assure student progress. **Root Cause:** Lack of communication was apparent; teachers did not communicate when they needed assistance or guidance. Effective collaboration between peers/colleagues was lacking.

School Culture and Climate

School Culture and Climate Summary

1. Staff and students describe the current school climate as inclusive and supportive. In particular students and staff value the relationships afforded by a smaller community and the attention to social emotional learning along with unique dual language programming at Love. 2. Overall school attendance has been a focus of Love as there is a direct correlation between students with low attendance and their academic and behavior performance in school. In terms of school wide campus events, Love has enjoyed record levels of attendance and participation from students, staff, and parents. 3. Love Elementary has consistently had extremely low behavior and discipline incidents which is a direct result of the proactive focus on social and emotional well being within the classroom by teachers, counselor, and administration. 4. Students, staff, and parents have consistently informally and formally expressed that they have strong relationships with all school community members and this is heavily due to consistent communication and transparency. 5. Students consistently express feeling safe and there are limited discipline/safety issues which are largely limited to minor misbehaviors. 6. Classrooms that have had consistent structured and organized lessons have seen this reflected in student achievement results.

School Culture and Climate Strengths

1. Transparent and clear communication to all stakeholders. 2. Strong relationships between teachers and students and the school with parents. 3. High levels of parent and community involvement.

Love has consistently improved in all areas relating culture, this is evident through our increased enrollment each year for the past 5 years. New systems, expectations, and protocols for all stakeholders to follow have also directly contributed to the strength in school culture and climate.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Love Elementary had a ADA attendance rate of 94% for the 2022-2023 school year. **Root Cause:** Although there were and are resources and personnel available to coordinate efforts to support these families and their student's attendance, their efforts were not in sync at all times. Resulting in the need to restructure and consolidate coordination for supporting our consistently late and absent students.

Parent and Community Engagement

Parent and Community Engagement Summary

1. Consistent attendance and involvement in all school and PTO sponsored activities.

Parent and Community Engagement Strengths

1. Consistent communication via our website, social media, classdojo, weekly newsletters from the school, and weekly class level newsletters to parents. 2. Parents are more involved overall, communicate and respond more frequently, and academic and behavior issues are intercepted and addressed earlier on and therefore students are able to make progress and remain on track.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Student Data: Assessments

- State and federally required assessment information

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups





Key Actions

Key Action 1: Establish clear curriculum use expectations and level of instructional rigor across all grade levels.

Strategic Priorities:





Transforming Academic Outreach

Indicator of Success 1: 70% of scores on spot observations conducted in December 2023 by campus administration and an independent review team will be Proficient I or higher; that percentage will increase to 80% in May 2024.

Specific Action 1 Details	Reviews			
Specific Action 1: Campus focus will focus in curriculum. School Leaders' Actions Determine, establish, and communicate curriculum/model of instruction to be followed by all teachers including multiple response strategies and PLC Data Review Protocols. Staff Actions Implement selected curriculum/model and actively communicate support needed.	Formative			Summative
	Feb	Mar	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Key Action 1: Establish clear curriculum use expectations and level of instructional rigor across all grade levels.

Indicator of Success 2: 75% of teachers will receive a 2 or higher on the use of multiple response strategies on the spot observation form by December 2023; that percentage will increase to 90% by May 2024.

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders will ensure that best checking for understanding strategies, School Leaders' Actions Provide appropriate PD to the appropriate staff to implement with fidelity using the selected curriculum model of instruction. Staff Actions Implement coaching/observation feedback including both formal and on the spot.	Formative			Summative
	Feb	Mar	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Key Action 1: Establish clear curriculum use expectations and level of instructional rigor across all grade levels.

Indicator of Success 3: 80% of students will demonstrate one grade level of growth or more as demonstrated on the DIBELS/NWEA MAP Assessments from the BOY to the EOY administrations.

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders will track data to provide support. School Leaders' Actions Efficient progress monitoring of teachers via evaluation/observations/coaching as well as data review and coaching. Staff Actions Consistent review of student progress data and develop with admin a data action plan and implement it with fidelity.	Formative			Summative
	Feb	Mar	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Key Action 1: Establish clear curriculum use expectations and level of instructional rigor across all grade levels.

Indicator of Success 4: 80% of 4th and 5th grade students will demonstrate one level of growth or more as demonstrated on the STAAR Reading and STAAR Math Assessments in the Spring of 2024 when compared to their Spring 2023 STAAR Assessment results.

Key Action 2: Establish clear communication expectations between teachers to families and admin to teachers that are centered on establishing student goals, monitoring goal progress, and curriculum comprehension.

Strategic Priorities:





Transforming Academic Outreach

Indicator of Success 1: 100% or more of parents will be connected with the school/classroom messaging system ClassDojo and PowerSchool Grade Platform. Any families who do not have at least one device in the home, 100% of them will be issued one by the school.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Campus will ensure that there is an effective communication with parents.</p> <p>School Leaders' Actions</p> <p>Provide clear direction and support regarding expectations around ClassDojo connection, teacher weekly newsletters, and failing student communication/conferences.</p> <p>Progress monitor grading cycle grade reports and monitor teacher follow through with reports/communication. Admin must also contact and schedule conferences for those students failing two or more subjects.</p> <p>Staff Actions</p> <p>Actively communicate to parents before the school year, during meet the teacher, open house, etc. regarding the importance of connecting via ClassDojo.</p> <p>Establish connection with all parents via multiple communication platforms within the first week of school and communicate classroom expectations.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Key Action 2: Establish clear communication expectations between teachers to families and admin to teachers that are centered on establishing student goals, monitoring goal progress, and curriculum comprehension.

Indicator of Success 2: 100% of classroom teachers provide weekly newsletters to their families that specifically state the upcoming week's learning objectives and goals and state ways in which families can support the specific classroom learning at home.

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders will make sure that there is a strong communication about student progress of the lack of it. School Leaders' Actions Create an action plan template that can be used by both teachers and admin for failing students. Staff Actions Utilize provided templates for reports on failing students and provide them to parents within one week following the end of a grading cycle.	Formative			Summative
	Feb	Mar	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Key Action 2: Establish clear communication expectations between teachers to families and admin to teachers that are centered on establishing student goals, monitoring goal progress, and curriculum comprehension.

Indicator of Success 3: 100% of students who are failing 1 subject at the end of a grading cycle will receive a detailed report with explanation from the teacher explaining areas that lack progress and action steps to catch students up. 100% of students failing 2 or more subjects at the end of a grading cycle will receive communication from the teacher and administration to arrange a conference to discuss an action plan for that student.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders will keep track of failing rates and communication with all stakeholders so progress can be made.</p> <p>School Leaders' Actions</p> <p>Actively communicate to the parent community the importance of connecting via ClassDojo and direct the appropriate office staff to follow up with families not connected by the end of the first week of school.</p> <p>Staff Actions</p> <p>Develop multiple strategies in collaboration with administration to implement in support of failing students (no cookie cutter or one-size fits all responses).</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Key Action 3: Affirm and modify SPED service monitoring systems to ensure 100% compliance and implementation of SPED services that promote student growth.

Strategic Priorities:





Increasing Organizational Efficiency

Indicator of Success 1: 100% of SPED Student Progress Monitoring Report Cards will be completed by appropriate campus staff before or no later than the required deadline each grading cycle.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: School focus will be in SPED students to progress towards their goals.</p> <p>School Leaders' Actions</p> <p>Ensure that the proper level of support is provided to SPED Teachers and Staff so that they may complete the appropriate and required progress monitoring reports and documents.</p> <p>Staff Actions</p> <p>Communicate to administration in advance any assistance or resources required to complete all required progress reports as well as service logs and binders.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Key Action 3: Affirm and modify SPED service monitoring systems to ensure 100% compliance and implementation of SPED services that promote student growth.

Indicator of Success 2: 100% of IEPs will remain in ARD compliance with all ARDS completed prior to or no later than the required compliance date.

Specific Action 1 Details	Reviews			
Specific Action 1: Campus will ensure that ARDs are schedule and efficiently working. School Leaders' Actions Progress monitor and check to ensure the ARD Calendar remains up to date and accurate at all times. Staff Actions Consistently communicate with parents of students if there is a change in service schedule, ARD date, etc.	Formative			Summative
	Feb	Mar	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Key Action 3: Affirm and modify SPED service monitoring systems to ensure 100% compliance and implementation of SPED services that promote student growth.

Indicator of Success 3: 100% of students receiving SPED services will have an up to date and accurate file/binder that documents services provided including what specifically, by whom and for how long. These files will be available to all appropriate staff including general education teachers who work with identified students.





Specific Action 1 Details	Reviews			
Specific Action 1: School leaders will make sure to progress monitoring SPED services. School Leaders' Actions Progress monitor and regular spot check services logs and binders to ensure they accurately reflect services being provided and that they match what is documented in the IEP. Staff Actions Ensure that SPED Teaching Assistants are being utilized to their maximum ability in terms of providing services and documenting services and progress.	Formative			Summative
	Feb	Mar	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Key Action 4: Improve parent and community involvement within the school and promote an overall positive school image within the community.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Indicator of Success 1: Meet or exceed the current diamond status requirements from the Family and Community Engagement Department. This includes a minimum of 6 parent workshops and a minimum of 40 community and parent events such as Coffee with the Principal, Family Nights, School Events/Festivals, participation in local community events, etc.

Specific Action 1 Details	Reviews			
Specific Action 1: Campus will ensure parents and community are actively involved with the school. School Leaders' Actions Ensure that a complete and accurate school calendar that reflects all planned events is maintained and regularly communicated and advertised to the community via weekly newsletters and reminders via ClassDojo and social media platforms. Staff Actions Promote school events within classroom communication.	Formative			Summative
	Feb	Mar	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Key Action 4: Improve parent and community involvement within the school and promote an overall positive school image within the community.

Indicator of Success 2: Actively promote parent and teacher participation in PTO by ensuring a minimum of 9 monthly general meetings and 9 monthly board meetings are held and include administration attendance. Coordinate with PTO to provide a minimum of 75% of classroom PTO Wishlist items.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders will build a strong PTO and a system to run it.</p> <p>School Leaders' Actions</p> <p>Collaborate with PTO Leadership to ensure systems are in place for teacher requests and wishlists as well as sufficient teacher representation at scheduled meetings.</p> <p>Staff Actions</p> <p>Follow established systems and protocols established with PTO and submit requests in the appropriate manner and time frame.</p> <p>Ensure that PTO requests directly align with student overall achievement and classroom experience.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Key Action 4: Improve parent and community involvement within the school and promote an overall positive school image within the community.

Indicator of Success 3: Expand the current SDMC to include a total of 3 local business/organization representatives.

Specific Action 1 Details	Reviews			
Specific Action 1: Campus will involved local businesses into the school. School Leaders' Actions Reach out to additional local businesses to become members of the SDMC.	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Key Action 4: Improve parent and community involvement within the school and promote an overall positive school image within the community.

Indicator of Success 4: Establish a student mentorship program with volunteers and support from local organizations and business partners to meet with identified students a minimum of once a month.

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders will ensure to have a strong mentorship system. School Leaders' Actions Coordinate with Wraparound to establish and promote mentorship program. Staff Actions Actively identify students who are in need of support socially, emotionally, family, etc. and fill out the required SAF for campus administration and student services team.	Formative			Summative
	Feb	Mar	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Key Action 4: Improve parent and community involvement within the school and promote an overall positive school image within the community.

Indicator of Success 5: Maintain accurate and up to date information on the campus website and campus social media platforms.

Specific Action 1 Details	Reviews			
Specific Action 1: Campus focus will be keep on Social Media working to better serve parents and students. School Leaders' Actions Assign and progress monitor appropriate staff to maintain website and social media platforms.	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

State Compensatory

Budget for 198 Love Elementary School

Total SCE Funds: \$204,900.00

Total FTEs Funded by SCE: 3.5

Brief Description of SCE Services and/or Programs

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Personnel for 198 Love Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alexandra Sterken	Tchr, Fifth Grade	1
Ashley Krus	Tchr, Kindergarten	1
David Ward	Tchr, Bilingual	1
John Tellez	Lecturer, Hrly - Degreed	0.25
Osias Mendoza	Lecturer, Hrly - Degreed	0.25

Addendums

Texas Education Agency
2022 School Report Card
LOVE EL (101912198) - HOUSTON ISD - HARRIS COUNTY

School Information

District Name:	HOUSTON ISD
Campus Type:	Elementary
Total Students:	325
Grade Span:	PK - 05

For more information about this campus, see:

<https://TXschools.gov>

or the Texas Academic Performance Report at:

<https://rptsvr1.tea.texas.gov/perfreport/tapr/2022/index.html>

Accountability Ratings

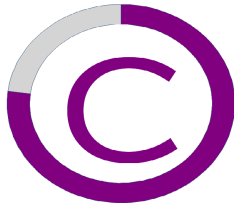
This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military. State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. Scores are scaled from 0 to 100 to align with letter grades.

Overall Rating



96 of 100

Student Achievement



77 of 100

School Progress



94 of 100

Closing the Gaps



100 of 100

Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations that are awarded when a school or district shows exceptional achievement in certain areas.



Texas Education Agency
2022 School Report Card
 LOVE EL (101912198) - HOUSTON ISD - HARRIS COUNTY

Student Information

This section provides demographic information about LOVE EL, including attendance rates, enrollment percentages for various student groups, student mobility rates, and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2020-21)			
	94.1%	93.7%	95.0%
Enrollment by Race/Ethnicity			
African American	7.1%	22.1%	12.8%
Hispanic	80.9%	61.9%	52.8%
White	9.2%	9.7%	26.3%
American Indian	0.3%	0.2%	0.3%
Asian	1.2%	4.5%	4.8%
Pacific Islander	0.0%	0.1%	0.2%
Two or More Races	1.2%	1.6%	2.9%
Enrollment by Student Group			
Economically Disadvantaged	75.7%	79.2%	60.7%
Special Education	9.2%	8.4%	11.6%
Emergent Bilingual/EL	43.1%	35.1%	21.7%
Mobility Rate (2020-21)			
	9.4%	14.0%	13.6%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	12.2	18.2	18.7
Grade 1	13.0	15.7	18.7
Grade 2	9.9	15.4	18.6
Grade 3	7.4	14.4	18.7
Grade 4	9.5	13.7	18.8
Grade 5	7.1	14.0	20.2
Grade 6	-	19.1	19.2
Secondary			
English/Language Arts	-	17.6	16.3
Foreign Languages	-	22.7	18.4
Mathematics	-	21.2	17.5
Science	-	21.5	18.5
Social Studies	-	22.8	19.1

School Financial Information (2020-21)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see: <http://tea.texas.gov/financialstandardreports/>

	Campus	District	State
Instructional Expenditure Ratio	n/a	63.8%	64.2%
Instructional Staff Percent	n/a	58.1%	64.9%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$9,770	\$10,524	\$11,106
Instruction	\$7,249	\$5,989	\$6,358
Instructional Leadership	\$137	\$185	\$186
School Leadership	\$756	\$749	\$654

Texas Education Agency
2022 School Report Card
 LOVE EL (101912198) - HOUSTON ISD - HARRIS COUNTY

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2022	74%	69%	74%	92%	72%	100%	-	-	-	-	70%
	2021	67%	57%	63%	89%	62%	100%	*	-	-	-	61%
ELA/Reading	2022	75%	70%	78%	100%	76%	100%	-	-	-	-	75%
	2021	68%	60%	71%	*	70%	*	*	-	-	-	70%
Mathematics	2022	72%	67%	75%	80%	73%	100%	-	-	-	-	70%
	2021	66%	53%	60%	*	59%	*	*	-	-	-	57%
Science	2022	76%	68%	64%	*	61%	*	-	-	-	-	57%
	2021	71%	59%	50%	*	47%	-	-	-	-	-	47%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2022	48%	43%	49%	69%	46%	85%	-	-	-	-	43%
	2021	41%	33%	28%	56%	26%	60%	*	-	-	-	25%
ELA/Reading	2022	53%	49%	58%	100%	55%	83%	-	-	-	-	53%
	2021	45%	38%	34%	*	32%	*	*	-	-	-	31%
Mathematics	2022	42%	38%	50%	60%	47%	83%	-	-	-	-	42%
	2021	37%	27%	25%	*	23%	*	*	-	-	-	22%
Science	2022	47%	39%	27%	*	24%	*	-	-	-	-	22%
	2021	44%	33%	19%	*	13%	-	-	-	-	-	17%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2022	23%	21%	26%	54%	22%	69%	-	-	-	-	21%
	2021	18%	15%	9%	22%	7%	40%	*	-	-	-	6%
ELA/Reading	2022	25%	24%	34%	80%	29%	67%	-	-	-	-	26%
	2021	18%	16%	15%	*	13%	*	*	-	-	-	10%
Mathematics	2022	20%	19%	24%	40%	20%	67%	-	-	-	-	20%
	2021	18%	13%	5%	*	3%	*	*	-	-	-	3%
Science	2022	21%	17%	13%	*	10%	*	-	-	-	-	14%
	2021	20%	14%	3%	*	3%	-	-	-	-	-	3%
Academic Growth Score (All Grades Tested)												
Both Subjects	2022	74	78	89	-	88	-	-	-	-	-	88
	2019	69	68	70	58	70	80	-	-	-	-	69
ELA/Reading	2022	78	81	84	-	83	-	-	-	-	-	82
	2019	68	68	73	75	74	80	-	-	-	-	72
Mathematics	2022	69	75	94	-	94	-	-	-	-	-	94
	2019	70	68	66	42	67	80	-	-	-	-	65
- Indicates there are no students in the group. * Indicates results are masked due to small numbers to protect student confidentiality. n/a Indicates data reporting is not applicable for this group.												