

Haddam Killingworth High School Continuous Improvement Plan 2024-25



**Regional School District #17
95 Little City Rd
Higganum, CT 06074**

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Haddam Killingworth School Improvement Plan 2024-25

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Introduction

RSD 17 is committed to aligning Continuous Improvement Plans to the Strategic Operating Plan. Teams thoughtfully created goals that will contribute to the District priorities and Vision of the Graduate. Theories of Action demonstrate our focus for the year and detail what we will work towards accomplishing. As a learning organization, we will monitor progress consistently and reflect on the impact of our actions.

RSD 17 Mission Statement

The Mission of Regional School District 17 is to engage students in an educational community that challenges them with high standards and builds their capacity for success and their aspiration to improve themselves and their society.

Vision of the Graduate



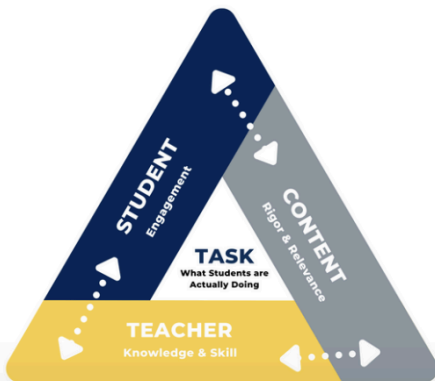
A graduate of the RSD17 School District is a compassionate critical thinker, who collaborates to solve problems, and is prepared to contribute to improving our world.

RSD 17 Instructional Vision

In 2024 a team of teachers and administrators worked to create an anchor set of expectations for teaching and learning in RSD 17. The vision will guide our work in our classrooms and our professional growth as well as highlight our values as we recruit and select our staff of the future.

Regional School District #17 Instructional Vision

RSD17 provides all students with a high-quality education that prepares them for college, career, and citizenship. To achieve this mission, we ensure that every classroom is a place where students are engaged in rigorous and relevant learning tasks, supported by effective and caring teachers, and challenged to meet high expectations. This is our vision of instruction, and it is based on the instructional core framework that emphasizes the interrelatedness of the teacher, the student, and the task. In this document, we describe our instructional vision in detail, and how it aligns with our district goals, standards, and initiatives. Our work in developing this vision incorporated elements of our Vision of a Graduate, Strategic Operating Plan, District Values, and Theory of Action, and was created by our teachers and educational leaders. It can be used in alignment with RSD17 Educator Growth and Support Plan.



Teacher

Teachers create a supportive environment that encourages academic risk-taking and builds positive relationships. Using highly reliable research-based instructional practices aligned to standards, teachers deliver rigorous and relevant instruction. They monitor student understanding, provide timely and constructive feedback, ask a range of questions, facilitate respectful discourse, scaffold, and adjust instruction to optimize student outcomes.

Scaffold: support, adapt, model, guide

Facilitate: lead, assist, accelerate, steer, question, respond, manage

Monitor: analyze data, assess, respond, question, provide feedback, adjust and adapt

Relationships: connect, encourage risk-taking, safe learning environment, provide choice

Student

In RSD17 classrooms, students plan, question, collaborate, and create to construct meaning within the learning task. Students experiment, take risks, revise their thinking, advocate, and persevere with difficult tasks exhibiting stamina to deepen their understanding of skills and content. Students take pride in their work and celebrate their own achievements and those of their peers.

Question: notice, wonder, inquire

Plan: goal setting, access information and tools, draft

Advocate: participate, accept feedback, speak up

Collaborate: listen, take turns, contribute, compromise

Create: write, draw, calculate, produce, design, speak

Celebrate: reflect, recognize, compliment

Task

Tasks are rigorous, relevant, engaging and accessible to all students. They provide opportunities for scaffolding, collaboration, and multi-sensory experiences. Open-ended tasks that support choice, risk-taking and inquiry allow students to create, set goals, and self-evaluate.

Relevant: culturally relevant, aligned to standards, relatable, applicable

Accessible: opportunity for all, auditory, kinesthetic, visual, multiple entry points

Rigorous: think critically, build academic stamina, complex, DOK (Depth of Knowledge)

Inquiry: plan, open-ended, investigate, experiment, problem solve, ask questions, evaluate



RSD17 Core Values

PUBLIC EDUCATION IS A RIGHT

All students have a right to an equitable education to develop a passion and direction for their future.

EVERY STUDENT HAS POTENTIAL

Students excel when they discover their strengths and persist through challenges to learn and grow.

QUALITY TEACHING IS ESSENTIAL TO LEARNING

Innovative and effective teaching promotes mastery of knowledge and skills.

STUDENT SUCCESS IS A SHARED RESPONSIBILITY

A strong and trusting partnership among students, families, and staff improves academic achievement and social development.

ALIGNMENT AND TEAMWORK ARE POWERFUL

We can accomplish anything when we collaborate toward common goals and a higher organizational purpose.

CRITICAL THINKERS MAKE INFORMED DECISIONS

An intellectually-disciplined culture of collaborators leads to meaningful discourse, viable decisions, and understanding.

SCHOOL IS A SAFE PLACE

Students thrive in schools that foster a safe and respectful climate.

SUSTAINABILITY SECURES OUR FUTURE

We are committed to using our resources efficiently through effective strategies and systems.

RSD 17 Strategic Operating Plan Priorities

1. Student Learning and Well-being
2. Educator Leadership and Capacity
3. Operational Efficiency
4. Enhance District Infrastructure

HKHS Core Values, Beliefs and Learning Expectations

We believe that every member of our community has value. We believe in the power of intellectual curiosity, global responsibility, and personal integrity. We believe in developing the knowledge and skills essential to healthy and productive lives.

HKHS Learning Expectations:

In a variety of contexts for a variety of purposes, students will:

1. Demonstrate personal responsibility, character, cultural understanding, and ethical behavior;
2. Communicate clearly and effectively in order to express ideas and connect with others;
3. Investigate, evaluate, and apply information;
4. Work both independently and collaboratively toward a specific outcome;
5. Demonstrate creative, innovative, and reflective thinking.

HKHS Strategic Priorities

Haddam Killingworth High School has been deeply engaged in the Continuous Improvement model for over ten years. Beginning with the school-wide data review in August, the Leadership Team crafts our collective improvement plan to incorporate ongoing learning for both students and educators, which has consistently yielded better learning outcomes for students. Overarching themes include **college and career readiness, improved student performance in literacy and numeracy, and school culture and community**. Specifically, our focus in recent years has been on helping our students to be strong candidates for post-graduate studies, understanding that the global competition for admission to colleges and universities is higher than for previous generations. As a rigorous academic program is at the heart of students' preparedness for their personal paths, our team engages in a full data team model to continuously review student learning outcomes, adjust our curriculum and instruction, and monitor both internal and external measures of our students' mastery of essential literacy and numeracy skills and content. Across our program, we seek to personalize learning for our students in a healthy and supportive school culture.

We are very proud of our achievements at HKHS. As a recipient of the National Blue Ribbon Award (2018), we believe we have a very strong program to offer to the young people of Haddam and Killingworth. We continue to enhance our program as we respond to the needs and interests of our students. This last year our school demonstrated great success on standardized tests scoring at or near the top both in the Shoreline Conference. All graduated seniors successfully completed the Senior Portfolio requirement and we look forward to expanding the internship program in the current academic year.

This year, we will finish our History course sequence revision by launching our Civics and Contemporary Issues. We will continue to implement the new graduation requirements and have every senior either apply for FAFSA or complete a FAFSA waiver.

We have identified **five strategic priorities** which will drive our work over the coming years including:

- Ensuring that appropriate academic supports are in place for all students;
- Continuing to update our program and graduation policy to align with two different sets of graduation requirements Class of 2026 and before, and Class of 2027 and beyond;
- Reach closure with regard to a solid plan to improve facilities to meet the needs of students and to meet the requirements under NEASC;
- Enhancing the school-to-career opportunities for students to include off-campus learning experiences such as internships, micro-credentialing options, and connections between coursework and career options.
- Addressing post-pandemic needs of both students including: returning to normal attendance rates, addressing developmental gaps, and meeting social-emotional needs

School Year: 2024-25		SOP Priority: 1	DCIP Objective(s): 1.1, 1.3, 1.5, 2.3
ToA: If we provide many and varied opportunities for students, and provide support when needed, then all students will graduate college and career-ready.			
Goal 1 - All students will graduate from Haddam Killingworth High School college and career-ready.			
Metric 1: Advanced course enrollments. Metric 2: Advisory calendar Metric 3: Lesson and Unit Plans Metric 4: Opportunities Book Metric 5: Senior Exit Interviews			
Action Plan			
Strategies (reference DIP)	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Implement the FAFSA graduation requirements.	Counseling staff and Administration	<ul style="list-style-type: none"> – Opportunities Book – Waiver letter – Newsletter – EdSight Secure FAFSA completion list 	<u>Evidence:</u> <ul style="list-style-type: none"> – 100% of Class of 2025 has completed the FAFSA or FAFSA waiver.
Explore more dual enrollment courses and implement, as appropriate.	Administration, Counseling department, Department Heads	<ul style="list-style-type: none"> – Opportunities Book – List of dual enrollment courses from state 	<u>Evidence:</u> <ul style="list-style-type: none"> – Opportunities for new/more dual enrollment courses are in the Opportunities Book.
Infuse explicit instruction on employability skills in Senior Advisory lessons.	Faculty and Administration	<ul style="list-style-type: none"> – Advisory Calendar – Committee on Employability skills 	<u>Evidence:</u> <ul style="list-style-type: none"> – Advisory calendar lists specific employability lessons – Employability lesson plans

Increase the number of guest speakers/assemblies directly aligned with college and career readiness.	Faculty and Administration	<ul style="list-style-type: none"> – College Fair – Advisory Calendar – Appropriate Speakers 	<u>Evidence:</u> <ul style="list-style-type: none"> – List of guest speakers – Feedback during senior exit interviews
Increase counseling and college readiness activities in Advisory.	Administration and Counseling Department	<ul style="list-style-type: none"> – Meeting with school counselor – College readiness lesson plans 	<u>Evidence:</u> <ul style="list-style-type: none"> – Advisory calendar with lessons/meetings scheduled at opportune times – Advisory lesson plans
Embed the Vision of Graduate and Instructional Vision into everyday school experiences, cornerstone assessments, etc.	Faculty and Administration	<ul style="list-style-type: none"> – Department time to review curriculum and update cornerstone assessments as appropriate 	<u>Evidence:</u> <ul style="list-style-type: none"> – Lesson/unit plans reflect Vision of Graduate and Instructional Vision, and cornerstone assessments are created and updated to assess VOG components
Focus on post-secondary planning by improving upon college selection and application process	Faculty and Administration	<ul style="list-style-type: none"> – Training for CollegeBoard Big Future and Blue Book – Time in Advisory 	<u>Evidence:</u> <ul style="list-style-type: none"> – Advisory schedule contains sessions for senior-junior mentoring, increased time with counselors, and resources are readily available
Focus on post-secondary planning by continuing to administer the post-grad survey and analyzing results to identify possible areas of growth	Counseling and Administration	<ul style="list-style-type: none"> – Distribution list for class of 2024 – Time to analyze data 	<u>Evidence:</u> <ul style="list-style-type: none"> – Survey results and future planning notes

Support the internship program in its second year, expanding opportunities for students	Internship Coordinator and Administration	<ul style="list-style-type: none"> – Internship Sites – Budgetary support 	<u>Evidence:</u> <ul style="list-style-type: none"> – Expanded list of internship sites – Higher number of successfully completed internships
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School Year: 2024-25		SOP Priorities: 1, 4	DCIP Objective: 1.1, 1.5, 4.3
ToA: If we collect and analyze student assessment data and adult action data, then we can make informed instructional school decisions and improve student performance.			
Goal 2 - Students will continue to show consistent growth and academic progress through monitoring academic performance and utilizing appropriate interventions when necessary.			
Metric 1: Data team notes Metric 2: PSAT/SAT/NGSS Data Metric 3: Internal benchmarking and cornerstone assessment data Metric 4: Digital portfolio data Metric 5: Professional development schedule			
Action Plan			
Strategies (reference DIP)	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Assess individual department data team processes and improve each according to need.	Department Data Teams	<ul style="list-style-type: none"> – District data team reflection sheet – Department meeting time 	<u>Evidence:</u> <ul style="list-style-type: none"> – Department self-assessment and data team notes
Review grading and scoring practice to calibrate grading vs. other measures of student mastery.	Data Teams, Administration	<ul style="list-style-type: none"> – Department meeting time 	<u>Evidence:</u> <ul style="list-style-type: none"> – Department meeting agendas – Leadership team notes – Faculty meeting notes
Incorporate innovative technology into instruction to enhance student learning	Faculty and Administration	<ul style="list-style-type: none"> – Professional development for innovative technology 	<u>Evidence:</u> <ul style="list-style-type: none"> – Lesson plans and learning outcomes around new technology – Annual budget requests

Continue to budget for equipment needs for the HKHS program	Department Heads and Administration	– Approved budget	<u>Evidence:</u> <ul style="list-style-type: none"> – Equipment necessary for full curriculum implementation is present in each classroom – 2025-2026 budget requests
Expand faculty knowledge of artificial intelligence tools for instruction and assessment	Library Media Specialist, Administration	– External AI training	<u>Evidence:</u> <ul style="list-style-type: none"> – Professional development calendar – Faculty meeting agendas
Improve and implement intervention strategies in mainstream classrooms.	Faculty and Administration	<ul style="list-style-type: none"> – Tier 1 intervention list – Professional development time 	<u>Evidence:</u> <ul style="list-style-type: none"> – Teacher observations – Professional development agendas – MTSS meeting notes – Department meeting minutes
Implement highly reliable research-based Marzano instructional strategies (3 for the district, 2 for the building)	Faculty and Administration	– P.D. regarding the the strategies	<u>Evidence:</u> <ul style="list-style-type: none"> – Teacher observations and discussions during faculty and department meetings
Request additional and appropriate support to address MTSS, specifically interventionists.	Faculty and Administration	<ul style="list-style-type: none"> – Data to justify requests – MTSS data 	<u>Evidence:</u> <ul style="list-style-type: none"> – Budget to schedule additional interventionists

Identify students who are near benchmark on standardized tests using all appropriate data and implement interventions to improve their performance.	Faculty and Administration	<ul style="list-style-type: none"> – PSAT Data – Data from practice tests – NGSS - IAB data 	<u>Evidence:</u> <ul style="list-style-type: none"> – Data team notes, benchmark data, standardized testing data, and gap data – English intervention rosters
Continue to address and close the achievement gaps for high needs students	Faculty and Administration	<ul style="list-style-type: none"> – PSAT Data – Data from practice tests – NGSS - IAB data – Collaboration time between SPED teachers and tested areas teachers 	<u>Evidence:</u> <ul style="list-style-type: none"> – Standardized test scores
Consistently implement school-wide late work policy	Faculty and Administration	<ul style="list-style-type: none"> – None 	<u>Evidence:</u> <ul style="list-style-type: none"> – Teacher feedback – PowerSchool data
Extend the add/drop period at the beginning of each semester.	Leadership Team	<ul style="list-style-type: none"> -None 	<u>Evidence:</u> <ul style="list-style-type: none"> – Student Handbook – Opportunities Book
Strategically schedule standardized testing to maximize student performance.	Administration	<ul style="list-style-type: none"> -None 	<u>Evidence:</u> <ul style="list-style-type: none"> – Standardized Testing Schedule

Review/train faculty on Senior Portfolio requirements.	Administration	-None	<u>Evidence:</u> — Faculty meeting agendas
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School Year: 2024-25		SOP Priority: 1	DCIP Objective: 1.1, 1.2, 1.5
ToA: If we collect and analyze student climate and adult action data, then we can make informed decisions to improve school culture and climate.			
Goal 3 - HKHS will foster a school culture and climate that nurtures and elicits personal responsibility, character, cultural understanding, and ethical behavior.			
Metric 1: PD calendar Metric 2: New course enrollment and year end grades Metric 3: Discipline and attendance data Metric 4: School culture data			
Action Plan			
Strategies (reference DIP)	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Research emerging best practices around cell phone restriction in schools and explore usage and impact on student learning at HKHS.	Faculty and Administration	<ul style="list-style-type: none"> – New committee – Articles on research and procedures /policies from other schools 	<u>Evidence:</u> <ul style="list-style-type: none"> – Student data – A-team meeting minutes – Establishment of committee – Committee meeting minutes
Explore/propose cell phone policy for future, as appropriate	Cell phone committee	<ul style="list-style-type: none"> – Policy drafts 	<u>Evidence:</u> <ul style="list-style-type: none"> – Committee meeting minutes – Proposal (if necessary)
Adjust Securly Pass protocols to increase consistency and decrease abuse.	Faculty and Administration	<ul style="list-style-type: none"> – Training on Securly pass – Resources for teachers 	<u>Evidence:</u> <ul style="list-style-type: none"> – Securly pass data – Faculty meeting agenda
Reduce student truancy, chronic absenteeism, and tardiness	Faculty and Administration	<ul style="list-style-type: none"> – Training on Attendance Monitor – CBH Counselor 	<u>Evidence:</u> <ul style="list-style-type: none"> – Year-end attendance and tardy data – Administrative notes – Notes from school attendance team
Research and train staff on restorative practices in anticipation of upcoming legislation	Administration	<ul style="list-style-type: none"> – Training on restorative practices 	<u>Evidence:</u> <ul style="list-style-type: none"> – Professional development agendas – Faculty meeting schedule
Train staff and implement new Title IX requirements	Faculty and Administration	<ul style="list-style-type: none"> – Title IX training from attorney 	<u>Evidence:</u> <ul style="list-style-type: none"> – PD/Faculty meeting agendas – Appropriate staff assignments – Title IX data

Refresh/calibrate discipline strategies to address areas of need (i.e. disrespect, parking, insubordination, subtle mean behavior)	Faculty and Administration	<ul style="list-style-type: none"> – Discipline PD – Teacher discipline log 	<u>Evidence:</u> <ul style="list-style-type: none"> – Year-end discipline data – Teacher discipline data – Faculty meeting minutes
Refresh/revise parent evening events to increase effectiveness and attendance	Faculty and Administration	<ul style="list-style-type: none"> – Time to propose shifts 	<u>Evidence:</u> <ul style="list-style-type: none"> – Feedback from multiple stakeholders – Attendance at events – Leadership team reflections
Ensure that every student has at least 1 trusted adult in the building	Faculty and Administration	<ul style="list-style-type: none"> – Health Survey 	<u>Evidence:</u> <ul style="list-style-type: none"> – Health lessons plans – Survey results – Faculty meeting student match-up document
Work to address and eliminate discriminatory behavior among students	Faculty and administration	<ul style="list-style-type: none"> – Advisory activities – Staff training 	<u>Evidence:</u> <ul style="list-style-type: none"> – Student survey data – Senior exit interview data – Training notes from PD and faculty meetings – Discipline data – Advisory calendar
Expand student and faculty/staff tools and skill sets for engaging in respectful discourse and difficult conversations	Faculty and administration	<ul style="list-style-type: none"> – Advisory activities – Staff training 	<u>Evidence:</u> <ul style="list-style-type: none"> – Advisory calendar – PD agendas – Faculty meeting agendas – Leadership team reflections – Student survey data

School Academic Data

Haddam-Killingworth High School SAT School Day - March 26, 2024 - 11th grade

Group	Number of Test Takers	Total Score	Evidence Based Reading & Writing	Math	% Test Takers Met Both Benchmarks	% Test Takers Met ERW Benchmark	% Test Takers Met Math Benchmark	% Test Takers Met No Benchmarks
School	126	1084	548	536	46%	76%	49%	21%
State	36,869	962	491	471	29%	55%	30%	44%
Total Group	1,241,011	952	485	466	26%	53%	27%	46%

PSAT 8/9 (Class of 2027)		PSAT NMSQT (Class of 2026)		PSAT NMSQT (Class of 2025)		SAT (Class of 2025)	
# of students tested:	121	# of students tested:	128	# of students tested:	123	# of students tested:	126
Met ERW	64%	Met ERW	65%	Met ERW	64%	Met ERW	76%
Met Math	37%	Met Math	35%	Met Math	37%	Met Math	49%
Met both	36%	Met both	34%	Met both	37%	Met both	46%
Met neither	34%	Met neither	34%	Met neither	36%	Met neither	21%

	2018-19		2021-22		2022-2023		2023-2024	
District	Percentage Met or Exceeded	Average Scale Score	Percentage Met or Exceeded	Average Scale Score	Percentage Met or Exceeded	Average Scale Score	Percentage Met or Exceeded	Average Scale Score
State of Connecticut	47.7	1100	43.8	1097	46.9	1098	46.9	1098
HKHS	68.3	1113	46	1096	80.6	1121	70.4	1114

School Climate/Culture and Family Engagement Data

[23-24 Surveys](#)

Survey Group	Question	2023-24		2024-25	
		# of responders	Percent positive	# of responders	Percent positive
Student	I have at least one trusted adult in my school that I can go to for help.	425	95%		%

School Culture – Student Attendance (Percentage of Non-Chronic Students)						
	2018-19	2019-20	2020-21	2021-22	2023-24	2024-25
Percentage of Students with > 90% of days of attendance*	94%	92%	-	94.1%	77.8%	92.5%
Percentage of students identified as chronically absent*	6%	8%	-	5.9%	22.2%	7.5%

*according to state report

Schoolwide Professional Learning Plan		
School Objective: Improving teaching and learning is a continuous focus, therefore, professional learning is critical to the growth and improvement of student achievement.		
DATES	STAFF RESPONSIBLE	OUTCOMES
5 Early Release Days	Certified staff	Staff will use the district data team protocol to analyze student work and determine next steps.
	Paraprofessionals	Complete mandatory trainings and others that are relevant to position responsibilities.
Professional Learning days	Certified Staff	PLC meetings focused on data-driven decision-making for the planning of instruction.
Ongoing	Certified Staff	Staff will continue work with the three district and two building based Marzano instructional strategies.
Ongoing	Certified Staff	Staff will continue learning about AI and how to incorporate innovative technology lessons into lessons.

School Priorities

Technology

- A.I. training for faculty
- Innovative technology in classes
- Viewboard training

Building & Grounds

- Budget for physical plant needs

Professional Learning

- Marzano instructional strategies
- Student learning data
- Restorative Practices

Culture

- Restorative practices
- Positive school culture
- Attendance and tardies resources and procedures

Haddam Killingworth High School - Accountability Index - 2022-2023

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	64.6	75	129.1	150	86.1	85.2
1b. ELA Performance Index - High Needs Students	52.6	75	105.3	150	70.2	72.1
1c. Math Performance Index - All Students	62.0	75	124.0	150	82.7	79.6
1d. Math Performance Index - High Needs Students	51.8	75	103.5	150	69.0	65.2
1e. Science Performance Index - All Students	76.2	75	100.0	100	100.0	82.1
1f. Science Performance Index - High Needs Students	65.1	75	86.8	100	86.8	68.2
2a. ELA Academic Growth - All Students	.	100%	.	.	.	57.2
2b. ELA Academic Growth - High Needs Students	.	100%	.	.	.	52.5
2c. Math Academic Growth - All Students	.	100%	.	.	.	61.8
2d. Math Academic Growth - High Needs Students	.	100%	.	.	.	55.5
2e. Progress Toward English Proficiency - Literacy	.	100%	.	.	.	55.3
2f. Progress Toward English Proficiency - Oral	.	100%	.	.	.	56.1
4a. Chronic Absenteeism - All Students	22.2%	<=5%	15.6	50	31.1	39.8
4b. Chronic Absenteeism - High Needs Students	33.1%	<=5%	0.0	50	0.0	6.0
5. Preparation for CCR - Percent Taking Courses	84.2%	75%	50.0	50	100.0	100.0
6. Preparation for CCR - Percent Passing Exams	62.0%	75%	41.3	50	82.6	59.0
7. On-track to High School Graduation	95.3%	94%	50.0	50	100.0	87.7
8. 4-year Graduation: All Students (2022 Cohort)	98.5%	94%	100.0	100	100.0	94.6
9. 6-year Graduation: High Needs Students (2020 Cohort)	85.7%	94%	91.2	100	91.2	91.1
10. Postsecondary Entrance (Graduating Class 2022)	85.6%	75%	100.0	100	100.0	88.2
11. Physical Fitness (estimated participation rate = 100.0%)	79.4%	75%	50.0	50	100.0	60.6
12. Arts Access	66.9%	60%	50.0	50	100.0	90.9
Accountability Index			1196.8	1450	82.5	69.3

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	67.8	52.6	15.2	17.0	N
Math Performance Index Gap	64.8	51.8	13.0	18.6	N
Science Performance Index Gap	75.0	65.1	9.9	18.6	N
Graduation Rate Gap (2020 Cohort)	94.0	85.7	8.3	5.4	Y

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for Graduation Rate), the ultimate target is used for gap calculations.
 If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	97.0
ELA - High Needs Students	90.3
Math - All Students	97.0
Math - High Needs Students	90.3
Science - All Students	97.0
Science - High Needs Students	90.9