



New Berlin High School



## 2022 - 2023 School Improvement Plan

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| <b>District Mission and Vision</b>   |
| <p><b>Mission:</b> The mission of CUSD #16 is to serve our communities by equipping students with the skills and tools needed to achieve their personal best and demonstrate Pretzel</p> <p><b>PRIDE--</b><br/><b>Perseverance</b><br/><b>Respect</b><br/><b>Integrity</b><br/><b>Discipline</b></p>   |
| <p><b>Vision:</b> <i>New Berlin graduates strive to be the best, be engaged, ready to lead and serve future generations of Pretzels.</i></p>   |
| <b>Values &amp; Beliefs</b>  |
| <p><i>We believe all students have individual talents.</i><br/><i>We believe all students have an equitable opportunity to learn and achieve their academic and personal best.</i><br/><i>We believe in our teachers' passions.</i><br/><i>We believe learning extends beyond the classroom.</i><br/><i>We believe our schools serve as a safe and secure environment for all students.</i><br/><i>We believe in Pretzel Pride.</i><br/><i>We believe in the value of every person.</i><br/><i>We believe everyone working together will result in positive and collaborative working relationships that make the community stronger.</i><br/><i>We believe that character counts.</i><br/><i>We believe that Pretzels serve others and achieve their dreams</i></p> |
| <b>District Theme</b>  |
| <b>Dream It! Work for It! Build It!</b>  |
| <b>New Berlin High School Motto</b>  |
| <b>Be Ready! Be Responsible! Be Respectful!</b>  |
| <b>DISTRICT GOAL: Success for Every Student</b>  |

## New Berlin High School Leadership Team Members

### Instructional Leadership Team

Jon Rees, Erin Limestall, Kristen McGuire, Dillon Binkley, Maggie McClarey, Ashley Euler, Kaitlan Cray, Libby Landers, Shelly Kennedy, and Abi Magrath, Hattie Llewellyn, Principal

### Building Leadership Team

Lindsay Johnson, Steven Price, Tanner Shafer, Lana Keen, Casey Spears, Mark Mangiaracina, Alex Kruckeberg, Ashley Euler, Brian Bandy, Aimee Gray, Olga Lopez, Nicole Icenogle, Hattie Llewellyn, Principal

Goal 1: By Spring of 2025, student achievement for grades 9-11 will increase from 63% to 80% at or above the 40th Percentile in Reading and Math as measured by the NWEA MAP assessment.

|                                      |   |                     |
|--------------------------------------|---|---------------------|
| <b>SPECIFIC</b>                      | Focus will be <ul style="list-style-type: none"><li>increasing rigor in classroom instruction, activities, and assessments through improvement of delivery of instruction as measured by the Illinois Quality Framework.</li><li>moving from weak to strong Ambitious Instruction from the 5 Essentials Survey<ul style="list-style-type: none"><li>Academic Press 37% to 50%</li><li>Classroom Rigor 29% to 40%</li><li>Course Clarity 24% to 40%</li><li>Rigorous Study Habits 72% to &gt;80% (Strong to Very Strong)</li></ul></li><li>improving student achievement in Reading and Math as measured by NWEA MAP and SAT Suite of Assessments</li></ul>  |                     |
| <b>MEASURABLE</b>                    | Yes, using the following data <ul style="list-style-type: none"><li>Illinois Quality Framework Rubric Indicators</li><li>5 Essentials Survey Data.</li><li>Formal and Summative Evaluation Data - Domain 3</li><li>MAP Data</li><li>SAT Suite of Assessments Data</li><li>IXL Diagnostic Data</li><li>CCRI Data</li></ul>   |                     |
| <b>ACHIEVABLE</b>                    | Yes, Tier I instruction should indicate that 80% of students are performing at the grade level benchmark - 148/186. Our MAP Data indicates that 69% of our students are performing at the benchmark - 128/186. Over the next three years, we will increase 4% each year to meet the target.   |                     |
| <b>RELEVANT</b>                      | Ambitious instruction has the most direct effect on student learning when it is well-defined with clear expectations for success, interactive and encourages students to build and apply their knowledge. Incorporating Research-Based Practices for literacy instruction across all content areas will raise student comprehension and achievement.<br>Tier I instruction should indicate that 80% of students are performing at the grade level benchmark. Our MAP Data indicates that 69% of 9-11th grade students are performing at the benchmark. We will implement an action plan that incorporates professional development targeted toward strengthening core instruction for all teachers. |                     |
| <b>TIMELINE</b>                      | This goal has a three year time-line  |                     |
| <b>STRATEGIES &amp; ACTION STEPS</b> |   |                     |
|                                      |   |                     |
| <b>Strategy/Action Steps</b>         | <b>Person/Team Responsible</b>  | <b>Monitored By</b> |

|   |                                |  |
|---|--------------------------------|--|
| Ambitious Instruction: Staff will participate in professional development workshops that are targeted toward explicit adolescent literacy instruction (vocabulary, comprehension, effective questioning, increasing student motivation and engagement, and interventions for struggling readers). | Instructional Leadership Team  | Domain 3 Evaluation Data<br>BEEP Data<br>MAP Assessment Data<br>SAT Suite of Assessment Data |
| Ambitious Instruction: Rigor - Staff will participate in professional development workshops that are focused on high quality instructional practices that support the alignment of Danielson and the BEEP model of instruction  | Instructional Leadership Team  | Domain 3 Evaluation Data<br>BEEP Data<br>MAP Assessment Data<br>SAT Suite of Assessment Data |
| Language Arts and Math Teachers (Year 23.24) will implement IXL skills that align to core instruction to strengthen student skills.   | ELA/Math Departments           | MAP Assessment Data<br>SAT Suite of Assessment Data  |
| Language Arts and Math Teachers (Year 23.24) will continue the process of Common Core and College Readiness Standards Curriculum Alignment to ensure a viable curriculum is in place.   | ELA/Math Departments           | MAP Assessment Data<br>SAT Suite of Assessment Data  |
| Staff will participate in professional development workshops that are targeted toward weaknesses as identified through data analysis of Panorama Student Success, MAP, and IXL Diagnostic Data.   | All Staff                      | Panorama Student Success Data<br>MAP Assessment Data<br>IXL Diagnostic Data                  |
| ELA and Math Interventions - Students that are below the 40th percentile in Reading and/or Math will take the IXL Diagnostic Assessment. A Skill Plan is created for each student and the student will work on these skills 30 min/week in Advisory.  | MTSS Team/HS Advisory Teachers | IXL Diagnostic Student Growth  |

**Monitoring Plan: How will you monitor the effectiveness of your strategy/action?**

Student achievement data on the NWEA MAP Assessment, SAT Suite of Assessments, and IXL Diagnostic Growth Data Ambitious Instruction - BEEP Instructional Data, Evaluwise Data - 3B

NWEA MAP

| September ELA Baseline Data |                         | December ELA Winter Benchmark |                         | Spring ELA Projection |                         | May Actual ELA Spring NWEA MAP Results |                         |
|-----------------------------|-------------------------|-------------------------------|-------------------------|-----------------------|-------------------------|--|-------------------------|
| Year                        | # Above 40th Percentile | Year                          | # Above 40th Percentile | Year                  | # Above 40th Percentile | Year                                   | # Above 40th Percentile |
| 22.23                       | 69%                     | 22.23                         |                         | 22.23                 | 74%                     |  |                         |
| 23.24                       | 74%                     | 23.24                         |                         | 23.24                 | 77%                     |  |                         |
| 24.25                       | 77%                     | 24.25                         |                         | 24.25                 | 80%                     |  |                         |

|  |                         |                                |                         |   |                         |   |                         |       |       |
|--|-------------------------|--------------------------------|-------------------------|---|-------------------------|---|-------------------------|-------|-------|
|  |                         |                                |                         |   |                         |   |                         |       |       |
| September Math Baseline Data   |                         | December Math Winter Benchmark |                         | Spring Math Projection                      |                         | May Math Actual Spring NWEA MAP Results |                         |       |       |
| Year   | % Above 40th Percentile | Year                           | % Above 40th Percentile | Year  | % Above 40th Percentile | Year                                    | % Above 40th Percentile |       |       |
| 22.23  | 69%                     | 22.23                          |                         | 22.23                                       | 74%                     | 22.23                                   |                         |       |       |
| 23.24  | 74%                     | 23.24                          |                         | 23.24                                       | 77%                     | 23.24                                   |                         |       |       |
| 24.25  | 77%                     | 24.25                          |                         | 24.25                                       | 80%                     | 24.25                                   |                         |       |       |
| Other Monitoring Data  |                         |                                |                         |   |                         |   |                         |       |       |
| SAT ELA Proficiency  |                         | SAT Math Proficiency           |                         | Achievement Gap - Low Income - 10% Decrease |                         | Achievement Gap - Math 10% Decrease     |                         |       |       |
| 22.23  | 26.7                    | 22.23                          | 28.3                    | 22.23                                       | -31%                    | 22.23                                   | -21%                    |       |       |
| 23.24  |                         | 23.24                          |                         | 23.24                                       |                         | 23.24                                   |                         |       |       |
| 24.25  | 47.62                   | 24.25                          | 44.97                   | 24.25                                       | -21%                    | 24.25                                   | -11%                    |       |       |
| IXL Diagnostic   |                         | BEEP Data                      |                         | Evaluwise Data - 3B                         |                         | 5 Essentials Survey Data                |                         |       |       |
| Year   |                         | Year                           |                         | Year  |                         |   | 22.23                   | 23.24 | 24.25 |
| 22.23  |                         | 22.23                          |                         | 22.23                                       |                         | AP                                      |                         |       |       |
| 23.24  |                         | 23.24                          |                         | 23.24                                       |                         | CR                                      |                         |       |       |
| 24.25  |                         | 24.25                          |                         | 24.25                                       |                         | CC                                      |                         |       |       |
|  |                         |                                |                         |   |                         |   |                         |       |       |
| <b>Please describe performance of student groups, identification of opportunity and achievement gaps, and potential reasons for your school's current status.</b><br>SAT LOW INCOME - Reading achievement gap is -33. We had decreased the gap from -31 to -7 in the year 2019. It has increased from -16 in 2021 to -33 in 2022. Math achievement gap is -35. We had decreased the gap from -21 to -4 in the year 2019. It has increased from -28 in 2021 to -35 in 2022. |                         |                                |                         |   |                         |   |                         |       |       |
| <b>If analysis of data revealed there are student groups not achieving at the same level as other students, explain what are the gaps and potential reasons for the gaps.</b> Our SAT data showed that there is an achievement gap between Non-Low income and Low income in both subject areas. We will incorporate IXL and PSAT/SAT Practice during the semester.   |                         |                                |                         |   |                         |   |                         |       |       |

**Provide an explanation of specific changes you intend to make and how those changes will improve student learning.** Low income - decrease the number of underperforming students by focusing on rigorous curriculum, high quality teaching, and necessary and frequent interventions to improve student learning. Schools that are narrowing achievement gaps share these four key characteristics.

Goal 2: By Spring of 2025, Collaborative Teachers as measured by the 5 Essentials Survey will improve from Neutral (44%) to Strong (60%).

|  |   |  |
|--|---|--|
| SPECIFIC   | Focus will be <ul style="list-style-type: none"><li>● indicators on Educator and Employee Quality- Professional Development and Collaboration from the Illinois Quality Framework</li><li>● moving from weak to strong on the 5 Essentials Survey in the following areas<ul style="list-style-type: none"><li>○ Quality Professional Development 51% to 60%</li><li>○ Collaborative Practices - 25% to 40%</li><li>○ School Commitment - 39% to 50%</li><li>○ Collective Responsibility 55% to 60%</li><li>○ Reflective Dialogue 37% to 50%</li></ul></li><li>● increasing Teacher Retention Rate on the School Report Card from 82.9% to 88%</li></ul> |  |
| MEASURABLE   | Yes, using the following data <ul style="list-style-type: none"><li>● Illinois Quality Framework Rubric Indicators for</li><li>● 5 Essentials Survey Data.</li><li>● Curriculum Team Collaboration Agendas/Notes/Documents</li><li>● Analysis of Conditions for Leadership Teams and Curriculum Teams</li><li>● Teacher Retention Data</li></ul>  |  |
| ACHIEVABLE   | Yes, trend for NBHS Teacher Retention rate shows that there was a decrease from 88.4% in 2022 to 82.9% in 2022. In 2018 NBHS Teacher Retention Rate was 87.8. The state average has remained around 86-87% over the past three years. By increasing our retention rate by 2% each year, we will meet our target of 88% in 2025.   |  |
| RELEVANT   | Stability in the teaching staff often helps to foster a collaborative environment in which teachers work together to advance student achievement. In schools with strong collaborative teachers, all teachers collaborate to promote professional growth. Teachers are active partners in school improvement, committed to the school, and focused on professional development.   |  |
| TIMELINE   | This goal has a three year time-line  |  |
| STRATEGIES & ACTION STEPS  |   |  |
| Strategy/Action Steps  | Person/Team Responsible   | Monitored By                               |
| Collaborative Teachers: Incorporate professional collaboration activities targeted toward improvement from weak to strong. | Instructional Leadership Team   | 5 Essentials Data - Collaborative Teachers |

|  |   |  |                           |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |
|--|---|--|---------------------------|--|-------|----|---|-------|----|-------|--|-------|----|---|-------|----|-------|--|-------|----|---|-------|----|-------|--|-------|----|
|  |   | IQF Indicators for Educator and Employee Quality - PD and Collaboration Indicators |                           |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |
| Collaborative Practices<br>Peer Observation<br>Reflective Dialogue - Curriculum Team Meetings (Advisory and Professional Time Off)   | Instructional Leadership Team<br>Curriculum Teams | New Ideas<br>Curriculum Maps<br>Planbook.com                                       |                           |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |
| Collective Responsibility -Consistency from staff enforcing expectations and following the handbook (personal conversation from administrator when needed).  | All Staff   | Skyward Data<br>Analysis of Conditions<br>5 Essentials Survey                      |                           |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |
| School Commitment -<br>New Teacher Mentoring<br>Provide opportunities for team building/bonding  | Building Leadership Team<br>Climate/PBIS Team     |  |                           |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |
| Monitoring Plan: How will you monitor the effectiveness of your strategy/action?   |   |  |                           |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |
| The Instructional Leadership Team will monitor evaluations from PD and make improvements on the targeted areas to ensure high quality professional development and increased teacher collaboration. The Building Leadership Team will monitor the building climate and plan/provide opportunities for team building/bonding. |   |  |                           |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |
| Collaborative Practices  | School Commitment                                 | Reflective Dialogue  | Collective Responsibility |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |
| <table><tr><td>22.23</td><td>25</td></tr><tr><td>23.24</td><td></td></tr><tr><td>24.25</td><td>40</td></tr></table>  | 22.23   | 25   | 23.24                     |  | 24.25 | 40 | <table><tr><td>22.23</td><td>39</td></tr><tr><td>23.24</td><td></td></tr><tr><td>24.25</td><td>50</td></tr></table> | 22.23 | 39 | 23.24 |  | 24.25 | 50 | <table><tr><td>22.23</td><td>37</td></tr><tr><td>23.24</td><td></td></tr><tr><td>24.25</td><td>50</td></tr></table> | 22.23 | 37 | 23.24 |  | 24.25 | 50 | <table><tr><td>22.23</td><td>55</td></tr><tr><td>23.24</td><td></td></tr><tr><td>24.25</td><td>60</td></tr></table> | 22.23 | 55 | 23.24 |  | 24.25 | 60 |
| 22.23  | 25  |  |                           |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |
| 23.24  |   |  |                           |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |
| 24.25  | 40  |  |                           |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |
| 22.23  | 39  |  |                           |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |
| 23.24  |   |  |                           |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |
| 24.25  | 50  |  |                           |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |
| 22.23  | 37  |  |                           |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |
| 23.24  |   |  |                           |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |
| 24.25  | 50  |  |                           |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |
| 22.23  | 55  |  |                           |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |
| 23.24  |   |  |                           |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |
| 24.25  | 60  |  |                           |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |
| Teacher Retention  |   |  |                           |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |
| <table><tr><td>22.23</td><td>82.9</td></tr><tr><td>23.24</td><td></td></tr><tr><td>24.25</td><td>88</td></tr></table>  | 22.23   | 82.9   | 23.24                     |  | 24.25 | 88 |   |       |    |       |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |
| 22.23  | 82.9  |  |                           |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |
| 23.24  |   |  |                           |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |
| 24.25  | 88  |  |                           |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |   |       |    |       |  |       |    |

Goal 3: By Spring of 2025, NBHS 5 Essentials Climate Survey will improve from Organized for Improvement to Well-Organized for Improvement by improving in 3 or more categories to gain “Most Implementation” Status

|   |  |  |                                      |
|---|--|--|--------------------------------------|
| SPECIFIC  | Focus will be <ul style="list-style-type: none"><li>● Indicators on School Climate - High Expectations for All from the Illinois Quality Framework</li><li>● moving from weak to strong on the 5 Essentials Survey: Supportive Environment<ul style="list-style-type: none"><li>○ Student-Teacher Trust 62% to 80% (Strong to Very Strong)</li><li>○ Safety - 55% to 70%</li><li>○ School-Wide Future Orientation - 41% to 60%</li><li>○ Expectations for Postsecondary Education - 46% to 60%</li><li>○ Importance of HS for the Future - 1% to 30%</li></ul></li><li>● Implementation of PBIS Tier I to improve student behavior, attendance, and academics, and Social Emotional Behavior/Well Being.<ul style="list-style-type: none"><li>○ Increase Graduation Rate from 88-95%</li><li>○ Decrease Chronic Absenteeism from 16% to less than 5%<ul style="list-style-type: none"><li>■ In 2022 - Low Income 32% ; 2018 - 4.4%</li></ul></li><li>○ Increase 9th Graders on Track from 90.7 % to 95%. In 2018 - 9th Graders on Track 98.2%</li><li>○ Increase strengths in Growth Mindset and Challenging Feelings to 80%<ul style="list-style-type: none"><li>■ SEL - 64% reported strengths with 45% reporting strengths for Growth Mindset. Growth of 5-7% each year.</li><li>■ Well-Being - 63% Reported Strengths with 41% reporting strengths for Challenging Feelings. Growth of 5-7% each year.</li></ul></li></ul></li></ul> |  |                                      |
| MEASURABLE  | Yes, using the following data <ul style="list-style-type: none"><li>● Illinois Quality Framework Rubric Indicators for</li><li>● 5 Essentials Survey Data.</li><li>● Panorama Student Success Data</li><li>● Skyward Discipline Reports</li><li>● 8 Day Note and Truancy Intervention Reports</li><li>● Academic Success Reports</li><li>● Panorama Survey Data</li></ul>  |  |                                      |
| ACHIEVABLE  | Yes, our students have growing needs apart from academic success that have brought about barriers to learning that we must identify and support so that they can become the best version of themselves.  |  |                                      |
| RELEVANT  | In schools with a strong supportive environment, the school is safe, demanding, and supportive. Students feel well supported in planning for college and other post-high school experiences. Research shows that schools that are well organized, safe, and supportive are much more likely to be successful.  |  |                                      |
| TIMELINE  | This goal has a three year time-line   |  |                                      |
| STRATEGIES & ACTION STEPS   |  |  |                                      |
| Strategy/Action Steps   |  | Person/Team Responsible                    | Monitored By (Plan Below)            |
| SEL/Well-Being/Safety/Student-Teacher Trust - Implement Nearpod lessons into 9-12 Advisory through whole group instruction. |  | MTSS Team<br>Instructional Leadership Team | Growth data from the Panorama Survey |
| Implement PBIS Tier I Building-Wide to improve student academics, behavior, attendance, and SEB.                            |  | PBIS Team                                  | Discipline Data from Skyward         |

|   |                                       |  |
|---|---------------------------------------|--|
|   |                                       | 5 Essentials Survey and Panorama Survey Data - Climate Sections Specifically                                 |
| Graduation Rate/Expectations for Postsecondary Education/ Importance of HS for the Future/Academic Personalism/School-Wide Future Orientation | Instructional Leadership Team         | 5 Essentials Survey and Panorama Survey Data - Climate Sections Specifically                                 |
| PBIS Implementation<br>High Expectations for All/Chronic Absenteeism/9th Grade on Track   | PBIS Team<br>Building Leadership Team | Discipline Data from Skyward<br>5 Essentials Survey and Panorama Survey Data - Climate Sections Specifically |

**Monitoring Plan: How will you monitor the effectiveness of your strategy/action?**

SEL/Well-Being - The Instructional Leadership Team will monitor the survey data from the Fall Benchmark Survey Data. The MTSS Team will look at individual students that need intensive support and will implement that through social work skills, or other supports that we have available in the district. Other Indicators - The PBIS Tier I Team will monitor behavior, academics, health (SEL), and attendance and implement appropriate interventions to improve Graduation Rate, Freshman on Track, and decrease Chronic Absenteeism.

| September 2022<br>Baseline Data/Fall<br><b>Growth Mindset</b>       |                        | December 2022<br>Winter Benchmark |                        | Spring Projection |                        | Actual Results |                        |
|---|------------------------|-----------------------------------|------------------------|-------------------|------------------------|----------------|------------------------|
| NBHS  | % Responding Favorably | NBHS                              | % Responding Favorably | NBHS              | % Responding Favorably | NBHS           | % Responding Favorably |
| 22.23   | 64                     | 22.23                             |                        | 22.23             | 70                     | 22.23          |                        |
| 23.24   | 70                     | 23.24                             |                        | 23.24             | 75                     | 23.24          |                        |
| 24.25   | 75                     | 24.25                             |                        | 24.25             | 80                     | 24.25          |                        |
| September 2022<br>Baseline Data/Fall<br><b>Challenging Feelings</b> |                        | December 2022<br>Winter Benchmark |                        | Spring Projection |                        | Actual Results |                        |
| Year  | % Responding Favorably | Year                              | % Responding Favorably | Year              | % Responding Favorably | Year           | % Responding Favorably |
| 22.23   | 63                     | 22.23                             |                        | 22.23             | 70                     | 22.23          |                        |
| 23.24   | 70                     | 23.24                             |                        | 23.24             | 75                     | 23.24          |                        |
| 24.25   | 75                     | 24.25                             |                        | 24.25             | 80                     | 24.25          |                        |



|   |    |                    |      |                                |     |                                 |    |
|---|----|--------------------|------|--------------------------------|-----|---------------------------------|----|
| Student-Teacher Trust                     |    | Safety             |      | School-Wide Future Orientation |     | Importance of HS for the Future |    |
| 22.23                                     | 62 | 22.23              | 55   | 22.23                          | 41  | 22.23                           | 1  |
| 23.24                                     |    | 23.24              |      | 23.24                          |     | 23.24                           |    |
| 24.25                                     | 80 | 24.25              | 70   | 24.25                          | 60  | 24.25                           | 30 |
|   |    |                    |      |                                |     |                                 |    |
| Expectations for Post-Secondary Education |    | 9th Grade on Track |      | Chronic Absenteeism            |     | Graduation Rate                 |    |
| 22.23                                     | 46 | 22.23              | 90.7 | 22.23                          | 16  | 22.23                           | 88 |
| 23.24                                     |    | 23.24              |      | 23.24                          |     | 23.24                           |    |
| 24.25                                     | 60 | 24.25              | 98   | 24.25                          | <5% | 24.25                           | 95 |
|   |    |                    |      |                                |     |                                 |    |