



World's Best Workforce

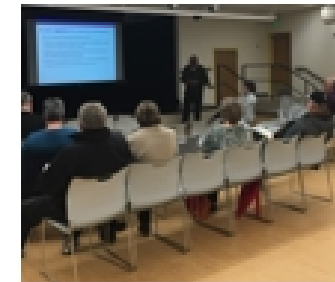
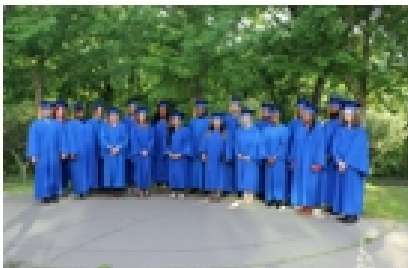
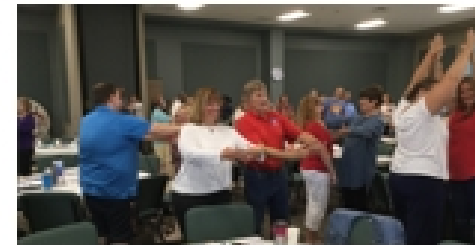
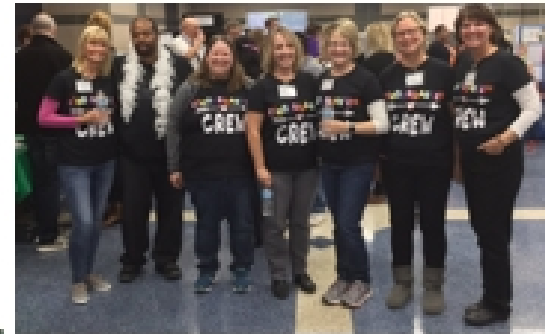
Data Presentation

November 29, 2018

See All. Serve All. Support All.



See All. Serve All. Support All.



Historical Context



Excellence
is the Standard

Unified District Vision: High Intellectual Performance Through Equity

Our Mission

The mission of Robbinsdale Area Schools is to inspire and educate all learners to develop their unique potential and positively contribute to their community.

Unified District Vision

Robbinsdale Area Schools is committed to ensuring every student graduates career and college ready. We believe each student has limitless possibilities and we strive to ignite the potential in every student. We expect high intellectual performance from all our students. We are committed to ensuring an equitable and respectful educational experience for every student, family and staff member, focusing on strengths related to:

- Race
- Culture
- Ethnicity
- Home or First Language
- National Origin
- Socioeconomic Status
- Gender
- Sexual Orientation
- Age
- Ability
- Religion
- Physical Appearance

The Unified District Vision Consists of Four Key Goals:

1. Implement policies and practices that open pathways to academic excellence for all students
2. Utilize culturally responsive teaching and personalized learning for all students
3. Engage family and community members as partners
4. Engage and Empower students by amplifying student voice

STRATEGIC PRIORITIES

Kindergarten Readiness:
Provide high-quality early learning programs to ensure all students are kindergarten ready.

- Measures: Formative Assessment Systems for Teachers (F.A.S.T.)

Third Grade Reading Proficiency:
Provide differentiated learning experiences to ensure all third grade students achieve grade level literacy.

- Measures: M.C.A.

High School Graduation:
Ensure every student graduates from high school career and college ready.

- Measures: High School Graduation Rate

Standards - All staff will teach the state standards K-12.

Central Office Capacity:
Build central office capacity to deliver services in a timely manner to influence student academic achievement.

- Measures: Customer Service Survey

Middle School Re-Design Completed

- Measures: Student Survey, Staff Survey, Administration Survey, and Parent Survey

- R.C.A.



World's Best Workforce (WBWF) – 2013

Unified District Vision (UDV) – 2014

Adoption of Strategic Priorities – 2016

Revisiting the UDV – 2017/18

Adoption of Equity Policy – 2018

WBWF Performance Measures

- Student performance on the National Association of Education Progress (NAEP)
- Reduction of the academic achievement gap by student groups
- Student performance on the Minnesota Comprehensive Assessments (MCA)
- College and Career readiness under section 120.30, subdivision 1

Unified District Vision Goals

- Implement policies and practices that open pathways to Academic Excellence for ALL students
- Utilize culturally responsive teaching and personalized learning for ALL students
- Engage family and community members as partners
- Engage and empower students by amplifying student voice

Strategic Priorities

Kindergarten Readiness: Provide high quality early learning programs to ensure ALL students are kindergarten ready.

- Measures: Formative Assessment Systems for Teachers (FAST)

Third Grade Reading: Provide differentiated learning experiences to ensure ALL third grade students achieve grade level literacy.

- Measures: Minnesota Comprehensive Assessment (MCA) and FAST

High School Graduation: Ensure every student graduates from high school career, articulated skilled trades, and college ready.

- Measures: High School Graduation Rates

Strategic Priorities (continued)

Standards: ALL staff will teach the state standards K-12.

Central Office Capacity: Build central office capacity to deliver services in a timely manner to influence student academic achievement.

- Measures: Downey walk-through, Implementing efficient operational strategies, and Customer Service Training

Middle School Transition: Ensure a smooth academic and social-emotional transition to and from middle school.

- Measures: “Where Everyone Belongs” (W.E.B.) transition program and College Board recommended curriculum (SpringBoard)

RAS Equity Policy

Adopted July 9, 2018

- The mission of Robbinsdale Area Schools (RAS) is to inspire and educate all learners to develop their unique potential and positively contribute to their community: See All, Serve All, Support All! The Unified District Vision (UDV) and Board Core Values are embodied by the RAS Equity Definition.
- RAS defines equity as setting the conditions, to the extent possible, to assure access and opportunity for ALL students, while eliminating gaps in performance based on race, socio-economic status, and language. Discriminatory policies and practices are not tolerated.
- RAS is committed to the provision of a barrier-free learning environment. Graduating students ready for careers, skilled trades, and college is our priority. We will actively eliminate district policies, structures, and practices which perpetuate inequities and contribute to disproportionality in access and outcomes.

RAS Equity Policy (continued)

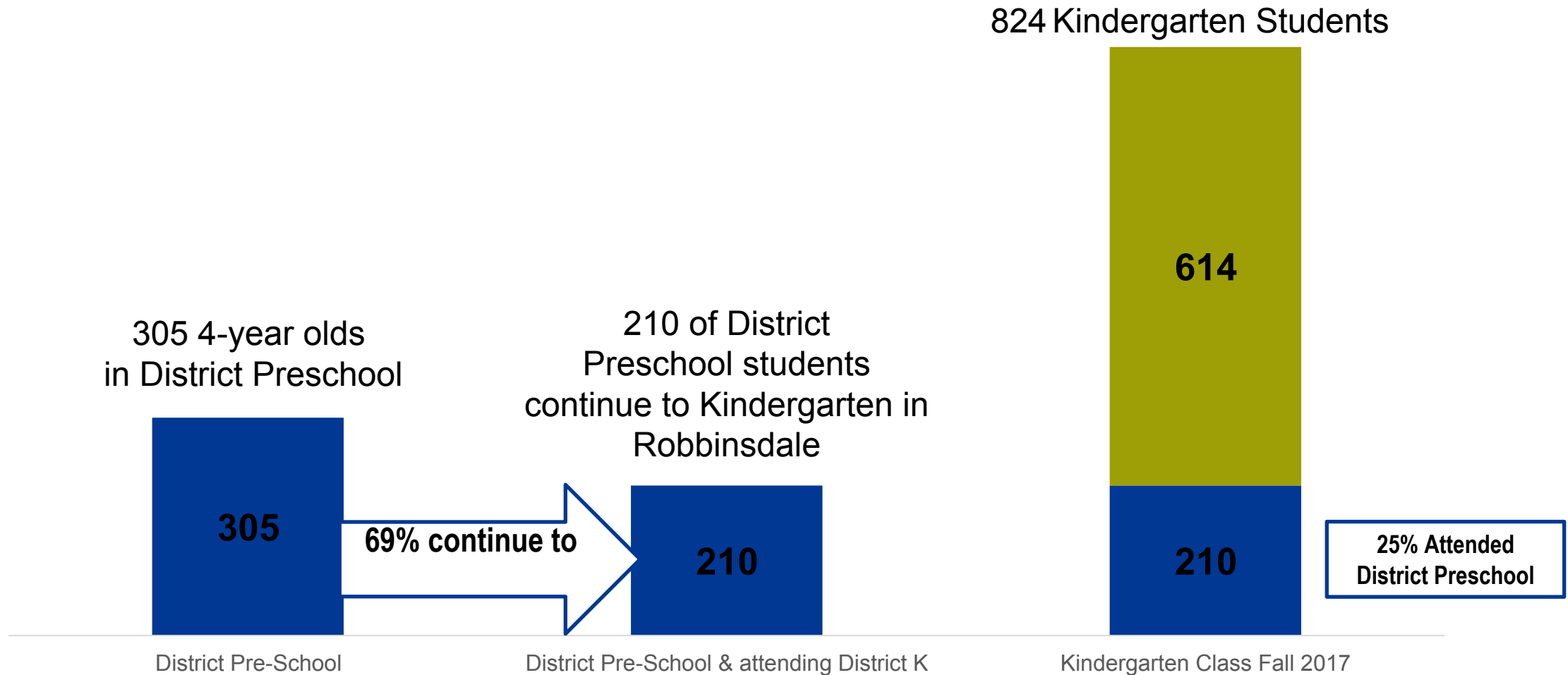
- Recognition of the strengths within our staff and students is an essential core value. These strengths are related to factors such as: race; culture; ethnicity; language; national origin; socioeconomic status; gender; sexual orientation; age; ability; religion; and physical appearance.
- To secure this vision, RAS will focus on the individual and unique needs of each student.

Fall 2018 Kindergarten Class



Fall 2018 Kindergarten Class

25% attended preschool in the district



District Pre-K Enrollment and Matriculation into Kindergarten

	District Pre-K (4 year olds)	District Pre-K students enrolled in Kindergarten	% of District Pre-K that continued to Kindergarten	Fall Kindergarteners	% of Fall Kindergarteners that attended District Pre-K
2013-14	260	220	85%	899	24%
2014-15	342	256	75%	861	30%
2015-16	356	242	68%	843	29%
2016-17	305	210	69%	824	25%



305 students attended a preschool program within district in 2016-17

69% (210/305) of our Preschool Students attended Kindergarten in the District

- 76% (16/21) of our Asian American preschool students attended kindergarten in the district
- 73% (35/48) of our Hispanic American preschool students attended kindergarten in the district
- 62% (67/108) of our Black preschool students attended kindergarten in the district
- 72% (92/128) of our White preschool students attended kindergarten in the district

Students who participated in district preschool are more likely to score at grade level on kindergarten literacy assessments than comparison groups

Percent Scoring at Low Risk on Kindergarten Literacy Assessment (FAST) in Fall 2017

Student Free/Reduced Price Lunch status	% Scoring Low Risk
FRL students who participated in district pre-school programs	50%
FRL students who did not participate in district pre-school programs (comparison group)	34%
Regular lunch students who participated in district pre-school programs	63%
Regular lunch students who did not participate in district pre-school programs (comparison group)	69%

Student English Learner status	% Scoring Low Risk
EL students who participated in district pre-school programs	34%
EL who did not participate in district pre-school programs (comparison group)	28%
Students not qualifying for EL who participated in district pre-school programs	62%
Students not qualifying for EL who did not participate in district pre-school programs (comparison group)	56%

Students who participated in district preschool are more likely to score at grade level on kindergarten literacy assessments than comparison groups

Percent Scoring at Low Risk on Kindergarten Literacy Assessment (FAST) in Fall 2017

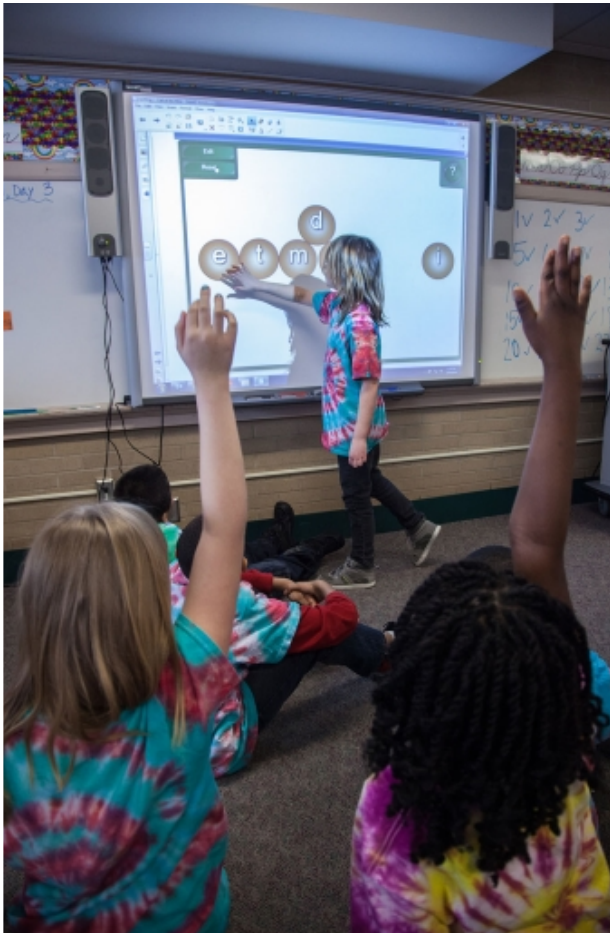
Race/Ethnicity	% Scoring Low Risk
Asian students who participated in district pre-school programs	50%
Asian students who did not participate in district pre-school programs (comparison group)	44%
Hispanic students who participated in district pre-school programs	26%
Hispanic students who did not participate in district pre-school programs (comparison group)	23%
African American/Black students who participated in district pre-school programs	55%
African American/Black students who did not participate in district pre-school programs (comparison group)	48%
White students who participated in district pre-school programs	68%
White students who did not participate in district pre-school programs (comparison group)	64%

While there is a gap in literacy skills between students from different racial/ethnic and socioeconomic backgrounds as they begin Kindergarten, **the gap has decreased for some groups.**

Percent Scoring at the Low Risk level as they enter Kindergarten

	Fall 2013	Gap	Fall 2014	Gap	Fall 2015	Gap	Fall 2016	Gap	Fall 2017	Gap
All Kindergarten students	51%		49%		54%		56%		54%	
American Indian	(8 students)		36%	31%	(6 students)		46%	23%	(7 students)	
Asian/Pacific Islander	42%	27%	43%	24%	48%	21%	49%	20%	49%	19%
Hispanic	21%	48%	21%	46%	25%	44%	31%	38%	27%	41%
African American/Black	38%	31%	39%	28%	45%	24%	51%	18%	47%	21%
White	69%		67%		69%		69%		68%	
F/R Lunch	31%	39%	30%	39%	39%	31%	43%	29%	43%	22%
Regular Lunch	70%		69%		70%		72%		65%	
English Learners	23%	33%	15%	41%	21%	38%	33%	25%	34%	24%
English Speakers	56%		56%		59%		58%		58%	

Kindergarten Students on Track for Third Grade MCA Reading Proficiency



Letter Naming

As school began, nearly half of students were able to identify enough letters to be on track to reach proficiency on the 3rd grade Reading MCA.

Letter Naming: 40 letters or more

	Fall 16	Winter 17	Fall 17	Winter 18
All students	48%	93%	49%	91%
American Indian	31%	100%	Too few students to report	
Asian American	51%	97%	38%	90%
Hispanic American	21%	86%	26%	78%
African American	48%	90%	43%	90%
White	55%	96%	60%	96%
F/R Lunch	39%	91%	38%	88%
Regular Lunch	60%	96%	60%	96%
Female	47%	94%	49%	94%
Male	49%	92%	48%	89%

By winter, 67% of kindergarten students could name all their upper and lower case letters (something they need to be able to do well before spring of Kindergarten to be on track to reach proficiency on the 3rd grade Reading MCA).

Letter Naming: All letters

	Fall 16	Winter 17	Fall 17	Winter 18
All students	11%	80%	10%	67%
American Indian	---	77%	Too few students to report	
Asian American	20%	87%	9%	65%
Hispanic American	6%	63%	7%	47%
African American	11%	77%	8%	59%
White	11%	85%	13%	79%
F/R Lunch	7%	75%	6%	54%
Regular Lunch	17%	85%	15%	82%
Female	10%	80%	10%	70%
Male	12%	80%	10%	65%

Letter Sounds

As school began, nearly half of students were able to produce sounds for four letters or more letters of the alphabet, enough to be on track to reach proficiency on the 3rd grade Reading MCA.

Letter Sounds: 4 or more

	Fall 16	Winter 17	Fall 17	Winter 18
All students	47%	99%	48%	97%
American Indian	31%	100%	Too few students to report	
Asian American	32%	100%	25%	98%
Hispanic American	27%	96%	26%	94%
African American	46%	99%	40%	95%
White	58%	100%	61%	99%
F/R Lunch	37%	98%	34%	96%
Regular Lunch	60%	100%	62%	98%
Female	45%	99%	50%	98%
Male	49%	99%	45%	96%

By winter, 53% of kindergarten students could produce sounds for all letters of the alphabet letters (something they need to be able to do well before spring of Kindergarten to be on track to reach proficiency on the 3rd grade Reading MCA).

Letter Sounds: All

	Fall 16	Winter 17	Fall 17	Winter 18
All students	2%	72%	2%	53%
American Indian	0%	62%	Too few students to report	
Asian American	3%	74%	0%	45%
Hispanic American	0%	57%	0%	41%
African American	2%	69%	2%	46%
White	3%	79%	2%	61%
F/R Lunch	1%	66%	1%	43%
Regular Lunch	3%	81%	2%	63%
Female	2%	75%	2%	57%
Male	2%	70%	1%	48%

MCA Math Proficiency

Elementary and Middle School

Elementary	2014	2015	2016	2017	2018
All	53%	51%	50%	49%	46%
American Indian	35%	46%	47%	35%	14%
Asian	49%	55%	51%	55%	52%
Black/African American	29%	28%	28%	26%	26%
Hispanic/Latino	37%	35%	38%	36%	31%
Native Hawaiian/ Pacific Islander	Cell size too small to report				
Two or more races	50%	43%	45%	52%	47%
White	73%	71%	70%	71%	66%
English Learner	21%	23%	23%	24%	24%
English Speaker	58%	55%	54%	53%	49%
Lunch: Free/Reduced	36%	35%	35%	34%	31%
Lunch: Regular	72%	69%	69%	70%	65%
Regular Ed	57%	54%	53%	53%	49%
Special Ed	26%	27%	25%	25%	26%
Male	53%	53%	51%	49%	47%
Female	54%	49%	49%	50%	45%
Gifted/Talented: Not identified	44%	41%	41%	41%	38%
Gifted/Talented: Identified	91%	89%	90%	91%	88%

Middle School	2014	2015	2016	2017	2018
All	40%	36%	34%	38%	35%
American Indian	14%	14%	26%	28%	16%
Asian	33%	36%	37%	41%	38%
Black/African American	17%	15%	14%	17%	14%
Hispanic/Latino	23%	23%	21%	23%	21%
Native Hawaiian/ Pacific Islander	Cell size too small to report				
Two or more races	33%	29%	29%	34%	30%
White	60%	55%	54%	60%	58%
English Learner	8%	11%	3%	7%	2%
English Speaker	43%	38%	37%	41%	38%
Lunch: Free/Reduced	21%	19%	18%	21%	20%
Lunch: Regular	60%	55%	53%	60%	53%
Regular Ed	43%	40%	37%	42%	39%
Special Ed	18%	13%	14%	14%	9%
Male	39%	35%	33%	39%	35%
Female	41%	37%	35%	38%	34%
Gifted/Talented: Not identified	31%	27%	25%	29%	26%
Gifted/Talented: Identified	85%	80%	81%	83%	80%

October 1 enrolled students

MCA Proficiency - High School Math

Math	2014	2015	2016	2017	2018
All	35%	33%	30%	32%	28%
American Indian	Cell size too small to report				
Asian	38%	35%	40%	46%	23%
Black/African American	16%	13%	12%	7%	7%
Hispanic/Latino	17%	7%	18%	19%	17%
Native Hawaiian/ Pacific Islander	Cell size too small to report				
Two or more races	17%	11%	11%	21%	26%
White	47%	48%	43%	51%	45%
English Learner	13%	0%	0%	6%	2%
English Speaker	35%	33%	31%	33%	30%
Lunch: Free/Reduced	19%	15%	15%	13%	13%
Lunch: Regular	47%	46%	42%	51%	41%
Regular Ed	38%	36%	32%	35%	31%
Special Ed	9%	5%	10%	6%	9%
Male	38%	33%	33%	34%	27%
Female	31%	32%	27%	29%	29%
GT: Not identified	26%	24%	22%	25%	21%
GT: Identified	78%	85%	80%	83%	71%

Elementary and Middle School Reading Proficiency

Reading scores increased at the middle school level (from 46% to 49%) while they held steady at the elementary level.

Elementary	2014	2015	2016	2017	2018
All	51%	52%	50%	51%	51%
American Indian	29%	46%	47%	41%	36%
Asian	43%	41%	41%	47%	46%
Black/African American	28%	31%	32%	31%	33%
Hispanic/Latino	33%	35%	34%	36%	36%
Native Hawaiian/ Pacific Islander	Cell size too small to report				
Two or more races	51%	53%	50%	53%	52%
White	71%	72%	70%	71%	72%
English Learner	12%	15%	11%	13%	19%
English Speaker	56%	57%	56%	56%	56%
Lunch: Free/Reduced	34%	36%	34%	35%	38%
Lunch: Regular	70%	71%	70%	71%	68%
Regular Ed	54%	55%	53%	54%	55%
Special Ed	25%	24%	22%	24%	23%
Male	47%	48%	47%	47%	48%
Female	55%	56%	53%	54%	55%
Gifted/Talented: Not identified	42%	43%	41%	43%	44%
Gifted/Talented: Identified	87%	86%	85%	87%	88%

Middle School	2014	2015	2016	2017	2018
All	48%	45%	49%	46%	49%
American Indian	24%	30%	17%	29%	37%
Asian	37%	35%	47%	46%	51%
Black/African American	24%	22%	27%	24%	30%
Hispanic/Latino	30%	31%	39%	34%	36%
Native Hawaiian/ Pacific Islander	Cell size too small to report				
Two or more races	38%	44%	49%	42%	52%
White	69%	66%	69%	67%	68%
English Learner	6%	2%	5%	4%	4%
English Speaker	52%	49%	52%	49%	53%
Lunch: Free/Reduced	29%	27%	32%	29%	34%
Lunch: Regular	67%	65%	69%	66%	66%
Regular Ed	51%	50%	54%	50%	53%
Special Ed	27%	16%	17%	15%	15%
Male	44%	39%	44%	42%	45%
Female	51%	52%	54%	50%	53%
Gifted/Talented: Not identified	41%	37%	41%	38%	41%
Gifted/Talented: Identified	84%	85%	87%	87%	87%

MCA Proficiency - High School Reading

Reading	2014	2015	2016	2017	2018
All	53%	50%	53%	51%	49%
American Indian	Cell size too small to report				
Asian	46%	55%	42%	41%	57%
Black/African American	27%	29%	31%	27%	26%
Hispanic/Latino	38%	35%	45%	36%	38%
Native Hawaiian/ Pacific Islander	Cell size too small to report				
Two or more races	28%	54%	45%	46%	42%
White	71%	65%	73%	71%	70%
English Learner	8%	0%	0%	3%	7%
English Speaker	55%	51%	56%	54%	54%
Lunch: Free/Reduced	32%	32%	37%	31%	32%
Lunch: Regular	70%	68%	72%	70%	66%
Regular Ed	56%	55%	57%	55%	53%
Special Ed	29%	16%	23%	22%	24%
Male	51%	48%	50%	46%	44%
Female	54%	52%	56%	56%	56%
GT: Not identified	46%	44%	48%	44%	42%
GT: Identified	93%	91%	93%	94%	87%

Elementary and Middle School Science Proficiency

Elementary	2014	2015	2016	2017	2018
All	53%	45%	51%	49%	45%
American Indian	Cell size too small to report				
Asian	38%	35%	44%	54%	50%
Black/African American	25%	19%	31%	23%	24%
Hispanic/Latino	34%	25%	35%	35%	27%
Native Hawaiian/ Pacific Islander	Cell size too small to report				
Two or more races	53%	47%	46%	55%	45%
White	75%	69%	71%	73%	71%
English Learner	13%	6%	11%	10%	9%
English Speaker	57%	49%	56%	52%	50%
Lunch: Free/Reduced	35%	27%	34%	35%	30%
Lunch: Regular	72%	66%	71%	68%	65%
Regular Ed	55%	48%	54%	52%	50%
Special Ed	33%	25%	24%	24%	18%
Male	52%	45%	54%	50%	45%
Female	53%	46%	48%	48%	46%
Gifted/Talented: Not identified	48%	35%	43%	40%	36%
Gifted/Talented: Identified	81%	84%	87%	88%	89%

Middle School	2014	2015	2016	2017	2018
All	30%	27%	33%	33%	27%
American Indian	Cell size too small to report				
Asian	25%	18%	32%	30%	24%
Black/African American	7%	10%	11%	13%	10%
Hispanic/Latino	12%	16%	14%	13%	17%
Native Hawaiian/ Pacific Islander	Cell size too small to report				
Two or more races	23%	15%	35%	33%	24%
White	50%	44%	56%	53%	44%
English Learner	1%	3%	0%	5%	3%
English Speaker	33%	30%	36%	35%	30%
Lunch: Free/Reduced	13%	12%	15%	17%	15%
Lunch: Regular	49%	42%	54%	50%	41%
Regular Ed	32%	29%	36%	34%	31%
Special Ed	19%	14%	16%	23%	8%
Male	29%	29%	32%	34%	31%
Female	31%	26%	34%	32%	23%
Gifted/Talented: Not identified	30%	20%	24%	26%	19%
Gifted/Talented: Identified	67%	67%	81%	70%	69%

October 1 enrolled students

High School Science Proficiency

Science	2014	2015	2016	2017	2018
All	42%	44%	43%	42%	39%
American Indian	27%	Cell size too small to report			
Asian	36%	38%	42%	34%	41%
Black/African American	21%	22%	18%	14%	15%
Hispanic/Latino	24%	22%	23%	22%	20%
Native Hawaiian/ Pacific Islander	Cell size too small to report				
Two or more races	21%	41%	33%	34%	33%
White	56%	62%	66%	64%	60%
English Learner	9%	6%	3%	0%	3%
English Speaker	43%	45%	44%	44%	41%
Lunch: Free/Reduced	21%	23%	23%	21%	19%
Lunch: Regular	57%	62%	64%	60%	56%
Regular Ed	44%	46%	46%	45%	41%
Special Ed	20%	20%	20%	17%	25%
Male	41%	46%	44%	38%	36%
Female	43%	41%	42%	46%	42%
Gifted/Talented: Not identified	33%	36%	37%	35%	30%
Gifted/Talented: Identified	88%	83%	88%	85%	89%

Average Score: ACT Composite

New Baseline

	Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018
Robbinsdale	21.6 n=651	21.6 n=630	21.6 n=630	19.8 n=906	19.4 n=829	19.1 n=829
Minnesota	23.0	22.9	22.7	21.1	21.5	21.3
National	20.9	21.0	21.0	20.8	21.0	20.8

- All students in the Class of 2016, 2017 and 2018 took the ACT in their Junior Year as part of a district-wide administration required by the state.
- In previous years, only students who elected to take the test had ACT scores.

ACT Scores by Race/Ethnicity

New Baseline

Average Composite Score		Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018
White	Robbinsdale	23.7 n=341	23.8 n=340	23.6 n=328	22.5 n=409	22.3 n=341	22.5 n=319
	Minnesota	23.6	23.7	23.7	22.2	22.6	22.5
Asian	Robbinsdale	18.7 n=59	19.9 n=52	20.8 n=57	19.2 n=72	19.9 n=71	18.8 n=50
	Minnesota	20.7	20.7	20.7	20.2	20.6	20.5
Hispanic / Latino	Robbinsdale	20.7 n=50	18.9 n=31	18.9 n=53	17.1 n=99	18.2 n=77	17.4 n=113
	Minnesota	20.2	19.8	19.8	17.9	18.4	18.5
Black / African American	Robbinsdale	17.2 n=119	16.7 n=112	17.8 n=123	16.0 n=168	15.6 n=180	15.8 n=170
	Minnesota	18.0	17.9	17.6	16.5	17.0	16.9
Two or More Races	Robbinsdale	22.1 n=51	19.2 n=50	20.3 n=36	18.2 n=79	19.1 n=68	19.2 n=58
	Minnesota	22.3	22.3	22.2	20.4	20.8	20.9
Prefer not / No Response	Robbinsdale	21.7 n=28	22.8 n=42	24.0 n=27	19.1 n=70	16.5 n=87	16.5 n=116
	Minnesota	23.5	23.0	21.3	19.8	20.3	19.8

ACT Scores by Gender

New Baseline

Average Composite		Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018
Males	Robbinsdale	22.1 n=333	21.6 n=274	22.0 n=301	20.0 n=434	20.0 n=394	19.0 n=396
	Minnesota	23.2	23.2	23.1	21.1	21.5	21.2
Females	Robbinsdale	21.1 n=318	21.5 n=356	21.2 n=329	19.7 n=455	19.2 n=393	19.3 n=430
	Minnesota	22.7	22.7	22.5	21.3	21.7	21.4

Students Meeting All Four College Readiness Benchmarks

New Baseline

All 4 Benchmarks		Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018
All Students	Robbinsdale	32% 202 of 630 students	32% 202 of 630 students	23% 209 of 906 students	20% 164 of 829 students	20% 168 of 829 students
	Minnesota	39%	39%	29%	31%	30%
White	Robbinsdale	46% 157 of 340 students	46% 176 of 382 students	38% 156 of 409 students	35% 120 of 341 students	38% 121 of 319 students
	Minnesota	44%	45%	35%	38%	37%
Asian	Robbinsdale	19% 10 of 52 students	23% 13 of 57 students	15% 11 of 72 students	21% 14 of 71 students	20% 10 of 50 students
	Minnesota	24%	27%	23%	25%	25%
Hispanic / Latino	Robbinsdale	13% 6 of 45 students	13% 7 of 53 students	8% 8 of 99 students	12% 9 of 77 students	8% 9 of 113 students
	Minnesota	19%	20%	11%	13%	14%
Black / African Am	Robbinsdale	4% 5 of 112 students	9% 11 of 123 students	6% 10 of 168 students	2% 4 of 180 students	2% 4 of 170 students
	Minnesota	10%	10%	7%	7%	8%
Two or More Races	Robbinsdale	16% 8 of 50 students	22% 8 of 36 students	10% 8 of 79 students	13% 9 of 68 students	14% 8 of 58 students
	Minnesota	34%	34%	23%	26%	27%
Prefer Not to Respond	Robbinsdale	Not reported	Not reported	23% 16 of 70 students	8% 7 of 87 students	14% 16 of 116 students
	Minnesota			23%	25%	24%

Practice Leads to Improvement

Class of 2018:

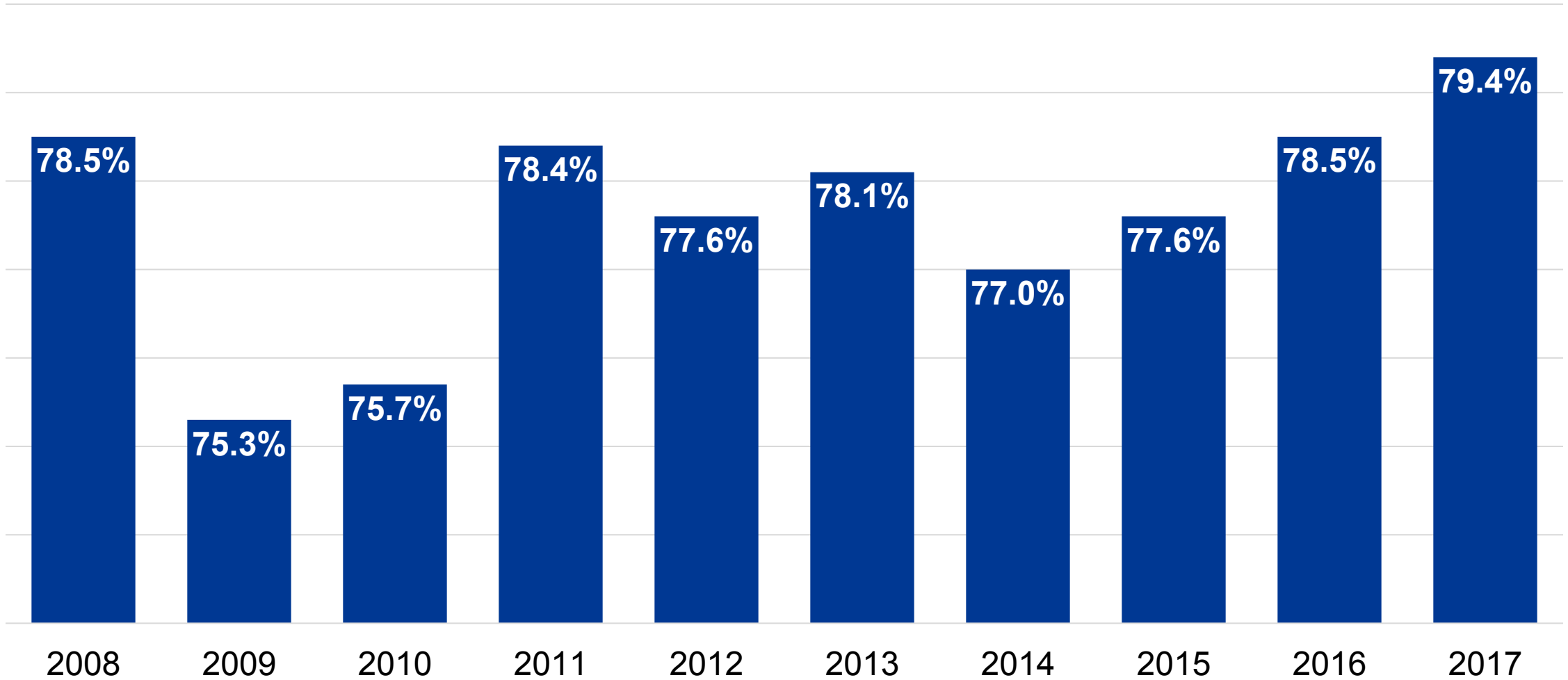
- 43% (353 of 829) of students took the **ACT 2 or more times**
- **66% (233) of these students improved their overall score**

	Took 2 times (n=197)	Took 3 or more times (n=156)	Overall (n=353)
Score stayed the same	23%	3%	14%
Increased Score	52%	84%	66%
Increased score by 1 point	21%	24%	22%
Increased score by 2 points	15%	26%	20%
Increased score by 3 or more points	16%	34%	24%

Graduation Rates



District Graduation Rates 2008-2017



Overall Graduation Rates

	MN	RAS	AHS	CHS	Highview
2013	80.4	78.1	85.7	80.7	15.9
2014	81.4	77.0	86.9	79.7	14.0
2015	82.1	77.6	87.0	82.7	18.3
2016	82.5	78.5	86.6	81.2	22.1
2017	82.7	79.4	89.5	83.9	27.8

Graduation Rates by Gender

	Males					Females				
	MN	RAS	AHS	CHS	Highview	MN	RAS	AHS	CHS	Highview
2013	77.5	76.7	84.3	78.8	5.7	83.5	79.8	87.3	82.8	26.5
2014	78.7	74.0	81.9	75.0	13.2	84.1	79.8	91.3	83.9	14.6
2015	79.5	71.7	83.5	78.5	11.5	84.8	84.3	91.0	86.8	31.3
2016	79.8	75.1	81.7	78.0	16.2	85.3	81.9	91.5	84.4	26.5
2017	80.2	74.3	86.8	76.8	25.7	85.3	84.8	92.6	90.4	31.1

Graduation Rates by Race/Ethnicity

	African American/Black					White				
	MN	RAS	AHS	CHS	Highview	MN	RAS	AHS	CHS	Highview
2013	57.7	68.3	74.6	75.3	10.7	85.9	86.7	91.4	87.2	35.0
2014	60.2	66.2	75.0	70.1	12.5	86.5	86.4	92.7	88.8	20.0
2015	62.2	67.4	83.5	75.2	15.0	87.2	84.4	90.1	86.3	30.0
2016	64.9	67.1	76.9	72.0	22.2	87.5	86.2	90.5	89.4	28.6
2017	64.7	70.0	76.5	84.9	22.4	88.0	86.9	92.8	86.3	48.5
	Hispanic					Asian				
	MN	RAS	AHS	CHS	Highview	MN	RAS	AHS	CHS	Highview
2013	59.2	60.0	64.9	71.4	7.1	79.7	85.7	80.8	89.5	*CTSTR
2014	63.2	62.2	80.8	66.7	0.0	82.4	75.7	75.8	84.4	*CTSTR
2015	65.9	65.4	75.0	77.3	11.1	83.5	90.9	96.6	93.3	*CTSTR
2016	66.0	69.4	78.3	71.8	16.7	84.4	89.2	96.7	93.3	*CTSTR
2017	66.3	69.0	90.5	66.7	11.8	85.5	89.5	96.7	91.9	*CTSTR
	American Indian					Two or More Races				
	MN	RAS	AHS	CHS	Highview	MN	RAS	AHS	CHS	Highview
2013	48.1	58.3	*CTSTR	*CTSTR	*CTSTR	66.8	62.1	75.0	60.0	*CTSTR
2014	48.2	50.0	*CTSTR	*CTSTR	*CTSTR	69.0	62.5	*CTSTR	*CTSTR	*CTSTR
2015	49.1	90.9	*CTSTR	*CTSTR	*CTSTR	68.7	58.6	66.7	*CTSTR	*CTSTR
2016	49.5	50.0	*CTSTR	*CTSTR	*CTSTR	69.7	67.6	73.9	70.0	*CTSTR
2017	50.7	*CTSTR	*CTSTR	*CTSTR	*CTSTR	71.1	75.0	87.5	82.4	*CTSTR

*CTSTR= Count too Small to Report

Graduation Rates by Special Education Status

	Special Education					Non Special Education				
	MN	RAS	AHS	CHS	Highview	MN	RAS	AHS	CHS	Highview
2013	57.8	46.6	46.9	50.0	*CTSTR	84.3	83.1	90.2	86.6	16.1
2014	58.3	58.0	61.9	64.4	13.3	85.3	80.6	91.1	82.5	14.1
2015	60.7	51.7	61.7	50.0	25.0	85.8	82.1	90.9	89.0	17.3
2016	60.7	54.4	57.1	59.4	*CTSTR	86.3	82.5	90.5	86.0	23.4
2017	61.2	57.8	54.3	57.1	63.6	86.5	82.7	93.9	89.2	24.0

Graduation Rates by English Learner Status

	English Learners					Non English Learners				
	MN	RAS	AHS	CHS	Highview	MN	RAS	AHS	CHS	Highview
2013	59.5	69.8	75.0	78.0	*CTSTR	82.0	78.9	86.1	81.2	18.3
2014	63.2	74.4	83.3	75.0	*CTSTR	82.7	77.3	87.1	80.4	14.6
2015	64.0	77.8	83.3	84.4	*CTSTR	83.4	77.5	87.2	82.5	18.4
2016	63.5	76.3	86.7	77.1	*CTSTR	84.0	78.7	86.5	81.6	23.8
2017	64.7	64.1	76.0	69.6	16.7	84.2	80.6	90.4	85.1	29.1

*CTSTR= Count too Small to Report

Graduation Rates by Free / Reduced Lunch Status

	Free / Reduced Price Lunch Students					Non Free / Reduced Price Lunch Students				
	MN	RAS	AHS	CHS	Highview	MN	RAS	AHS	CHS	Highview
2013	65.4	68.7	75.8	75.7	12.5	91.0	89.3	92.0	91.0	30.8
2014	66.7	66.2	77.3	72.1	11.6	91.9	89.0	93.4	90.0	23.5
2015	68.0	67.9	78.9	76.7	16.0	92.5	89.2	93.3	91.7	27.8
2016	69.1	69.8	75.8	76.5	20.0	92.6	88.7	94.0	90.2	26.9
2017	69.0	71.8	83.1	82.2	25.0	93.1	88.9	93.7	87.6	39.1



Excellence is Our Standard

At Robbinsdale Area Schools, we are dedicated to
Academic Excellence for *ALL* Students!

QUESTIONS?