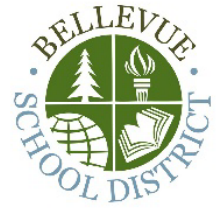


International School

School Improvement Plan 2024-25

Belong · **Learn** · **Lead**



Leading the Way

At International School, we offer the finest educational experience to all our students, one which is unsurpassed in preparing students intellectually, socially, creatively, physically and emotionally so they are inspired to become lifelong learners and realize their dreams in the world at large.

Our Mission

Our mission is to offer the best comprehensive secondary education in the United States, providing a unique focus on **globalization** and actively teaching the principles of **global citizenship**. The school and its staff demonstrate leadership in developing the most integrated and effective **curriculum** in all academic areas, as well as offering a nurturing and supportive learning **community** that builds strong relationships among students, staff, and families. The International School continually assesses and refines its practices to ensure high expectations for all students.

Uniquely International

International School is one of two 6-12 choice schools in the Bellevue School District. Here are five things that are uniquely International School...

- *A Nationally Recognized Choice.* The International School provides a challenging and integrated 6-12 education that is nationally recognized. Our seven-year academic program provides a strong sense of community and ensures that students are known deeply. The school leads the way in promoting student academic achievement, scholarly research and service learning. On average, students take an average of nine Advanced Placement courses.
- *Depth and Breadth of Curriculum.* Students take seven core subjects for seven years to promote a deep and sustained focus on core learning and ensure they develop the skills necessary to think critically across multiple

disciplines. Core subjects include International Studies, French, Math, Science, Humanities, Fine Arts and Physical Education.

- *Experiential Learning with the Senior Project.* The Senior Project is an experiential learning opportunity, exclusive to International School students during senior year. Each student completes an extensive project, which involves deep learning in an area of student choice, an internship, community service, and a final presentation. In the process, each student works with a mentor in their chosen field who guides them through the discovery learning process. The Senior Project is a culminating experience for our graduating seniors.
- *Learning Beyond the Classroom with Focus Week.* Each spring, the entire International School learning community leaves the classroom to expand their knowledge. Focus Week is designed to teach students that learning can happen outside the classroom. Whether the activity is traveling to a foreign country, learning how to design web pages, or exploring the world of urban planning, each student comes away from these experiences with valuable learning that will last well into their adulthood. Focus Week is a critical asset to the education and lives of our students.
- *Building Community with the Annual Retreat.* High school students begin the year with an annual overnight retreat to foster international understanding and nurture a stronger sense of community. The retreat's academic content follows a four-year cycle of geographic and cultural regions including Africa, Latin America, Asia and the Middle East.





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 experience a genuine sense of belonging. Our beloved community is thriving when the richness of diversity here is honored, valued, and integral to our learning. Together, we foster a more inclusive and connected environment.

Strengthening Collective Leadership for People and Planet

Together, we lead with inclusivity and equity! By aligning through shared principles and vision, we'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-Level Data



- Smarter Balanced Assessment (SBA) data for Literacy remain generally strong with overall pass rates of 76% (6th grade), 92% (7th), 90% (8th), and 96% (10th). While the pass rate for 6th graders dropped from 83% in 2023-24, the general trend in the school is to grow students and increase the pass rates as students are with the school longer.
- Smarter Balanced Assessment (SBA) data for Math remain generally strong with overall pass rates of 73% (6th grade), 85% (7th), 84% (8th), and 85% (10th). While the pass rate for 6th graders dropped from 83% in 2023-24, the general trend in the school is to grow students, they were generally at a stable level for higher grades. Grade 10 showed the largest growth (72% to 87%).
- Washington Comprehensive Assessment of Science (WCAS) data for remain generally strong with overall pass rates of 91% (8th grade) and 92% (11th grade).
- The 5-year trend analysis of Advanced Placement exams showed that the Percentage of Total AP Students with Scores of 3+ was a five-year high of 92%.

Map-Level Data



- The Student Voice and Agency index at the middle school level indicated 64% of students reporting positive experiences. Of particular note is that all subgroups were within +/- 4% of the overall average, with English Learners reporting the highest level of positive experiences.
- At the high school level, the Student Voice and Agency index was higher at 68%. While there was greater variability amongst subgroups at this level, the students reporting high highest levels of positive experiences were English Learners (82%) and Students with Disabilities (74%). The greatest opportunity for growth was amongst Hispanic students (56%).





Street-Level Data

- Staff, student, and family focus groups were held last year. A strong theme from all three groups was the concept of “community” that is found at International School. Strengths included the positive student/staff relationships and the opportunity to see growth in students over seven years.
- A student focus group of students in grades 7 – 10 who had attended BOOM (primarily Black and Hispanic students) worked with staff to identify primary needs within the school based upon their personal experiences. These students developed learning experiences for staff to address the use of discriminatory language along with school-wide lessons for their peers. By the end of the year, these students were able to report on the positive impacts they experienced through the result of staff being willing to listen to their perspective.
- Interviews with students with disabilities elevated the desire of students for the school to provide them with ways to more fully engage with the learning program of the school in a way that both challenges them but is still accessible.

Student Engagement and Learning Equity Imperative

We believe that it is imperative for all students at International School to experience authentic learning experiences that are engaging at high levels. We commit to ensuring that students with disabilities demonstrate increasing participation and engagement in service of strengthening their sense of belonging and academic achievement in a reciprocal relationship.

Key Improvement Strategies

Our four key improvement strategies will increase participation and deepen engagement for students with disabilities by creating more inclusive and responsive learning environments. Embedding **global competencies within Project-Based Learning (PBL)** allows students to connect academic content to real-world issues, offering flexible pathways for students with disabilities to engage meaningfully and collaborate with peers. **Inclusionary practices and Universal Design for Learning (UDL)** ensure that all students have access to diverse methods of learning, expression, and engagement, allowing students with disabilities to participate fully and reach their potential.

Building student voice and agency through **focus groups** empowers students with disabilities to actively contribute to decision-making, fostering a sense of ownership in their learning environment. This approach also develops leadership and problem-solving skills. Finally, enhancing **community groups** promotes a sense of belonging by encouraging intentional relationships and structured activities, ensuring students with disabilities feel connected and supported throughout their school experience.



Instructional Priority: Deepening Global Competencies through Project-Based Learning

Over the past two years, International School has prioritized the development of student global competencies across all disciplines by aligning with the Four Pillars of Global Competencies from the Asia Society Center for Global Education. These pillars—investigating the world, recognizing perspectives, communicating ideas, and taking action—have guided our efforts to prepare students for an interconnected world.

Building on this foundational work, the instructional priority moving forward is to deepen and extend these competencies by embedding them within a Project-Based Learning (PBL) framework. This shift is driven by our core belief that students achieve their best when they are actively engaged in meaningful and rigorous learning experiences. Project-based learning provides an ideal structure to support this belief, as it allows students to connect academic content with real-world issues, collaborate with peers, and apply critical thinking skills in authentic contexts.

Our goal is to integrate the essential design elements of PBL, as outlined by PBLWorks, into our curriculum. These elements—such as sustained inquiry, authenticity, student voice and choice, reflection, and critique—will enable all students to engage in deep, sustained learning. These experiences will challenge students with complex, standards-based content while fostering collaboration and communication, key aspects of global competency. In addition to promoting academic rigor, project-based learning offers opportunities for students to work together in teams, building not only their knowledge but also their sense of belonging and connection within the school community.

By aligning global competencies with project-based learning, we aim to create a dynamic, inclusive, and equitable learning environment where every student is empowered to succeed academically and grow as a global citizen.

Inclusionary Practices and Universal Design for Learning (UDL): Creating Accessible Learning Environments for All Students

At International School, inclusion is not just a principle, but a core commitment to ensuring that every student, regardless of their background or ability, has access to high-quality education. We firmly believe that inclusionary practices benefit all students by fostering an environment where diverse learning needs are met, promoting equity, and enhancing the overall learning experience. Our goal is to create an inclusive culture where each student feels valued and supported, allowing them to thrive academically and personally.

To achieve this, we are committed to providing staff with the training and tools they need to implement best practices in inclusive education. By equipping teachers with strategies that make learning environments more accessible and responsive to the varied needs of our student population, we aim to ensure that every student can reach their full potential.

A central component of our inclusionary approach is the implementation of Universal Design for Learning (UDL). UDL is a research-based framework that emphasizes the need for flexible teaching strategies to accommodate a wide range of learning styles, abilities, and interests. By embedding UDL principles into lesson planning and instructional delivery, teachers will design lessons that provide multiple means of representation, engagement, and expression. This will ensure that students have multiple pathways to access content, demonstrate their understanding, and engage deeply in their learning.

Our commitment to inclusion and UDL represents a vital step in creating an equitable school environment where every student is empowered to succeed.

Building Student Voice and Agency through Focus Groups

A central goal of our school improvement plan is to cultivate a school culture where student voice and agency are not only encouraged but actively integrated into decision-making processes. We believe that when students are given the opportunity to express their experiences, perspectives, and ideas in a supportive environment, they become more engaged in their own learning and the broader school community. To achieve this, we will prioritize the creation of student focus groups, providing a dedicated space for students to interact with trusted adults and peers, where their voices are heard and valued.

These focus groups will serve as a vital platform for students to openly share their experiences within the school, including both challenges and successes. By engaging in meaningful dialogue with faculty, counselors, and administrators, students will have the opportunity to co-create solutions to the issues that impact them most. This collaborative approach empowers students to take ownership of their learning environment and contributes to a more inclusive and responsive school culture.

In addition to fostering open communication, the focus groups will also serve as a means to develop leadership skills, critical thinking, and problem-solving abilities. Through these discussions, students will engage in authentic decision-making processes, working alongside staff to identify areas for improvement and propose actionable strategies to address them. This co-creation process not only builds student confidence but also ensures that the solutions implemented are relevant and effective in meeting student needs.

By prioritizing the creation of student focus groups, we are committed to developing a school environment where student voice is a driving force for positive change. This initiative will strengthen the connection between students and staff, promote a sense of belonging, and ensure that student experiences directly inform our school improvement efforts.

Enhancing Community Groups to Strengthen Student Engagement and Belonging

Community groups have long been a valued practice at International School, providing students with opportunities to connect with peers and staff in a supportive environment. However, this year's priority is to deepen the impact of these groups by increasing the intentionality behind their formation and function. Our goal is to use these groups as a key strategy for enhancing student engagement and fostering a strong sense of belonging across the school.

Our Community groups will prioritize the development of clear goals and structured activities within each community group. These activities will be designed to promote meaningful interactions, encourage collaboration, and provide opportunities for personal growth. Through this, the intentional design of these group experiences will help students build stronger relationships with both their peers and trusted adults in the school.

By increasing the intentionality of both the formation and function of community groups, we aim to create spaces where every student feels valued and engaged. This initiative will play a critical role in supporting our broader goals of improving school climate, boosting student morale, and ensuring that all students experience a strong sense of belonging throughout their time at International School.

MONITORING SUCCESS

Satellite-Level Data

Attendance and Chronic Absenteeism Rates

- Monitor the overall attendance rates of students with disabilities compared to their peers, focusing on improvements in chronic absenteeism as a potential indicator of increased engagement and belonging.



Academic Achievement Data

- Track trends in academic performance, including grades, standardized test scores (such as state assessments or AP exams), and formative assessments, disaggregated by students with disabilities.
- Review graduation rates and course completion data for students with disabilities to assess whether academic achievement is improving alongside engagement efforts.

Participation in College-Readiness Exams

- Monitor the participation rate of students with IEPs taking Advanced Placement exams.
- Monitor the participate rate of students with IEPs taking SAT and PSAT exams.

Map-Level Data

Classroom Participation and Engagement Data

- Track participation rates for students with disabilities in various classroom activities (e.g., discussions, group work, project-based learning). This will be done through teacher self-reports, peer observations, or student engagement rubrics that measure participation quality.



Formative Assessment Trends

- Analyze performance on formative assessments over time, particularly for students with disabilities, looking at trends in understanding and skill development across units or projects. This data will help measure whether engagement in learning is translating into academic growth.

Co-Teaching and Inclusion Practices

- Measure the frequency and effectiveness of co-teaching models, inclusive practices, and collaborative lesson planning between general education and special education teachers. Data will include teacher collaboration logs, lesson plans that show differentiation, or feedback from special education teachers about classroom integration.



Street-Level Data

Student Voice and Feedback

- Conduct student focus groups or one-on-one interviews, especially with students with disabilities, to gather insights on their experiences with engagement, participation, and feelings of belonging.
- Administer surveys that assess student perceptions of their engagement in learning and sense of inclusion within the school community.



Classroom Observations

- Track student engagement through observational data during lessons, specifically noting the involvement of students with disabilities in classroom discussions, group work, and project-based learning activities.



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

Goal:

As a choice school, students come from further away and from all over the district. This increases our impact on the environment through CO₂ emissions due to the increased number of vehicles on the road. We will work to reduce the carbon footprint of transportation to and from the school. Our goal is to increase the number of students who take district or public transportation, ride share, or walk/bike to school.



Actions:

1. Connect with the school's PTSA as a partner in a campaign to increase awareness of the issue and options that are available for students. This could include: campaigns to connect students and families with each other for carpooling options, provide education opportunities, and fund events.
2. Partner with the City of Bellevue through the School Pool program.
3. Educate students and families about the impact of typical modes of transportation and the school's larger carbon footprint.
4. The student Green Team will host school-wide carpool, bike, or walk-to-school days throughout the year.

Monitoring and Measuring Success:

1. Online Surveys: Families will be surveyed at different intervals throughout the year to assess transportation habits. These surveys will collect data on the modes of transportation used by students (e.g., walking, biking, carpooling, public transport) and any shifts in behavior as a result of our actions. A baseline will be established, and subsequent surveys will track changes.
2. Vehicle Counting: Counting of single-occupancy vehicles (SOVs) arriving at the school will help measure progress. The reduction in the number of SOVs will indicate that more families are using alternative transportation methods, such as carpooling or public transport.

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

Middle School	Student Voice & Agency Index (Secondary)	
	Spring 2024	Spring 2025
Student Groups		
All Students	64%	
Asian	64%	
Black/African American	*	
Hispanic	61%	
Multi-ethnic	68%	
Native American	*	
Pacific Islander	*	
White	63%	
Students with Disabilities	65%	
English Learners	69%	
Low Income	64%	

High School	Student Voice & Agency Index (Secondary)	
	Spring 2024	Spring 2025
Student Groups		
All Students	68%	
Asian	68%	
Black/African American	60%	
Hispanic	56%	
Multi-ethnic	68%	
Native American	*	
Pacific Islander	*	
White	73%	
Students with Disabilities	74%	
English Learners	82%	
Low Income	68%	





Satellite Data: Literacy

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The Smarter Balanced Assessment (SBA) is a state-required test used to measure students' proficiency in English Language Arts (ELA) and mathematics. The SBA assesses critical thinking, problem-solving, and analytical skills aligned with the Common Core State Standards and is one measure of college and career readiness.

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	81%	81%	83%	76%	
Asian	86%	83%	84%	70%	
Black	*	*	n/a	*	
Hispanic	*	60%	*	*	
Multi-Ethnic	*	92%	80%	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	*	
White	78%	81%	87%	84%	
Low Income	77%	*	*	62%	
English Learners	*	*	*	*	
Students with Disabilities	*	*	*	*	

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	81%	99%	83%	92%	
Asian	86%	100%	88%	94%	
Black	*	*	*	n/a	
Hispanic	*	*	*	*	
Multi-Ethnic	*	*	77%	100%	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	78%	100%	79%	88%	
Low Income	77%	*	*	*	
English Learners	*	*	*	*	
Students with Disabilities	*	*	*	*	

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	84%	94%	95%	90%	
Asian	93%	94%	98%	91%	
Black	*	*	*	*	
Hispanic	*	*	*	*	

Multi-Ethnic	*	*	*	100%	
Native American	*	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	81%	96%	90%	81%	
Low Income	46%	*	*	*	
English Learners	*	*	n/a	*	
Students with Disabilities	*	*	*	*	

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	93%	99%	96%	96%	
Asian	98%	98%	97%	96%	
Black	n/a	*	n/a	*	
Hispanic	*	*	*	*	
Multi-Ethnic	100%	*	*	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	88%	100%	96%	100%	
Low Income	*	*	*	*	
English Learners	*	n/a	n/a	*	
Students with Disabilities	*	*	*	*	



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	76%	82%	85%	73%	
Asian	75%	89%	93%	75%	
Black	*	*	n/a	*	
Hispanic	*	67%	*	*	
Multi-Ethnic	*	85%	90%	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	*	
White	76%	67%	74%	63%	
Low Income	62%	*	*	46%	
English Learners	*	*	*	*	
Students with Disabilities	*	*	*	*	

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	76%	93%	89%	85%	
Asian	75%	100%	94%	94%	
Black	*	*	*	n/a	
Hispanic	*	*	*	*	
Multi-Ethnic	*	*	92%	82%	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	76%	84%	71%	71%	
Low Income	62%	*	*	*	
English Learners	*	*	*	*	
Students with Disabilities	*	*	*	*	

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	79%	80%	85%	84%	
Asian	91%	88%	90%	89%	
Black	*	*	*	*	
Hispanic	*	*	*	*	
Multi-Ethnic	*	*	*	100%	
Native American	*	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	67%	80%	79%	69%	
Low Income	38%	*	*	*	
English Learners	*	*	n/a	*	
Students with Disabilities	*	*	*	*	

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	86%	81%	72%	87%	
Asian	95%	95%	74%	96%	
Black	n/a	*	n/a	*	
Hispanic	*	*	*	*	
Multi-Ethnic	100%	*	*	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	77%	62%	72%	82%	

Low Income	*	*	*	*	
English Learners	*	n/a	n/a	*	
Students with Disabilities	*	*	*	*	



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	99%	100%	
Asian	100%	100%	
Black	*	*	
Hispanic	*	*	
Multi-Ethnic	*	*	
Native American	*	n/a	
Pacific Islander	n/a	n/a	
White	95%	100%	
Low Income	*	*	
English Learners	*	n/a	
Students with Disabilities	*	*	

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 Subgroup % of Course Enrollments 2024-25
All Students	311	100%	685	100%			
Asian	173	56%	406	59%			
Black	5	2%	5	1%			
Hispanic	14	5%	30	4%			

Multi-ethnic	29	9%	58	8%				
Native American	0	0%	0	0%				
Pacific Islander	0	0%	0	0%				
White	90	29%	186	27%				
Students with Disabilities	13	4%	13	2%				
English Learners	3	1%	1	0%				
Low Income	20	6%	46	7%				

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

Seal of Biliteracy Earned

Student Groups	2023 Graduates Earning Seal %	2024 Graduates Earning Seal %	2025 Graduate Demographic	2025 Graduates Earning Seal %
All students	35%	48%		
Asian	38%	55%		
Black	*	*		
Hispanic	*	*		
Multi-ethnic	*	*		
Native American	*	n/a		
Pacific Islander	n/a	n/a		
White	26%	33%		
Students with Disabilities	*	*		
English Learners	*	n/a		
Low Income	40%	*		

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

Middle School School	18-19 School Year (pre-pandemic)	23-24 School Year	2024-25 School Year
All students	96%	94%	
Asian	99%	95%	
Black	*	*	
Hispanic	95%	94%	
Multi-ethnic	93%	97%	
Native American	*	n/a	

Pacific Islander	n/a	*	
White	93%	89%	
Students with Disabilities	100%	95%	
English Learners	100%	93%	
Low Income	94%	88%	

High School	18-19 School Year (pre-pandemic)	23-24 School Year	2024-25 School Year
All students	58%	76%	
Asian	62%	78%	
Black	*	*	
Hispanic	100%	64%	
Multi-ethnic	52%	83%	
Native American	n/a	n/a	
Pacific Islander	n/a	n/a	
White	50%	73%	
Students with Disabilities	42%	75%	
English Learners	*	*	
Low Income	79%	43%	