# Park Center Senior High 3-Year Operational Plan (2024-25; 2025-26; 2026-27)

*Link to last year's plan*

| **2024-25 Goal Priority** | **Learning Work Initiatives** *Research, testing and development of possible initiatives* | **Implementation Work Initiatives** *Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics* | **Standard Work Practices** *Established, with at least 80% applying effectively (observable), in continuous improvement* |
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| ***Graduation***<br>All Students<br>Basic Goal: 78 / Trans. Goal: 81.2<br>*See attached addendum for more detailed information | | **Elective class support offerings (SD 1, SD 5)**<br>● Implement a section of 9th and 10th grade Improve Your Tomorrow (IYT)<br>● Provide mentorship opportunities for male students in 9th and 10thg grade<br><br>**Adaptive practices (SD 4, SD 5)**<br>● Build on/utilize BARR strategies in grades 10, 11, and 12<br>● Analyze credit accumulation data to identify needed supports<br><br>**AVID program (SD 1, SD 2, SD 5)**<br>● Provide 3 sections of 9th grade AVID<br>● Collaborate with secondary principals with existing AVID programs<br>● Incorporate identified needs for staffing, programming, and effective communication with students and families | **Outside of school supports (SD 4, SD 5)**<br>● Provide Homework Center (Tuesdays, Wednesdays, Thursdays)<br>● Provide Wonderful Wednesdays for BARR students to celebrate student attendance and academic success<br>● Provide summer programming for all students in ELA, Math, Science, and Social Studies<br><br>**Equity Work (PD 1)**<br>● Hold monthly E-Team meetings<br>● Participate in E-Team cohort trainings<br>● Dedicated time for staff training during site development<br>● Provide focused staff development theme with Dr. Walker's Critical Questioning Team<br>●<br>**Intervention in 4 core subjects (SD 5)**<br>● 30 minutes weekly during Advisory |

Revised July 26, 2024

| ***Reading*** | | | | |
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| All Students | | | | |
| Basic Goal | Trans. Goal | | | |
| 54.7 | 59.7 | | | |
| *See attached addendum for more detailed information | | | **Core class supports (SD 1, SD2)**<br>● Implement IB Language and Literature Standard Level course for all 11th grade students<br>● Train additional 12th grade content and co-teachers in IB Language and Literature course<br>● Maintain continuity in 12th grade teaching team to support implementation<br><br>**Elective class support offerings (SD 1, SD 5)**<br>● Explore potential reading support course offering for 11th and 12th grade students<br><br>**Instructional Strategies (SD 1, SD 2)**<br>● Provide instructional strategies from Read + class that can be used building- wide<br>● Incorporate Socratic Seminars and Philosophical Chairs in ELA and Social Studies to focus academic discussions around common texts. | **Core class supports (SD1, SD5)**<br>● Utilize Read + data from previous year to place students in 10th grade co-taught classes<br>● Allocate resources for reading co-teachers in core areas<br>● Place struggling readers in co-taught courses with academically proficient peers based on learning needs (SpEd)<br>● Place EL students in co- taught courses with academically proficient peers<br>● Train additional 11th grade content and co-teachers in IB Language and Literature course<br>● Maintain continuity in 11th grade teaching team to support implementation os IB Language and Literature course<br>● Allocate resources to lower 9th and 10th grade class size<br><br>**Elective class support offerings (SD 1, SD 5)**<br>● Place struggling readers in the Read+ course, based on 8th grade FastBridge scores, 8th grade MCA scores, and 8th grade English class grade<br><br>**Staff supports (SD 4, SD 5)**<br>● Allocate resources for 1.0 FTE Instructional Coach/BARR<br><br>**Instructional Strategies (SD 1, SD 2)**<br>● Implement culturally relevant teaching strategies and content through use of PC Unit Planner |

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| | | | ● Implement sustained silent reading (SSR) in 10th grade English classes<br><br>**FastBridge eReading (SD 4)**<br>● Administer each trimester for all 9th and 10th grade students in English classes<br>● Analyze data to identify needed supports<br><br>**Interventions (SD 2, SD 4)**<br>● Offer intervention during Advisory targeting students who are enrolled in multiple English and Reading courses<br>● Utilize FastBridge score to place students into co-taught reading courses in 9th and 10th grade<br>● Offer one section of EL English 9 for Level 2 ML students<br>● Analyze Pre-ACT data to use for potential interventions for coming year<br><br>**Departmental Collaboration (SD 3, SD 4, SD 5)**<br>● Provide common planning time for departments and co-teachers during contractual hours<br>● Include Instructional Coach, SDAS, IB Coordinators, ATPPS coaches, and admin support during PLT |

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| ***Math***<br>All Students<br>Basic Goal: 30.4 / Trans. Goal: 35.4<br>*See attached addendum for more detailed information | | **Core class supports (SD1, SD5)**<br>● Offer 5 sections of 9th Grade Math+ elective support class (2 co-taught EL and 2 co-taught SpEd) to reteach, enrich, and support students who are currently taking Nonlinear Algebra<br>● Utilize aMath data to identify Math+, co-taught students<br>● Align College Preparatory Mathematics (CPM) assessments to ensure students interact with topics multiple times throughout the year<br>● Offer 2 sections of EL co-taught Geometry<br><br>**Elective class offerings (SD1, SD5)**<br>● Implement Concurrent Enrollment Course Offerings through Anoka Ramsey Community College (College Calculus, College Pre-Calculus, and College Stats) | **Core class supports (SD1, SD5)**<br>● Provide co-taught sections of Nonlinear Algebra sections focused on EL, Reading and SpEd<br>● Provide co-taught sections of Geometry focused on EL, Reading and SpEd<br>● Provide co-taught sections of Algebra 2 focused on EL, Reading and SpEd<br>● Provide 2 sections of EL math courses<br><br>**FastBridge aMath (SD 4)**<br>● Administer each trimester for all 9th grade math students<br>● Analyze data to identify needed supports<br><br>**Instructional strategies support (SD1, SD 4)**<br>● Provide SDAS support for PLTs<br>● Review essential College Preparatory Mathematics (CPM) structures such as huddle, table resources, collaborative student work, roles for students |
| ***Student Management***<br>***Data***<br>Evidence of Need:<br>There were 1125 total student incidents for the 2023 - 24 school year.<br>Baseline Data by Target Group:<br>● **451** of the total incidents were for the 9th grade | | **PBIS Implementation (SD 1)**<br>● Host attendance recognition<br>● Host additional recognition events for student academic support<br><br>**Student supports (SD 4, SD 5)**<br>● Provide identified Affinity groups<br>● Partner with Brooklyn Bridge Alliance for Youth to introduce | **Student supports (SD 4, SD 5)**<br>● Provide Check & Connect<br>● Provide Indian Education Support<br>● Incorporate relationship building activities during first week of school in all classes |

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| students which represents 40.1 % of all incidents<br>● **228** of the 9th grade student incidents were for Black (not of Hispanic origin) students; which represents 50.5% of all 9th grade incidents<br><br>Goal:<br>Decrease the number of overall incidents written for 9th grade students from 451 to 406<br><br>Decrease the number of incidents written for Black (not of Hispanic origin) 9th grade students from 228 to 200 | | Reimagine Black Mental Health Workshop<br>● Partner with Saffold Inc. Students will identify false beliefs and be coached within context across multiple settings to implement practical adaptive skills. In Addition, students will learn and practice stress-inoculation techniques that speak to their strengths and interests. Lastly, students will learn and practice techniques to manage intense emotions and reduce anxiety. | ● Provide student support groups for identified Affinity groups<br>● Align Social Workers/SMS/Counselor into alpha PODS<br>● Adapt process/procedures for Student Assistance Team meetings to align with PODS<br><br>**PBIS Implementation (SD 1)**<br>● Provide class meetings during first weeks of school to provide clear expectations about PC PRIDE<br>● Conduct handbook review (each trimester)<br>● Continue to enforce student pass system (green, yellow, red)<br>● Continue to use "tardy phone call home practice"<br>● Host attendance recognition<br><br>**Licensed staff supports (SD 4, SD 5)**<br>● Allocate resources for Academic Support Staff<br>● Hold weekly POD meetings<br><br>**Adaptive work (SD 4, SD 5)**<br>● Mobile workstations for Admin |
| ***Family Engagement***<br>***Rubric for reference***<br><br>Evidence of Need:<br>● Osseo Area Schools' School Board seta a district wide expectation that all sites/departments would | | **Family/Community Events (SD 3)**<br>● Host multicultural events involving student groups (Asian Club, Latino Circle, PRISM, etc.)<br>● Host "family/caregiver" event, to include tours of the building | **Family/School Collaboration (SD 3)**<br>● Conduct in-person and virtual conferences<br>● Continue to provide Parent/Family Information Sessions on Financial Aid/College Choice/ACT Prep |

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| develop and implement a family engagement goal<br><br>● Based on 2023-2024 Family Stakeholder Survey, PCSH families report:<br>○ 75% of families report understanding how to access various district communication tools<br>○ 55% reported that staff provide regular progress updates<br>○ 55% report staff create space for family feedback<br>○ 63% report staff use their feedback to support their student | | ● Host Family/Caregiver University 100 (an information session to learn about resources available to them)<br><br>**Family/School Collaboration (SD 3)**<br>● Offer a job fair for students/families hosted in spring<br>● Implement new conference model to increase family engagement | ● Offer a job fair for students/families hosted in spring<br><br>**Communication (SD 3)**<br>● Continue to provide interpretation and translation service for conferences and school communication<br>● Continue to collaborate with Multilingual Assistants Utilize Talking Points<br>● Utilize social media (FB, Twitter, etc.)<br>● Utilize Blackboard to send direct communication to families via phone calls and emails<br><br>**Family/Community Events (SD 3)**<br>● Host Asian New Year<br>● Host Latino Circle Celebration events<br>● Host Check & Connect family evening<br>● Host Family Engagement evenings in collaboration with FACE |
| Goal: Strengthen and increase family engagement by increasing the percentage of families reporting that staff provide regular progress updates from 55% to 65% | | | |

**Strategic Directions (SD): please indicate the SD(s) in parenthesis behind each initiative and standard work listed above:**

1. Create safe, welcoming, and inclusive learning environments that foster global curiosity, belonging, innovation and engagement. **(SD 1)**
2. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. **(SD 2)**
3. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. **(SD 3)**
4. Create a system of operational innovation, excellence, accountability and sustainability. **(SD 4)**
5. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement. **(SD 5)**

| 2025-26<br>Goal Priority | Learning Work Initiatives<br>*Research, testing and development of possible initiatives* | Implementation Work Initiatives<br>*Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics* | Standard Work Practices<br>*Established, with at least 80% applying effectively (observable), in continuous improvement* |
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| ***Graduation***<br>All Students<br>Basic Goal \| Trans. Goal<br>\| <br>*No data available at this time | | **Adaptive practices (SD 4, SD 5)**<br>● Build on/utilize BARR strategies in grades 10, 11, and 12<br>● Analyze credit accumulation data to identify needed supports<br><br>**Explore starting an AVID program (SD 1, SD 2, SD 5)**<br>● Offer 3 sections of 10th grade AVID<br>● Research needs for staffing, programming, and effective communication with students and families<br>● Seek collaboration from secondary principals with existing AVID programs<br>● Increase the role AVID Site Team and schoolwide WICOR strategies<br><br>**Elective class support offerings (SD 1, SD 5)**<br>● Implement writing support course offering for 11th and 12th grade students | **Adaptive practices (SD 4, SD 5)**<br>● Build on/utilize BARR strategies in grades 10, 11, and 12<br>● Analyze credit accumulation data to identify needed supports<br><br>**Authentic Assessments (SD 2, SD 4)**<br>● Design PD led by ILT Team<br><br>**Elective class support offerings (SD 1, SD 5)**<br>● Continue offering a section of 9th and 10th grade Improve Your Tomorrow (IYT)<br>● Provide mentorship opportunities for male students in 9th and 10thg grade<br><br>**AVID program (SD 1, SD 2, SD 5)**<br>● Provide 3 sections of 9th grade AVID<br>● Collaborate with secondary principals with existing AVID programs<br>● Incorporate identified needs for staffing, programming, and effective communication with students and families |

| ***Reading*** | | | | |
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| All Students | | | | |
| Basic Goal | Trans. Goal | | | |
| | | | **Core class supports (SD 1, SD2)**<br>● Implement IB Language and Literature Standard Level course for all 12th grade students<br>● Train 12th grade content and co-teachers in IB Language and Literature course<br>● Maintain continuity in 12th grade teaching team to support implementation<br>● Allocate resources to lower 9th and 10th grade class sizes<br><br>**Elective class support offerings (SD 1, SD 5)**<br>● Implement reading support course offering for 11th and 12th grade students<br>● Implement Concurrent Enrollment option through Anoka Ramsey Community College<br><br>**Interventions (SD 5)**<br>● Include sustained silent reading (SSR) in ELA curriculum<br><br>**Instructional Strategies (SD 1, SD 2)**<br>● Incorporate instructional strategies from Read + class that can be used building- wide<br>● Incorporate AVID Strategies into ELA curriculum<br>● Incorporate BARR Strategies into ELA curriculum | **Core class supports (SD 1, SD2)**<br>● Continue to support and standardize IB Language and Literature Standard Level course for all 11th grade students<br>● Train 11th grade content and co-teachers in IB Language and Literature course<br>● Maintain continuity in 11th grade teaching team to support implementation of IB Language and Literature course<br>● Train 12th grade content and co-teachers in IB Language and Literature course<br>● Maintain continuity in 12th grade teaching team to support implementation of IB Language and Literature course<br>● Allocate resources to lower 9th and 10th grade class sizes<br><br>**Interventions (SD 4, SD 5)**<br>● Offer one section of EL English 9 for Level 2 ML students<br>● Analyze Pre-ACT data to use for potential interventions for coming year<br><br>**Instructional Strategies (SD 1, SD 2)**<br>● Incorporate Socratic Seminars and Philosophical Chairs in ELA and Social Studies to focus academic discussions around common texts. |
| * No data available at this time | | | | |
| ***Math*** | | | | |
| All Students | | | | |
| Basic Goal | Trans. Goal | | | |
| | | | **Core class supports (SD 1, SD 2, 5)**<br>● Utilize 10th grade aMath data to determine additional instructional supports | **Instructional strategies support (SD1, SD 4)**<br>● Provide SDAS support for PLTs |

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| * No data available at this time | | ● Offer sheltered EL course for Nonlinear Algebra<br><br>**Interventions (SD 2, SD 5)**<br>● Implement processes for identifying remedial course offerings to better align with student needs<br><br>**Instructional Strategies (SD 1, SD 2)**<br>● Incorporate AVID Strategies into CPM curriculum<br>● Incorporate BARR Strategies into CPM curriculum | ● Review essential College Preparatory Mathematics (CPM) structures such as huddle, table resources, collaborative student work, roles for students<br><br>**Core class supports (SD1, SD5)**<br>● Offer 5 sections of 9th Grade Math+ elective support class (2 co-taught EL and 2 co-taught SpEd) to reteach, enrich, and support students who are currently taking Nonlinear Algebra<br>● Utilize aMath data to identify Math+, co-taught students<br>● Align College Preparatory Mathematics (CPM) assessments to ensure students interact with topics multiple times throughout the year<br>● Offer 2 sections of EL co-taught Geometry<br><br>**Elective class offerings (SD1, SD5)**<br>● Offer Concurrent Enrollment Course Offerings through Anoka Ramsey Community College (College Calculus, College Pre-Calculus, and College Stats) |
| ***Student Management***<br>Evidence of Need:<br>Student Behavior:<br>Baseline Data by Target Group: | | **PBIS Implementation (SD1)**<br>● Implement additional recognition events<br>● Implement additional recognition events for student academic support | **Student supports (SD 4, SD 5)**<br>● Incorporate relationship building activities during first week of school in all classes<br>● Provide student support groups for identified Affinity groups |

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| Goal: | | **Unified Insights (SD 1)**<br>● Utilize incident data to determine needed interventions/supports<br><br>**Student supports (SD 4, SD 5)**<br>● Provide identified Affinity groups<br>● Partner with Brooklyn Bridge Alliance for additional student support groups | ● Align Social Workers/SMS/Counselor into alpha PODS<br>● Adapt process/procedures for Student Assistance Team meetings to align with PODS<br>● Partner with Brooklyn Bridge Alliance for Youth to introduce Reimagine Black Mental Health Workshop<br>● Partner with Saffold Inc. Students will identify false beliefs and be coached within context across multiple settings to implement practical adaptive skills. In Addition, students will learn and practice stress-inoculation techniques that speak to their strengths and interests. Lastly, students will learn and practice techniques to manage intense emotions and reduce anxiety.<br><br>**Licensed staff supports (SD 4, SD 5)**<br>● Allocate resources for Academic Support Staff<br>● Hold weekly POD meetings<br><br>**PBIS Implementation (SD 1)**<br>● Host attendance recognition<br>● Host additional recognition events for student academic support |

| ***Family Engagement*** | | | |
|---|---|---|---|
| Evidence of Need:<br><br>Goal: | | **Family/Community Events (SD 3)**<br>● Host multicultural events involving student groups (Asian Club, Latino Circle, PRISM, etc.)<br>● Host "family/caregiver" event, to include tours of the building<br>● Host Family/Caregiver University 100 (an information session to learn about resources available to them)<br><br>**Family/School Collaboration (SD 3)**<br>● Conduct parent/caregiver listening sessions to better partner with families and students | **Family/School Collaboration (SD 3)**<br>● Continue to provide Parent/Family Information Sessions on Financial Aid/College Choice/ACT Prep<br>● Offer a job fair for students/families hosted in spring<br>● Implement new conference model to increase family engagement<br><br>**Communication (SD 3)**<br>● Utilize Talking Points<br>● Utilize social media (FB, Twitter, etc.)<br>● Utilize Blackboard<br><br>**Family/Community Events (SD 3)**<br>● Host Family Engagement evenings in collaboration with FACE<br>● Host multicultural events involving student groups (Asian Club, Latino Circle, PRISM, etc.)<br>● Host "family/caregiver" event, to include tours of the building<br>● Host Family/Caregiver University 100 (an information session to learn about resources available to them) |

**Strategic Directions (SD): please indicate the SD(s) in parenthesis behind each initiative and standard work listed above:**

1. Create safe, welcoming, and inclusive learning environments that foster global curiosity, belonging, innovation and engagement. **(SD 1)**
2. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. **(SD 2)**
3. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. **(SD 3)**
4. Create a system of operational innovation, excellence, accountability and sustainability. **(SD 4)**
5. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement. **(SD 5)**

| 2026-27<br>Goal Priority | Learning Work Initiatives<br>*Research, testing and development of possible initiatives* | Implementation Work Initiatives<br>*Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics* | Standard Work Practices<br>*Established, with at least 80% applying effectively (observable), in continuous improvement* |
|---|---|---|---|
| ***Graduation***<br>All Students<br>Basic Goal \| Trans. Goal<br>\| <br>* No data available at this time | | **AVID program (SD 1, SD 2, SD 5)**<br>● Offer 3 sections of 11th grade AVID<br>● Research needs for staffing, programming, and effective communication with students and families<br><br>**Instructional Strategies (SD 1, SD 2)**<br>● Collaborate with Instructional Leadership Team to determine staff instructional needs<br>● Create a Professional Development Plan to bridge BARR, AVID, and IB programs<br>● Identify key components of WICOR and ATLs we want to focus on as a site<br><br>**Interventions (SD 5)**<br>● Expand BARR program in 9th and 10th grade<br>● Expand IB DP Program | **Adaptive practices (SD 4, SD 5)**<br>● Build on/utilize BARR strategies in grades 10, 11, and 12<br>● Analyze credit accumulation data to identify needed supports<br><br>**AVID program (SD 1, SD 2, SD 5)**<br>● Offer 3 sections of 10th grade AVID<br>● Collaborate with secondary principals with existing AVID programs<br>● Utilize the role AVID Site Team and schoolwide WICOR strategies<br><br>**Elective class support offerings (SD 1, SD 5)**<br>● Provide writing support course offering for 11th and 12th grade students |
| ***Reading***<br>All Students<br>Basic Goal \| Trans. Goal<br>\| <br>* No data available at this time | | **Elective class support offerings (SD 1, SD 5)**<br>● Offer additional concurrent enrollment course offerings | **Core class supports (SD 1, SD2)**<br>● Support and standardize IB Language and Literature Standard Level course for all 12th grade students |

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| | | **Instructional Strategies (SD 1, SD 2)**<br>● Incorporate additional WICOR strategies that best support IB Approaches to Learning in 11th and 12th grade ELA courses | ● Train 12th grade content and co-teachers in IB Language and Literature course<br>● Maintain continuity in 12th grade teaching team to support implementation<br>● Allocate resources to lower 9th and 10th grade class sizes<br><br>**Elective class support offerings (SD 1, SD 5)**<br>● Provide reading support course offering for 11th and 12th grade students<br>● OfferConcurrent Enrollment option through Anoka Ramsey Community College<br><br>**Instructional Strategies (SD 1, SD 2)**<br>● Provide professional development around instructional strategies from Read + class that can be used building- wide<br>● Incorporate AVID Strategies into ELA curriculum<br>● Incorporate BARR Strategies into ELA curriculum |
| ***Math***<br>All Students<br>Basic Goal \| Trans. Goal<br>* No data available at this time | | **Instructional Strategies (SD 1, SD 2)**<br>● Incorporate additional WICOR strategies that best support IB Approaches to Learning | **Core class supports (SD 1, SD 2, 5)**<br>● Utilize 10th grade aMath data to determine additional instructional supports<br>● Offer sheltered EL course for Nonlinear Algebra |

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| | | | **Interventions (SD 2, SD 5)**<br>● Utilize processes for identifying remedial course offerings to better align with student needs<br><br>**Instructional Strategies (SD 1, SD 2)**<br>● Incorporate AVID Strategies into CPM curriculum<br>● Incorporate BARR Strategies into CPM curriculum |
| ***Student Management***<br>Evidence of Need:<br>Student Behavior:<br>Baseline Data by Target Group:<br>Goal: | | **PBIS Implementation (SD 1)**<br>● Develop awards system for students | **PBIS Implementation (SD 1)**<br>● Host additional student and staff recognition events<br>● Implement building expectations for specific areas of the building<br><br>**Unified Insights (SD 1)**<br>● Offer interventions/supports based on building needs assessment |
| ***Family Engagement***<br>Evidence of Need:<br>Goal: | | **Family/Community Events (SD 3)**<br>● Host additional multicultural events involving student groups<br>● Seek feedback from stakeholders to determine action steps to best meet the needs of the community | **Family/Community Events (SD 3)**<br>● Host multicultural events involving student groups (Asian Club, Latino Circle, PRISM, etc.)<br>● Host “family/caregiver” event, to include tours of the building<br>● Host Family/Caregiver University 100 (an information session to learn about resources available to them)<br><br>**Family/School Collaboration (SD 3)**<br>● Continue conducting parent/caregiver listening |

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| | | | sessions to better partner with families and students |

**Strategic Directions (SD): please indicate the SD(s) in parenthesis behind each initiative and standard work listed above:**

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2. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. **(SD 2)**
3. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. **(SD 3)**
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5. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement. **(SD 5)**

**Graduation:**

| *Graduation Rate Color Coding* | 10% + from Basic | 5 - 9% from Basic | 1 - 4% from Basic | <1% from Basic | Met Basic Goal | Met Transformational Goal |
|---|---|---|---|---|---|---|

| Four-Year Graduation Rate - Goals and Results | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Results 2021 | Results 2022 | Basic Goal 2023 | Transform Goal 2023 | Results 2023 | Basic Goal 2024 | Transform Goal 2024 |
| **All Students** | **75.4** | 75.1 | 78.2 | 81.3 | 74.9 | 78.0 | 81.2 |
| Am Indian | 45.0 | | | | | | |
| Asian | **82.1** | 80.8 | 83.2 | 85.6 | 81.2 | 83.6 | 85.9 |
| Black | 73.7 | 71.9 | 75.4 | 78.9 | 71.9 | 75.4 | 78.9 |
| Hispanic | **54.0** | 53.3 | 59.2 | 65.0 | 57.4 | 62.7 | 68.1 |
| White | 84.0 | 88.5 | 89.9 | 91.4 | 89.7 | 91.0 | 92.3 |
| Multiracial | 85.7 | **77.3** | 80.1 | 83.0 | 74.1 | 77.3 | 80.6 |
| EL/ML | **60.4** | 55.7 | 61.2 | 66.8 | 58.3 | 63.5 | 68.7 |
| ML Exited (2+Yrs) | | 87.5 | 89.1 | 90.6 | **66.7** | 70.9 | 75.0 |
| Non-Eng Not ML (6yrs) | | 80.9 | 83.3 | 85.7 | 86.1 | 87.8 | 89.6 |
| Spec Ed | **58.7** | 60.6 | 65.5 | 70.5 | **55.2** | 60.8 | 66.4 |
| F/R Lunch | **72.1** | 70.3 | 74.0 | 77.7 | 72.6 | 76.0 | 79.5 |
| Homeless | **39.3** | 37.9 | 45.7 | 53.4 | 50.0 | 56.3 | 62.5 |
| Female | **78.1** | 80.9 | 83.3 | 85.7 | 77.9 | 80.7 | 83.4 |
| Male | **73.0** | 69.9 | 73.7 | 77.4 | 71.9 | 75.4 | 78.9 |

Graduation Rate Basic goal = halfway to 100% in 4 years, Transformational = halfway to 100% in 2 years

## Reading

### MCA Reading Index Rates

| Priority One: READING | | | | | | | *Measure: MCA Proficiency (Index Rates)* |
|---|---|---|---|---|---|---|---|
| **Column Header** | | | | | | | |
| ***Index Rate*** | Index rate is the number of proficient students (assigned 100 points) plus the number of partially proficient students (assigned 50 points) divided by the total number of students tested. Non-proficient students are assigned zero points. Color coding for student groups added in Spring 2023. | | | | | | |
| ***Results*** | Index rate for students with scores from last spring, and who were enrolled as of October 1. | | | | | | |
| ***Basic Goal Calculation*** | Basic goals are based on cohort scores and are the higher of either the district average index rate change or the statewide average index rate change. Minimum = 10 and Maximum = 97. Goals for 2022 were based on the lower of the district average change and reducing non-proficiency by half in two years. | | | | | | |
| ***Transformational (Trans.) Goal*** | Basic goal plus five index rate points. Minimum = 15 and Maximum = 99. | | | | | | |
| ***Color Coding*** | **10+ points below basic goal** | 6-9 points below basic goal | 1.1 to 5.9 points below basic goal | Within 1 index point of basic goal | Met basic goal | Met transform-ational goal | |

*Two new multilingual (ML) related groups were added starting in 2023: **Non Eng Not ML (6yrs)** includes non-English home language students who did not receive ML services in any of the past six school years. **ML Exited (2+ Yrs)** refers to students who previously received ML services but were exited prior to the the last two school years.

| Group | Results Spring 2021 | Results Spring 2022 | Results Spring 2023 | 2024 Basic Goal | 2024 Trans. Goal | Results Spring 2024 | 2025 Basic Goal | 2025 Trans. Goal |
|---|---|---|---|---|---|---|---|---|
| **Grade 10** | **61.3** | **52.2** | **62.6** | **64.6** | **69.6** | **50.7** | **54.7** | **59.7** |
| Am Indian | | | | 49.8 | 54.8 | 50.0 | | |
| Asian | | 51.8 | 62.5 | 65.2 | 70.2 | **54.9** | 60.7 | 65.7 |
| Black | | 43.6 | 53.3 | 55.5 | 60.5 | **34.8** | 47.1 | 52.1 |
| Hispanic | | 44.8 | 60.7 | 50.7 | 55.7 | 43.2 | 42.9 | 47.9 |
| White | | 76.1 | 94.4 | 91.1 | 96.1 | **76.3** | 65.9 | 70.9 |
| Multiracial | | 65.9 | 54.5 | 76.5 | 81.5 | **61.9** | 75.7 | 80.7 |
| ML/EL | | 6.6 | 12.5 | 19.8 | 24.8 | 14.3 | 18.6 | 23.6 |
| ML Exited (2+ Yrs)* | | | 46.0 | 57.8 | 62.8 | 50.0 | 40.4 | 45.4 |
| Non Eng Not ML (6yrs)* | | | 80.0 | 74.6 | 79.6 | **60.2** | 76.1 | 81.1 |
| Spec Ed | | 20.8 | 50.0 | 44.4 | 49.4 | **26.9** | 17.7 | 22.7 |
| Free/Red. Price Meals | | 47.3 | 60.5 | 57.1 | 62.1 | **44.0** | | |
| Female | | 57.0 | 63.0 | 72.4 | 77.4 | **56.1** | 64.7 | 69.7 |
| Male | | 47.1 | 62.2 | 57.5 | 62.5 | **45.7** | 47.0 | 52.0 |

## Reading (cont.)

### FastBridge Reading Growth by Start Score

| Priority One: READING | | | | | *Measure: Growth (% Making F-S Natnl Growth by Start Score Pctl)* |
|---|---|---|---|---|---|
| **Column Header** | | | | | |
| ***Typical Growth by Start Score*** | The percentage of students making growth from fall to spring at the 50th percentile or higher based students who had their same starting score nationally | | | | |
| ***Aggressive Growth by Start Score*** | The percentage of students making growth from fall to spring at the 75th percentile or higher based students who had their same starting score nationally | | | | |
| ***Typical Growth Goals*** | ***Below Baseline*** | The range between the 1st pctl and one point below the baseline range | | | |
| | ***Baseline*** | The range between the local and national 50th pctls | | | |
| | ***Target*** | The range between one percentile point above baseline and one point below the 75th | | | |
| ***Color Coding*** | **Below Baseline Lo** 1-19 | **Below Baseline Hi** 20-39 | **Baseline** 40-59% | **Target Lo** 60-67% | **Target Hi** 68-74% |
| ***Aggressive Growth Goals*** | ***Below Baseline*** | The range between the 1st pctl and one point below the baseline range | | | |
| | ***Baseline*** | The range between the local and national 75th pctls | | | |
| | ***Target*** | The range between one percentile point above baseline and one point below the 99th | | | |
| ***Color Coding*** | **Below Baseline Lo** 1-5 | **Below Baseline Hi** 6-12 | **Baseline** 13-36% | **Target Lo** 37-44% | **Target Hi** 45+ |

**Note: At the high school level only students in grade 9 take the FastBridge assessment. The percentage of students making aggressive growth are also included in the percentage of those making typical growth.**

| Group | FastBridge Results Spring 2022 | | FastBridge Results Spring 2023 | | FastBridge Results Spring 2024 | |
|---|---|---|---|---|---|---|
| | Typical Growth (50th pctl+) | Aggressive Growth (75th pctl+) | Typical Growth (50th pctl+) | Aggressive Growth (75th pctl+) | Typical Growth (50th pctl+) | Aggressive Growth (75th pctl+) |
| **All Students - National** | 50% | 25% | 50% | 25% | 50% | 25% |
| **All Students - District** | 38% | 14% | 35% | 13% | 33% | 12% |
| **All Students - Site** | 23% | 6% | 27% | 8% | 20% | 5% |
| Am Ind | n<5 | n<5 | n<5 | n<5 | n<5 | n<5 |
| Asian | 19% | 5% | 25% | 8% | 16% | 4% |
| Black | 22% | 3% | 23% | 8% | 25% | 6% |
| Hispanic | 29% | 9% | 29% | 10% | 22% | 6% |
| White | 32% | 10% | 45% | 11% | 24% | 5% |
| Multiracial | 26% | 13% | 22% | 7% | 12% | 0% |
| ML/EL | 2% | 2% | 16% | 3% | 15% | 4% |
| ML Exited (2+Yrs) | | | 17% | 4% | 31% | 14% |
| Non-Eng Not ML (6yrs) | | | 35% | 12% | 17% | 3% |
| SPED | 23% | 5% | 18% | 2% | 18% | 6% |
| F/R Meals | 22% | 4% | 25% | 8% | 20% | 5% |
| Female | 24% | 5% | 25% | 10% | 19% | 4% |
| Male | 23% | 8% | 29% | 7% | 21% | 5% |
| Very Low Risk | 27% | 8% | 41% | 12% | 19% | 2% |
| Low Risk | 30% | 7% | 22% | 9% | 18% | 4% |
| Some Risk | 17% | 5% | 23% | 8% | 23% | 7% |
| High Risk | 8% | 0% | 25% | 6% | 20% | 5% |

## Reading (cont.)

### FastBridge Reading Growth by All

| Priority One: READING | | *Measure: Growth (% Making F-S Natnl Growth by All Pctl)* | | | | |
|---|---|---|---|---|---|---|
| **Column Header** | **Definition** | | | | | |
| ***Typical Growth by All*** | The percentage of students making growth from fall to spring at the 50th percentile or higher based on students within their grade level nationally | | | | | |
| ***Aggressive Growth by All*** | The percentage of students making growth from fall to spring at the 75th percentile or higher based on students within their grade level nationally | | | | | |
| ***Typical Growth Goals*** | ***Below Baseline*** | The range between the 1st pctl and one point below the baseline range | | | | |
| | ***Baseline*** | The range between the local and national 50th pctls | | | | |
| | ***Target*** | The range between one percentile point above baseline and one point below the 75th pctl | | | | |
| ***Color Coding*** | **Below Baseline Lo** 1-22 | **Below Baseline Hi** 23-44 | **Baseline** 45-56% | **Target Lo** 57-65% | **Target Hi** 66-74% | |
| ***Aggressive Growth Goals*** | ***Below Baseline*** | The range between the 1st pctl and one point below the baseline range | | | | |
| | ***Baseline*** | The range between the local and national 75th pctls | | | | |
| | ***Target*** | The range between one percentile point above baseline and one point below the 99th pctl | | | | |
| ***Color Coding*** | **Below Baseline Lo** 1-9 | **Below Baseline Hi** 10-19 | **Baseline** 20-31% | **Target Lo** 32-40% | **Target Hi** 41+ | |

**Note: At the high school level only students in grade 9 take the FastBridge assessment. The percentage of students making aggressive growth are also included in the percentage of those making typical growth.**

| Group | FastBridge Results Spring 2022 | | FastBridge Results Spring 2023 | | FastBridge Results Spring 2024 | |
|---|---|---|---|---|---|---|
| | Typical Growth (50th pctl +) | Aggressive Growth (75th pctl +) | Typical Growth (50th pctl +) | Aggressive Growth (75th pctl +) | Typical Growth (50th pctl +) | Aggressive Growth (75th pctl +) |
| **All Students - National** | 50% | 25% | 50% | 25% | 50% | 25% |
| **All Students - District** | 45% | 21% | 46% | 19% | 41% | 19% |
| **All Students - Site** | 49% | 20% | 55% | 27% | 42% | 19% |
| Am Ind | n<5 | n<5 | n<5 | n<5 | n<5 | n<5 |
| Asian | 52% | 21% | 61% | 26% | 40% | 17% |
| Black | 49% | 20% | 49% | 26% | 48% | 22% |
| Hispanic | 52% | 21% | 62% | 32% | 38% | 21% |
| White | 39% | 16% | 54% | 27% | 36% | 16% |
| Multiracial | 48% | 26% | 44% | 22% | 36% | 14% |
| ML/EL | 45% | 18% | 52% | 29% | 42% | 19% |
| ML Exited (2+Yrs) | | | 58% | 17% | 51% | 31% |
| Non-Eng Not ML (6yrs) | | | 58% | 30% | 36% | 15% |
| SPED | 41% | 23% | 49% | 30% | 46% | 23% |
| F/R Meals | 49% | 21% | 56% | 28% | 44% | 19% |
| Female | 51% | 19% | 53% | 23% | 41% | 17% |
| Male | 47% | 22% | 57% | 31% | 42% | 20% |
| Very Low Risk | 36% | 10% | 44% | 16% | 21% | 7% |
| Low Risk | 63% | 29% | 50% | 20% | 38% | 13% |
| Some Risk | 53% | 30% | 62% | 28% | 48% | 23% |
| High Risk | 48% | 8% | 64% | 44% | 53% | 29% |

**Reading (cont.)**

## Balanced Assessment

| Priority One: READING | | | *Measure: Balanced Assessment* |
|---|---|---|---|
| **Column Header** | | | |
| ***Purpose*** | This report seeks to show the extent to which Spring course grades and assessments in the district are in alignment with each other. | | |
| ***Spring Assessment Variance*** | This column shows the standard deviation calculation across all spring assessments. Standard deviation is a measure of how dispersed the data is in relation to the mean. A larger standard deviation means that spring scores did not align across assessments. | | |
| ***Color Coding for ELA Grades, aReading & MCA Reading*** | Lowest three scores at this school | Middle range scores at this school | Highest three scores at this school |
| ***Color Coding for Spring Assessment Variance*** | Low alignment (variance more than 17%) | Average alignment (variance from 5% to 17%) | High alignment (variance below 5%) |
| *Results for two specific multilingual (ML) related groups are included: **Non Eng Not ML (6yrs)** includes non-English home language students who did not receive ML services in any of the past six school years; **ML Exited (2+ Yrs)** refers to students who previously received ML services but were exited prior to the the last two school years. | | | |

| **Balanced Assessment Indicator:** | **Summative Assessment** | | | | | | **District Benchmark Assessment** | | | | | | **External Standardized Assessment** | | **Spring Assess-ment Variance** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Student Group | Secondary ELA Mark (B or better*) | | | | | | FastBridge aReading (Low or Very Low Risk) | | | | | | MCA Reading (Proficient) | | |
| | Fall | | Winter | | Spring | | Fall | | Winter | | Spring | | Spring | | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | |
| All students | 800 | 59% | 910 | 55% | 926 | 58% | 800 | 44% | 910 | 46% | 809 | 44% | 465 | 32% | 13% |
| Grade 9 | 427 | 59% | 438 | 47% | 412 | 54% | 427 | 47% | 438 | 46% | 412 | 47% | | | 5% |
| Grade 10 | 343 | 61% | 448 | 63% | 503 | 62% | 343 | 43% | 448 | 49% | 386 | 42% | 465 | 32% | 15% |
| Grade 11 | 15 | 20% | 14 | 14% | 8 | 50% | 15 | 7% | 14 | 7% | 8 | 0% | | | 35% |
| Grade 12 | 15 | 53% | 10 | 50% | | | 15 | 27% | 10 | 20% | | | | | |
| American Indian | 5 | 20% | | | | | 5 | 40% | | | | | | | |
| Asian | 272 | 73% | 326 | 66% | 326 | 73% | 272 | 43% | 326 | 45% | 286 | 43% | 174 | 39% | 18% |
| Black | 266 | 48% | 301 | 45% | 303 | 42% | 266 | 42% | 301 | 40% | 259 | 40% | 144 | 21% | 12% |
| Hispanic | 139 | 46% | 137 | 44% | 148 | 54% | 139 | 34% | 137 | 40% | 132 | 35% | 68 | 16% | 19% |
| White | 71 | 72% | 86 | 71% | 88 | 73% | 71 | 66% | 86 | 77% | 79 | 66% | 47 | 60% | 7% |
| Multiracial | 47 | 66% | 56 | 52% | 59 | 53% | 47 | 60% | 56 | 55% | 52 | 58% | 31 | 39% | 10% |
| ML/EL | 157 | 41% | 159 | 35% | 161 | 49% | 157 | 9% | 159 | 8% | 149 | 9% | 81 | 6% | 24% |
| ML Exited (2+ Yrs)* | 41 | 51% | 48 | 52% | 46 | 57% | 41 | 39% | 48 | 46% | 41 | 41% | 14 | 29% | 14% |
| Non Eng Not ML (6 Yrs)* | 206 | 79% | 259 | 72% | 269 | 75% | 206 | 61% | 259 | 59% | 226 | 56% | 143 | 44% | 15% |
| Spec Ed | 173 | 28% | 160 | 27% | 151 | 40% | 116 | 9% | 114 | 8% | 96 | 8% | 44 | 14% | 17% |
| Free/Red. Price Meals | 572 | 55% | 632 | 49% | 637 | 52% | 572 | 41% | 632 | 42% | 548 | 39% | 315 | 26% | 13% |
| Female | 351 | 68% | 432 | 64% | 442 | 66% | 351 | 46% | 432 | 52% | 374 | 43% | 237 | 37% | 15% |
| Male | 449 | 53% | 478 | 47% | 484 | 51% | 449 | 43% | 478 | 42% | 435 | 44% | 228 | 27% | 12% |

**Math:**

## MCA Math Index Rates

| Priority Two: MATHEMATICS | *Measure: MCA Proficiency (Index Rates)* | | | | | |
|---|---|---|---|---|---|---|
| **Column Header** | | | | | | |
| ***Index Rate*** | Index rate is the number of proficient students (assigned 100 points) plus the number of partially proficient students (assigned 50 points) divided by the total number of students tested. Non-proficient students are assigned zero points. Color coding for student groups added in Spring 2023. | | | | | |
| ***Results*** | Index rate for students with scores from last spring, and who were enrolled as of October 1. | | | | | |
| ***Basic Goal Calculation*** | Basic goals are based on cohort scores and are the higher of either the district average index rate change or the statewide average index rate change. Minimum = 10 and Maximum = 97. Goals for 2022 were based on the lower of the district average change and reducing non-proficiency by half in two years. | | | | | |
| ***Transformational (Trans.) Goal*** | Basic goal plus five index rate points. Minimum = 15 and Maximum = 99. | | | | | |
| ***Color Coding*** | **10+ points below basic goal** | 6-9 points below basic goal | 1.1 to 5.9 points below basic goal | Within 1 index point of basic goal | Met basic goal | Met transform-ational goal |

*Two new multilingual (ML) related groups were added starting in 2023: **Non Eng Not ML (6yrs)** includes non-English home language students who did not receive ML services in any of the past six school years. **ML Exited (2+ Yrs)** refers to students who previously received ML services but were exited prior to the the last two school years.

| Group | Results Spring 2021 | Results Spring 2022 | Results Spring 2023 | 2024 Basic Goal | 2024 Trans. Goal | Results Spring 2024 | 2025 Basic Goal | 2025 Trans. Goal |
|---|---|---|---|---|---|---|---|---|
| **Grade 11** | **27.0** | **23.9** | **21.8** | **29.7** | **34.7** | **26.0** | **30.4** | **35.4** |
| Am Indian | | 20.0 | | | | | | |
| Asian | 36.8 | 35.6 | 22.9 | 38.0 | 43.0 | 31.8 | 33.3 | 38.3 |
| Black | 14.1 | 14.1 | 9.7 | 19.9 | 24.9 | 18.6 | 16.8 | 21.8 |
| Hispanic | 12.5 | 13.1 | 20.3 | 23.1 | 28.1 | 25.0 | 18.0 | 23.0 |
| White | 39.3 | 39.7 | 43.5 | 45.6 | 50.6 | 35.7 | 62.3 | 67.3 |
| Multiracial | | 8.8 | 26.9 | | | | 47.9 | 52.9 |
| ML/EL | | 5.3 | 0.0 | 10.0 | 15.0 | **0.0** | 10.0 | 15.0 |
| ML Exited (2+ Yrs)* | | | 3.6 | | | | 31.3 | 36.3 |
| Non Eng Not ML (6yrs)* | | | 27.6 | 38.3 | 43.3 | 34.1 | 39.9 | 44.9 |
| Spec Ed | 12.5 | 14.8 | 13.6 | 10.0 | 15.0 | 8.3 | 10.0 | 15.0 |
| Free/Red. Price Meals | 18.8 | 21.6 | 15.4 | 22.9 | 27.9 | 18.9 | 25.8 | 30.8 |
| Female | 27.8 | 26.7 | 21.8 | 27.8 | 32.8 | 20.0 | 32.4 | 37.4 |
| Male | 26.5 | 21.7 | 21.8 | 31.2 | 36.2 | 30.5 | 28.6 | 33.6 |

## Math (cont.)

## FastBridge does not report Math Growth by Start Score for high school grades

## Math (cont.)

## FastBridge Math Growth by All

| Priority Two: MATH | | | | | *Measure: Growth (% Making F-S Natnl Growth by All Pctl)* |
|---|---|---|---|---|---|
| **Column Header** | **Definition** | | | | |
| ***Typical Growth by All*** | The percentage of students making growth from fall to spring at the 50th percentile or higher based on students within their grade level nationally | | | | |
| ***Aggressive Growth by All*** | The percentage of students making growth from fall to spring at the 75th percentile or higher based on students within their grade level nationally | | | | |
| ***Typical Growth Goals*** | ***Below Baseline*** | The range between the 1st pctl and one point below the baseline range | | | |
| | ***Baseline*** | The range between the local and national 50th pctls | | | |
| | ***Target*** | The range between one percentile point above baseline and one point below the 75th pctl | | | |
| ***Color Coding*** | **Below Baseline Lo** 1-23 | **Below Baseline Hi** 24-47% | **Baseline** 48-53% | **Target Lo** 54-64% | **Target Hi** 65-74% |
| ***Aggressive Growth Goals*** | ***Below Baseline*** | The range between the 1st pctl and one point below the baseline range | | | |
| | ***Baseline*** | The range between the local and national 75th pctls | | | |
| | ***Target*** | The range between one percentile point above baseline and one point below the 99th pctl | | | |
| ***Color Coding*** | **Below Baseline Lo** 1-10 | **Below Baseline Hi** 11-21 | **Baseline** 22-28% | **Target Lo** 29-39% | **Target Hi** 40+ |

**Note: At the high school level only students in grade 9 take the FastBridge assessment. The percentage of students making aggressive growth are also included in the percentage of those making typical growth.**

| Group | FastBridge Results Spring 2022 | | FastBridge Results Spring 2023 | | FastBridge Results Spring 2024 | |
|---|---|---|---|---|---|---|
| | Typical Growth (50th pctl +) | Aggressive Growth (75th pctl +) | Typical Growth (50th pctl +) | Aggressive Growth (75th pctl +) | Typical Growth (50th pctl +) | Aggressive Growth (75th pctl +) |
| **All Students - National** | 50% | 25% | 50% | 25% | 50% | 25% |
| **All Students - District** | 51% | 25% | 46% | 21% | 44% | 21% |
| **All Students - Site** | 45% | 23% | 46% | 29% | 36% | 17% |
| Am Ind | n<5 | n<5 | n<5 | n<5 | n<5 | n<5 |
| Asian | 56% | 29% | 49% | 28% | 41% | 19% |
| Black | 30% | 9% | 44% | 25% | 32% | 15% |
| Hispanic | 39% | 26% | 44% | 31% | 35% | 16% |
| White | 75% | 50% | 52% | 38% | 35% | 16% |
| Multiracial | 56% | 33% | 31% | 31% | 32% | 13% |
| ML/EL | 33% | 17% | 48% | 27% | 41% | 20% |
| ML Exited (2+Yrs) | | | 44% | 34% | 24% | 7% |
| Non-Eng Not ML (6yrs) | | | 44% | 22% | 39% | 18% |
| SPED | 24% | 16% | 37% | 20% | 45% | 16% |
| F/R Meals | 45% | 20% | 45% | 26% | 35% | 16% |
| Female | 42% | 23% | 43% | 27% | 37% | 18% |
| Male | 47% | 23% | 49% | 30% | 36% | 15% |
| Very Low Risk | 50% | 10% | 54% | 34% | 42% | 17% |
| Low Risk | 68% | 38% | 43% | 26% | 34% | 15% |
| Some Risk | 34% | 14% | 50% | 29% | 34% | 17% |
| High Risk | 34% | 24% | 46% | 31% | 41% | 17% |

**Math (cont.)**

## Balanced Assessment

| Priority Two: MATHEMATICS | | | *Measure: Balanced Assessment* |
|---|---|---|---|
| **Column Header** | | | |
| ***Purpose*** | This report seeks to show the extent to which 2023-24 course grades and assessments in the district are in alignment with each other. | | |
| ***Spring Assessment Variance*** | This column shows the standard deviation calculation across all spring assessments. Standard deviation is a measure of how dispersed the data is in relation to the mean. A larger standard deviation means that spring scores did not align across assessments. | | |
| ***Color Coding for Math Grades, aMath & MCA Math*** | Lowest three scores at this school | Middle range scores at this school | Highest three scores at this school |
| ***Color Coding for Spring Assessment Variance*** | Low alignment (variance more than 17%) | Average alignment (variance from 5% to 17%) | High alignment (variance below 5%) |
| *Results for two specific multilingual (ML) related groups are included: **Non Eng Not ML (6yrs)** includes non-English home language students who did not receive ML services in any of the past six school years; **ML Exited (2+ Yrs)** refers to students who previously received ML services but were exited prior to the the last two school years. | | | |

| **Balanced Assessment Indicator:** | **Summative Assessment** | | | | | | **District Benchmark Assessment** | | | | | | **External Standardized Assessment** | | **Spring Assess-ment Variance** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Student Group | End of Trimester Math Grade (B or better*) | | | | | | FastBridge aMath (Low or Very Low Risk) | | | | | | MCA Math (Proficient) | | |
| | Tri 1 | | Tri 2 | | Tri 3 | | Fall | | Winter | | Spring | | Spring | | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | |
| All students | 846 | 48% | 689 | 55% | 1125 | 50% | 846 | 42% | 689 | 41% | 834 | 38% | 351 | 10% | 21% |
| Grade 9 | 409 | 46% | 356 | 51% | 395 | 44% | 409 | 44% | 356 | 42% | 395 | 41% | | | 2% |
| Grade 10 | 386 | 51% | 292 | 61% | 375 | 59% | 386 | 44% | 292 | 44% | 375 | 41% | | | 12% |
| Grade 11 | 39 | 51% | 34 | 41% | 345 | 48% | 39 | 8% | 34 | 18% | 54 | 6% | 351 | 10% | 24% |
| American Indian | | | | | | | | | | | | | | | |
| Asian | 305 | 60% | 241 | 67% | 423 | 61% | 305 | 50% | 241 | 47% | 309 | 49% | 119 | 12% | 26% |
| Black | 283 | 37% | 230 | 44% | 372 | 35% | 283 | 31% | 230 | 27% | 283 | 24% | 119 | 5% | 15% |
| Hispanic | 139 | 46% | 120 | 48% | 170 | 51% | 139 | 32% | 120 | 33% | 126 | 31% | 59 | 7% | 22% |
| White | 66 | 59% | 62 | 66% | 91 | 64% | 66 | 65% | 62 | 79% | 64 | 63% | 30 | 30% | 19% |
| Multiracial | 49 | 35% | 33 | 42% | 65 | 42% | 49 | 47% | 33 | 42% | 49 | 41% | 23 | 9% | 19% |
| ML/EL | 165 | 33% | 144 | 37% | 196 | 37% | 165 | 12% | 144 | 14% | 164 | 15% | 50 | 0% | 18% |
| ML Exited (2+ Yrs)* | 48 | 46% | 38 | 61% | 54 | 63% | 48 | 38% | 38 | 42% | 46 | 30% | 10 | 10% | 27% |
| Non Eng Not ML (6 Yrs)* | 231 | 66% | 195 | 72% | 335 | 66% | 231 | 61% | 195 | 56% | 231 | 58% | 110 | 12% | 29% |
| Spec Ed | 85 | 31% | 66 | 24% | 83 | 30% | 85 | 6% | 66 | 8% | 84 | 4% | 32 | 3% | 15% |
| Free/Red. Price Meals | 603 | 47% | 480 | 52% | 768 | 46% | 603 | 39% | 480 | 35% | 587 | 34% | 222 | 7% | 20% |
| Female | 403 | 53% | 313 | 62% | 533 | 54% | 403 | 39% | 313 | 40% | 393 | 35% | 170 | 8% | 23% |
| Male | 443 | 43% | 376 | 49% | 592 | 46% | 443 | 45% | 376 | 42% | 441 | 41% | 181 | 12% | 19% |