

**District:** Redmond SD 2J  
**School:** Redmond Proficiency Academy

The purpose of the Report Card rating details report is to describe the rating methodology and display the data used by the school accountability system to determine the overall school rating (i.e., overall level) that is shown on each school's Report Card. For more details on the school report cards, please visit the following link:  
<http://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards>.

The Oregon Department of Education (ODE) will not assign overall ratings to schools on the 2016-17 Report Card Rating Details report given the expiration of Oregon's ESEA flexibility waiver on August 1, 2016 and the transition to the Every Student Succeeds Act (ESSA) in 2017-18. However, the ODE will report ratings by indicator (e.g., academic achievement, academic growth, etc.) as well as student group for each school.

## Overall Level: Not Rated

<i>Performance Indicator</i>	<i>Level</i>	<i>% of Points Earned</i>	<i>Weight</i>	<i>Weighted Points</i>
<b>Academic Achievement</b> <i>(page 3)</i>	Level 4	70.0%	NA	NA
<b>Academic Growth</b> <i>(page 4)</i>	Level 4	70.0%	NA	NA
<b>Student Group Growth</b> <i>(page 5)</i>	Level 2	46.7%	NA	NA
<b>Graduation</b> <i>(page 6)</i>	Level 3	60.0%	NA	NA
<b>Student Group Graduation</b> <i>(page 7)</i>	Level 3	60.0%	NA	NA
<b>At Least One Student Group Missed a Participation Target</b> <i>(page 8)</i>	Yes	NA		
<b>Totals</b>			NA	NA
<b>Weighted Percent</b>				NA

Level Assignment	Weighted Percent
Level 5	Not Applicable
Level 4	Not Applicable
Level 3	Not Applicable
Level 2	Not Applicable
Level 1	Not Applicable

Levels are calculated using the percentage of points earned out of the total points eligible. For schools with data on all indicators, the total points possible are:

- 20 for Academic Achievement
- 30 for Academic Growth
- 15 for Student Group Growth
- 25 for Graduation
- 10 for Student Group Graduation

The total score is matched to the scoring guide above to determine the school rating.

Federal Reporting Designations	
Received Title I Funds in 2016-17 (Y/N)	N
ESEA Designation (if any)	

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The school accountability system determines the overall school rating by using the percent of points a school earns for each of the indicators below. Subsequent pages display the data that support each indicator rating.

<b>Academic Achievement</b> (page 3)	<b>Level</b>	<b>Points Earned</b>	<b>Points Eligible</b>
English Language Arts (All Students)	Level 4	4	5
Mathematics (All Students)	Level 3	3	5
<b>Total</b>	<b>Level 4</b>	<b>7</b>	<b>10</b>
<b>Percent of Points Earned = Total Points Earned / Total Points Eligible</b> 70.0%			

<b>Academic Growth</b> (page 4)	<b>Level</b>	<b>Points Earned</b>	<b>Points Eligible</b>
English Language Arts (All Students)	Level 4	4	5
Mathematics (All Students)	Level 3	3	5
<b>Total</b>	<b>Level 4</b>	<b>7</b>	<b>10</b>
<b>Percent of Points Earned = Total Points Earned / Total Points Eligible</b> 70.0%			

<b>Student Group Growth</b> (page 5)	<b>Level</b>	<b>Points Earned</b>	<b>Points Eligible</b>
<b>English Language Arts</b>			
Economically Disadvantaged	Level 3	3	5
English Learners <sup>1</sup>	Not Rated	0	0
Students with Disabilities	Level 3	3	5
Underserved Races/Ethnicities <sup>2</sup>	Not Rated	0	0
<b>Mathematics</b>			
Economically Disadvantaged	Level 1	1	5
English Learners <sup>1</sup>	Not Rated	0	0
Students with Disabilities	Not Rated	0	0
Underserved Races/Ethnicities <sup>2</sup>	Not Rated	0	0
<b>Total</b>	<b>Level 2</b>	<b>7</b>	<b>15</b>
<b>Percent of Points Earned = Total Points Earned / Total Points Eligible</b> 46.7%			

<b>Cohort Graduation</b> (page 6)	<b>Level</b>	<b>Points Earned</b>	<b>Points Eligible</b>
<b>All Students</b>	<b>Level 3</b>	<b>3</b>	<b>5</b>
<b>Percent of Points Earned = Total Points Earned / Total Points Eligible</b> 60.0%			

<b>Student Group Graduation</b> (page 7)	<b>Level</b>	<b>Points Earned</b>	<b>Points Eligible</b>
Economically Disadvantaged	Level 3	3	5
English Learners <sup>1</sup>	Not Rated	0	0
Students with Disabilities	Not Rated	0	0
Underserved Races/Ethnicities <sup>2</sup>	Not Rated	0	0
<b>Total</b>	<b>Level 3</b>	<b>3</b>	<b>5</b>
<b>Percent of Points Earned = Total Points Earned / Total Points Eligible</b> 60.0%			

<b>Category Level Cutoffs</b>	
<b>Level</b>	<b>% of Points Earned</b>
Level 5	90.0%
Level 4	70.0%
Level 3	50.0%
Level 2	30.0%
Level 1	<30.0%

Graduation Levels are calculated based on the higher of the Four-Year and Five-Year Levels (see page 6 for Four-Year and Five-Year Cohort Graduation rates).

1. This student group only includes English learners who were current and monitored (two years). The English learner student group for graduation only includes students who were English learners at any time during high school.
2. Includes American Indian/Alaska Native, Pacific Islander, Black, and Hispanic students.

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The Academic Achievement indicator reflects the percent of all students that meet or exceed standards on the state English language arts and mathematics assessments at all tested grades in the school. Both English language arts and mathematics have an annual measurable target, and each student group will meet the target if the value for "% of students at Level 3 or Level 4" is greater than or equal to the target.

Achievement Level Cutoffs		
Level	English Language Arts	Math
Level 5	82.3 & above	50.8 & above
Level 4	57.0 to 82.2	47.0 to 50.7
Level 3	45.6 to 56.9	19.2 to 46.9
Level 2	34.5 to 45.5	9.8 to 19.1
Level 1	Less than 34.5	Less than 9.8

**English Language Arts Target: 57.0%**

English Language Arts	Level	2015-16		2016-17		Combined % Met
		Tests	% Level 3/4	Tests	% Level 3/4	
All Students	Level 4	254	65.0	31	35.5	61.8
Economically Disadvantaged <sup>1</sup>	Level 3	137	54.0	22	36.4	51.6
English Learners <sup>1,3</sup>	Not Rated	*	*	*	*	*
Students with Disabilities <sup>1</sup>	Level 1	34	17.6	9	11.1	16.3
Underserved Races/Ethnicities <sup>1</sup>	Not Rated	33	60.6	*	*	58.3
American Indian/Alaska Native <sup>2</sup>	Not Rated	*	*	*	*	42.9
Native Hawaiian/Pacific Islander <sup>2</sup>	Not Rated	*	*	*	*	*
Black/African American <sup>2</sup>	Not Rated	*	*	*	*	*
Hispanic/Latino <sup>2</sup>	Not Rated	25	56.0	*	*	57.7
Asian <sup>1</sup>	Not Rated	*	*	*	*	*
White <sup>1</sup>	Level 4	212	67.0	28	35.7	63.3
Multi-Racial <sup>1</sup>	Not Rated	9	33.3	*	*	33.3

**Mathematics Target: 47.0%**

Mathematics	Level	2015-16		2016-17		Combined % Met
		Tests	% Level 3/4	Tests	% Level 3/4	
All Students	Level 3	216	37.0	29	24.1	35.5
Economically Disadvantaged <sup>1</sup>	Level 3	113	29.2	22	27.3	28.9
English Learners <sup>1,3</sup>	Not Rated	*	*	*	*	*
Students with Disabilities <sup>1</sup>	Not Rated	28	14.3	*	<5	10.8
Underserved Races/Ethnicities <sup>1</sup>	Not Rated	27	48.1	*	*	44.8
American Indian/Alaska Native <sup>2</sup>	Not Rated	*	*	*	*	50.0
Native Hawaiian/Pacific Islander <sup>2</sup>	Not Rated	*	*	*	*	*
Black/African American <sup>2</sup>	Not Rated	*	*	*	*	*
Hispanic/Latino <sup>2</sup>	Not Rated	20	40.0	*	*	40.0
Asian <sup>1</sup>	Not Rated	*	*	*	*	*
White <sup>1</sup>	Level 3	180	36.7	27	25.9	35.3
Multi-Racial <sup>1</sup>	Not Rated	9	11.1	*	*	11.1

- These data are not part of the Academic Achievement indicator but are included to provide additional information on student group performance.
- Included in the Underserved Races/Ethnicities student group.
- This student group only includes English learners who were current and monitored (two years).

**Data notes:**

- \* Fewer than 6 students tested.
- >95.0 Greater than 95 percent of students met or exceeded. Test counts are also suppressed.
- <5.0 Less than 5 percent of students met or exceeded. Test counts are also suppressed.

This school's assessment participation rate falls below the target of 94.5%. The available tests may not be representative of all students required to test. Interpret the Academic Achievement results with caution.

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The Academic Growth indicator uses the Colorado Growth Model to measure student growth in English language arts and mathematics as compared to academic peers (i.e., students throughout the state who have a similar English language arts or mathematics test score history).

Oregon adopted this growth model as part of the process of obtaining a waiver from some of the requirements of the No Child Left Behind Act (NCLB). This growth model provides a more complete picture of student performance and will help provide a better evaluation of school effectiveness.

The growth model examines a student's current performance as compared to that of his/her academic peers with a similar test score history, and expresses it as a percentile (i.e., a ranking from 1 to 99 where 99 is the highest). For example, a growth percentile of 50 in English language arts would indicate that a student had typical or average growth compared to all other students in the state with similar prior test scores. A growth percentile of 80 would indicate that a student's growth was as high or higher than 80 percent of his/her academic peers.

The school accountability system uses the median growth percentile for both English language arts and mathematics to represent the "typical" growth at the school. For example, a median growth percentile of 65 in mathematics would indicate that the typical student in this school exhibited growth in mathematics as high or higher than 65 percent of his/her academic peers. As shown below, this median growth percentile is the basis for the Academic Growth ratings for English language arts and mathematics.

Growth Level Cutoffs	
Level	Median Growth Percentile
Level 5	65 & above
Level 4	50 to 64.5
Level 3	40 to 49.5
Level 2	35 to 39.5
Level 1	Less than 35

Academic Growth	Level	2015-16		2016-17		Combined Median Growth Percentile
		Students	Median Growth Percentile	Students	Median Growth Percentile	
English Language Arts (All Students)	Level 4	216	52.5	28	36.0	51.0
Mathematics (All Students)	Level 3	182	44.0	25	26.0	43.0

**Data notes:**

Not Rated Refers to a student group that did not meet minimum size requirements in order to receive a rating.

\* Fewer than 6 students with growth percentiles.

NA Is not applicable

This school's assessment participation rate falls below the target of 94.5%. The available tests may not be representative of all students required to test. Interpret the Academic Growth results with caution.

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The Student Group Growth indicator measures the growth of historically underserved student groups. It disaggregates the Academic Growth indicator and reflects the growth for economically disadvantaged, English learners, students with disabilities, and historically underserved races/ethnicities. The school accountability system uses the median growth percentile for both English language arts and mathematics to represent the “typical” growth for each student group.

Growth Level Cutoffs	
Level	Median Growth Percentile
Level 5	65 & above
Level 4	50 to 64.5
Level 3	40 to 49.5
Level 2	35 to 39.5
Level 1	Less than 35

To receive a Student Group Growth indicator rating, a student group must meet the minimum size requirement for the Academic Achievement indicator rating (i.e., 40 tests in the last two years combined) and at least 30 students with growth percentiles.

English Language Arts	Level	2015-16		2016-17		Combined Median Growth Percentile
		Students	Median Growth Percentile	Students	Median Growth Percentile	
Economically Disadvantaged	Level 3	120	49.5	20	36.0	45.0
English Learners <sup>1</sup>	Not Rated	*	*	*	*	*
Students with Disabilities	Level 3	32	51.0	8	38.5	47.5
Underserved Races/Ethnicities	Not Rated	25	51.0	*	*	47.5
American Indian/Alaska Native <sup>2</sup>	Not Rated	*	*	*	*	*
Native Hawaiian/Pacific Islander <sup>2</sup>	Not Rated	*	*	*	*	*
Black/African American <sup>2</sup>	Not Rated	*	*	*	*	*
Hispanic/Latino <sup>2</sup>	Not Rated	19	44.0	*	*	47.5
Asian <sup>3</sup>	Not Rated	*	*	*	*	*
White <sup>3</sup>	Level 4	182	55.5	25	36.0	52.0
Multi-Racial <sup>3</sup>	Not Rated	9	44.0	*	*	44.0

Mathematics	Level	2015-16		2016-17		Combined Median Growth Percentile
		Students	Median Growth Percentile	Students	Median Growth Percentile	
Economically Disadvantaged	Level 1	98	41.5	19	24.0	34.0
English Learners <sup>1</sup>	Not Rated	*	*	*	*	*
Students with Disabilities	Not Rated	26	30.0	7	26.0	29.0
Underserved Races/Ethnicities	Not Rated	22	38.5	*	*	37.0
American Indian/Alaska Native <sup>2</sup>	Not Rated	*	*	*	*	20.0
Native Hawaiian/Pacific Islander <sup>2</sup>	Not Rated	*	*	*	*	*
Black/African American <sup>2</sup>	Not Rated	*	*	*	*	*
Hispanic/Latino <sup>2</sup>	Not Rated	15	49.0	*	*	49.0
Asian <sup>3</sup>	Not Rated	*	*	*	*	*
White <sup>3</sup>	Level 3	152	44.5	23	30.0	43.0
Multi-Racial <sup>3</sup>	Not Rated	8	23.5	*	*	23.5

1. This student group only includes English learners who were current and monitored (two years).

2. Included in the Underserved Races/Ethnicities student group.

3. These data are not part of the Student Group Growth indicator but are included to provide additional information on student group performance.

**Data notes:**

Not Rated Refers to a student group that did not meet minimum size requirements in order to receive a rating.

\* Fewer than 6 students with growth percentiles.

NA Is not applicable

This school's assessment participation rate falls below the target of 94.5%. The available tests may not be representative of all students required to test. Interpret the Subgroup Growth results with caution.

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Graduation Level Cutoffs		
Level	Four-Year Rate	Five-Year Rate
Level 5	90.0 & above	93.0 & above
Level 4	76.0 to 89.9	78.0 to 92.9
Level 3	67.0 to 75.9	67.0 to 77.9
Level 2	60.0 to 66.9	60.0 to 66.9
Level 1	Less than 60.0	Less than 60.0

The Graduation indicator uses four- and/or five-year cohort graduation rates. These rates follow incoming high school students for four or five years to determine the percent of students who graduate with a regular diploma in that timeframe. A school year's cohort consists of students who first enrolled in high school in that school year. Students are added to a school's cohort when they transfer into the school, and are removed from a school's cohort if they transfer to another high school. Students that drop out or otherwise leave a school without transferring to another diploma-granting school remain members of the cohort in which they were last enrolled.

To receive a Graduation indicator rating, a school must have at least 40 students in the combined cohort. The following provides a description of the rating levels:

- Level 5: the school had a graduation rate that was in the top ten percent of all high schools in the state.
- Level 4: the school had a graduation rate that was above average, but not in the top ten percent.
- Level 3: the school met the state minimum target, but still had a graduation rate that was below average.
- Level 2: the school met the federal minimum target, but not the state minimum target.
- Level 1: the school did not meet the federal minimum target. Schools that are Level 1 for both their four-year and five-year rates can have an overall rating no higher than Level 2.

The rating for the Graduation indicator is the higher of the school's levels between the four-year and five-year rates.

Four-Year Cohort <sup>1</sup>	Level	2011-12 Cohort		2012-13 Cohort		Combined Rate	Applied Rate <sup>2</sup>
		Adjusted Cohort	% Grad	Adjusted Cohort	% Grad		
All Students	Level 3	175	70.9	139	75.5	72.9	Current

Five-Year Cohort <sup>1</sup>	Level	2010-11 Cohort		2011-12 Cohort		Combined Rate	Applied Rate <sup>2</sup>
		Adjusted Cohort	% Grad	Adjusted Cohort	% Grad		
All Students	Level 3	153	76.5	175	73.7	75.0	Combined

1. Cohort year is the school year in which the students enrolled in high school for the first time.
2. The Applied Rate is the graduation rate used to determine the level. It is the higher of the combined rate and the most recent rate.

**Data notes:**

Not Rated Refers to a student group that did not meet minimum size requirement in order to receive a rating.

\*\* No data available

NA Is not applicable

The terms "Prior Cohorts" and "Current Cohorts" apply to small schools that require four years of graduation data to receive ratings.

> Prior Cohorts include student data from the first two years of a given four year cycle (e.g., 2009-10 and 2010-11 cohorts).

> Current Cohorts include student data from the last two years of a given four year cycle (e.g., 2011-12 and 2012-13 cohorts).

Beginning with the 2009-10 five-year cohort and the 2010-11 four-year cohort, ODE's cohort graduation rate methodology changed to include as graduates students who earned modified diplomas and students who earned but were not awarded Oregon diplomas. In prior years, only students who earned and were awarded Oregon diplomas were counted as graduates for the purposes of this rate. See <http://www.oregon.gov/ode/reports-and-data/students/Pages/Cohort-Graduation-Rate.aspx> for more information.

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The Student Group Graduation indicator uses the graduation rates of historically underserved student groups. It disaggregates the four- and five-year graduation rates for economically disadvantaged, English learners, students with disabilities, and historically underserved races/ethnicities. The rating for the Student Group Graduation indicator is the higher of the ratings between the four-year rate and the five-year rate.

Graduation Level Cutoffs		
Level	Four-Year Rate	Five-Year Rate
Level 5	90.0 & above	93.0 & above
Level 4	76.0 to 89.9	78.0 to 92.9
Level 3	67.0 to 75.9	67.0 to 77.9
Level 2	60.0 to 66.9	60.0 to 66.9
Level 1	Less than 60.0	Less than 60.0

Four-Year Cohort <sup>1</sup>	Level	2011-12 Cohort		2012-13 Cohort		Combined Rate	Applied Rate <sup>2</sup>
		Adjusted Cohort	% Grad	Adjusted Cohort	% Grad		
Economically Disadvantaged	Level 3	88	73.9	80	70.0	72.0	Combined
English Learners <sup>3</sup>	Not Rated	0	--	0	--	--	NA
Students with Disabilities	Not Rated	11	36.4	12	66.7	52.2	NA
Underserved Races/Ethnicities	Not Rated	17	64.7	14	42.9	54.8	NA
American Indian/Alaska Native <sup>4</sup>	Not Rated	3	33.3	3	0.0	16.7	NA
Native Hawaiian/Pacific Islander <sup>4</sup>	Not Rated	0	--	1	0.0	0.0	NA
Black/African American <sup>4</sup>	Not Rated	1	100	0	--	100	NA
Hispanic/Latino <sup>4</sup>	Not Rated	13	69.2	10	60.0	65.2	NA
Asian <sup>5</sup>	Not Rated	0	--	1	100	100	NA
White <sup>5</sup>	Level 4	147	72.1	119	79.8	75.6	Current
Multi-Racial <sup>5</sup>	Not Rated	11	63.6	5	60.0	62.5	NA

Five-Year Cohort <sup>1</sup>	Level	2010-11 Cohort		2011-12 Cohort		Combined Rate	Applied Rate <sup>2</sup>
		Adjusted Cohort	% Grad	Adjusted Cohort	% Grad		
Economically Disadvantaged	Level 3	84	69.0	88	75.0	72.1	Current
English Learners <sup>3</sup>	Not Rated	0	--	0	--	--	NA
Students with Disabilities	Not Rated	9	77.8	11	45.5	60.0	NA
Underserved Races/Ethnicities	Not Rated	9	55.6	17	70.6	65.4	NA
American Indian/Alaska Native <sup>4</sup>	Not Rated	0	--	3	66.7	66.7	NA
Native Hawaiian/Pacific Islander <sup>4</sup>	Not Rated	0	--	0	--	--	NA
Black/African American <sup>4</sup>	Not Rated	1	0.0	1	100	50.0	NA
Hispanic/Latino <sup>4</sup>	Not Rated	8	62.5	13	69.2	66.7	NA
Asian <sup>5</sup>	Not Rated	1	100	0	--	100	NA
White <sup>5</sup>	Level 3	136	79.4	147	74.8	77.0	Combined
Multi-Racial <sup>5</sup>	Not Rated	7	42.9	11	63.6	55.6	NA

1. Cohort year is the school year in which the students enrolled in high school for the first time.
2. The Applied Rate is the graduation rate used to determine the level. It is the higher of the combined rate and the most recent rate.
3. This student group only includes students who were English learners at any time during high school.
4. Included in the Underserved Races/Ethnicities student group
5. These data are not part of the Student Group Graduation indicator but are included to provide additional information on student group performance.

**Data notes:**

Not Rated Refers to a student group that did not meet minimum size requirement in order to receive a rating.

\* No data available

NA Is not applicable

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All students in tested grades and enrolled on the first school day in May must take a statewide assessment. The tables below display the percentage of students who took a statewide assessment by school year, subject, and student group. The tables also indicate whether each student group met the federal participation rate target of 94.5%.

The Academic Achievement, Academic Growth, and Student Group Growth indicators depend upon student test scores. These indicators are valid only when schools uniformly test all students.

Note that non-participants include the following: students whose parents/guardians opted them out from taking the statewide English language arts or mathematics assessments, students who were absent for an extended period of time, students whose parents/guardians requested they not participate for religious or disability related reasons, or students who did not participate due to unknown circumstances.

**Participation Target: 94.5%**

<i>English Language Arts</i>	<i>Status</i>	<i>Participants</i>		<i>Non-Participants</i>		<i>Participation Rate</i>			<i>Applied Rate<sup>2</sup></i>
		<i>2015-16</i>	<i>2016-17</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2015-16</i>	<i>2016-17</i>	<i>Combined</i>	
All Students	Not Met	263	32	127	400	67.4	7.4	35.9	Combined
Economically Disadvantaged	Not Met	140	22	57	194	71.1	10.2	39.2	Combined
English Learners <sup>1</sup>	Not Rated	2	0	1	5	66.7	0.0	25.0	NA
Students with Disabilities	Not Met	34	9	12	46	73.9	16.4	42.6	Combined
Underserved Races/Ethnicities	Not Met	34	3	6	26	85.0	10.3	53.6	Combined
American Indian/Alaska Native <sup>3</sup>	Not Rated	5	2	2	7	71.4	22.2	43.8	NA
Native Hawaiian/Pacific Islander <sup>3</sup>	Not Rated	1	0	0	1	100.0	0.0	50.0	NA
Black/African American <sup>3</sup>	Not Rated	2	0	0	3	100.0	0.0	40.0	NA
Hispanic/Latino <sup>3</sup>	Not Met	26	1	4	15	86.7	6.3	58.7	Combined
Asian	Not Rated	0	0	1	1	0.0	0.0	0.0	NA
White	Not Met	220	29	116	370	65.5	7.3	33.9	Combined
Multi-Racial	Not Rated	9	0	4	3	69.2	0.0	56.3	NA

<i>Mathematics</i>	<i>Status</i>	<i>Participants</i>		<i>Non-Participants</i>		<i>Participation Rate</i>			<i>Applied Rate<sup>2</sup></i>
		<i>2015-16</i>	<i>2016-17</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2015-16</i>	<i>2016-17</i>	<i>Combined</i>	
All Students	Not Met	225	30	165	402	57.7	6.9	31.0	Combined
Economically Disadvantaged	Not Met	116	22	81	194	58.9	10.2	33.4	Combined
English Learners <sup>1</sup>	Not Rated	2	0	1	5	66.7	0.0	25.0	NA
Students with Disabilities	Not Met	28	9	18	46	60.9	16.4	36.6	Combined
Underserved Races/Ethnicities	Not Met	28	2	12	27	70.0	6.9	43.5	Combined
American Indian/Alaska Native <sup>3</sup>	Not Rated	4	2	3	7	57.1	22.2	37.5	NA
Native Hawaiian/Pacific Islander <sup>3</sup>	Not Rated	1	0	0	1	100.0	0.0	50.0	NA
Black/African American <sup>3</sup>	Not Rated	2	0	0	3	100.0	0.0	40.0	NA
Hispanic/Latino <sup>3</sup>	Not Met	21	0	9	16	70.0	0.0	45.7	Combined
Asian	Not Rated	0	0	1	1	0.0	0.0	0.0	NA
White	Not Met	188	28	148	371	56.0	7.0	29.4	Combined
Multi-Racial	Not Rated	9	0	4	3	69.2	0.0	56.3	NA

1. This student group only includes English learners who were current and monitored (two years).
2. The Applied rate is the rate used to determine if the participation target is met. It is the higher of the combined rate and the most recent rate.
3. Included in the Underserved Races/Ethnicities student group.

**Data notes:**

Not Rated Refers to a student group that did not meet the minimum size requirement in order to receive a rating (i.e., Met or Not Met).