

*Highline School District*

**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	53.1%	61.3%	65%	68%	71%	74%	77%	81%
	White	67.6%	76.9%	79%	81%	83%	85%	87%	88%
	Pacific Islander	42.9%	57.1%	61%	64%	68%	71%	75%	79%
	Hispanic	42.0%	54.3%	58%	62%	66%	70%	73%	77%
	Black	45.4%	48.4%	53%	57%	61%	66%	70%	74%
	Asian	63.8%	63.3%	66%	69%	72%	76%	79%	82%
	American Indian	47.1%	51.9%	56%	60%	64%	68%	72%	76%
	Low Income	47.1%	54.4%	58%	62%	66%	70%	73%	77%
	Special Education	20.0%	23.6%	30%	36%	43%	49%	55%	62%
	Limited English	22.9%	30.6%	36%	42%	48%	54%	60%	65%
4th Grade Reading MSP	Overall	58.3%	49.9%	54%	58%	62%	67%	71%	75%
	White	79.2%	66.2%	69%	72%	75%	77%	80%	83%
	Pacific Islander	50.0%	36.7%	42%	47%	53%	58%	63%	68%
	Hispanic	48.8%	39.0%	44%	49%	54%	59%	64%	70%
	Black	41.0%	35.2%	41%	46%	51%	57%	62%	68%
	Asian	60.1%	60.8%	64%	67%	71%	74%	77%	80%
	American Indian	66.7%	55.6%	59%	63%	67%	70%	74%	78%
	Low Income	50.8%	40.8%	46%	51%	56%	61%	65%	70%
	Special Education	18.6%	11.7%	19%	26%	34%	41%	48%	56%

## HIGHLINE PUBLIC SCHOOLS

<b>Methodology for determining status:</b> Percent of students scoring proficient or higher on the statewide assessment Measures of Student Progress									
<b>Methodology for determining growth:</b> 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
	Limited English	22.7%	14.8%	22%	29%	36%	43%	50%	57%
5th Grade Reading MSP	Overall	55.8%	52.1%	56%	60%	64%	68%	72%	76%
	White	74.8%	66.0%	69%	72%	75%	77%	80%	83%
	Pacific Islander	50.0%	34.3%	40%	45%	51%	56%	62%	67%
	Hispanic	44.8%	43.4%	48%	53%	58%	62%	67%	72%
	Black	42.3%	33.3%	39%	44%	50%	56%	61%	67%
	Asian	63.3%	65.2%	68%	71%	74%	77%	80%	83%
	American Indian	25.0%	57.1%	61%	64%	68%	71%	75%	79%
	Low Income	46.9%	45.6%	50%	55%	59%	64%	68%	73%
	Special Education	18.0%	17.4%	24%	31%	38%	45%	52%	59%
	Limited English	18.9%	20.8%	27%	34%	41%	47%	54%	60%
6th Grade Reading MSP	Overall	62.4%	59.9%	63%	67%	70%	73%	77%	80%
	White	74.5%	75.1%	77%	79%	81%	83%	85%	88%
	Pacific Islander	43.7%	42.3%	47%	52%	57%	62%	66%	71%
	Hispanic	59.0%	50.6%	55%	59%	63%	67%	71%	75%
	Black	44.4%	49.7%	54%	58%	62%	66%	71%	75%
	Asian	69.7%	63.3%	66%	69%	72%	76%	79%	82%
	American Indian	52.6%	50.0%	54%	58%	63%	67%	71%	75%
	Low Income	56.6%	52.1%	56%	60%	64%	68%	72%	76%
	Special Education	20.3%	17.2%	24%	31%	38%	45%	52%	59%
Limited English	24.2%	16.9%	24%	31%	38%	45%	52%	58%	
7th Grade	Overall	57.4%	47.7%	52%	56%	61%	65%	69%	74%

## HIGHLINE PUBLIC SCHOOLS

<b>Methodology for determining status:</b> Percent of students scoring proficient or higher on the statewide assessment Measures of Student Progress									
<b>Methodology for determining growth:</b> 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
Reading MSP	White	75.2%	65.5%	68%	71%	74%	77%	80%	83%
	Pacific Islander	34.0%	30.0%	36%	42%	48%	53%	59%	65%
	Hispanic	47.2%	37.5%	43%	48%	53%	58%	64%	69%
	Black	50.0%	27.0%	33%	39%	45%	51%	57%	64%
	Asian	62.9%	58.8%	62%	66%	69%	73%	76%	79%
	American Indian	42.9%	36.8%	42%	47%	53%	58%	63%	68%
	Low Income	49.8%	38.4%	44%	49%	54%	59%	64%	69%
	Special Education	21.7%	12.8%	20%	27%	35%	42%	49%	56%
	Limited English	15.0%	6.8%	15%	22%	30%	38%	46%	53%
8th Grade Reading MSP	Overall	54.9%	60.3%	64%	67%	70%	74%	77%	80%
	White	70.3%	79.3%	81%	83%	84%	86%	88%	90%
	Pacific Islander	44.4%	50.0%	54%	58%	63%	67%	71%	75%
	Hispanic	45.7%	46.6%	51%	56%	60%	64%	69%	73%
	Black	41.2%	40.7%	46%	51%	56%	60%	65%	70%
	Asian	63.3%	73.9%	76%	78%	80%	83%	85%	87%
	American Indian	33.3%	35.0%	40%	46%	51%	57%	62%	68%
	Low Income	46.4%	51.6%	56%	60%	64%	68%	72%	76%
	Special Education	11.0%	16.7%	24%	31%	38%	44%	51%	58%
10th Grade Reading	Overall	72.2%	75.8%	78%	80%	82%	84%	86%	88%
	White	87.1%	88.2%	89%	90%	91%	92%	93%	94%
	Pacific Islander	51.9%	61.5%	65%	68%	71%	74%	78%	81%

## HIGHLINE PUBLIC SCHOOLS

<b>Methodology for determining status:</b> Percent of students scoring proficient or higher on the statewide assessment Measures of Student Progress									
<b>Methodology for determining growth:</b> 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
MSP	Hispanic	64.3%	66.0%	69%	72%	75%	77%	80%	83%
	Black	52.2%	57.0%	61%	64%	68%	71%	75%	79%
	Asian	77.5%	79.8%	81%	83%	85%	87%	88%	90%
	American Indian	NA	76.9%	79%	81%	83%	85%	87%	88%
	Low Income	66.3%	68.1%	71%	73%	76%	79%	81%	84%
	Special Education	35.2%	35.8%	41%	47%	52%	57%	63%	68%
	Limited English	21.8%	27.9%	34%	40%	46%	52%	58%	64%
3th Grade	Overall	57.1%	48.5%	53%	57%	61%	66%	70%	74%
Math MSP	White	67.9%	67.2%	70%	73%	75%	78%	81%	84%
	Pacific Islander	48.2%	34.4%	40%	45%	51%	56%	62%	67%
	Hispanic	46.8%	41.2%	46%	51%	56%	61%	66%	71%
	Black	48.7%	30.8%	37%	42%	48%	54%	60%	65%
	Asian	72.5%	59.8%	63%	67%	70%	73%	77%	80%
	American Indian	29.4%	14.8%	22%	29%	36%	43%	50%	57%
	Low Income	52.4%	39.8%	45%	50%	55%	60%	65%	70%
	Special Education	23.0%	15.7%	23%	30%	37%	44%	51%	58%
	Limited English	30.4%	23.0%	29%	36%	42%	49%	55%	62%
4th Grade	Overall	50.9%	45.8%	50%	55%	59%	64%	68%	73%
Math MSP	White	70.4%	57.0%	61%	64%	68%	71%	75%	79%
	Pacific Islander	39.1%	35.0%	40%	46%	51%	57%	62%	68%
	Hispanic	40.6%	37.1%	42%	48%	53%	58%	63%	69%
	Black	34.2%	31.0%	37%	43%	48%	54%	60%	66%

## HIGHLINE PUBLIC SCHOOLS

<b>Methodology for determining status:</b> Percent of students scoring proficient or higher on the statewide assessment Measures of Student Progress									
<b>Methodology for determining growth:</b> 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
	Asian	61.1%	60.5%	64%	67%	70%	74%	77%	80%
	American Indian	52.9%	22.2%	29%	35%	42%	48%	55%	61%
	Low Income	42.0%	37.9%	43%	48%	53%	59%	64%	69%
	Special Education	14.2%	9.6%	17%	25%	32%	40%	47%	55%
	Limited English	21.0%	19.1%	26%	33%	39%	46%	53%	60%
5th Grade Math MSP	Overall	55.8%	52.2%	56%	60%	64%	68%	72%	76%
	White	<b>71.8%</b>	<b>66.9%</b>	70%	72%	75%	78%	81%	83%
	Pacific Islander	37.0%	32.8%	38%	44%	50%	55%	61%	66%
	Hispanic	47.9%	43.4%	48%	53%	58%	62%	67%	72%
	Black	37.5%	31.4%	37%	43%	49%	54%	60%	66%
	Asian	68.0%	69.3%	72%	74%	77%	80%	82%	85%
	American Indian	25.0%	42.9%	48%	52%	57%	62%	67%	71%
	Low Income	47.9%	45.0%	50%	54%	59%	63%	68%	73%
	Special Education	11.2%	15.8%	23%	30%	37%	44%	51%	58%
Limited English	21.5%	24.7%	31%	37%	44%	50%	56%	62%	
6th Grade Math MSP	Overall	61.9%	55.9%	60%	63%	67%	71%	74%	78%
	White	75.1%	70.1%	73%	75%	78%	80%	83%	85%
	Pacific Islander	45.1%	40.4%	45%	50%	55%	60%	65%	70%
	Hispanic	56.6%	46.4%	51%	55%	60%	64%	69%	73%
	Black	38.4%	37.5%	43%	48%	53%	58%	64%	69%
	Asian	76.4%	70.7%	73%	76%	78%	80%	83%	85%

## HIGHLINE PUBLIC SCHOOLS

<b>Methodology for determining status:</b> Percent of students scoring proficient or higher on the statewide assessment Measures of Student Progress									
<b>Methodology for determining growth:</b> 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
	American Indian	63.2%	31.8%	37%	43%	49%	55%	60%	66%
	Low Income	55.0%	47.6%	52%	56%	61%	65%	69%	74%
	Special Education	17.1%	12.8%	20%	27%	35%	42%	49%	56%
	Limited English	31.6%	18.2%	25%	32%	39%	45%	52%	59%
7th Grade Math MSP	Overall	54.1%	49.4%	54%	58%	62%	66%	70%	75%
	White	66.7%	62.6%	66%	69%	72%	75%	78%	81%
	Pacific Islander	39.6%	40.8%	46%	51%	56%	61%	65%	70%
	Hispanic	45.7%	37.9%	43%	48%	53%	59%	64%	69%
	Black	41.6%	26.1%	32%	38%	45%	51%	57%	63%
	Asian	65.2%	68.0%	71%	73%	76%	79%	81%	84%
	American Indian	33.3%	31.6%	37%	43%	49%	54%	60%	66%
	Low Income	48.5%	40.0%	45%	50%	55%	60%	65%	70%
	Special Education	11.5%	9.8%	17%	25%	32%	40%	47%	55%
Limited English	22.9%	16.7%	24%	31%	38%	44%	51%	58%	
8th Grade Math MSP	Overall	51.3%	38.0%	43%	48%	54%	59%	64%	69%
	White	61.7%	55.9%	60%	63%	67%	71%	74%	78%
	Pacific Islander	43.4%	22.9%	29%	36%	42%	49%	55%	61%
	Hispanic	39.9%	23.5%	30%	36%	43%	49%	55%	62%
	Black	35.1%	23.1%	30%	36%	42%	49%	55%	62%
	Asian	71.6%	60.0%	63%	67%	70%	73%	77%	80%
	American Indian	50.0%	5.0%	13%	21%	29%	37%	45%	53%
Low Income	43.1%	27.6%	34%	40%	46%	52%	58%	64%	

**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
	Special Education	6.1%	5.1%	13%	21%	29%	37%	45%	53%
	Limited English	20.5%	9.6%	17%	25%	32%	40%	47%	55%

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	61	White	22.7	18.9	17.0	15.1	13.2	11.3
	White	77	White	7.1	5.9	5.3	4.7	4.1	3.5

## HIGHLINE PUBLIC SCHOOLS

	Pacific Islander	57	White	26.9	22.4	20.2	17.9	15.7	13.4
	Hispanic	54	White	29.7	24.7	22.3	19.8	17.3	14.8
	Black	48	White	35.6	29.6	26.7	23.7	20.8	17.8
	Asian	63	White	20.7	17.2	15.5	13.8	12.1	10.3
	American Indian	52	White	32.1	26.7	24.1	21.4	18.7	16.0
	Low Income	54	White	29.6	24.6	22.2	19.7	17.3	14.8
	Special Education	24	White	60.4	50.3	45.3	40.3	35.2	30.2
	Limited English	31	White	53.4	44.5	40.0	35.6	31.1	26.7
4	District	50	White	29.0	24.2	21.8	19.3	16.9	14.5
	White	66	White	12.7	10.6	9.5	8.5	7.4	6.4
	Pacific Islander	37	White	42.2	35.2	31.7	28.1	24.6	21.1
	Hispanic	39	White	39.9	33.3	29.9	26.6	23.3	20.0
	Black	35	White	43.7	36.4	32.8	29.1	25.5	21.9
	Asian	61	White	18.1	15.1	13.6	12.1	10.6	9.1
	American Indian	56	White	23.3	19.4	17.5	15.5	13.6	11.7
	Low Income	41	White	38.1	31.8	28.6	25.4	22.2	19.1
	Special Education	12	White	67.2	56.0	50.4	44.8	39.2	33.6
	Limited English	15	White	64.1	53.4	48.1	42.7	37.4	32.1
5	District	52	White	28.2	23.5	21.2	18.8	16.5	14.1
	White	66	White	14.3	11.9	10.7	9.5	8.4	7.2
	Pacific Islander	34	White	46.0	38.4	34.5	30.7	26.8	23.0
	Hispanic	43	White	36.9	30.8	27.7	24.6	21.5	18.5
	Black	33	White	47.0	39.2	35.3	31.3	27.4	23.5
	Asian	65	White	15.1	12.6	11.3	10.1	8.8	7.6
	American Indian	57	White	23.2	19.4	17.4	15.5	13.5	11.6
	Low Income	46	White	34.7	28.9	26.0	23.1	20.3	17.4



**HIGHLINE PUBLIC SCHOOLS**

	Special Education	17	White	62.9	52.4	47.2	41.9	36.7	31.5
	Limited English	21	White	59.5	49.6	44.6	39.7	34.7	29.8
6	District	60	White	21.8	18.2	16.3	14.5	12.7	10.9
	White	75	White	6.6	5.5	4.9	4.4	3.8	3.3
	Pacific Islander	42	White	39.4	32.8	29.5	26.3	23.0	19.7
	Hispanic	51	White	31.1	25.9	23.3	20.7	18.1	15.5
	Black	50	White	32.0	26.7	24.0	21.3	18.7	16.0
	Asian	63	White	18.4	15.3	13.8	12.3	10.7	9.2
	American Indian	50	White	31.7	26.4	23.8	21.1	18.5	15.8
	Low Income	52	White	29.6	24.7	22.2	19.7	17.3	14.8
	Special Education	17	White	64.5	53.7	48.4	43.0	37.6	32.2
	Limited English	17	White	64.8	54.0	48.6	43.2	37.8	32.4
	7	District	48	Asian	19.8	16.5	14.9	13.2	11.6
White		66	Asian	2.0	1.7	1.5	1.4	1.2	1.0
Pacific Islander		30	Asian	37.5	31.3	28.2	25.0	21.9	18.8
Hispanic		38	Asian	30.0	25.0	22.5	20.0	17.5	15.0
Black		27	Asian	40.5	33.8	30.4	27.0	23.7	20.3
Asian		59	Asian	8.7	7.3	6.6	5.8	5.1	4.4
American Indian		37	Asian	30.7	25.6	23.1	20.5	17.9	15.4
Low Income		38	Asian	29.1	24.3	21.9	19.4	17.0	14.6
Special Education		13	Asian	54.7	45.6	41.1	36.5	31.9	27.4
Limited English		7	Asian	60.7	50.6	45.6	40.5	35.4	30.4
8	District	60	White	21.8	18.2	16.3	14.5	12.7	10.9
	White	75	White	6.6	5.5	4.9	4.4	3.8	3.3
	Pacific Islander	42	White	39.4	32.8	29.5	26.3	23.0	19.7
	Hispanic	51	White	31.1	25.9	23.3	20.7	18.1	15.5

## HIGHLINE PUBLIC SCHOOLS

Black	50	White	32.0	26.7	24.0	21.3	18.7	16.0
Asian	63	White	18.4	15.3	13.8	12.3	10.7	9.2
American Indian	50	White	31.7	26.4	23.8	21.1	18.5	15.8
Low Income	52	White	29.6	24.7	22.2	19.7	17.3	14.8
Special Education	17	White	64.5	53.7	48.4	43.0	37.6	32.2
Limited English	17	White	64.8	54.0	48.6	43.2	37.8	32.4

### 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. OSPOI 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					Baseline 2010- 2011	Goals				
District	Grade Tested	Subgroup	Math Met Standard 2010-2011	Reference Group		2012-13	2013-14	2014-15	2015-16	2016-17
Highline	3	District	49	White	28.5	23.7	21.4	19.0	16.6	14.2
		White	67	White	9.8	8.1	7.3	6.5	5.7	4.9
		Asian	60	White	17.2	14.3	12.9	11.4	10.0	8.6
		Hispanic	41	White	35.8	29.8	26.8	23.8	20.9	17.9
		Black	31	White	46.2	38.5	34.6	30.8	26.9	23.1
		Pacific Islander	34	White	42.6	35.5	31.9	28.4	24.8	21.3
		American Indian	15	White	62.2	51.8	46.6	41.4	36.3	31.1
		Low Income	40	White	37.2	31.0	27.9	24.8	21.7	18.6

**HIGHLINE PUBLIC SCHOOLS**

		Limited English	23	White	54.0	45.0	40.5	36.0	31.5	27.0
		Special Education	16	White	61.3	51.1	46.0	40.8	35.7	30.6
Highline	4	District	46	White	27.6	23.0	20.7	18.4	16.1	13.8
		White	57	White	16.4	13.7	12.3	10.9	9.6	8.2
		Asian	61	White	12.9	10.7	9.7	8.6	7.5	6.4
		Hispanic	37	White	36.3	30.2	27.2	24.2	21.2	18.1
		Black	31	White	42.4	35.3	31.8	28.3	24.7	21.2
		Pacific Islander	35	White	38.4	32.0	28.8	25.6	22.4	19.2
		American Indian	22	White	51.2	42.7	38.4	34.1	29.9	25.6
		Low Income	38	White	35.5	29.6	26.6	23.7	20.7	17.7
		Limited English	19	White	54.3	45.2	40.7	36.2	31.7	27.1
		Special Education	10	White	63.8	53.2	47.8	42.5	37.2	31.9
Highline	5	District	52	White	23.3	19.4	17.5	15.6	13.6	11.7
		White	67	White	8.6	7.2	6.5	5.8	5.0	4.3
		Asian	69	White	6.2	5.2	4.7	4.2	3.6	3.1
		Hispanic	43	White	32.1	26.8	24.1	21.4	18.7	16.1
		Black	31	White	44.1	36.8	33.1	29.4	25.7	22.1
		Pacific Islander	33	White	42.7	35.6	32.1	28.5	24.9	21.4
		American Indian	43	White	32.6	27.2	24.5	21.8	19.0	16.3
		Low Income	45	White	30.5	25.4	22.9	20.4	17.8	15.3
		Limited English	25	White	50.8	42.4	38.1	33.9	29.7	25.4
		Special Education	16	White	59.7	49.8	44.8	39.8	34.8	29.9
Highline	6	District	56	Asian	19.7	16.4	14.8	13.1	11.5	9.8
		White	70	Asian	5.5	4.6	4.1	3.7	3.2	2.7
		Asian	71	Asian	4.9	4.1	3.7	3.3	2.9	2.4
		Hispanic	46	Asian	29.2	24.3	21.9	19.5	17.0	14.6

**HIGHLINE PUBLIC SCHOOLS**

		Black	38	Asian	38.1	31.7	28.6	25.4	22.2	19.0
		Pacific Islander	40	Asian	35.2	29.3	26.4	23.5	20.5	17.6
		American Indian	32	Asian	43.8	36.5	32.8	29.2	25.5	21.9
		Low Income	48	Asian	28.0	23.3	21.0	18.7	16.3	14.0
		Limited English	18	Asian	57.4	47.8	43.0	38.3	33.5	28.7
		Special Education	13	Asian	62.8	52.3	47.1	41.9	36.6	31.4
Highline	7	District	49	Asian	20.4	17.0	15.3	13.6	11.9	10.2
		White	63	Asian	7.2	6.0	5.4	4.8	4.2	3.6
		Asian	68	Asian	1.8	1.5	1.3	1.2	1.0	0.9
		Hispanic	38	Asian	31.9	26.6	23.9	21.3	18.6	15.9
		Black	26	Asian	43.7	36.4	32.8	29.1	25.5	21.8
		Pacific Islander	41	Asian	29.0	24.2	21.7	19.3	16.9	14.5
		American Indian	32	Asian	38.2	31.8	28.6	25.5	22.3	19.1
		Low Income	40	Asian	29.8	24.8	22.3	19.9	17.4	14.9
		Limited English	17	Asian	53.1	44.2	39.8	35.4	31.0	26.5
		Special Education	10	Asian	60.0	50.0	45.0	40.0	35.0	30.0
Highline	8	District	38	Asian	30.4	25.4	22.8	20.3	17.8	15.2
		White	56	Asian	12.5	10.4	9.4	8.4	7.3	6.3
		Asian	60	Asian	8.4	7.0	6.3	5.6	4.9	4.2
		Hispanic	24	Asian	44.9	37.4	33.7	30.0	26.2	22.5
		Black	23	Asian	45.3	37.8	34.0	30.2	26.4	22.7
		Pacific Islander	23	Asian	45.5	37.9	34.2	30.4	26.6	22.8
		American Indian	5	Asian	63.4	52.9	47.6	42.3	37.0	31.7
		Low Income	28	Asian	40.8	34.0	30.6	27.2	23.8	20.4
		Limited English	10	Asian	58.8	49.0	44.1	39.2	34.3	29.4
		Special Education	5	Asian	63.3	52.8	47.5	42.2	36.9	31.7

## HIGHLINE PUBLIC SCHOOLS

**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	1359	62%	66%	69%	72%	75%	78%	81%
	White	589	71%	73%	75%	78%	80%	83%	85%
	Pacific Islander	2	s						
	Hispanic	256	44%	49%	53%	58%	63%	67%	72%
	Black	195	57%	61%	64%	68%	71%	75%	79%
	Asian	292	70%	72%	75%	77%	80%	82%	85%
	American Indian	19	26%	70%					
	2 or More Races	6	s						
	Low Income	745	58%	61%	65%	68%	72%	75%	79%
	Special Education	159	45%	49%	54%	59%	63%	68%	72%
	Limited English	198	46%	51%	55%	60%	64%	69%	73%

**HIGHLINE PUBLIC SCHOOLS**

**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	52%	51%	61%	65%	66%	67%	69%
	American Indian	60%	48%					
	Asian	60%	67%	66%	68%	69%	70%	71%
	Black	55%	59%	63%	66%	67%	68%	69%
	Hispanic	32%	31%	48%	55%	57%	60%	63%
	White	51%	50%	61%	64%	66%	67%	69%
	FRPL	48%	NA	59%	63%	64%	66%	68%

## HIGHLINE PUBLIC SCHOOLS

**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	30%	31%	35%	36%	38%	40%	43%
	American Indian/Alaskan Native	20%	17%					
	Asian	32%	31%	36%	38%	40%	42%	44%
	Black	15%	23%	21%	24%	27%	30%	34%
	Hispanic	14%	16%	20%	23%	26%	30%	34%
	White	35%	35%	39%	40%	42%	43%	45%