OMAHA Public Schools

RESEARCH DIVISION

High School On-Track: 2024-25

Contents

Executive Summary/Key Findings 2
Introduction 3
Reporting Notes 4
On-Track Trends 4
On-Track by Student Group 6
Freshman Academy and On-Track Focus 6
Next Level Learning 7
On-Track and Attendance 7
Conclusion 8
References 9
Appendix A: District Level On-Track Data 10

Executive Summary/Key Findings

- On-Track data only includes students with an active and current enrollment at the time of measurement. It does ***not*** include students who have dropped out and are no longer actively enrolled. Therefore, On-track data is an indicator but not a complete predictor of graduation rates.
- Measuring and tracking on-track rates for students is an important metric for understanding the progress our enrolled students and high schools are making towards on-time graduation.
- Student attendance is a key predictor of on-track success with students missing fewer than 17 days in a full academic year being significantly more likely to be on-track.
- Teams of school and district staff help students create plans for on-track graduation and work with them to get back on-track in case of a failure that causes them to become off-track.
- At the end of the 2024-25 school year (including summer session), 62.9% (9,473) of all 15,070 enrolled high school students were on-track to graduate on time.
- Overall, on-track rates have increased from 60.5% at the end of the summer session in 2022-23 baseline to 62.9% at the end of the 2024-25 summer session, an increase of 2.4 percentage points.
- Twelfth-grade students in their first year of twelfth grade had an on-track rate of 84.8% while all twelfth-grade students (including students repeating twelfth grade) had an on-track rate of 79.5%. While students repeating twelfth grade did not graduate in four years, they can still be considered as on-track to graduate at the end of the school year.
- Eleventh grade students had the lowest on-track rate of 54.2% while the on-track rate for tenth and ninth grade students were 55.3% and 63.8% respectively.
- Female students (65.4%) were more likely to be on-track compared to male students (60.5%).
- White (76.1%) and Asian (68.7%) students were most likely to be on-track, while other racial and ethnic groups' on-track rates ranged between 46.2% and 63.2%.
- Students who were not eligible for educational benefits (70.3%) were more likely to be on-track than students who were eligible (58.0%).
- Exited English learners (76.5%) were more likely to be on-track than current English learners (33.3%) and students who were not English learners (66.7%). Note: Some English learners must first take English language development classes before they can take English courses required for graduation, making this group more likely to be off-track.
- Among the core subjects, 74.1% of students were on-track in mathematics, 74.6% of students were on-track in English, 75.9% were on-track in science, and 75.9% were on-track in social studies.
- About two thirds of all off-track students were missing two or fewer credits in the core subject credit categories of English (57.8%), social studies (67.9%), mathematics (68.3%), and science (69.0%).
- About 738 students earned enough additional credits over the summer to be considered on-track and increased the overall on-track rate from 58.0% before Next Level Learning to 62.9% (+4.9 percentage points).
- Five of nine high schools experienced an increase in the rate of students who were on-track from post summer school 2023-24 to post summer school 2024-25 and seven high school experienced increases from the 2022-23 baseline to 2024-25.

Introduction

A student's on-track status is a key leading indicator that helps schools forecast whether a student will graduate on time. The ability of schools and the district to monitor on-track status in real time and over time improves our capacity to respond in the classroom and systemically; thus, increasing our ability to improve graduation rates over time. The 2020-2025 Strategic Plan of Action's priority of academics includes a goal for each school to increase the percentage of ninth through twelfth grade students identified as on-track for graduation by 5 percentage points. This report provides a measurement of that goal from the end of the 2022-23 school year after summer school to the end of the 2024-25 school year after summer school. The report serves to inform stakeholders of the components of high school on-track and the progress made over the 2024-25 school year. This will be the last reporting period for this strategic plan goal that concluded in 2025.

A student is considered on-track if they are making defined progress toward graduation (i.e., they are passing all required courses in the current semester and have earned enough credits each semester to be in position to graduate with their 4-year cohort). Students are considered off-track for such reasons as course failure, low credit accrual, or not accumulating credit in specific courses required for graduation. Students are required to earn 49 total credits for graduation including eight English credits, seven social studies credits, six mathematics credits, six science credits, four physical education credits, one human growth credit*, one personal finance credit, and 16 elective credits. A new computer science credit requirement at twelfth grade was added for the 2023-24 ninth grade class that should graduate in 2027. A new graduation requirement to complete the Free Application for Federal Student Aid (FAFSA) has also been added for the graduating class of 2025 and beyond; however, there is no credit associated with this requirement. In 2025-26, new graduation requirements approved by the board of education will remove two of the required physical education credits, add an additional elective requirement, and changed the expected yearly accumulation of elective credits. The necessary accumulation of credits at each grade level to be considered on-track in 2024-25 is described in Table 1.

Table 1. Graduation Credit Requirements by Grade Level

Subject	Grade 9	Grade 10	Grade 11	Grade 12	Total
English	2	2	2	2	**8**
Social Studies	2	2	2	1	**7**
Math	2	2	2		**6**
Science	2	2	2		**6**
Physical Education			2	2	**4**
Personal Finance				1	**1**
Computer Science*				1	**1**
Electives**	5	4	2	6/5*	**17/16***
Total	**13**	**12**	**12**	**12**	**49**

**The computer science requirement is only for the class for 2027 (9th grade in 2023-24) and after and takes the place of an elective credit.*

***Human Growth is required but is counted as an elective credit for graduation because students can be opted out.*

Most high school students take a similar progression of high school courses beginning in their ninth-grade year. Exceptions to this progression are the result of many factors including:

- School mobility, interrupted schooling, and required programming may require different course progressions.
- Students receiving special education, English learner, and gifted and talented services may take different courses or take them at a different cadence.
- If a student fails a required course in their progression, additional opportunities to attain the credit are available during Next Level Learning, the following school year, or online through Edmentum.
- Our Omaha Public School Programs, including our engagement programs allow students to take courses in a modified format and timeline based on their needs.

Reporting Notes

The following report is a review of the on-track status of students enrolled at the end of the 2024-25 school year on 5/6/25 who graduated or remained enrolled through the end of the year. Only earned credits posted to transcripts through 7/14/24 are included in these calculations. Students are only compared against the graduation requirements of their current grade level. Only students enrolled for greater than 50% full time equivalency with primary, partial, and special education enrollments are included. All human growth and development (HGD), world language, and overflow credits, accrued when a student has more credits than needed in a category, are counted as electives. Physical education credits earned in grades nine and ten are also counted as electives. Results may not match the Academic Planner in Infinite Campus because of small differences in calculations and timing. Alternative programs where students are earning an alternate diploma and those with fewer than 10 students have been excluded from this analysis. Previous versions of school level reporting inadvertently included students enrolled at schools for less than 50% of their day. The enrollment location for 178 program students captured for 2023-24 reporting has been updated in this reporting to represent the program where the student was enrolled prior to graduation. These students were previously counted at a regular high school based on their graduation enrollment record and not their actual program location. These updates change the results reported here for previous years when compared to earlier reports. For details and charts from which most of the following statistics are taken, please see Appendix A: District Level On-Track Data, at the end of this report.

On-Track Trends

Overall, on-track rates have increased from 60.5% at the end of the summer session in 2022-23 to 62.9% at the end of the 2024-25 summer session, an increase of 2.4 percentage points. Over this same period, on-track rates increased by 3.6 percentage points in tenth grade and 7.7 percentage points in eleventh grade. At ninth and twelfth grade, on-track rates were stable from 2022-23 to 2024-25, decreasing by 0.1 percentage points at both grades. Differences in grade level on-track rates are most often due to differences between the current and past cohorts. For example, in 2022-23, 16.9% of the 9th grade class were EL students. The 2024-25 ninth grade class included 804 EL students making up 20.5% of the class, an increase of 3.6 percentage points (135 students). As is noted later in this report, ELs must first learn English before they can take English courses required for graduation, making this group naturally off-track based on how the on-track metric is calculated.

From a cohort perspective, the on-track rates decreased 6.2 percentage points for students going from ninth grade in 2023-24 (61.5%) to tenth grade in 2024-25 (55.3%). Students moving into their eleventh-grade year had an on-track rate of 54.2% compared to 56.0% as tenth grade students, a decrease of 1.8 percentage points. Students moving into their twelfth-grade year had an on-track rate of 79.5% compared to 51.7% as eleventh grade students, an increase of 27.7 percentage points. If students from previous graduation cohorts are excluded from the twelfth-grade class, and only first year twelfth grade students are included, their on-track rate was 84.4%, an increase of 33.0 percentage points over their on-track rate in eleventh grade. Note that these cohorts of students going from one grade to the next are not entirely the same from one year to the next. New students entering the district are added to the group and any student leaving the district or unenrolling prior to the end of the year is removed.

The 2020-2025 Strategic Plan of Action set a goal for each school to increase the percentage of ninth through twelfth grade students identified as on-track for graduation by 5 percentage points. Table 2 measures this goal by calculating the change in the on-track rates from 2022-23 to 2023-24 and from 2023-24 to 2024-25 by school and program. Five of nine high schools experienced an increase in the rate of students who were on-track from post summer school 2023-24 to post summer school 2024-25. Two of the eight programs experienced an increase in the rate of students who were on-track from post summer school 2023-24 to post summer school 2024-25. The population at alternative programs are generally small and can be impacted by small changes in the student population as a result. Additionally, alternative programs often serve students who have not found success in the traditional high school model and are more likely to be off-track.

Table 2. On-Track Rates Post Summer School 2022-23, 2023-24, and 2024-25 by School and Program

	2022-23 Post Summer School*			2023-24 Post Summer School*				2024-25 Post Summer School*			
School/Program	Student Count	On-Track Student Count	On-Track Rate	Student Count	On-Track Student Count	On-Track Rate	On-Track Rate Change 2022-23 to 2023-24	Student Count	On-Track Student Count	On-Track Rate	On-Track Rate Change 2023-24 to 2024-25
Benson High	1,312	708	**54.0%**	1,283	727	**56.7%**	2.7%	1,263	712	**56.4%**	-0.3%
Bryan Sr High	1,443	906	**62.8%**	1,432	968	**67.6%**	4.8%	1,339	925	**69.1%**	1.5%
Buena Vista High	713	450	**63.1%**	1,076	620	**57.6%**	-5.5%	1,425	884	**62.0%**	4.4%
Burke High	1,659	1,192	**71.9%**	1,532	1,023	**66.8%**	-5.1%	1,483	926	**62.4%**	-4.4%
Central High	2,433	1,597	**65.6%**	2,375	1,606	**67.6%**	2.0%	2,312	1,567	**67.8%**	0.2%
North High	1,502	769	**51.2%**	1,453	754	**51.9%**	0.7%	1,543	861	**55.8%**	3.9%
Northwest High	1,371	855	**62.4%**	1,308	873	**66.7%**	4.3%	1,257	820	**65.2%**	-1.5%
South High	2,353	1,382	**58.7%**	2,271	1,446	**63.7%**	5.0%	2,131	1,277	**59.9%**	-3.8%
Westview High	722	554	**76.7%**	1,119	903	**80.7%**	4.0%	1,527	1268	**83.0%**	2.3%
Total High School	**13,508**	**8,413**	**62.3%**	**13,849**	**8,920**	**64.4%**	**2.1%**	**14,280**	**9,240**	**64.7%**	**0.3%**
Accelere	118	79	**66.9%**	102	67	**65.7%**	-1.2%	111	58	**52.3%**	-13.4%
Blackburn High School	124	27	**21.8%**	129	31	**24.0%**	2.2%	148	51	**34.5%**	10.5%
ESL Teen Literacy Center	80	0	**0.0%**	127	0	**0.0%**	0.0%	93	0	**0.0%**	0.0%
Independent Studies	166	10	**6.0%**	153	22	**14.4%**	8.4%	154	7	**4.5%**	-9.9%
Integrated Learning Program	50	21	**42.0%**	60	20	**33.3%**	-8.7%	75	23	**30.7%**	-2.6%
Omaha Virtual High School	127	92	**72.4%**	110	87	**79.1%**	6.7%	113	85	**75.2%**	-3.9%
Parrish School	128	4	**3.1%**	99	3	**3.0%**	-0.1%	96	9	**9.4%**	6.4%
UNO/OPS Middle College	45	29	**64.4%**	45	15	**33.3%**	-31.1%				
Total Alt. Program	**838**	**262**	**31.3%**	**824**	**244**	**29.6%**	**-1.7%**	**790**	**233**	**29.5%**	**-0.1%**
Grand Total	**14,346**	**8,675**	**60.5%**	**14,673**	**9,164**	**62.5%**	**2.0%**	**15,070**	**9,473**	**62.9%**	**0.4%**

**Includes students enrolled at the end of the school year and credit accumulation through summer school.*

On-Track by Student Group

At the end of the 2024-25 summer school session, 62.9% (9,473) of all 15,070 enrolled high school students were on-track to graduate in four years. Twelfth grade had the highest on-track rate of 79.5%. When students from previous graduation cohorts were excluded from the twelfth-grade class, and only first year twelfth grade students were included, the twelfth grade on-track rate increased to 84.4%. Eleventh grade recorded the lowest rate of 54.2%. Female students (65.4%) were more likely to be on-track compared to male students (60.5%). Exited English learners (76.5%) were more likely to be on-track than current English learners (33.3%) and students who were not English learners (66.7%). Students who were not eligible for educational benefits (70.3%) were more likely to be on-track than students who were eligible (58.0%). White (76.1%) and Asian (68.7%) students were most likely to be on-track, while other racial and ethnic groups' on-track rates ranged between 46.2% and 63.2%.

Among the eight credit categories analyzed, on-track rates varied from 74% to 100%. Across most credit categories, on-track rates began high in ninth grade, declined in both tenth and eleventh grade, and then increased in twelfth grade prior to graduation. All students are currently on-track in computer science because the credit is not required until twelfth grade and students requiring this credit are generally only in ninth and tenth grade. About 98% of students were on-track in the physical education and personal finance requirement categories. About 88% of all students attained enough elective credits to be considered on-track. Among the core subjects, about 75% of all students were on-track in English (74.6%), science (75.9%), social studies (75.9%), and mathematics (74.1%). Among the 5,597 students who were off-track, 24.2% (1,355) were off-track in one of the eight credit categories while another 15.7% (876) were off-track in two. About two thirds of all off-track students were missing two or fewer credits in the core subject credit categories of English (57.9%), social studies (67.9%), mathematics (68.3%), and science (69.0%).

Freshman Academy and On-Track Focus

Keeping students on-track to graduate beginning in their ninth-grade year is a key component of the NineforNine supports for freshmen. School leaders, including Academic Data Representatives (ADRs), principals, school counselors, and freshmen academy teams use the real-time On-Track dashboard to monitor and address students' on-track status. Targeted support at ninth grade based on this data focuses on addressing in-progress grades in courses. In the 2022-23 school year, an On-Track District Success team gathered monthly to review on-track data and help establish the best on-track support for high schools. Through this group, multiple contact points at each high school were engaged across the school year to help monitor and support the use of the dashboard and relevant data to keep students on-track. Much of this work is guided by the findings of the University of Chicago Consortium on School Research (CCSR) and their Network for College Success (NCS). The Freshman On-Track Toolkit (Network for College Success, 2017) focuses on using On-Track data, developing capacity and leadership, creating trust, and building school teams to keep students on-track. Teams of school and district staff attend the National Freshman Success Institute annually to connect best practices to the work in Omaha Public Schools. In practice, academy teams, Freshmen Seminar course teachers, Advisement teachers, and counselors support student ownership of staying on-track as they prepare for college, career, and life. While the district has been utilizing the knowledge and resources of the network for some time, the measurements and tools discussed in this report came to fruition in 2022-23. This means 2024-25 first time grade 12 students mark the last class to not have had the benefits of these on-track

supports their entire high school career – with implementation beginning when they were in grade 10.

At the end of the 2024-25 summer school session, 63.8% of all ninth-grade students were calculated as being on-track. About 26.0% of all off-track students in ninth grade were only off-track in one credit category and 17.6% were only off-track by one or fewer credits. Over 75% of ninth grade students were on-track in each of the core subjects, while more than 88% were on-track in the elective credit category. A ninth-grade student who is on-track has earned two English, social studies, math, and science credits, while also earning five elective credits in their first year in high school. Some students who were off-track failed a course while others may not have been scheduled into all courses needed to meet these requirements. For example, some English learners (EL) must take English Language Development courses before they take English 1-2, which means they begin to accumulate English credits later than traditional ninth-grade students.

At the end of the 2024-25 summer school session, about 403 ninth-grade ELs had not yet attempted any English credit courses such as English 1-2. This represents almost 81% of the ninth-grade ELs off track in English and almost 28% of all off-track ninth grade students. The proportion of 9th grade EL students who have attempted no English credits decreased from 52.9% at the end of the 2023-24 summer school session to 50.1% at the end of the 2024-25 summer school session. About 28% of all ELs in the 2024-25 ninth-grade class entered a US School in the first or second semester of the 2024-25 school year compared to about 38% in 2023-24 and 29% in the 2022-23 school year. This late arrival to a US school specifically impacts a student's ability to be on-track as they have not had time to develop language before taking required courses.

Next Level Learning

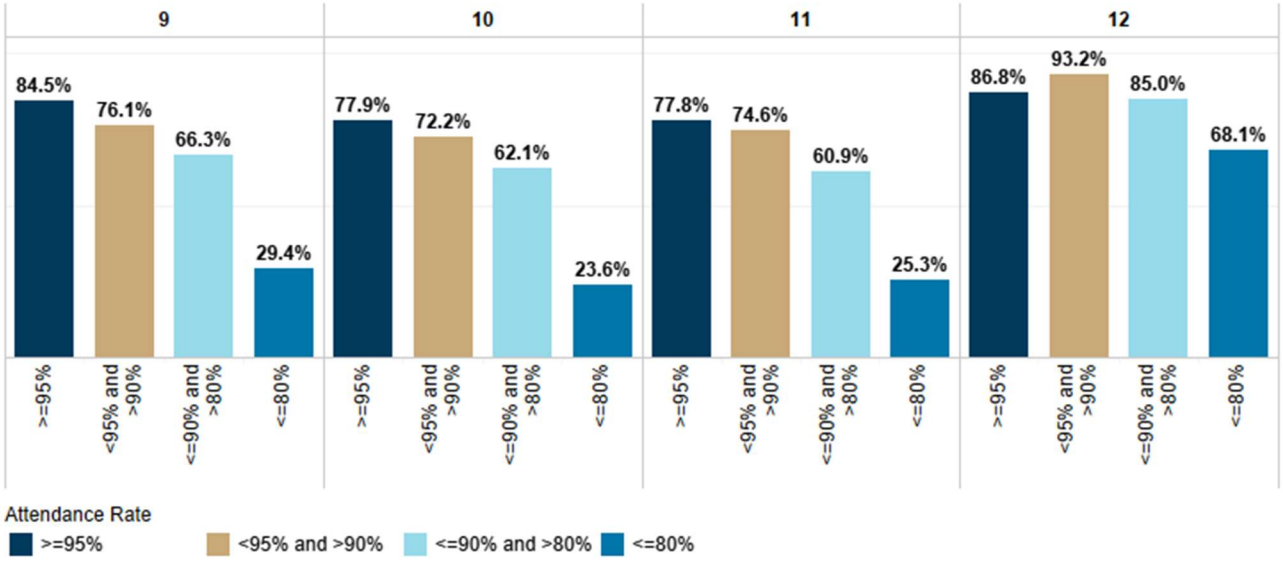
In addition to course enrollment and recovery courses during the regular school year, the summer school session provides an opportunity to stay on or get back on-track. At the high school level, the summer school session, also called Next Level Learning (NLL), focuses on credit recovery for students who have previously failed courses and credit accrual for ELs. More than 5,600 high school students were enrolled in NLL and more than 3,900 attended in the summer of 2025. As a result, the overall on-track rate for students enrolled at the end of the 2024-25 calendar school year increased from 58.0% prior to NLL to 62.9% (+4.9 percentage points). About 738 additional students earned enough additional credits over the summer to be considered on-track. At ninth grade, 145 students moved to on-track for a total rate of 63.8% (+3.7 percentage points). The on-track rate increased by an average of 5% in grades ten through twelve and resulted in almost 80% of twelfth grade students being on-track. More than 1,100 high school EL students attempted high school credits in NLL and earned about 1,700 additional credits including almost 600 English credits. It is important to note that the on-track rate will differ from the graduation rate. The on-track rate only includes students enrolled at the end of the 24-25 school year while the graduation rate includes all students in the cohort, even if they are not enrolled in school.

On-Track and Attendance

A student's attendance at school plays an important role in their academic success. Reviewing the on-track rates of students after the summer school session and their attendance rate over the regular school year, we see a strong connection between attending school regularly and staying

on-track for graduation. For students in ninth grade, 84.5% who attended school for 95% or more of the year were on-track. This rate drops to 76.1% for students who attended less than 95% of the year but more than 90%. For students who would be considered chronically absent and attended 90% or less of the school year, the on-track rate drops to 66.3% if the students were present for more than 80% of the time. Finally, students who attended 80% or less of the school year have a dramatically lower on-track rate of 29.4%. Students missing 80% or more of their school year range from 29.5% in ninth grade to 23.6% in tenth grade. As seen in Figure 1, these trends are similar for students in grades ten and eleven while on-track rates increase for the most absent students in twelfth grade. Missing 10% or more of a full school year makes a student chronically absent and amounts to missing about 17 or more school days for the 2024-25 school year.

Figure 1. 2024-25 Post Summer School On-Track Rate by 2024-25 Attendance Rate and Grade



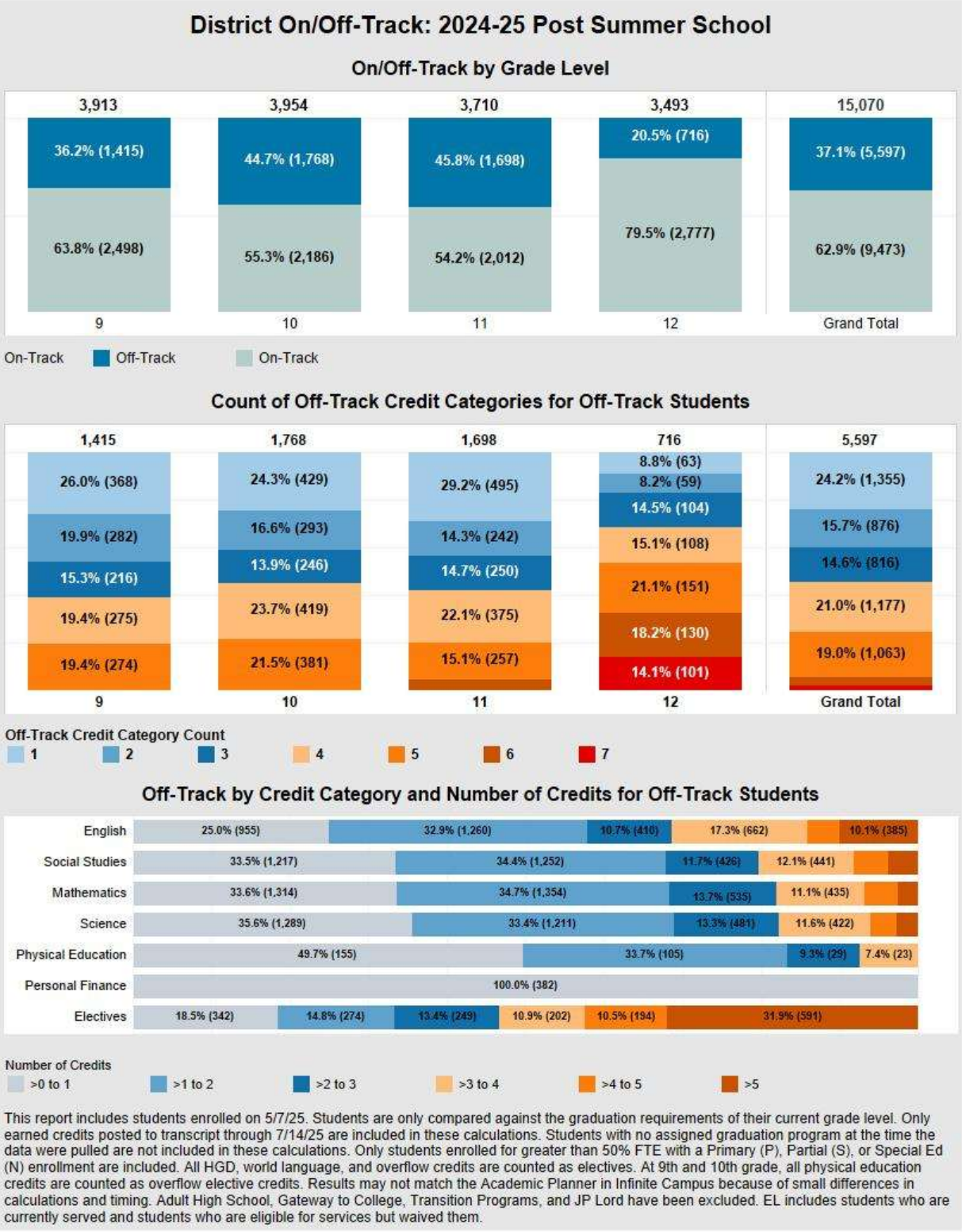
Conclusion

Measuring and tracking on-track rates for students is an important metric for understanding the progress our students and high schools are making towards on-time graduation. Additionally, understanding an individual student's progress on the path towards graduation is essential to keeping them on-track or getting them back on-track. The measurements undertaken in this report provide a rigorous understanding of this metric by holding all students to the same four-year graduation requirements. While some students may have circumstances that prevent them from engaging in an ordinary progression of course work, measuring them against the four-year graduation standard is the best way to understand where additional support and focus are needed to prepare all students to graduate on time.

References

The Network for College Success. (2017). *Freshman On-Track Toolkit*. NCS_FOT-Toolkit_2022-23_About_Section.pdf (uchicago.edu)

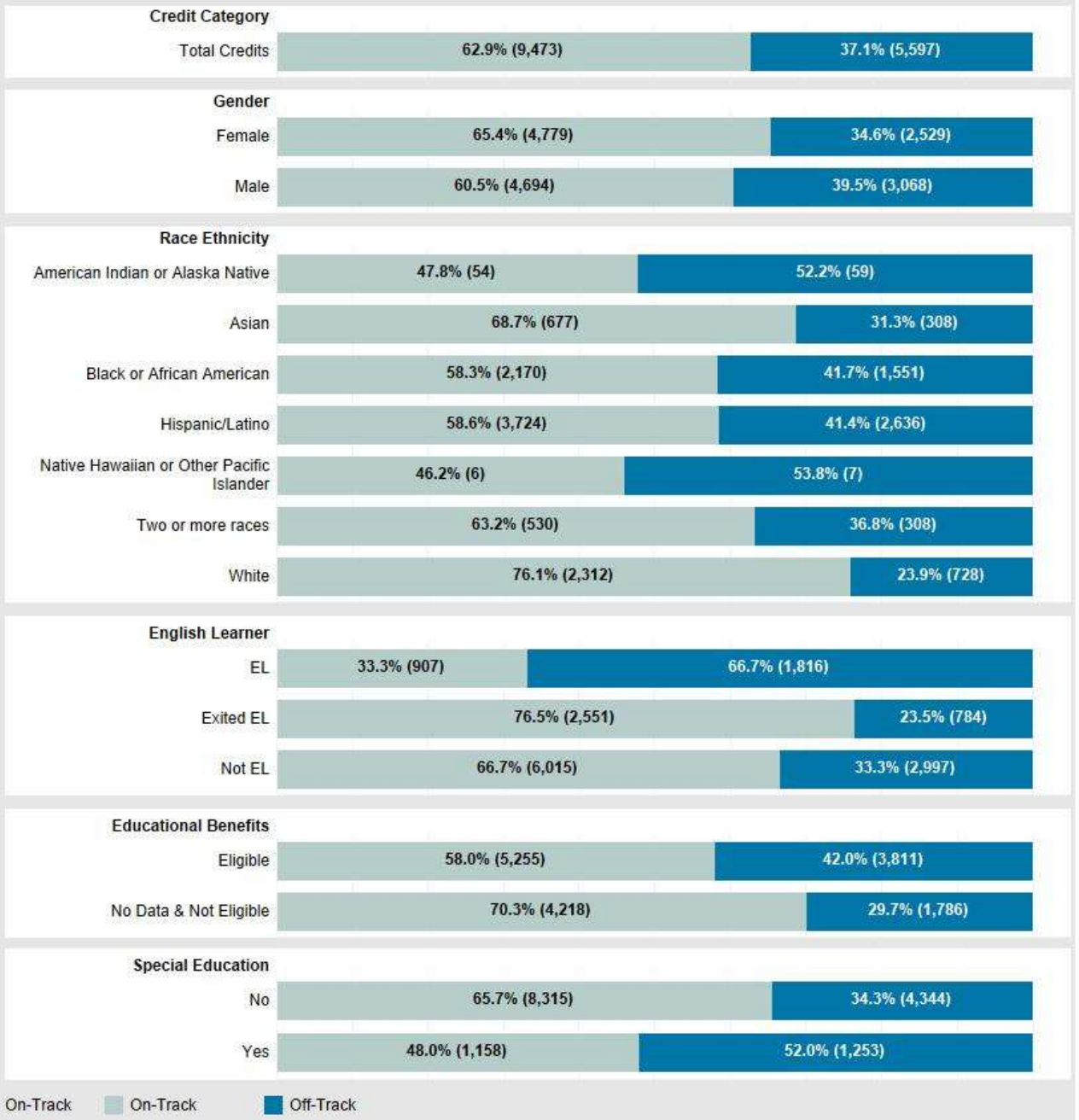
Appendix A: District Level On-Track Data



This report includes students enrolled on 5/7/25. Students are only compared against the graduation requirements of their current grade level. Only earned credits posted to transcript through 7/14/25 are included in these calculations. Students with no assigned graduation program at the time the data were pulled are not included in these calculations. Only students enrolled for greater than 50% FTE with a Primary (P), Partial (S), or Special Ed (N) enrollment are included. All HGD, world language, and overflow credits are counted as electives. At 9th and 10th grade, all physical education credits are counted as overflow elective credits. Results may not match the Academic Planner in Infinite Campus because of small differences in calculations and timing. Adult High School, Gateway to College, Transition Programs, and JP Lord have been excluded. EL includes students who are currently served and students who are eligible for services but waived them.

District On/Off-Track: 2024-25 Post Summer School

On/Off-Track by Student Group



This report includes students enrolled on 5/7/25. Students are only compared against the graduation requirements of their current grade level. Only earned credits posted to transcript through 7/14/25 are included in these calculations. Students with no assigned graduation program at the time the data were pulled are not included in these calculations. Only students enrolled for greater than 50% FTE with a Primary (P), Partial (S), or Special Ed (N) enrollment are included. All HGD, world language, and overflow credits are counted as electives. At 9th and 10th grade, all physical education credits are counted as overflow elective credits. Results may not match the Academic Planner in Infinite Campus because of small differences in calculations and timing. Adult High School, Gateway to College, Transition Programs, and JP Lord have been excluded. EL includes students who are currently served and students who are eligible for services but waived them.

District On/Off-Track: 2024-25 Post Summer School

On/Off-Track By Credit Category and Grade Level

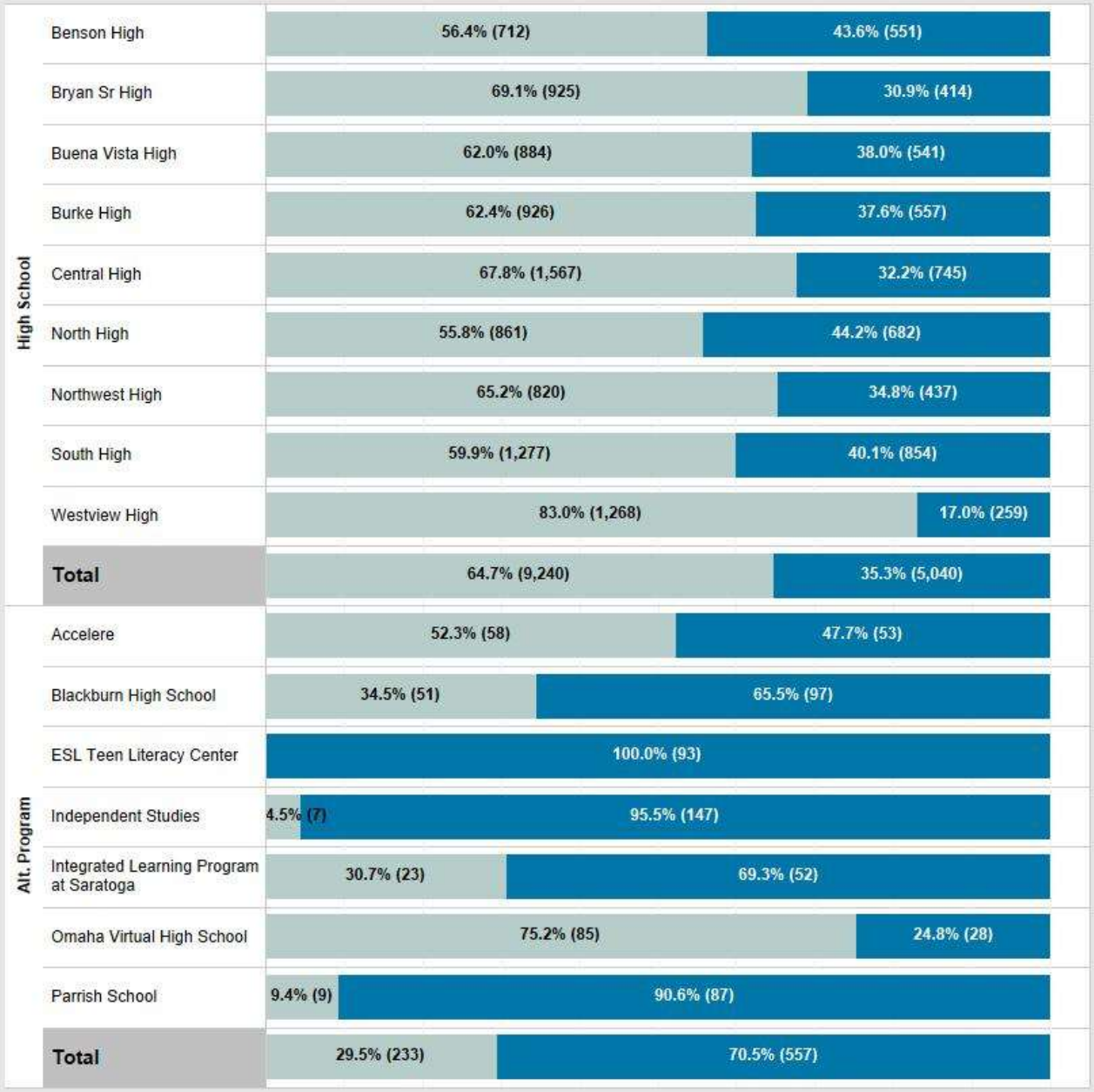
		On-Track	Off-Track
English	9	75.0% (2,933)	25.0% (980)
	10	69.5% (2,748)	30.5% (1,206)
	11	72.7% (2,698)	27.3% (1,012)
	12	82.0% (2,864)	18.0% (629)
	Total	74.6% (11,243)	25.4% (3,827)
Social Studies	9	77.0% (3,013)	23.0% (900)
	10	69.1% (2,732)	30.9% (1,222)
	11	73.2% (2,714)	26.8% (996)
	12	85.2% (2,976)	14.8% (517)
	Total	75.9% (11,435)	24.1% (3,635)
Mathematics	9	78.2% (3,059)	21.8% (854)
	10	68.5% (2,709)	31.5% (1,245)
	11	64.9% (2,407)	35.1% (1,303)
	12	85.6% (2,989)	14.4% (504)
	Total	74.1% (11,164)	25.9% (3,906)
Science	9	78.3% (3,062)	21.7% (851)
	10	70.4% (2,783)	29.6% (1,171)
	11	68.6% (2,546)	31.4% (1,164)
	12	87.4% (3,054)	12.6% (439)
	Total	75.9% (11,445)	24.1% (3,625)
Physical Education	9	100.0% (3,912)	
	10	100.0% (3,954)	
	11	96.9% (3,594)	
	12	94.4% (3,298)	
	Total	97.9% (14,758)	
Personal Finance	9	100.0% (3,913)	
	10	100.0% (3,954)	
	11	100.0% (3,710)	
	12	89.1% (3,111)	10.9% (382)
	Total	97.5% (14,688)	
Computer Science	9	100.0% (3,913)	
	10	100.0% (3,953)	
	11	100.0% (3)	
	12	100.0% (1)	
	Total	100.0% (7,870)	
Electives	9	88.1% (3,449)	11.9% (464)
	10	87.6% (3,464)	12.4% (490)
	11	89.3% (3,313)	10.7% (397)
	12	85.7% (2,992)	14.3% (501)
	Total	87.7% (13,218)	

On-Track On-Track Off-Track

This report includes students enrolled on 5/7/25. Students are only compared against the graduation requirements of their current grade level. Only earned credits posted to transcript through 7/14/25 are included in these calculations. Students with no assigned graduation program at the time the data were pulled are not included in these calculations. Only students enrolled for greater than 50% FTE with a Primary (P), Partial (S), or Special Ed (N) enrollment are included. All HGD, world language, and overflow credits are counted as electives. At 9th and 10th grade, all physical education credits are counted as overflow elective credits. Results may not match the Academic Planner in Infinite Campus because of small differences in calculations and timing. Adult High School, Gateway to College, Transition Programs, and JP Lord have been excluded. EL includes students who are currently served and students who are eligible for services but waived them.

District On/Off-Track: 2024-25 Post Summer School

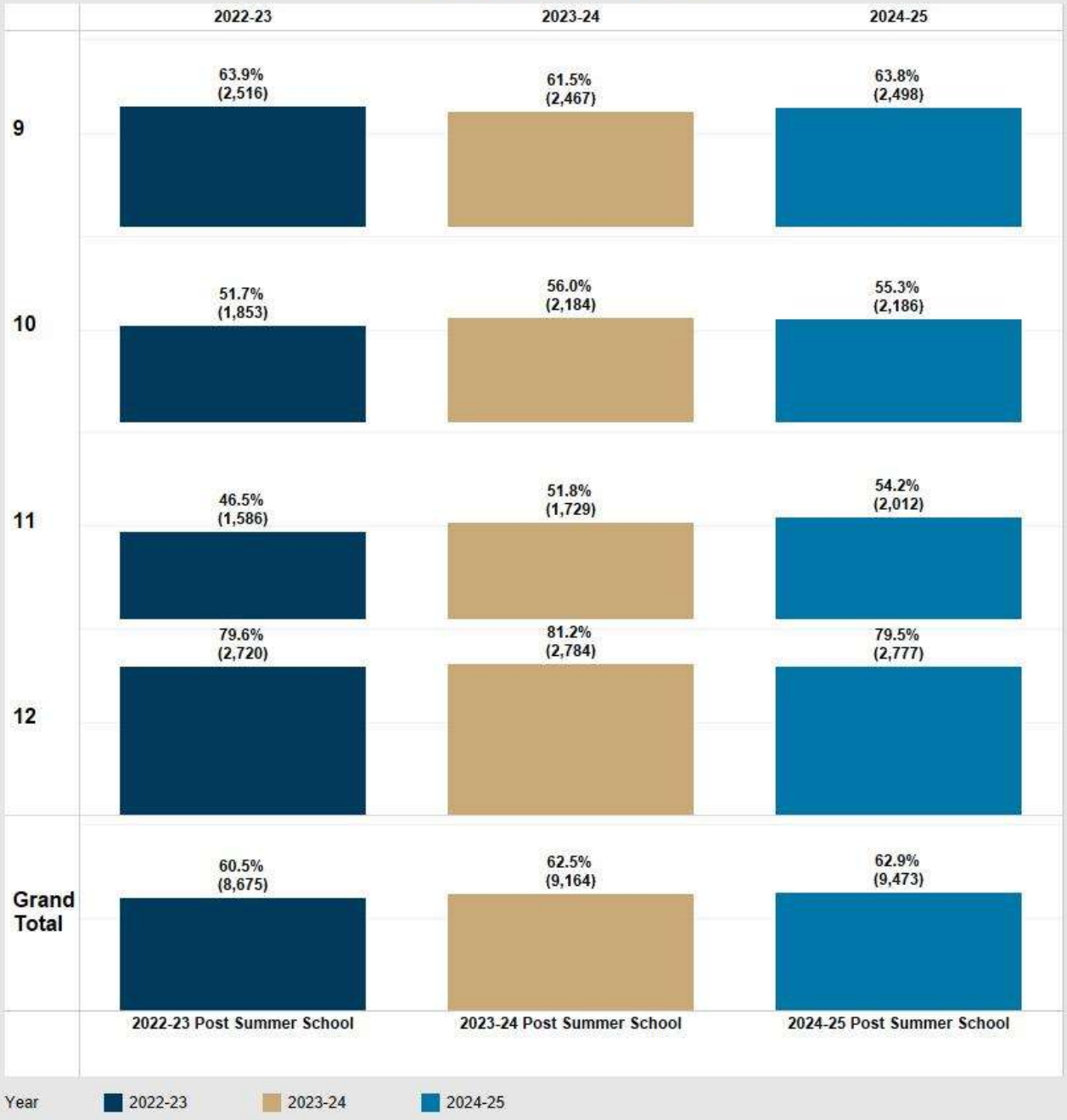
On/Off-Track by School/Program



This report includes students enrolled on 5/7/25. Students are only compared against the graduation requirements of their current grade level. Only earned credits posted to transcript through 7/14/25 are included in these calculations. Students with no assigned graduation program at the time the data were pulled are not included in these calculations. Only students enrolled for greater than 50% FTE with a Primary (P), Partial (S), or Special Ed (N) enrollment are included. All HGD, world language, and overflow credits are counted as electives. At 9th and 10th grade, all physical education credits are counted as overflow elective credits. Results may not match the Academic Planner in Infinite Campus because of small differences in calculations and timing. Adult High School, Gateway to College, Transition Programs, and JP Lord have been excluded. EL includes students who are currently served and students who are eligible for services but waived them.

District On/Off-Track: 2024-25 Post Summer School

On-Track by Grade Level Trend



Students with no assigned graduation program at the time the data were pulled are not included in these calculations. Students are only tested against the graduation requirements of their current grade level at the time the data was captured. Only students enrolled for greater than 50% FTE with a Primary (P), Partial (S), or Special Ed (N) enrollment are included. All HGD, world language, and overflow credits are counted as electives. At 9th and 10th grade, all physical education credits are counted as overflow elective credits. Results may not match the Academic Planner in Infinite Campus because of small differences in calculations and timing. Adult High School, Gateway to College, Transition Programs and JP Lord have been excluded.