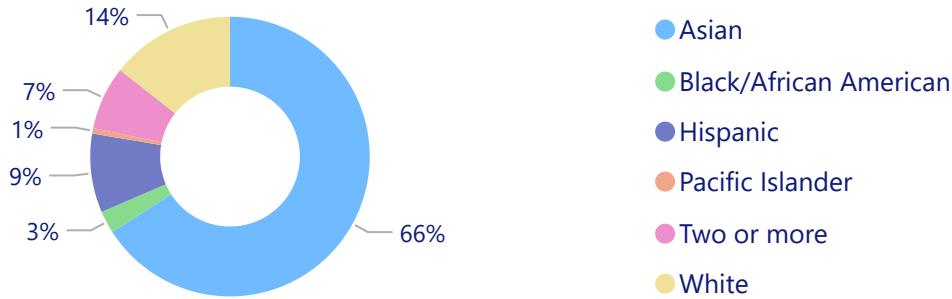


Odle Middle School

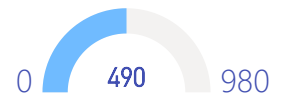
Racial Diversity



Enrollment: 6-8

980

First Language Other Than English



Eligible for Free/Reduced Price Meals



English Language Learners

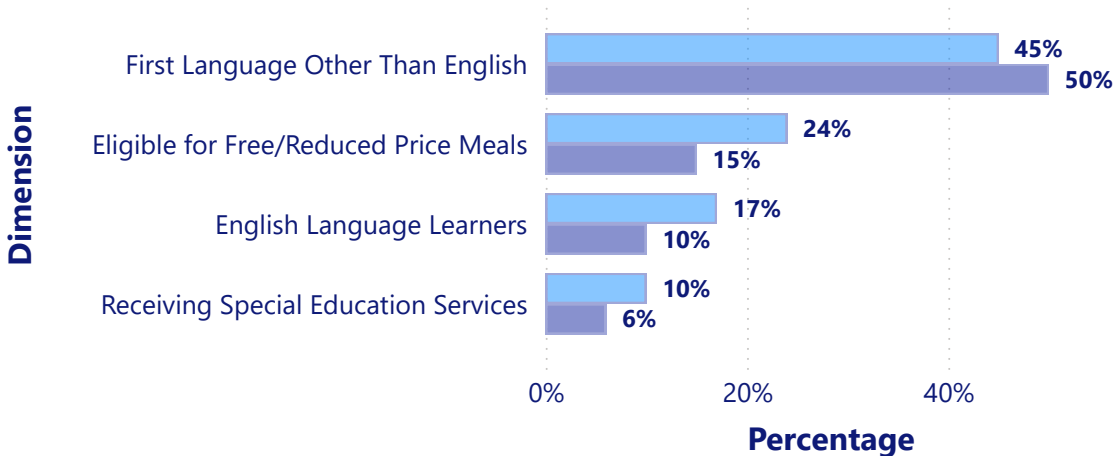


Receiving Special Education Services



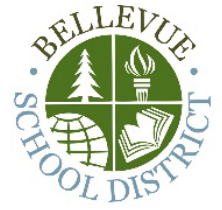
School vs. District Student Metrics

● District Middle School Average ● Odle Middle School



Odle Middle School School Improvement Plan 2024-25

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Odle Middle School, with a student body of 980, stands out as a top-performing institution in Washington, consistently ranking among the top 20 middle schools in the state. The school is renowned for its extensive and diverse elective offerings, including Music, Performing Arts, Visual Arts, STEM, World Languages, and Leadership. This breadth of choice allows students to explore their interests deeply and develop a well-rounded educational experience. The school's band and orchestra programs are particularly notable, frequently earning high accolades in state and international competitions for their exceptional performance.

Odle's diverse student body reflects a rich tapestry of cultures and languages, with forty-eight percent of students speaking a first language other than English. This multilingual environment is supported by Advanced Learning services in Language Arts, Social Studies, Math, and Science, catering to the diverse academic needs of its students. With a low student-to-teacher ratio, the school ensures personalized attention and support, enhancing student learning and success.

Academically, Odle excels with top-tier performance in state assessments. The school ranks in the top 5% for English Language Arts (ELA) and Math performance and the top 10% for state science testing. This impressive academic record underscores Odle's commitment to high educational standards and effective teaching practices. Serving students from sixteen different BSD elementary schools, Odle Middle School demonstrates a strong capacity for fostering a collaborative and inclusive educational environment.



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. Our extensive elective offerings and advanced learning services ensure that every student can pursue their unique interests and strengths. Furthermore, our commitment to a diverse and inclusive environment enriches the educational experience, fostering a community where all students can thrive.

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 thrives when the richness of diversity here is honored, valued, and integral to our learning. Together, we foster a more inclusive and connected environment. We instill core values of respect, kindness, and perseverance, guiding students to treat others with empathy, face challenges with resilience, and contribute positively to their community. These values underpin our approach to education, ensuring that students develop not only academically but also as compassionate and determined individuals.

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. Our commitment extends to fostering environmental stewardship, where every member of our community actively participates in initiatives to promote sustainability and reduce our ecological footprint. Through education and action, we strive to empower our students to become responsible global citizens who advocate for and contribute to a healthier 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-Level Data

- The **Smarter Balanced Assessment (SBA)** data on student performance in Grades 6-8 ELA and Math reveal overall trends and significant achievement gaps among sub-groups of students. In Grade 6, overall ELA proficiency reached 82% in Spring 2023 but dipped slightly to 80% by Spring 2024. Asian students demonstrated a 93% proficiency rate in 2023, while Hispanic students showed more variability, with a 22% proficiency rate in 2023 before improving to 33% in 2024. In Math, overall performance saw a positive trend, increasing from 73% in 2019 to 79% in 2023. Achievement gaps among sub-groups of students, however, persisted. For Grade 7, overall ELA proficiency dropped from 88% in Spring 2019 to 80% in Spring 2024. In Math, a similar pattern emerged, with overall performance dropping from 82% in 2019 to 76% by 2024. In Grade 8, overall ELA proficiency declined from 83% in 2019 to 77% in 2024. In Math, overall Grade 8 performance also saw a decline from 80% in 2019 to 75% by 2024. The disparities highlight a widening achievement gap, particularly for Hispanic students in ELA.
- The **attendance data** reveals notable trends in regular school attendance among various student groups over the 2018-19 and 2023-24 school years. Overall, there has been a slight decline in the percentage of all students attending school regularly, dropping from 82% in the 2018-19 school year to 80% in the 2023-24 school year. This decline is particularly pronounced among Black and Hispanic students, whose regular attendance rates have decreased significantly. For instance, Black students' regular attendance dropped from 74% pre-pandemic to just 41% in the 2023-24 school year. Similarly, Hispanic students' attendance fell from 56% to 41% during the same period. These declines may indicate challenges exacerbated by the pandemic that disproportionately affect these groups.



Conversely, some groups have shown relative stability or slight improvement in attendance rates. Asian students maintained high attendance rates, though they saw a small drop from 91% to 89% over the same period. White students also experienced a minor decline from 77% to 75%. However, students with disabilities and low-income students experienced notable drops, with regular attendance for students with disabilities falling from 58% to 46% and for low-income students from 60% to 48%.

Map-Level Data

- **Grades:** The grade data reveal that a higher percentage of students are struggling in Math compared to other core subjects, with 8.28% receiving D, F, NE (Not Evaluated), or NC (No Credit) grades. ELA follows at 7.07%, Science at 6.57%, and Social Science at 5.42%. In terms of racial disparities, Black and Native Hawaiian or Other Pacific Islander students experience the highest percentages of D and F grades, with 16.75% of Black students receiving a D and 13.96% receiving an F. Hispanic students also face substantial challenges, with 16.55% receiving D grades and 9.91% receiving F grades. Other sub-groups, such as those in Special Education and McKinney–Vento (for students experiencing homelessness), also face academic challenges, with notable percentages receiving D and F grades. For instance, 11.38% of Special Ed students received D grades, while McKinney–Vento students have 4.71% receiving F grades. Similarly, Multi-Language Learners (MLL) show high rates of D (13.71%) and F (7.26%) grades. Gender differences are less pronounced, with female students generally performing better than males.
- **Panorama Student Survey:** The Panorama Student Survey reveals generally positive trends in student behavior, with high favorability rates for politeness towards adults (94%) and peers (89%), indicating respectful interactions across the board. Consistent behaviors were noted in areas like coming to class prepared (88%) and following directions (92%), showing stability in students' preparedness and adherence to classroom expectations.



The survey identifies areas for improvement, particularly in student focus and self-regulation. The percentage of students who pay attention and resist distractions dropped notably to 61%, marking an area of concern. Similarly, maintaining composure during challenges (67%) and managing interruptions (84%) also saw declines, which may indicate that students are finding it harder to stay focused and regulate their emotions in class.

Student satisfaction with classroom experiences shows mixed results, with declines in several areas. While opportunities to participate (82%) remained stable, fewer students found class activities intellectually engaging (63%), and only 59% rated the class as interesting, pointing to possible disconnects in teaching methods or curriculum. The use of diverse instructional materials improved slightly (64%), but fewer students felt that their cultures were truly integrated into the classroom (59%), suggesting that while diversity in materials is increasing, students may still feel underrepresented. Although students believe their teachers support their potential (86%), declines in constructive feedback, problem-solving opportunities, and recognition of effort indicate areas where teaching strategies could be refined to better engage and motivate students.

Street-Level Data

The **focus group data** provides a nuanced view of how students interact with their educational environment, particularly in relation to teaching methods, learning preferences, and engagement. The responses shed light on students' perceptions of how their teachers facilitate learning, encourage critical thinking, and provide opportunities for participation and revision. The data also highlight the importance of culturally relevant materials in education.



- **Teaching Methods and Critical Thinking:** Students generally favor teachers who encourage them to think through questions rather than simply providing answers. This approach is particularly appreciated in subjects like math, where students find that understanding the process of solving problems is more beneficial than just knowing the answers. For instance, students noted that math teachers often guide them through problem-solving steps, which helps them grasp the underlying concepts better. This method contrasts with the practice observed in some other subjects, where teachers might directly correct students or provide answers without fostering deeper comprehension. Students expressed that figuring out answers themselves not only improves their understanding but also enhances their curiosity and engagement with the material. They prefer this approach as it aligns with their belief that learning how to think critically and solve problems is more valuable than rote memorization.
- **Memorization vs. Understanding:** The data indicate a strong preference for understanding concepts over mere memorization. Students reported that most teachers encourage them to use thinking skills and apply their knowledge, which they find more effective for long-term learning. Memorization, they argued, often leads to forgetting the material, whereas processing and applying knowledge help them retain and use information more effectively. However, there are instances where memorization is still employed, particularly in subjects like social studies and coding. Students expressed that while memorization can be necessary, especially for certain tests or standardized assessments, they generally prefer learning methods that require them to understand and apply concepts rather than just recall facts.
- **Participation and Engagement:** Participation in class varies widely, with students generally having opportunities to contribute across subjects. Engaging instruction, according to students, involves interactive and dynamic teaching methods that stimulate curiosity and active involvement. Students reported that they are more likely to participate when they feel their contributions are valued and when the lessons are designed to be engaging and thought-provoking. Conversely, unengaging instruction is characterized by slow-paced or overly repetitive lessons, which can lead to distraction and disengagement. Teachers who employ a mix of interactive activities, such as discussions, projects, and hands-on experiences, tend to foster a more engaging learning environment. Students also mentioned that effective participation is encouraged by teachers who create a supportive atmosphere and provide opportunities for all students to contribute.
- **Cultural Relevance:** Regarding instructional materials, students noted that while some classes incorporate diverse cultural perspectives, there is room for improvement. Subjects like social studies and art are recognized for their efforts to include multicultural content, which students appreciate. However, in other subjects such as science and math, the focus on diverse materials is less pronounced. Students feel that incorporating a variety of cultural perspectives is important as it not only enriches their learning experience but also enhances their

engagement with the content. They believe that diverse materials can help make lessons more relatable and inclusive, potentially increasing their interest and participation in class.

In summary, **the focus group data** highlights a strong preference among students for teaching methods that foster critical thinking and understanding rather than rote memorization. Engaging and culturally relevant instruction is crucial for maintaining student interest and participation. While there are positive examples of diverse materials being used in some subjects, a broader integration of these practices across the curriculum could further enhance student engagement and learning outcomes.

Student Engagement and Learning Equity Imperative

We commit to shifting our classroom practices to empower Hispanic and Black students to deepen engagement and to improve academically and socially.

Key Improvement Strategies

We are committed to 1) **promoting critical thinking**, 2) **fostering inclusive and culturally relevant learning environments**, and 3) **strengthening student engagement and self-efficacy**. We will implement a multi-faceted approach centered on equity and effective teaching practices. Key strategies include:

- **Learning Walks:** aligned with the Danielson Framework, we aim to implement defronted classrooms, metacognitive practices, and equitable collaboration. Through Learning Walks focused on equity, teachers will observe and discuss inquiry-based learning techniques, empowering students to explore ideas actively. These collaborative insights will encourage rich, reflective discussions on instructional strategies that prioritize student-driven engagement, nurturing a culture of independent thought.
- **PLCs & Focal Student Project:** Professional Learning Communities (PLCs) will play a crucial role in promoting equity-driven teaching. Book studies on culturally relevant teaching methods and the Focal Student Project will allow educators to deepen their understanding of effective strategies and tailor interventions for students requiring extra support. By focusing on individual needs, PLCs create an inclusive culture that supports personal growth and reinforces belief in every student's capacity for success.
- **Shadowing Students & Building Empathy:** administrator shadowing of marginalized students and data-driven discussions will further enhance equity-focused practices. These observations provide administrators with firsthand insight into the experiences of underrepresented students, enabling targeted, inclusive interventions.
- **Professional Development:** a professional development arc on equity-driven strategies will equip teachers to integrate diverse perspectives seamlessly.

1. Promote Critical Thinking Skills

Street Data

- Question: How often do your teachers help you think through questions instead of just giving you answers?
- Student: "Thinking it through is better because if they tell us the answer, we still don't know how they got that."

Objective: Encourage teachers to prioritize guiding students towards critical thinking and problem-solving and self-advocacy rather than simply providing answers. Provide strategies for fostering independent thinking and inquiry-based learning approaches.

2. Create Inclusive and Culturally Relevant Learning Environments

Street Data

- Question: How often do your classes use instructional materials that reflect diverse cultures and ethnicities?
- Student: "In classes like Social Studies, we learn about that and also in classes like Art Around the World, but classes like science that's not our focus."

Objective: Emphasize the importance of incorporating diverse perspectives and materials in instruction to make learning more inclusive and culturally relevant. Provide resources and strategies for integrating multicultural content across different subject areas.

3. Foster Student Engagement and Belief in Success

Street Data

- Question: How often do your teachers communicate that you can succeed in their classes?
- Student: "All of my teachers tell me I can be successful. They encourage you so that you can get a good grade."

Objective: Highlight the impact of teachers' belief in their students' potential for success. Provide strategies for fostering a supportive and encouraging classroom environment where students feel valued, capable, and motivated to achieve their academic goals.

Monitoring and Measuring Success

MONITORING SUCCESS

Satellite Level Data

To assess our equity imperative and improvement strategies, we are utilizing a variety of "satellite-level" data sources:



- **Smarter Balanced Assessment (SBA):** This proficiency test for grades 6-8 in English Language Arts and Math provides baseline data on students' academic performance, allowing for subgroup comparisons to identify achievement gaps.
- **STAR Adaptive Benchmark Assessments:** These assessments track individual student growth throughout the year in English Language Arts and Math, enabling educators to identify specific areas for improvement and tailor instructional support.

Essential Question:

- Are we seeing measurable progress in the performance of our target groups, particularly Black and Hispanic students?

Map-Level Data

We are monitoring our equity imperative and improvement strategies through a range of "map-level" data sources that focus on student attendance, engagement, and academic progress:



- **Weekly Attendance Reports:** These reports identify students missing more than 10% of school days, enabling us to implement targeted re-engagement strategies.
- **Panorama Survey:** Administered in the fall and spring, this survey measures students' perceptions of belonging, voice, agency, and school climate across all subgroups.
- **Interim Assessments:** We track academic progress in English Language Arts and Math through standards-aligned classroom assessments.

Essential Questions:

- What are the main barriers to regular attendance and timely class participation for students in our target subgroups?
- How do students from different subgroups perceive their sense of belonging and engagement in school?
- Are students demonstrating consistent academic growth across interim assessments, especially those from historically underserved subgroups?
- How can we ensure that instructional tasks are inclusive and accessible to all students?
- What additional supports or interventions are needed to help all students meet academic expectations

Street-Level Data

We monitor our equity imperative and improvement strategies through structured observations, empathy interviews, focus groups, and a Focal Student Project conducted by each member of our Professional Learning Communities (PLCs):

- **Structured Observations:** Utilizing the Danielson Framework for Teaching, we assess instructional practices and provide feedback on teaching quality and inclusivity.
- **Empathy Interviews:** These interviews, guided by questions about belonging, engagement, and inclusivity, allow staff to connect with students' perspectives, enhancing our understanding of their experiences. Questions will include:



- ✓ *How often do your teachers help you think through questions instead of just giving you answers?*
 - ✓ *How frequently do your teachers encourage you to use thinking skills like analysis and application rather than mere memorization?*
 - ✓ *How often are you asked to explain your thinking on assignments or during class?*
 - ✓ *How frequently do your teachers provide opportunities to learn from and revise your mistakes?*
 - ✓ *How often do your teachers communicate that you can succeed in their classes?*
 - ✓ *How often do you have opportunities to participate in class?*
 - ✓ *How engaging are your classes in terms of stretching your thinking and curiosity?*
 - ✓ *How often do your classes use instructional materials that reflect diverse cultures and ethnicities?*
- **Focal Student Project:** Each teacher in a PLC conducts a book study related to our equity imperative and identifies a student to focus on for implementing strategies aimed at improving growth.



Sustainability

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

Rationale:

The problem of recycling batteries in the United States is quite significant. While awareness around recycling has grown, many people are still unsure about proper disposal methods for batteries, which can lead to environmental harm and are potentially a fire hazard. Many students and staff members lack knowledge about how to recycle batteries properly, indicating a need for increased public education and outreach efforts. There are limited collection points for battery recycling, making it inconvenient for our community members to recycle them properly. Expanding infrastructure and providing more accessible drop-off options could help reduce the environmental impact.



Schools across the country also contribute to wasteful practices by not recycling markers, which contain plastics and other chemicals. Plastics pose significant environmental hazards that impact ecosystems, wildlife, and human health. One of the primary issues is their persistence in the environment; plastics can take hundreds of years to decompose, leading to the accumulation of waste in landfills, oceans, and natural habitats. This long lifespan means that millions of tons of plastic continue to circulate in the environment, contributing to pollution.

Goal:

The Green Team, one of our school's clubs, will implement a battery and expo marker recycling program and involve our leadership students as we collect items and raise awareness of the need to recycle.

Actions:

Ogle Green Team members will:

- Research and recommend appropriate bins for collecting batteries and for collecting markers
- Develop an "education" plan for students and teachers
- Advertise initiative
- Research and recommend collection centers

Leadership classes will:

- Collect bins on a regular schedule.

Monitoring and Measuring Success:

- Green Team will meet weekly to work on the initiative.
- Green Team will post minutes of progress in completing the actions.

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	Student Voice & Agency Index (Secondary)	
	Spring 2024	Spring 2025
All Students	68%	
Asian	70%	
Black/African American	*	
Hispanic	56%	
Multi-ethnic	71%	
Native American	*	
Pacific Islander	*	
White	67%	
Students with Disabilities	65%	
English Learners	60%	
Low Income	61%	



Satellite Data: English Language Arts

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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 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	79%	77%	82%	80%	
Asian	90%	89%	93%	92%	
Black	58%	*	*	*	
Hispanic	34%	29%	22%	33%	
Multi-Ethnic	68%	73%	85%	67%	
Native American	*	*	n/a	*	
Pacific Islander	n/a	n/a	*	*	
White	81%	69%	82%	65%	
Low Income	40%	30%	30%	34%	
English Learners	15%	18%	19%	30%	
Students with Disabilities	14%	12%	16%	29%	

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	88%	77%	80%	80%	
Asian	96%	92%	91%	91%	
Black	*	31%	*	*	
Hispanic	52%	14%	30%	22%	
Multi-Ethnic	97%	77%	78%	86%	
Native American	n/a	n/a	n/a	*	
Pacific Islander	*	*	n/a	*	
White	86%	72%	72%	80%	
Low Income	63%	37%	29%	29%	
English Learners	21%	19%	14%	6%	
Students with Disabilities	17%	27%	20%	32%	

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	83%	80%	81%	77%	
Asian	93%	89%	93%	91%	
Black	31%	17%	50%	*	
Hispanic	50%	36%	8%	20%	
Multi-Ethnic	93%	87%	80%	71%	
Native American	n/a	n/a	n/a	*	
Pacific Islander	*	n/a	*	*	
White	83%	79%	79%	70%	
Low Income	53%	38%	42%	27%	
English Learners	8%	16%	30%	22%	
Students with Disabilities	13%	25%	17%	17%	



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	73%	76%	79%	74%	
Asian	89%	90%	92%	86%	
Black	17%	*	*	*	
Hispanic	21%	14%	18%	32%	
Multi-Ethnic	60%	70%	82%	58%	
Native American	*	*	n/a	*	

Pacific Islander	n/a	n/a	*	*	
White	71%	68%	75%	60%	
Low Income	22%	27%	19%	28%	
English Learners	16%	26%	17%	25%	
Students with Disabilities	19%	12%	16%	29%	

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	79%	72%	78%	76%	
Asian	93%	89%	82%	91%	
Black	*	19%	*	*	
Hispanic	30%	7%	14%	12%	
Multi-Ethnic	86%	65%	75%	86%	
Native American	n/a	n/a	n/a	*	
Pacific Islander	*	*	n/a	*	
White	73%	67%	69%	70%	
Low Income	36%	23%	28%	21%	
English Learners	18%	15%	26%	13%	
Students with Disabilities	18%	24%	16%	22%	

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	76%	78%	70%	70%	
Asian	95%	90%	87%	88%	
Black	15%	17%	14%	*	
Hispanic	31%	20%	4%	0%	
Multi-Ethnic	69%	83%	63%	73%	
Native American	n/a	n/a	n/a	*	
Pacific Islander	*	n/a	*	*	
White	70%	70%	61%	56%	
Low Income	31%	20%	19%	17%	
English Learners	15%	5%	12%	9%	
Students with Disabilities	13%	17%	14%	17%	



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	82%	80%	
Asian	91%	89%	
Black	74%	41%	
Hispanic	56%	41%	
Multi-ethnic	82%	80%	
Native American	*	*	
Pacific Islander	*	*	
White	77%	75%	
Students with Disabilities	58%	46%	
English Learners	63%	63%	
Low Income	60%	48%	