<table>
<thead>
<tr>
<th>Demographics</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>Year to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>1.50%</td>
<td>0.68%</td>
<td>0.83%</td>
<td>0.65%</td>
</tr>
<tr>
<td>Asian</td>
<td>4.76%</td>
<td>4.10%</td>
<td>2.70%</td>
<td>1.96%</td>
</tr>
<tr>
<td>Black</td>
<td>58.15%</td>
<td>62.64%</td>
<td>60.17%</td>
<td>55.99%</td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.62%</td>
<td>0.87%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>15.04%</td>
<td>12.76%</td>
<td>13.07%</td>
<td>18.52%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0.00%</td>
<td>2.73%</td>
<td>4.77%</td>
<td>5.01%</td>
</tr>
<tr>
<td>White</td>
<td>20.55%</td>
<td>17.08%</td>
<td>17.84%</td>
<td>16.99%</td>
</tr>
</tbody>
</table>
Demographics

<table>
<thead>
<tr>
<th>Year</th>
<th>EL</th>
<th>FRL</th>
<th>SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>53.13%</td>
<td>91.23%</td>
<td>15.79%</td>
</tr>
<tr>
<td>2017-18</td>
<td>57.86%</td>
<td>92.48%</td>
<td>14.82%</td>
</tr>
<tr>
<td>2018-19</td>
<td>56.43%</td>
<td>91.08%</td>
<td>17.43%</td>
</tr>
<tr>
<td>Year to Date</td>
<td>57.08%</td>
<td>91.50%</td>
<td>17.43%</td>
</tr>
</tbody>
</table>
2019 Student Climate Survey Results

**My teachers care about me.**

- **Strongly Agree**: 70%
- **Agree**: 26%
- **Strongly Disagree**: 2%
- **No Response**: 2%
2019 Student Climate Survey Results

I feel like I belong.

- Strongly Agree: 43%
- Agree: 44%
- Disagree: 8%
- Strongly Disagree: 3%
- No Response: 2%
2019 Student Climate Survey Results

I feel safe at this school.

- **Strongly Agree**: 57%
- **Agree**: 33%
- **Disagree**: 7%
- **Strongly Disagree**: 3%

Legend:
- Blue: Strongly Agree
- Green: Agree
- Yellow: Disagree
- Red: Strongly Disagree
2019 Student Climate Survey Results

Discipline is fair.

- 41% Strongly Agree
- 31% Agree
- 15% Disagree
- 11% Strongly Disagree
- 2% No Response
2019 Student Climate Survey Results

People of different cultural backgrounds, races, or ethnicities get along well at this school.

- **Strongly Agree**: 43%
- **Agree**: 29%
- **Disagree**: 13%
- **Strongly Disagree**: 10%
- **No Response**: 5%

**Pie Chart**
- Blue: Strongly Agree - 43%
- Green: Agree - 29%
- Yellow: Disagree - 13%
- Red: Strongly Disagree - 10%
- Light Blue: No Response - 5%
This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.

- Strongly Agree: 38%
- Agree: 41%
- Disagree: 11%
- Strongly Disagree: 5%
- No Response: 5%
Major Office Discipline Referrals

<table>
<thead>
<tr>
<th>Year to Date</th>
<th>Total ODRs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>427</td>
</tr>
<tr>
<td>2017-18</td>
<td>448</td>
</tr>
<tr>
<td>2018-19</td>
<td>463</td>
</tr>
<tr>
<td>Year to Date</td>
<td>343</td>
</tr>
</tbody>
</table>
Major ODRs
(Year to Date)

88% 8% 4% 0 to 1
2 to 5
6+

% students with x to x referrals:

- 0 to 1
- 2 to 5
- 6+
## Suspensions

### Yearly Breakdown:

<table>
<thead>
<tr>
<th>Year</th>
<th>In-School</th>
<th>Out-of-School</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>22</td>
<td>15</td>
</tr>
<tr>
<td>2017-18</td>
<td>42</td>
<td>12</td>
</tr>
<tr>
<td>2018-19</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>Year to Date</td>
<td>6</td>
<td>9</td>
</tr>
</tbody>
</table>

### Graphical Representation:

- **In-School Suspensions**:
  - 2016-17: 22
  - 2017-18: 42
  - 2018-19: 7
  - Year to Date: 6

- **Out-of-School Suspensions**:
  - 2016-17: 15
  - 2017-18: 12
  - 2018-19: 18
  - Year to Date: 9
MCA Proficiency

Math MCA Proficiency

<table>
<thead>
<tr>
<th>Year</th>
<th>American Indian</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>Two or More Races</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>11.10%</td>
<td></td>
<td>18.80%</td>
<td>33.30%</td>
<td></td>
<td>48.60%</td>
</tr>
<tr>
<td>2018</td>
<td>16.90%</td>
<td></td>
<td>20.00%</td>
<td>39.10%</td>
<td></td>
<td>42.10%</td>
</tr>
<tr>
<td>2019</td>
<td>16.90%</td>
<td></td>
<td>20.00%</td>
<td>39.10%</td>
<td></td>
<td>33.30%</td>
</tr>
</tbody>
</table>
MCA Proficiency

Math MCA Proficiency

<table>
<thead>
<tr>
<th>Year</th>
<th>EL</th>
<th>Non-EL</th>
<th>SPED</th>
<th>Non-SPED</th>
<th>FRL</th>
<th>Non-FRL</th>
<th>Black, Non-EL</th>
<th>White, Non-FRL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>14.50%</td>
<td>44.60%</td>
<td>16.10%</td>
<td>33.60%</td>
<td>27.10%</td>
<td>52.60%</td>
<td>31.80%</td>
<td>57.10%</td>
</tr>
<tr>
<td>2018</td>
<td>23.10%</td>
<td>47.20%</td>
<td>17.60%</td>
<td>40.60%</td>
<td>34.00%</td>
<td>57.10%</td>
<td>48.30%</td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>11.10%</td>
<td>34.90%</td>
<td>30.30%</td>
<td>21.50%</td>
<td>20.20%</td>
<td>47.60%</td>
<td>34.90%</td>
<td>53.30%</td>
</tr>
</tbody>
</table>
# MCA Proficiency

## Reading MCA Proficiency

<table>
<thead>
<tr>
<th>Year</th>
<th>American Indian</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>Two or More Races</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>38.90%</td>
<td></td>
<td>24.45%</td>
<td>27.30%</td>
<td></td>
<td>47.40%</td>
</tr>
<tr>
<td>2018</td>
<td>28.00%</td>
<td></td>
<td>34.80%</td>
<td></td>
<td></td>
<td>47.40%</td>
</tr>
<tr>
<td>2019</td>
<td>21.40%</td>
<td></td>
<td>32.00%</td>
<td></td>
<td></td>
<td>52.40%</td>
</tr>
</tbody>
</table>

[Graph showing proficiency rates by race and year]
MCA Proficiency

Reading MCA Proficiency

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL</td>
<td>17.10%</td>
<td>16.70%</td>
<td>11.00%</td>
</tr>
<tr>
<td>Non-EL</td>
<td>47.70%</td>
<td>51.70%</td>
<td>46.20%</td>
</tr>
<tr>
<td>SPED</td>
<td>14.70%</td>
<td>20.60%</td>
<td>31.30%</td>
</tr>
<tr>
<td>Non-SPED</td>
<td>38.30%</td>
<td>39.10%</td>
<td>27.90%</td>
</tr>
<tr>
<td>FRL</td>
<td>28.20%</td>
<td>32.70%</td>
<td>26.30%</td>
</tr>
<tr>
<td>Non-FRL</td>
<td>70.00%</td>
<td>64.30%</td>
<td>47.60%</td>
</tr>
<tr>
<td>Black, Non-EL</td>
<td>39.10%</td>
<td>44.80%</td>
<td>46.50%</td>
</tr>
<tr>
<td>White, Non-FRL</td>
<td>73.30%</td>
<td>60.00%</td>
<td></td>
</tr>
</tbody>
</table>
## MCA Progress

### Math MCA Progress

<table>
<thead>
<tr>
<th></th>
<th>American Indian</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>Two or More Races</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2017</strong></td>
<td>25.00%</td>
<td>33.33%</td>
<td></td>
<td></td>
<td></td>
<td>60.87%</td>
</tr>
<tr>
<td><strong>2018</strong></td>
<td>35.29%</td>
<td>42.86%</td>
<td></td>
<td></td>
<td></td>
<td>50.00%</td>
</tr>
<tr>
<td><strong>2019</strong></td>
<td>26.92%</td>
<td>28.57%</td>
<td></td>
<td></td>
<td></td>
<td>21.43%</td>
</tr>
</tbody>
</table>

- The table above illustrates the percentage of students maintaining or increasing their Math MCA progress for different races over three years (2017, 2018, 2019).
- The bar chart visually represents the same data, showing the percentage progress for each category.
- The percentage of white students who maintained or increased their Math MCA progress is the highest, followed by Hispanic and Black students.
MCA Progress

% of students maintaining & increasing Math MCA Progress

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL</td>
<td>27.59%</td>
<td>37.74%</td>
<td>25.64%</td>
</tr>
<tr>
<td>Non-EL</td>
<td>48.00%</td>
<td>52.27%</td>
<td>31.37%</td>
</tr>
<tr>
<td>SPED</td>
<td>32.00%</td>
<td>27.27%</td>
<td>7.69%</td>
</tr>
<tr>
<td>Non-SPED</td>
<td>38.55%</td>
<td>49.33%</td>
<td>33.01%</td>
</tr>
<tr>
<td>FRL</td>
<td>31.91%</td>
<td>43.18%</td>
<td>25.86%</td>
</tr>
<tr>
<td>Non-FRL</td>
<td>71.43%</td>
<td>46.15%</td>
<td>46.15%</td>
</tr>
<tr>
<td>Black, Non-EL</td>
<td>27.27%</td>
<td>41.67%</td>
<td>41.67%</td>
</tr>
<tr>
<td>White, Non-FRL</td>
<td>72.73%</td>
<td>40.00%</td>
<td>40.00%</td>
</tr>
</tbody>
</table>
### MCA Progress

#### Reading MCA Progress

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2017 (%)</th>
<th>2018 (%)</th>
<th>2019 (%)</th>
<th>Two or More Races (%)</th>
<th>White (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>41.07%</td>
<td>48.00%</td>
<td>47.44%</td>
<td>60.87%</td>
<td>65.38%</td>
<td>57.14%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>38.89%</td>
<td>50.00%</td>
<td>50.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>60.87%</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MCA Progress

Reading MCA Progress

<table>
<thead>
<tr>
<th></th>
<th>EL</th>
<th>Non-EL</th>
<th>SPED</th>
<th>Non-SPED</th>
<th>FRL</th>
<th>Non-FRL</th>
<th>Black, Non-EL</th>
<th>White, Non-FRL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>34.48%</td>
<td>64.00%</td>
<td>28.00%</td>
<td>54.22%</td>
<td>44.68%</td>
<td>71.43%</td>
<td>63.64%</td>
<td>72.73%</td>
</tr>
<tr>
<td>2018</td>
<td>44.23%</td>
<td>68.18%</td>
<td>40.91%</td>
<td>59.46%</td>
<td>54.02%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>48.72%</td>
<td>56.86%</td>
<td>23.08%</td>
<td>59.22%</td>
<td>50.00%</td>
<td>69.23%</td>
<td>41.67%</td>
<td>70.00%</td>
</tr>
</tbody>
</table>
Distance Learning Data
% Absent During Distance Learning

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## Biggest Challenges

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of personal interaction</td>
<td>Keeping children focused and motivated</td>
</tr>
<tr>
<td>Keeping students focused and motivated</td>
<td>Balancing helping children with schoolwork while working</td>
</tr>
</tbody>
</table>

## Biggest Successes

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeing students who struggle in the classroom thrive with distance learning</td>
<td>Communication: School administrators kept parents informed; teachers communicated regularly with parents and students</td>
</tr>
<tr>
<td>Using Seesaw and Google Meetings to engage students and send out lessons</td>
<td>Resources: Technology &amp; food distribution</td>
</tr>
</tbody>
</table>