



Education Committee

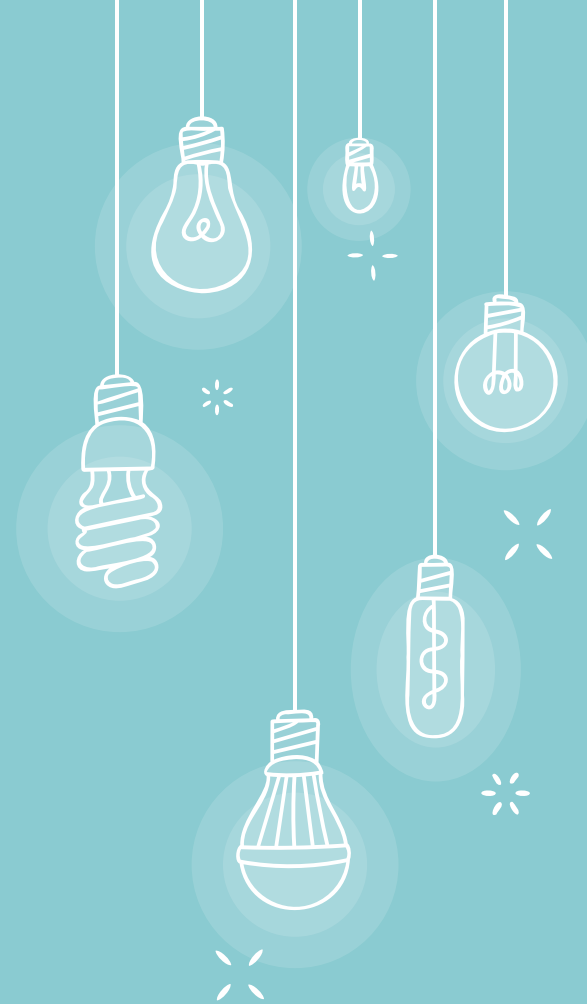
August 10, 2021



Remediation	Acceleration
Spending significant time in below-grade level content before moving into new learning	Connecting unfinished learning in the context of new learning
Covering many objectives or standards from prior grades/units	Integrating a few lessons from prior units/grades
Just-in-case support Isolated from grade-appropriate learning	Just-in-time support grade appropriate learning
Usually with 50% of time on procedural fluency (when it comes to math)	Always with an appropriate balance of fluency, conceptual understanding, and application of work (when it comes to math)

Why Acceleration?

- Students make more academic growth when they are consistently given grade level content.
- There is not enough time to teach everything missed from the grade level before.
 - ◆ Acceleration is a pedagogical strategy that looks forward, not back.



Loves Park

What does the Data Tell us?



- At Risk for Tier 3
15% (From 25%)
- Tier 2
34% (From 52%)
- Tier 1
51% (From 23%)

Spring (March 2 - End of Year)

Reading

Growth:

Stretch Growth: 30.35

Math

55.72

Growth:

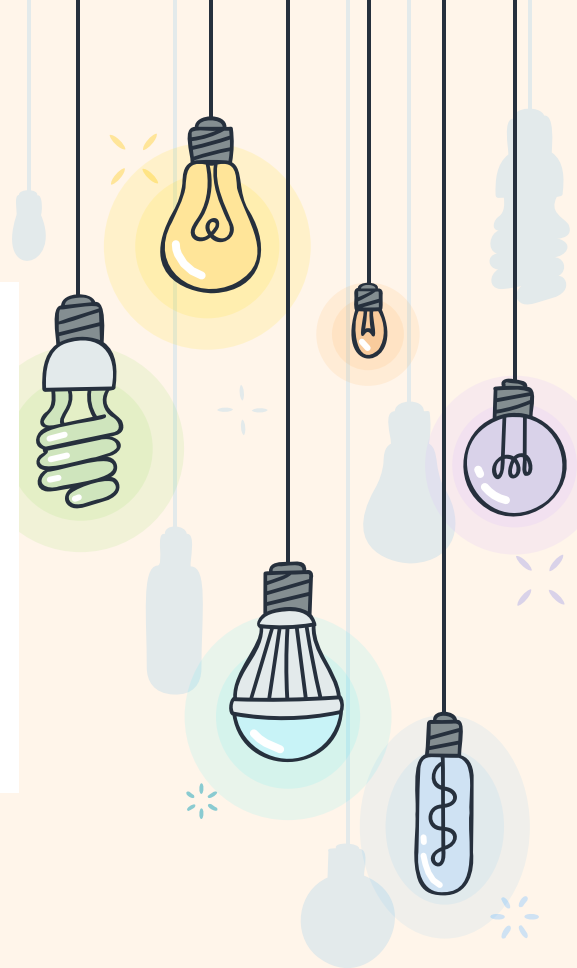
Stretch Growth: 45.69

67.16



- At Risk for Tier 3
14% (From 31%)
- Tier 2
37% (From 56%)
- Tier 1
49% (From 13%)

Spring (March 2 - End of Year)



Loves Park School

* How are we addressing the Learning Gaps

Strategies

Relationship building

Teaching processes
and procedures

Cluster grouping

Focused PLC Cycles

Data driven focus

Tutoring

Support Personnel

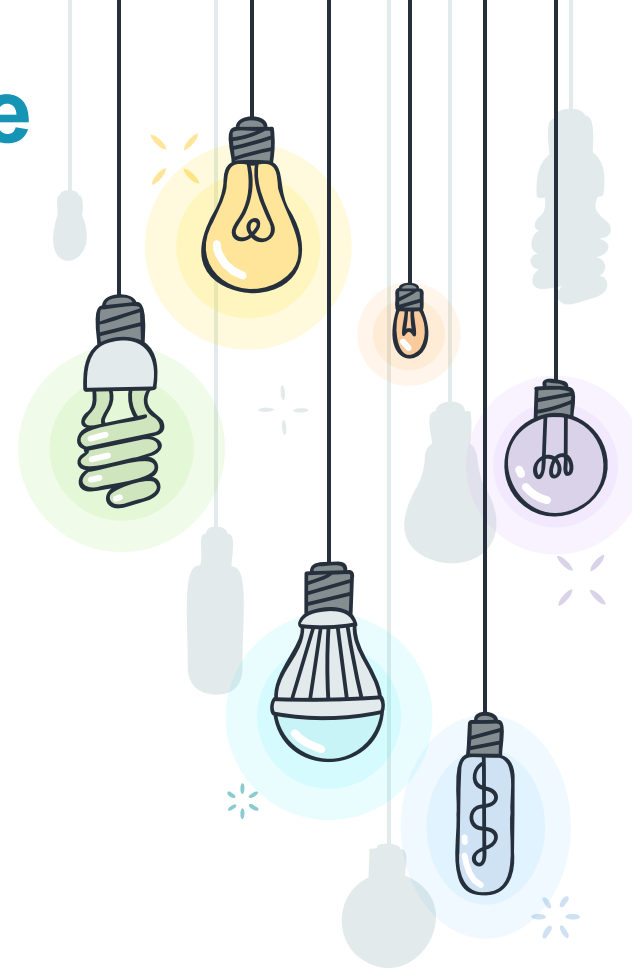
PDS

MTSS Facilitators

Literacy Specialist

Targeted Support
Specialist

Social Workers



Communication Plan



Students: Vision and Creed. Live it, say it, believe it everyday through morning announcements, referred to in classroom continuously. Students will be given data as soon as available (school, district, self). Data will be presented, positively in a manner that fosters a growth mindset. Feedback will be given (stars and stairs) with data. Students will participate in making the learning clear and visible (learning targets).

Families:

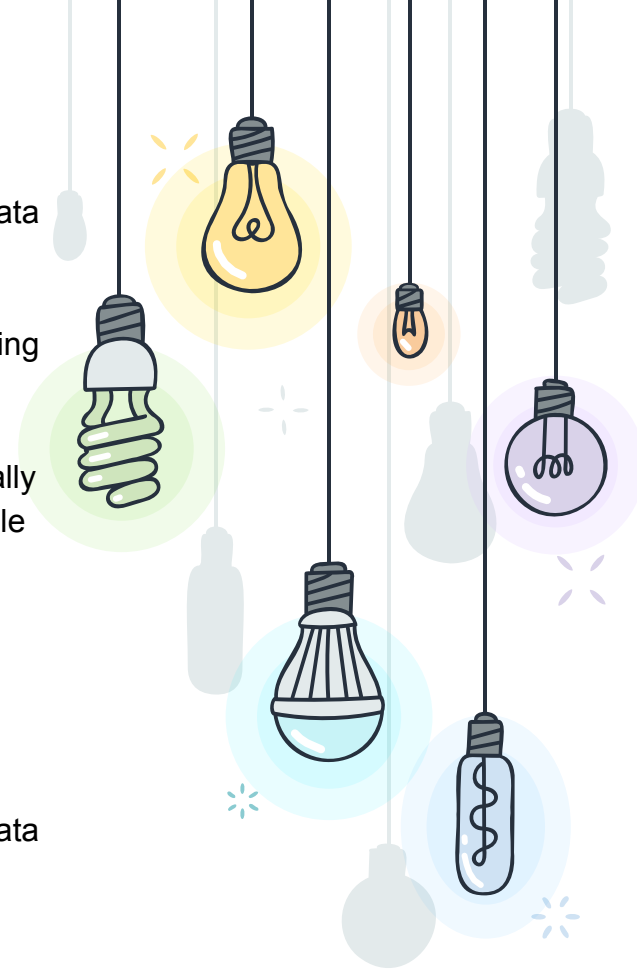
Seesaw communication will occur from classroom teachers weekly and individually on as needed basis. Skyward for grades and attendance access and is accessible on demand. Families will receive school communication as needed for important announcements. Families will receive information about school performance on state and school assessments. Social media such as FB for celebrations and accomplishments.

Teachers:

Admin and support specialists will communicate using Google Calendar, emails, staff meetings, etc., important information. Teachers will participate in ongoing data gathering and analysis FOR learning (focused PLC cycles). Teachers will meet regularly with support and admin to discuss data and needed supports.

Community:

Important data information about school progress will be shared via board outside



* Building Vision

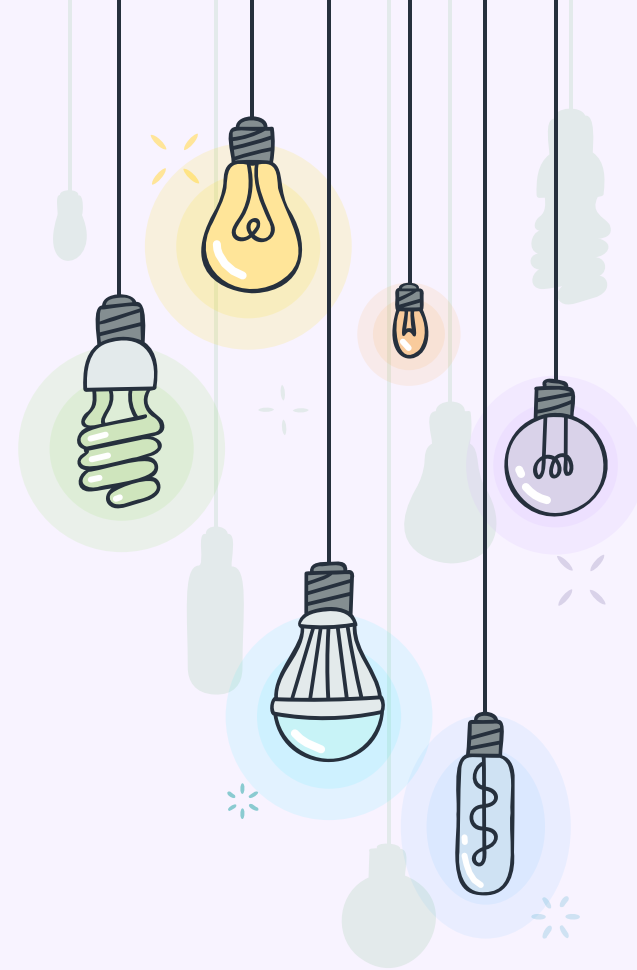
Loves Park School Vision

Our diverse students are capable of learning through high expectations and multiple approaches in order to achieve their unlimited academic, social, and emotional potential within a safe environment.



* Training and Support

- SIP Days
- Institute Days
- Individual/Team requests
- School-Wide focused PLC cycles
 - Staff meetings
 - Embedded time during instructional day
 - 2 monthly PLC after school meetings (optional)
- District PD opportunities
- Building teacher leadership
- MTSS/PDS/Literacy Specialists/TSS
- Individual Data Discussions

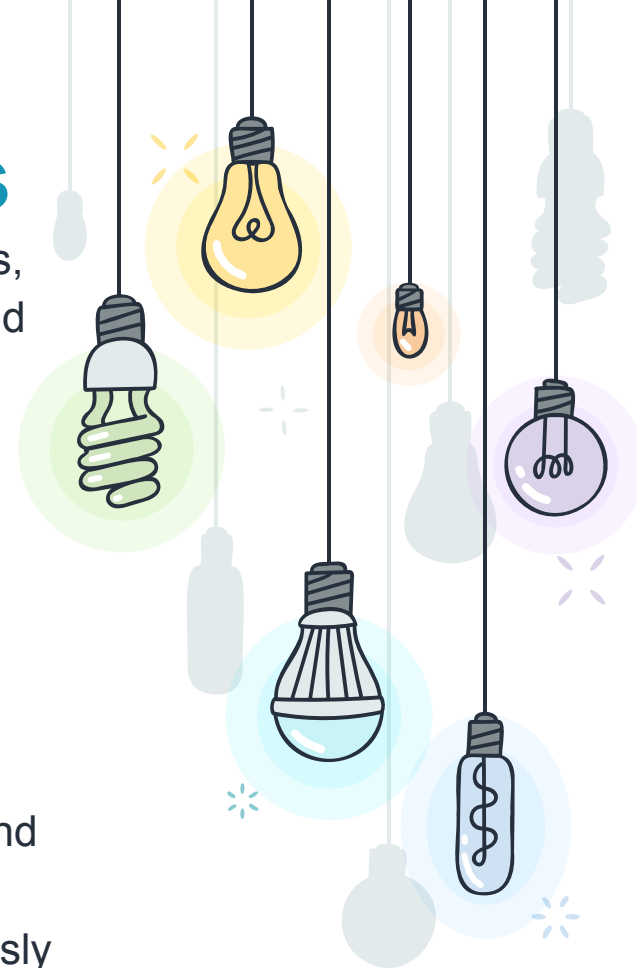


Monitoring and Next Steps

Day 1: Communicate Acceleration Plan to Staff and Families, Share available data & progress to establish “state of LP” and sense of urgency, but also celebrate the hard work and accomplishments of last year, utilize data to begin meeting needs on day 1 of student attendance.

Month 1: Establish relationships with all stakeholders, Establish routines and procedures. Initiate PLC cycles and support, gather fresh data and initiate communication plans. Begin tutoring and MTSS support with urgency.

Ongoing: Our focused PLC cycles will support instruction and MTSS to meet individual needs of students and provide teachers with support and training. The cycles will continuously focus on data during the learning process, resulting in more efficient use of ESSR funds. tutoring times. and meeting



MTSS Updates

Celebrations (PBIS)

- Trimester whole school (student choice, builds 21st century skills & celebrates students)
- CAB cards (classroom based, immediate, daily/frequent)
- Achievement: Celebrate data, visual displays of progress (school/classroom), Social media, etc.
- Student focused and driven.

Accomplishments

Academic Achievements:

- + 2019/2020 IAR showed improvement in minority groups, as well as academic areas
- + Curriculum resources that are high quality and congruent to state standards
- + Changing mindsets of assessment data (from “of learning” to “for learning”/growth mindset)

Non-Academic Achievements:

- + Increased structures of support
- + Students felt a stronger

Attendance

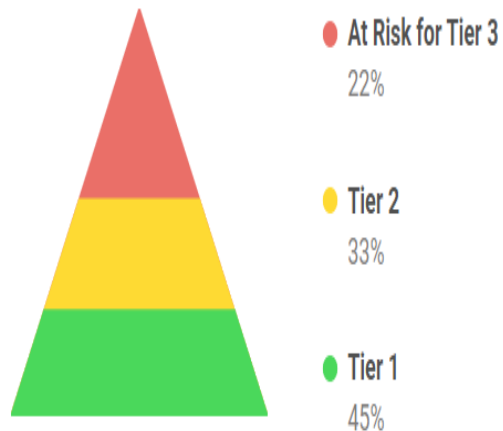
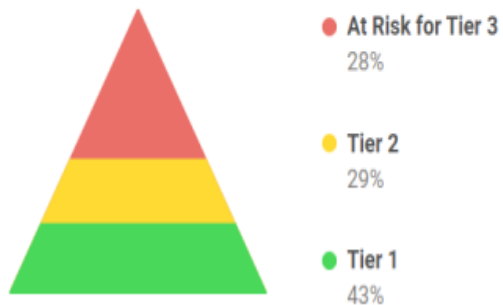
- + Concerns with remote and quarantined students truancy
- + Positives from this, increased relationships with families, identified and met needs of families, learned homelife
- + Built a stronger relationship with truancy and has increased her knowledge of our students & community
- + The staff exuded a sense of urgency and commitment to students

Machesney

What does the Data Tell us?

Students Assessed/Total: 289/289

Overall Placement



Comprehension: Informational Text (*INFO*)



Geometry (*GEO*)



* How are we addressing the Learning Gaps

Strategies

Cluster Grouping

Relationship Building

Teaching processes
and procedures

A Day Planning-
individual

Support Personnel

MTSS Facilitators

Literacy Specialist

Targeted Support Specialist

ELA and Math PDS

Principal and Assistant
Principal

Grade level teams



* Building Vision

Planning for instruction to support acceleration for each student to reach or become closer to their stretch goal in both reading and math.



* Communication Plan

- + During Institute Day and Professional Development day we will meet with teachers to discuss acceleration versus remediation.
- + We will utilize A Day Planning to continue our acceleration vision, discussions, and planning for learning and instructional strategies to assist with student growth.
- + Communication with families will happen through Skyward/SeeSaw where a brief overview through video will be shared.



* Training and Support

- + For grade 4,5,6: faculty meetings, A day planning, MTSS/Data days, SIP days/Institute days
- + ELA and math topics related to emerging areas of need.
- + Administration MTSS, and PDS will work together to plan and differentiate throughout the year.



* **Monitoring and Next Steps**

- + Regular meetings to reflect on successes and growth areas as well as planning.
- + MTSS and Data Day Meetings



MTSS Updates

Celebrations (PBIS)

- Trimester Whole building celebrations
- Trimester Amazing Aviator
- Prizes-raffle
- Trimester-Attendance prizes
- Monthly Sky

Accomplishment s

- Learning Lab grades 1-6 at MC
- SEL lessons and trauma informed instruction is a focus
- Cohesive and amazing team

Attendance

- Work with truancy officer
- Wrap around services as needed

Maple

What does the Data Tell us?

Reading:

Spring 2021 Assessment	In-Person-123 students 1st-5th	Remote -88 students K-5th
Tier 1 (Green)	50%	9%
Tier 2 (Yellow)	35%	64%
Tier 3 (Red)	15%	27%

Math:

Spring 2021 Assessment	In-Person-122 students 1st-5th	Remote -89 students K-5th
Tier 1 (Green)	52%	17%
Tier 2 (Yellow)	36%	58%
Tier 3 (Red)	11%	25%



* How are we addressing the Learning Gaps

Strategies

Cluster Grouping

Relationship Building

-Mustang Meetings

Teaching processes
and procedures

Support Personnel

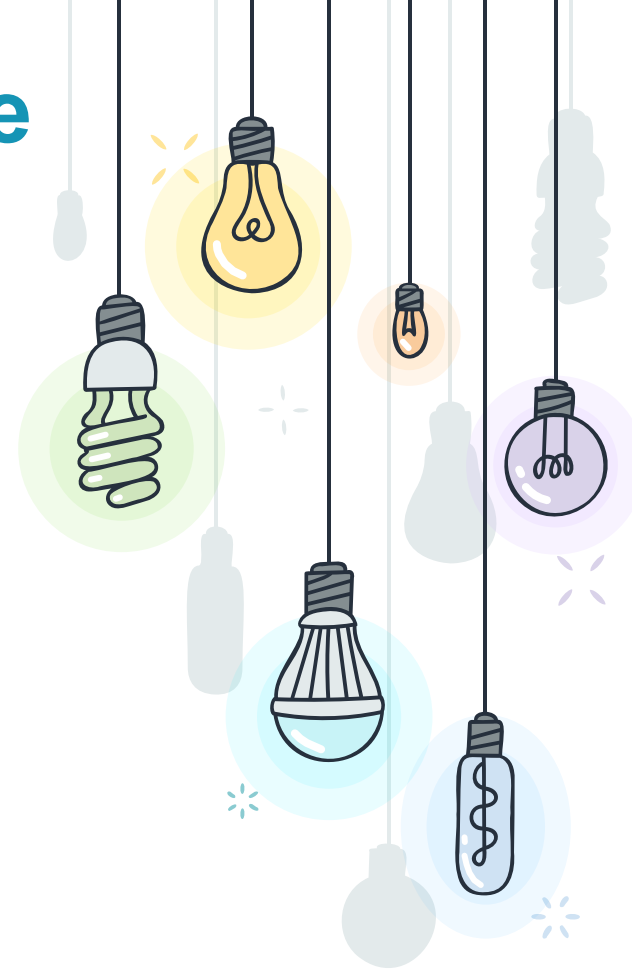
MTSS Facilitators

Literacy Specialists

Targeted Support
Specialist

PDS

Social Worker



* Building Vision

Communicate that acceleration is looking forward. Only focusing on specifically moving forward and what has been gained. This is the rebound; a renewed sense of commitment and drive.



* Communication Plan

Staff: Start at first PD Day, introducing acceleration. Dig in more with staff on Sept. 3 SIP Day

Families: Introductory video, back-to-school night, family newsletter. Ongoing communication from teachers & admin

Students: Look last year's gains and where we are headed as a class, Classroom data wall, Goal setting meetings



* Training and Support

- + Revisit the importance of clear, rigorous learning targets, posted in student friendly language and addressed at each lesson
- + Standards Wall Development: Focus on Reading and Math being posted in each classroom, student friendly “I can...” statements, key vocab, and example of mastery.
- + Training on formative assessments and authentic feedback



* Monitoring and Next Steps

- + Monthly meetings with PDS and MTSS facilitator
- + SIP team will meet monthly to analyze and adjust plan
- + Sharing out strategies and information at Faculty meetings



MTSS Updates

Celebrations (PBIS)

- + School Store 4-5 times per year
- + Monthly Hallway Mustang Incentive
- + Whole Building Celebrations/Ass embly by

Accomplishments

- + In Person iReady Results Spring 2021
 - × 79% Met or Exceeded Math Growth Target
 - × 73% Met or Exceeded Reading Growth Target

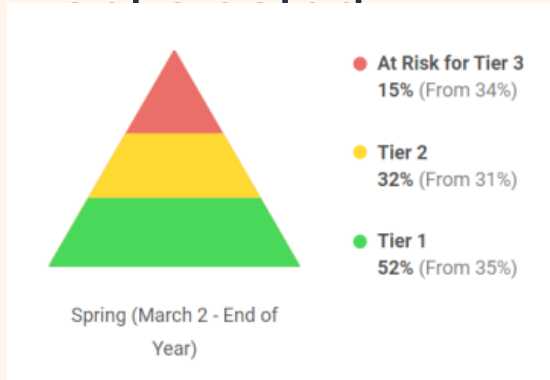
Attendance

- + Work with Truancy Officer for chronic cases
- + Remotely support quarantined students
- + Monitor data monthly

Marquette

What does the Data Tell us?

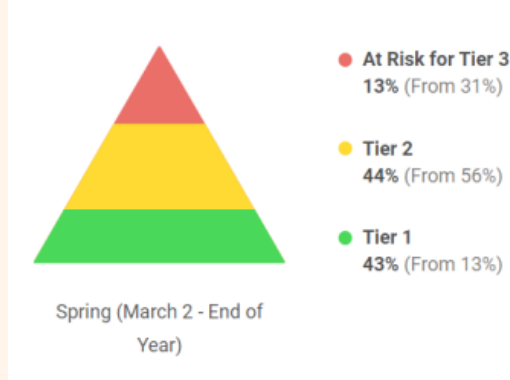
Our Spring data was lower than



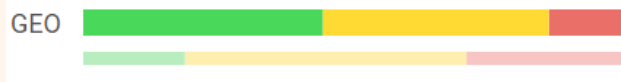
Area for



47% on or above grade level



Area for



44% on or above grade level



* How are we addressing the Learning Gaps

Strategies

Cluster Grouping

Relationship Building

Teaching processes
and procedures

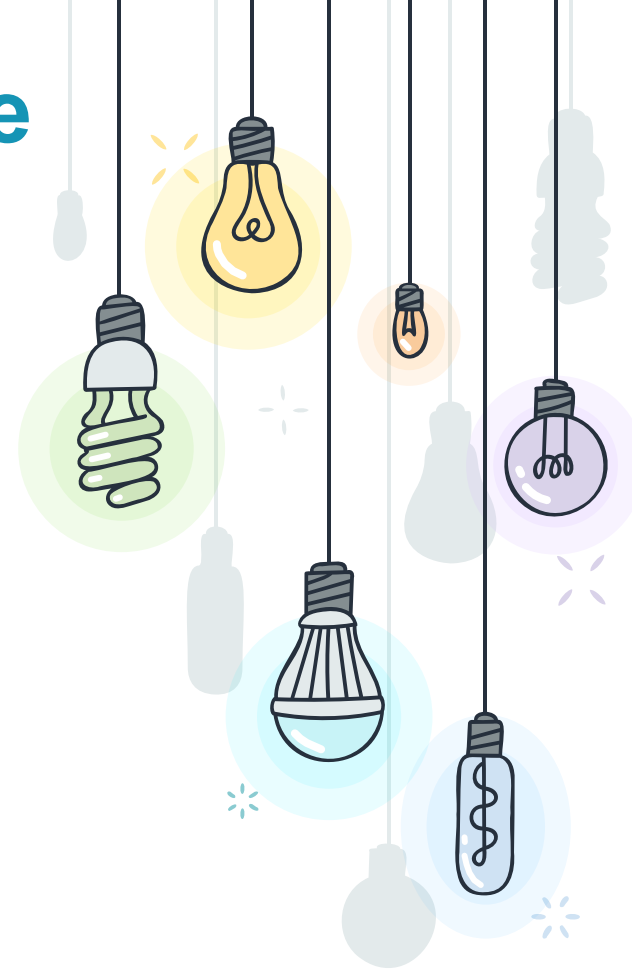
Support Personnel

MTSS Facilitators

Two Literacy
Specialists

Targeted Support
Specialist

PDS and TDS



✧ Building Vision

Create a sense of belonging for all and have a collective efficacy to strategically prepare students to be successful socially/emotionally and academically.

We will achieve this vision by focusing on our 5 Focus Areas: Trusting Relationships (between all stakeholders), SEL and Equity, Using the District Curriculum, Clear Learning Objectives, and Quality Feedback for all.



* Communication Plan

Parents/Community:

Daily virtual announcements

Coffee with the Principal

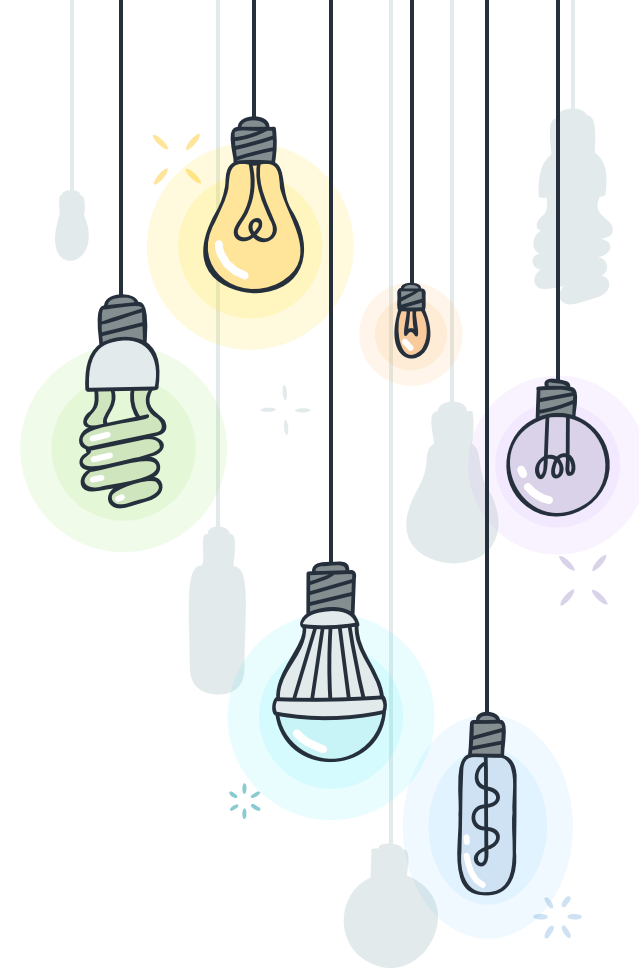
Other family activities

Staff:

PD day

On going communication will happen through

PLC and MTSS



* Training and Support

- + Instructional Leadership/Equity Team (Administrators, PD Specialists, TDS, Targeted Support Specialist, two Literacy specialists, and an MTSS facilitator) offer training and guidance on acceleration.
- + Focusing on data, student data binders, scaffolding for gaps, Self-efficacy (student motivation)
- + Mindset shift for teachers for Acceleration



* Monitoring and Next Steps

- + Consistently revisiting our 5 values to focus on.
- + Use data from pre-tests, iReady Benchmark Assessments (3x per year), Standards Mastery Reports, and other student data to determine learning gaps.
- + Google Walk Through (non-evaluative) to ensure best practices are occurring in the classroom



MTSS Updates

Celebrations (PBIS)

- + Puppy Paw Drawing (weekly)
- + Monthly Hallway/Specials Incentive (staff give paper “dog bones” as huskies to display)
- + Whole Building

Accomplishments

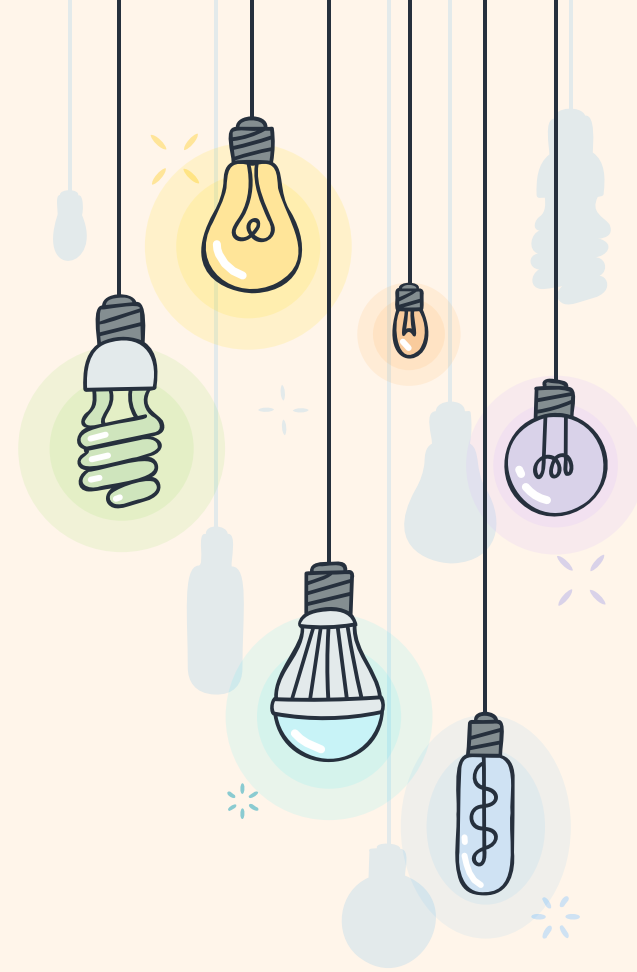
- + **Math** - Tier 3 was reduced from 34% to 15% - Tier 1 increased from 35% to 52%
- + **Reading** - Tier 3 was reduced from 31% to 13% - Tier 1 increased from 13% to 43%

Attendance

- + Work with Truancy Officer for chronic cases
- + Remotely support quarantined students (recorded mini lessons)
- + Monitor data monthly

Olson Park

What does the Data Tell * us?



* How are we addressing the Learning Gaps

Strategies

Cluster Grouping

Relationship Building

Teaching processes
and procedures

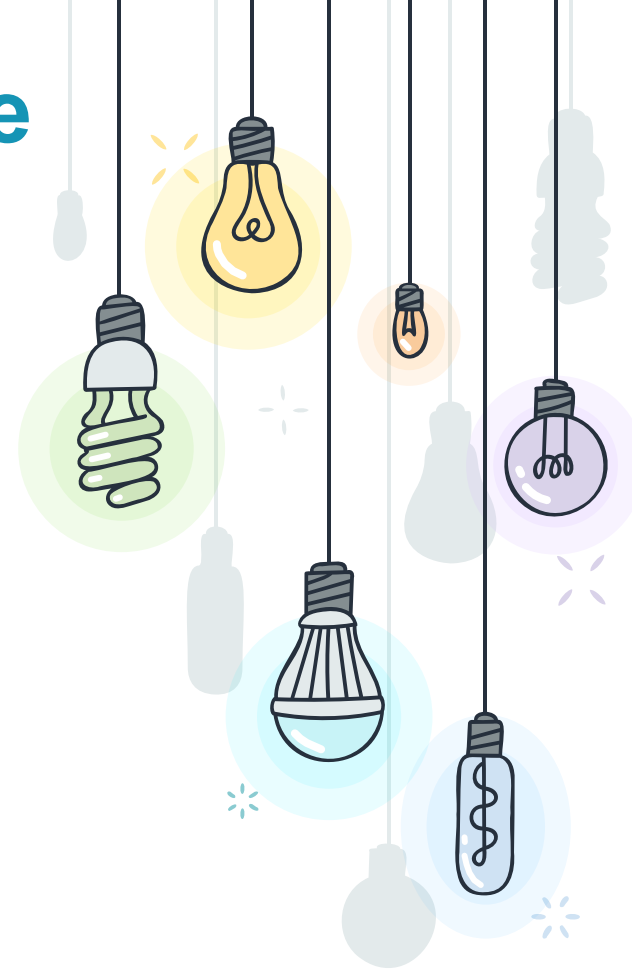
Support Personnel

MTSS Facilitators

Literacy Specialist

Targeted Support
Specialist

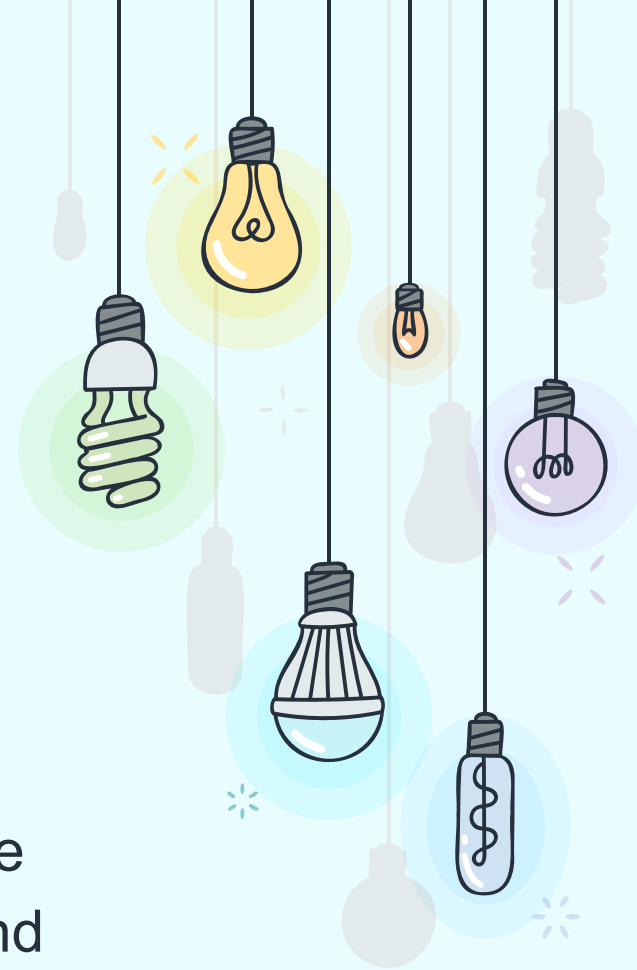
PDS



* Building Vision

Create a welcoming environment that is rooted not only in high academic standards but also students social and emotional growth.

To accomplish this we will continue to implement our 2nd step curriculum in the classroom each week. We will also continue to use B-Day planning for students social and emotional growth.



* Communication Plan

Staff: Professional development days, B-Day planning, MTSS data days, utilizing our MTSS coach, PD specialists, literacy specialist, and administration.

Parents/Community: Weekly newsletters, PTA meetings, and other family events held at Olson Park.



* Training and Support

- + Administration, target support specialist, professional development specialists, will be utilized as resources for staff.
- + Decisions will be based on student assessment data. Staff will also focus on student SEL needs to best support each individual student.



* Monitoring and Next Steps

Student Data

- + B-Day planning
- + Data days
- + Staff meetings



MTSS Updates

Celebrations (PBIS)

- ★ Puppy paw awards
- ★ Classroom feather goals
- ★ End of trimester celebrations
- ★ Mini-celebrations for meeting classroom goals

Accomplishment s

- + Improved 2nd step lessons during B-Day planning
- + Student concerns form to better identify students in need

Attendance

- + Work with truancy to get students in school
- + Weekly attendance reports

Parker Center

What does the Data Tell us?

- + Data on 331 incoming Kindergarteners
- + Approximately a dozen students know the majority of their sight words
- + Many students are able to identify at least 50% of their letters, count 1:1, and can identify numbers 1-10



✧ How are we addressing the Learning Gaps

Strategies

Cluster Grouping

Relationship Building

Teaching processes
and procedures

Small group instruction

Support Personnel

MTSS Facilitators

Literacy Specialists

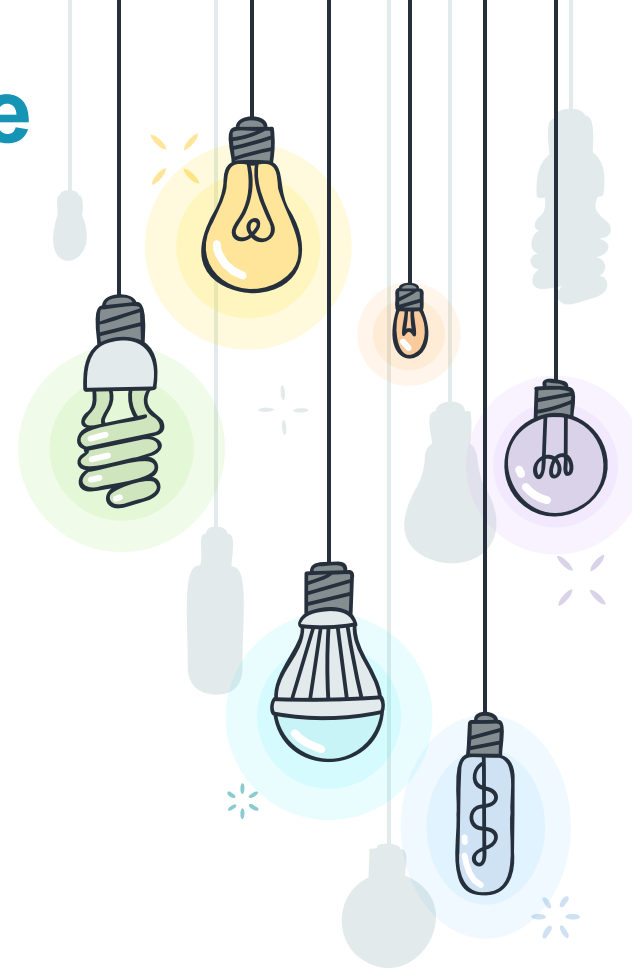
Targeted Support
Specialist

PDS

Social Workers

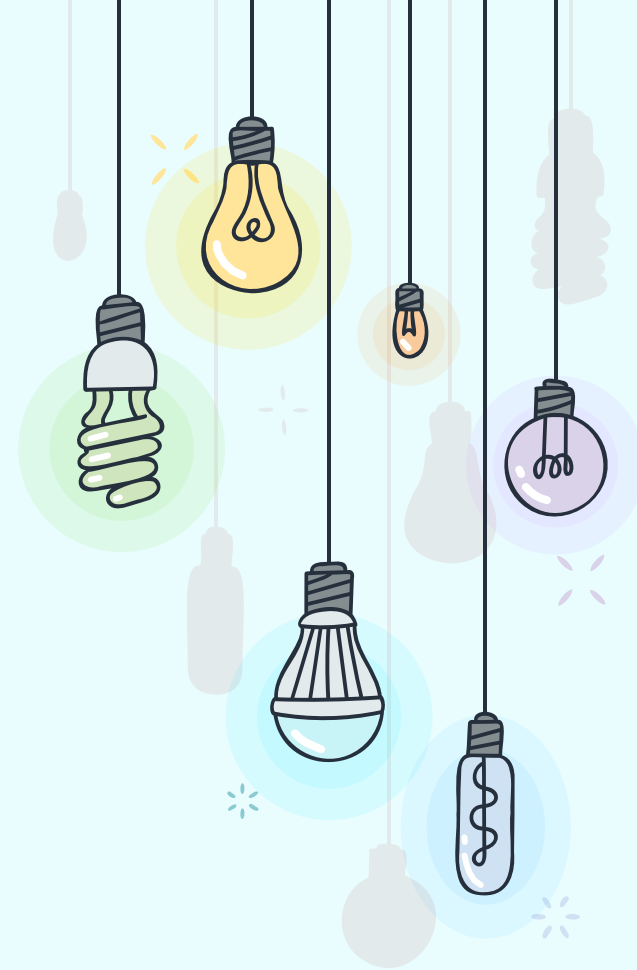
Parent Educators

Administration



* Building Vision

Our vision is to utilize our current and ongoing data to adjust instruction and best meet the needs of our students.



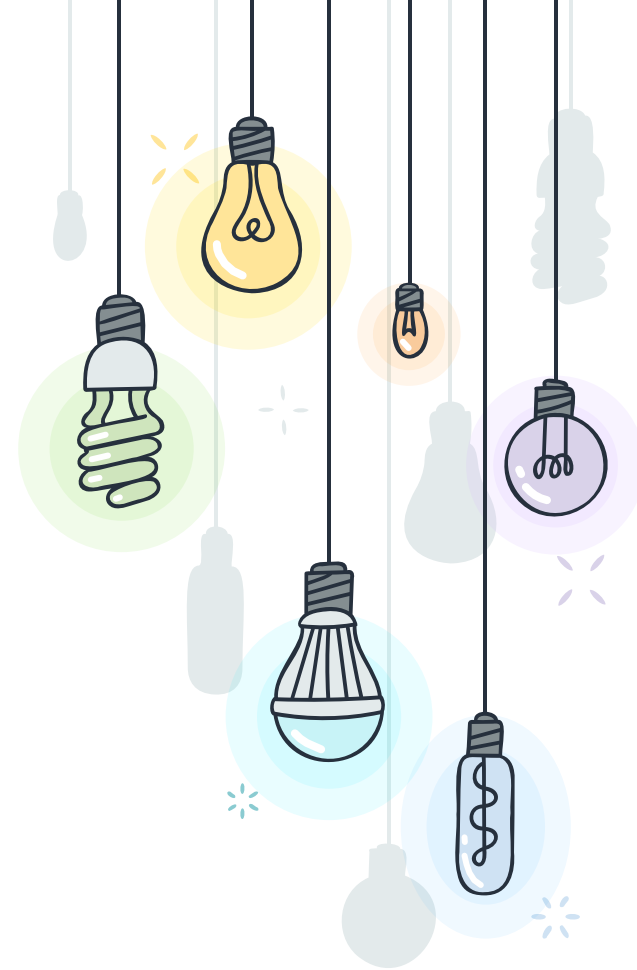
* Communication Plan

Families

- + Weekly Video Announcements
- + Weekly Tips
- + Classroom Newsletters
- + Monthly Building Newsletter

Staff

- + PD Day
- + Staff Meetings
- + Visioning Teams



* Training and Support

- + PD on utilizing formative assessment data
- + Peer observations
- + Training new CF's to support small group instruction



* Monitoring and Next Steps

- + Data review & discussions
 - × Data Days
 - × E Day Planning
 - × Staff Meetings
 - × Building Leadership Team



MTSS Updates

Celebrations (PBIS)

Classroom
Celebrations

Trimester
Celebrations

Whole School End
of Year Celebration

Parker Pup
Celebrations

Accomplishment

- + Kindergarten
Screening
- + Intervention
Block

Attendance

Monthly meeting
with truancy
officer to check
in on
absent/tardy
rates in the
building

Ralston

What does the Data Tell us?

Reading



- At Risk for Tier 3
13%
- Tier 2
35%
- Tier 1
52%

Comprehension: Informational Text (*INFO*)



Math



- At Risk for Tier 3
15%
- Tier 2
37%
- Tier 1
49%

Geometry (*GEO*)



* How are we addressing the Learning Gaps

Strategies

Cluster Grouping

Relationship Building

Teaching processes
and procedures

Tutoring

Support Personnel

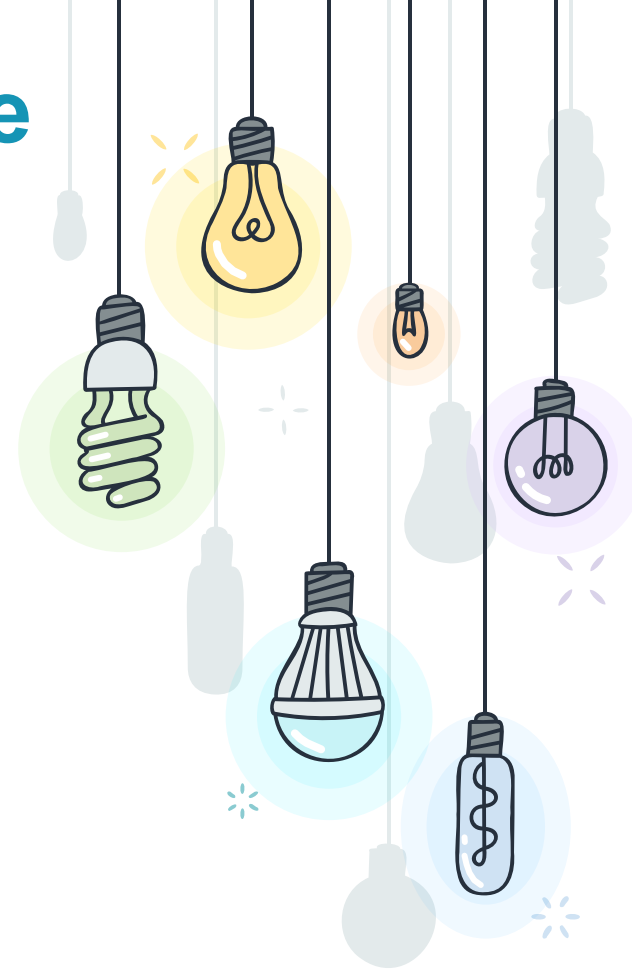
MTSS Facilitators

Literacy Specialist

Targeted Support
Specialist

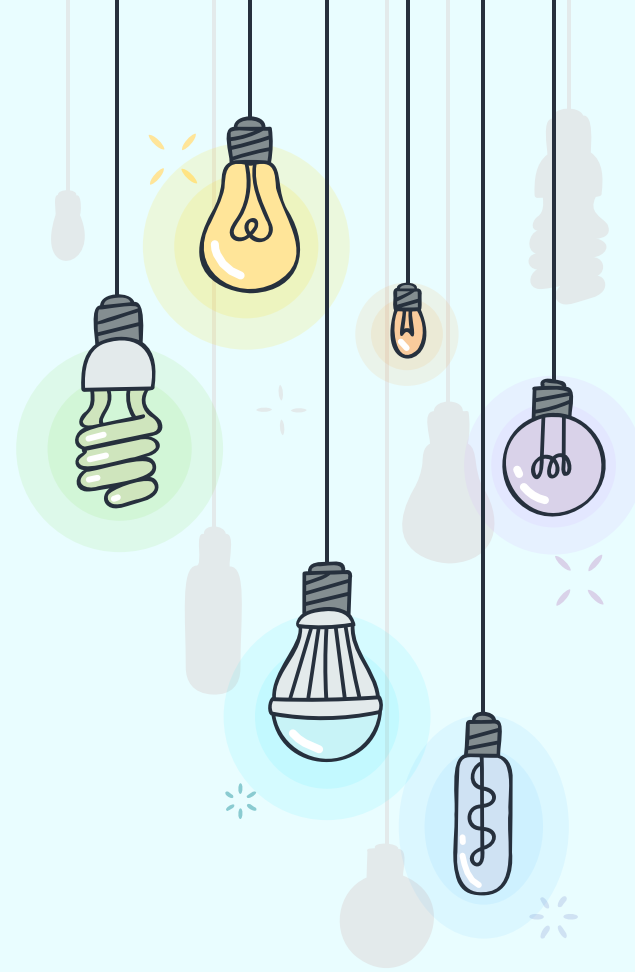
PDS

Principal and AP



* Building Vision

Our vision is to approach unfinished learning through acceleration methods and strategies to move students forward with a sense of urgency.



* Communication Plan

Staff: Starting at the first PD/Institute Day, introduce the concept and familiarize staff with the term acceleration. Discuss that we will dive into this more at the September 3rd SIP Day.

Families: Tiered Supports will create an introductory video to be sent out after the first few weeks of school. The video will explain why remediation doesn't work and why acceleration does. We will focus on the positives of what gains students have made over the past year.

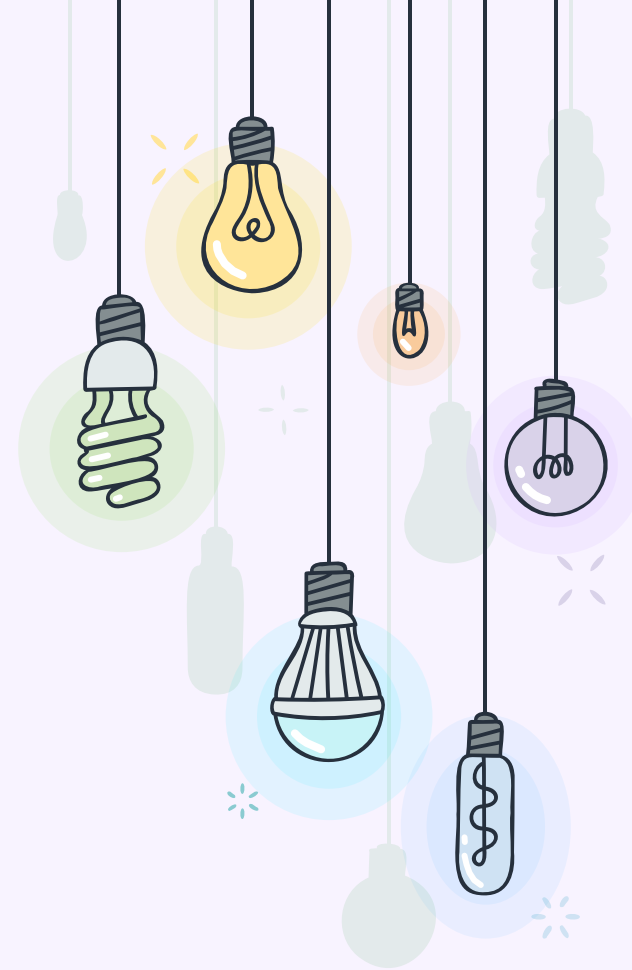
Students: We will look at their gains from last year and where we are headed as a class. There will be a data share of i-Ready information as a whole class and with individual students.

- *Teacher Newsletter
- *Send Updates/Reminders - SMORE
- *i-Ready Results in Reading and Math- Send each trimester
- *Goal Setting for Students (i-Ready- Math & Reading)
- *PBIS Celebrations - TBD



* Training and Support

- ★ Beginning of the year survey of staff to determine needs
- ★ Fountas and Pinnell Benchmark Assessment Kit - Training for staff
- ★ Acceleration not Remediation Training
- ★ Rethink how we train and use CFs
- ★ Training special education teachers



* Monitoring and Next Steps

- ★ Monthly meetings with PDS and MTSS facilitator
- ★ SIP team will meet monthly to analyze and adjust plan
- ★ Sharing out strategies and information at Faculty meetings
- ★ A-Day Planning meetings



MTSS Updates

Celebrations (PBIS)

- ★ PBIS Team will focus on behavior and academic growth. Committee will meet to determine rewards and student, classroom and whole school celebrations.
- ★ Students and teachers will track progress and goals

Accomplishment s

- ★ Creating intervention blocks unique to each grade level where all support personnel are available.
- ★ Creating A-Day planning times for teams to meet

Attendance

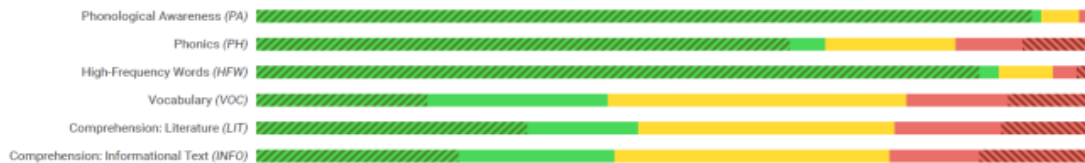
- ★ Remotely support quarantined students
- ★ Monitor data monthly to understand reasons for absences and provide wrap around services as needed.

Rock Cut

What does the Data Tell us?

ELA

Placement by Domain



Math

Placement by Domain



* How are we addressing the Learning Gaps

Strategies

Cluster Grouping

Relationship Building

Teaching processes
and procedures

PLC's

Tutoring

Support Personnel

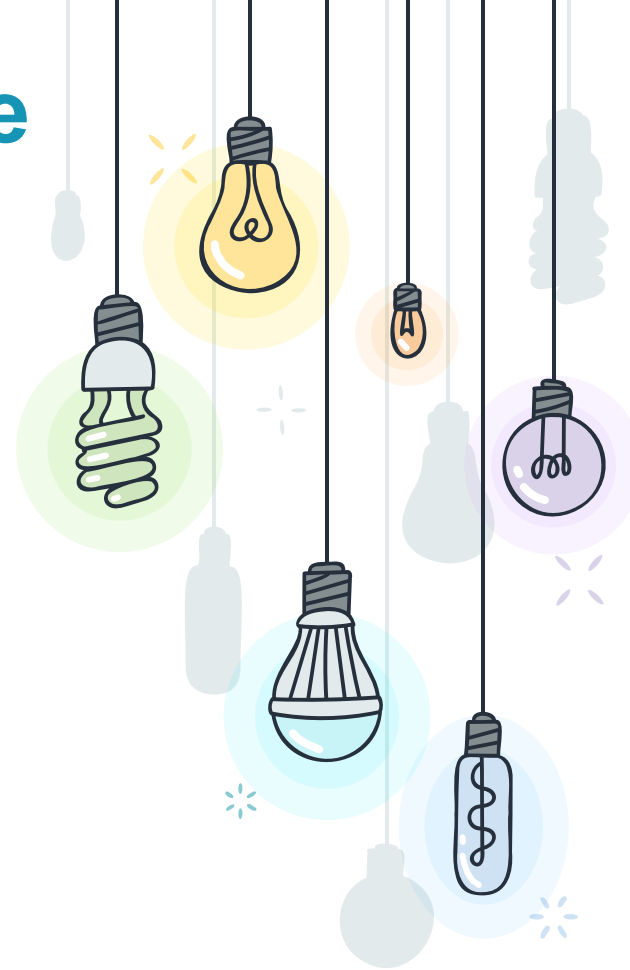
MTSS Facilitators

Literacy Specialist

Math Intervention
Specialist

Targeted Support
Specialist

PDS



* Building Vision

The Mission of the Harlem Consolidated School District, as a vital part of the community, is to help diverse learners realize their unlimited potential by providing an educational program dedicated to academic excellence and the development of strong character in a safe and respectful learning environment.

Every students deserves a chance to be great so we will embrace collective efficacy to strategically prepare students to excel in the present.



* Communication Plan

Engage all stakeholders in believing and understanding the multitude of gains we have made over the past year by creating parent involvement opportunities. (BUILDING LEVEL)

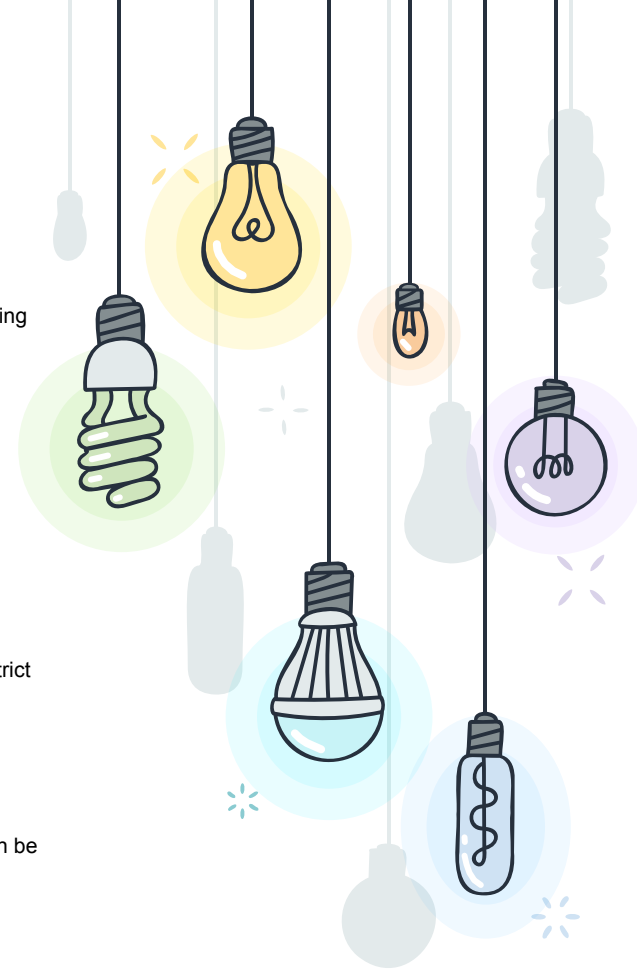
- Virtual Q&A Parent Nights-monthly
- Coffee with the Principal-quarterly
- Pastries with Parents-start of the year
- Literacy Night-once a year
- Communication tool for parents-Seesaw and Blackboard

Utilize the '5 Things' as a base for all conversations with staff.

5 Things/Values

1. Trusting Relationships - We cultivate trusting relationships at all times, especially when things are difficult
2. SEL - We focus on SEL and equity throughout the day
3. Use district curriculum - To eliminate any gaps in learning we implement a guaranteed and viable curriculum using district resources
4. Explicit intentionality - We are explicit and intentional about our expectations for learning and behavior to create clarity
5. Quality Feedback - We provide quality and timely feedback so that each learner can take ownership of her/his own learning.

Equity is at the heart of everything we do and present in all 5 Things. We provide support to ensure that each person can be successful.

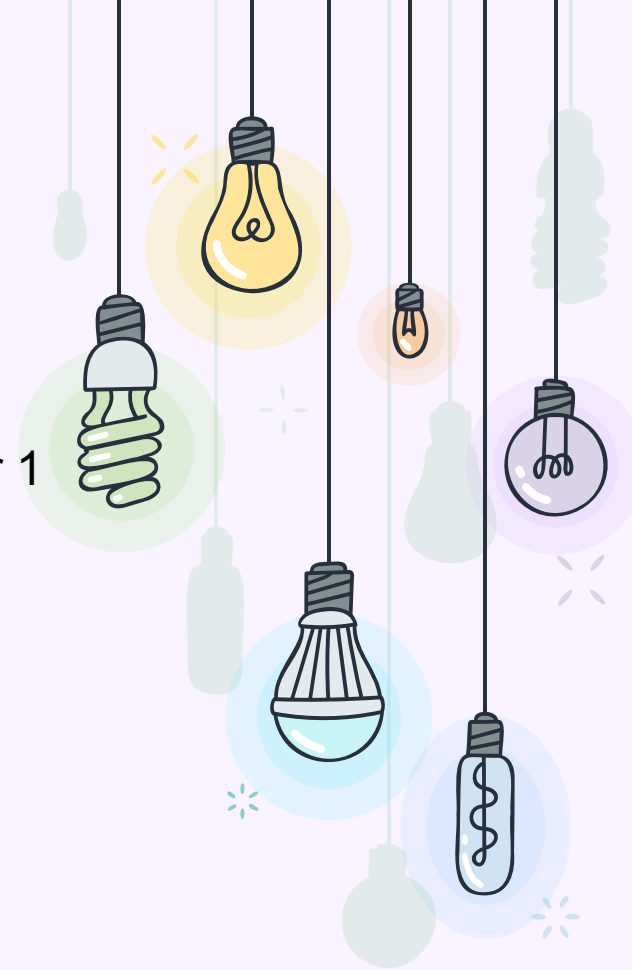


* Training and Support

PLCs-bi weekly

PDS's providing support for classroom teachers - Tier 1

MTSS Facilitator taking a coaching role for Tier 2 and Tier 3



* **Monitoring and Next Steps**

Diagnostic 3X per year

Standards Mastery to assess growth
within units

Unit tests

All monitored during PLC's



MTSS Updates

Celebrations (PBIS)

Classroom teachers determine celebrations based on behavior and academics

Recognize Teachers and Students

Accomplishment s

Implemented Data Reflection and included students on the process

Implementing PLC time

Attendance

Remotely support quarantined students

Monitor data monthly to understand reasons for absences and provide wrap around services as needed.

Windsor

What does the Data Tell us?

Reading

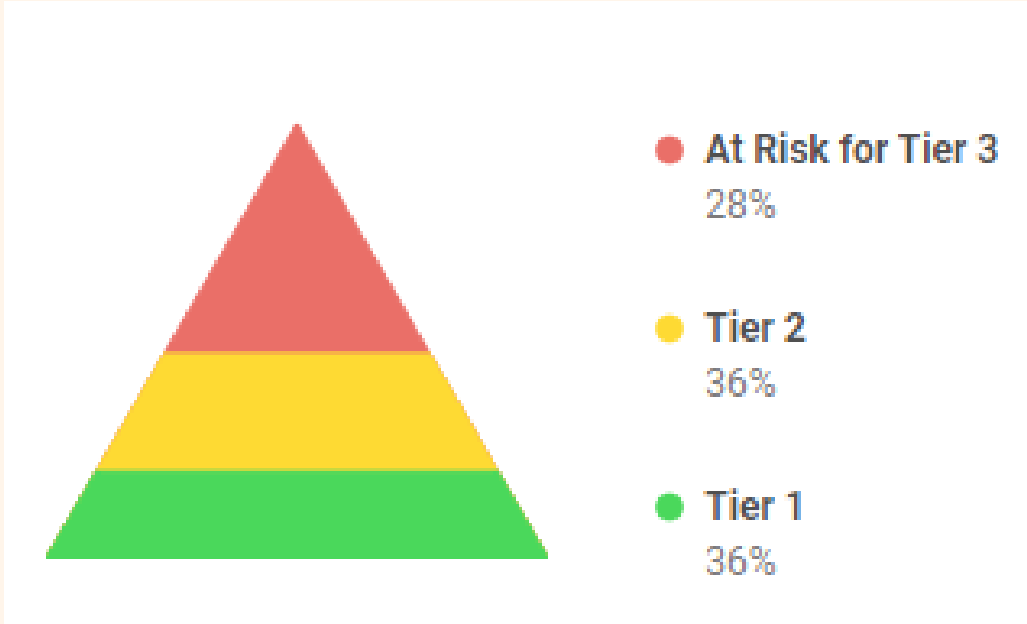


- **At Risk for Tier 3**
27%
- **Tier 2**
36%
- **Tier 1**
37%



What does the Data Tell us?

Math



How are we addressing the * Learning Gaps

Strategies

Cluster Grouping

Relationship Building

Teaching processes and
procedures

Tutoring

Differentiated tier one

Instruction (small groups)

Support Personnel

MTSS Facilitators

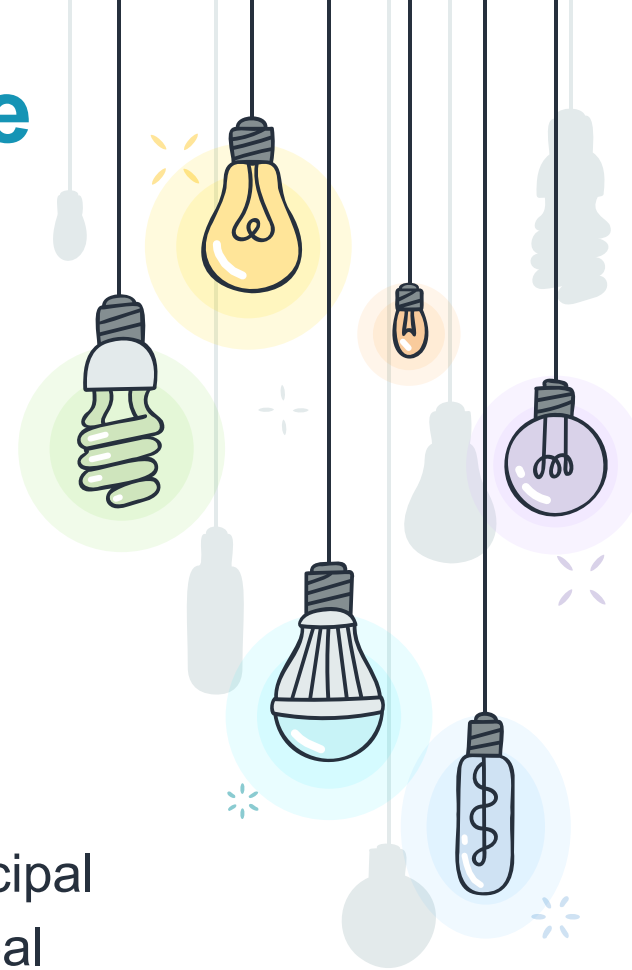
Literacy Specialist

Targeted Support
Specialist

PDS/TDS

Administration - Principal
and Assistant Principal

Social Workers



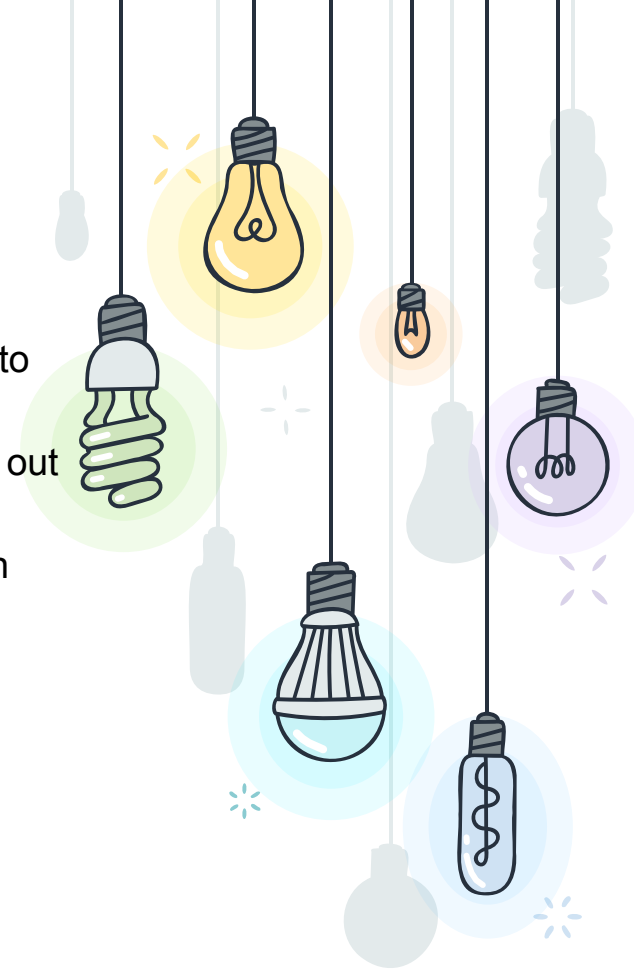
* Building Vision

Provide instruction that is in the current grade and address gaps through accelerations to address unfinished learning to ensure grade level student success by the year.



* Communication Plan

- + **Staff:** Starting at the first PD/Institute Day, introduce the concept and familiarize staff with the term acceleration. Discuss that we will dive into this more at the September 3rd SIP Day.
- + **Families:** Tiered Supports will create an introductory video to be sent out after the first few weeks of school. The video will explain why remediation doesn't work and why acceleration does. We will focus on the positives of what gains students have made over the past year.
- + Conferences two times a year (and when needed)
- + Seesaw messages/posts to families
- + Newsletter information to families
- + Monthly Ready license report being sent home
- + SIP days
- + Staff meetings
- + E-planning



* Training and Support

E day planning

Standards Mastery (iReady)

SIP days (focused instructional PD)

Paraprofessional, GPA and CF instructional training

*monthly meetings, after school trainings

Mindshift from remediation to acceleration



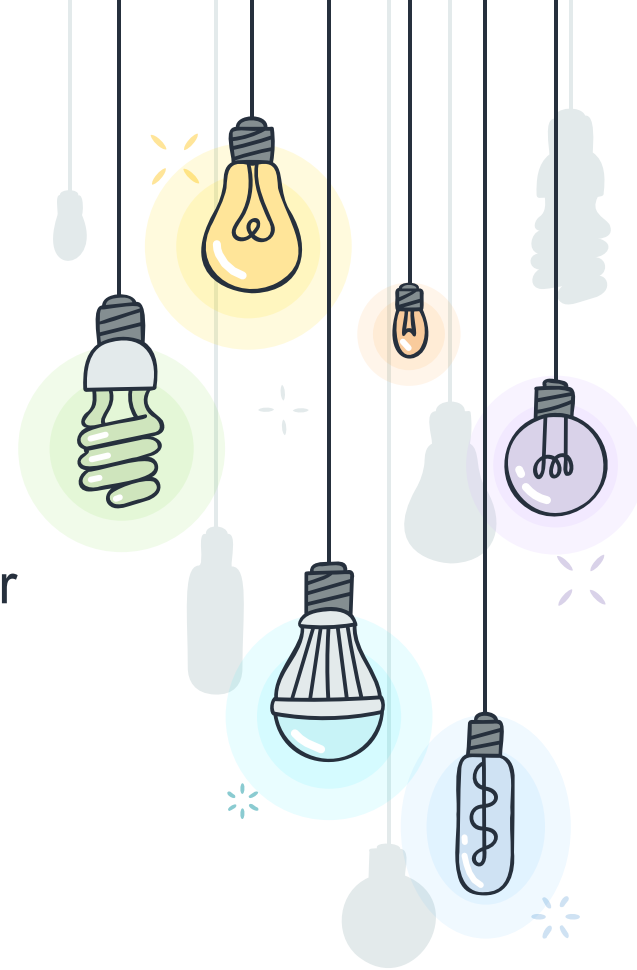
* Monitoring and Next Steps

+ Classroom:

- × i-Ready personalized instruction review weekly
- × Growth between pretest and posttests per unit
- × Standards mastery (2nd-6th grade)
- × Comprehension checks

+ Building:

- × Data Days
- × MTSS meetings



MTSS Updates

Celebrations (PBIS)

- Buzz Bucks chosen every morning or save them and turn in for prizes
- End of trimester celebrations
- Grade level celebrations for completing i-ready lessons

Accomplishment s

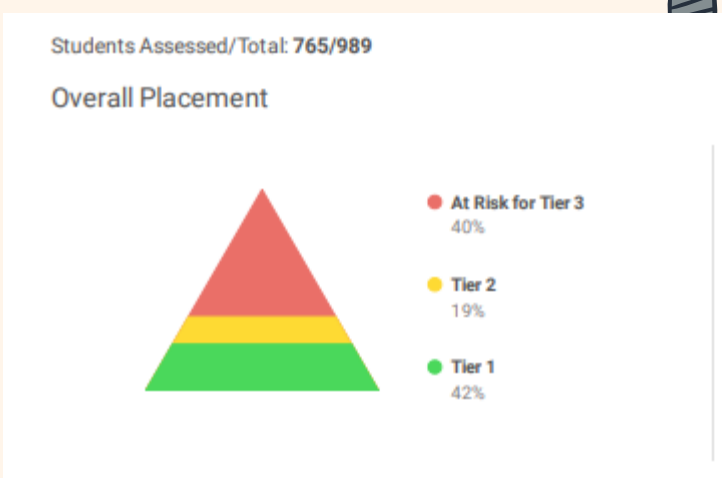
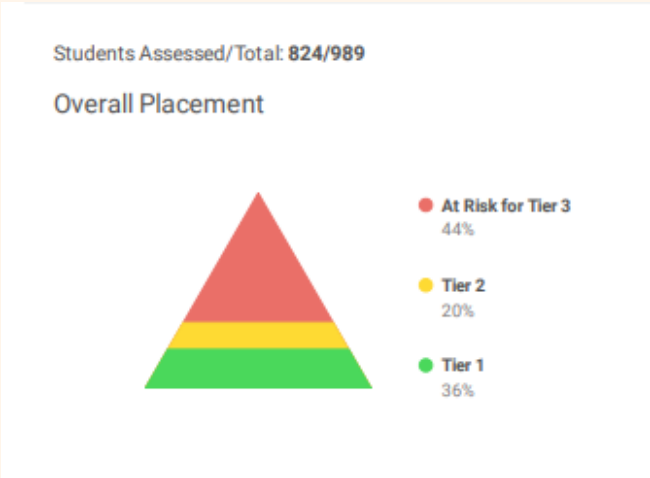
- + Creating intervention blocks unique to each grade level where all support personnel are available.
- + Creating E-Day planning times

Attendance

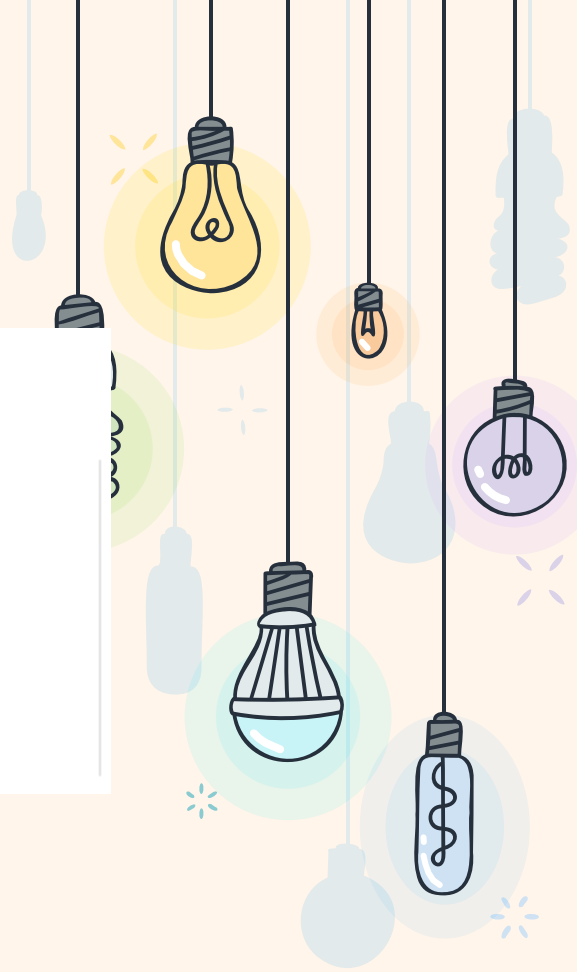
- + Windsor has focused on improving our attendance rate for the past two years per ESSA rating
- + Purchased attendance and family engagement resources
- + Tardy slip as a data tracker to identify obstacles (proactive approach)

Harlem Middle School

What does the Data Tell us?



Reading



What does the Data Tell us?

Students Assessed/Total: 841/989

Overall Placement



- At Risk for Tier 3
46%
- Tier 2
36%
- Tier 1
18%

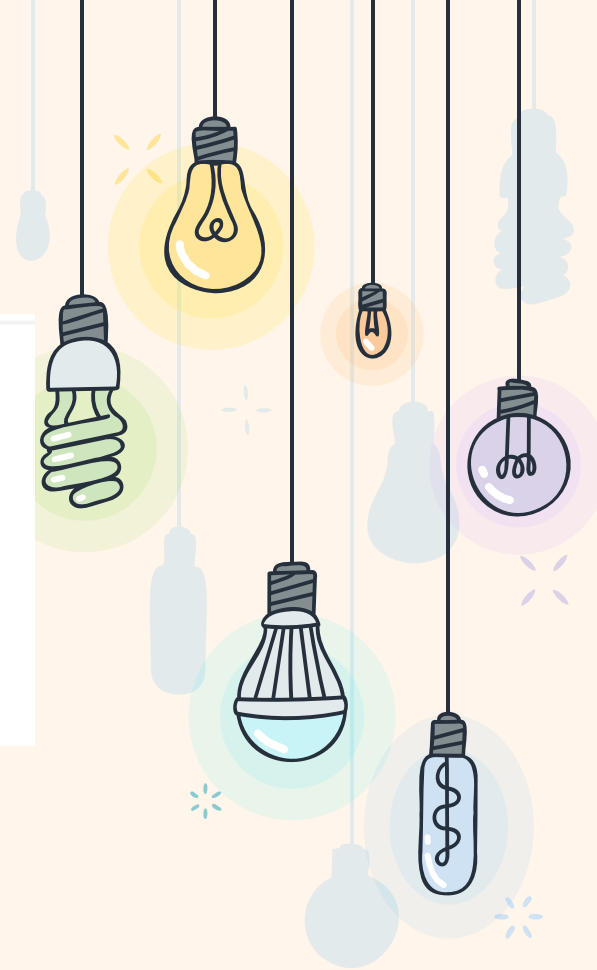
Students Assessed/Total: 745/989

Overall Placement



- At Risk for Tier 3
41%
- Tier 2
31%
- Tier 1
28%

Math



* How are we addressing the Learning Gaps

Strategies

Extended Summer Skill Building

Relationship Building

Teaching processes and procedures

Focus on instructional grouping within classroom

Start with Success Starters

Vocabulary Development

Support Personnel

Enrichment Teachers

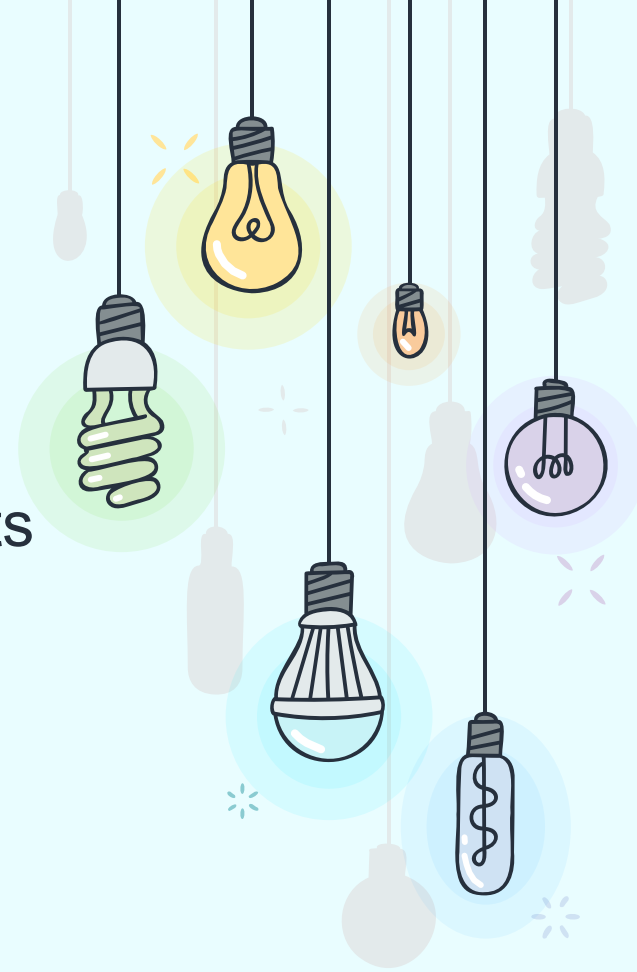
Guidance Counselors

Secondary Student Mentors



* Building Vision

Harlem Middle School will approach unfinished learning through acceleration methods and strategies to move students forward in their learning path.



* Communication Plan

Developed new committee which will streamline information to all stakeholders which will include newsletters, forums, social media posts, etc...(Communication Committee)



* Training and Support

Instructional Leadership Team
(Administrators, Division chairs, PD Cadre,
Data Coaches) offer training and guidance
on acceleration.

Focus on Success Starters, Vocabulary
Development, Scaffolding for gaps, Self-
efficacy (student motivation)

Mindset shift



* Monitoring and Next Steps

- + Frequent progress monitoring
- + Real time feedback
- + Add extra social/emotional support both throughout the curriculum and in Second Step.



MTSS Updates

Celebrations (PBIS)

- Pawsitive Tickets
- Team Building Days

Accomplishm s

- Planning of WIN Time “What I Need”
- SEL lessons expanded

Attendance

- Focus on chronic absences
- Truancy concerns

Harlem High School

What does the Data Tell us?

Credits earned:

Term 1: 79%

Term 2: 76.2%

Term 3: 79.7%

Term 4: 80.1%

- + Students have earned 88.4% of credits since 2013.
- + In 2018-2019 students earned an average of 6.26 credits.
- + In 2020-2021 students earned an average of 6.3 credits.



* How are we addressing the Learning Gaps

Strategies

Expanded summer school

Credit recovery during the school day

Gradebook analysis

Relationship Building

Teaching processes and procedures

Support Personnel

Secondary Student Mentors

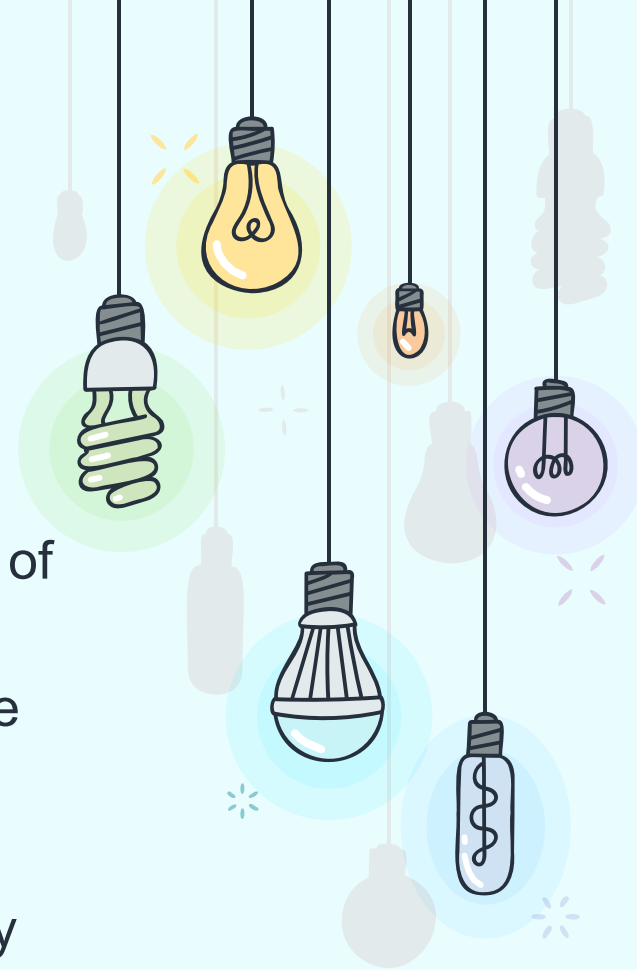
Guidance Counselors

Advisory Teacher



* Building Vision

Harlem High School will provide a rigorous, relevant, and equitable education that prepares our students academically, socially, and emotionally for the challenges and opportunities of high school and beyond. We are committed to inspiring our students to be lifelong learners. We are committed to providing a safe, supportive environment where students can express their creativity while also being exposed to technology that helps to enrich their academic experiences.

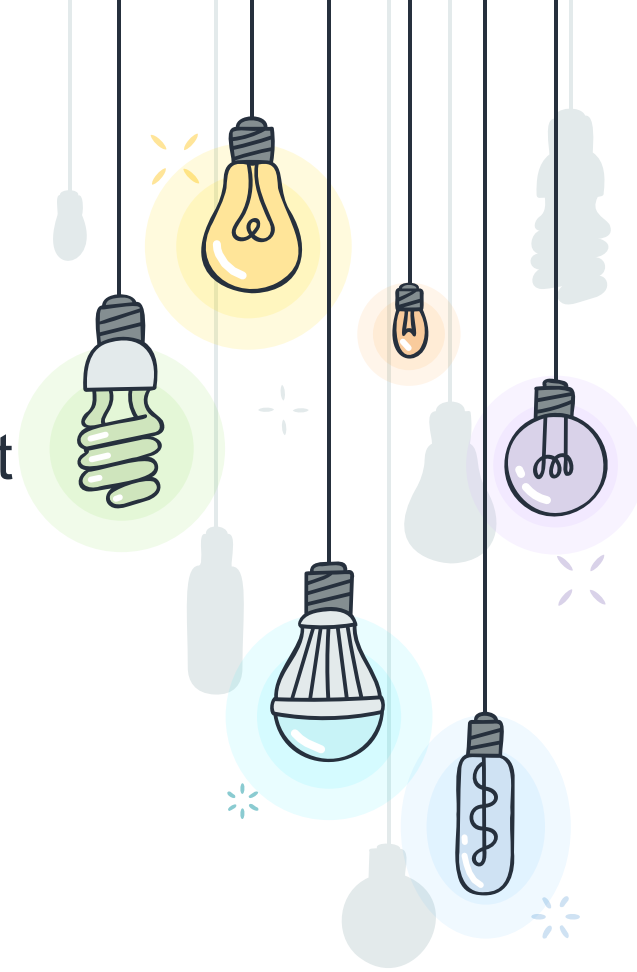


* Communication Plan

Weekly newsletters starting August 2nd

Bi-weekly video releases starting August 9th

Regular social media posts



* Training and Support

- + Instructional leadership team (administrators, division chairs) offer training and guidance on acceleration throughout the year.
- + ILT along with PD cadres BS data coaches offer training and support on PD and Institute Days.



* **Monitoring and Next Steps**

Identify students who are credit deficient and build personalized plans including advocacy from counselors and Advisory teachers.

Add extra social/emotional support both throughout the curriculum and in Advisory.

Continual monitoring of student



MTSS Updates

Celebrations (PBIS)

- Pride cards
- Lunch activities
- Pride stickers

Accomplishment

- Pride cards - GPA incentive

Attendance

- Focus on tardies
- Bi-weekly recognition
- Quarterly rewards

Tiers 2 and 3

- Individualized support from Advisory teachers, counselors, and administrators

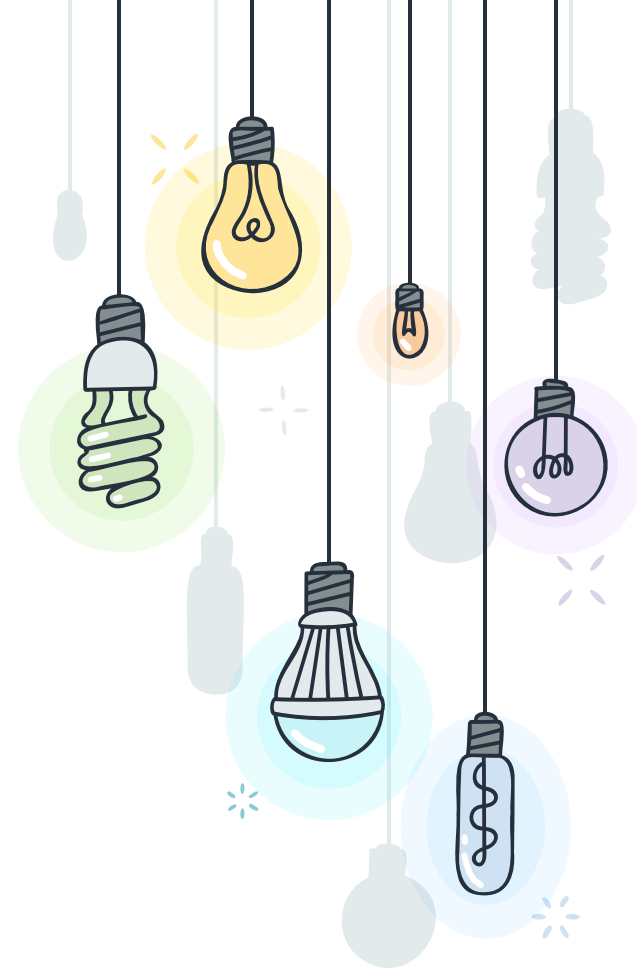
Advanced Placement Data (AP)



* AP Courses Offered

Biology
Chemistry
Calculus AB
Calculus BC
Environmental Science
Government
Human Geography
Language and
Composition
Literature and
Composition

Music Theory
Physics
Psychology
Spanish
Statistics
Studio Art
United States History
World History



* AP Exam Data

- + 243 students took 402 AP exams.
- + 173 scores earned college credit.
- + Our first Calculus BC class had a 92% pass rate and an average score of 3.83.
- + Human Geography, Government, and Studio Art saw increases in average score over 2020.
- + 2022 AP enrollment is 91% of 2019

*This is early data as scores from US History, World History, and students testing in Windows 2 & 3 are not yet available.

