

Federal Way Public Schools

Performance on Summative Assessments

Methodology for determining status: Percent of students scoring proficient or higher on the statewide assessment Measures of Student Progress

Methodology for determining growth: ESEA Flexibility AMOs (2011 baseline, 1/12 improvement to 100% per year to 2017)

Goal area	Subgroup	2011-12 actual	Baseline 2010-11	Goals					
				2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
3rd Grade Reading MSP	Overall	63.3%	72.4%	75%	77%	79%	82%	84%	86%
	White	72.6%	81.8%	83%	85%	86%	88%	89%	91%
	Pacific Islander	52.3%	61.3%	65%	68%	71%	74%	77%	81%
	Hispanic	51.1%	58.5%	62%	65%	69%	72%	76%	79%
	Black	63.0%	65.9%	69%	72%	74%	77%	80%	83%
	Asian	72.4%	85.8%	87%	88%	89%	91%	92%	93%
	American Indian	35.7%	71.4%	74%	76%	79%	81%	83%	86%
	Low Income	56.0%	63.0%	66%	69%	72%	75%	78%	82%
	Special Education	26.1%	40.2%	45%	50%	55%	60%	65%	70%
Limited English	28.7%	41.8%	47%	52%	56%	61%	66%	71%	
4th Grade Reading MSP	Overall	67.1%	64.4%	67%	70%	73%	76%	79%	82%
	White	76.1%	71.0%	73%	76%	78%	81%	83%	86%
	Pacific Islander	41.8%	52.3%	56%	60%	64%	68%	72%	76%
	Hispanic	52.4%	53.8%	58%	62%	65%	69%	73%	77%
	Black	63.3%	55.4%	59%	63%	67%	70%	74%	78%
	Asian	88.8%	77.7%	80%	81%	83%	85%	87%	89%
	American Indian	90.9%	NA	NA	NA	NA	NA	NA	NA
Low Income	57.5%	56.5%	60%	64%	67%	71%	75%	78%	

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	Special Education	23.6%	27.2%	33%	39%	45%	51%	58%	64%
	Limited English	29.9%	26.0%	32%	38%	45%	51%	57%	63%
5th Grade Reading MSP	Overall	70.8%	69.0%	72%	74%	77%	79%	82%	85%
	White	81.0%	77.6%	79%	81%	83%	85%	87%	89%
	Pacific Islander	58.8%	49.4%	54%	58%	62%	66%	70%	75%
	Hispanic	60.3%	59.8%	63%	67%	70%	73%	77%	80%
	Black	60.0%	60.8%	64%	67%	71%	74%	77%	80%
	Asian	82.9%	77.1%	79%	81%	83%	85%	87%	89%
	American Indian	54.5%	69.2%	72%	74%	77%	79%	82%	85%
	Low Income	63.0%	61.9%	65%	68%	71%	75%	78%	81%
	Special Education	26.3%	25.6%	32%	38%	44%	50%	57%	63%
	Limited English	30.6%	33.7%	39%	45%	50%	56%	61%	67%
6th Grade Reading MSP	Overall	67.8%	66.8%	70%	72%	75%	78%	81%	83%
	White	76.2%	76.4%	78%	80%	82%	84%	86%	88%
	Pacific Islander	54.3%	37.8%	43%	48%	53%	59%	64%	69%
	Hispanic	56.4%	54.7%	58%	62%	66%	70%	74%	77%
	Black	57.8%	58.8%	62%	66%	69%	73%	76%	79%
	Asian	79.1%	82.2%	84%	85%	87%	88%	90%	91%
	American Indian	71.4%	46.2%	51%	55%	60%	64%	69%	73%
	Low Income	58.5%	56.8%	60%	64%	68%	71%	75%	78%
	Special Education	22.5%	18.8%	26%	32%	39%	46%	53%	59%
Limited English	24.2%	20.1%	27%	33%	40%	47%	53%	60%	
7th Grade Reading	Overall	67.2%	56.5%	60%	64%	67%	71%	75%	78%
	White	78.0%	65.6%	68%	71%	74%	77%	80%	83%
	Pacific Islander	41.3%	39.1%	44%	49%	54%	59%	64%	70%

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MSP	Hispanic	56.5%	41.4%	46%	51%	56%	61%	66%	71%
	Black	55.0%	42.5%	47%	52%	57%	62%	66%	71%
	Asian	80.0%	72.8%	75%	77%	80%	82%	84%	86%
	American Indian	69.2%	42.9%	48%	52%	57%	62%	67%	71%
	Low Income	58.1%	45.4%	50%	55%	59%	64%	68%	73%
	Special Education	22.6%	12.1%	19%	27%	34%	41%	49%	56%
	Limited English	23.0%	9.0%	17%	24%	32%	39%	47%	55%
8th Grade Reading MSP	Overall	68.1%	69.9%	72%	75%	77%	80%	82%	85%
	White	76.7%	76.6%	79%	81%	82%	84%	86%	88%
	Pacific Islander	56.1%	62.9%	66%	69%	72%	75%	78%	81%
	Hispanic	54.5%	62.1%	65%	68%	72%	75%	78%	81%
	Black	54.9%	56.0%	60%	63%	67%	71%	74%	78%
	Asian	83.1%	82.6%	84%	86%	87%	88%	90%	91%
	American Indian	52.9%	33.3%	39%	44%	50%	56%	61%	67%
	Low Income	59.7%	60.3%	64%	67%	70%	74%	77%	80%
	Special Education	20.7%	19.3%	26%	33%	39%	46%	53%	60%
	Limited English	16.0%	22.6%	29%	36%	42%	48%	55%	61%
10th Grade Reading MSP	Overall	76.8%	80.9%	82%	84%	86%	87%	89%	90%
	White	86.5%	87.8%	89%	90%	91%	92%	93%	94%
	Pacific Islander	58.2%	54.9%	59%	62%	66%	70%	74%	77%
	Hispanic	66.3%	69.8%	72%	75%	77%	80%	82%	85%
	Black	64.1%	70.9%	73%	76%	78%	81%	83%	85%
	Asian	84.7%	87.4%	88%	90%	91%	92%	93%	94%
	American Indian	75.0%	78.6%	80%	82%	84%	86%	88%	89%
	Low Income	67.0%	73.5%	76%	78%	80%	82%	85%	87%

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	Special Education	36.3%	41.1%	46%	51%	56%	61%	66%	71%
	Limited English	16.7%	26.4%	33%	39%	45%	51%	57%	63%
3th Grade Math MSP	Overall	61.4%	63.1%	66%	69%	72%	75%	78%	82%
	White	72.6%	76.3%	78%	80%	82%	84%	86%	88%
	Pacific Islander	44.3%	33.3%	39%	44%	50%	56%	61%	67%
	Hispanic	46.4%	50.0%	54%	58%	63%	67%	71%	75%
	Black	53.9%	45.9%	50%	55%	59%	64%	68%	73%
	Asian	79.0%	81.1%	83%	84%	86%	87%	89%	91%
	American Indian	64.3%	50.0%	54%	58%	63%	67%	71%	75%
	Low Income	51.6%	52.0%	56%	60%	64%	68%	72%	76%
	Special Education	26.2%	34.1%	40%	45%	51%	56%	62%	67%
	Limited English	29.3%	36.9%	42%	47%	53%	58%	63%	68%
4th Grade Math MSP	Overall	51.6%	58.7%	62%	66%	69%	72%	76%	79%
	White	61.7%	66.6%	69%	72%	75%	78%	81%	83%
	Pacific Islander	26.9%	48.2%	53%	57%	61%	65%	70%	74%
	Hispanic	37.5%	46.6%	51%	56%	60%	64%	69%	73%
	Black	38.1%	44.0%	49%	53%	58%	63%	67%	72%
	Asian	78.4%	78.5%	80%	82%	84%	86%	87%	89%
	American Indian	36.4%	NA	NA	NA	NA	NA	NA	NA
	Low Income	39.4%	49.7%	54%	58%	62%	66%	71%	75%
	Special Education	18.8%	26.0%	32%	38%	45%	51%	57%	63%
Limited English	20.4%	28.6%	35%	41%	46%	52%	58%	64%	
5th Grade Math MSP	Overall	67.5%	67.3%	70%	73%	75%	78%	81%	84%
	White	75.9%	78.8%	81%	82%	84%	86%	88%	89%
	Pacific Islander	58.8%	49.4%	54%	58%	62%	66%	70%	75%

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	Hispanic	58.3%	60.7%	64%	67%	71%	74%	77%	80%
	Black	50.9%	47.2%	52%	56%	60%	65%	69%	74%
	Asian	87.5%	80.4%	82%	84%	85%	87%	89%	90%
	American Indian	63.6%	61.5%	65%	68%	71%	74%	78%	81%
	Low Income	58.5%	60.6%	64%	67%	70%	74%	77%	80%
	Special Education	17.7%	31.1%	37%	43%	48%	54%	60%	66%
	Limited English	31.2%	40.7%	46%	51%	56%	60%	65%	70%
6th Grade Math MSP	Overall	52.6%	55.2%	59%	63%	66%	70%	74%	78%
	White	64.0%	66.9%	70%	72%	75%	78%	81%	83%
	Pacific Islander	36.3%	41.7%	47%	51%	56%	61%	66%	71%
	Hispanic	40.7%	38.0%	43%	48%	54%	59%	64%	69%
	Black	29.8%	39.0%	44%	49%	54%	59%	64%	70%
	Asian	71.5%	76.4%	78%	80%	82%	84%	86%	88%
	American Indian	28.6%	50.0%	54%	58%	63%	67%	71%	75%
	Low Income	43.2%	43.6%	48%	53%	58%	62%	67%	72%
	Special Education	14.1%	12.6%	20%	27%	34%	42%	49%	56%
	Limited English	21.6%	19.8%	26%	33%	40%	47%	53%	60%
7th Grade Math MSP	Overall	56.0%	49.2%	53%	58%	62%	66%	70%	75%
	White	67.3%	61.6%	65%	68%	71%	74%	78%	81%
	Pacific Islander	41.3%	30.4%	36%	42%	48%	54%	59%	65%
	Hispanic	40.9%	30.5%	36%	42%	48%	54%	59%	65%
	Black	38.2%	26.9%	33%	39%	45%	51%	57%	63%
	Asian	78.9%	70.7%	73%	76%	78%	80%	83%	85%
	American Indian	50.0%	42.9%	48%	52%	57%	62%	67%	71%
	Low Income	46.7%	36.5%	42%	47%	52%	58%	63%	68%

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	Special Education	16.0%	9.5%	17%	25%	32%	40%	47%	55%
	Limited English	19.7%	14.9%	22%	29%	36%	43%	50%	57%
8th Grade Math MSP	Overall	52.1%	48.4%	53%	57%	61%	66%	70%	74%
	White	62.5%	57.7%	61%	65%	68%	72%	75%	79%
	Pacific Islander	38.1%	33.8%	39%	45%	50%	56%	61%	67%
	Hispanic	36.3%	33.2%	39%	44%	50%	55%	61%	67%
	Black	30.5%	26.6%	33%	39%	45%	51%	57%	63%
	Asian	75.4%	70.8%	73%	76%	78%	81%	83%	85%
	American Indian	29.4%	20.0%	27%	33%	40%	47%	53%	60%
	Low Income	40.2%	35.0%	40%	46%	51%	57%	62%	68%
	Special Education	10.8%	8.1%	16%	23%	31%	39%	46%	54%
	Limited English	16.5%	20.5%	27%	34%	40%	47%	54%	60%

SOURCE: OSPI Report Card 2010-2012 SY

Decreasing Achievement Gaps – Reading

Methodology for Determining Status: The gap is the number of percentage points between the subgroup (as defined in the grant notice) and the reference group for any given year. The reference group is the highest performing subgroup for the region as a whole on a given assessment during the baseline year of 2010-2011.

Methodology for determining goals: ESEA Flexibility AMOs (2011 baseline, 1/12 improvement to 100% per year to 2017). Meeting AMO goals for subgroups will close achievement gaps.

Notes: Goals are missing for groups of n < 10 in the baseline year. OSPI does not report Proficiency rates from groups less than ten. No goals are provided for reference groups or for district level subgroup with baseline performance exceeding that of the reference group. Reference groups not available for 10th grade reading.

Goal Area: Reducing Achievement Gaps, State Reading Assessment					Goals				
Grade Tested	Subgroup	Reading Percent Met Standard 2010-2011	Reference Group	Baseline 2010-2011	2012-13	2013-14	2014-15	2015-16	2016-17
3	District	72	White	11.6	9.6	8.7	7.7	6.8	5.8
	White	82	White	2.2	1.8	1.6	1.5	1.3	1.1
	Pacific Islander	61	White	22.7	18.9	17.0	15.1	13.2	11.3
	Hispanic	59	White	25.5	21.2	19.1	17.0	14.9	12.7
	Black	66	White	18.1	15.1	13.6	12.1	10.5	9.0
	Asian	86	White	-1.8	NA	NA	NA	NA	NA
	American Indian	71	White	12.6	10.5	9.4	8.4	7.3	6.3
	Low Income	63	White	21.0	17.5	15.7	14.0	12.2	10.5
	Special Education	40	White	43.8	36.5	32.8	29.2	25.5	21.9
	Limited English	42	White	42.2	35.1	31.6	28.1	24.6	21.1
4	District	64	White	14.5	12.1	10.9	9.7	8.5	7.3

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	White	71	White	7.9	6.6	5.9	5.3	4.6	4.0
	Pacific Islander	52	White	26.6	22.2	20.0	17.7	15.5	13.3
	Hispanic	54	White	25.1	20.9	18.8	16.7	14.6	12.6
	Black	55	White	23.5	19.6	17.6	15.7	13.7	11.8
	Asian	78	White	1.2	1.0	0.9	0.8	0.7	0.6
	American Indian	NA	White	NA	NA	NA	NA	NA	NA
	Low Income	57	White	22.4	18.7	16.8	14.9	13.1	11.2
	Special Education	27	White	51.7	43.1	38.8	34.5	30.2	25.9
	Limited English	26	White	52.9	44.1	39.7	35.3	30.9	26.5
5	District	69	White	11.3	9.4	8.5	7.5	6.6	5.7
	White	78	White	2.7	2.3	2.0	1.8	1.6	1.4
	Pacific Islander	49	White	30.9	25.8	23.2	20.6	18.0	15.5
	Hispanic	60	White	20.5	17.1	15.4	13.7	12.0	10.3
	Black	61	White	19.5	16.3	14.6	13.0	11.4	9.8
	Asian	77	White	3.2	2.7	2.4	2.1	1.9	1.6
	American Indian	69	White	11.1	9.3	8.3	7.4	6.5	5.6
	Low Income	62	White	18.4	15.4	13.8	12.3	10.7	9.2
	Special Education	26	White	54.7	45.6	41.0	36.5	31.9	27.4
	Limited English	34	White	46.6	38.9	35.0	31.1	27.2	23.3
6	District	67	White	14.9	12.4	11.2	9.9	8.7	7.4
	White	76	White	5.3	4.4	4.0	3.5	3.1	2.6
	Pacific Islander	38	White	43.9	36.6	32.9	29.3	25.6	21.9
	Hispanic	55	White	27.0	22.5	20.2	18.0	15.7	13.5
	Black	59	White	22.9	19.1	17.2	15.3	13.3	11.4
	Asian	82	White	-0.5	NA	NA	NA	NA	NA
	American Indian	46	White	35.5	29.6	26.6	23.7	20.7	17.7

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	Low Income	57	White	24.9	20.7	18.7	16.6	14.5	12.4
	Special Education	19	White	62.9	52.4	47.2	41.9	36.7	31.4
	Limited English	20	White	61.6	51.3	46.2	41.1	35.9	30.8
7	District	57	Asian	11.0	9.2	8.3	7.4	6.4	5.5
	White	66	Asian	1.9	1.6	1.5	1.3	1.1	1.0
	Pacific Islander	39	Asian	28.4	23.7	21.3	19.0	16.6	14.2
	Hispanic	41	Asian	26.1	21.8	19.6	17.4	15.3	13.1
	Black	43	Asian	25.0	20.9	18.8	16.7	14.6	12.5
	Asian	73	Asian	-5.3	NA	NA	NA	NA	NA
	American Indian	43	Asian	24.6	20.5	18.5	16.4	14.4	12.3
	Low Income	45	Asian	22.1	18.5	16.6	14.8	12.9	11.1
	Special Education	12	Asian	55.4	46.2	41.6	37.0	32.3	27.7
	Limited English	9	Asian	58.5	48.8	43.9	39.0	34.2	29.3
	8	District	70	White	7.1	5.9	5.3	4.7	4.1
White		77	White	0.4	0.3	0.3	0.3	0.2	0.2
Pacific Islander		63	White	14.1	11.7	10.6	9.4	8.2	7.0
Hispanic		62	White	14.9	12.4	11.2	9.9	8.7	7.4
Black		56	White	21.0	17.5	15.7	14.0	12.2	10.5
Asian		83	White	-5.6	NA	NA	NA	NA	NA
American Indian		33	White	43.7	36.4	32.8	29.1	25.5	21.8
Low Income		60	White	16.7	13.9	12.5	11.1	9.7	8.3
Special Education		19	White	57.7	48.1	43.3	38.5	33.6	28.8
Limited English		23	White	54.4	45.3	40.8	36.3	31.7	27.2

Math

Methodology for Determining Status: The gap is the number of percentage points between the subgroup (as defined in the grant notice) and the reference group for any given year. The reference group is the highest performing subgroup for the region as a whole on a given assessment during the baseline year of 2010-2011.

Methodology for determining targets: ESEA Flexibility AMOs (2011 baseline, 1/12 improvement to 100% per year to 2017). Meeting AMO goals for subgroups will close achievement gaps.

Notes: Goals are missing for groups of n < 10 in the baseline year. OSPPI does not report Proficiency rates from groups less than ten. No goals are provided for reference groups. Reference group not available for 10th grade.

Goal Area: Reducing Achievement Gaps, State Math Assessment						Goals				
District	Grade Tested	Subgroup	Math Met Standard 2010-2011	Reference Group	Baseline 2010-2011	2012-13	2013-14	2014-15	2015-16	2016-17
Federal Way	3	District	63	White	13.9	11.6	10.4	9.2	8.1	6.9
		White	76	White	0.7	0.6	0.5	0.4	0.4	0.3
		Asian	81	White	-4.1	NA	NA	NA	NA	NA
		Hispanic	50	White	27.0	22.5	20.2	18.0	15.7	13.5
		Black	46	White	31.1	25.9	23.3	20.7	18.1	15.5
		Pacific Islander	33	White	43.7	36.4	32.8	29.1	25.5	21.8
		American Indian	50	White	27.0	22.5	20.2	18.0	15.7	13.5
		Low Income	52	White	25.0	20.8	18.7	16.6	14.6	12.5
		Limited English	37	White	40.1	33.4	30.1	26.7	23.4	20.0
		Special Education	34	White	42.9	35.7	32.2	28.6	25.0	21.4
Federal Way	4	District	59	White	14.7	12.2	11.0	9.8	8.6	7.3
		White	67	White	6.8	5.7	5.1	4.5	4.0	3.4
		Asian	79	White	-5.1	NA	NA	NA	NA	NA
		Hispanic	47	White	26.8	22.3	20.1	17.9	15.6	13.4

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		Black	44	White	29.4	24.5	22.0	19.6	17.1	14.7
		Pacific Islander	48	White	25.2	21.0	18.9	16.8	14.7	12.6
		American Indian	NA	White	NA	NA	NA	NA	NA	NA
		Low Income	50	White	23.7	19.7	17.8	15.8	13.8	11.8
		Limited English	29	White	44.8	37.3	33.6	29.9	26.1	22.4
		Special Education	26	White	47.4	39.5	35.5	31.6	27.6	23.7
Federal Way	5	District	67	White	8.2	6.9	6.2	5.5	4.8	4.1
		White	79	White	-3.3	NA	NA	NA	NA	NA
		Asian	80	White	-4.9	NA	NA	NA	NA	NA
		Hispanic	61	White	14.8	12.4	11.1	9.9	8.7	7.4
		Black	47	White	28.3	23.6	21.3	18.9	16.5	14.2
		Pacific Islander	49	White	26.1	21.8	19.6	17.4	15.2	13.1
		American Indian	62	White	14.0	11.7	10.5	9.4	8.2	7.0
		Low Income	61	White	14.9	12.4	11.2	10.0	8.7	7.5
		Limited English	41	White	34.8	29.0	26.1	23.2	20.3	17.4
		Special Education	31	White	44.4	37.0	33.3	29.6	25.9	22.2
Federal Way	6	District	55	Asian	20.4	17.0	15.3	13.6	11.9	10.2
		White	67	Asian	8.7	7.2	6.5	5.8	5.1	4.3
		Asian	76	Asian	-0.8	NA	NA	NA	NA	NA
		Hispanic	38	Asian	37.6	31.3	28.2	25.1	21.9	18.8
		Black	39	Asian	36.6	30.5	27.4	24.4	21.3	18.3
		Pacific Islander	42	Asian	33.9	28.2	25.4	22.6	19.8	16.9
		American Indian	50	Asian	25.6	21.3	19.2	17.1	14.9	12.8
		Low Income	44	Asian	32.0	26.7	24.0	21.3	18.7	16.0
		Limited English	20	Asian	55.8	46.5	41.8	37.2	32.5	27.9
		Special Education	13	Asian	63.0	52.5	47.2	42.0	36.7	31.5

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Federal Way	7	District	49	Asian	20.6	17.2	15.4	13.7	12.0	10.3
		White	62	Asian	8.2	6.8	6.1	5.5	4.8	4.1
		Asian	71	Asian	-0.9	NA	NA	NA	NA	NA
		Hispanic	31	Asian	39.3	32.7	29.5	26.2	22.9	19.6
		Black	27	Asian	42.9	35.7	32.2	28.6	25.0	21.4
		Pacific Islander	30	Asian	39.4	32.8	29.5	26.3	23.0	19.7
		American Indian	43	Asian	26.9	22.4	20.2	17.9	15.7	13.4
		Low Income	37	Asian	33.3	27.7	25.0	22.2	19.4	16.6
		Limited English	15	Asian	54.9	45.7	41.2	36.6	32.0	27.4
		Special Education	10	Asian	60.3	50.2	45.2	40.2	35.2	30.1
Federal Way	8	District	48	Asian	20.0	16.7	15.0	13.4	11.7	10.0
		White	58	Asian	10.7	8.9	8.1	7.2	6.3	5.4
		Asian	71	Asian	-2.4	NA	NA	NA	NA	NA
		Hispanic	33	Asian	35.2	29.4	26.4	23.5	20.6	17.6
		Black	27	Asian	41.8	34.9	31.4	27.9	24.4	20.9
		Pacific Islander	34	Asian	34.6	28.9	26.0	23.1	20.2	17.3
		American Indian	20	Asian	48.4	40.4	36.3	32.3	28.3	24.2
		Low Income	35	Asian	33.4	27.9	25.1	22.3	19.5	16.7
		Limited English	21	Asian	47.9	39.9	36.0	32.0	28.0	24.0
		Special Education	8	Asian	60.3	50.3	45.3	40.2	35.2	30.2

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Methodology for determining graduation rate: Graduation rate is the extended-year adjusted cohort graduation rate as defined by 34 CFR 200.19(b)(1). The rate is referred to as the 5-year adjusted graduation rate or the extended graduation rate, and includes all students graduating within 5 years of their first 9th grade year. District and subgroup rates are computed by OSPI and were aggregated to compute regional rates. Rates are suppressed for subgroups with fewer than 10 students in the baseline cohort.

Methodology for determining targets: Targets are computed using the AMO method as specified by the Washington ESEA Flexibility Waiver (2011 baseline, 1/12 improvement to 100% per year to 2017). Targets were not calculated for subgroups with fewer than 20 students at baseline.

Goal area	Subgroup	Cohort (Baseline, SY 2010-11, Class of 2009)	Baseline SY 2010-11 (Class of 2009)	Goals					
				SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
5-yr Adjusted Graduation Rate	All	1638	75%	77%	79%	81%	84%	86%	88%
	White	814	79%	80%	82%	84%	86%	88%	89%
	Pacific Islander	20	60%	63%	67%	70%	73%	77%	80%
	Hispanic	211	57%	61%	64%	68%	71%	75%	79%
	Black	232	68%	71%	73%	76%	79%	81%	84%
	Asian	318	87%	88%	89%	90%	91%	92%	93%
	American Indian	26	50%	54%	58%	63%	67%	71%	75%
	2 or More Races	17	77%						
	Low Income	677	65%	68%	71%	74%	77%	80%	83%
	Special Education	206	59%	63%	66%	69%	73%	76%	80%
	Limited English	105	61%	64%	68%	71%	74%	77%	81%

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Methodology for determining status: College enrollment was be calculated as the ratio between college-enrolled students and their graduating class. Graduating class includes all students graduating within a given school year, including late grads from earlier cohorts (data is not available for on-time graduates only). College enrollment includes all enrollments by August 31st of the following school year (i.e., for students graduating in 2008-09, it includes college enrollment through August of 2010). Rates are suppressed for subgroup of fewer than 10 students. FRPL data were not available for 2011.

Methodology for determining targets: Uses Road Map target methodology: A 2020 target is set based on the performance of the top ten districts in Washington in the baseline year (2009-10, 2009 high school graduates). This target is 73% for all subgroups. The Road Map compounding growth method was used to compute interim targets. For college enrollment, targets are adjusted to account for the 2020 college graduation targets: College enrollment targets increase at a higher rate through 2014. Targets are not computed for subgroups with fewer than 20 students.

Goal area	Subgroup	SY 2009-10 (Baseline)	SY 2010-11 (Actual)	Goals				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
College Enrollment	ALL	57%	59%	64%	67%	68%	69%	70%
	American Indian	42%	56%					
	Asian	59%	65%	65%	68%	69%	69%	70%
	Black	64%	62%	68%	70%	70%	71%	71%
	Hispanic	33%	40%	49%	55%	58%	61%	64%
	White	59%	60%	66%	68%	69%	69%	70%
	FRPL	46%	NA	58%	62%	64%	66%	67%

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Methodology for determining status: College Tracking Data Services, The BERC Group: Graduation from a two year or four year institution within six years of high school graduation. 2004 high school graduates, as of 2010. The denominator is high school graduates. District and subgroup rates are computed by The BERC Group. Rates are suppressed for groups with fewer than 10 students. Data was not available for Low Income, Special Education, and Limited English subgroups.

Methodology for determining growth: Road Map method and 2020 Target of 50% of high school graduates attaining a postsecondary credential. 2020 Target is based on the postsecondary attainment rates of graduates of the top 10 districts in the state (2004 high school graduates finishing college by 2010). Interim annual targets are set by the compounding growth model. Targets are not calculated for subgroups with fewer than 20 students at baseline.

Goal area	Subgroup	Baseline		Goals				
		SY 2009-10 (2004 HS Graduates)	SY 2010-11 (2005 HS Graduates)	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Post Secondary Attainment	Overall	35%	36%	39%	40%	42%	43%	45%
	American Indian/Alaskan Native	16%	s					
	Asian	38%	42%	41%	43%	44%	45%	46%
	Black	27%	20%	33%	35%	37%	39%	42%
	Hispanic	19%	12%	26%	28%	31%	34%	37%
	White	37%	40%	40%	41%	43%	44%	45%