OMAHA Public Schools

RESEARCH DIVISION

High School On-Track: 2025-26

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Executive Summary/Key Findings

Overview

- Measuring and tracking on-track rates for students provides an important indicator for understanding the progress our enrolled students and high schools are making toward on-time graduation.
- On-track data only includes students with active enrollments at the time of measurement. It does ***not*** include students who have dropped out and are no longer enrolled. Therefore, on-track data is an indicator but not a complete predictor of graduation rates.

District Progress

- At the end of the 2025-26 school year (including summer session), 65.3% (9,573) of all 14,666 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 65.3% at the end of the 2025-26 summer session, an increase of 4.8 percentage points.
- About 741 students earned enough additional credits over the summer to be considered on-track and increased the overall on-track rate from 60.2% before Next Level Learning to 65.3% (+5.1 percentage points).
- Six of nine high schools experienced an increase in the rate of students who were on-track from 2024-25 to 2025-26 and eight high schools experienced increases from the 2022-23 baseline to 2025-26.
- Eleventh-grade students had the lowest on-track rate of 54.1% while the on-track rate for tenth and ninth-grade students were 58.1% and 67.3% respectively.
- Twelfth-grade students in their first year of twelfth grade had an on-track rate of 86.4% while all twelfth-grade students (including students repeating twelfth grade) had an on-track rate of 81.8%. 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.

Student Group Findings

- Female students (68.4%) had higher on-track rates compared to male students (62.3%).
- White (77.4%) and Asian (70.4%) students were most likely to be on-track, while other racial and ethnic groups' on-track rates ranged between 50.0% and 66.9%.
- Students who were not eligible for educational benefits (71.5%) had higher on-track rates than students who were eligible (60.0%).
- Exited English learners (78.5%) had higher on-track rates than current English learners (41.7%) and students who were not English learners (67.3%). 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.

Student Success Factors

- Student attendance is strongly associated with on-track success.Students missing fewer than 17 days during the school year having significantly higher on-track rates.
- Among the core subjects, 75.6% of students were on-track in mathematics, 77.8% of students were on-track in English, 77.7% were on-track in science, and 78.9% 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 (57.7%), social studies (67.0%), mathematics (67.4%), and science (68.7%).

Introduction

A student's on-track status is a key leading indicator of whether they are likely to graduate on time. Monitoring on-track status in real time enables schools and the district to identify students who need additional support, respond through targeted interventions, and improve graduation outcomes. The Strategic Plan of Action Moonshot is that all students in OPS will read on grade level by 2030. While graduation is the culminating milestone of a student's K–12 education, literacy provides the foundation for success across all subjects and beyond high school. On-track rates provide an indication of future graduation outcomes and students' progress toward completing required graduation coursework, making them an important measure of both student progress and the district's efforts to prepare students for graduation. This report describes the components of high school on-track status and summarizes district progress during the 2025–26 school year.

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 reasons including course failure, low credit accrual, or not accumulating credit in specific courses required for graduation. Students are required to earn 48 total credits for graduation in the sequence described in Table 1. A computer science credit requirement for students in the Class of 2027 and beyond was added beginning with students who entered ninth grade in 2023-24. A graduation requirement to complete the Free Application for Federal Student Aid (FAFSA) has also been added for the graduating Classes 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 removed two required physical education credits, added 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 2025-26 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**
Mathematics	2	2	2	0	**6**
Science	2	2	2	0	**6**
Physical Education	0	0	0	2	**2**
Personal Finance	0	0	0	1	**1**
Computer Science*	0			1*	**1**
Electives**	4	4	4	6/5*	**18/17***
Total	**12**	**12**	**12**	**12**	**48**

**The computer science requirement is only for the class for 2027 (11th grade in 2025-26) 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 follow a similar progression of courses beginning in ninth grade. Students who fall behind in their course progression have multiple opportunities to earn required credits, including Next Level Learning, retaking the class the following school year, or through enrollment in during and/or after school credit recovery.
Students may also follow a different course progression for a variety of reasons, including:

- School mobility, interrupted schooling, or required programming.
- Participation in special education, English learner, or gifted and talented services, which may require different courses or a different course sequence.
- Failure of a required course, which may require credit recovery or changes to a student's course sequence.
- Enrollment in Omaha Public Schools programs, including engagement programs, that provide modified course formats and timelines based on students' individual needs.

Reporting Notes

This report includes students actively enrolled at the end of the 2025-26 school year (5/4/26) who graduated or remained enrolled through the end of the year. Calculations include all earned credits posted to transcripts through 7/15/26.

- Students are compared only 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 through eleven are also counted as electives.
- Results may not match the Academic Planner in Infinite Campus because of small differences in calculations and timing.
- Alternative certification programs where students are earning an alternate diploma and programs with fewer than 10 students have been excluded from this analysis.
- For details and charts from which most of the following statistics are derived, 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 65.3% at the end of the 2025-26 summer session, an increase of 4.8 percentage points. Over this same period, on-track rates increased by 3.4 percentage points in ninth grade, 6.4 percentage points in tenth grade, 7.6 percentage points in eleventh grade, and 2.1 percentage points in twelfth grade. All race/ethnicity groups except for American Indian or Alaska Native (-6.4 percentage points) and Asian (-0.8 percentage points) experienced increases between 5 to 6 percentage points in on-track rates over the last four years. Exited English learners (+7.5 percentage points) and current English learners (+9.2 percentage points) both experienced increases in on-track rates from 2022-23 to 2025-26 that were greater than the increase experienced by students who were not English learners. On-track rates for students who were eligible for educational benefits or free or reduced lunch (+4.0 percentage points) increased more than those of students who were not

eligible over the last four years (+1.5 percentage points). Finally, the on-track rate for students with Individualized Education Programs (IEPs) decreased by 1.0 percentage point over the last four years, while the rate for students without IEPs increased by 4.6 percentage points. The growth in on-track rates at the district, grade level, and students group levels over the last four years represents the result of continued focus and investment in keeping students on track to graduate.

From a cohort perspective, on-track rates decreased by 5.7 percentage points for students moving from ninth grade in 2024-25 (63.8%) to tenth grade in 2025-26 (58.1%). This represents the smallest decrease from ninth to tenth grade over the last four years. Students moving into their eleventh-grade year had an on-track rate of 54.1% compared to 55.3% as tenth-grade students, a decrease of 1.2 percentage points. Students moving into their twelfth-grade year had an on-track rate of 81.8% compared to 54.2% as eleventh-grade students, an increase of 27.6 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 86.4%, an increase of 32.2 percentage points over their on-track rate in eleventh grade. This increase at twelfth grade reflects credit recovery and schedule adjustments that occur between eleventh and twelfth grade, including summer coursework. It should be noted 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 students leaving the district or unenrolling prior to the end of the year are removed.

Table 2 shows the change in on-track rates over the last four years by school and program. Six of the nine high schools experienced an increase in the rate of students who were on-track from the end of the 2024-25 to the end of the 2025-26. Additionally, two of the nine alternative programs experienced an increase in the rate of students who were on-track from the end of the 2024-25 to the end of the 2025-26. The populations at alternative programs are generally small and, as a result, can be impacted by small changes in student enrollment. The Independent Studies program became a part of Accelere in the 2025-25 school year, which accounts for both student count and rate changes for Accelere. 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 to 2025-26 by School and Program

	2022-23	2023-24		2024-25				2025-26			
School/Program	On-Track Rate	On-Track Rate	Rate Change 2022-23 to 2023-24	Student Count	On-Track Student Count	On-Track Rate	Rate Change 2023-24 to 2024-25	Student Count	On-Track Student Count	On-Track Rate	Rate Change 2024-25 to 2025-26
Benson High	54.0%	56.7%	2.7%	1,263	712	56.4%	-0.3%	1,263	693	54.9%	-1.5%
Bryan Sr High	62.8%	67.6%	4.8%	1,339	925	69.1%	1.5%	1,299	948	73.0%	3.9%
Buena Vista High	63.1%	57.6%	-5.5%	1,425	884	62.0%	4.4%	1,418	925	65.2%	3.2%
Burke High	71.9%	66.8%	-5.1%	1,483	926	62.4%	-4.4%	1,473	941	63.9%	1.5%
Central High	65.6%	67.6%	2.0%	2,312	1,567	67.8%	0.2%	2,108	1,447	68.6%	0.8%
North High	51.2%	51.9%	0.7%	1,543	861	55.8%	3.9%	1,483	908	61.2%	5.4%
Northwest High	62.4%	66.7%	4.3%	1,257	820	65.2%	-1.5%	1,215	791	65.1%	-0.1%
South High	58.7%	63.7%	5.0%	2,131	1,277	59.9%	-3.8%	2,010	1,287	64.0%	4.1%
Westview High	76.7%	80.7%	4.0%	1,527	1268	83.0%	2.3%	1,598	1321	82.7%	-0.3%
Total High School	62.3%	64.4%	2.1%	14,280	9,240	64.7%	0.3%	13,867	9,261	66.8%	2.1%
Accelere	66.9%	65.7%	-1.2%	111	58	52.3%	-13.4%	316	97	30.7%	-21.6%
Blackburn High School	21.8%	24.0%	2.2%	148	51	34.5%	10.5%	153	46	30.1%	-4.4%
ESL Teen Literacy Center	0.0%	0.0%	0.0%	93	0	0.0%	0.0%	51	0	0.0%	0.0%
Expelled Student Program	3.1%	3.0%	-0.1%	96	9	9.4%	6.4%	62	15	24.2%	14.8%
Independent Studies	6.0%	14.4%	8.4%	154	7	4.5%	-9.9%				-4.5%
Integrated Learning Program	42.0%	33.3%	-8.7%	75	23	30.7%	-2.6%	55	25	45.5%	14.8%
Northwest Early College								41	40	97.6%	
Omaha Virtual High School	72.4%	79.1%	6.7%	113	85	75.2%	-3.9%	121	89	73.6%	-1.6%
UNO/OPS Middle College	64.4%	33.3%	-31.1%								
Total Alt. Program	31.3%	29.6%	-1.7%	790	233	29.5%	-0.1%	799	312	39.0%	9.5%
Grand Total	60.5%	62.5%	2.0%	15,070	9,473	62.9%	0.4%	14,666	9,573	65.3%	2.4%

**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 2025-26 summer school session, 65.3% (9,573) of all 14,666 enrolled high school students were on-track to graduate in four years. Twelfth grade had the highest on-track rate of 81.8%. 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 86.4%. Eleventh grade recorded the lowest on-track rate of 54.1%. Female students (68.4%) had higher on-track rates than male students (62.3%). Exited English learners (78.5%) had higher on-track rates than current English learners (41.7%) and students who were not English learners (67.3%). Students who were not eligible for educational benefits or free or reduced lunch (71.5%) had higher on-track rates than students who were eligible (60.0%). Students without Individualized Education Programs (68.7%) had higher on-track rates than students with Individualized Education Programs (44.7%). White (77.4%) and Asian (70.4%) students were most likely to be on-track, while students in other racial and ethnic groups had on-track rates ranging between 50.0% and 66.9%.

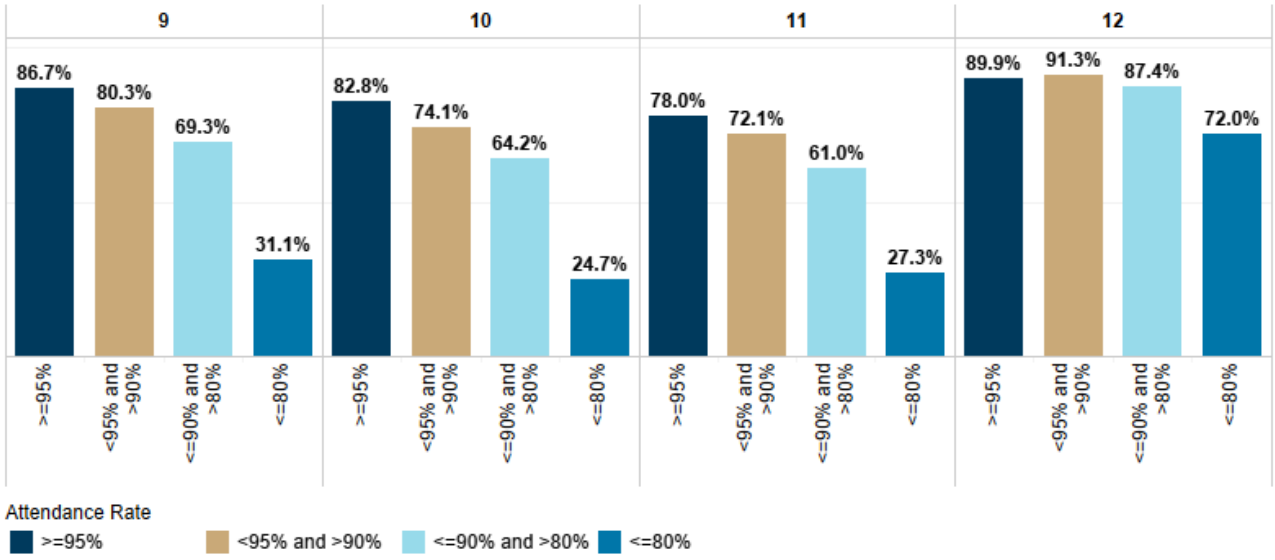
Among the eight credit categories analyzed, on-track rates varied from 75.6% to 100%. Across most credit categories, on-track rates began high in ninth grade, declined in both tenth and eleventh grades, and then increased in twelfth grade prior to graduation. All students are currently on-track in computer science because the credit is not required until twelfth grade and students requiring this credit are generally only in ninth through eleventh grades. About 99.7% of students were on-track in physical education and 97.4% were on-track in personal finance, both requirements in twelfth grade. About 91.6% of all students attained enough elective credits to be considered on-track. Among the core subjects, about three-fourths of all students were on-track in English (77.8%), science (77.7%), social studies (78.9%), and mathematics (75.6%). Among the 5,093 students who were off-track, 27.8% (1,417) were off-track in just one of the eight credit categories while another 17.0% (864) 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 (57.7%), social studies (67.0%), mathematics (67.4%), and science (68.7%).

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, 86.7% of students who attended school for 95% or more of the year were on-track. This rate drops to 80.3% for ninth-grade students who attended less than 95% of the year but more than 90%. For ninth-grade students who would be considered chronically absent and attended 90% or less of the school year, the on-track rate drops to 69.3% if the students were present for more than 80% of the time. Finally, ninth-grade students who attended 80% or less of the school year have a dramatically lower on-track rate of 31.3%. 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 2025-26 school year.

Figure 1. 2025-26 Post Summer School On-Track Rate by 2025-26 Attendance Rate and Grade



Freshman Academy and On-Track Focus

Keeping students on-track to graduate beginning in their ninth-grade year is a key component of the purpose of Freshmen Academies. 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. The focus of on-track in ninth grade is grounded in the findings from the University of Chicago Consortium on School Research (CCSR) and its 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. . 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 that the 2025-26 first-year twelfth-grade class marks the first cohort to benefit from these on-track supports their entire high school career with implementation beginning when they were in ninth grade.

At the end of the 2025-26 summer school session, 67.3% of all ninth-grade students were calculated as being on-track, the highest rate achieved over the last four years. About 33.9% of all off-track students in ninth grade were only off-track in one credit category and 17.7% were only off-track by one or fewer credits. Over 80% of ninth-grade students were on-track in each of the core subjects, while more than 93% were on-track in the elective credit category. A ninth-grade student who is on-track has earned two English, social studies, mathematics, and science credits, while also earning four elective credits in the first year of high school. Some students who were off-track failed a course while others may not have been scheduled into all the 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 other ninth-grade students.

At the end of the 2025-26 summer school session, about 177 (26.2%) ninth-grade ELs had not yet attempted any English credit courses such as English 1-2. This represents almost 60% of the ninth-grade ELs who were off-track in English and almost 16% of all off-track ninth-grade students. The proportion of ninth grade EL students who have attempted no English credits decreased from a high of 52.9% at the end of the 2023-24 summer school session to 26.2% at the end of the 2025-26 summer school session. Only about 4% of all ELs in the 2025-26 ninth-grade class entered a U.S. school in the first or second semester of the 2025-26 school year compared to about 30% or more over the previous three years. Late arrival to a U.S. school specifically impacts a student's ability to be on-track as they have not had time to develop language skills 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. About 5,300 high school students were enrolled in NLL and more than 3,800 attended in the summer of 2026. As a result, the overall on-track rate for students enrolled at the end of the 2025-26 calendar school year increased from 60.2% prior to NLL to 65.3% (+5.1 percentage points). About 741 students earned sufficient credits during summer learning opportunities to move from off-track to on-track. At ninth-grade, 153 students moved to on-track for a total rate of 67.3% (+4.4 percentage points). The on-track rate increased by an average of 5% in grades ten through twelve and resulted in almost 82% of twelfth-grade students being on-track. Almost 1,100 high school EL students attempted high school credits in NLL and earned about 1,700 additional credits including almost 700 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 2025-26 school year while the graduation rate includes all students in the cohort, even if they are not enrolled in school.

Conclusion

Measuring and tracking on-track rates provides an important indicator of the progress students and high schools are making toward on-time graduation. Beyond understanding overall trends, monitoring an individual student's progress toward graduation is essential for identifying when additional support is needed to keep students on-track or help them regain their path toward graduation. The analysis presented in this report provides a comprehensive view of student progress by applying consistent four-year graduation requirements to all students. While individual circumstances may impact a student's ability to follow a traditional course progression, measuring progress against the four-year graduation standard provides the clearest understanding of where additional support and resources are needed to ensure all students are prepared to graduate on time.

The continued improvement in on-track rates demonstrates progress toward ensuring students remain positioned for graduation. However, persistent differences among student groups, grade levels, and credit categories highlight the need for continued targeted supports. Using real-time on-track data allows schools and the district to identify barriers earlier, provide interventions, and strengthen the path to on-time graduation for all students.

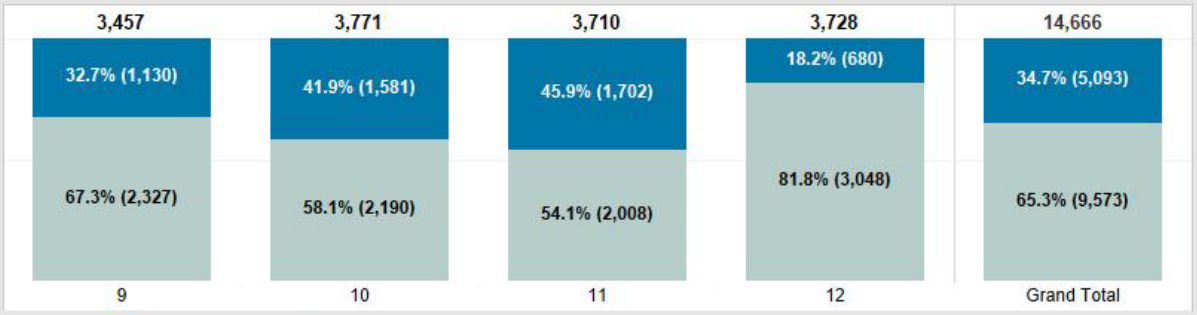
References

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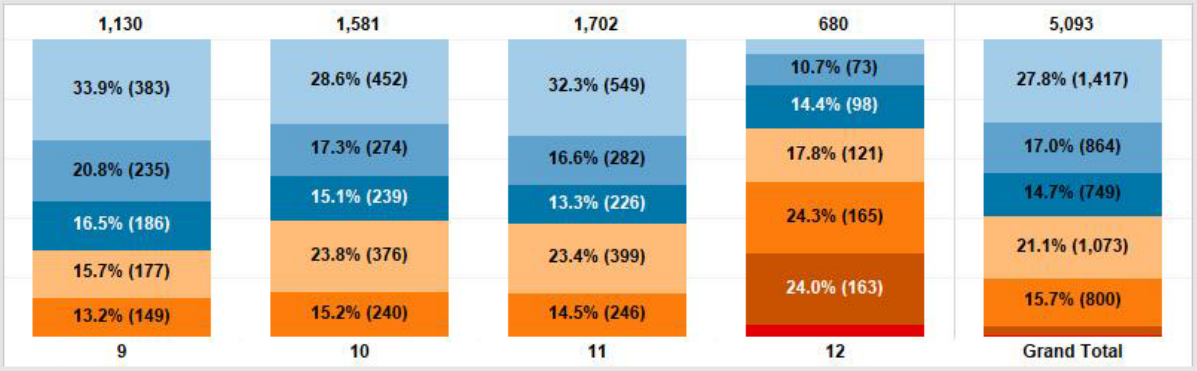
Appendix A: District Level On-Track Data

District On/Off-Track: 25-26 Post Summer School

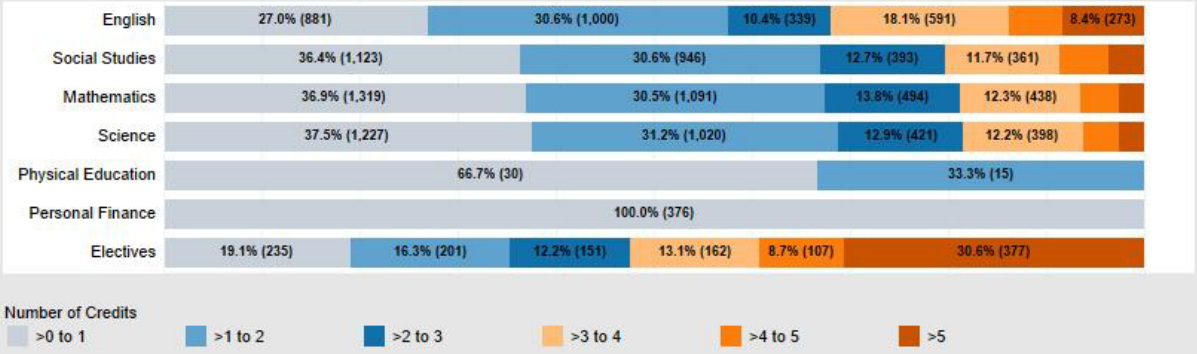
On/Off-Track by Grade Level



Count of Off-Track Credit Categories for Off-Track Students



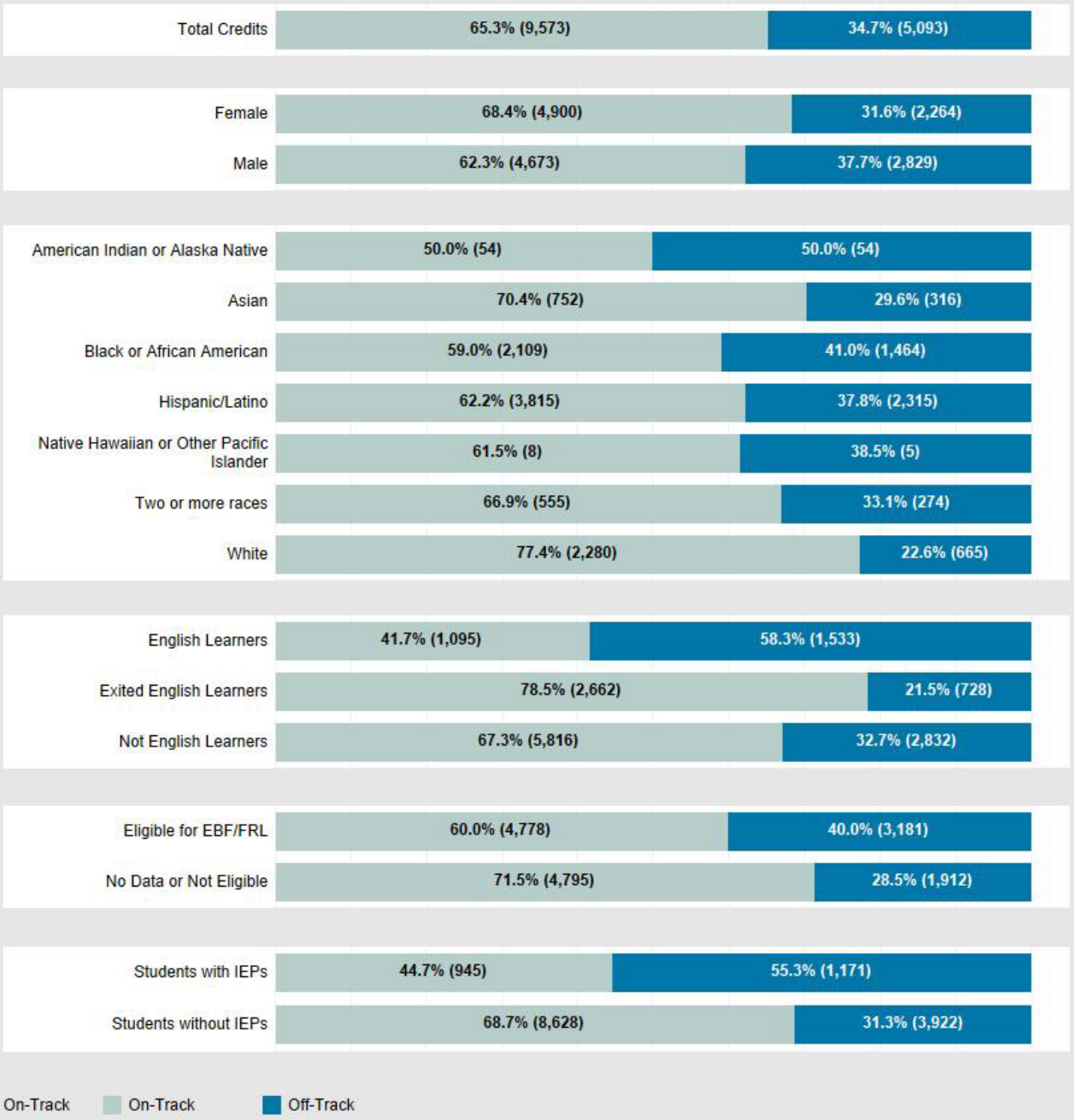
Off-Track by Credit Category and Number of Credits for Off-Track Students



This report includes students enrolled on 5/4/26. Students are only compared against the graduation requirements of their current grade level. Only earned credits posted to transcript through 7/15/26 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: 25-26 Post Summer School

On/Off-Track by Student Group



This report includes students enrolled on 5/4/26. Students are only compared against the graduation requirements of their current grade level. Only earned credits posted to transcript through 7/15/26 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: 25-26 Post Summer School

On/Off-Track By Credit Category and Grade Level

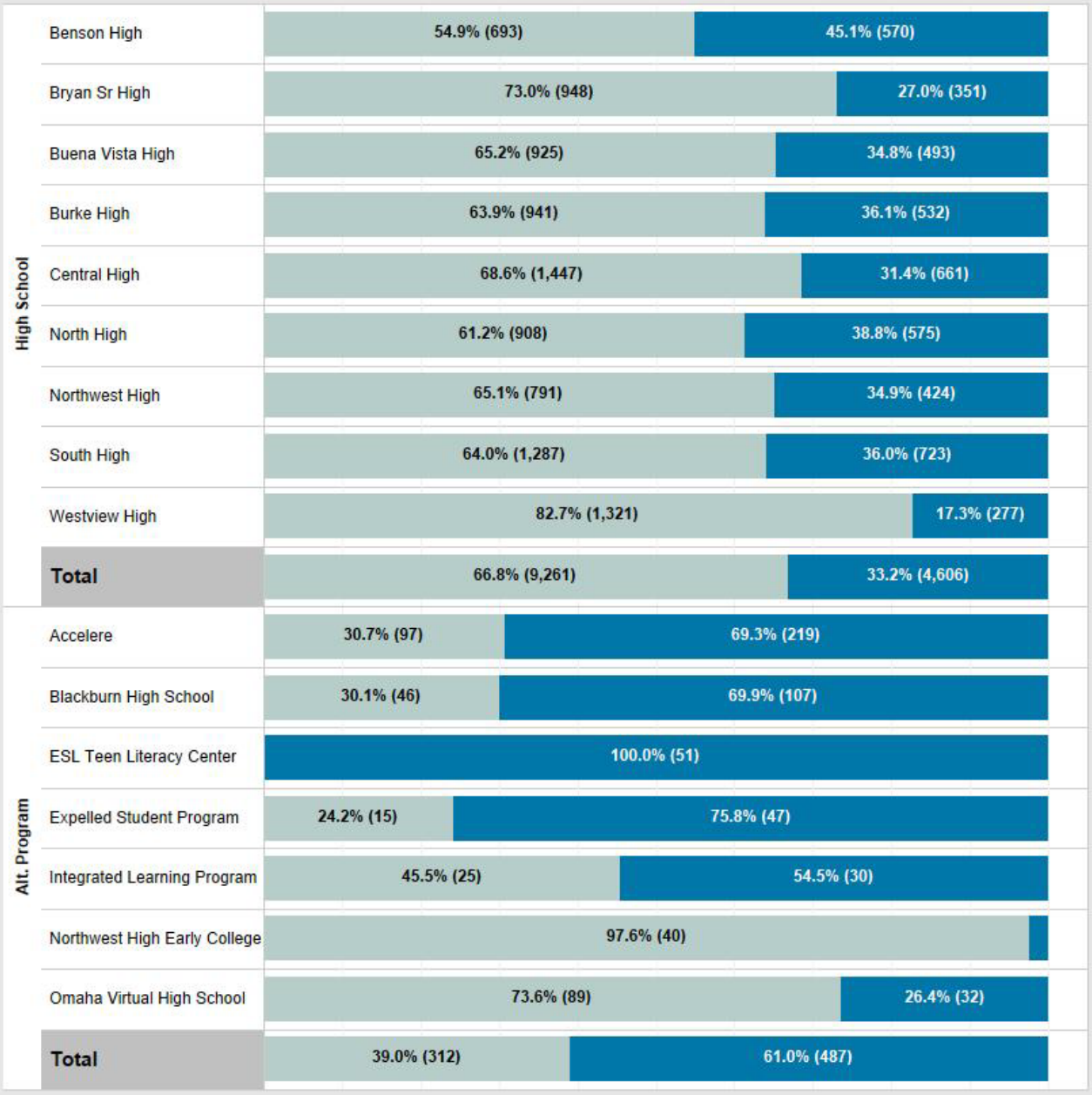
		On-Track	Off-Track
English	9	80.3% (2,776)	19.7% (681)
	10	73.2% (2,762)	26.8% (1,009)
	11	73.6% (2,732)	26.4% (978)
	12	84.0% (3,133)	16.0% (595)
	Total	77.8% (11,403)	22.2% (3,263)
Social Studies	9	82.3% (2,844)	17.7% (613)
	10	73.7% (2,778)	26.3% (993)
	11	74.3% (2,758)	25.7% (952)
	12	85.8% (3,197)	14.2% (531)
	Total	78.9% (11,577)	21.1% (3,089)
Mathematics	9	80.5% (2,783)	19.5% (674)
	10	70.1% (2,645)	29.9% (1,126)
	11	66.1% (2,451)	33.9% (1,259)
	12	86.2% (3,212)	13.8% (516)
	Total	75.6% (11,091)	24.4% (3,575)
Science	9	80.4% (2,778)	19.6% (679)
	10	73.3% (2,766)	26.7% (1,005)
	11	69.2% (2,568)	30.8% (1,142)
	12	88.1% (3,284)	11.9% (444)
	Total	77.7% (11,396)	22.3% (3,270)
Physical Education	9	100.0% (3,457)	
	10	100.0% (3,771)	
	11	100.0% (3,710)	
	12	98.8% (3,683)	
	Total	99.7% (14,621)	
Personal Finance	9	100.0% (3,457)	
	10	100.0% (3,771)	
	11	100.0% (3,710)	
	12	89.9% (3,352)	
	Total	97.4% (14,290)	
Computer Science	9	100.0% (3,457)	
	10	100.0% (3,771)	
	11	100.0% (3,705)	
	Total	100.0% (10,933)	
Electives	9	93.7% (3,240)	
	10	92.4% (3,483)	
	11	92.3% (3,424)	
	12	88.1% (3,286)	11.9% (442)
	Total	91.6% (13,433)	

On-Track On-Track Off-Track

This report includes students enrolled on 5/4/26. Students are only compared against the graduation requirements of their current grade level. Only earned credits posted to transcript through 7/15/26 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: 25-26 Post Summer School

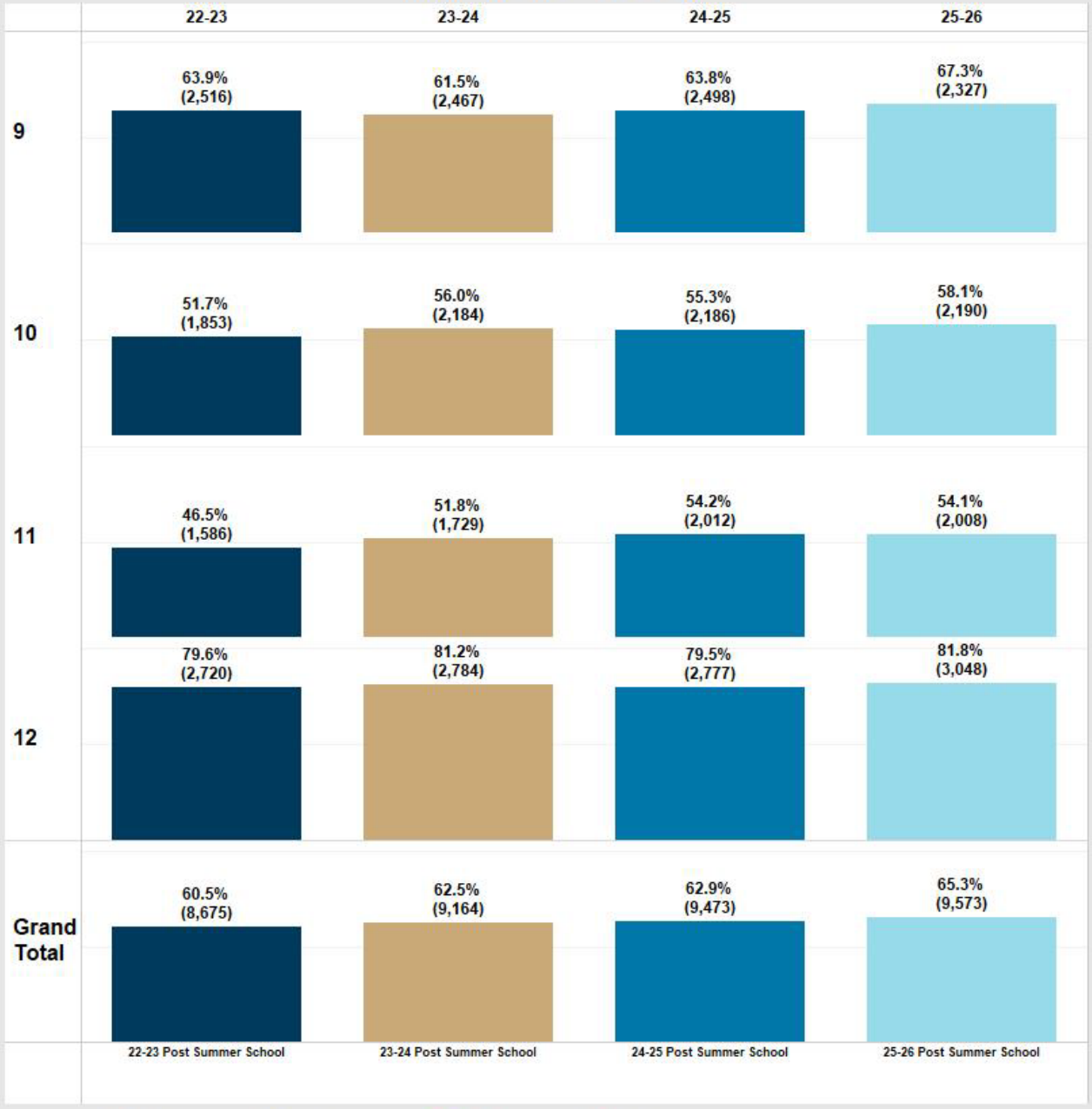
On/Off-Track by School/Program



This report includes students enrolled on 5/4/26. Students are only compared against the graduation requirements of their current grade level. Only earned credits posted to transcript through 7/15/26 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: 25-26 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.