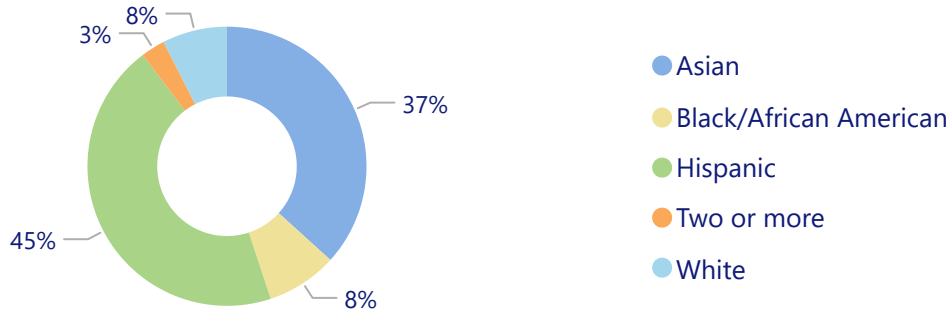


Stevenson Elementary School

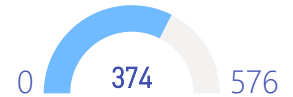
Racial Diversity



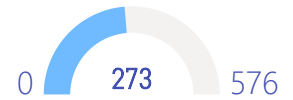
Enrollment: P-5

576

First Language Other Than English

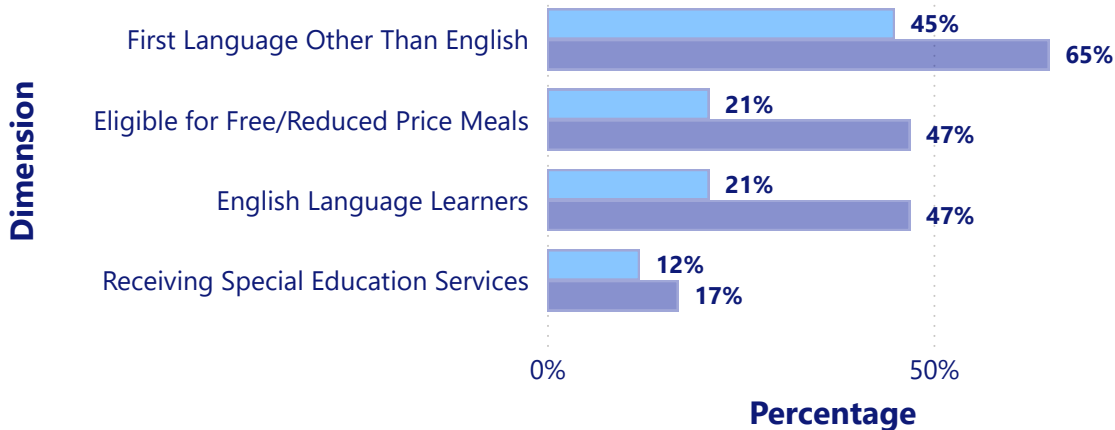


Eligible for Free/Reduced Price Meals

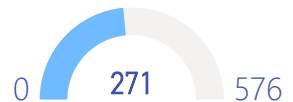


School vs. District Student Metrics

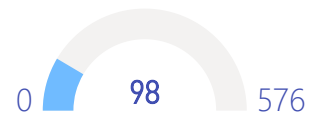
● District Elementary Average ● Stevenson Elementary School



English Language Learners

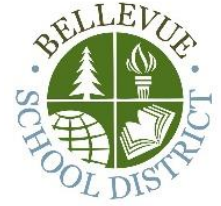


Receiving Special Education Services



Stevenson Elementary School

School Improvement Plan 2024-25



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Stevenson is proud to be a community where students of different races, cultures and abilities benefit from being educated together. At Stevenson, we are honored to be a Spanish Dual Language and Inclusionary Practices school. We view our bilingualism and racial diversity as an asset that directly benefits our learning community. We believe strongly in nurturing our children to be the creators of our future world as advocates for social justice, critical thinkers, and supportive community members. Our dedicated teachers create engaging lessons and cultivate supportive learning environments that prioritize collaboration and discussion.



Inclusion is a foundation of the core beliefs of our staff, and we proudly welcome all students with a range of abilities and needs in our classrooms at Stevenson. Stevenson staff believe that it is our responsibility to affirm student racial and linguistic identity as well as affirm all abilities in our school. We believe in eliminating institutional racism and creating open access for all of learners at our school. At Stevenson, we believe all students can grow and learn, and we are laser focused on addressing areas where racism persists in the disproportionality of our academic and behavioral data.



We are fortunate to have a comprehensive support staff that works closely with our entire staff to address these key areas. Our academic team includes a large team of instructional facilitators and co-teachers with expertise in instruction, reading, multilingual learners and dual language. We also have two school counselors and a social worker at Stevenson, as well as a two full time staff dedicated to behavioral support. Stevenson is committed to co-teaching in classrooms and increasing the expertise in the classroom to support student needs – we have seven dedicated

classrooms where a special education and general education teacher co-teach during core academic instruction. Stevenson has an onsite Family Connection Center (FCC) that is staffed by one district employee as well as a partnership with the City of Bellevue. Stevenson also houses one of the two sites in the district for the Bellevue Family Hub, a partnership with Bellevue LifeSpring, open to all in the community, but easy access for Stevenson families. Together, the FCC and the Hub work with families to ensure they have access to district and community resources and to ensure families have their basic needs met, as well as providing enrichment opportunities for children and families. These partnerships help us to enhance our students' connectedness to school through partnerships with the City of Bellevue, Eastside Black Girls for Change, Math Agency, SeaMar, Consejo, Bellevue LifeSpring, Rainier Athletes, and Jubilee Reach.



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've 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 experiences 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're ensuring coherence and collective ownership of our goals. Students, staff, and families co-create innovative solutions and implement sustainable plans for the future. 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

SATELLITE Data:

Stevenson has inconsistent growth in reading, based on cohort and grade-level. On Smarter Balanced Assessment, Stevenson has shown proficiency increases with our 5th grade cohort from 25% proficient to 41% with a large jump in our Hispanic population from 11% in 2023 to 29% in 2024. Stevenson noted a drop for 3rd and 4th grade (41% to 23% proficient for 4th grade and 41% in 2023 to 29% for 3rd graders). While we note a dip in our racial subgroups as well, we note a bright spot with our 4th grade data with our Black student proficiency at 33%, higher than our overall at 23% proficient.



For Math proficiency, Stevenson has more consistent results on Smarter Balanced assessment, though still not consistently showing steady growth. In the Spring of 2024, proficiency for 3rd grade is 37%, 4th grade is 26%, and 5th grade is 28%. For the 5th grade in 2024 the proficiency for Hispanic students went up from 13% in 2023 to 16% in 2024 which is a bright spot. From the year 2021, Stevenson focused our PLC efforts around math instruction and math practices, and this is evidenced in the data.

For Sense of Belonging Data has shown steady growth at Stevenson, though still shows a gap between our Hispanic student population and our Asian student population, specifically for sense of belonging, Asian students show a 63% overall and Hispanic students report 58% sense of belonging, similar to Student Engagement Data with 69% from our Hispanic students and 77% Asian students. As is consistent with academic data above, a bright spot is our Black/African American data that exceeds our overall student data – 63% sense of belonging (61% is overall) and 78% overall Student Engagement (overall is 73%).

MAP Data:



Stevenson staff and leadership teams utilize STAR and Panorama to localize our efforts, specifically orbiting our schoolwide efforts around students we have had since Kindergarten, as Stevenson welcomes many new students over the years. We utilize data of students we have had since



Kindergarten to monitor our schoolwide efforts and the intersection of literacy, math and sense of belonging.

STAR data collected below shows less statistical jumps with our literacy data, including a gain for Hispanic students from 18% to 19% proficient from 2023 to 2024. Overall, STAR data for grades 3-5 shows slight dip from 35% to 29% overall from Spring 2023 to 2024. In addition, students continuously enrolled from kindergarten show similar results with overall at 28% proficient and Hispanic students at 10% proficiency. Our 5th grade students take the STAR in Spanish to track their Spanish literacy as well, scoring much higher reading proficiency on STAR reading in Spanish (58% overall proficiency, 68% for MLL learners for the 23-24 school year). We also include below Spanish TRC, Lectura, TRC and DIBELs, assessments that provide a clearer picture of what students can do, especially those students who are learning English as a second language and/or who are served in our Dual Language program. Some bright spots are our Spanish TRC for last year's 2nd grade students at 60% proficient and 39% proficient for Lectura in Spanish DL Classrooms, higher than STAR Reading and compared to 11% for those same students on STAR Reading. Our goal at Stevenson is to utilize MAP data to localize our understanding of student strengths with literacy and math and build off of those strengths in their classroom experience.

With STAR Math, Stevenson students grades 1-5 show overall 37% in Spring 2024, down from 43% in Spring 2023. However, a bright spot for STAR Math Data is our Hispanic student data up from 20% in 2023 to 26% in 2024 on STAR Math. Our students we have had since Kindergarten still show a gap with overall 43% percent proficient on STAR and 34% for our Hispanic students we have had since Kindergarten.

STREET Data:

Stevenson staff have had a common practice for the last four years to intentionally collect Street Data from focal students, our students and families in the margins, who are not historically seen and heard in public education. For the last three years, Stevenson staff have used empathy interviews and focal students. Empathy Interviews are a process that comes from *Street Data* and *Listening Leader*. The purpose of empathy interviews is to engage in a dialogue with a focal student and family 1) to build connection and empathy between teacher and student and 2) to co-design a learning environment that represents he needs of the focal students. The street data we collect from this experience is just as important as the dialogue and connection with the child or adult. After an empathy interview is conducted, the street data is utilized as a key piece of reflection and is the center for change and equity-driven action on behalf of students in the margins. At Stevenson, each year, empathy interviews are conducted during the month of September and October. During the professional development in October, we share focal student data and calibrate as a full staff on the needs of our focal students. Included here are key findings from last year's (fall 2023) Empathy Interview Data:




- School is the safe place for our students, and we should continue creating safe spaces for our students and staff to create sense of belonging and community.
- Our teachers utilize culturally responsive teaching in our spaces, and it helps our students feel honored and connected with their own Identity, culture and motivation. This brings joy to learning.
- Home and school connection is strong and helps the student feel connected when there is a partnership with our families.
- Every student can be a leader with a right environment. Our students love leadership. Our staff will continue to cultivate this and nurture for deeper roots.

Student Engagement and Learning Equity Imperative

Stevenson Elementary believes that student engagement, student voice and student efficacy are crucial factors to student academic success and central to instructional changes and empowerment of our students and their families. Our staff believe that their stories, experiences, and history are an important part of shaping our engagement strategies for academic achievement and overall school success. Stevenson has always had a core equity stance around orbiting our systems and practices around our students who have been historically marginalized in our school system. We have done this for the last four years by centering our instruction and classroom experience on Focal Students and engaging in Empathy Interviews, Street Data Coaching, and instructional planning.

This year, as a way to deepen the work that has already started, our equity imperative is paired with our Radical Dream for our students, a call to action for our staff and community to promote efficacy in our students, specifically our Black and Latino students, who have been traditionally not been centered in our educational institutions. This year, our Building Leadership Team and Racial Equity and Inclusion Team utilized a variety of data sources, including Satellite, Map and Street data to focus on Literacy, as well as implementation of instructional strategies that both promote higher student engagement in literacy and student belonging, a core school improvement pillar for Stevenson this year. Below is Stevenson's Equity Imperative and Radical Dream for the 24-25 school year, with the center being an interconnectedness between Academics and Student Belonging:

Stevenson's Equity Focus for 24-25 School Year	Our Equity Imperative: How do the systems, practices and narratives we hold contribute to our Black and Hispanic students' sense of efficacy and belonging in literacy?	Our Radical Dream: For our Black and Hispanic students to feel a sense of efficacy and belonging in literacy and to feel affirmed and inspired to say: "I succeeded, I succeeded again."
		

Key Improvement Strategies

At Stevenson, our key improvement strategies come from a strong Shared Leadership model and driven by our Building Leadership Team (BLT) and our Racial Equity and Inclusion Team (REIT). The strategies below represent our key improvement strategies, as well as our reflections on ways we know our strategies are working.

Key Strategy #1: Focal Students & Street Data

Stevenson staff center our practices- both Academic and Student Belonging – around the experience of our Focal Students. Each certificated staff member selects Focal Students – Black and Hispanic students or those who have been otherwise historically on the outskirts of our school system – and elevates their experience by centering both instruction and data collection around this group of students. Staff and Leadership Teams utilize Focal Student Data to assess the effectiveness of our literacy instruction, as well as how students are *feeling* during literacy instruction. We will do this in the following ways:

- Empathy Interviews: Collecting and reflecting on Focal student empathy interviews specifically in literacy in October 2024, moving to family empathy interviews during November conferences utilizing data to inform instructional moves.
- Three times a year data digs: Three times a year Stevenson leadership teams utilize focal student data as well as students who have been at Stevenson since Kindergarten with a primary focus on Literacy growth.
- Mid-Year Sense of Belonging Data: Panorama and mid-year Belonging Data, gathered by REIT, to analyze student belongingness, specifically in literacy
- Outside Partnerships: Eastside Black Girls for Change to support mentoring, affinity and collaboration with other Black youth in Bellevue for our Black and African American girls.
- Focal student PLC Planning: Utilizing Focal students in grade-level PLC planning and collaboration during weekly PLC meetings.
- Family Listening Sessions: Originating from empathy interviews from the spring of 2023-24, families with students who have students served in special education will be a part of a learning and connection series to 1) bring families together and 2) provide some learning on topics relevant to their children’s diverse needs, including connecting to resources.

Key Strategy #2: Schoolwide Literacy Focus (PLCs)

With the adoption of a new literacy curriculum this year (ARC – American Reading Company), Stevenson staff have embraced the use of GLAD strategies and instructional strategies that increase access to rigorous literacy content. PLCs this year are built into the Master Schedule to support all classroom teachers, administrators, MLL Facilitators and special education staff to participate and support Tier 1 Literacy instruction. In addition, the MTSS process has now been built into the PLC cycle to further support organizing around Focal Students and Tier 1 Literacy Instruction. Here are some of the ways Stevenson Staff plan to utilize this Key Strategy to Support our Equity Imperative and Radical Dream:

- Open Door Days: REIT and BLT Leadership teams will collect focal student data inside the classrooms to support and more deeply understand the student experience in Literacy. This is a process driven by our leadership teams and will involve teachers “opening their doors” to have visitors shadow a focal student for a brief period of time or see effective instructional practices for literacy in action.
- Stevenson PD Road Map: Coherent schoolwide instructional focus to support bringing together our focal students and provide high-quality professional development rooted in GLAD strategies and utilizing focal student data. This aligns EDPD, BBPD, DDPD and three times a year BLT/REIT Data Digs.
- WIN Time: Built into the Master Schedule this year is time for grades 3-5 to have WIN Time (“What I Need” Time) to support diverse learning needs. This time is built into each teacher’s instructional day with additional support from MLL Facilitators and other certificated staff to promote additional intervention in literacy or support for advanced learning needs.
- MTSS Process: Maintaining a strong, data-based MTSS process that is rooted in student strengths and is granular individual student data, ensuring resources are allocated to support intervention cycles, co-teaching and co-

planning and sharing of expertise. Stevenson is also in partnership with an MTSS Consultant through the University of Washington who supports implementation of MTSS from the lens of Multi-Lingual Students.



- Literacy/Language PLCs: Maintaining strong Literacy PLCs and deepening the work by ensuring 8-week cycles that focus on high quality instruction and orbit around focal student map and street-data utilizing co-teachers, MLL Facilitators, and special education staff. The PLC meetings are scheduled during the school day to ensure all members are present and grade-level MLL facilitators and special education teachers are present at their weekly grade-level team meetings.

Key Strategy #3: Co-Teaching & Inclusionary Practices:

At Stevenson, we have always had an adherence to inclusionary practices. At Steveson, we believe diversity is our greatest strength – linguistic diversity, racial diversity and diversity of abilities. We believe student disabilities also bring a rich diversity of our learning community and when students with differing abilities learn together, everyone thrives. One core tenant of Stevenson’s Inclusionary Practices is Co-Teaching. Below are the ways this key strategy supports or Equity Imperative and Radical Dream:

- Designated co-teaching classrooms during core instruction have steadily increased in 24-25 school year to 7 classrooms this school year. Students with diverse learning needs learn together with their peers and both special education teachers and paraeducators are trained to support the entire classroom, increasing access for all students.
- Continued focus on best practices for co-teaching and resource allocation to support co-teaching during core instruction with additional co-teachers and the blend of LAP and MLL facilitators in a co-teaching setting to provide students with progress monitoring and increased student to adult contact.

Monitoring and Measuring Success

MONITORING SUCCESS	
	<p><i>SATELLITE data</i></p> <p>Our two main leadership teams (BLT and REIT) will monitor the success of our goals by using Smarter Balanced assessments for grades 3-5. For each grade-level for Math and English Language Arts, we will see an increase of 5% across all subgroups and overall. For our Sense of Belonging Data, we use the Panorama twice yearly data measure for grades 3-5. For all academic and sense of belonging data measures, we have been intentional about a 5% to have our Hispanic sub-group, our focal group and center of our Equity Imperative and included STAR data for 5th grade STAR Reading for 2023-24 school year which shows much higher reading proficiency on STAR reading (58% overall, 68% for MLL learners).</p> <p>This will be monitored by our once yearly standardized testing in the spring for the Smarter Balanced Assessment and twice-yearly Panorama Data. Specific data points and goals are below.</p>
	<p><i>MAP data</i></p> <p>Stevenson has a robust three-times a year Data Dig, checking on the success of our key strategies, bringing in STAR data, subgroup data, and Street Data, sense of belonging data, and Attendance Data. These times a year Data Digs are led by our ITCL and two members from each key leadership team (BLT</p>

and REIT) serve as “Data Investigators/Liaisons” to support data collection and sharing with our leadership teams at our set times a year. Our Data Digs occur after each STAR/mClass Testing Window at Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY). The agenda for each Data Dig meeting is to share the Math and Literacy data for each time of year, triangulate academic data with sense of belonging, and isolate out students we have had since Kindergarten. The PBIS team and the REIT team will be gathering Street Data and three times a year belongingness data.

We have included data charts below with this information from STAR for both math and literacy, broken down historically and by subgroup, as well as students who have been continuously enrolled since Kindergarten. Stevenson Shared Leadership teams will continue to analyze and discuss this student data at a granular level as our MAP data at our three-times a year Data Digs.

We also continue to monitor our students served in Math Agency (current 4th and 5th graders who showed higher growth and proficiency than students not served in Math Agency – 82% of our 4th graders showed high/average growth as compared to 68% showing high/average growth. For the 24-25 school year, we have expanded our Math Agency offering to continue with our cohort from last year (current 5th graders) and add 4th graders who are below or well-below on math STAR and SBA.

STREET data

Stevenson has had a common practice for the last three years in collecting Empathy Interview data around focal students. At Stevenson, we collect Empathy Interview data from our focal students to provide us insights into the experience of our students inside the classroom, especially as it aligns with literacy instruction and the overlap between academics and belonging. This year, we are focusing our Street Data efforts on literacy instruction, in alignment with our Equity Imperative and Radical Dream or our students. In addition to collecting schoolwide data from Empathy Interviews, we will be engaging in the following additional opportunities to gather Street Data:



- Open Door Days – Three times a year, our BLT invites teachers to “Open their Doors” to welcome visitors to see classroom instruction in action. The intention here is to literally just Open Doors to see our schoolwide practices in action, to learn from one another, and to showcase public learning.
- Kiva Panel – Stevenson kicked off the year in August with a staff member Kiva Panel on why literacy matters. Our BLT has discussed ways to expand this to incorporate student and parent voice for Kiva Panels, to elevate and discuss why literacy matters, especially for our Stevenson community.
- Belongingness Surveys – Three times a year, the Racial Equity Team and the PBIS team will be collecting data on focal student groups on how they feel like they belong, specifically when it comes to literacy instruction.
- Empathy Interviews – As mentioned above, Stevenson staff collect data from focal student using an Empathy Interview format. The “data” collected from the empathy interviews will be shared with BLT and included in Data Digs to inform and provide life to the Map data.



Sustainability

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

Goal #1: School Food Share Program will provide local communities with nutritious food that our students leave for others to enjoy.

Actions: At each meal, students will have the opportunity to put their uneaten fruits, milk, cereal, sandwiches, etc. into a bin for redistribution.

Monitoring and Measuring Success: We will have a student representative keep a weekly tally of the food collected and report back to the school how much was shared with the community. This will remind them of the impact their small act of kindness has on others.



Goal #2: We will educate our school about the importance of recycling and the impact excess plastic has on our planet.

Actions: We will have an after-school environment club. The student group will learn about the importance of recycling and share their information with the school community. One of our goals is to hold plastic film drives in October through November. Through a partnership with Ridwell, the school will encourage students to bring in unwanted plastics to school, which Ridwell will pick up and recycle for us.

Monitoring and Measuring Success: After each plastics drive, we will keep a tally of how much was collected. We can survey students at the start and end of the drive to see if this information changed their habits at home with their family. We will continue to have these drives, if we have 10+ families join the Ridwell program.



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 2024
All Students	61%	66%	73%	78%
Asian	63%	68%	77%	82%
Black/African American	63%	68%	78%	83%
Hispanic	58%	66%	69%	74%
Multi-ethnic	*		*	
Native American	*		*	
Pacific Islander	*		*	
White	71%	76%	82%	87%
Students with Disabilities	55%	60%	65%	70%
English Learners	62%	67%	72%	77%
Low Income	60%	65%	72%	77%



Satellite Data: Literacy

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The Smarter Balanced Assessment (SBA) is a state-required test used as one measure of students' proficiency in English Language Arts (ELA) and mathematics. The Smarter Balanced Assessment is aligned with the Common Core State Standards, utilizing computer-based tests and performance tasks.

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	36%	48%	41%	29%	
Asian	69%	71%	65%	47%	
Black	*	*	*	*	
Hispanic	6%	21%	18%	3%	
Multi-Ethnic	*	*	*	*	
Native American	n/a	n/a	n/a	*	
Pacific Islander	n/a	n/a	n/a	n/a	
White	*	*	*	*	
Low Income	16%	30%	31%	10%	
English Learners	20%	33%	16%	9%	
Students with Disabilities	*	*	*	8%	

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	34%	30%	41%	23%	
Asian	60%	40%	65%	40%	
Black	*	*	*	33%	
Hispanic	18%	14%	18%	13%	
Multi-Ethnic	40%	*	*	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	*	n/a	n/a	n/a	
White	40%	*	*	*	
Low Income	19%	24%	31%	13%	
English Learners	12%	14%	16%	15%	
Students with Disabilities	9%	*	*	*	

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	35%	39%	25%	41%	
Asian	55%	62%	27%	64%	
Black	*	*	*	*	
Hispanic	13%	18%	11%	29%	
Multi-Ethnic	*	*	*	*	

Native American	n/a	n/a	n/a	n/a	
Pacific Islander	*	*	n/a	n/a	
White	*	*	*	*	
Low Income	23%	19%	18%	28%	
English Learners	14%	11%	11%	14%	
Students with Disabilities	*	*	*	*	

Grades 3-5: Percentage of students meeting or exceeding standards on Star Reading (English)					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grades 3- 5	44%	42%	35%	29%	
Asian	63%	64%	56%	43%	
Black	45%	60%	47%	36%	
Hispanic	26%	18%	18%	19%	
Multi-Ethnic	*	*	*	20%	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	*	*	n/a	n/a	
White	55%	53%	38%	32%	
Low Income	31%	27%	22%	21%	
English Learners	22%	17%	18%	15%	
Students with Disabilities	18%	6%	20%	17%	

Current Gr. 3-5 Enrolled since K: Star Reading		
Student Groups	Spring 2024	Spring 2025
All	28%	
Asian	56%	
Black	*	
Hispanic	10%	
Multi-Ethnic	*	
Native American	n/a	
Pacific Islander	n/a	
White	*	

Low Income	14%	19%
English Learners	10%	15%
Students with Disabilities	0%	15%

Grades K-5: Percentage of students meeting or exceeding standards on Literacy Assessments in Spring 2024					
Student Groups	Star Reading (3-5)	DIBELS (K-2)	TRC (K-2)	Lectura (K-2)	Spanish TRC (K-2, 4)
All Students	29%	49%	48%	39%	
Grade K		51%	41%	71%	
Grade 1		47%	45%	4%	
Grade 2		49%	60%	43%	
Grade 3	25%				
Grade 4	29%				
Grade 5	35%				
MLL	15%	39%	38%	36%	
No MLL Services	55%	65%	58%	54%	
English Only Classrooms	37%	63%	48%		
Spanish DL Classrooms	11%	9%		39%	

Grades 5: Percentage of students meeting or exceeding standards on Star Reading (Spanish)			
Student Groups	Fall 2023	Winter 2024	Spring 2024
All Grade 5	55%	54%	58%
Asian	n/a	n/a	n/a
Black	n/a	n/a	n/a
Hispanic	55%	54%	58%
Multi-Ethnic	n/a	n/a	n/a
Native American	n/a	n/a	n/a
Pacific Islander	n/a	n/a	n/a
White	n/a	n/a	n/a
Low Income	54%	69%	69%
English Learners	55%	59%	64%
Students with Disabilities	n/a	50%	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	45%	55%	45%	37%	
Asian	74%	74%	74%	61%	
Black	*	*	*	*	
Hispanic	13%	30%	29%	10%	
Multi-Ethnic	*	*	*	*	
Native American	n/a	n/a	n/a	*	
Pacific Islander	n/a	n/a	n/a	n/a	
White	*	*	*	*	
Low Income	20%	36%	31%	17%	
English Learners	27%	34%	24%	25%	
Students with Disabilities	*	*	*	17%	

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	35%	26%	45%	26%	
Asian	58%	45%	74%	53%	
Black	*	*	*	25%	
Hispanic	23%	8%	29%	16%	
Multi-Ethnic	40%	*	*	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	*	n/a	n/a	n/a	
White	20%	*	*	*	
Low Income	23%	12%	31%	15%	
English Learners	18%	14%	24%	19%	
Students with Disabilities	18%	*	*	*	

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	32%	32%	25%	28%	
Asian	59%	57%	33%	48%	
Black	*	*	*	*	
Hispanic	3%	15%	13%	16%	
Multi-Ethnic	*	*	*	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	*	*	n/a	n/a	

White	*	*	*	*	
Low Income	15%	14%	18%	15%	20%
English Learners	14%	8%	11%	6%	11%
Students with Disabilities	*	*	*	*	

Grades 1-5: Percentage of students meeting or exceeding standard on Star Math (English/Spanish combined)					
Student Groups	Spring 2019 (ENG)	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grades 1-5	44%	42%	43%	37%	
Asian	60%	61%	66%	51%	
Black	30%	30%	41%	38%	
Hispanic	21%	21%	20%	26%	
Multi-Ethnic	43%	40%	31%	25%	
Native American	n/a	n/a	*	*	
Pacific Islander	*	*	n/a	n/a	
White	24%	27%	60%	48%	
Low Income	17%	19%	28%	30%	
English Learners	31%	28%	30%	28%	
Students with Disabilities	13%	13%	11%	5%	

Current Gr. 3-5 Enrolled since K: Star Math (Comb English/Spanish)		
Student Groups	Spring 2024	Spring 2025
All	43%	
Asian	50%	
Black	*	
Hispanic	34%	
Multi-Ethnic	*	
Native American	*	
Pacific Islander	n/a	
White	70%	
Low Income	31%	

English Learners	28%	
Students with Disabilities	0%	



Satellite Data: Attendance

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

Attendance- % of Students Attending School Regularly (at school 90% of the time)

Student Groups	18-19 School Year (pre-pandemic)	23-24 School Year	2024-25 School Year
All students	81%	67%	
Asian	81%	77%	
Black	74%	63%	
Hispanic	80%	58%	
Multi-ethnic	71%	75%	
Native American	*	*	
Pacific Islander	*	*	
White	84%	70%	
Students with Disabilities	65%	52%	
English Learners	79%	65%	
Low Income	79%	60%	