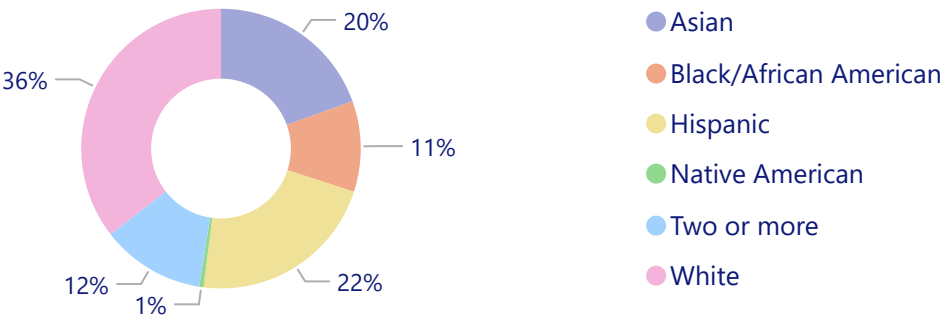


Bellevue Digital Discovery Secondary School

Racial Diversity



Enrollment: 7-12

200

First Language Other Than English



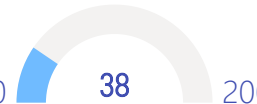
Eligible for Free/Reduced Price Meals



English Language Learners

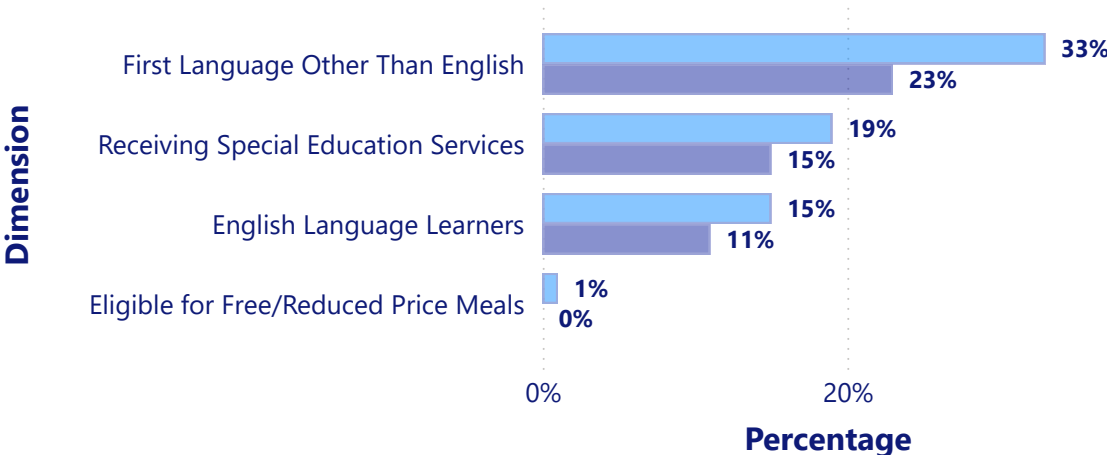


Receiving Special Education Services



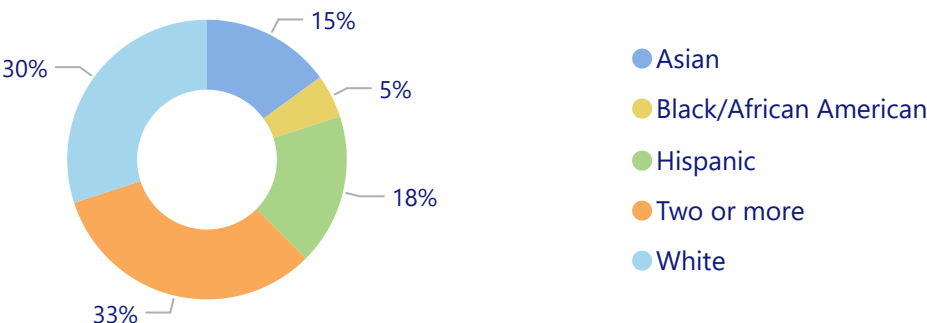
School vs. District Student Metrics

● Bellevue Digital Discovery Secondary School ● District Online School Average



Bellevue Digital Discovery Elementary School

Racial Diversity



Enrollment: K-6

40

First Language Other Than English



Eligible for Free/Reduced Price Meals



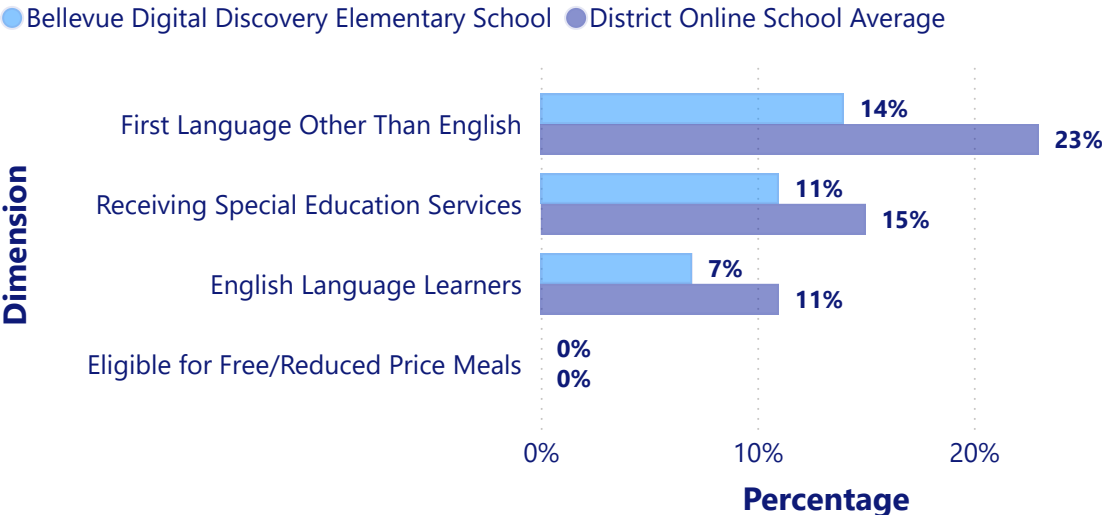
English Language Learners



Receiving Special Education Services



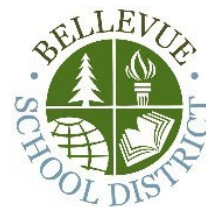
School vs. District Student Metrics



Digital Discovery

School Improvement Plan 2024-25

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[DATA Central Draft SIP Folder](#)



Bellevue Digital Discovery is proud to be the Bellevue School District's first online school serving students in grades K-12. Our mission is to serve each student academically, socially, and emotionally, through a rigorous and relevant education that is innovative and individualized. As a learning community that values one another's humanity, we provide courageous support for an equitable and exceptional education for all students. With a focus on each students' unique needs, Bellevue Digital Discovery strives to create a positive social emotional learning environment where students engage in group and community building activities and have opportunities for discussion.

- Our Elementary program is based on Washington State's [Continuous Learning 2.0+](#) model. At least 70% of instruction is synchronous (live online BSD teacher facilitated instruction).
- Our Secondary program is based on Washington State's [Alternative Learning Experience \(ALE\)](#) model. Students complete asynchronous courses through Imagine Edgenuity and attend a synchronous Academic Seminar 3 times a week.
- We were the first program in the State of Washington to offer synchronous Arabic Language to grades 6 – 12 and have now added Korean and Hindi for the 2024-25 school year.



School Improvement Plan Priorities

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School Improvement Plan Priorities

Our School Improvement Plan is aligned with the 2024-2029 Bellevue School District Strategic Plan and Sustainability Plan with a particular focus on student learning and engagement. Human-centered systems and collective leadership are foundational to our efforts to improve students' learning experiences.

Bellevue School District Strategic Plan Priorities:

Cultivating Student Engagement and Learning

We have ignited a passion for learning by putting student voice and agency at the heart of everything we do. With active, engaging learning experiences in every classroom, students are prepared to navigate and lead in the complex and ever-changing world.

Building Human-Centered Systems and Relationships

We envision a school and district community where every student, staff, and family member experience a genuine sense of belonging. Our beloved community is thriving when the richness of diversity here is honored, valued, and integral to our learning. Together, we foster a more inclusive and connected environment.

Strengthening Collective Leadership for People and Planet

Together, we lead with inclusivity and equity! By aligning through shared principles and vision, we are ensuring coherence and collective ownership of our goals. Students, staff, and families co-create innovative solutions and implement sustainable plans. We inspire each other to collectively lead the way for people and the planet.





Student Engagement and Learning

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Learning is joyful, innovative, and built upon student strengths. Passion for learning is ignited by placing student voice and agency at the heart of teaching and learning. With active, engaging, and culturally sustaining learning experiences, students learn to navigate and lead in the complex and ever-changing world.

Priority: Provide engaging, relevant learning experiences that center on student voice and agency.

CURRENT LANDSCAPE	
	<i>SATELLITE data:</i> Digital Discovery is still relatively small school with small N-sizes for all subgroups including grade levels making it challenging to disaggregate and analyze our SBA data. The coordination of in person Smarter Balance Assessment (SBA) testing for an online school and reluctance of some families to participate are barriers to having a fuller picture of the SBA data. Our data shows a range of performance indicating some students need additional support to meet standard, while other students are ready for more advanced level learning.
	<i>MAP data:</i> Digital Discovery educators and leadership teams use Panorama and STAR data to guide our work with student engagement and academic learning. The STAR data shows that we have a range of learning strengths and needs. Our Panorama data indicates relative strengths in student sense of belonging and student voice and agency. The data from our Black/African American students for student voice is and agency is bright spot for both middle (92% vs 77% for all) and high school (89% vs 83% for all). The data from our Hispanic students for student voice is and agency is a growth area for both middle school (52% vs 77% for all) and high school (77% vs 83% for all).



STREET data:



Gathering street level data has been an evolving process for Digital Discovery. All new families complete an application. We gather additional information from our new students' prior schools and engage in conversations with families to learn more about their learning needs. We are in the process of developing a more formalized process that is based *Street Data* and *Listening Leader* this year.

Student Engagement and Learning Equity Imperative

Bellevue Digital Discovery continues to grow and serve more students, especially in the secondary program. Our school serves students with a wide range of academic needs that require our educational model to be creative, innovative, and flexible.

Key Improvement Strategies

1. Digital Discovery is implementing the Character Strong curriculum as part of Academic Seminar for secondary students.
2. Digital Discovery has restructured the Blue Jay Support team into three groups focused on student engagement and performance:
 - a. Blue Jay Support Data Team
 - b. Blue Jay Elementary Support Team
 - c. Blue Jay Secondary Support Team
 - i. The major shift is the addition of the Blue Jay Support Data Team that focuses on the engagement and attendance of the secondary school students. Digital Discovery is also developing a formalized support or intervention plan for students who are not making adequate progress.
3. Digital Discovery is offering four CTE classes designed and taught by Bellevue School District Teachers. These four classes are part of CTE Graduation Pathway that is available to all students in Bellevue.
4. Digital Discovery students are in the process of launching its first Associated Student Body (ASB). The focus is on empowering students to assume active leadership roles with Bellevue Digital Discovery.
5. Strengthen partnerships with elementary families to develop and market the Digital Discovery Elementary program to increase enrollment, so that it will be financially viable and sustainable.

MONITORING SUCCESS	
	<i>SATELLITE data</i> Our BLT-REI leadership team will continue to monitor the success of our goals by using Smarter Balanced Assessment data for grades 3-8 and 10. We will also use the Fall and the Spring Panorama Survey to monitor elementary sense of belonging and secondary student voice and agency,
	<i>MAP data</i> We will also use the Fall and the Spring Panorama Survey to monitor elementary students' sense of belonging and secondary students' voice and agency. We will also continue to use the district assessments including STAR to monitor student academic progress. We will monitor the progress of the following improvement strategies: • Character Strong implementation. • ASB and ASB Club development. • Blue Jay Support restructuring including the enhanced strategies for monitoring student progress and supporting students who are not making adequate progress. • Digital Discovery CTE classes.
	<i>STREET data</i> Gathering street level data has been an evolving process for Digital Discovery. All new families complete an application. We gather additional information from our new students' prior schools and engage in conversations with families to learn more about their learning needs. We are in the process of developing a more formalized process that is based <i>Street Data</i> and <i>Listening Leader this year</i>.



Priority: Engage students and stakeholders in the design and implementation of an environmental sustainability plan.

Goal: Support student leaders with developing the structures for the Bellevue Digital Associated Student (ASB) including the process for developing clubs.

Actions: We plan regularly with ASB student leaders to develop the ASB structures including approving and launching the first Digital Discover ASB clubs.



Monitoring and Measuring Success: We will monitor our progress of developing the Digital Discovery ASB structures in partnership with the ASB student leadership team.

Goal: Develop an environmental sustainability plan for Bellevue Digital Discovery in partnership with students, families, and staff.

Actions: Meet with Digital Discovery educators and students to develop a sustainability plan and goals for Digital Discovery that includes strategies for implementation and indicators for success.

Monitoring and Measuring Success: Once the goal is developed, we will monitor the implementation of the sustainability goal(s) for Bellevue Digital Discovery.

A Note About Data

A variety of data sources are utilized to measure learning and success on goals. District leaders have worked with renowned educator, consultant, and author Shane Safir, on various sources for measuring learning and educational goals. In her work on educational equity and data-informed decision making, the terms "Street data," "Satellite data," and "Map data" refer to different types of information that provide varying perspectives on student learning and school improvement.

Street Data

"Street data" refers to qualitative, ground-level information that is gathered from direct interactions with students, families, and educators. This type of data is rich in context and personal experiences, often collected through empathy interviews, focus groups, observations, and other narrative methods. Street data captures the lived experiences, voices, and stories of those within the school community, offering deep insights into the nuances of school culture, student engagement, and individual learning journeys. It emphasizes the importance of understanding the human side of education and using this understanding to drive meaningful change.

Satellite Data

"Satellite data" represents quantitative, high-level information that provides a broad overview of school or district performance. This type of data includes standardized test scores, graduation rates, attendance figures, and other traditional metrics commonly used to assess academic achievement and operational efficiency. Satellite data offers a macro perspective, allowing educators and policymakers to identify trends, compare performance across different schools or districts, and make data-driven decisions at a systemic level. However, it often lacks the contextual depth needed to understand the underlying causes of these trends.

Map Data

"Map data" bridges the gap between street data and satellite data by providing a middle layer of information that combines both qualitative and quantitative elements. This type of data includes school climate surveys, formative assessments, student work samples, and other tools that offer a more detailed and contextualized view of student learning and school environments. Map data helps educators and leaders to connect the broad patterns observed in satellite data with the specific insights gained from street data, facilitating a more holistic and nuanced approach to school improvement and student support.

By integrating street data, satellite data, and map data, educators can develop a comprehensive understanding of their schools and communities, leading to more effective and equitable educational practices.



Satellite Data: Student Well-Being

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Student Well-Being

Student Groups	Sense of Belonging (Grades 3-5)		Student Engagement (Grades 3-5)	
	Spring 2024	Spring 2025	Spring 2024	Spring 2025
All Students	75%		68%	
Asian	*		84%	
Black/African American	*		*	
Hispanic	*		*	
Multi-ethnic	76%		70%	
Native American	*		*	
Pacific Islander	*		*	
White	84%		66%	
Students with Disabilities	*		*	
English Learners	*		*	
Low Income	*		*	

Student Groups	Middle School Student Voice & Agency Index	
	Spring 2024	Spring 2025
All Students	77%	
Asian	77%	
Black/African American	92%	
Hispanic	52%	
Multi-ethnic	87%	
Native American	*	
Pacific Islander	*	
White	72%	
Students with Disabilities	63%	
English Learners	71%	
Low Income	70%	

Student Groups	High School Student Voice & Agency Index	
	Spring 2024	Spring 2025
All Students	83%	
Asian	91%	
Black/African American	89%	
Hispanic	77%	
Multi-ethnic	75%	
Native American	*	
Pacific Islander	*	
White	84%	
Students with Disabilities	80%	
English Learners	81%	
Low Income	80%	





Satellite Data: Literacy

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The Smarter Balanced Assessment (SBA) is a state-required test used to measure students' proficiency in English Language Arts (ELA) and mathematics. The SBA is aligned with the Common Core State Standards, utilizing computer-based tests and performance tasks. For high school students, the SBA also assesses critical thinking, problem-solving, and analytical skills, serving as one measure of college and career readiness.

Grade 3: Percentage of students meeting or exceeding standards on SBA English Language Arts					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 3	n/a	n/a	*	*	
Asian	n/a	n/a	*	n/a	
Black	n/a	n/a	n/a	*	
Hispanic	n/a	n/a	n/a	n/a	
Multi-Ethnic	n/a	n/a	n/a	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	n/a	n/a	*	*	
Low Income	n/a	n/a	n/a	n/a	
English Learners	n/a	n/a	n/a	*	
Students with Disabilities	n/a	n/a	n/a	n/a	

Grade 4: Percentage of students meeting or exceeding standards on SBA English Language Arts					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 4	n/a	n/a	*	*	
Asian	n/a	n/a	n/a	*	
Black	n/a	n/a	*	n/a	
Hispanic	n/a	n/a	n/a	n/a	
Multi-Ethnic	n/a	n/a	*	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	n/a	n/a	n/a	n/a	
Low Income	n/a	n/a	*	n/a	
English Learners	n/a	n/a	n/a	n/a	
Students with Disabilities	n/a	n/a	n/a	n/a	

Grade 5: Percentage of students meeting or exceeding standards on SBA English Language Arts					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 5	n/a	n/a	*	*	
Asian	n/a	n/a	*	*	
Black	n/a	n/a	n/a	n/a	
Hispanic	n/a	n/a	n/a	*	



Multi-Ethnic	n/a	n/a	*	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	n/a	n/a	n/a	*	
Low Income	n/a	n/a	n/a	n/a	
English Learners	n/a	n/a	n/a	n/a	
Students with Disabilities	n/a	n/a	n/a	n/a	

Grade 6: Percentage of students meeting or exceeding standards on SBA English Language Arts

Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 6	n/a	n/a	*	*	
Asian	n/a	n/a	*	*	
Black	n/a	n/a	*	*	
Hispanic	n/a	n/a	*	*	
Multi-Ethnic	n/a	n/a	n/a	n/a	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	n/a	n/a	*	*	
Low Income	n/a	n/a	n/a	*	
English Learners	n/a	n/a	*	*	
Students with Disabilities	n/a	n/a	*	*	

Grade 7: Percentage of students meeting or exceeding standards on SBA English Language Arts

Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 7	n/a	n/a	*	75%	
Asian	n/a	n/a	*	*	
Black	n/a	n/a	n/a	*	
Hispanic	n/a	n/a	n/a	*	
Multi-Ethnic	n/a	n/a	*	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	*	
White	n/a	n/a	*	*	
Low Income	n/a	n/a	n/a	n/a	
English Learners	n/a	n/a	n/a	n/a	
Students with Disabilities	n/a	n/a	n/a	*	

Grade 8: Percentage of students meeting or exceeding standards on SBA English Language Arts

Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 8	n/a	n/a	*	53%	
Asian	n/a	n/a	*	*	
Black	n/a	n/a	n/a	*	
Hispanic	n/a	n/a	n/a	*	
Multi-Ethnic	n/a	n/a	n/a	*	

Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	n/a	n/a	*	*	
Low Income	n/a	n/a	n/a	*	
English Learners	n/a	n/a	n/a	*	
Students with Disabilities	n/a	n/a	n/a	*	

Grade 10: Percentage of students meeting or exceeding standards on SBA English Language Arts

Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 10	n/a	n/a	92%	67%	
Asian	n/a	n/a	*	*	
Black	n/a	n/a	*	*	
Hispanic	n/a	n/a	n/a	n/a	
Multi-Ethnic	n/a	n/a	*	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	n/a	n/a	*	*	
Low Income	n/a	n/a	n/a	n/a	
English Learners	n/a	n/a	*	*	
Students with Disabilities	n/a	n/a	*	*	



Satellite Data: Math

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Grade 3: Percentage of students meeting or exceeding standard on SBA Math

Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024*	Spring 2025
All Grade 3	n/a	n/a	*	*	
Asian	n/a	n/a	*	n/a	
Black	n/a	n/a	n/a	*	
Hispanic	n/a	n/a	n/a	n/a	
Multi-Ethnic	n/a	n/a	n/a	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	n/a	n/a	*	*	
Low Income	n/a	n/a	n/a	n/a	
English Learners	n/a	n/a	n/a	*	
Students with Disabilities	n/a	n/a	n/a	n/a	



Grade 4: Percentage of students meeting or exceeding standard on SBA Math

Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024*	Spring 2025
All Grade 4	n/a	n/a	*	*	
Asian	n/a	n/a	n/a	*	
Black	n/a	n/a	*	n/a	
Hispanic	n/a	n/a	n/a	n/a	
Multi-Ethnic	n/a	n/a	*	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	n/a	n/a	n/a	n/a	
Low Income	n/a	n/a	*	n/a	
English Learners	n/a	n/a	n/a	n/a	
Students with Disabilities	n/a	n/a	n/a	n/a	

Grade 5: Percentage of students meeting or exceeding standard on SBA Math

Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024*	Spring 2025
All Grade 5	n/a	n/a	*	*	
Asian	n/a	n/a	*	*	
Black	n/a	n/a	n/a	n/a	
Hispanic	n/a	n/a	n/a	*	
Multi-Ethnic	n/a	n/a	*	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	n/a	n/a	n/a	*	
Low Income	n/a	n/a	n/a	n/a	
English Learners	n/a	n/a	n/a	n/a	
Students with Disabilities	n/a	n/a	n/a	n/a	

Grade 6: Percentage of students meeting or exceeding standard on SBA Math

Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 6	n/a	n/a	*	*	
Asian	n/a	n/a	*	*	
Black	n/a	n/a	*	*	
Hispanic	n/a	n/a	*	*	
Multi-Ethnic	n/a	n/a	n/a	n/a	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	n/a	n/a	*	*	
Low Income	n/a	n/a	n/a	*	
English Learners	n/a	n/a	n/a	*	
Students with Disabilities	n/a	n/a	*	*	

Grade 7: Percentage of students meeting or exceeding standard on SBA Math

Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 7	n/a	n/a	*	50%	
Asian	n/a	n/a	*	*	
Black	n/a	n/a	n/a	*	
Hispanic	n/a	n/a	n/a	*	
Multi-Ethnic	n/a	n/a	*	*	
Native American	n/a	n/a	n/a	*	
Pacific Islander	n/a	n/a	n/a	n/a	
White	n/a	n/a	*	*	
Low Income	n/a	n/a	n/a	n/a	
English Learners	n/a	n/a	n/a	n/a	
Students with Disabilities	n/a	n/a	n/a	*	

Grade 8: Percentage of students meeting or exceeding standard on SBA Math

Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 8	n/a	n/a	*	29%	
Asian	n/a	n/a	*	*	
Black	n/a	n/a	n/a	*	
Hispanic	n/a	n/a	*	*	
Multi-Ethnic	n/a	n/a	n/a	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	n/a	n/a	*	*	
Low Income	n/a	n/a	n/a	*	
English Learners	n/a	n/a	n/a	*	
Students with Disabilities	n/a	n/a	n/a	*	

Grade 10: Percentage of students meeting or exceeding standard on SBA Math

Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024*	Spring 2025
All Grade 10	n/a	n/a	38%	41%	
Asian	n/a	n/a	*	*	
Black	n/a	n/a	*	*	
Hispanic	n/a	n/a	n/a	n/a	
Multi-Ethnic	n/a	n/a	*	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	n/a	n/a	*	*	
Low Income	n/a	n/a	n/a	n/a	
English Learners	n/a	n/a	*	*	
Students with Disabilities	n/a	n/a	*	*	



Satellite Data: Future Ready

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Preparing high school students to be "future ready" means encouraging them to take rigorous coursework that challenges and inspires them. Engaging in advanced classes not only deepens their knowledge but also hones critical thinking, problem-solving, and time-management skills, which are essential for college and career success.

Advanced Placement (AP) and International Baccalaureate (IB)

Graduates Passing AP/IB Courses			
Student Groups	2023	2024	2025
All	80%	68%	
Asian	*	*	
Black	n/a	*	
Hispanic	*	*	
Multi-Ethnic	*	*	
Native American	n/a	n/a	
Pacific Islander	n/a	n/a	
White	*	*	
Low Income	*	*	
English Learners	n/a	*	
Students with Disabilities	*	*	

Industry Recognized Certifications (IRC)

Courses: Automotive Technology, Building Industry Technology, Cisco CCNA, Culinary Arts, Health Sciences, Welding/Design/Fabrication							
Student Groups	Grade 9-12 Demographics 2024-25	% of Total Enrollment in These Courses		% Students Taking an IRC		% Pass Rate of Students Taking an IRC	
		2023-24	2024-25	2023-24	2024-25	2023-24	2024-25
All Students		n/a		n/a		n/a	
Asian							
Black							
Hispanic							
Multi-ethnic							
Native American							
Pacific Islander							
White							
English Learners							
Students with Disabilities							
Low Income							
Female							
Male							
Non-binary							



College in the High School (CiHS) Dual Credit Coursework

College-in-the-High-School (CiHS) Dual Credit Course Enrollments Grade 9-12							
Student Groups	2023-24 Grade 9-12 Demographics		# CiHS Course Enrollments 2023-24 #	CiHS Subgroup % Of course, Enrollments 2023-24	2024-25 Grade 9-12 Demographics		# CiHS Course Enrollments 2024-25 #
All Students	157	100%	63	100%			
Asian	30	19%	21	33%			
Black	14	9%	3	5%			
Hispanic	45	29%	12	19%			
Multi-ethnic	21	13%	10	16%			
Native American	0	0%	0	0%			
Pacific Islander	0	0%	0	0%			
White	47	30%	17	27%			
Students with Disabilities	26	17%	4	6%			
English Learners	20	13%	7	11%			
Low Income	6	4%	6	10%			

**Example: Approx. 41% of Gr 9-12 students were Asian. 49% of CiHS course enrollments were Asian students.*

Running Start Enrollment

Student Groups	Grade 11-12 Demographics 2023-24	Running Start Subgroup # 2023-24	Running Start Subgroup % 2023-24	Grade 11-12 Demographics 2024-25	Running Start Subgroup # 2024-25	Running Start Subgroup % 2024-25
Asian	27%	2	67%			
Black	10%	0	0%			
Hispanic	29%	0	0			
Multi-ethnic	10%	0	0			
Native American	0%	n/a	n/a			
Pacific Islander	0%	n/a	n/a			
White	24%	1	33%			
Students with Disabilities	17%	*	*			
English Learners	15%	*	*			
Low Income	17%	*	*			

Seal of Biliteracy Earned

Student Groups	2023 Graduates Earning Seal %	2024 Graduates Earning Seal %	2025 Graduate Demographic	2025 Graduates Earning Seal %
All students	0%	0%		
Asian	*	*		
Black	n/a	*		
Hispanic	*	*		
Multi-ethnic	n/a	*		
Native American	n/a	n/a		
Pacific Islander	n/a	n/a		
White	*	*		
Students with Disabilities	*	*		
English Learners	n/a	*		
Low Income	n/a	*		



Satellite Data: Attendance

Belong · Learn · Lead

Regular school attendance is essential for students' success and future opportunities. Consistent attendance is linked to better academic performance, higher graduation rates, and expanded career prospects, making it a critical component of a successful educational experience.

Attendance- Elementary School Students

Student Groups	23-24 School Year (90%)	2024-25 School Year (9/3 to 11/1)
All students	67%	89%
Asian	55%	*
Black	*	*
Hispanic	79%	*
Multi-ethnic	86%	*
Native American	n/a	*
Pacific Islander	n/a	*
White	65%	*
Students with Disabilities	*	*
English Learners	*	*
Low Income	*	*

Attendance- Secondary Students for Academic Seminar

Student Groups	23-24 School Year (90%)	2024-25 School Year (9/3-11/1)
All students	61%	77%
Asian	57%	*
Black	50%	*
Hispanic	36%	*
Multi-ethnic	62%	*
Native American	*	*
Pacific Islander	n/a	*
White	70%	*
Students with Disabilities	55%	*
English Learners	53%	*
Low Income	*	*

