



## 2018-19 Combined World’s Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: Wabasha-Kellogg ISD 811

Grades Served: PreK-12

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Title: Superintendent

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A and I Contact: Enter name.

Title: Enter title.

Phone: Enter phone number.

Email: Enter email.

Did you have an MDE approved Achievement and Integration plan implemented in the 2018-19 school year?

Yes  No

[List of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.](#)

This report has three parts:

**WBWF:** Required for all districts/charters.

**Achievement and Integration:** Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2018-19 SY. No charter schools should complete Part B.

**Racially Isolated School:** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2018-19 SY. No charter schools should complete Part B.

Please ensure the World’s Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

### World’s Best Workforce

#### Annual Report

**WBWF Requirement:** For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

**A&I Requirement:** Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- Provide the direct website link to the district’s WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.
- [World’s Best Workforce](#)

#### Annual Public Meeting

**WBWF Requirement:** School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

**A&I Requirement:** The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan for the 2018-19 school year.
- **November 13, 2019**

### District Advisory Committee

**WBWF Requirement:** The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2018-19 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Jim Freihammer	Superintendent	
Stacy Schultz	Principal	
Jon Stern	ADSIS Teacher	
Heather Kosik	Counselor	
Heidi Purvis	English Teacher	
Neil Hedquist	IT Teacher	
Ed McBride	Parent	
Lane Quick	Parent	
Mary Jo Bussian	Board Member	
Mary Funk	Board Member	
Lisa Meyer	Board Member	

### Equitable Access to Excellent and Diverse Educators

**WBWF Requirement:** WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards, as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

**Respond to the questions below. Limit response to 400 words.**

- Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.
  - How did the district examine equitable access data? What data did you look at? How frequently do you review the data?
  - Who was included in conversations to review equitable access data?
  - What equitable access gaps has the district found?
  - What are the root causes contributing to your equitable access gaps?
  - What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
  - What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

- Describe your efforts to increase the racial and ethnic diversity of teachers in your district. Limit your response to 400 words.
  - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff?
  - How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?
  - What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?
  - What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

Wabasha-Kellogg is a small two-section School District. In the elementary school, each grade level is served by two faculty who meet the license requirements of their assigned positions. Additionally, each specialist and special education teacher is appropriately licensed for their assignment.

The process for assigning students to teachers is based on creating a heterogeneous classroom that distributes students equitably among them. Energy level, achievement, strengths & challenges of students, English as a Second Language, special needs, strengths & limitations of staff, etc. It is the goal that individual class rosters reflect school and grade level demographics.

Faculty are hired with a focus on obtaining the best qualified applicant licensed in the area they will be assigned. Sometimes, candidates with proper licensure are not available, and in those cases we hire the best teacher that could be licensed as a tier one or tier two teacher.

Class rosters in the elementary will be examined by an administrative team consisting of administration and administrative support personnel prior to final approval for distribution. Examination will include a review of students per classroom that are either low-income or minority or both.

In the secondary, students are assigned to teachers based on a master schedule that is the same for all students in grades 7-8. There is one teacher for each content area. In grades 9-12, students are assigned to teachers by a master schedule of required and elective courses. There is one teacher for each course offered. Our goal at the secondary is to hire appropriately licensed teachers for all assignments in which they teach. All teachers in the secondary are appropriately licensed.

At Wabasha-Kellogg, the problem of accessibility to qualified and experienced teachers for low-income and minority students is not considered a concern at this time.

### **Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data**

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers *and* data on all student access to racially and ethnically diverse teachers.

For this 2018-19 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

\_\_\_\_\_ District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

\_\_\_\_\_ District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

## Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

### All Students Ready for School

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>The percent of students that attend Preschool at W-K demonstrating readiness for kindergarten as assessed by the Zoo Phonics (18-19 Implementation Date), OWL's curriculum, Work Sampling, and teacher summative assessments will increase by 5% from 82.5% to 87.5% by the conclusion of the 2016-2017 four year old program.</p> <p>The 2017-18 goal will remain at 87.5% of students demonstrating readiness skills for kindergarten.</p> <p>The 2018-19 goal will remain at 87.5% of students demonstrating readiness skills for kindergarten.</p> <p>The 2019-20 goal will remain at 90.0% of students demonstrating readiness skills for kindergarten.</p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>The 2014-2015 preschool 4 year old class had 80.6% demonstrating readiness skills for kindergarten.</p> <p>The 2015-2016 preschool 4 year old class had 82.5% demonstrating readiness skills for kindergarten.</p> <p>The 2016-2017 preschool 4 year old class had 86% demonstrating readiness skills for kindergarten.</p> <p>The 2017-18 preschool 4 year old class had 86.2% or 25/29 meet readiness goal.</p> <p>The 2018-19 preschool 4 year old class had 94.1% or 32/34 meet readiness goal.</p>	<p><b>Check one of the following:</b></p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

#### Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
  - \* Early Childhood Screening reports provide a baseline and starting point for collecting data on our learners
  - \* Student referrals for special education assessment after beginning school and based on data excluding early childhood screening data
- What strategies are in place to support this goal area?
  - \* Incorporated a new literacy curriculum this year for both 3 & 4 year old preschools
- How well are you implementing your strategies?
  - \* Teachers meet weekly as a PLC to look over data and discuss teaching strategies.
  - \* Early Learning Advisory Committee meets five times a year to discuss progress, strategies and student learning.
- How do you know whether it is or is not helping you make progress toward your goal?
  - \* Teachers measure student learning through weekly curriculum based assessments; data and information is analyzed and incorporated into teacher lessons for the following week

## All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p><b>The 2018-19 MCA-III Goal is...</b>  <b>75% Meet or Exceed</b>  <b>25% Partially Meet or Not Meet at All</b></p> <p><b>The 2019-20 MCA-III Goal is...</b>  <b>70% Meet or Exceed</b>  <b>30% Partially Meet or Not Meet at All</b></p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p><b>The 2017 MCA-III results indicated 59.0% met or exceeded state standards with 29.3% of the students not meeting any part of the standard.</b></p> <p><b>The 2018 MCA-III results indicated 56.2% met or exceeded state standards with 28.1% of the students not meeting any part of the standard.</b></p> <p><b>The 2019 MCA-III results indicated the following related to the reading standards:</b>  <b>13.9% Exceed</b>  <b>38.9% Meet</b>  <b>30.5% Partially Meet</b>  <b>16.7% Not Meet Any Part</b></p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

### Narrative is required; 200-word limit.

Bulleted narrative is appreciated. 200 word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
  - \* FastBridge data derived from individual student assessment is analyzed 3 times per year.
  - \* PLC's have access to this data to determine student needs that would drive their lesson plans and objectives.
  - \* Formative assessment data is utilized daily, weekly and by unit to drive direction of the instruction
- What strategies are in place to support this goal area?
  - \* ADSIS and Title I services to assist general education teachers with teaching strategies to differentiate within the classroom
  - \* ADSIS and Title I teachers implementation of Tier 2 strategies
  - \* Curriculum review and implementation of new curriculum to better meet the needs of students
  - \* District focus on hiring of new teachers that have reading licensure, special education and content specific licenses
  - \* Strategic planning committee is developing measures to provide teachers feedback in the area of fidelity
  - \* PLC's continued analysis of student learning data while developing strategies, interventions and lessons that are responsive to this data
  - \* Weekly PLC meetings focused on student learning
- How well are you implementing your strategies?
  - \* The level of success that is derived from our strategies is average
  - \* We are maintaining our level of student achievement
- How do you know whether it is or is not helping you make progress toward your goal?
  - \* FastBridge is closely aligned with a student's proficiency on MCAs, so FastBridge data is our best source of data throughout the year
  - \* Continued formative assessment to drive instruction and student learning

## Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2018-19 school year.</p> <p>The 2018-2019 Achievement Gap Goal is...</p> <p>Increase percentage of students improving or maintaining achievement level according to the North Star Academic measures by 5% in each sub-group in math and reading.</p>	<p>Provide the result for the 2018-19 school year that directly ties back to the established goal.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Math SPED	Achievement Level		
	Improve	Maintain	Decrease
2019	14.3%	28.6%	57.1%
2018	8.6%	37.1%	54.3%
2017	15.6%	56.3%	28.1%
2016	18.9%	29.7%	51.4%

Reading SPED	Achievement Level		
	Improve	Maintain	Decrease
2019	10.7%	25.0%	64.3%
2018	26.5%	26.5%	47.1%
2017	22.6%	41.9%	35.5%
2016	13.5%	35.1%	51.4%

Math Free/Reduced	Achievement Level		
	Improve	Maintain	Decrease
2019	14.1%	50.7%	35.2%
2018	16.9%	47.5%	35.6%
2017	20.4%	53.7%	25.9%
2016	22.2%	42.6%	35.2%

Reading Free/Reduced	Achievement Level		
	Improve	Maintain	Decrease
2019	22.5%	49.3%	28.2%
2018	27.6%	37.9%	34.5%
2017	33.3%	38.9%	27.8%
2016	13.0%	40.7%	46.3%

### Science SPED

#### Wabasha-Kellogg Public School Dist.

Year	Percent Proficient	Number Proficient	Number Tested
2015	28.6%	4	14
2016	42.9%	9	21
2017	50.0%	5	10
2018	53.8%	7	13
2019	42.8%	6	14

### Science F/R

#### Wabasha-Kellogg Public School Dist.

Year	Percent Proficient	Number Proficient	Number Tested
2015	53.8%	14	26
2016	47.8%	22	46
2017	54.8%	17	31
2018	53.6%	15	28
2019	50.0%	20	40

Bulleted narrative is appreciated. 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
  - \* Utilization of regular curriculum based measurements along with FastBridge data to determine growth toward proficiency
  - \* Students receiving special education have individual goals on their IEP's that determine the needs and focus of their work within the classroom
  - \* MDE School Report Card with MCA III assessment data
- What strategies are in place to support this goal area?
  - \* Regular PLC meetings to discuss students who are not making growth goals in the area of reading and math
  - \* Formative assessment data is utilized daily, weekly and by unit to drive instruction direction
  - \* Math and reading best practices are researched, selected and implemented
  - \* Review of curriculum alignment with state content standards in math and reading
- How well are you implementing your strategies?
  - \* Meeting this goal has been inconsistent; goal is met some years in some areas
  - \* Overall percentage of students proficient in sub-groups is similar to the past assessment years, but are lower than in previous years
- How do you know whether it is or is not helping you make progress toward your goal?
  - \* Students in the sub-groups performed best on the Science MCA III with both F/R and SPED sub-groups reaching 54% proficiency
  - \* Lower percentage of students in sub-groups were proficient in reading and math MCA III assessments
  - \* Free and reduced sub-groups performed close to previous years in proficiency percentage, but the SPED sub-group dipped significantly
  - \* Further analysis and discovery of the roadblocks to better success need to be researched



## All Students Career-and College-Ready by Graduation

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>In accordance with legislation (120B.125) "Planning for Students' Successful Transition to Postsecondary and Employment," the Wabasha Kellogg School District will develop career and college ready checklists for all grade levels (K-12) and also ensure that every 9<sup>th</sup> grade student has a Personal Learning Plan that includes key elements like academic scheduling, career exploration, career and employment related skills, and community partnership during the 2018-19 school year.</p> <p><b>The 2018-2019 school year goal(s)... Continue with same goals as last year.</b></p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>Throughout the 2018-19 school year, the Wabasha-Kellogg School District developed and implemented career and college ready checklists for all grade levels (K-12) and all 9<sup>th</sup> grade students created their own Personal Learning Plan (PLP) working document that they will continue to utilize and refine throughout their high school career.</p>	<p><b>Check one of the following:</b></p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

### Narrative is required; 200 word limit.

Bulleted narrative is appreciated. 200 word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
  - \* MCIS helps us to manage student information within their PLP
  - \* We use the Student Concern Team and Parent-Teacher Strategy Meetings to determine interventions when regular classroom interventions are not working
- What strategies are in place to support this goal area?
  - \* PLP is an assignment in our 9<sup>th</sup> grade Careers class and the teacher spends time working with students to complete it
  - \* PLPs are reviewed and updated by students annually
  - \* Additional courses are offered as electives for students to further develop career and college preparedness (Senior Prep, College and Career & World of Work)
- How well are you implementing your strategies?
  - \* Students are assigned portions of their PLP to update each year.
  - \* The school counselor also meets with students and reviews their PLP
- How do you know whether it is or is not helping you make progress toward your goal?
  - \* Student surveys administered on future plans after high school graduation
  - \* Student employment data
  - \* Student acceptance/admission data for post-secondary options (job, apprenticeship, military, education)

## All Students Graduate

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>The Wabasha-Kellogg School District will have a 100% graduation rate for the 2016-2017 school year.</p> <p>The Wabasha-Kellogg School District will have a 100% graduation rate for the 2017-2018 school year.</p> <p>The Wabasha-Kellogg School District will have a 100% graduation rate for the 2018-2019 school year.</p> <p>The Wabasha-Kellogg School District will have a 100% graduation rate for the 2019-20 school year.</p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>For the 2018-19 school year, the Wabasha-Kellogg School District had a graduation rate of 97.6%.</p> <p>40 students graduated 1 drop out / 1 summer graduate 41 total graduates out of 42 1 did not graduate</p>	<p><b>Check one of the following:</b></p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

### Narrative is required; 200-word limit.

Bulleted narrative is appreciated. 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
  - \* PLC and Student Concerns meetings occur weekly to determine students at-risk of failing a course and determine interventions
  - \* Teachers collaborate in two distinct PLCs – one by department & the other by grade level
- What strategies are in place to support this goal area?
  - \* Student Concerns Team implements interventions for specific students and measure the effectiveness of the intervention strategy (process repeated)
  - \* School Counselor meets with students regularly to discuss progress toward graduation
  - \* Implement a new program (REACH) for those students most at-risk of NOT graduating utilizing a 2-hour program facilitated by our counselor and school resource officer
- How well are you implementing your strategies?
  - \* PLCs meet weekly; PLCs Leadership framework needs to be strengthened to improve fidelity of the mission of PLC teams
  - \* 100% goal is rarely met; however, vested staff are doing everything in their power to find pathways to graduation for the students who struggle the most
  - \* Many anecdotal stories of success for students and staff where team efforts have moved a student at-risk of not graduating to the status of graduate
- How do you know whether it is or is not helping you make progress toward your goal?
  - \* We evaluate our failure list each quarter and determine which students need our focused attention and intervention
  - \* Data comparison of those students at-risk of not graduating to the actual number of graduates at each grade level of high school

# MCA III Overall Results 2015 through 2019

## Math ALL

Wabasha-Kellogg Public School Dist.			
Year	Percent Proficient	Number Proficient	Number Tested
2015	65.2%	172	264
2016	64.8%	177	273
2017	70.3%	187	266
2018	67.3%	187	278
2019	62.6%	179	286

## Reading ALL

Wabasha-Kellogg Public School Dist.			
Year	Percent Proficient	Number Proficient	Number Tested
2015	65.5%	173	264
2016	58.9%	168	285
2017	69.2%	182	263
2018	65.4%	185	283
2019	64.8%	182	281

## Science ALL

Wabasha-Kellogg Public School Dist.			
Year	Percent Proficient	Number Proficient	Number Tested
2015	56.6%	64	113
2016	55.2%	79	143
2017	65.0%	76	117
2018	61.7%	74	120
2019	57.7%	72	129

## MCA Assessment Data Since 2014 ----- % Proficient

<b>MCA Reading</b>							
Test Year	3R	4R	5R	6R	7R	8R	10R
2014	61.8%	68.2%	65.7%	78.6%	61.0%	67.3%	58.7%
2015	64.5%	63.3%	88.0%	80.6%	52.9%	68.9%	52.3%
2016	52.6%	74.3%	73.5%	87.5%	36.6%	44.0%	64.7%
2017	59.0%	71.1%	82.9%	75.0%	67.6%	55.0%	76.2%
2018	55.3%	63.4%	86.8%	83.8%	61.2%	54.3%	52.2%
<b>2019</b>	<b>52.8%</b>	<b>75%</b>	<b>74.4%</b>	<b>83.3%</b>	<b>58.5%</b>	<b>56.3%</b>	<b>55.3%</b>
<b>MCA Math</b>							
Test Year	3M	4M	5M	6M	7M	8M	11M
2014	73.5%	86.4%	51.4%	61.9%	87.8%	71.4%	54.5%
2015	90.3%	80.0%	50.0%	55.6%	61.5%	77.8%	44.4%
2016	68.4%	80.0%	58.8%	50.0%	65.9%	73.2%	50.0%
2017	74.4%	76.3%	71.4%	72.7%	70.6%	75.0%	53.2%
2018	71.1%	65.9%	73.7%	73.0%	71.4%	70.6%	48.8%
<b>2019</b>	<b>63.9%</b>	<b>42.7%</b>	<b>47.5%</b>	<b>71.4%</b>	<b>73.2%</b>	<b>68.7%</b>	<b>33.3%</b>
<b>MCA Science</b>							
Test Year	5S		8S		10S		
2014	94.3%		62.5%		52.2%		
2015	79.1%		48.9%		52.5%		
2016	77.1%		40.0%		53.8%		
2017	85.7%		52.5%		59.5%		
2018	78.9%		60.0%		48.9%		
<b>2019</b>	<b>53.5%</b>		<b>68.7%</b>		<b>42.1%</b>		

## ACT Summary

19	8	W-K #	English		Math		Reading		Science		Composite	
			W-K	State	W-K	State	W-K	State	W-K	State	W-K	State
	Juniors											
2000-2001	89	35	19.5	21.3	20.7	21.9	20.4	22.4	20.8	22.3	20.4	22.1
2001-2002	56	49	19.0	21.2	21.4	22.0	21.5	22.5	21.9	22.3	21.1	22.1
2002-2003	68	38	18.9	21.2	20.8	21.8	20.2	22.4	22.0	22.2	20.6	22.0
2003-2004	57	46	21.1	21.4	21.9	22.0	21.6	22.6	21.7	22.3	21.7	22.2
2004-2005	65	35	20.6	21.6	21.5	22.1	21.0	22.7	21.8	22.4	21.4	22.3
2005-2006	66	36	19.0	21.6	20.7	22.1	19.8	22.6	21.5	22.3	20.4	22.3
2006-2007	61	38	18.4	21.8	20.3	22.5	20.0	22.8	20.4	22.5	19.9	22.5
2007-2008	58	34	20.4	21.9	20.8	22.6	20.1	23.0	21.7	22.5	20.9	22.6
2008-2009	57	40	20.1	22.0	20.9	22.7	20.8	23.1	22.3	22.6	21.2	22.7
2009-2010	51	25	21.8	22.3	22.5	22.9	22.4	23.2	23.9	22.8	22.8	22.9
2010-2011	53	33	20.9	22.3	21.8	23.0	22.2	22.9	23.0	22.8	22.1	22.9
2011-2012	54	35	21.1	22.1	22.9	23.0	22.6	22.9	23.1	22.7	22.6	22.8
2012-2013	66	35	21.0	22.2	21.9	23.1	22.2	23.1	23.1	22.9	22.3	23.0
2013-2014	45	47	19.5	22.1	20.2	23.0	21.2	23.1	21.4	22.9	20.8	22.9
2014-2015	46	31	19.9	21.8	21.1	22.8	22.4	23.0	21.9	22.7	21.5	22.7
2015-2016	47	45	18.6	20.0	20.2	21.2	20.2	21.3	21.8	21.3	20.3	21.1
2016-2017	49	42	18.3	20.4	20.4	21.5	21.1	21.8	21.0	21.6	20.4	21.5
2017-2018	44	47	20.5	20.2	21.9	21.4	22.6	21.7	21.8	21.4	21.8	21.3
2018-2019	45	41	20.3	20.3	21.0	21.4	21.6	21.7	22.1	21.2	21.3	21.4
Total	1077	732	378.9	407.7	402.9	423	403.9	428.8	417.2	423.66	403.5	423.3
Average	56.68	38.53	19.9	21.5	21.2	22.3	21.3	22.6	22.0	22.3	21.2	22.3