

# Results Policy Report

## Ninth Grade On Track

February 10, 2026

### Ninth Grade On Track Status

Status: Exceeded Annual Target

These data include ninth-grade students enrolled in Salem-Keizer Public Schools on the first school day in May, provided they were enrolled in the district for a full academic year (Source: Oregon Department of Education).

- **84.6%** of ninth-grade students (2,533 out of 2,993 students) earned at least six credits during their first year of high school.
- This represents an improvement of **4.2 percentage points** over the prior year.

### Demographic Highlights (2024–2025)

#### Race and Ethnicity

- **American Indian/Alaska Native:** 78.6% on track (11 of 14 students), increased from 63.2%.
- **Asian:** 96.6% on track (86 of 89 students), increased from 94.8%.
- **Black/African American:** 92.2% on track (47 of 51 students), increased from 80.0%.
- **Hispanic/Latino:** 81.4% on track (1,115 of 1,370 students), increased from 76.7%.
- **Multi-Racial:** 82.4% on track (169 of 205 students), slightly decreased from 85.5%.
- **Native Hawaiian/Pacific Islander:** 69.8% on track (60 of 86 students), increased from 67.1%.
- **White:** 88.7% on track (1,045 of 1,178 students), increased from 84.3%.

**Key Highlight:** Most racial and ethnic groups showed improvement compared to the previous year.

## Gender

- **Female students:** 87.2% on track (1,270 of 1,456 students), increased from 82.1%.
- **Male students:** 82.1% on track (1,246 of 1,517 students), increased from 78.7%.
- **Non-binary students:** 85.0% on track (17 of 20 students), slightly decreased from 88.2%.

## Student Groups

- **English Learners:** 75.7% on track (431 of 569 students), increased from 66.3%.
- **Ever English Learners:** 82.7% on track (933 of 1,128 students), increased from 77.4%.
- **Students experiencing homelessness:** 62.8% on track (49 of 78 students), increased from 55.6%.
- **Migrant students:** 86.5% on track (96 of 111 students), increased from 74.6%.
- **Recent Arrivers:** 88.5% on track (77 of 87 students), slightly decreased from 93.3%.
- **Students with disabilities:** 78.7% on track (411 of 522 students), increased from 70.0%.
- **Talented and Gifted students:** 94.0% on track (266 of 283 students), slightly decreased from 96.4%.

**Key Highlight:** Nearly all student groups improved compared to the prior year, including significant gains among English Learners and students with disabilities.

## School Highlights (2024–2025)

- Every high school showed an equal or greater percentage of ninth graders on track compared to the previous year.
- Five out of eight schools exceeded the district goal.

## School Results

- **Early College High School:** 100% on track (44 of 44 students), maintained from previous year.

- **McKay High School:** 85.2% on track (485 of 569 students), increased from 78.5%.
- **McNary High School:** 87.4% on track (415 of 475 students), increased from 83.9%.
- **North Salem High School:** 81.8% on track (419 of 512 students), increased from 79.6%.
- **Roberts High School:** 78.3% on track (18 of 23 students), increased significantly from 38.9%.
- **South Salem High School:** 80.1% on track (411 of 513 students), increased from 78.4%.
- **Sprague High School:** 87.4% on track (369 of 422 students), increased from 85.5%.
- **West Salem High School:** 90.3% on track (344 of 381 students), increased from 85.4%.

**Notable Highlight:** Roberts High School saw the largest year-over-year increase.

## Strategy Progress and Next Steps

### 1. Ninth Grade Success Teams

#### Current Progress:

- School teams review student data and progress to develop and implement interventions and supports.
- Each school identified a staff member and allocated resources to monitor identified student groups and implement targeted supports.
- Afterschool academic support and Saturday School programs are available.

#### Next Steps:

- Continue recruiting students to participate in afterschool and Saturday academic supports.
- Maintain partnerships with community-based organizations to provide additional student support.

### 2. Prioritized Scheduling

#### Current Progress:

- Feeder school transition meetings ensure students are enrolled in appropriate courses.
- Ninth-grade core class sizes are prioritized in the master schedule.

**Next Steps:**

- Continue prioritizing ninth-grade core class sizes for the second semester and upcoming school year.

### 3. Credit Recovery

**Current Progress:**

- Students needing to recover credits after semester one are scheduled into credit recovery courses.
- Standards-based coursework allows flexibility in scheduling.

**Next Steps:**

- Each high school will offer multiple weeks of credit recovery opportunities during Summer 2026.