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 PERFORMANCE *fact*, Inc.

4-Lens Data Analysis Protocol™

Highlights of Student Achievement



SUMNER-BONNEY LAKE SCHOOL DISTRICT

Sumner, WA
 February 2021

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Introduction

This report provides highlights of student learning, growth and achievement in the Sumner-Bonney Lake School District (SBLSD). We compiled the report to facilitate deliberations among stakeholders participating in the district's strategic alignment process.

Stakeholders will use these data visualizations to analyze and interpret trends in student learning and achievement, thereby enabling the community to draw conclusions about highest-priority areas of strengths and concerns.

The insights gained from the analysis of student data will enable the SBLSD community to discover the root causes of the current state of student learning and achievement; set aspirational goals and benchmarks for student success during the next 3-6 years; identify strategies and professional practices that will motivate continuous improvement to teaching practices, leadership practices, and organizational practices; delineate a pathway for ensuring disciplined implementation of the strategic plan; and establish a clear, practical process for sustaining the trust and commitment of all stakeholders for the long haul.

We'd like to acknowledge the pivotal roles of **Dr. Laurie Dent** (Superintendent), **Ms. Kathleen Tuttle** (Research & Assessment Program Administrator) and **their colleagues** who spent countless hours compiling the raw data which enabled the Performance Fact Team to create the data visualizations and analyses in this report. We greatly appreciate their "insiders' knowledge" and valuable technical assistance.

The Performance Fact Team

4-Lens Analysis of Student Data



Data tells “symptoms”; the underlying “problem” is often less obvious. To be most useful, data must be transformed into information through:

- Reviewing multiple kinds and sources of data (i.e., diagnostic, formative, summative, perceptual)
- Disaggregated analysis
- Problem-solving processes, such as root-cause analysis
- Informed discourse among practitioners and stakeholders

In the medical fields, physicians use Magnetic Resonance Imaging (MRI) to visualize internal structures in great detail. An MRI machine produces a number of images, or “slices” of parts of the human body. The various slices can then be reconstructed to develop a more detailed understanding of the whole of the scanned area of the body.

Performance Fact’s 4-Lens Analysis of Student Data process works in a similar manner. The 4-Lens process is a simple but comprehensive way to probe all kinds of student data, including data from benchmark assessments, state tests, survey data, attendance and disciplinary data, etc. By looking at the data through “four lenses,” practitioners will acquire a richer understanding of “what the data says.”

Lens 1: GROWTH focuses on “value-added” in learning and achievement for identical group of students or cohort.

Lens 2: CONSISTENCY investigates learning and achievement for different groups of students, or non-cohort.

Lens 3: EQUITY provides insights into the learning and achievement by students by subgroup.

Lens 4: STANDARDS tells us about student mastery of the academic standards that would prepare them for success at the next level.

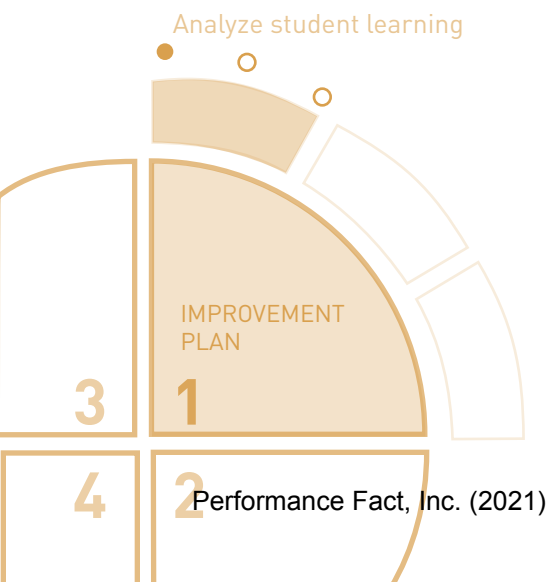
By “looking through the data” from four perspectives, the 4-Lens process provides practitioners with more insightful information about student learning and achievement.

The 4-Lens Analysis of Student Data is the first step of Performance Fact’s Data Summit™ methodology. The second step of the Data Summit™ is evidence-based examination of the effectiveness of teaching practices, leadership practices and organizational practices, because they are the precursors to student learning.

Whether your findings about the implementation cycle that just ended turn out to be encouraging or concerning, you will have another chance to choose again; another opportunity to make conscious decisions about your priorities for student learning and professional practices for the next 6-to-12 week implementation cycle. Such disciplined implementation significantly enhances your chances of accomplishing your student learning goals for the school year.

WHAT YOU WILL DO

- **ORGANIZE** your student data, making sure you consider student vital signs from multiple sources.
- **PROBE** your student data in depth, using a series of 4-Lens guiding questions.
- **MAKE** inferences about “what the data says”.
- **IDENTIFY** your highest priority Areas of Strength and Areas of Concern based solely on student data.



A Data-driven, Continuous Improvement Planning Process



What data do we have?	What does the data say? <i>and</i> Why does the data look that way?	What are we going to do about it all?
Student data from multiple sources	Student Achievement Areas of Strength and Areas of Concern <i>and</i> "Root cause" (underlying causes) of the current state of student achievement	High-leverage research-based or promising practices

Washington State Report Card Overview



Washington State Summary Sumner School District

1202 WOOD AVE
SUMNER, WA 98390-1933

253.891.6080

Enrollment

(2019-20 School Year)

10,345



4%

English
Learners

30%

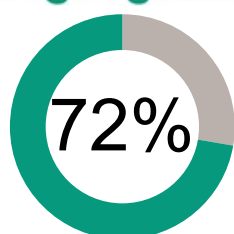
Low
Income

Student Performance

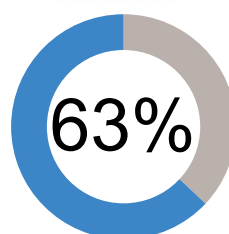
How are we doing getting students to their learning goals?



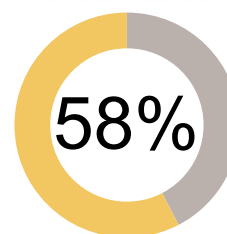
English
Language Arts



Math



Science



Met grade level standards on state administered tests

How engaged are our students?



81%

9th Graders on
Track to Graduate



38%

Have High English
Language Arts Growth



41%

Have High Math
Growth

About Our Teachers and Classrooms



556

Number of
Teachers

59.9%

Have Master's
Degree or Higher

13.7

Average Years
Experience



17.7

Number of Students per
Teacher

Finances

(2017-18 School Year)

How much money do we
spend on each student?

\$10,650

Staff Salary &
Benefits



\$1,859

Non-Personnel Costs

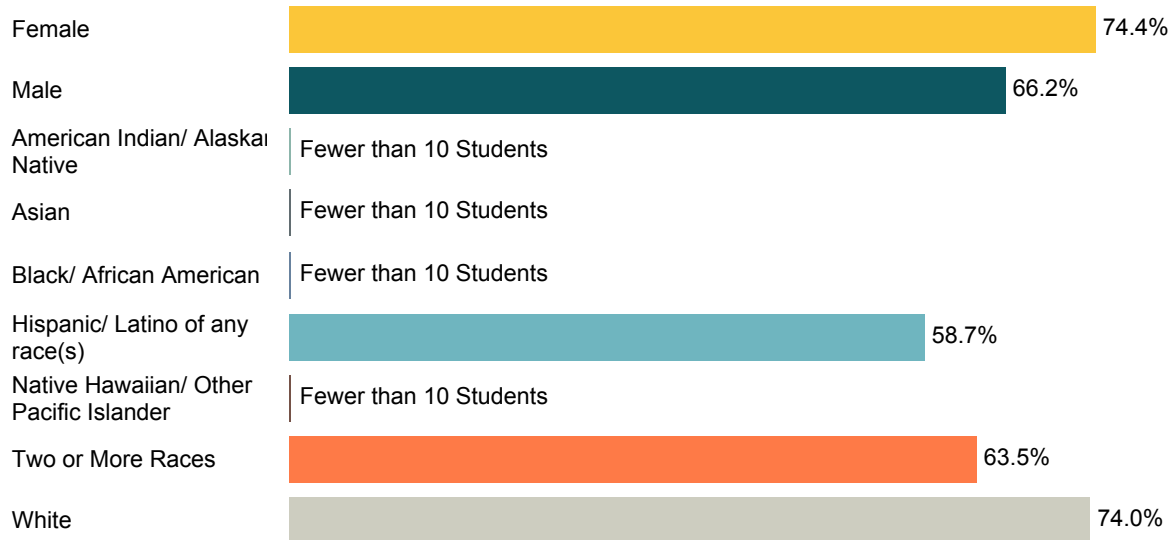
All information is for the 2018-19 school year, unless otherwise noted. To see more from the Washington State Report Card, visit WashingtonStateReportCard.OSPI.k12.wa.us/ReportCard/ViewSchoolOrDistrict/100259. If you have questions or comments, contact ReportCardRedesign@k12.wa.us



Kindergarten Readiness by Student Demographics

What percent of students entered kindergarten ready in all six areas of development and learning, by student demographic?

Sumner School District 2019-20

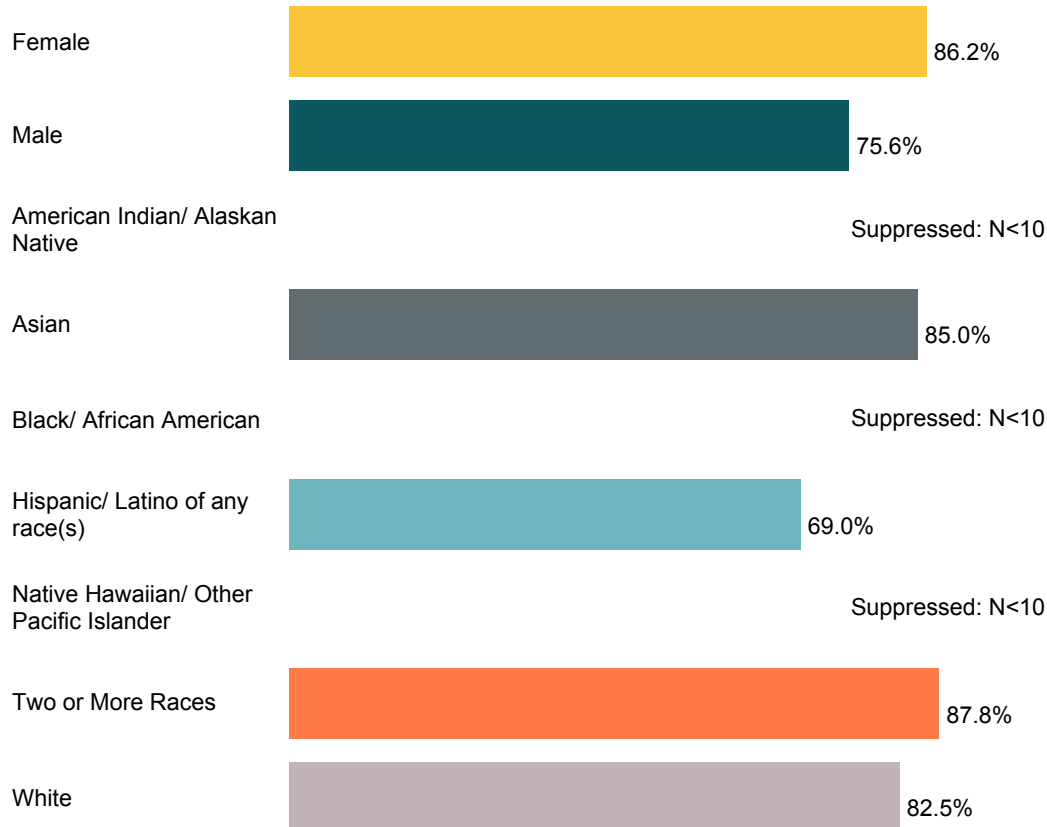


WaKIDS, the Washington Kindergarten Inventory of Developing Skills, includes an assessment that is administered during the first two months of kindergarten. Teachers observe students across six areas of development and learning; Social-Emotional, Physical, Language, Cognitive, Literacy and Math. While the only requirement for kindergarten is to be five years of age by August 31, children who demonstrate readiness in all six areas have a greater likelihood of success in kindergarten and beyond.

Ninth Graders on Track by Student Demographics

What percent of students passed all their courses in ninth grade, by student characteristic?

Sumner School District 2019



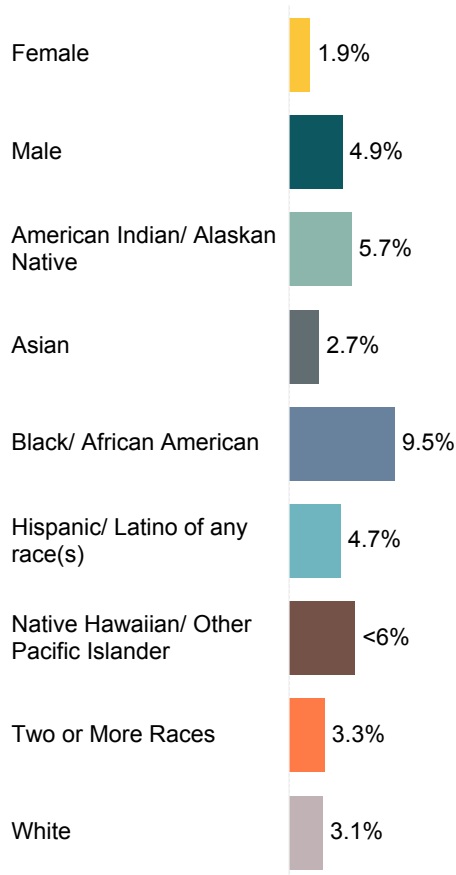
Some or all data is hidden to protect student privacy

Ninth graders are considered on track if they passed all credits they attempted in 9th grade. This does not include withdrawals. This includes first time 9th graders only.

Discipline Rate by Student Demographics

What percent of students are excluded in response to a behavioral violation by student demographics?

Sumner School District 2018-19

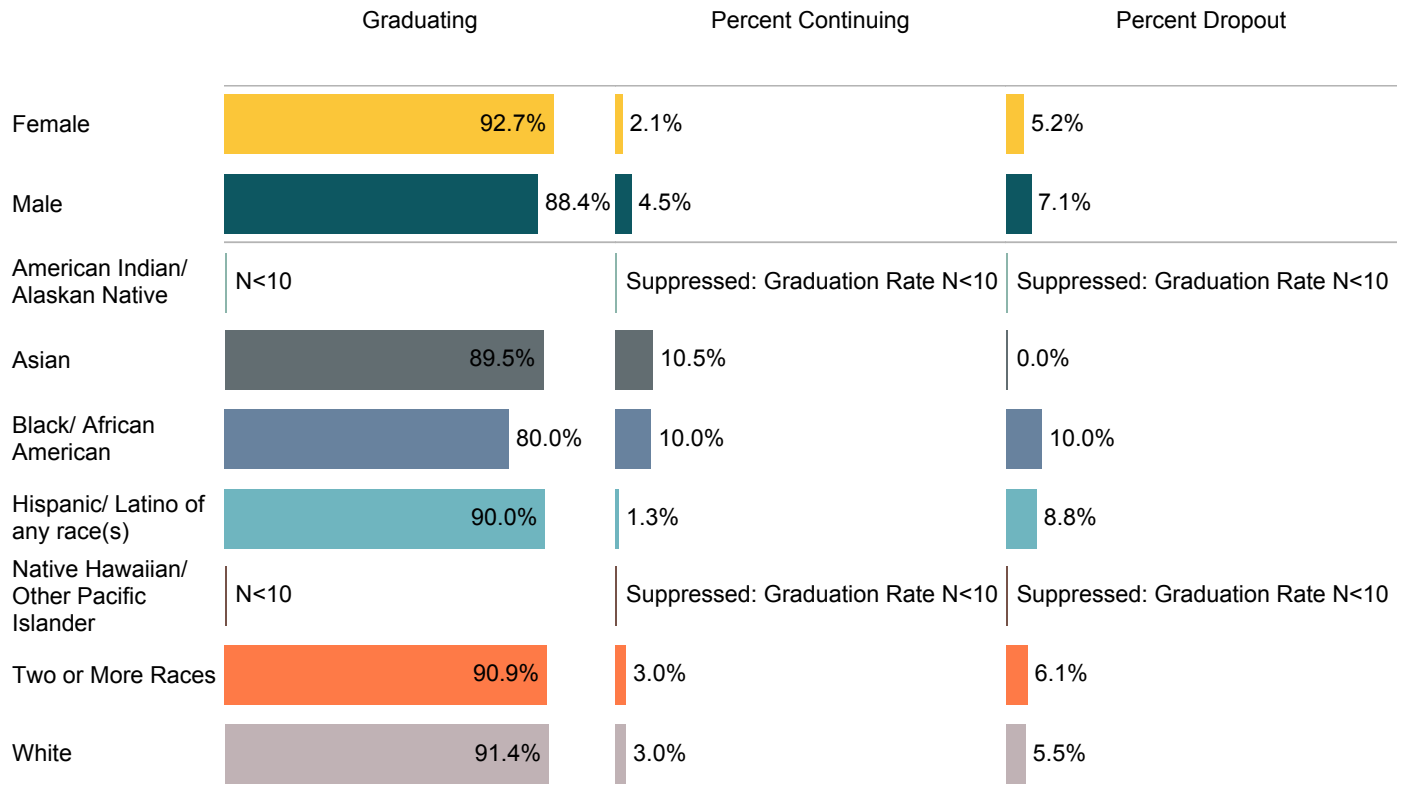


Discipline rate is a measure used to monitor the use of out-of-school exclusionary discipline actions in schools. Discipline Rate is calculated by counting the number of distinct students who have received an out-of-school exclusionary action divided by the number of distinct students enrolled. For the purposes of this calculation, out-of-school exclusionary actions include: Short-term Suspension (SS), Long-term Suspension (LS), Emergency Expulsion (EE), and Expulsion (EX). The number of distinct students enrolled includes students enrolled at any point during the school year regardless of the length of enrollment.

Graduation Rate by Student Demographics

What percent of students graduated in four years, by student demographics?

Sumner School District 2019



Graduation rate is based on a cohort of students. The cohort is made up of all students who start 9th grade together. Students who transfer into or out of a school are added or removed from the cohort. If students stop attending school, they are counted as 'drop outs'. If students have met graduation requirements, they are counted as 'graduates'. If students don't graduate but are still attending, they are considered 'continuing'. Students are tracked through their 7th year in high school. The five year graduation rate includes students that graduated in 4 years and those that graduated in 5 years. A student that graduates high school is more likely to earn a higher income, less likely to be incarcerated, and have greater economic mobility across generations.

Graduation Rate by Student Program and Characteristic

What percent of students graduated in four years, by student program and characteristic?

Sumner School District 2019

	Graduating	Percent Continuing	Percent Dropout
English Language Learners	76.5%	11.8%	11.8%
Non-English Language Learners	90.8%	3.1%	6.0%
Foster Care	N<10	Suppressed: Graduation Rate N<10	Suppressed: Graduation Rate N<10
Non-Foster Care	90.8%	3.2%	6.0%
Homeless	65.1%	11.6%	23.3%
Non-Homeless	92.0%	2.8%	5.1%
Low-Income	80.5%	5.8%	13.6%
Non-Low Income	95.4%	2.1%	2.5%
Non Migrant	90.5%	3.3%	6.1%
Section 504	89.3%	5.4%	5.4%
Non Section 504	90.6%	3.2%	6.2%
Students with Disabilities	68.3%	17.1%	14.6%
Students without Disabilities	93.1%	1.7%	5.1%

Graduation rate is based on a cohort of students. The cohort is made up of all students who start 9th grade together. Students who transfer into or out of a school are added or removed from the cohort. If students stop attending school, they are counted as 'drop outs'. If students have met graduation requirements, they are counted as 'graduates'. If students don't graduate but are still attending, they are considered 'continuing'. Students are tracked through their 7th year in high school. The five year graduation rate includes students that graduated in 4 years and those that graduated in 5 years. A student that graduates high school is more likely to earn a higher income, less likely to be incarcerated, and have greater economic mobility across generations.

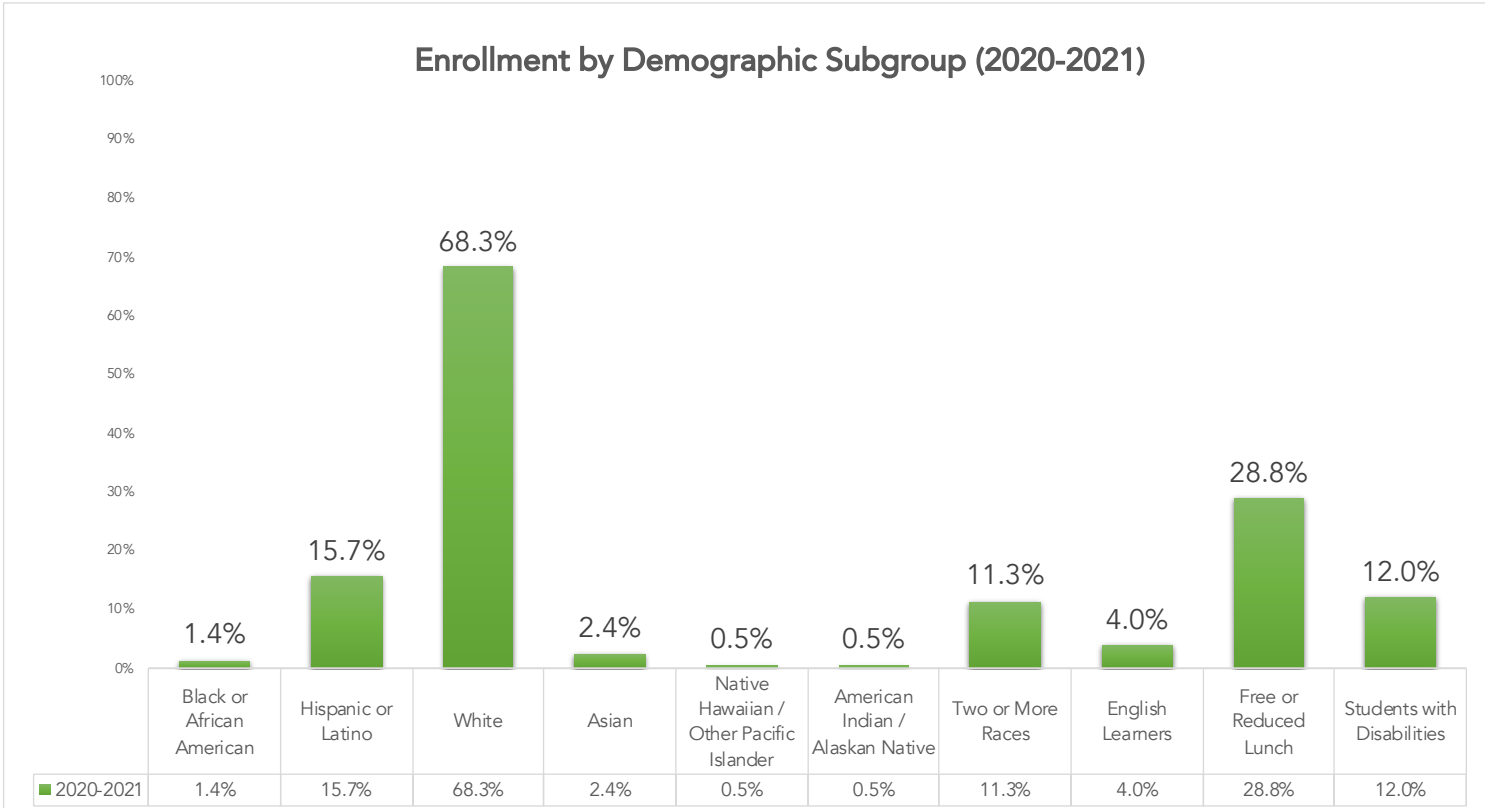
A.

Demographics, Enrollment, Attendance & Discipline



*"But, Eugene, it's not enough to be gifted. We've got to
do something with our gift."*

Student Enrollment by Demographic Subgroup

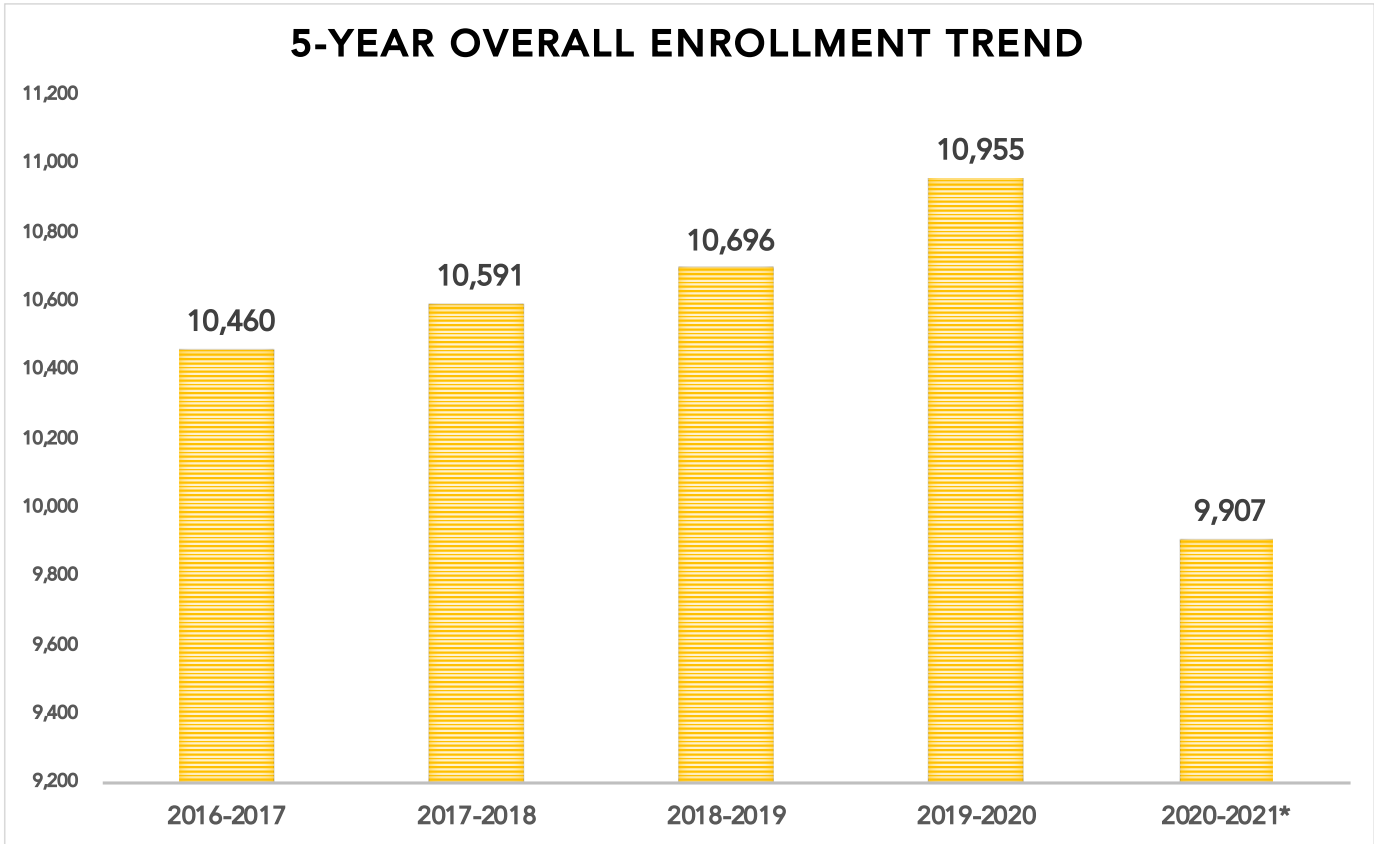


	2017-2018	2018-2019	2019-2020	2020-2021*
Black or African American	1.1%	1.1%	1.3%	1.4%
Hispanic or Latino	13.9%	14.2%	14.9%	15.7%
White	75.5%	71.4%	70.1%	68.3%
Asian	2.0%	2.1%	2.1%	2.4%
Native Hawaiian / Other Pacific Islander	0.5%	0.5%	0.5%	0.5%
American Indian / Alaskan Native	0.8%	0.7%	0.6%	0.5%
Two or More Races	9.2%	10.1%	10.5%	11.3%
English Learners	3.7%	3.8%	3.6%	4.0%
Free or Reduced Lunch	32.3%	30.9%	31.5%	28.8%
Students with Disabilities	13.9%	14.1%	13.2%	12.0%

Notes: 18-19 adds Tehaleh Heights Elementary; 19-20 adds Sumner Early Learning Center (PK/K only); 2020-21 SY uses OSPI published data

What does the data "say":	
<u>Wows</u>	<u>Wonderings</u>

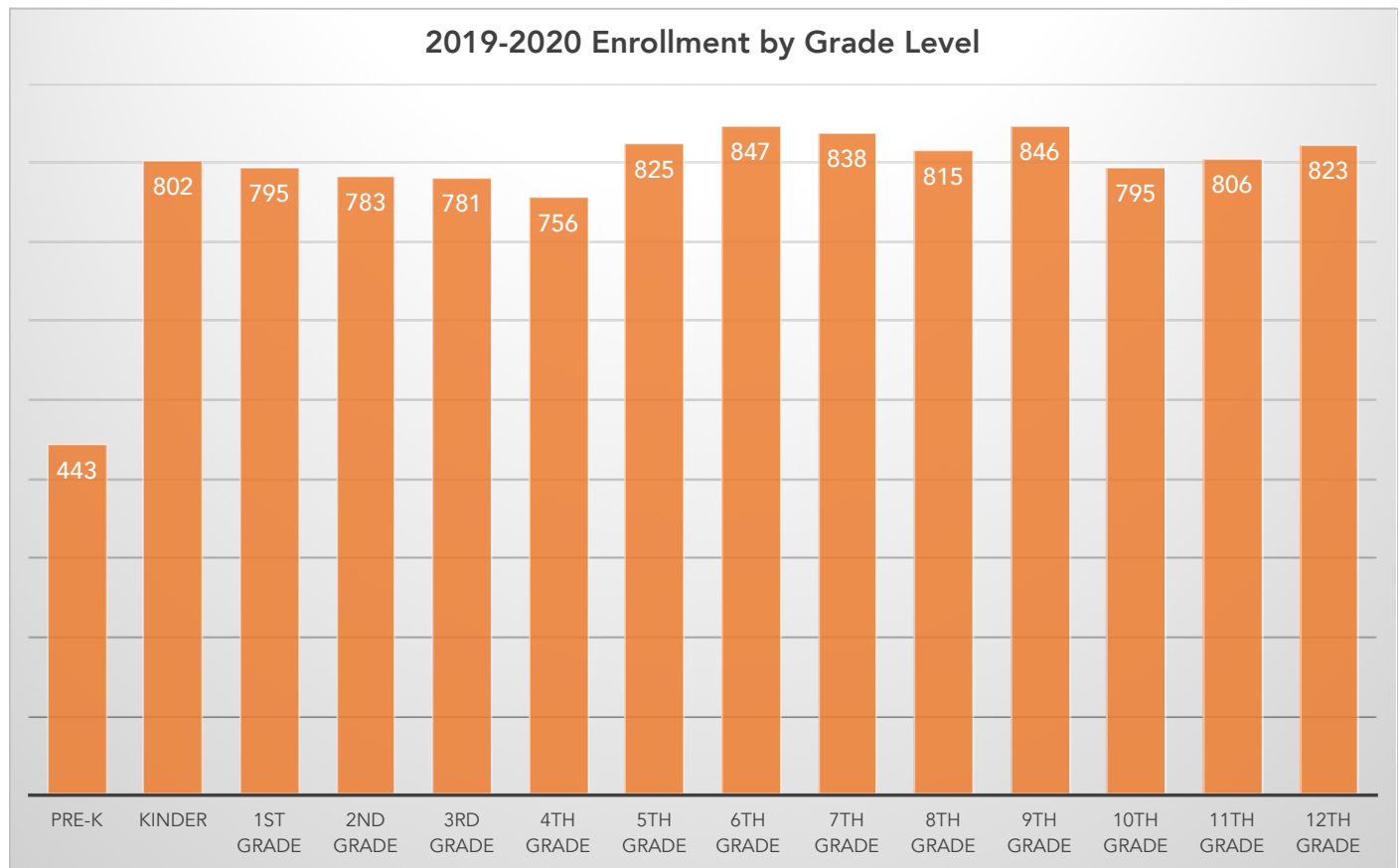
5-Year Trend Overall Enrollment



Notes: 18-19 adds Tehaleh Heights Elementary; 19-20 adds Sumner Early Learning Center (PK/K only); 2020-21 SY uses OSPI published data

What does the data "say":	
<u>Wows</u>	<u>Wonderings</u>

Student Enrollment by Grade Level



Notes: 18-19 adds Tehaleh Heights Elementary; 19-20 adds Sumner Early Learning Center (PK/K only)

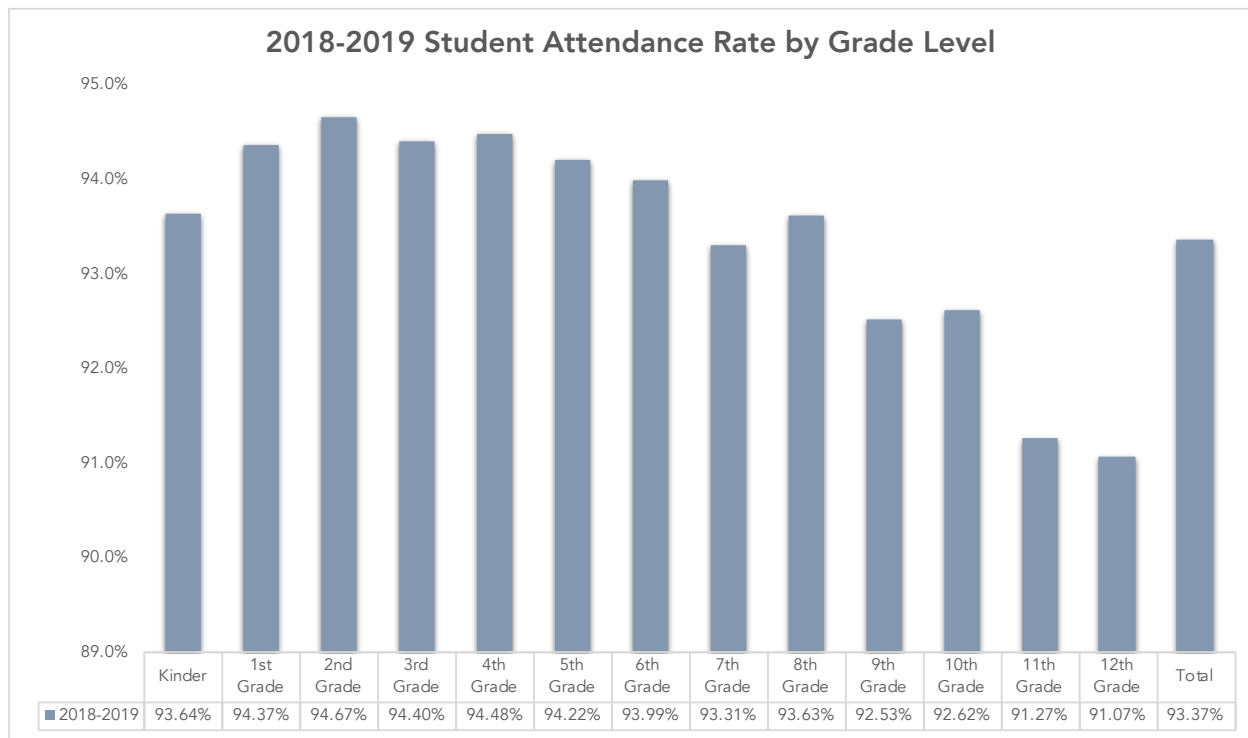
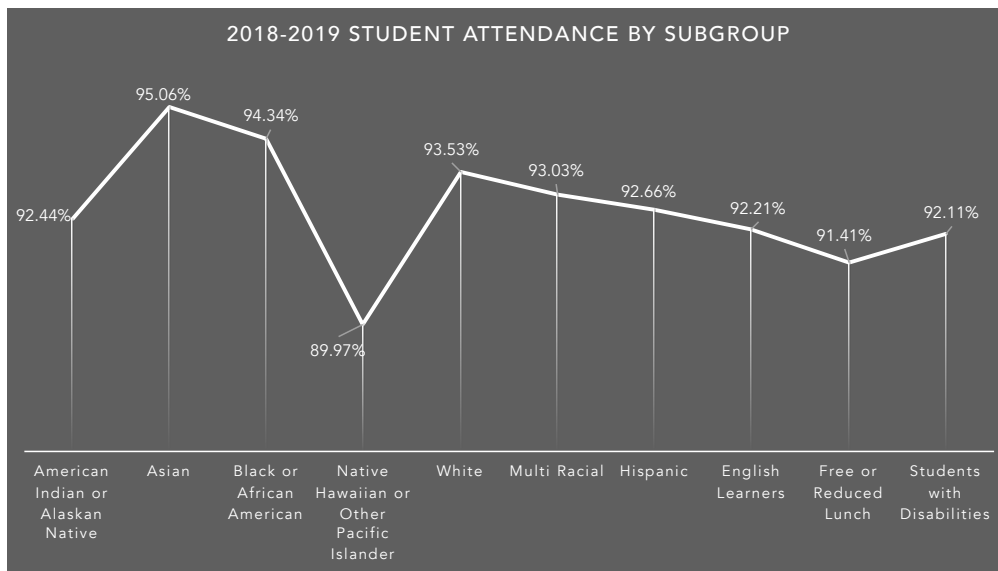
Grade	2016-2017		2017-2018		2018-2019		2019-2020	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Pre-K	471	4.5%	454	4.3%	463	4.3%	443	4.0%
Kinder	717	6.9%	723	6.8%	752	7.0%	802	7.3%
1st Grade	701	6.7%	752	7.1%	751	7.0%	795	7.3%
2nd Grade	770	7.4%	727	6.9%	753	7.0%	783	7.2%
3rd Grade	793	7.6%	789	7.5%	743	7.0%	781	7.1%
4th Grade	739	7.1%	822	7.8%	797	7.5%	756	6.9%
5th Grade	746	7.1%	777	7.3%	843	7.9%	825	7.5%
6th Grade	683	6.5%	769	7.3%	818	7.7%	847	7.7%
7th Grade	722	6.9%	711	6.7%	768	7.2%	838	7.7%
8th Grade	700	6.7%	739	7.0%	738	6.9%	815	7.4%
9th Grade	826	7.9%	803	7.6%	810	7.6%	846	7.7%
10th Grade	864	8.3%	819	7.7%	814	7.6%	795	7.3%
11th Grade	863	8.3%	818	7.7%	802	7.5%	806	7.4%
12th Grade	865	8.3%	888	8.4%	844	7.9%	823	7.5%
Total	10,460	100.0%	10,591	100.0%	10,697	100%	10,955	100%

What does the data "say":

Wows

Wonderings

1-Year Trend: Student Attendance by Grade Level and Subgroup

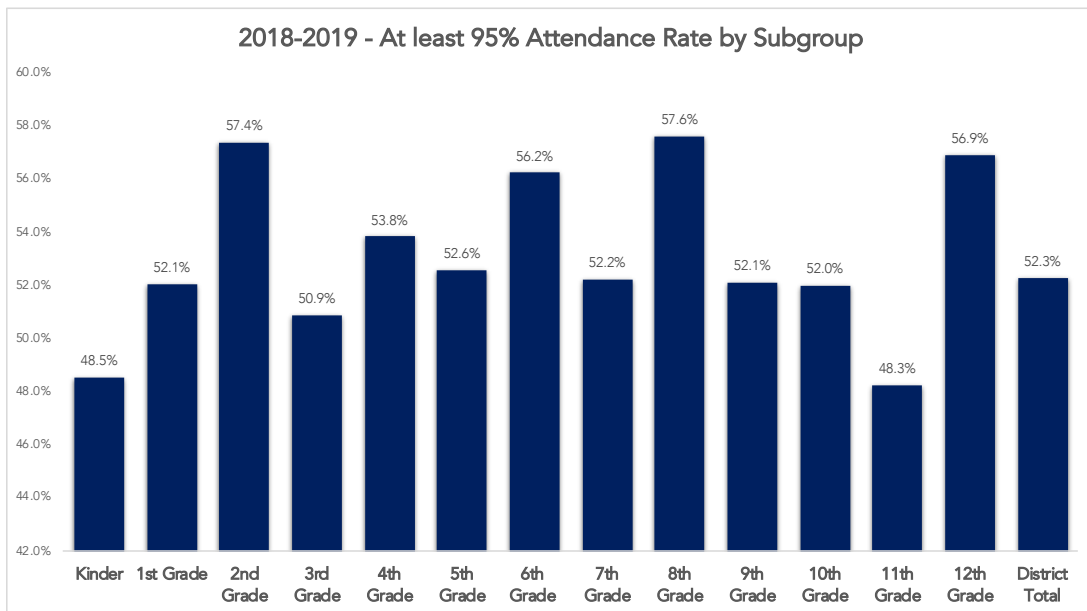
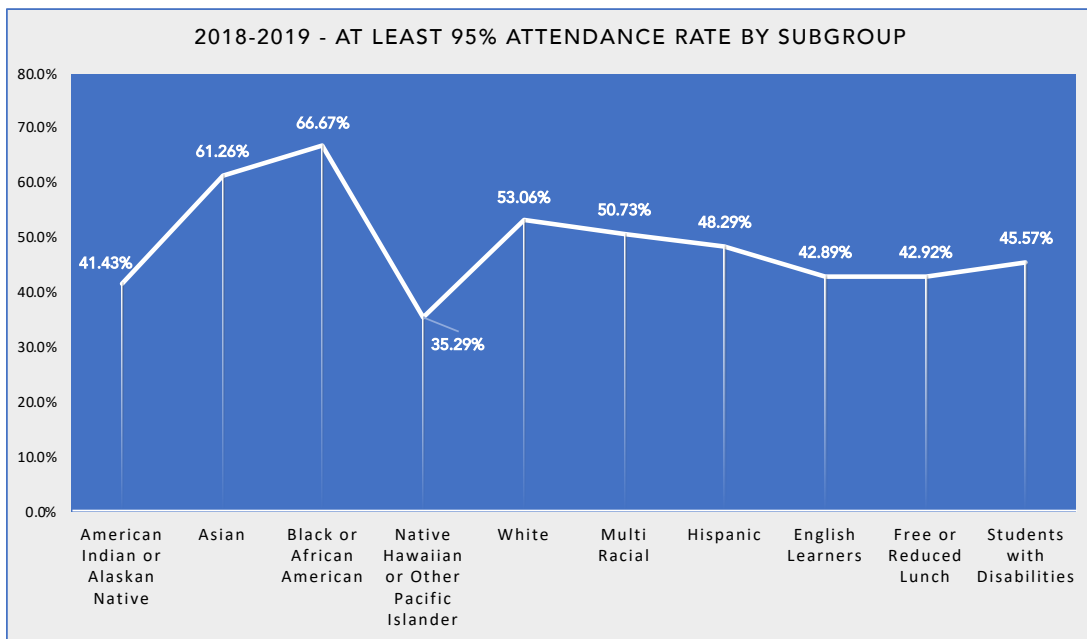


What does the data "say":

Wows

Wonderings

1-Year Trend: Student Attendance Rate at least 95% by Grade Level and Subgroup

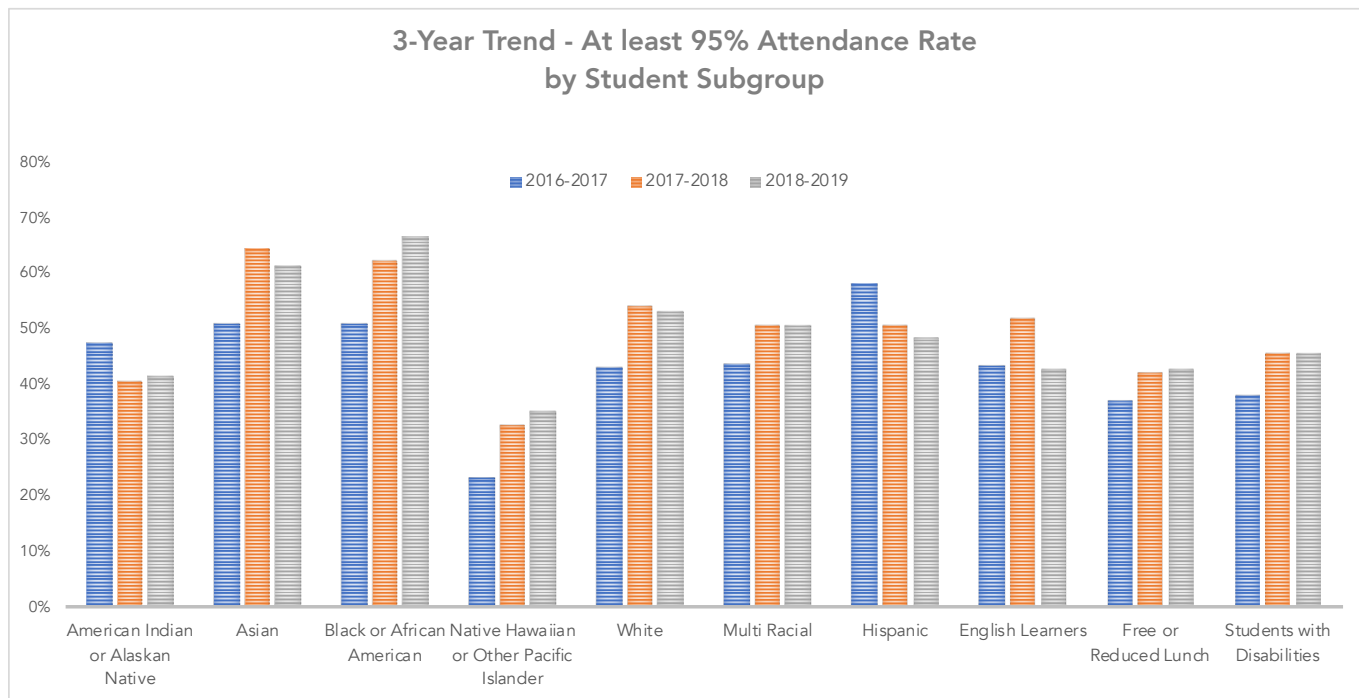


What does the data "say":

Wows

Wonderings

3-Year Trend: At least 95% Attendance Rate by Subgroup

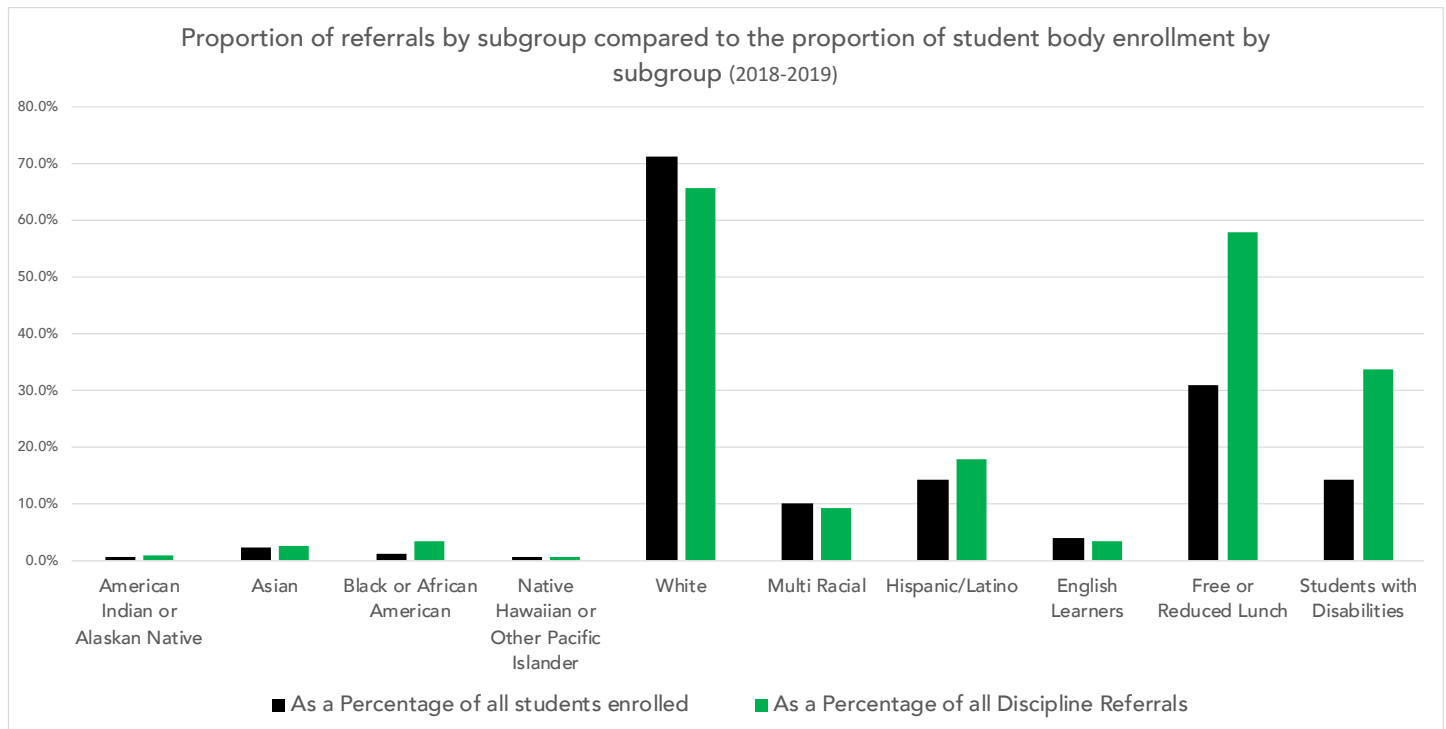


	2016-2017	2017-2018	2018-2019
American Indian or Alaskan Native	47.50%	40.74%	41.43%
Asian	51.04%	64.56%	61.26%
Black or African American	50.93%	62.28%	66.67%
Native Hawaiian or Other Pacific Islander	23.32%	32.65%	35.29%
White	43.21%	53.94%	53.06%
Multi Racial	43.66%	50.70%	50.73%
Hispanic	58.07%	50.53%	48.29%
English Learners	43.35%	51.80%	42.89%
Free or Reduced Lunch	37.07%	42.21%	42.92%
Students with Disabilities	38.21%	45.48%	45.57%

What does the data "say":

<u>Wows</u>	<u>Wonderings</u>

Discipline Disproportionality by Subgroup (2018-2019)



2018-2019		
	As a Percentage of all students enrolled	As a Percentage of all Discipline Referrals
American Indian or Alaskan Native	0.7%	0.8%
Asian	2.1%	2.5%
Black or African American	1.1%	3.3%
Native Hawaiian or Other Pacific Islander	0.5%	0.5%
White	71.4%	65.8%
Multi Racial	10.1%	9.2%
Hispanic/Latino	14.2%	17.9%
English Learners	3.8%	3.4%
Free or Reduced Lunch	30.9%	57.9%
Students with Disabilities	14.1%	33.7%

What does the data “say”:

Wows

Wonderings

B.

Performance in Core Academic Subjects

- English Language Arts
- Mathematics
- Science



"I see trouble with algebra."

WAKIDS: Washington Kindergarten Inventory of Developing Skills

Caution:

WaKIDS is required only in state-funded full-day kindergartens. Absence of data for schools with enrolled kindergarten students may indicate that full-day kindergarten students in these schools are not state-funded. For this same reason, student totals at district and state levels may appear smaller than their actual enrollments. In districts where only some of the kindergartners took part in WaKIDS, the results do not represent all of the kindergartners in the district.

Data available through WaKIDS is revealing the wide range of skills and abilities of incoming kindergartners, across all areas of development. It is also indicating a strong positive correlation between readiness at kindergarten entry and performance on 3rd grade Smarter Balanced Assessments (SBA) English Language Arts (ELA) and Math tests.

Children who start school behind tend to stay behind. Knowing more about children's entering skills and strengths helps teachers and parents work together to support student growth in the kindergarten year.

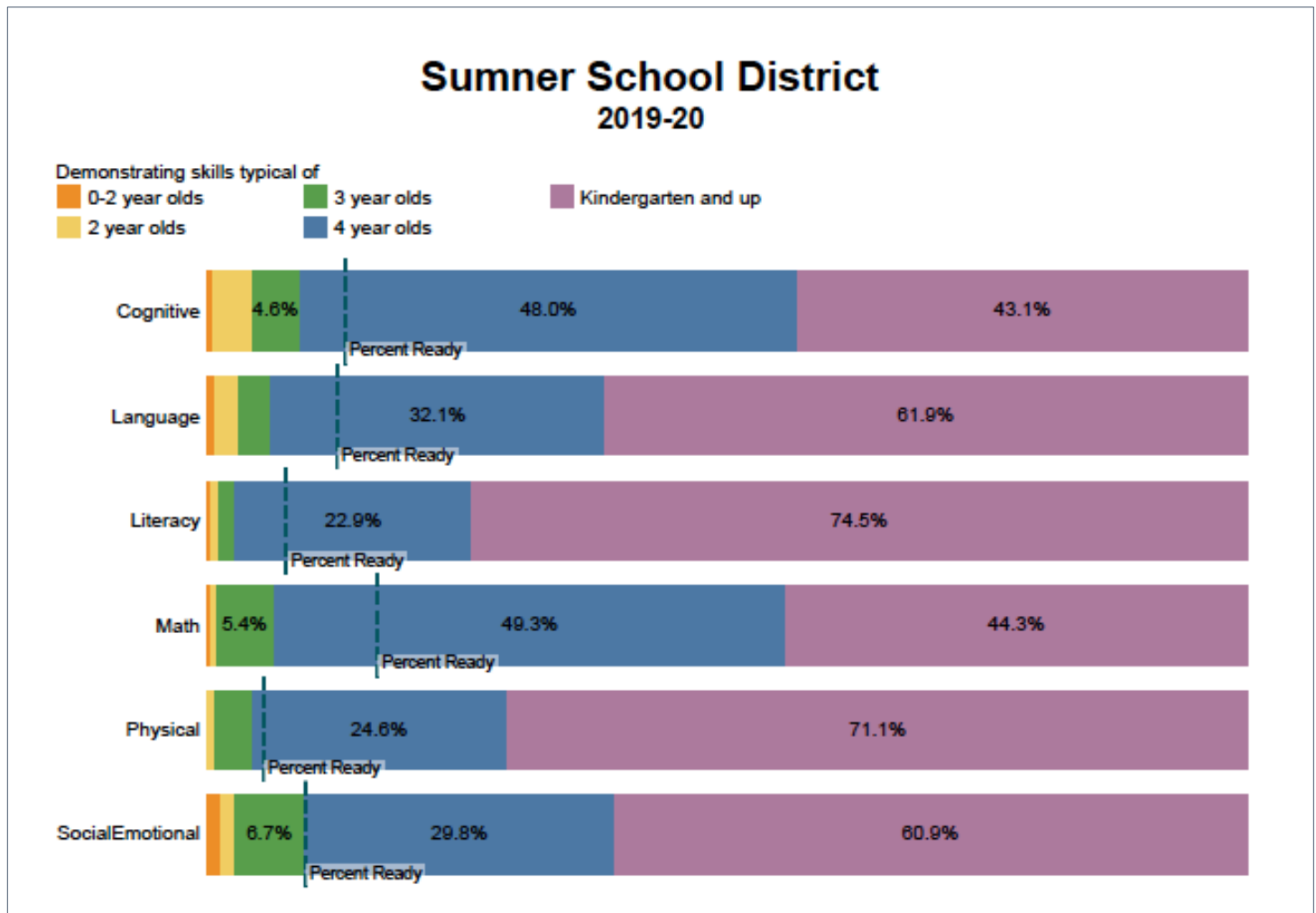
(Source: Washington OSPI <http://reportcard.ospi.k12.wa.us/WaKidsDetailPage>)

WaKIDS assesses readiness in 6 Domains:

1. Social-emotional
2. Physical
3. Language
4. Cognitive
5. Literacy
6. Math

2019-20 WaKIDS Data for Sumner-Bonney Lake School District

How do children's levels of readiness vary by area of development and learning?

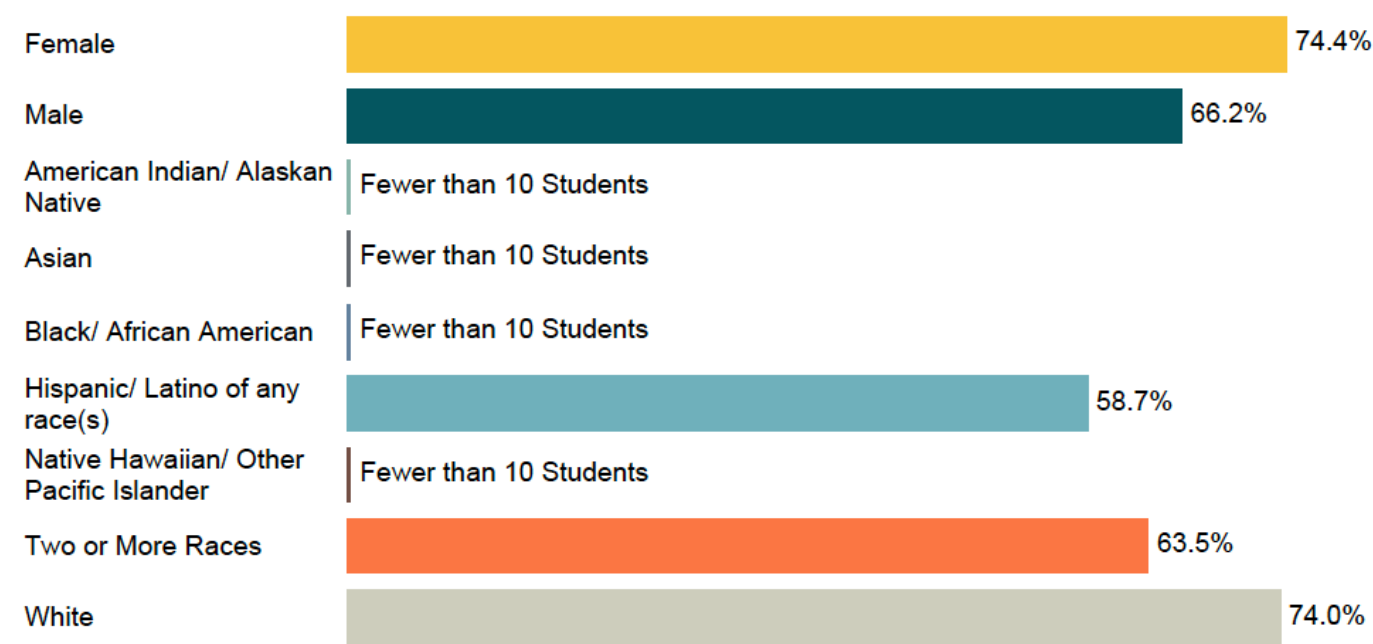


Which area of development and learning are children most prepared for kindergarten? Least prepared?



2019-20 WaKIDS Data for Sumner-Bonney Lake School District

What percent of students entered kindergarten ready in all six areas of development and learning, by student demographic?



What does the data “say”:

<u>Wows</u>	<u>Wonderings</u>

Number of Students **OUT OF EVERY 20** Who “Met Standards” on State Tests By School and Grade Level (2017, 2018, 2019 SBAC)

No more than 5 out of every 20 students	5+ → 10 out of every 20 students	10+ → 15 out of every 20 students	More than 15 out of every 20 students	* Small Sample size (less than 10)	NA: Not available
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Color shading may seem to vary due to rounding to nearest whole number

Notes: WCAS was not tested in 2017; Tehaleh Heights opened in 18-19; HS testing standards changed after 2017; ELA moved to Grade 10, Math rem Algebra 2

3rd Grade ELA				3rd Grade Math			
Elementary	2017	2018	2019	Elementary	2017	2018	2019
Bonney Lake	14	14	11	Bonney Lake	14	15	13
Crestwood	14	14	14	Crestwood	16	15	13
Daffodil Valley	10	12	13	Daffodil Valley	10	13	13
Donald Eismann	13	14	13	Donald Eismann	13	15	14
Emerald Hills	16	19	16	Emerald Hills	15	18	17
Liberty Ridge	12	12	8	Liberty Ridge	11	13	10
Maple Lawn	13	13	14	Maple Lawn	15	13	14
Tehaleh Heights	N/A	N/A	15	Tehaleh Heights	N/A	N/A	18
Victor Falls	11	15	13	Victor Falls	11	15	15
DISTRICT AVE	13	14	13	DISTRICT AVE	13	15	14
STATE AVE	11	11	11	STATE AVE	12	12	12

4th Grade ELA				4th Grade Math			
Elementary	2017	2018	2019	Elementary	2017	2018	2019
Bonney Lake	13	13	15	Bonney Lake	16	14	18
Crestwood	16	16	12	Crestwood	16	15	13
Daffodil Valley	9	11	11	Daffodil Valley	9	11	13
Donald Eismann	14	14	12	Donald Eismann	14	14	13
Emerald Hills	18	17	17	Emerald Hills	19	15	17
Liberty Ridge	13	15	13	Liberty Ridge	14	12	13
Maple Lawn	17	14	16	Maple Lawn	16	14	16
Tehaleh Heights	N/A	N/A	16	Tehaleh Heights	N/A	N/A	17
Victor Falls	12	14	13	Victor Falls	11	13	14
DISTRICT AVE	14	14	14	DISTRICT AVE	14	14	15
STATE AVE	11	11	11	STATE AVE	11	11	11

What does the data “say”:

<u>Wows</u>	<u>Wonderings</u>

Number of Students **OUT OF EVERY 20** Who “Met Standards” on State Tests By School and Grade Level (2017, 2018, 2019 SBAC)

No more than 5 out of every 20 students	5+ → 10 out of every 20 students	10+ → 15 out of every 20 students	More than 15 out of every 20 students	* Small Sample size (less than 10)	NA: Not available
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Color shading may seem to vary due to rounding to nearest whole number

Notes: WCAS was not tested in 2017; Tehaleh Heights opened in 18-19; HS testing standards changed after 2017; ELA moved to Grade 10, Math rem Algebra 2

5th Grade ELA				5th Grade Math				5th Grade Science - WCAS			
Elementary	2017	2018	2019	Elementary	2017	2018	2019	Elementary	2017	2018	2019
Bonney Lake	16	12	13	Bonney Lake	17	15	14	Bonney Lake	N/A	11	12
Crestwood	14	14	15	Crestwood	11	13	13	Crestwood	N/A	14	13
Daffodil Valley	12	12	13	Daffodil Valley	11	10	12	Daffodil Valley	N/A	11	12
Donald Eismann	13	15	16	Donald Eismann	13	12	14	Donald Eismann	N/A	14	13
Emerald Hills	19	17	17	Emerald Hills	18	18	14	Emerald Hills	N/A	14	13
Liberty Ridge	15	13	13	Liberty Ridge	13	12	11	Liberty Ridge	N/A	13	12
Maple Lawn	14	14	16	Maple Lawn	13	12	15	Maple Lawn	N/A	12	14
Tehaleh Heights	N/A	N/A	17	Tehaleh Heights	N/A	N/A	13	Tehaleh Heights	N/A	N/A	14
Victor Falls	14	14	15	Victor Falls	11	10	14	Victor Falls	N/A	13	12
DISTRICT AVE	14	14	15	DISTRICT AVE	13	13	13	DISTRICT AVE	N/A	13	12
STATE AVE	12	12	12	STATE AVE	10	10	10	STATE AVE	N/A	13	13

6th Grade ELA				6th Grade Math			
Middle School	2017	2018	2019	Middle School	2017	2018	2019
Lakeridge	13	16	13	Lakeridge	13	13	11
Mountain View	14	12	14	Mountain View	13	11	12
Sumner Middle	13	13	13	Sumner Middle	12	13	12
DISTRICT AVE	13	14	13	DISTRICT AVE	13	12	11
STATE AVE	11	11	11	STATE AVE	10	10	9

What does the data “say”:

Wows

Wonderings

Number of Students **OUT OF EVERY 20** Who “Met Standards” on State Tests By School and Grade Level (2017, 2018, 2019 SBAC)

No more than 5 out of every 20 students	5+ → 10 out of every 20 students	10+ → 15 out of every 20 students	More than 15 out of every 20 students	* Small Sample size (less than 10)	NA: Not available
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Color shading may seem to vary due to rounding to nearest whole number

Notes: WCAS was not tested in 2017; Tehaleh Heights opened in 18-19; HS testing standards changed after 2017; ELA moved to Grade 10, Math rem Algebra 2

7th Grade ELA				7th Grade Math			
Middle School	2017	2018	2019	Middle School	2017	2018	2019
Lakeridge	14	16	17	Lakeridge	12	15	14
Mountain View	14	15	15	Mountain View	11	11	12
Sumner Middle	15	14	16	Sumner Middle	15	13	15
DISTRICT AVE	14	15	16	DISTRICT AVE	13	13	14
STATE AVE	12	12	12	STATE AVE	10	10	10

8th Grade ELA				8th Grade Math			
Middle School	2017	2018	2019	Middle School	2017	2018	2019
Lakeridge	13	15	16	Lakeridge	12	11	13
Mountain View	11	13	14	Mountain View	9	11	12
Sumner Middle	14	15	14	Sumner Middle	14	13	13
DISTRICT AVE	13	14	15	DISTRICT AVE	12	12	12
STATE AVE	12	12	12	STATE AVE	10	10	9

8th Grade Science - WCAS			
Middle School	2017	2018	2019
Lakeridge	N/A	14	13
Mountain View	N/A	14	13
Sumner Middle	N/A	12	10
DISTRICT AVE	N/A	13	12
STATE AVE	N/A	N/A	N/A

What does the data “say”:

<u>Wows</u>	<u>Wonderings</u>

Number of Students **OUT OF EVERY 20** Who “Met Standards” on State Tests By School and Grade Level (2017, 2018, 2019 SBAC)

No more than 5 out of every 20 students	5+ → 10 out of every 20 students	10+ → 15 out of every 20 students	More than 15 out of every 20 students	* Small Sample size (less than 10)	NA: Not available
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Color shading may seem to vary due to rounding to nearest whole number

Notes: WCAS was not tested in 2017; Tehaleh Heights opened in 18-19; HS testing standards changed after 2017; ELA moved to Grade 10, Math rem Algebra 2

10th Grade ELA				10th Grade Math			
High School	2017	2018	2019	High School	2017	2018	2019
Bonney Lake High	16	17	16	Bonney Lake High	17	9	7
Sumner High	18	17	17	Sumner High	15	11	11
DISTRICT AVE	17	17	16	DISTRICT AVE	15	10	10
STATE AVE	15	14	14	STATE AVE	5	8	8

11th Grade Science WCAS			
High School	2017	2018	2019
Bonney Lake High	N/A	11	12
Sumner High	N/A	12	12
DISTRICT AVE	N/A	11	12
STATE AVE	N/A	N/A	N/A

What does the data “say”:

Wows

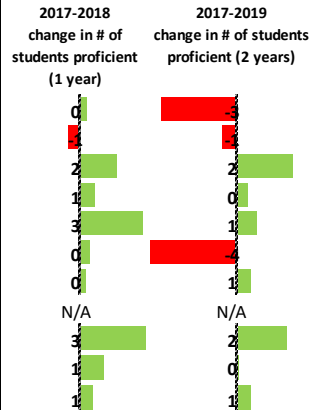
Wonderings

1-year and 2-year change in # of students proficient - by School (Out of every 20 students) (SBAC English Language Arts, Math and WCAS Science)

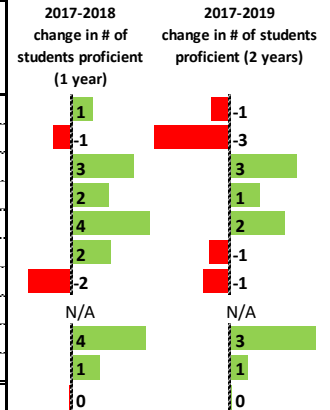
Notes: WCAS was not tested in 2017; Tehaleh Heights opened in 18-19; HS testing standards changed after 2017; ELA moved to Grade 10, Math rem Algebra 2

* Graphical display of percentage change could be affected by rounding

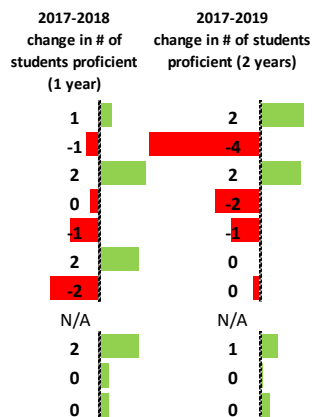
3rd Grade ELA			
Elementary	2017	2018	2019
Bonney Lake	14	14	11
Crestwood	14	14	14
Daffodil Valley	10	12	13
Donald Eismann	13	14	13
Emerald Hills	16	19	16
Liberty Ridge	12	12	8
Maple Lawn	13	13	14
Tehaleh Heights	N/A	N/A	15
Victor Falls	11	15	13
DISTRICT	13	14	13
STATE AVE	11	11	11



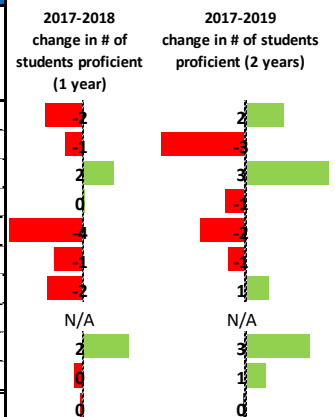
3rd Grade Math			
Elementary	2017	2018	2019
Bonney Lake	14	15	13
Crestwood	16	15	13
Daffodil Valley	10	13	13
Donald Eismann	13	15	14
Emerald Hills	15	18	17
Liberty Ridge	11	13	10
Maple Lawn	15	13	14
Tehaleh Heights	N/A	N/A	18
Victor Falls	11	15	15
DISTRICT AVE	13	15	14
STATE AVE	12	12	12



4th Grade ELA			
Elementary	2017	2018	2019
Bonney Lake	13	13	15
Crestwood	16	16	12
Daffodil Valley	9	11	11
Donald Eismann	14	14	12
Emerald Hills	18	17	17
Liberty Ridge	13	15	13
Maple Lawn	17	14	16
Tehaleh Heights	N/A	N/A	16
Victor Falls	12	14	13
DISTRICT	14	14	14
STATE AVE	11	11	11



4th Grade Math			
Elementary	2017	2018	2019
Bonney Lake	16	14	18
Crestwood	16	15	13
Daffodil Valley	9	11	13
Donald Eismann	14	14	13
Emerald Hills	19	15	17
Liberty Ridge	14	12	13
Maple Lawn	16	14	16
Tehaleh Heights	N/A	N/A	17
Victor Falls	11	13	14
DISTRICT AVE	14	14	15
STATE AVE	11	11	11



What does the data "say":

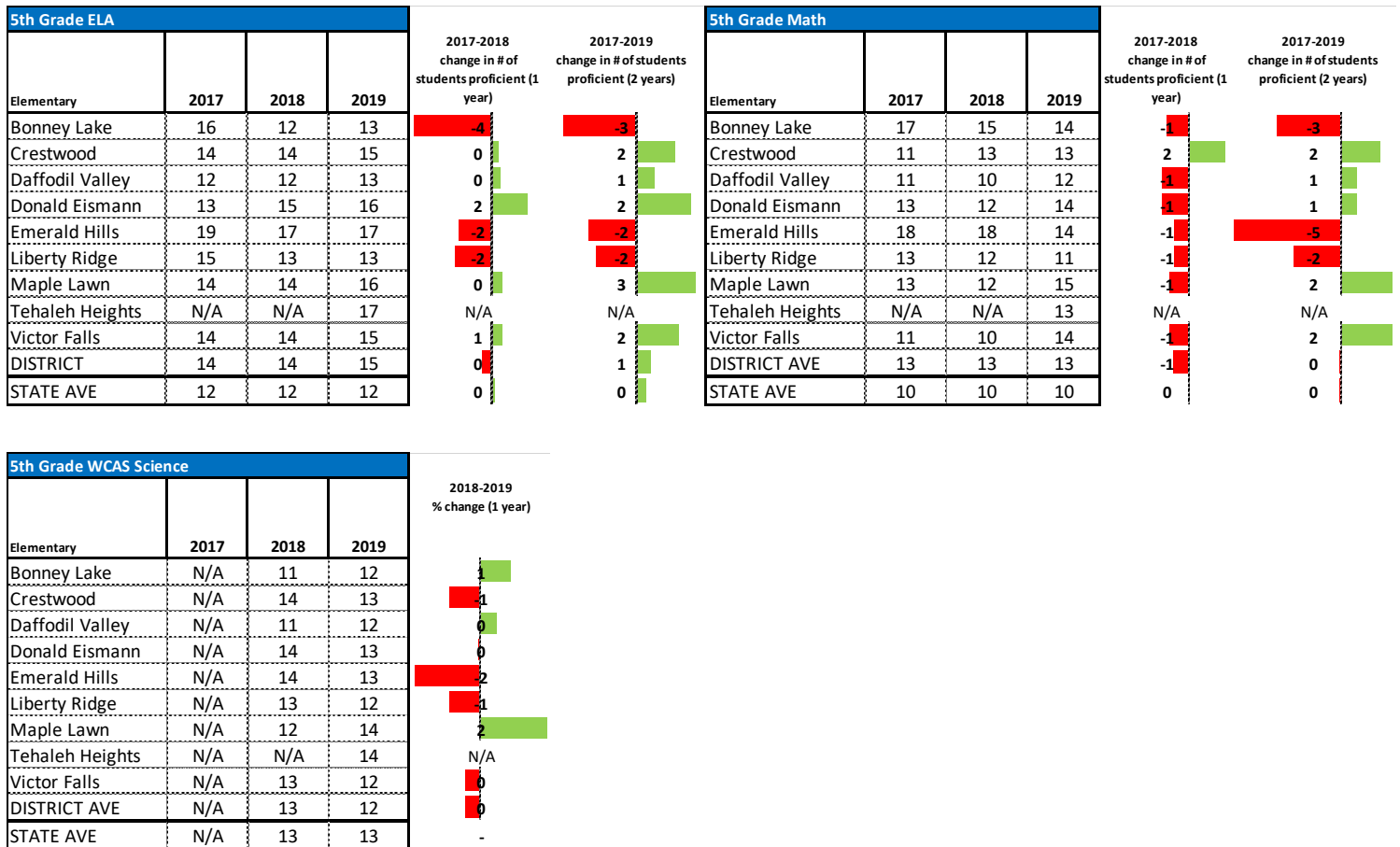
Wows

Wonderings

1-year and 2-year change in # of students proficient - by School (Out of every 20 students) (SBAC English Language Arts, Math and WCAS Science)

Notes: WCAS was not tested in 2017; Tehaleh Heights opened in 18-19; HS testing standards changed after 2017; ELA moved to Grade 10, Math rem Algebra 2

* Graphical display of percentage change could be affected by rounding



What does the data "say":

Wows	Wonderings

1-year and 2-year change in # of students proficient - by School (Out of every 20 students) (SBAC English Language Arts, Math and WCAS Science)

Notes: WCAS was not tested in 2017; Tehaleh Heights opened in 18-19; HS testing standards changed after 2017; ELA moved to Grade 10, Math rem Algebra 2

* Graphical display of percentage change could be affected by rounding

6th Grade ELA				2017-2018 change in # of students proficient (1 year)	2017-2019 change in # of students proficient (2 years)
Middle School	2017	2018	2019		
Lakeridge	13	16	13	2	-1
Mountain View	14	12	14	-2	0
Sumner Middle	13	13	13	0	0
DISTRICT	13	14	13	0	0
STATE AVE	11	11	11	0	0

6th Grade Math				2017-2018 change in # of students proficient (1 year)	2017-2019 change in # of students proficient (2 years)
Middle School	2017	2018	2019		
Lakeridge	13	13	11	0	-2
Mountain View	13	11	12	-1	-1
Sumner Middle	12	13	12	0	0
DISTRICT AVE	13	12	11	0	-1
STATE AVE	10	10	9	0	-1

7th Grade ELA				2017-2018 change in # of students proficient (1 year)	2017-2019 change in # of students proficient (2 years)
Middle School	2017	2018	2019		
Lakeridge	14	16	17	3	3
Mountain View	14	15	15	1	1
Sumner Middle	15	14	16	-2	0
DISTRICT	14	15	16	1	1
STATE AVE	12	12	12	0	0

7th Grade Math				2017-2018 change in # of students proficient (1 year)	2017-2019 change in # of students proficient (2 years)
Middle School	2017	2018	2019		
Lakeridge	12	15	14	3	3
Mountain View	11	11	12	0	1
Sumner Middle	15	13	15	-2	0
DISTRICT AVE	13	13	14	0	1
STATE AVE	10	10	10	0	0

8th Grade ELA				2017-2018 change in # of students proficient (1 year)	2017-2019 change in # of students proficient (2 years)
Middle School	2017	2018	2019		
Lakeridge	13	15	16	2	3
Mountain View	11	13	14	2	3
Sumner Middle	14	15	14	1	0
DISTRICT	13	14	15	2	2
STATE AVE	12	12	12	0	0

8th Grade Math				2017-2018 change in # of students proficient (1 year)	2017-2019 change in # of students proficient (2 years)
Middle School	2017	2018	2019		
Lakeridge	12	11	13	-1	1
Mountain View	9	11	12	1	2
Sumner Middle	14	13	13	0	-1
DISTRICT AVE	12	12	12	0	0
STATE AVE	10	10	9	0	0

8th Grade WCAS Science				2018-2019 % change (1 year)
Elementary	2017	2018	2019	
Lakeridge	N/A	14	13	-1
Mountain View	N/A	14	13	-1
Sumner Middle	N/A	12	10	-2
DISTRICT AVE	N/A	13	12	-1
STATE AVE	N/A	N/A	N/A	NM

What does the data "say":

Wows

Wonderings

1-year and 2-year change in # of students proficient - by School (Out of every 20 students) (SBAC English Language Arts, Math and WCAS Science)

Notes: WCAS was not tested in 2017; Tehaleh Heights opened in 18-19; HS testing standards changed after 2017; ELA moved to Grade 10, Math rem Algebra 2

* Graphical display of percentage change could be affected by rounding

10th Grade ELA				2018-2019 change in # of students proficient (1 year)	2017-2019 change in # of students proficient (2 years)	10th Grade Math				2018-2019 change in # of students proficient (1 year)	2017-2019 change in # of students proficient (2 years)
High School	2017	2018	2019			High School	2017	2018	2019		
Bonney Lake High	16	17	16	-1	-1	Bonney Lake High	17	9	7	-2	-9
Sumner High	18	17	17	0	-1	Sumner High	15	11	11	0	-3
DISTRICT	17	17	16	NM	-1	DISTRICT	15	10	10	0	-6
STATE AVE	15	14	14	0	-1	STATE AVE	5	8	8	0	3

11th Grade WCAS Science				2018-2019 change in # of students proficient (1 year)
High School	2017	2018	2019	
Bonney Lake High	N/A	11	12	1
Sumner High	N/A	12	12	-1
DISTRICT	N/A	11	12	0
STATE AVE	N/A	N/A	N/A	NM

What does the data "say":

Wows	Wonderings

Number of Students **OUT OF EVERY 20** Who “Met Standards” on State Tests By Subgroup and Grade Level (2017, 2018, 2019 SBAC)

No more than 5 out of every 20 students	5+ → 10 out of every 20 students	10+ → 15 out of every 20 students	More than 15 out of every 20 students	* Small Sample size (less than 10)	NA: Not available
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Notes: WCAS was not tested in 2017; Tehaleh Heights opened in 18-19; HS testing standards changed after 2017; ELA moved to Grade 10, Math rem Algebra 2

English Language Arts (ELA)	2017							2018							2019						
	3rd	4th	5th	6th	7th	8th	10th	3rd	4th	5th	6th	7th	8th	10th	3rd	4th	5th	6th	7th	8th	10th
SBLSD - All Students	13	14	14	13	14	13	17	14	14	14	14	15	14	17	13	14	15	13	16	15	16
African-American/Black	*	*	15	*	*	*	*	*	*	*	10	*	*	*	*	7	10	*	15	*	*
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	16	17	20	16	13	16	15	17	19	15	15	19	11	18	14	18	19	14	17	16	20
Hispanic or Latino of any race(s)	10	11	11	10	12	11	16	11	11	10	11	12	12	13	10	11	14	11	14	12	13
Native Hawaiian/Other Pacific Islander	*	*	*	N/A	*	*	*	*	*	*	*	N/A	*	*	*	*	*	*	N/A	*	*
Two or More Races	14	14	14	13	16	12	16	15	15	14	14	14	16	16	15	13	15	11	16	14	17
White	13	14	15	14	15	13	17	15	15	15	14	15	15	18	14	15	15	14	16	16	17
Male	12	14	14	12	13	12	17	13	14	14	13	13	13	16	13	14	15	12	14	14	16
Female	14	14	15	15	13	14	17	15	14	15	15	13	16	18	13	14	15	14	14	16	17
Low Income	10	11	12	10	11	10	14	11	12	12	10	11	11	14	10	11	12	10	13	12	14
SpEd	7	5	4	6	3	5	8	6	8	4	2	6	3	11	7	5	7	3	5	4	7
Bilingual/ESL	6	5	6	3	5	0	*	7	5	2	3	5	0	6	6	7	6	3	5	0	4

Math	2017							2018							2019						
	3rd	4th	5th	6th	7th	8th	10th	3rd	4th	5th	6th	7th	8th	10th	3rd	4th	5th	6th	7th	8th	10th
SBLSD - All Students	13	14	13	13	13	12	15	15	14	13	12	13	12	10	14	15	13	11	14	12	10
African-American/Black	*	*	9	*	*	*	*	*	*	*	10	*	*	*	*	3	*	10	15	*	*
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	16	17	17	16	13	18	*	17	17	14	17	18	13	*	16	19	19	14	17	16	*
Hispanic or Latino of any race(s)	11	11	10	9	11	11	16	13	11	10	10	11	9	3	12	13	11	9	11	9	6
Native Hawaiian/Other Pacific Islander	*	*	*	N/A	*	*	*	*	*	*	*	N/A	*	*	*	*	*	*	N/A	*	*
Two or More Races	14	15	12	11	13	11	11	15	14	13	13	10	13	10	15	16	13	10	14	11	9
White	14	15	14	13	14	12	16	15	14	13	13	14	12	11	14	15	14	12	14	13	10
Male	13	15	13	13	12	12	16	15	14	13	12	13	11	10	15	15	14	12	13	12	10
Female	13	13	13	13	14	12	15	15	13	12	13	13	13	10	13	14	13	11	14	13	9
Low Income	10	11	10	9	10	9	14	12	11	10	8	10	9	7	11	12	10	8	10	10	5
SpEd	7	8	4	5	2	5	*	7	8	4	1	4	3	3	7	6	6	3	2	3	1
Bilingual/ESL	5	9	4	5	1	5	N/A	8	7	5	2	7	3	4	9	9	4	3	2	4	0

What does the data “say”:

Wows

Wonderings

Number of Students **OUT OF EVERY 20** Who “Met Standards” on State Tests By Subgroup and Grade Level (2017, 2018, 2019 SBAC)

No more than 5 out of every 20 students	5+ → 10 out of every 20 students	10+ → 15 out of every 20 students	More than 15 out of every 20 students	* Small Sample size (less than 10)	NA: Not available
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Color shading may seem to vary due to rounding to nearest whole number

Notes: WCAS was not tested in 2017; Tehaleh Heights opened in 18-19; HS testing standards changed after 2017; ELA moved to Grade 10, Math rem Algebra 2

ELA				MATH			
Grade 3	2017	2018	2019	Grade 3	2017	2018	2019
SBLSD - All Students	13	14	13	SBLSD - All Students	13	15	14
African-American/Black	*	*	*	African-American/Black	*	*	*
American Indian/Alaskan Native	*	*	*	American Indian/Alaskan Native	*	*	*
Asian	16	17	14	Asian	16	17	16
Hispanic or Latino of any race(s)	10	11	10	Hispanic or Latino of any race(s)	11	13	12
Native Hawaiian/Other Pacific Islander	*	*	*	Native Hawaiian/Other Pacific Islander	*	*	*
Two or More Races	14	15	15	Two or More Races	14	15	15
White	13	15	14	White	14	15	14
Low Income	10	11	10	Low Income	10	12	11
SpEd	7	6	7	SpEd	7	7	7
Bilingual/ESL	6	7	6	Bilingual/ESL	5	8	9

ELA				MATH			
Grade 4	2017	2018	2019	Grade 4	2017	2018	2019
SBLSD - All Students	14	14	14	SBLSD - All Students	14	14	15
African-American/Black	*	*	7	African-American/Black	*	*	3
American Indian/Alaskan Native	*	*	*	American Indian/Alaskan Native	*	*	*
Asian	17	19	18	Asian	17	17	19
Hispanic or Latino of any race(s)	11	11	11	Hispanic or Latino of any race(s)	11	11	13
Native Hawaiian/Other Pacific Islander	*	*	*	Native Hawaiian/Other Pacific Islander	*	*	*
Two or More Races	14	15	13	Two or More Races	15	14	16
White	14	15	15	White	15	14	15
Low Income	11	12	11	Low Income	11	11	12
SpEd	5	8	5	SpEd	8	8	6
Bilingual/ESL	5	5	7	Bilingual/ESL	9	7	9

ELA				MATH				SCIENCE			
Grade 5	2017	2018	2019	Grade 5	2017	2018	2019	Grade 5	2017	2018	2019
SBLSD - All Students	14	14	15	SBLSD - All Students	13	13	13	SBLSD - All Students	N/A	13	13
African-American/Black	15	*	10	African-American/Black	9	*	*	African-American/Black	N/A	*	*
American Indian/Alaskan Native	*	*	*	American Indian/Alaskan Native	*	*	*	American Indian/Alaskan Native	N/A	*	*
Asian	20	15	19	Asian	17	14	19	Asian	N/A	14	17
Hispanic or Latino of any race(s)	11	10	14	Hispanic or Latino of any race(s)	10	10	11	Hispanic or Latino of any race(s)	N/A	10	9
Native Hawaiian/Other Pacific Islander	*	*	*	Native Hawaiian/Other Pacific Islander	*	*	*	Native Hawaiian/Other Pacific Islander	N/A	*	*
Two or More Races	14	14	15	Two or More Races	12	13	13	Two or More Races	N/A	14	12
White	15	15	15	White	14	13	14	White	N/A	13	14
Low Income	12	12	12	Low Income	10	10	10	Low Income	N/A	10	10
SpEd	4	4	7	SpEd	4	4	6	SpEd	N/A	6	6
Bilingual/ESL	6	2	6	Bilingual/ESL	4	5	4	Bilingual/ESL	N/A	5	2

What does the data “say”:

Wows

Wonderings

Number of Students **OUT OF EVERY 20** Who “Met Standards” on State Tests By Subgroup and Grade Level (2017, 2018, 2019 SBAC)

No more than 5 out of every 20 students	5+ → 10 out of every 20 students	10+ → 15 out of every 20 students	More than 15 out of every 20 students	* Small Sample size (less than 10)	NA: Not available
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Color shading may seem to vary due to rounding to nearest whole number

Notes: WCAS was not tested in 2017; Tehaleh Heights opened in 18-19; HS testing standards changed after 2017; ELA moved to Grade 10, Math rem Algebra 2

ELA				MATH			
Grade 6	2017	2018	2019	Grade 6	2017	2018	2019
SBLSD - All Students	13	14	13	SBLSD - All Students	13	12	11
African-American/Black	*	*	*	African-American/Black	*	10	10
American Indian/Alaskan Native	*	*	*	American Indian/Alaskan Native	*	*	*
Asian	16	15	14	Asian	16	17	14
Hispanic or Latino of any race(s)	10	11	11	Hispanic or Latino of any race(s)	9	10	9
Native Hawaiian/Other Pacific Islander	N/A	*	*	Native Hawaiian/Other Pacific Islander	N/A	*	*
Two or More Races	13	14	11	Two or More Races	11	13	10
White	14	14	14	White	13	13	12
Low Income	10	10	10	Low Income	9	8	8
SpEd	6	2	3	SpEd	5	1	3
Bilingual/ESL	3	3	3	Bilingual/ESL	5	2	3

ELA				MATH			
Grade 7	2017	2018	2019	Grade 7	2017	2018	2019
SBLSD - All Students	14	15	16	SBLSD - All Students	13	13	14
African-American/Black	*	*	15	African-American/Black	*	*	15
American Indian/Alaskan Native	*	*	*	American Indian/Alaskan Native	*	*	*
Asian	13	19	17	Asian	13	18	17
Hispanic or Latino of any race(s)	12	12	14	Hispanic or Latino of any race(s)	11	11	11
Native Hawaiian/Other Pacific Islander	*	*	*	Native Hawaiian/Other Pacific Islander	*	*	*
Two or More Races	16	14	16	Two or More Races	13	10	14
White	15	15	16	White	14	14	14
Low Income	11	11	13	Low Income	10	10	10
SpEd	3	6	5	SpEd	2	4	2
Bilingual/ESL	5	5	5	Bilingual/ESL	1	7	2

What does the data “say”:

<u>Wows</u>	<u>Wonderings</u>

Number of Students **OUT OF EVERY 20** Who “Met Standards” on State Tests By Subgroup and Grade Level (2017, 2018, 2019 SBAC)

No more than 5 out of every 20 students	5+ → 10 out of every 20 students	10+ → 15 out of every 20 students	More than 15 out of every 20 students	* Small Sample size (less than 10)	NA: Not available
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Color shading may seem to vary due to rounding to nearest whole number

Notes: WCAS was not tested in 2017; Tehaleh Heights opened in 18-19; HS testing standards changed after 2017; ELA moved to Grade 10, Math rem Algebra 2

ELA				MATH			
Grade 8	2017	2018	2019	Grade 8	2017	2018	2019
SBLSD - All Students	13	14	15	SBLSD - All Students	12	12	12
African-American/Black	*	*	*	African-American/Black	*	*	*
American Indian/Alaskan Native	*	*	*	American Indian/Alaskan Native	*	*	*
Asian	16	11	16	Asian	18	13	16
Hispanic or Latino of any race(s)	11	12	12	Hispanic or Latino of any race(s)	11	9	9
Native Hawaiian/Other Pacific Islander	N/A	*	*	Native Hawaiian/Other Pacific Islander	N/A	*	N/A
Two or More Races	12	16	14	Two or More Races	11	13	11
White	13	15	16	White	12	12	13
Low Income	10	11	12	Low Income	9	9	10
SpEd	5	3	4	SpEd	5	3	3
Bilingual/ESL	0	4	5	Bilingual/ESL	5	3	4

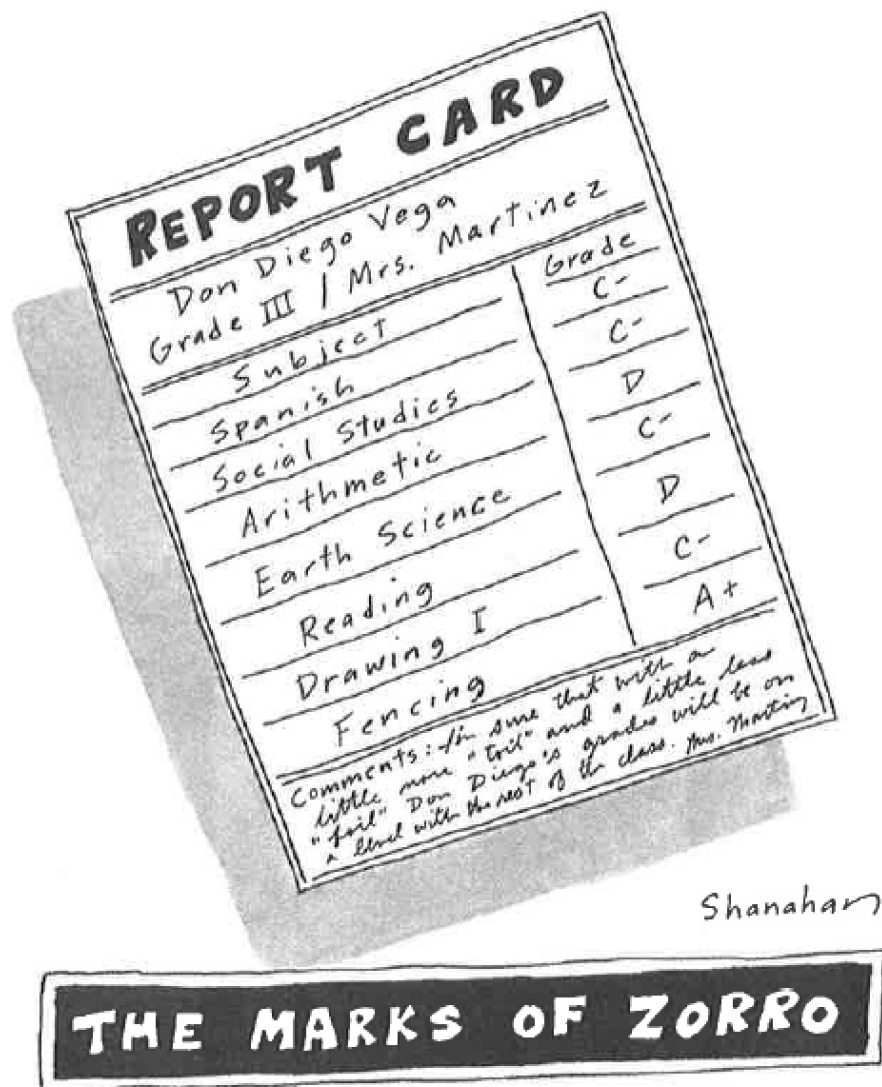
SCIENCE			
Grade 8	2017	2018	2019
SBLSD - All Students	N/A	13	12
African-American/Black	N/A	*	*
American Indian/Alaskan Native	N/A	*	*
Asian	N/A	11	11
Hispanic or Latino of any race(s)	N/A	8	8
Native Hawaiian/Other Pacific Islander	N/A	N/A	N/A
Two or More Races	N/A	15	12
White	N/A	14	13
Low Income	N/A	9	9
SpEd	N/A	4	4
Bilingual/ESL	N/A	1	2

ELA				MATH			
Grade 10	2017	2018	2019	Grade 10	2017	2018	2019
SBLSD - All Students	17	17	16	SBLSD - All Students	15	10	10
African-American/Black	*	*	*	African-American/Black	*	*	*
American Indian/Alaskan Native	*	*	*	American Indian/Alaskan Native	*	*	*
Asian	15	18	20	Asian	*	11	16
Hispanic or Latino of any race(s)	16	13	13	Hispanic or Latino of any race(s)	16	3	6
Native Hawaiian/Other Pacific Islander	*	*	*	Native Hawaiian/Other Pacific Islander	N/A	*	*
Two or More Races	16	16	17	Two or More Races	16	11	10
White	17	18	17	White	16	10	10
Low Income	14	14	14	Low Income	5	3	1
SpEd	8	11	7	SpEd	*	4	0
Bilingual/ESL	*	6	4	Bilingual/ESL	N/A	4	0

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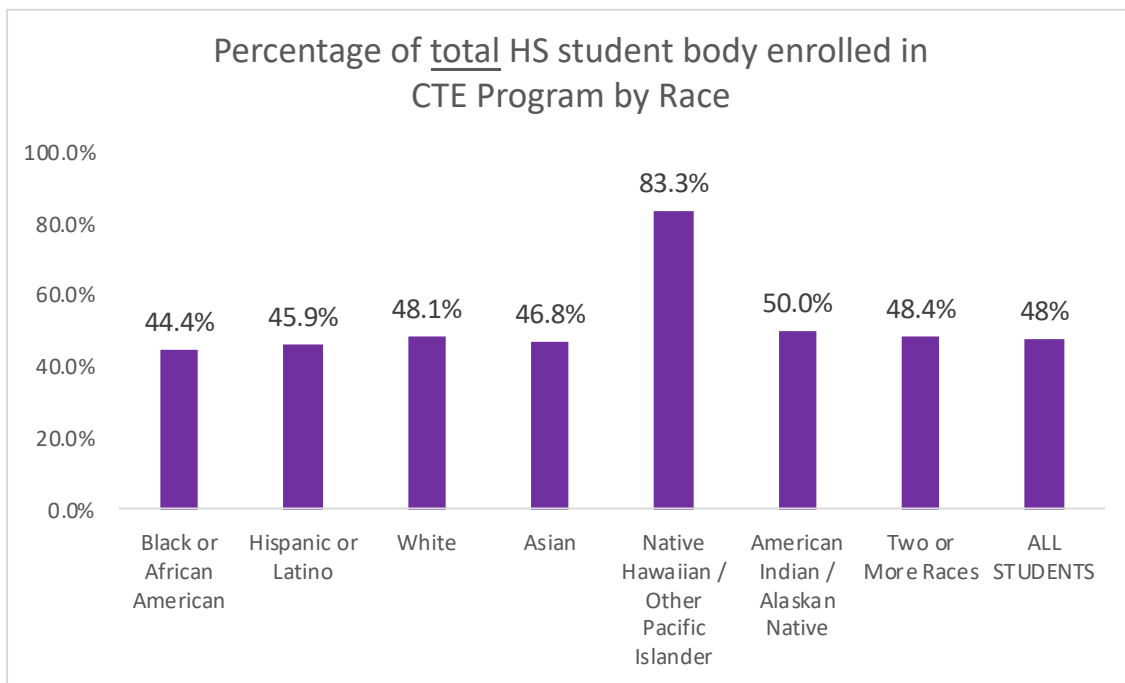
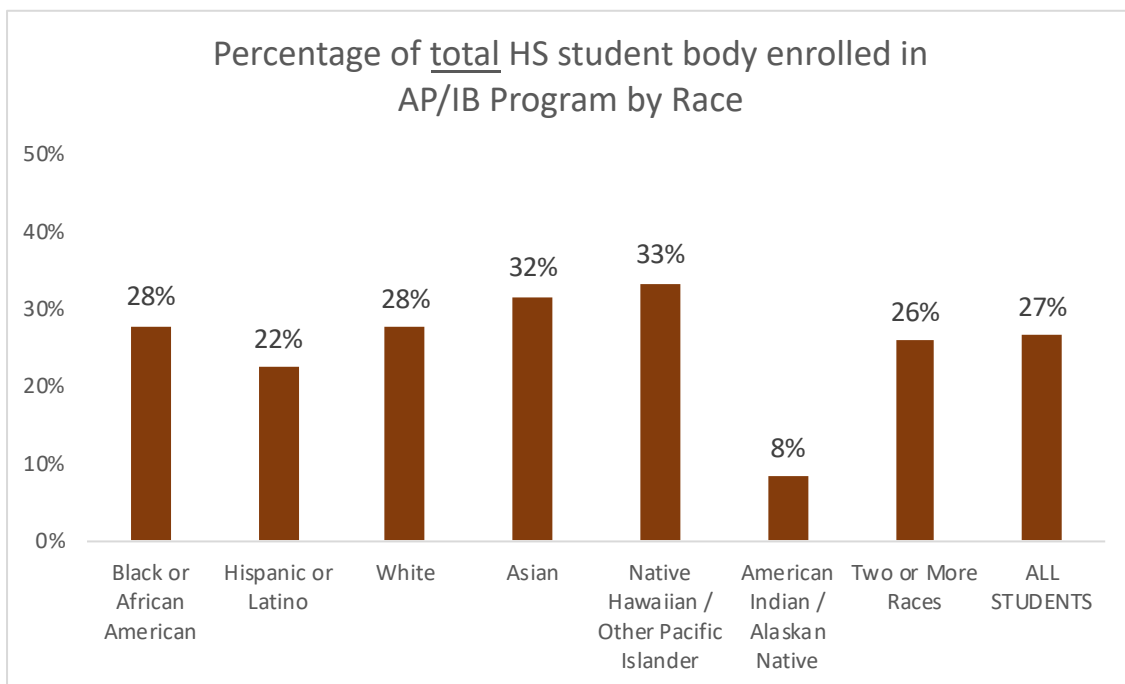
Higher-level & Applied Learning Programs

- Advanced Placement / International Baccalaureate
- Career & Technical Education (CTE)



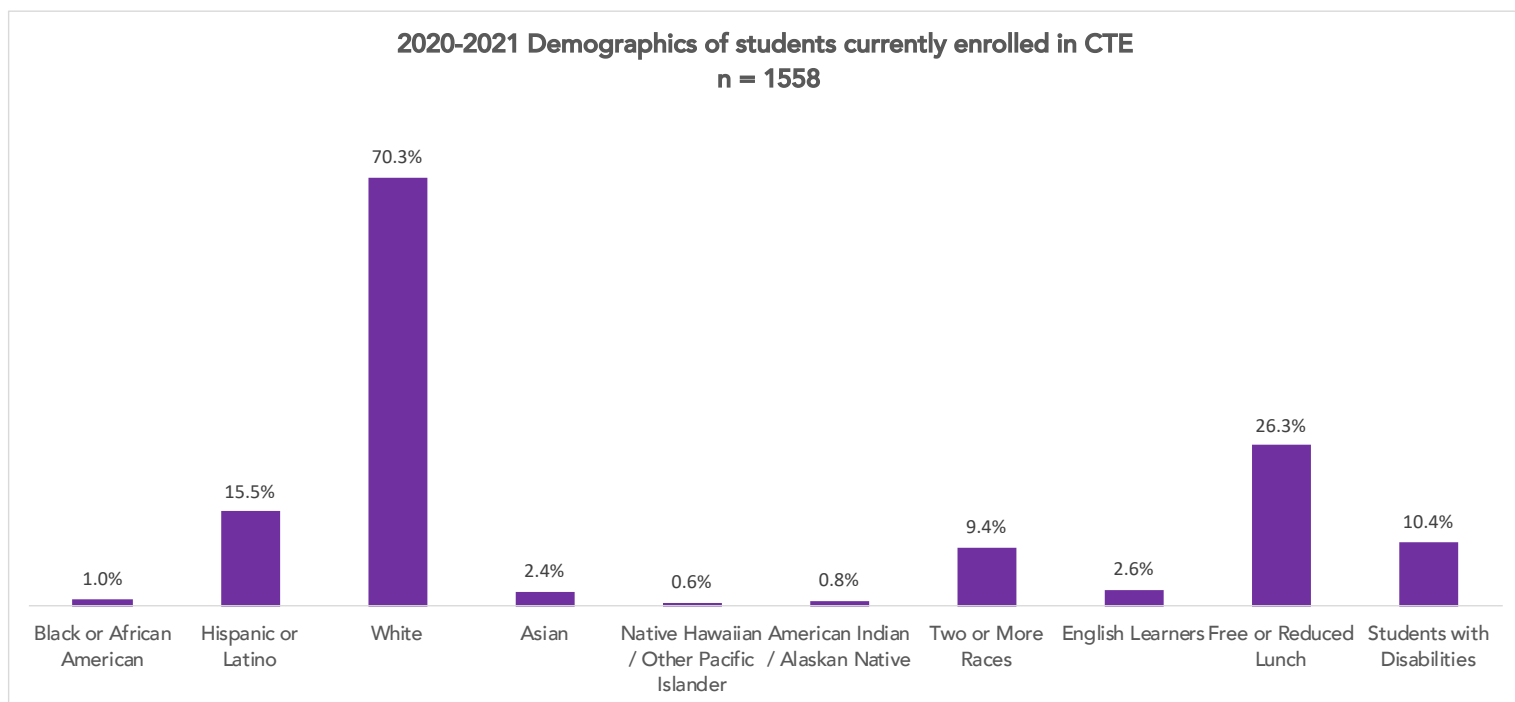
Program Enrollment (CTE, AP/IB) by Demographic Subgroup

Notes: CTE, AP/IB courses are only taught in grades 9-12; Student base determined by students that completed Semester 1, 20-21 SY;
CTE Enrollment- Students completed at least 1 CTE course; AP/IB Enrollment- Students completed at least 1 AP or IB course.



Program Enrollment (CTE) by Demographic Subgroup

Notes: CTE, AP/IB courses are only taught in grades 9-12; Student base determined by students that completed Semester 1, 20-21 SY;
CTE Enrollment- Students completed at least 1 CTE course; AP/IB Enrollment- Students completed at least 1 AP or IB course.



2020-21 CTE Enrollment		
	Percentage	Number
Black or African American	1.0%	16
Hispanic or Latino	15.5%	241
White	70.3%	1095
Asian	2.4%	37
Native Hawaiian / Other Pacific Islander	0.6%	10
American Indian / Alaskan Native	0.8%	12
Two or More Races	9.4%	147
English Learners	2.6%	40
Free or Reduced Lunch	26.3%	410
Students with Disabilities	10.4%	162
Male	53.8%	838
Female	46.2%	720
Overall	100.0%	1558

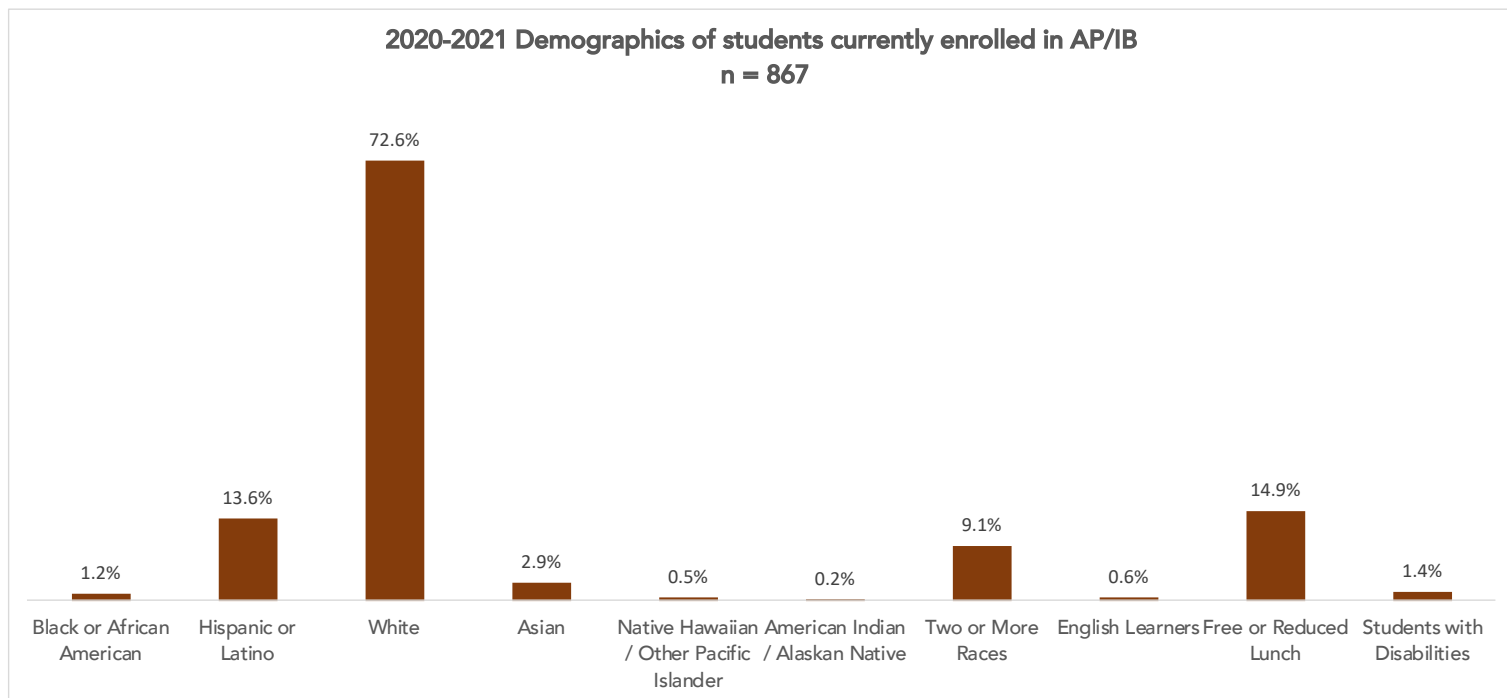
What does the data "say":

Wows

Wonderings

Program Enrollment (AP/IB) by Demographic Subgroup

Notes: CTE, AP/IB courses are only taught in grades 9-12; Student base determined by students that completed Semester 1, 20-21 SY;
CTE Enrollment- Students completed at least 1 CTE course; AP/IB Enrollment- Students completed at least 1 AP or IB course.



2020-21 AP/IB Enrollment		
	Percentage	Number
Black or African American	1.2%	10
Hispanic or Latino	13.6%	118
White	72.6%	629
Asian	2.9%	25
Native Hawaiian / Other Pacific Islander	0.5%	4
American Indian / Alaskan Native	0.2%	2
Two or More Races	9.1%	79
English Learners	0.6%	5
Free or Reduced Lunch	14.9%	129
Students with Disabilities	1.4%	12
Male	47.3%	410
Female	52.7%	457
Overall	100.0%	867

What does the data "say":

<u>Wows</u>	<u>Wonderings</u>

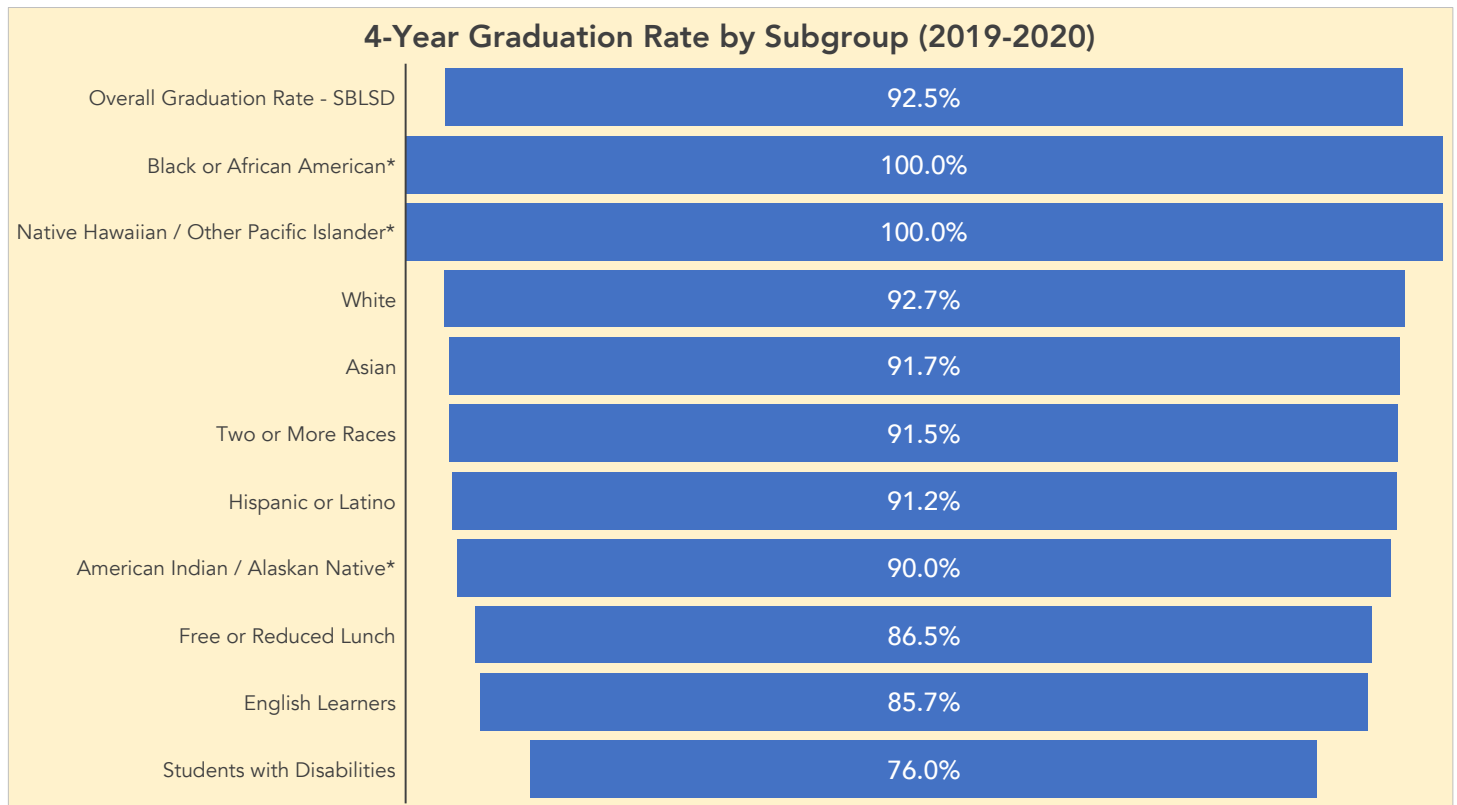
D.

Graduation Rate, Dropout Rate and Post-Secondary Persistence



"Big deal, an A in math. That would be a D in any other country."

4-Year High School Graduation Rate by Subgroup (2019-2020)



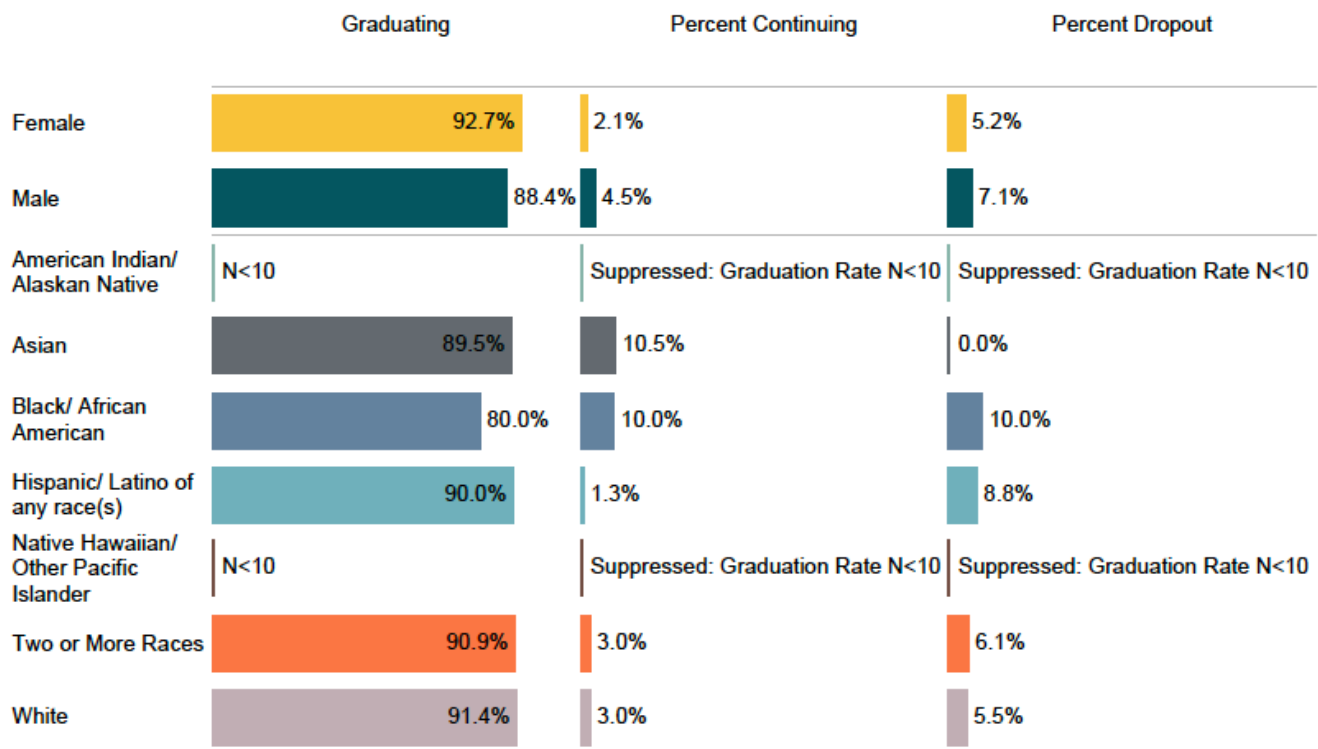
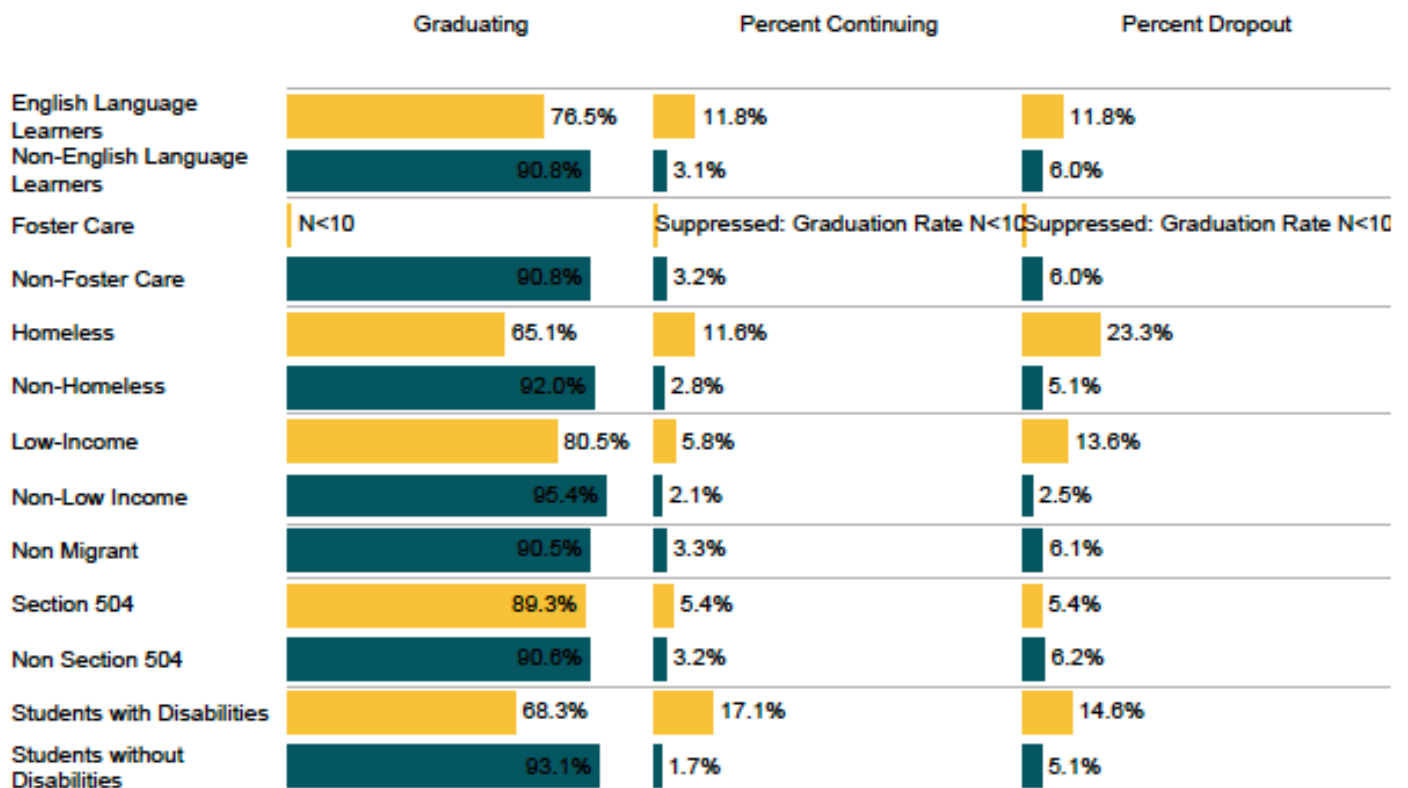
	2019-2020	2018-2019
Overall Graduation Rate - SBLSD	92.5%	90.5%
Black or African American*	100.0%	80.0%
Native Hawaiian / Other Pacific Islander*	100.0%	100.0%
White	92.7%	91.4%
Asian	91.7%	89.5%
Two or More Races	91.5%	89.8%
Hispanic or Latino	91.2%	94.0%
American Indian / Alaskan Native*	90.0%	33.3%
Free or Reduced Lunch	86.5%	84.0%
English Learners	85.7%	88.9%
Students with Disabilities	76.0%	86.4%

* Small Sample size (less than 10)

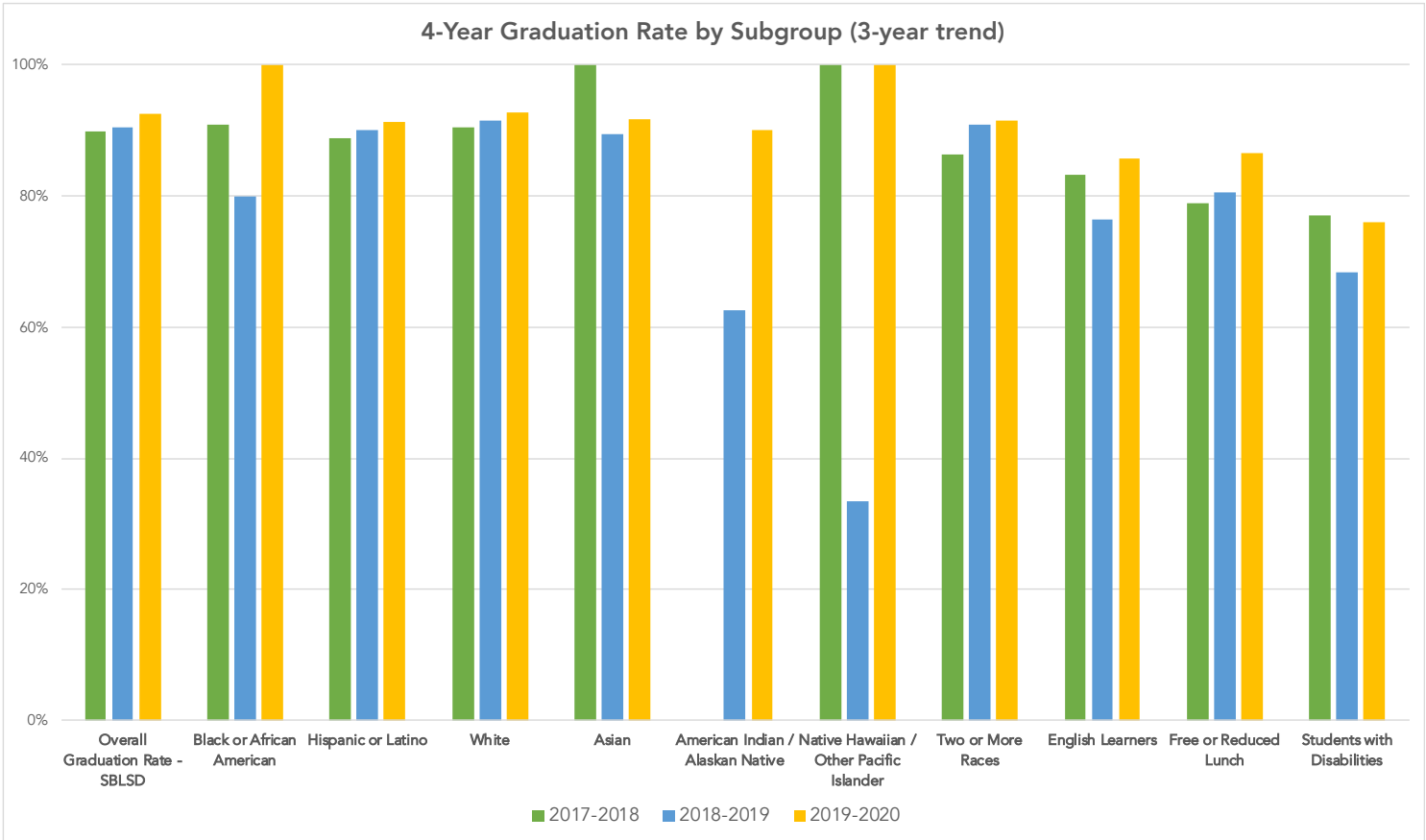
What does the data "say":

<u>Wows</u>	<u>Wonderings</u>

Graduation Summary by Demographics (2018-2019)



3-Year Trend: 4-Year High School Graduation Rate by Subgroup



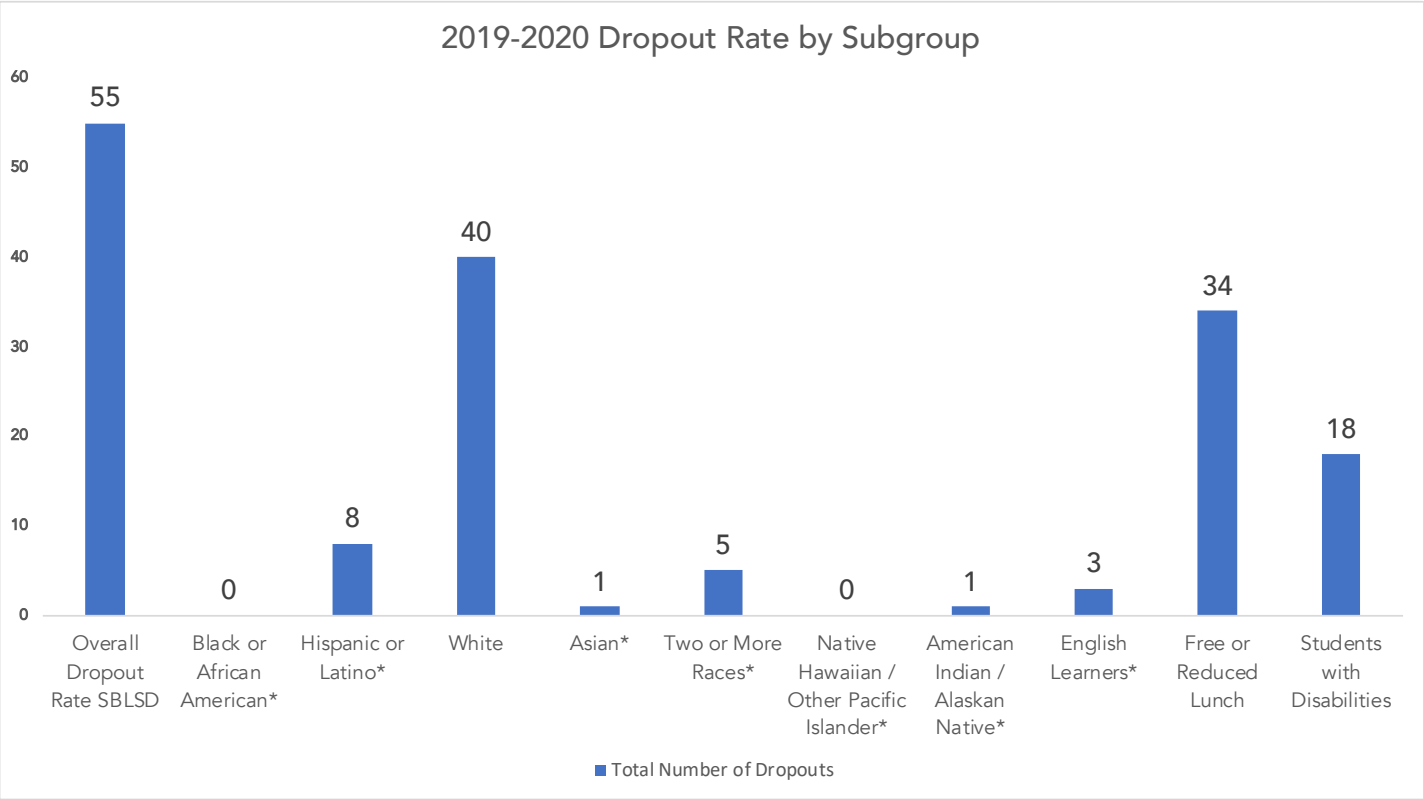
	2017-2018	2018-2019	2019-2020
Overall Graduation Rate - SBLSD	89.9%	90.5%	92.5%
Black or African American	90.9%	80%*	100%*
Hispanic or Latino	88.9%	90.0%	91.2%
White	90.4%	91.4%	92.7%
Asian	100.0%	89.5%	91.7%
American Indian / Alaskan Native	0%*	62.5%*	90%*
Native Hawaiian / Other Pacific Islander	100%*	33.3%*	100%*
Two or More Races	86.4%	90.9%	91.5%
English Learners	83.3%	76.5%	85.7%
Free or Reduced Lunch	79.0%	80.5%	86.5%
Students with Disabilities	77.1%	68.3%	76.0%

* Small Sample size (less than 10)

What does the data “say”:

Wows	Wonderings

Dropout Rate by Subgroup (2019-2020)



2019-2020		
	Total number	% of total
Overall Dropout Rate SBLSD	55	7.5%
Black or African American*	0	0.0%
Hispanic or Latino*	8	8.8%
White	40	7.3%
Asian*	1	8.3%
Two or More Races*	5	8.5%
Native Hawaiian / Other Pacific Islander*	0	0.0%
American Indian / Alaskan Native*	1	0.0%
English Learners*	3	14.3%
Free or Reduced Lunch	34	13.5%
Students with Disabilities	18	24.0%

* Small Sample size (less than 10)

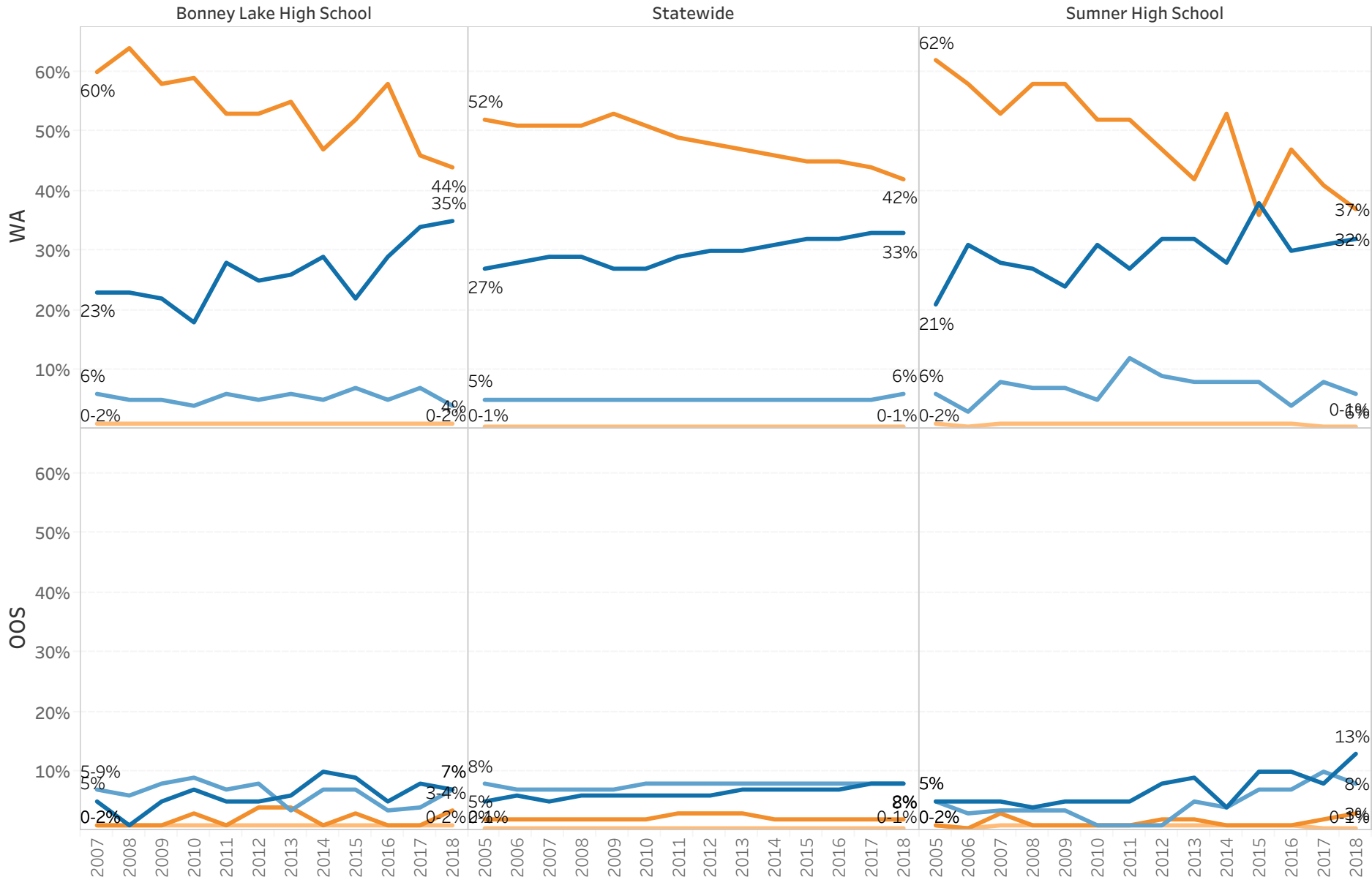
What does the data “say”:

Wows

Wonderings

Bonney Lake HS & Sumner High School vs Statewide Comparison

What kind of institutions did enrollees attend in the first year after graduation?

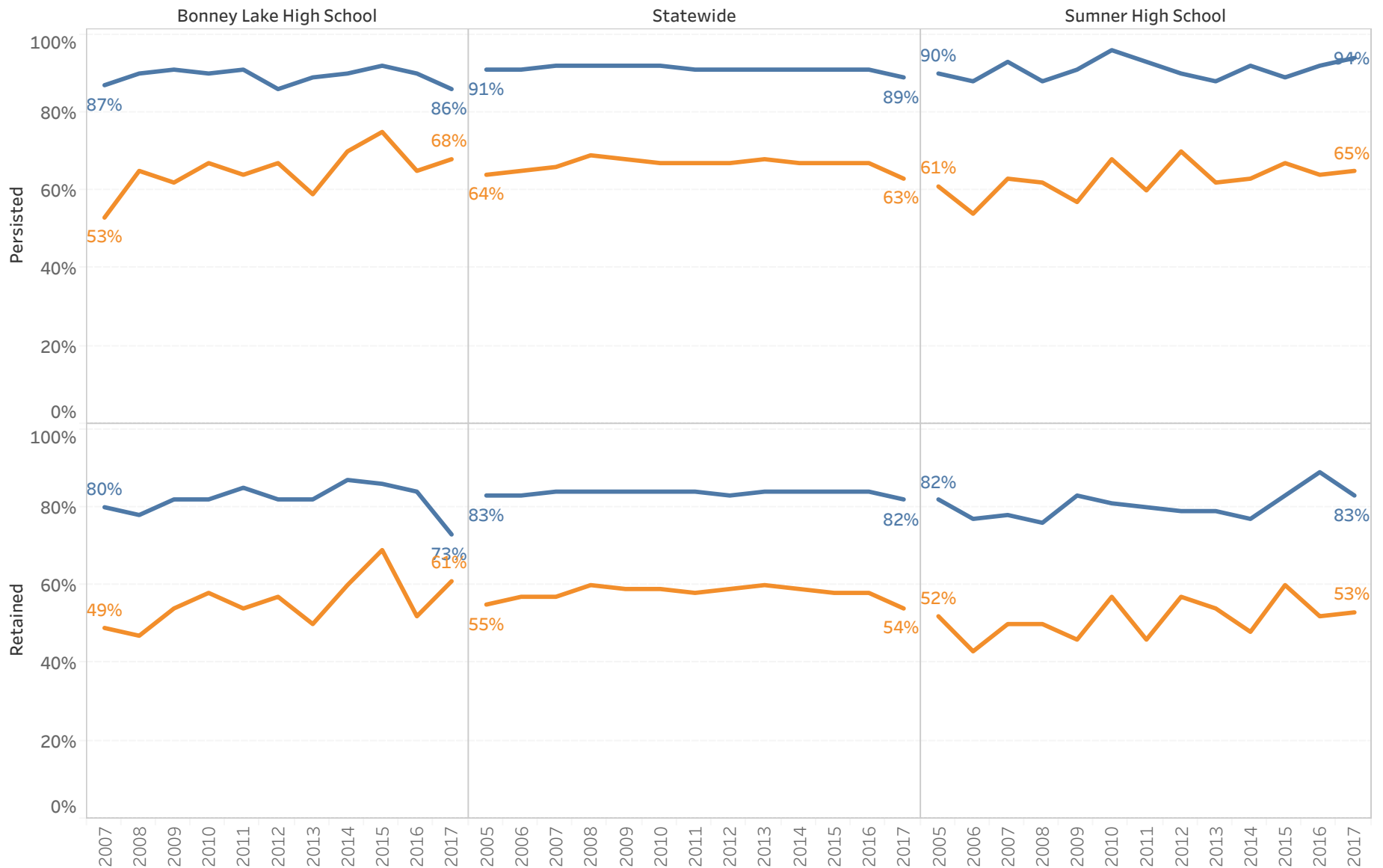


Dark Blue: Students enrolled in Public 4 yr institution
 Light Blue: Students enrolled in Private 4 yr institution
 Dark Orange: Students enrolled in Public 2 yr/CTC institution (CTC= Career or Technical College)
 Light Orange: Students enrolled in Private 2 yr/CTC institution

Bonney Lake HS & Sumner High School vs Statewide Comparison

What were the rates of persistence / retention?

Student Type: All



Dark Blue: All grads enrolled in 4 yr institutions

Dark Orange: All grads enrolled in 2 yr/CTC institutions

Performance Fact, Inc. (2021)

Bonney Lake HS & Sumner High School vs Statewide Comparison

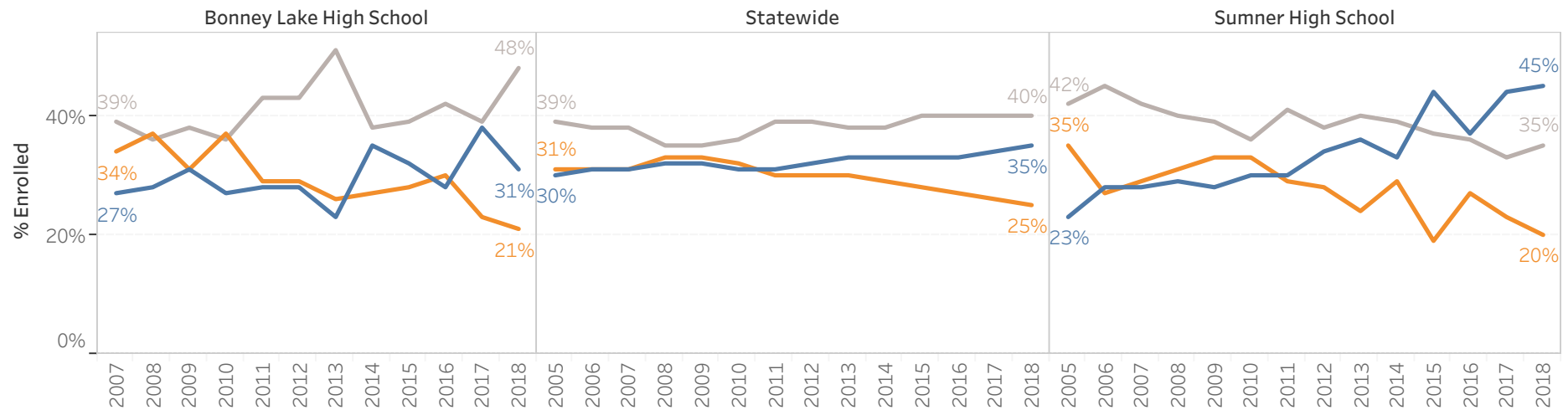
What percent of graduates enrolled in college during the first year after graduation?

Student Type: All

■ 4 Yr

■ 2 Yr/CTC

■ Not Enrolled



What is the highest postsecondary credential earned within 8 years of graduation?

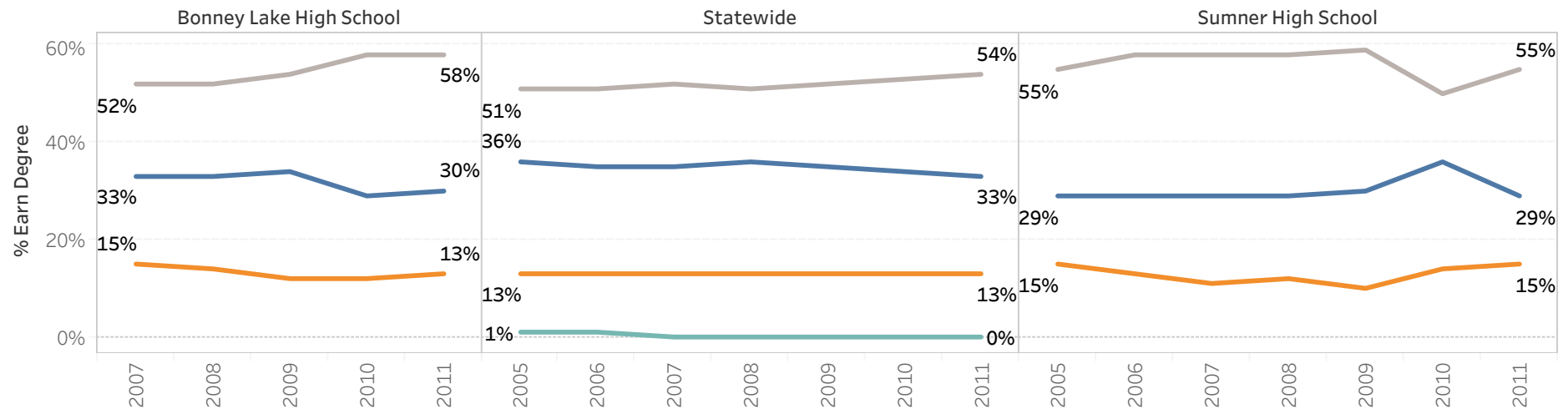
Student Type: All

■ Bachelor's or Higher

■ Associate/Certificate

■ Apprenticeship

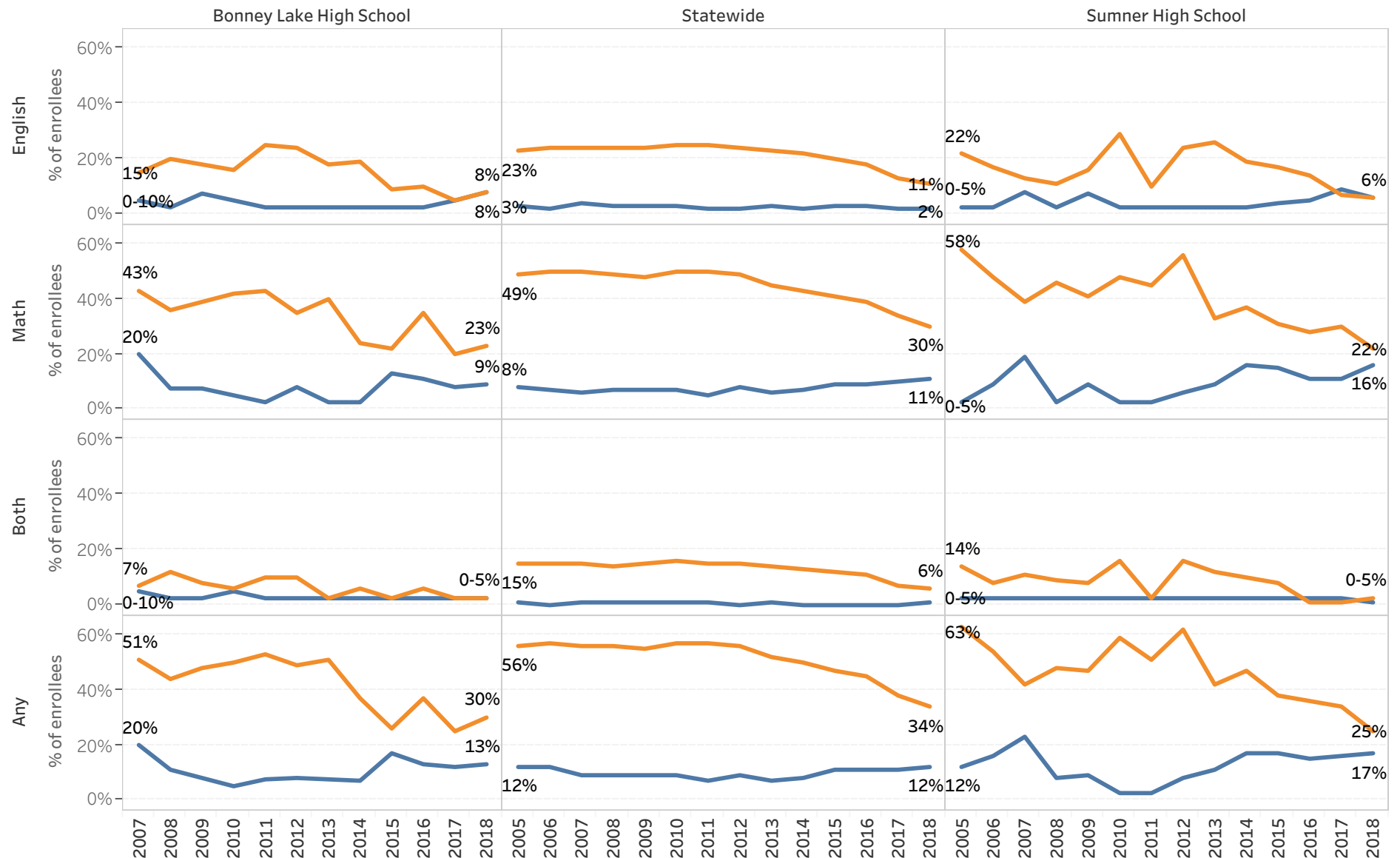
■ No Degree



Bonney Lake HS & Sumner High School vs Statewide Comparison

What were the rates of pre-college coursetaking?

Student Type: All

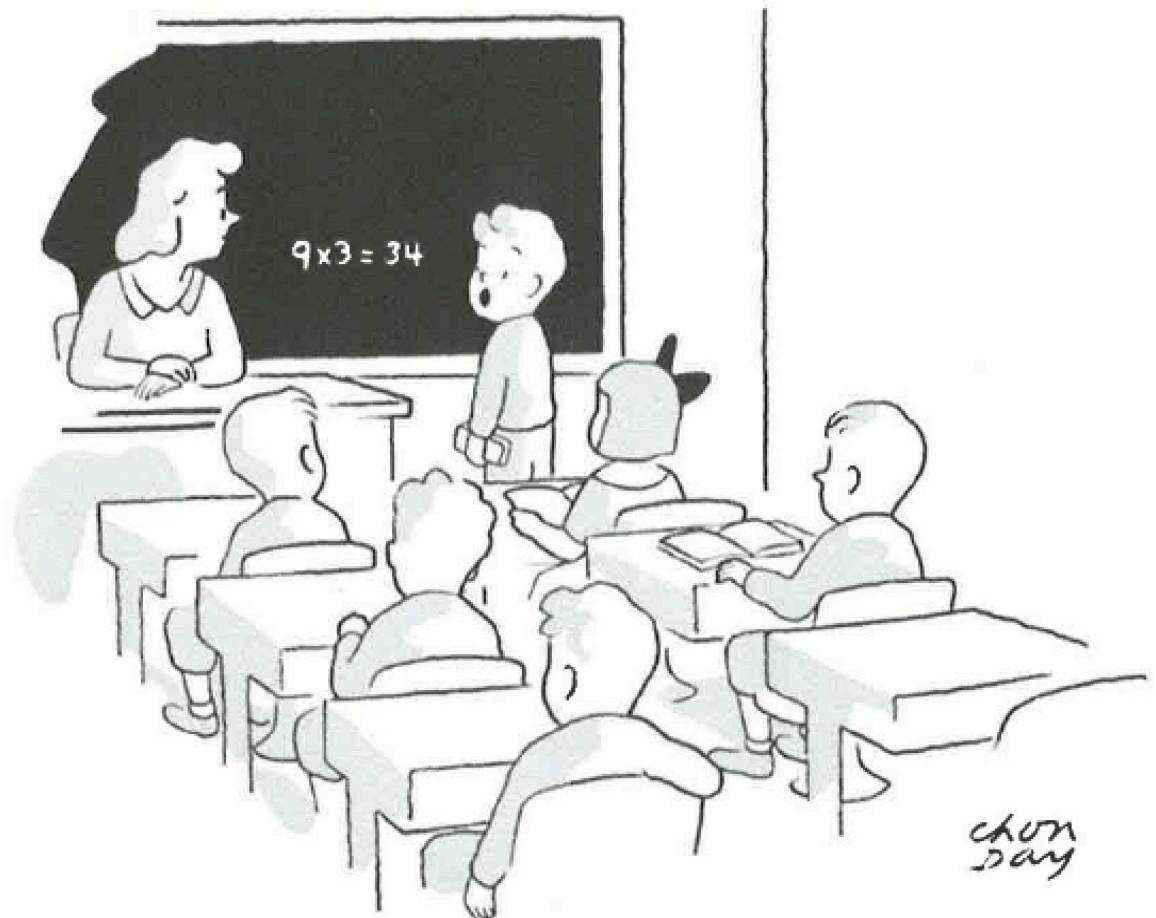


Dark Blue: % of all enrollees at 4 yr enrolled in pre-college English, Math, Math & English, Any
 Dark Orange: % of all enrollees at 2 yr/CTC enrolled in pre-college English, Math, Math & English, Any
 Performance Fact, Inc. (2021)

E.

Student Voice

- Student Surveys (Elementary and Secondary)



"Am I warm?"

Student Survey Responses - Elementary

All Elementary Students

*Note: Statistically significant results were those where the p-value of the t-test was <0.05, meaning 95% of the time students were surveyed, there would be a real difference in perceptions. When a difference between results for students of color and white students is shaded it means it is statistically significant. When the result is positive for students of color, it is shaded **green**; when it is negative for students of color, it is shaded **red**.*

Question/Domain	% Students of Color	% White Students	Delta between Students of Color and White Students
STUDENT ENGAGEMENT (respondents who said "Agree/Strongly Agree")			
I like school.	82.2%	83.8%	-1.7
There are things about school that makes me want to go every day.	86.6%	82.5%	4.1
I try my best at school.	97.3%	97.9%	-0.5
I can learn in my classes if I try hard enough.	96.8%	96.9%	-0.1
I feel successful at school.	90.4%	89.9%	0.5
My teachers make learning fun.	84.0%	86.9%	-2.9
The work I do in class makes me think.	91.7%	89.7%	2.0
STUDENT VOICE (respondents who said "Agree/Strongly Agree")			
My teachers listen to me when I am talking to them.	94.9%	96.9%	-2.0
My teachers ask students about how to make our class better.	80.9%	75.5%	5.4
My teachers ask students about how we like to learn.	68.2%	65.1%	3.1
STUDENT SUPPORT & SCHOOL CLIMATE (respondents who said "Agree/Strongly Agree")			
My school is a welcoming and safe place to be.	92.4%	90.7%	1.6
I feel like I am part of the school community.	81.5%	88.0%	-6.4
I feel like my teachers care about me.	91.0%	93.0%	-2.1
There is at least one adult in the school who I can talk with about any problems I am having.	87.9%	88.3%	-0.4
Teachers pay attention to all students.	84.0%	87.2%	-3.2
I feel safe at my school.	90.4%	89.7%	0.8
TEACHING AND LEARNING (respondents who said "Agree/Strongly Agree")			
I like the way we learn in my classes.	85.4%	84.1%	1.2
My teachers connect what we are learning to things that I like.	72.6%	69.7%	3.0
My teachers tell us why we are learning things in class.	90.4%	85.0%	5.4
My teachers have us learn in different ways.	93.6%	90.7%	2.9

What does the data "say":

Wows	Wonderings

Question/Domain	% Students of Color	% White Students	Delta between Students of Color and White Students
EXPECTATIONS (respondents who said "Agree/Strongly Agree")			
My classroom rules are fair.	90.3%	89.9%	0.43
I learn every day.	94.2%	91.6%	2.52
My teachers think I can learn anything.	90.2%	90.7%	-0.55
Teachers encourage me to keep trying my best when the work is hard.	93.5%	93.4%	0.17
STUDENT ENCOURAGEMENT (respondents who said "Most of the time/All the time")			
My teachers acknowledge or praise me when I try my best	72.3%	68.4%	3.9
My teachers recognize when I could be working harder and encourage me to do so	72.3%	71.6%	0.6
PERSONALIZED LEARNING (respondents who said "Agree/Strongly Agree")			
My teachers and I work together to set personal goals for my own learning.	84.4%	79.9%	4.6
I discuss my learning progress with my teachers.	80.0%	69.4%	-0.2
DIVERSITY & INCLUSIVITY (respondents who said "Agree/Strongly Agree")			
My teachers treat ALL students fairly.	80.9%	83.8%	-3.0
I have friends at this school who are a different race/ethnicity than me.	92.2%	90.4%	1.8
The materials/books we use in class include pictures or examples of a diversity of people.	91.6%	91.8%	-0.1
BULLYING (respondents who said "Agree/Strongly Agree")			
Bullying is a problem at this school.	47.8%	45.5%	2.3
I have personally seen or heard someone get bullied.	45.9%	45.9%	0.0
I have been bullied.	39.4%	41.7%	-2.4
RESPONSE TO BULLYING (respondents who said "Agree/Strongly Agree")			
When I tell an adult at school about inappropriate behavior, I see a decrease in the behavior.	73.7%	69.0%	4.8
I know when and how to report bullying or harassment.	98.7%	96.6%	2.2

What does the data "say":

<u>Wows</u>	<u>Wonderings</u>

Student Survey Responses - Secondary

All Secondary Students (Middle Schools + High Schools + Alternative High School)

*Note: Statistically significant results were those where the p-value of the t-test was <0.05, meaning 95% of the time students were surveyed, there would be a real difference in perceptions. When a difference between results for students of color and white students is shaded it means it is statistically significant. When the result is positive for students of color, it is shaded **green**; when it is negative for students of color, it is shaded **red**.*

Question/Domain	% Students of Color	% White Students	Delta between Students of Color and White Students
STUDENT ENGAGEMENT (respondents who said "Most of the Time/All of the Time")			
I often feel that... There is at least one good thing about school that makes me want to go every day.	55.8%	59.0%	-3.2%
I often feel that...When I am at school, I like being there.	35.2%	36.8%	-1.6%
I often feel that ...I try my best at school.	76.2%	81.1%	-4.9%
I often feel that.. I can learn almost anything in my classes if I try hard enough.	70.9%	72.6%	-1.7%
STUDENT EFFORT & COMMITMENT (respondents who said "Agree or Strongly Agree")			
I pay attention and resist distractions when I'm doing schoolwork.	36%	39.5%	-3.5%
When I am not in school, I set aside time to do schoolwork.	28.5%	26.8%	1.7%
I sometimes stop working on an assignment if it seems difficult.	24.9%	21.3%	4%
You have a certain amount of intelligence, and you really can't do much to change it.	45.5%	58.1%	-13%
STUDENT VOICE (respondents who said "Agree or Strongly Agree" OR "Most Teachers or All Teachers")			
My principals and assistant principals regularly listen to what students have to say.	38.3%	38.6%	0%
My counselor listens to what I have to say.	65.1%	67.3%	-2%
In my school, teachers regularly listen to what students have to say.	40.3%	45.6%	-5%
Students are involved in decisions about classroom rules/procedures regularly	31.0%	28.8%	2%
Teachers regularly...listen to you when you are talking to them	72.6%	79.2%	-7%
Teachers regularly... ask your opinion about what you are learning	33.5%	31.1%	2%
Teachers regularly... ask students to answer questions or make comments during class	68.2%	74.1%	-6%
Teachers regularly... respect my ideas and suggestions	59.0%	61.8%	-3%
STUDENT SUPPORT (respondents who said "Agree or Strongly Agree" OR "Most Teachers or All Teachers" OR "Most/all of the time")			
When something is really bothering me, there is at least one adult that I can go to and talk about the problem.	48.0%	54.0%	-6%
Students are encouraged by teachers to say what they think.	30.6%	31.1%	-1%
I often feel...My school is a welcoming and safe place to be.	57.8%	61.1%	-3%
I often feel... EMOTIONALLY safe at my school.	53.3%	56.0%	-3%
I often feel...PHYSICALLY safe at my school.	68.3%	73.9%	-6%
I often feel...like my teachers care about me.	56.5%	61.0%	-5%
I often feel...Teachers pay attention to all students, not just the top students.	51.5%	54.2%	-3%
My teachers regularly acknowledge or praise you when you do something positive?	48.1%	45.1%	3%
My teachers regularly recognize when you could be working harder and urge you to do so?	52.0%	54.2%	-2%
TEACHER-STUDENT RELATIONSHIPS (respondents who said "Agree or Strongly Agree" OR "Most Teachers or All Teachers")			
My teachers genuinely try to get to know you as a person.	35.3%	34.5%	1%
My teachers treat me with respect.	73.5%	77.0%	-4%
Teachers and students work together to make our school better.	69.5%	70.2%	-1%
Teachers recognize my strengths.	76.5%	79.6%	-3%
TEACHING AND LEARNING (respondents who said "Agree or Strongly Agree" OR "Most Teachers or All Teachers")			
In my classes, learning is enjoyable.	59.7%	60.6%	-1%
Most of the activities I work on in school are challenging enough to be interesting, but not too challenging to complete.	63.0%	62.5%	1%
My teachers regularly make the class interesting to me	38.1%	38.6%	-1%
My teachers regularly connect the class material to the real world outside of school	38.7%	34.4%	4%
My teachers regularly connect what I am learning to future careers	35.3%	28.6%	7%
My teachers regularly have opportunities to learn in different ways, such as listening to the teacher present to the whole class, working in small groups, or working by myself?	54.7%	53.7%	1%

Question/Domain	% Students of Color	% White Students	Delta between Students of Color and White Students
EXPECTATATIONS (respondents who said "Agree or Strongly Agree")			
I learn every day.	76%	76.70%	-1%
Expectations for student behavior are clear.	85.3%	86.4%	-1%
Teachers have high expectations for me.	84.2%	86.5%	-2%
PERSONALIZED LEARNING (respondents who said "Agree or Strongly Agree")			
My teachers and I work together to set personal goals for my own learning.	25.1%	21.3%	4%
I discuss my learning progress with my teachers.	21.3%	16.9%	4%
COLLEGE PREPARATION (respondents who said "Agree or Strongly Agree")			
Teachers make sure that all students are planning for life after graduation.	66.5%	65.7%	1%
All students are encouraged to go to college.	75.5%	74.9%	1%
DIVERSITY & INCLUSIVITY (respondents who said "Agree or Strongly Agree" OR "Most Teachers or All Teachers")			
Teachers seem supportive of students from different racial/ethnic groups	81%	89%	-8%
Teachers seem supportive Students from countries other than the US	82%	91%	-9%
Teachers seem supportive LGBTQ+ students	76%	84%	-8%
Teachers seem supportive Students with disabilities	84%	90%	-6%
I have some close friends who are from different racial/cultural backgrounds than me.	75%	68%	7%
The materials and books we use in my classes include pictures or examples of a diverse set of people.	49%	57%	-8%
Adults in my school regularly respect all students' cultural, racial, and/or ethnic backgrounds.	65%	76%	-11%
Adults in my school regularly tell you how important it is to treat all students with respect regardless of how different they may be from you.	63%	71%	-7%
Adults in my school regularly understand/appreciate the positive aspects of all the cultural, racial, and ethnic groups in your school.	61%	72%	-11%
BULLYING (respondents who said "Agree or Strongly Agree")			
Bullying is a problem at my school	33.2%	32%	1%
Racial/ethnic discrimination or harassment is a problem at my school	29.8%	21%	9%
Sexual harassment is a problem at my school	18.3%	16%	2%
Gender discrimination is a problem at my school	23.6%	19%	5%
Discrimination and/or harassment against people because of their sexual orientation and/or being LGBTQ+ is a problem at my school	27.4%	25%	3%
Discrimination and/or harassment against people because of their mental and/or physical disability is a problem at my school	24.4%	21%	4%
RESPONSE TO BULLYING (respondents who said "Somewhat Agree, Agree or Strongly Agree")			
When I tell an adult at school about inappropriate behavior, I see a decrease in the behavior.	24.0%	21.9%	2%
I know when and how to report bullying or harassment.	67.4%	66.2%	1%
BULLYING FREQUENCY (respondents who said "Never")			
In an average week how many times do you see/hear/experience students physically or verbally bullying or harassing students at school?	27.7%	27.4%	0%
In an average week how many times do you see/hear/experience students bullying or harassing other students online through social media or mobile devices?	39.1%	38.7%	0%
In an average week how many times do you see/hear/experience students (including yourself) feeling excluded from other students or feel alone at school?	22.5%	20.0%	3%
In an average week how many times do you see/hear/experience teachers making insults about people or making fun of people in a mean way?	58.5%	65.8%	-7%

What does the data "say":

<u>Wows</u>	<u>Wonderings</u>