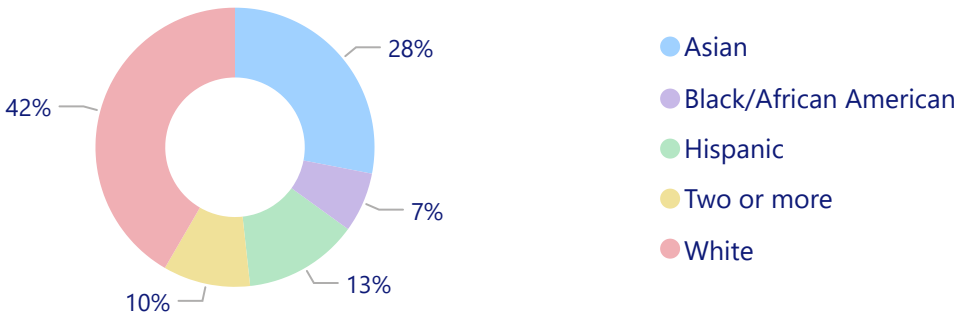


Bellevue Big Picture School

Racial Diversity



Enrollment: 6-12

346

First Language Other Than English



Eligible for Free/Reduced Price Meals



English Language Learners

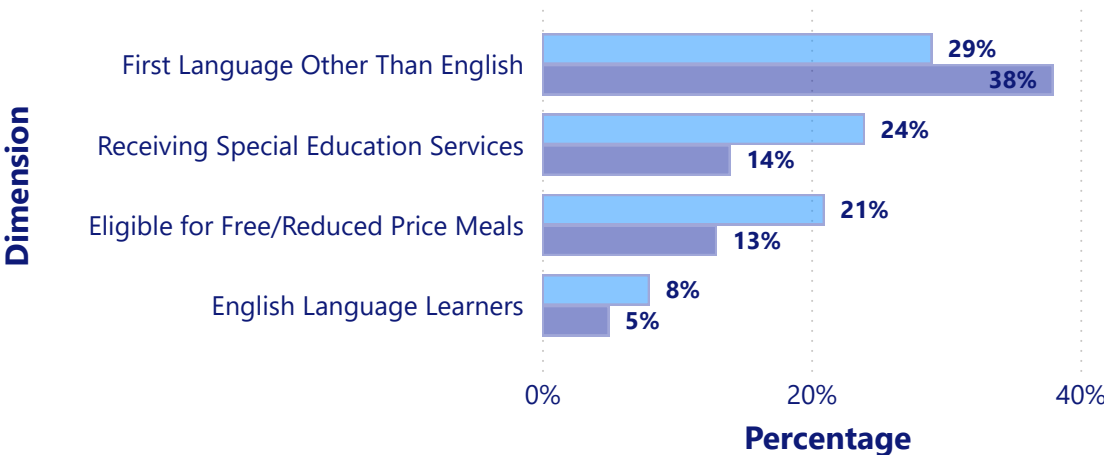


Receiving Special Education Services



School vs. District Student Metrics

● Bellevue Big Picture School ● District Choice School Average



Bellevue Big Picture School

School Improvement Plan 2024-25

Belong · **Learn** · **Lead**



At Bellevue Big Picture School, we prepare all students for success in college, career and citizenship through personalized, rigorous and relevant learning experiences. Our mission is to serve each and every student academically, socially and emotionally, through an innovative and individualized education. As a learning community that values one another's humanity, we provide courageous support for an equitable and exceptional education for all students.

Bellevue Big Picture School is one of two 6th-12th grade choice schools in the Bellevue School District, and part of the international Big Picture Learning network of schools. The Big Picture network is centered around the idea that all students can and should live lives of their own design. The global learning

community of over 275+ schools around the world fosters an environment where students can flourish as individuals within a network of learners.

The feature component at a Big Picture School is the Learning through Interests (LTI) internship program. During high school, students have multiple opportunities to explore fields of interest, interact professionally with adults in a variety of areas, and complete real-world projects that develop their academic skills and prepare them for future success.

Bellevue Big Picture School embraces Project-Based Learning (PBL) across all levels, where students engage in deep inquiry to tackle complex issues. This approach integrates academic learning with vital 21st-century skills—collaboration, communication, and critical thinking—through projects that connect with community concerns, career exploration, mentorship, and technology use. In addition to traditional tests, student assessments are based on public presentations that reflect their individual growth and project standards, shared with teachers, parents, peers, and mentors throughout the year.

All Bellevue Big Picture students have an advisory class which focuses on student well-being, college and career exploration, service learning, interest-driven projects, and academic skill development. Advisory is the core organizational and relational structure of a Big Picture Learning school, its heart and soul, often described as a “second family” by students. Students stay with an advisor and a group of fellow classmates for two to four years, building close personal relationships that last a lifetime.

In Big Picture schools, a strong sense of trust, respect, and equality permeates the relationship between students and adults. Students lead and participate in decision-making, creating a culture where teamwork and student voice are central. Leadership is collaboratively held by a dedicated team of administrators, educators, and students, fostering a democratic community committed to continuous improvement. Families are integral, actively engaging in their student's education and contributing to the school's culture and climate.



School Improvement Plan Priorities

Belong · Learn · Lead

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.

Innovation Project

This year, we are engaged in an Innovation Project, examining our alignment to Big Picture Learning Distinguishers. We are working with our school community to re-design various aspects of our school program. As we work through the Equity Driven Decision Making (EDDM) framework, we strive to engage members of our community in ways that are aligned to the demographics of our school, ensuring that those most historically marginalized are prioritized in our engagement efforts.

School Success Study

As part of the Innovation Project, we invited staff from the national Big Picture Learning organization to visit our school in February 2024 to conduct a School Success Study. This entailed conducting student, staff, and parent focus groups; visiting classes, staff meetings, internship sites; and a review of data and student work samples. The report that was generated shared celebrations, opportunities, and priorities for our school aligned to the 10 Big Picture Learning Distinguishers. The Success Study identified **Personalization** and **Authentic Assessment** as "emerging," indicating the greatest areas for growth. Distinguishers classified as "developed," such as **Learning in the Real World, School Organization, Advisory Structure, School Culture, Parent/Family Engagement, Post-secondary Preparation and Support, and Professional**



Development, showed established practices with room for further development. **Leadership** stood out as "well-developed," reflecting a high level of shared leadership and strong community engagement.

Street Data: Student, Staff, and Family Voice

In spring 2024, we conducted surveys, focus groups, and classroom conversations to gauge feedback on priorities for school redesign that had emerged from the School Success Study, focusing on equity and personalized, interest-driven learning.

- Staff feedback highlighted a majority support for redesigning middle and high school in ways that increased opportunities for personalized, interest-driven learning. Staff also expressed interest in prioritizing a clear school identity, interdisciplinary learning, and sustainability in workloads.
- Families, during focus groups, valued the school's smaller class sizes, community feel, project-based learning, and internships, as well as its emphasis on holistic development beyond academics.
- The majority of students expressed a strong interest in more interest-driven learning. Some also expressed interest in maintaining aspects of traditional academic learning, voicing concerns about feeling limited by the current model, particularly when compared to larger district schools.

Across stakeholders, key themes included the desire for a personalized learning approach (allowing students to choose learning content), strengthening the advisory structure to support student-led initiatives, and increasing family engagement and school reputation.

Next Steps

Our Innovation Project will continue to align with Big Picture Learning's framework, aiming for increased staff sustainability, more effectively serving historically marginalized students, and ensuring an equitable, transparent process. Using the Equity Driven Decision Making (EDDM) framework, a steering committee—comprising staff, district leaders, students, and parents—is leading this initiative, with community engagement rounds planned to review redesign prototypes. Consultants from Copper Strategic and the BSD Communications Department will help gather feedback from a diverse range of families and students in our community. Staff Professional Learning Communities (PLCs) in 2024-25 will focus on building staff capacity to facilitate equitable, interest-driven, and personalized learning environments through five key areas: designing student-driven projects, supporting students' social-emotional needs, enhancing academic and executive functioning skills, expanding out-of-classroom learning, and integrating reading and writing across disciplines.

Monitoring Success

We will monitor the success of the Innovation Project through community engagement and alignment with the Equity Driven Decision-making framework. Data collection will focus on whose voices are heard ensuring diverse participation in the re-design process. We will evaluate how well the prototypes of redesigned learning pathways align with Big Picture Learning Distinguishers. Feedback from interviews with staff, families, and students will provide valuable insights on the proposed plan, implementation process, and timeline to effectively meet stakeholder needs. Once implementation begins in Fall 2025, a progress monitoring system will track the effectiveness of new components, particularly in supporting marginalized groups and enhancing staff sustainability.



Student Engagement and Learning

Belong · Learn · Lead



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



Attendance data reveal that, for middle school students, the overall attendance rate of 90% remains steady for 75% of students from 2018-19 to 2023-24. However, disaggregation shows that attendance rates for white students and students with disabilities are still below pre-pandemic levels, while attendance among Hispanic students and English learners has improved.

In high school, the percentage of students attending 90% of the time has decreased from 65% to 56%. Disaggregated data indicate that multi-ethnic and Hispanic students have attendance rates surpassing pre-pandemic levels, while attendance for white students, students with disabilities, and low-income students remains below previous levels.

Graduation Rate: In terms of graduation rates, of the 43 members of the Senior Class of 2024, 41 graduated on-time, with two students returning to participate in the BSD Connections program 2024-25.

Map-Level Data



Learning Through Internships (LTI): In the 2023-24 school year, approximately 75% of students secured internships by the end of the first quarter, with 100% placed by the end of the first semester. White students and those with Individualized Education Plans (IEPs) had lower placement rates compared to Black, Hispanic, and multi-ethnic students, who exhibited higher placement rates, though their sample sizes were small.



Regarding perceptions of internship experiences, students, advisors, and mentors agreed that internships enhanced career awareness and workplace skills, with average scores above 4 on a scale of 1 to 5. While ratings among students and mentors showed little variation across racial and ability groups, advisors rated growth for Hispanic students (3.5) and those with IEPs (3.8-3.9) lower than for other groups. A notable discrepancy emerged between advisor and student ratings of student agency in internships, especially among students with IEPs, where advisors rated agency at 3.2 compared to students' 4.2.

Project-Based Learning: In terms of project-based learning (PBL), student surveys from winter and spring 2023-24 revealed that the most prevalent aspects of PBL included student voice and choice, support on collaboration skills and conflict resolution, and opportunities to give and receive feedback. Students noted less frequent use of student input on rubrics, learning driven by student questions, and real-life relevance in tasks.

Student Voice and Agency Panorama Survey: student survey responses indicated that Big Picture High School students responded favorably at 74% on the Voice and Agency Index, with Hispanic students scoring highest at 83%. Students with disabilities had the lowest percent of favorable responses, at 64%. Middle school students reported 68% favorable responses, with Asian students reporting the highest at 71% and students with disabilities the lowest at 60%.

The Student Voice and Agency index is an average percent of favorable responses to the following questions on the Panorama survey:

- How sure are you that you can complete all the work that is assigned in your class?
- How much do you feel like you belong at your school?
- Are there opportunities for you to participate in this class?
- Does the teacher invite students' culture and experiences into the classroom?
- How often do you feel that this teacher wants you to use your thinking skills, not just memorize things?

Street-Level Data

Quotations from 6th graders about the Big Picture School community:

- *I like how this place is a very small and connected school and it's very easy to make friends.*
- *I like how nice and inclusive everyone is. Everyone's super respectful.*
- *The teachers are very supportive and kind. I really like having these types of teachers because it's really easy to learn and they make sure you learn.*
- *Whenever you do something wrong, [the teachers] don't yell at you, they...tell you what you did wrong and they help you fix that mistake.*



Quotations from 6th graders about project-based learning:

- *[Project-based learning] allows us to learn a lot more in a longer time, and we keep memorizing and learning new things, and it's really helpful for learning.*
- *It's kind of like a jigsaw puzzle, where we get to build all the pieces we learned, for example, in a month, and put it all together.*
- *Project-based learning is better than textbook learning because in textbook learning you can just scroll ahead in the text and it's like a boring wall of text...but project-based learning allows teachers to be more creative.*



- *The teachers are really nice and caring and helpful. When you need help, they come out for you and help you and...they lead you through the way, no matter what happens.*

Learning walk feedback from staff observations:

- *"I loved the way you primed the kids to think about a really big challenge in just a small way."*
- *"I loved how the group role routine structured students' work and conversations."*
- *"I loved the 'brainstorming priorities' routine before you set [the kids] loose to work."*
- *"How cool that you made time for kids to reflect on and process their learning before diving into more traditional AP test prep!"*
- *"It was cool to see the clear notes on the whiteboard for students to reference, and that kids had flexibility to work on different tasks as needed."*

Class of 2024 Seniors on their LTI experiences:

- *"My longest internship was at KBCS, which is the Bellevue College radio. This internship was really cool because I felt like I was really part of the news team. I was working on editing, producing, and mixing shows. I got to write scripts and voice them, so I was on radio. It also turned into a summer job, so I got to work there for the summer and then continued interning."*
- *"I've had four internships thus far. Three of them have been at museums and galleries...one was a short teaching stint. Even though some of them, I feel like, were boring or there were issues with them, there's valuable lessons I've learned from all of them."*
- *"Sometimes a work experience really fills you in on the pros and cons you actually want out of a future workplace...Last year...I had a lot of miscommunications with my mentor. I got a lot of coaching about how to 'break up' professionally. I broke up so well that my mentor offered me a job on the spot afterwards. That was a big learning experience where a lot of people have a hard time letting people down in the professional world, and that's something I experienced when I was 16."*
- *"At Big Picture I've been able to have internships at the school district where I've learned how leadership runs, how communication is run, how organization is run. That will transfer to my future, both in college and my career."*

Learning plan excerpts from high school students:

- *"I envision myself being someone people can trust for good accurate help. I want to be someone who does and understands the work in class and can help other people. I envision myself getting a career in aerospace, specifically design and CAD. I see myself being able to support myself and others, I see myself working hard and overcoming my ADHD."*
- *"I hope to work in a research lab of some kind. I love analysis, data collection, and data analytics. I'm exploring lab-based internships this year! Applying to MaST, Fresh, cold emailing. I know what I don't like which is important, art/ digital design, non-research labs, virtual internships."*
- *"Based off my career interest profiler, I've found several different paths for me that suit my personality traits and learning styles. I want to make sure that my career in the future is*



connected with an interest or value that I have with myself. After my internship with Dr. L and working with her over the summer, I feel that I have realized I actually really enjoy doing research and learning about a variety of topics. In the future, I plan on getting more in-person lab experience and hands on research experience to bolster my resume."

Student Engagement and Learning: Equity Imperative

Our equity imperative is to empower our neuro-diverse learners by: fostering personalized learning and engagement through interest-driven projects that tap into their strengths and motivations; co-creating assessments and learning goals that affirm diverse learning pathways; prioritizing social-emotional support to help create a safe environment and promote a sense of belonging; and providing regular reflection opportunities and personalized check-ins to enhance self-awareness and affirmation for neuro-diverse learners.

Key Improvement Strategies

Professional Learning Communities (PLCs)

Our PLCs this year are focused on how teachers and counselors can prepare for increased equitable, personalized, interest-driven learning – environments with increased student engagement and agency. Based on staff members' own learning plan goals, we have PLCs in five different areas:

- Designing projects and assessments that are driven by student interests and/or co-created with students
- Supporting students' social-emotional needs in an environment with increased equitable, personalized, interest-driven learning
- Academic success strategies and executive functioning supports in environments with increased equitable, personalized, interest-driven learning
- Leaving to Learn – increasing learning opportunities outside of classrooms
- Reading and writing across disciplines, in an environment with increased equitable, personalized, interest-driven learning

Staff and Student Learning Plans

In Big Picture schools, self-efficacy and agency are developed, in part, through learning plans. Students and staff create individual learning plans which include defining their vision, setting goals and developing action steps. Within each section, there is a variety of focus areas such as professional, personal, and interest areas for staff, and academic, career, and personal/social for students. Staff and students will reflect and refine their learning plans throughout the year in consultation with advisors and administrators. This year, we are deepening our use of staff learning plans which are connected to the PLC goals mentioned previously. We relaunched middle school learning plans last year and will be increasing the rigor and alignment of these to the high school learning plans this year.

High School Advisory & Student Efficacy

Our goal is to increase student efficacy and ownership of the learning process. The high school team of advisors has established a focus on student efficacy this year with the internship process. They devoted the first three days of the school year to Camp BP, an experience focused on interest and internship exploration. Components of the High School and Beyond plan were woven into this experience and 11th and 12th grade students had opportunities to mentor 9th and 10th grade students. The advisory team is refining their coordination and supports for assisting students in the internship process, including creating guideline documents for other BP staff to use on Thursdays for students who are on campus

searching for internships. In addition, the team will build in more reflection opportunities with students on short-term and long-term goals, affirmations for meeting goals, and 1:1 check-ins with students on their learning plans to support goal attainment.

Middle School Advisory & Interest Driven Projects

This year, we have redeveloped the workshop time we have historically had during our middle school advisory class. All middle school students will engage in personalized, interest-driven projects two days per week during advisory which is aligned to the focus of our innovation process. Students will prepare a “pitch” for what they want to study and have their projects approved prior to beginning their work. Students will prepare a product and a presentation for each interest-driven project they complete in advisory this year.

Monitoring and Measuring Success

MONITORING SUCCESS	
	Satellite-Level Data Attendance data will be analyzed to track trends over time. We will focus on attendance rates for middle school and high school students, disaggregating the data to identify patterns among various demographic groups. We will monitor whether all students improve their attendance to pre-pandemic levels while ensuring that the progress of Hispanic students and English learners is sustained. Additionally, we will closely monitor and support students for on-time graduation.
	Map-Level Data Internship data will be monitored by tracking the placement rates and the experiences of students across different demographic groups. We will assess student, advisor, and mentor perceptions regarding the growth of career awareness and workplace skills, using rating scales to gauge improvement. Discrepancies in agency ratings between students and advisors will be examined closely to identify areas for support, especially for students with IEPs. For project-based learning (PBL), we will evaluate student feedback on the implementation of PBL elements, focusing on aspects like student voice and choice, and seek to enhance those less utilized components, such as student input on rubrics and real-life relevance of tasks.
	Street-Level Data Qualitative feedback from learning walks, student interviews, student led conferences and learning plan excerpts will be collected to provide deeper insights into the educational experience. Observations from staff will help identify effective practices, while student reflections on internships will inform how well their learning aligns with career goals and personal aspirations. This qualitative data will be essential for understanding the impact of the redesign initiatives and for making adjustments as needed to improve outcomes for all students.



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

Goal: Support our school's Green Team with their initiatives.

Actions: School leaders will meet with the BP Green team regularly to support the planning and implementation of their activities. In the past these have included campus clean-up activities, maintaining our school garden, and cafeteria recycling. This year, Green Team is planning a Spooky Costume Swap to promote reusing materials. They will run a Kahoot and fashion show at a MS PMU (weekly all-middle school assembly) to educate about Fast Fashion and its environmental impact.



Green Team will also continue to work on our school garden this year, making strawberry cages by reusing pallets. In the Spring, we anticipate hosting an Earth Day Fair, with games, activities and other educational opportunities about protecting the environment.

Monitoring and Measuring Success:

We will check with the Green Team after the Spooky swap about how many costumes were able to be reused. We will track the number of participants at the Earth Day Fair. We will record the amount of food produced in the school garden.

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 - HS

	Student Voice & Agency Index (Secondary)	
Student Groups	Spring 2024	Spring 2025
All Students	74%	
Asian	76%	
Black/African American	74%	
Hispanic	83%	
Multi-ethnic	73%	
Native American	*	
Pacific Islander	*	
White	71%	
Students with Disabilities	64%	
English Learners	67%	
Low Income	79%	

Student Well-Being – MS

	Student Voice & Agency Index (Secondary)	
Student Groups	Spring 2024	Spring 2025
All Students	68%	
Asian	71%	
Black/African American	*	
Hispanic	61%	
Multi-ethnic	67%	
Native American	*	
Pacific Islander	*	
White	68%	
Students with Disabilities	60%	
English Learners	62%	
Low Income	68%	





Satellite Data: Literacy and Math

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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 assesses critical thinking, problem-solving, and analytical skills aligned with the Common Core State Standards and is one measure of college and career readiness.

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	78%	46%	66%	51%	
Asian	79%	62%	81%	53%	
Black	n/a	*	*	*	
Hispanic	*	*	45%	*	
Multi-Ethnic	57%	*	*	*	
Native American	n/a	n/a	n/a	*	
Pacific Islander	n/a	n/a	n/a	n/a	
White	91%	32%	65%	62%	
Low Income	*	31%	35%	14%	
English Learners	*	*	*	*	
Students with Disabilities	*	*	*	24%	

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	70%	73%	69%	69%	
Asian	86%	83%	78%	85%	
Black	*	*	*	*	
Hispanic	56%	60%	*	50%	
Multi-Ethnic	75%	*	*	*	
Native American	*	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	



White	64%	69%	61%	67%	
Low Income	*	20%	33%	42%	
English Learners	*	*	*	*	
Students with Disabilities	*	47%	42%	40%	

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	86%	68%	61%	68%	
Asian	87%	74%	79%	72%	
Black	*	*	*	*	
Hispanic	*	*	*	*	
Multi-Ethnic	*	*	*	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	*	*	n/a	n/a	
White	86%	65%	50%	63%	
Low Income	*	36%	50%	42%	
English Learners	n/a	*	*	*	
Students with Disabilities	*	60%	28%	20%	

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	90%	77%	69%	92%	
Asian	*	82%	79%	*	
Black	*	*	*	*	
Hispanic	*	*	*	*	
Multi-Ethnic	*	*	*	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	90%	79%	71%	100%	
Low Income	*	60%	*	*	

English Learners	*	*	*	*	
Students with Disabilities	80%	31%	44%	*	

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	71%	57%	56%	52%	
Asian	83%	69%	84%	74%	
Black	*	*	*	*	
Hispanic	*	*	18%	*	
Multi-Ethnic	64%	*	*	*	
Native American	n/a	n/a	n/a	*	
Pacific Islander	n/a	n/a	n/a	n/a	
White	72%	48%	45%	56%	
Low Income	*	44%	41%	31%	
English Learners	*	*	*	*	
Students with Disabilities	*	*	*	19%	

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	64%	56%	61%	61%	
Asian	81%	87%	69%	79%	
Black	n/a	*	*	*	
Hispanic	44%	20%	*	30%	
Multi-Ethnic	67%	*	*	*	
Native American	*	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	62%	45%	65%	59%	
Low Income	*	20%	33%	42%	
English Learners	*	*	*	*	

Students with Disabilities	*	13%	17%	50%	
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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	67%	67%	46%	57%	
Asian	100%	83%	79%	63%	
Black	*	*	*	*	
Hispanic	*	*	*	38%	
Multi-Ethnic	*	*	*	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	*	*	n/a	n/a	
White	53%	56%	40%	54%	
Low Income	*	64%	25%	33%	
English Learners	n/a	*	*	*	
Students with Disabilities	*	40%	6%	0%	

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	62%	43%	37%	52%	
Asian	*	55%	54%	*	
Black	*	*	*	*	
Hispanic	*	*	*	*	
Multi-Ethnic	*	*	*	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	61%	43%	29%	40%	
Low Income	*	22%	*	*	
English Learners	*	*	*	*	
Students with Disabilities	67%	8%	13%	*	



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	100%	98%	
Asian	*	90%	
Black	*	*	
Hispanic	*	*	
Multi-Ethnic	*	*	
Native American	n/a	n/a	
Pacific Islander	*	n/a	
White	*	100%	
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	100%	100%		*		*	
Asian	25%	33%		*		*	
Black	2%	0%		n/a		n/a	
Hispanic	11%	0%		n/a		n/a	
Multi-ethnic	10%	33%		*		*	
Native American	0%	0%		n/a		n/a	
Pacific Islander	0%	0%		n/a		n/a	

White	52%	33%		*		*	
English Learners	4%	0%		n/a		n/a	
Students with Disabilities	33%	0%		n/a		n/a	
Low Income	16%	33%		*		*	
Female	34%	100%		*		*	
Male	63%	0%		n/a		n/a	
Non-binary	3%	0%		n/a		n/a	

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	145	100%	111	100%			
Asian	32	22%	31	28%			
Black	5	3%	7	6%			
Hispanic	11	8%	7	6%			
Multi-ethnic	22	15%	20	18%			
Native American	0	0%	0	0%			
Pacific Islander	0	0%	0	0%			
White	75	52%	46	41%			
Students with Disabilities	46	32%	24	22%			
English Learners	6	4%	5	5%			
Low Income	21	15%	18	16%			

**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	26%	17	38%			
Black	4%	1	2%			
Hispanic	7%	1	2%			
Multi-ethnic	18%	7	16%			
Native American	0%	n/a	n/a			
Pacific Islander	0%	n/a	n/a			
White	46%	19	42%			
Students with Disabilities	22%	2	4%			

English Learners	4%	0	0%			
Low Income	18%	5	11%			

Seal of Biliteracy Earned

Student Groups	2023 Graduates Earning Seal %	2024 Graduates Earning Seal %	2025 Graduate Demographic	2025 Graduates Earning Seal %
All students	0%	13%		
Asian	*	30%		
Black	*	*		
Hispanic	*	*		
Multi-ethnic	*	*		
Native American	n/a	n/a		
Pacific Islander	*	n/a		
White	*	0%		
Students with Disabilities	*	*		
English Learners	n/a	*		
Low Income	*	*		



Satellite Data: Attendance

Belong · Learn · Lead

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 Grade 6-8 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	76%	75%	
Asian	86%	83%	
Black	*	79%	
Hispanic	60%	70%	
Multi-ethnic	71%	68%	
Native American	n/a	*	
Pacific Islander	*	n/a	

White	76%	69%	
Students with Disabilities	77%	59%	
English Learners	60%	70%	
Low Income	62%	59%	

Attendance- % of Grade 9=12 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	65%	56%	
Asian	55%	53%	
Black	*	*	
Hispanic	36%	50%	
Multi-ethnic	50%	57%	
Native American	n/a	n/a	
Pacific Islander	n/a	n/a	
White	72%	57%	
Students with Disabilities	65%	44%	
English Learners	*	*	
Low Income	59%	26%	

