



## 2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: Chatfield ISD #227

Grades Served: K-12

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**New this year!** This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual WBWF Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

**Part A:** Required for all districts/charters

**Part B:** Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to [MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

If you have questions while completing the WBWF portion of the summary, please feel free to email [MDE.WorldsBestWorkforce@state.mn.us](mailto:MDE.WorldsBestWorkforce@state.mn.us) or contact [Susan Burris](mailto:susan.burris@state.mn.us), (susan.burris@state.mn.us).program manager for District Support.

If you have any questions regarding the A&I portion of this report, please email [MDE.Integration@state.mn.us](mailto:MDE.Integration@state.mn.us).

## Part A: Required for All Districts

### Annual Report

**WBWF Requirement:** For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

**A & I Requirement:** Districts must post a copy of their A & I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- *Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.*  
<https://docs.google.com/document/d/1KVCn0kC5pjH-UY9AvaX6zH1kQdLfDnrwT8Pht0zXJg/edit#heading=h.qjdqxs>
- *Provide the direct website link to the A & I materials.*
- *Chatfield School District's Direct Link:*  
<http://chatfield.k12.mn.us/district/Forms%20%20Policies/Achievment%20and%20Integration%202018%20to%202020%20Plan.pdf>

### Annual Public Meeting

**WBWF Requirement:** School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

**A&I Requirement:** The public meeting for A & I is to be held at the same time as the WBWF annual public meeting.

*December 17, 2018*

*The plan was to do it in November as per last year, but the Superintendent needed to take an extended medical leave at the time so the process was postponed.*

### District Advisory Committee

**WBWF Requirement:** The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2017-18 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Jerry Chase	Parent/School Board	
Amy Jeffers	Parent/School Board	
Katie Priebe	Parent/School Board	
Matt McMahon	Parent/School Board	
Scott Backer	Parent/School Board	
Lanny Isensee	Parent/School Board	
Randy Paulson	Admin	
Shane McBroom	Admin/Parent	
Ed Harris	Admin/Parent	
Lindsey Olson	High School Counselor	
Mary Allen	Community Member	
Lorri Lowrey	Parent/Support Staff	
Abi Hinckley	Student Senate	
Stephanie Bradt	Student Senate	

## Equitable Access to Excellent Teachers

**WBWF Requirement:** WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has been employed for three or less years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.

- *Equitable Access to Experienced, Effective, and In-Field Teachers*
  - *Who is included in the conversations to review equitable access data and when do these occur?*
  - *What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use?*
  - *What are the root causes contributing to your gaps?*
  - *What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers?*
- *Access to Diverse Teachers*
  - *What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?*
  - *What efforts are in place to increase the diversity of the teachers in the district?*

**Prior to each school year, principals, counselors, and teacher leaders, evaluate NWEA MAP and MCA data to determine remedial and enrichment needs of K-12 students. Based upon this data, groups of students are identified and scheduled into programs such as ADSIS (k-6), ALEKS Math (7-12), Reading Enrichment (7-12), Freshman Tutoring, FlexStar (7-12), FOCUS ALP (7-12) and CIS courses (10-12). Specialized teachers are chosen and assigned to these programs to ensure congruence between student need and teacher skill sets. Students may be placed or exited thereafter depending upon their academic abilities/progress. Our district is not large enough nor diverse enough for equitable access concerns to develop regarding teacher assignments/access. All staff are effective and in-field. There are no identifiable gaps related to equitable access for low income, students of color, or American Indian students.**

**We are an equal opportunity employer and post for positions several times per year. Diversity among applicants is nearly non-existent. Rural southeast MN school districts do not attract a diverse teacher candidate pool. In the past couple of years, the number of applicants for certain positions has declined dramatically. This is reflective of the statewide teacher shortage.**

## Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

## Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

## Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures.

### All Students Ready for School

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p><b>At the start of the 17-18 school year, we would like 82% of our incoming kindergarten students to have attended a preschool course. This would be a 2% improvement over the previous year.</b></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><b>At the start of the 17-18 school year, we had 58/61 (95%) enrolled kindergartners that had attended a preschool course.</b></p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

*Bulleted narrative is appreciated. 200-word limit.*

- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? The data used to identify needs in this goal area include the preschool enrollment figures compared to the kindergarten enrollment figures. The data is disaggregated based on those students**

that did not have any preschool experience as compared to those that did have preschool experience prior to entering kindergarten.

- *What strategies are in place to support this goal area?* The strategies used to support this goal is to promote our preschool programming through our Community Education Early Childhood Family Education class as well as publishing notices in the local news papers, our school website, and on the school facebook page.
- *How well are you implementing your strategies?* The strategies are fully implemented and proving to be highly successful.
- *How do you know whether it is or is not helping you make progress toward your goal?* By reviewing the results of our kindergarten enrollment numbers, the work that is being done is showing great results.

### All Students in Third Grade Achieving Grade-Level Literacy

X WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p><b>After spring benchmark testing, 77% or more of Chatfield Elementary second graders will score at or above Norm Grade Level Mean RIT on the NWEA MAP test for overall performance. This would be a 2% increase over the previous year.</b></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><b>Spring 2018 Result - 69.6% at or above Norm Grade Level Mean RIT on the NWEA MAP Test.</b></p>	<p><i>Check one of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met <b>X Goal Not Met</b></p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

*Bulleted narrative is appreciated. 200 word limit.*

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?* The data used to identify needs in this goal includes the NWEA MAP Test for all of our second grade students. The data is disaggregated by student groups including those that score at or above the Norm Grade Level Mean RIT score and those that score below.
- *What strategies are in place to support this goal area?* Weekly PLC Meetings take place to review the Unit Assessments used to determine mastery on the MN State Standard. Report Cards have been aligned to the standards and student performance is reviewed weekly to determine interventions that are needed.
- *How well are you implementing your strategies?* Chatfield Elementary 2nd Grade students continue to score very well on the Nationally Normed Assessments resulting in above average results on the MCA Assessments.

- *How do you know whether it is or is not helping you make progress toward your goal?* **Our students continue to score 10-15% above state average on our MCA Assessments despite scoring a few points below our goals.**

## Close the Achievement Gap(s) Between Student Groups

<input type="checkbox"/> WBWF Goal <b>Only</b> <input checked="" type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p><b>District Goal (K-6)</b></p> <ul style="list-style-type: none"> <li>● <b>Reading: Increase percentage of students proficient in Reading from 81.4% proficient (2017) to 82.25% proficient in the spring of 2018.</b></li> <li>● <b>Math: Increase percentage of students proficient in Math from 81.4% proficient (2017) to 82.25% proficient in the spring of 2018.</b></li> <li>● <b>Science: Increase percentage of students proficient in Science from 77.8% proficient (2017) to 80% proficient in the spring of 2018.</b></li> </ul> <p><b>District Goal (7-12)</b></p> <p><b>Reading: Increase percentage of Special Education students proficient in Reading from 22.2% to 40% proficient in the spring of 2018.</b></p> <p><b>Reading: Increase percentage of Free-Reduced students proficient in Reading from 42.5% to 46% proficient in the spring of 2018.</b></p> <p><b>Reading: Increase percentage of all students proficient in Reading from 44.2% to 48% proficient in the spring of 2018.</b></p> <p><b>Implement specific reading classes</b></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><b>District Goal Results 2018 (K-6)</b></p> <ul style="list-style-type: none"> <li>● <b>Reading MCA 2018 Result</b> <ul style="list-style-type: none"> <li>○ 79.6% Proficient</li> </ul> </li> <li>● <b>Math MCA 2018 Result</b> <ul style="list-style-type: none"> <li>○ 75.7% Proficient</li> </ul> </li> <li>● <b>Science MCA 2018 Result</b> <ul style="list-style-type: none"> <li>○ 72.7% Proficient</li> </ul> </li> </ul> <p><b>District Goal Results 2018 (7-12)</b></p> <ul style="list-style-type: none"> <li>● <b>Special Education Reading MCA 2018 Results</b> <ul style="list-style-type: none"> <li>○ 20.9% Proficient</li> </ul> </li> <li>● <b>Free-Reduced Reading MCA 2018 Results</b> <ul style="list-style-type: none"> <li>○ 47.3% Proficient</li> </ul> </li> <li>● <b>All Students Reading MCA 2018 Results</b> <ul style="list-style-type: none"> <li>○ 57.2% Proficient</li> </ul> </li> </ul>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track  <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met  <input checked="" type="checkbox"/> Goal Not Met</p>



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**The District has used the following Data to identify needs in this goal area:**

District formative assessments as well as NWEA Map scores to guide instruction.

**The District disaggregated by the following methods:**

We identify students in different sub groups and track their data during data wall/review meetings to discuss district assessments and MAP scores.

**The District has the following strategies to support this goal:**

The district has added a .75 FTE special education teacher for 2017-18 school year who will focus on reading interventions for 7th and 8th grade special education students starting October 1, 2017, using direct, specialized, IEP instruction. The District has also added a .25 FTE general education teacher for the 2017-18 school year to offer a general education 7th and 8th grade reading intervention course by December 1, 2017 that will provide instruction for all students who are at risk readers – including at risk special education students. We also improved the effectiveness of testing schedule.

**How well has the district implemented this goal?**

This goal has been completely implemented and has continued to be in place for the current school year.

**The District is continuing to monitor the implementation process by:**

Students skills are assessed when they enter the program and ongoing assessments are done while students are in the program. Comparisons are also done through the district formative assessments and the NWEA Map scores.

## All Students Career- and College-Ready by Graduation

<input type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p><b>Class of 2018 grads will receive a “Career and College Ready” designation on their transcripts if they:</b></p> <ol style="list-style-type: none"> <li><b>Complete the MCAs and ACT</b></li> <li><b>Complete all graduation course requirements</b></li> </ol> <p><b>Class of 2018 grads and beyond will need to accomplish the top two requirements, as well as complete yearly goal setting, career interest inventories, and a senior job shadow/informational interview assignment.</b></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><b>64 out of 65 2018 seniors completed steps one and two.</b></p> <p><b>For the class of 2018, seniors were offered the option of completing goals, an interest inventory, and a job shadow during their senior year to get the “Career/College ready” designation on their transcripts. Seven students chose to complete these three additional expectations and received the designation.</b></p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>

*Bulleted narrative is appreciated. 200 word limit.*

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
  - *What strategies are in place to support this goal area?*
  - *How well are you implementing your strategies?*
  - *How do you know whether it is or is not helping you make progress toward your goal?*
- **The strategy for the 2018-2019 school year will be to introduce the schoology assignments to all students earlier, before second semester begins.**
  - **9-11th graders have already been introduced to the career requirements on schoology and are familiar with new grade requirements each year.**
  - **Current seniors have logged in to schoology as Juniors and know that there are requirements for each year. 40 current seniors completed junior year requirements last year.**

## All Students Graduate

<input type="checkbox"/> WBWF Goal <b>Only X</b> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p><b>Chatfield High School will have more than 96% of their 2018 graduating class earn a high school diploma by the end of June 2018 and reduce the number of non-graduates by 2 students.</b></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><b>Chatfield High School has a 98.5% graduation rate in 2018. Only one student is on record as a non-graduate.</b></p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input checked="" type="checkbox"/> On Track  <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input checked="" type="checkbox"/> Goal Met  <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

### What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

The district has used the data records of students that have entered the 11th grade and compare that with the students that have graduated at the end of June their senior year. The district also uses the Graduation Rate report from MDE.

### What strategies are in place to support this goal area?

The District implemented an ALP program along with an in-school credit recovery program that operates during the school year and a credit recovery program during the summer.

### How well are you implementing your strategies?

Both the ALP program and the Credit Recovery program have been fully implemented and continue to be in place.

### How do you know whether it is or is not helping you make progress toward your goal?

The district is using the credit data records of students that have entered the 11th grade and compare that with the students that have graduated meeting all of the credit requirements at the end of June their senior year. The district also uses the Graduation Rate report from MDE

## Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

### Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<p><i>Provide the SMART goal statement here.</i></p> <p><b>Proficiency rates on the Minnesota State Accountability Reading Test will increase by an average of 2 percentage points per year while free and reduced students will increase by an average of 3 percentage points per year.</b></p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Achievement Goal</i></p> <p><input type="checkbox"/> <i>Integration Goal</i></p>	<p><i>Provide the baseline starting point here.</i></p> <p><b>Spring 2016 Minnesota State Accountability Test reading data for all students is 72% with high school at 57.4% and Elementary at 81.4% and for Free-Reduced students 54.6% with High School at 33.3% and Elementary at 67.1%</b></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><b>Reading results for all students is 70% with high school at 57.2% and Elementary at 79.7% and for Free-Reduced Students 57.1% with the High School at 47.3% and the Elementary at 66.7%</b></p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>On Track</i></p> <p><input type="checkbox"/> <i>Not on Track</i></p>

**The District has used the following Data to identify needs in this goal area:**

District formative assessments as well as NWEA Map scores to guide instruction.

**The District disaggregated by the following methods:**

We identify students in different sub groups and track their data during data wall/review meetings to discuss district assessments and MAP scores.

**The District has the following strategies to support this goal:**

The district has added a .75 FTE special education teacher for 2017-18 school year who will focus on reading interventions for 7th and 8th grade special education students starting October 1, 2017, using direct, specialized, IEP instruction. The District has also added a .25 FTE general education teacher for the 2017-18 school year to offer a general education 7th and 8th grade reading intervention course by December 1, 2017 that will provide instruction for all students who are at risk readers – including at risk special education students. We also improved the effectiveness of testing schedule.

**How well has the district implemented this goal?**

This goal has been completely implemented and has continued to be in place for the current school year.

**The District is continuing to monitor the implementation process by:**

Students skills are assessed when they enter the program and ongoing assessments are done while students are in the program. Comparisons are also done through the district formative assessments and the NWEA Map scores.

## Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<p><i>Provide the SMART goal statement here.</i></p> <p><b>Proficiency rates on the Minnesota State Accountability Math Test will increase by an average of 1 percentage points per year while free-reduced students will increase by an average of 2 percentage points per year.</b></p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Achievement Goal</i></p> <p><input type="checkbox"/> <i>Integration Goal</i></p>	<p><i>Provide the baseline starting point here.</i></p> <p><b>Spring 2016 Minnesota State Accountability Test math data for all students is 75.6% with high school at 68.5% and Elementary at 80.1% and for Free-Reduced students 54.6% with High School at 54.2% and</b></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><b>Math results for all students is 69.6% with high school at 62.3% and Elementary at 75.3% and for Free-Reduced Students 49.6% with the High School at 39.3% and the Elementary at 59.6%</b></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>On Track</i></p> <p><input checked="" type="checkbox"/> <i>Not on Track</i></p>

		Elementary at 70.7%		
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**The District has used the following Data to identify needs in this goal area:**

District formative assessments as well as NWEA Map scores to guide instruction.

**The District disaggregated by the following methods:**

We identify students in different sub groups and track their data during data wall/review meetings to discuss district assessments and MAP scores.

**The District has the following strategies to support this goal:**

The district has added a math enrichment program for all student in the 7<sup>th</sup> grade. This was done on a volunteer basis and now it is a requirement for all 7<sup>th</sup> graders starting the 2017-18 school year.

**How well has the district implemented this goal?**

This goal has been completely implemented and has continued to be in place for the current school year.

**The District is continuing to monitor the implementation process by:**

Students skills are assessed when they enter the program and ongoing assessments are done while students are in the program. Comparisons are also done through the district formative assessments and the NWEA Map scores.

**Please Note:** If you have additional goals to add, copy and paste the A&I goal table below.

## Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also consider ways that your A&I plan strategies have increased integration within your district.

**The Achievement and Integration Goal for Integration: In an effort to increase college and career**

**readiness, Rochester Area AI collaborative districts will partner annually by sending a team of student**

**leaders to at least one Student School Board meeting each year. This collaboration will result in a**

**decrease of the number of Chatfield High School non-graduates by 2 students per year as measured by**

**our annual graduation rate report.**

**We have combined our Diversity Council with a new organization that is referred to as BIONIC which**

**focuses on caring for all students and making sure that all students feel welcomed at Chatfield High**

**School. This organization has met more than the 3-4 times as mentioned in our goal**

**Chatfield High School has also participated in at least two career explorations opportunities in**

**Rochester.**

**Chatfield High School's graduation rate for the 2018 school year was 98.5%. This exceeds the goal of 96% and has reduced the number of non-graduates by 2 with only having one student on record not graduating in the 2018 school year.**