

KUUMBA ACADEMY

ANNUAL REPORT

2019-2020



1200 North French Street,
Wilmington, DE 19801
Phone:(302) 660-4750

I. OVERVIEW

1.1 School Overview:

Review the following chart with the school's basic information. (Note: This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

BASIC INFORMATION	
Name of School	Kuumba Academy
Year School Opened	2001
Enrollment 2019-2020 ¹	668
Approved Enrollment	700
School Address	1200 North French Street, Wilmington, DE 19801
District(s) of Residence	Christina School District
Website Address	http://kuumbaacademy.org/
Name of School Leader	Sally Maldonado
School Leader Email and Phone Number	smaldonado@kuumba.k12.de.us (302) 660-4750
Name of Board President	Joan Coker
<p>Mission Statement: Kuumba Academy's mission is to provide an innovative learning environment focused on the whole child, in kindergarten through eighth grade. Kuumba Academy directors, staff, and parents share a core belief that parents are the primary educators of their children. Our parents, in partnership with teachers and administrators, believe that every child can maximize his or her learning potential given the opportunity to do so.</p> <p>School notes: The mission of Kuumba Academy Charter School is to be Delaware's premier arts-integrated charter school with a commitment to provide a rigorous high-quality academic program in an environment that values parents as key partners in the education of their children, honors the individuality and</p>	

unique learning style of each student, and utilizes the arts as a tool for academic learning.

Based on the Nguza Saba Principles of Kwanzaa, which is a celebration of family, community, and culture the Core Components of the KACS Model are:

1. Student Centered Instruction –Kujichagulia (self-determination),Nia(purpose), Imani (faith)
2. An innovative combination of Arts and Academics
3. Core Values–Based on the Nguza Saba Principles KACS (creativity) and Umoja (unity)
4. Professional Learning Community- Ujamaa (cooperative economics) and Ujima (collective work and responsibility)
5. Family and Community Engagement–Ujima, Nia, Ujamaa,

Over the past several years, KACS has made significant progress in closing the urban achievement gap. This highlights the hard work and dedication of our students, parents, faculty, and staff. It is our expectation that student growth and achievement will continue to be an area in which our school continues to improve as we work to adjust to the more rigorous academic expectations of the Common Core State Standards.

KACS was founded to enroll children with the greatest need and to advocate for all children receiving an ineffective education. The KACS board and staff are closely bound together by a shared belief – that parents are the primary educators of children.

Children at risk for academic failure can indeed be high achievers and change agents in low-income communities when parents and teachers engage students in a culturally relevant, community education model.

1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2019-2020. (Note: The remaining sections of the table will be completed by the Charter School Office. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

ENROLLMENT & DEMOGRAPHIC INFORMATION	
	2019-2020 ¹
Total Enrollment	668
# of Students on Waiting List	50
Gender	
% Male	45.81%
% Female	54.19%
Ethnicity/Race	
% African American	90.87%
% American Indian	1.65%
% Asian	0.15%
% Hispanic/Latino	5.54%
% White	0.90%
% Multiracial	0.75%
Special Populations	
% Special Education ²	14.97%
% English Language Learners	1.20%
% Low-Income	60.78%

Schools are invited but not required to comment on any aspect of the demographic data above in table 1.2

1.3 Approved Minor and Major Modifications:

The table lists any approved minor and/or major modifications over the course of the school's current charter term.

(Note: This table will be completed by the Charter School Office. Please review the following table for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

Date	Modification Requested	Outcome

Schools are invited but not required to comment on any aspect of the modification data above in table 1.3

No modification requests were submitted during the 19-20 school year.

1.4 School Enrollment:

Please review the following chart with the school’s enrollment trends during the current term of the charter. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Enrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	2019-2020	
	Approved Enrollment	30-Sep Enrollment Count
K	96	96
Grade 1	96	94
Grade 2	96	88
Grade 3	96	66
Grade 4	73	66
Grade 5	80	76
Grade 6	72	55
Grade 7	72	65
Grade 8	54	62
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total	735	668

Schools are invited but not required to comment on any aspect of the enrollment data above in table 1.4.

1.5 Reenrollment:

Reenrollment Rate² is the % of students continuously enrolled in the school from one year to the next.

Review the following chart with the school’s reenrollment trends during the current charter term. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Reenrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
Kuumba Academy		
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K	8	
Grade 1	78	87.64%
Grade 2	83	83.00%
Grade 3	58	74.36%
Grade 4	53	75.71%
Grade 5	68	82.93%
Grade 6	46	83.64%
Grade 7	59	81.94%
Grade 8	60	96.77%
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total/Avg	513	84.38%

** School entry grade level. Reenrollment data not collected for this grade level.

Describe the school’s plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

Kuumba Academy is committed to ensuring that all families who enroll are satisfied with the academic and social/emotional supports that they receive. Kuumba Academy uses teacher and family surveys to seek parent feedback and has facilitated focus groups with parents to learn more about areas where we may improve our programming to better meet their needs. The school leadership team works with the board of directors annually on this engagement with KACS families.

We also survey families who decide to leave and have found that the most common reasons are as follows:

- Family did not agree with recommendation for retention in order to catch kids up
- Family relocated out of Wilmington or DE and wanted a school closer to home
- Parents and or student prefer a different school experience (programming and or location)
- KACS curriculum is too rigorous

KACS staff will continue to monitor re-enrollment trends and will work proactively to address any specific areas of concerns that we identify.

II. ACADEMIC PERFORMANCE

2.1 Delaware School Success Framework

Indicator	Points	Percent Point
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Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

a)

2.2 Academic Achievement

Metric	Value	Points	Points Earned
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Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

School Comments

2.3 Academic Progress

Metric	Value	Points	Points Earned
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Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

2.4 School Quality/ Student Success

Metric	Value	Points	Points Earned
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Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

III. ORGANIZATIONAL PERFORMANCE

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

3.1 Mission Specific Goal(s)

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

KACS will reduce by half the percentage of students scoring below or well below on the Smarter Balanced assessment in four years, thus closing the achievement gap.

Mission Specific Goal				
Staff				
Measure	Definition of Rating	Data Source	Data Collection Process	Measure
No less than 60% of students will meet MAPs growth targets as defined by NWEA'S MAPs assessment	<p>Meets Standard:</p> <p>60% of students will meet their growth target in Reading and Math.</p>	NWEA MAPs assessment	Fall to Winter growth trackers;	<p>Approaching Standard based on Mid-Year MAPs data:</p> <p>Please see Note tab for additional information</p>
	<p>Approaching Standard:</p> <p>45-59% of students will meet their growth target in Reading and Math.</p>			
	<p>Far Below Standard:</p> <p>less than 45% of students will meet their growth target in Reading and Math.</p>			

a) Rate the school's performance according to the criteria established by the school for its 2019-2020 mission specific goal(s).

School Comments This information , including the requested data source, was previously submitted in July 2020. Due to COVID 19 schools closures in March, full year data is not available.

b) Provide as **Appendix 1** the results (data source) of the school's mission specific goal(s). Remember not to include any personally identifiable information (PII).

3.2 Organizational Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Organizational Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

SUMMARY AND OVERALL RATING

Kuumba Academy

Year	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health & Safety	OVERALL RATING
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff		
	1a	1b	1c	1d	2a	2b	2c	3a	3b		
2019-2020	M	M	M	M	AS	M	M	M	F	M	Meets Standard

a) Describe the school’s organizational performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments: Kuumba Academy’s overall rating is “Meets Standard” because it has met or standards in Organizational Performance, except for 2a where it is “approaching standard” and in 3b where it is “Far below standard.” Additional information is provided below.

b) Identify changes to organizational practices that the school has implemented to improve the school’s organizational outcomes.

School Comments:

As a result of intentional data analysis and strategic planning, KACS has made changes to our organizational and leadership structures to better meet the needs of a constantly changing student body. We implemented these changes over the summer to become effective at the start of the 2018-2019 academic year. We added several new positions including a principal, a director of instruction, a family engagement director, as well as a behavior interventionist. All of these administrators share a

focus on ensuring a positive school climate, on insisting on and monitoring strong academics and creating parent and community partnerships to better serve our students.

Performance Agreement

Organizational Performance Expectations

Discuss the school's organizational performance based on its approved Performance Agreement.

Kuumba Academy Charter School's overall organizational rating is Meets. By September 2023, our expectation is to achieve the overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

- a) Discuss the school's organizational performance based on its approved Performance Agreement (see above).

School Comments: Kuumba is on track to achieve/maintain our overall organizational rating of "Meets." KACS leadership will continue to work to ensure that board members are properly trained as required in a timely fashion and will continue to work to increase the percentage of certified teachers through hiring practices and ARTC support for existing staff members.

3.3 Board Financial and Governance Members and Training

a) Please complete the chart below with the necessary information. In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance training conducted for any new board members and at a minimum of once every 3 years.

Board Financial and Governance Training

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Board Governance Training Date*
Ken	Brown	7/1/2015	6/30/2018	Facilities Chair	1/12/2012	7/12/2018
Joan	Coker	7/1/2015	6/30/2018	President	1/12/2012	7/12/2018
Bernard	Fisher	7/1/2015	6/30/2018	Treasurer	1/12/2012	7/12/2018
H. Raye	Jones Avery	7/1/2015	6/30/2018	Vice President	1/12/2012	7/12/2018
Sally	Maldonado	7/1/2015	6/30/2018	Head of School	1/12/2012	7/12/2018
Darren	Moore	7/1/2015	6/30/2018	Vice President	1/12/2012	7/12/2018
Lem	Miller	7/12/2018	6/30/2021	Board Member	7/12/2018	7/12/2018
Herb	Broadwater	7/12/2018	6/30/2021	Board Member	7/12/2018	7/12/2018
Maureen	Masters	7/12/2018	6/30/2021	Teacher Representative	7/12/2018	7/12/2018
Genelle	Freeman	7/12/2018	6/30/2021	Board Member	7/12/2018	7/12/2018
Tamara	Walker	7/12/2018	6/30/2021	Teacher Representative	7/12/2018	7/12/2018

*Please list only the most recent training date.

Please attach all certificates or evidence of Board Governance Training for active board members.

School Comments: All certificates are on file with DOE through PDMS.

b) Please complete the chart below with the necessary information. Pursuant to [14 Del. Admin. Code 736](#) 6.1 Each member of a Citizen Budget Oversight Committee shall attend and receive a Certificate of Completion for the Citizen Budget Oversight Committee training within the allotted timeframe of his/her appointment to a Citizen Budget Oversight Committee. Provided further, additional training may be required from time to time as determined by the Department.

Citizen Budget Oversight Committee Membership & Trainings

First Name	Last Name	Role/Title	Financial Training Date
Richard	Riggs	DOE Representative	11/30/2015
Bernard	Fisher	Board Treasurer	10/21/2020
Michelle	Lambert	Consultant	10/13/2011
Sally	Maldonado	Head of School	1/12/2012
Anjie	Dawkins	Business Manager	1/07/20*
Danielle	Harris	Teacher Rep	9/6/2018
Marsha	Saunders	Parent Rep	2/1/2018

School Comments: All members of the CBOC have completed necessary training requirements.

3.4 Teacher Retention: Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teaching staff?

2019-2020		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
78.8	41	52

Review the table above with the school’s teacher retention trends and answer the following questions.

- a) Describe the school’s plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.

School Comments: Kuumba Academy works to ensure that teachers are provided with ongoing support and professional development through coaching and PLCs. Over the past several years, the board has worked to increase teacher salaries to be more on par with local school districts. On average, Kuumba Academy pays teachers at roughly 97% of those employed by the Red Clay Consolidated School District. We believe that equitable pay, meaningful professional development, and a positive school culture lead to higher rates of teacher retention. KACS incorporates many strategies to solicit teacher feedback and seek their input around ways to improve staff culture and climate and the teacher evaluation process. Please note this retention data also includes staff who relocated out of state and those that were not effectively achieving the student outcomes necessary to reverse the achievement gap that Kuumba works to close, and as a result were not offered a position for the 19/20 school year.

- b) Describe how the school’s professional development plans support teachers and leadership.

Kuumba’s leadership team continues to align professional development sessions with our EL work plan goals, coaching program and mission. We continuously work to revise PD sessions to more clearly model our expectations for excellent instruction. This includes, but is not limited to, increasing opportunities for teachers to grapple with complex text, practice new strategies, and discuss and collaborate with their peers. As outlined in the innovation section below, we have worked to ensure that our coaching cycles and professional development sessions are explicitly aligned to and build the capacity of teachers to meet school-wide goals. Additionally, we have also worked to build in more professional time to build teacher capacity and expertise in building relationships with students and families as well as strategies for responding to signs of trauma in students.

KACS continues to implement new teacher summer institute. This week long summer institute focuses on building staff foundational knowledge around the mission of KACS and the EL model.

Summer institute topics focus on:

- Using Crew to build relationships and internalize our Habits of Scholarship and character goals.

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- Using student engaged assessment with students.
 - Planning and delivering effective lessons and our approach to arts integration.

Our primary driver for ongoing professional development is the use of our internal, non-evaluative, coaching model and our implementation of the Teaching Excellence Framework. Our implementation of TEF has had a positive impact on teacher growth and development and we hope we continue to experience the success of TEF over the course of the charter term. This is also described in more detail in the Innovation section.

During the Spring of 2020, our Principal, Director of Curriculum, and Instructional Leadership Team worked to create professional development plans to support teachers with distance learning. This combined effort of training and support, coupled with our teacher's eagerness to quickly learn new skills helped our KACS instructional team to make swift and meaningful changes to their instruction to maximize distance learning for all students K-8. This professional development and training continued into the summer and Fall of 2020.

IV. FINANCIAL PERFORMANCE

4.1 Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Financial Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

Financial Performance Framework Ratings	Near Term Indicators				Sustainability Indicators				Financial Management and Oversight	Overall Rating
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt Asset Ratio	Cash Flow	Debt Service Coverage Ratio		
Year	1a	1b	1c	1d	2a	2b	2c	2d	3	
2019-2020	M	M	M	M	AS	M	F	N/R	M	Meets Standard

a) Describe the school’s Financial performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments: Kuumba’s overall rating is “meets standard.”

b) Identify changes to Financial practices that the school has implemented to improve the school’s financial outcomes.

School Comments: Kuumba’s board and management team continue its current policy of monitoring monthly financial performance to address any variances from the School’s financial objectives.

c) Address any measure where school did not meet standard or is approaching standard

2. SUSTAINABILITY INDICATORS

Measure 2a. Total Margin:

Net Income divided by Total Revenue

2019-2020
1 YR: -1.67%
3 YR: -1.37%

Total margin measures the deficit or surplus a school yields out of its total revenues ; in other words, whether or not the school is living within its available resources. The preferred result is a positive margin for the past year and the past 3 years.

School Response To Rating:

Kuumba Academy is “approaching standard” as a result of the final spend down of multi-year grants that were awarded in previous fiscal years.

Measure 2c. Cash Flow

2019-2020
1 YR: \$-132231
3 YR: \$-98772

Cash flow indicates the trend in the school’s cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school’s financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. The preferred result is greater than zero.

School Response To Rating:

Kuumba’s current cash flow has been affected by grants (as previously mentioned) that were awarded in prior periods, as expenses are spent over multiple years. Expenses are skewed with the inclusion of several one-time large expenses. Management has developed a fiscal plan that will address ongoing operational expenses and increase an operational reserve. Its management expectation that cash flow results will move toward meeting standards over the next two years.

3. FINANCIAL MANAGEMENT AND OVERSIGHT

2019-2020
M

This measure assesses the timeliness of reporting, the implementation of the Citizen Budget Oversight Committee, and the adherence to the policies and procedures of the First State Financial Management System.

DOE Rating Information:

The FY20 independent audit disclosed related party transactions in the notes to the financial statements (Note G).

School Response To Rating:

Kuumba Academy is meeting standard.

Performance Agreement

Financial Performance Expectations

Kuumba Academy Charter School's overall financial rating is Meets Standard. By September 2023, our expectation is to achieve the overall rating of "Meets" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

- a) Discuss the school's financial performance based on its approved Performance Agreement.

School Comments: Kuumba is meeting standard.

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- b) Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable).

School Comments: Kuumba did not have any audit findings.

V. INNOVATION

Describe the school's innovative practice(s) that could be replicated at other schools in Delaware. Please include the data that supports the success of these practice(s).

School Comments: **Innovative Educational Program**

In 2013, KACS began integrating into our arts-integrated academic program, the nationally recognized, research-based, innovative EL model, formerly known as Expeditionary Learning, which organizes student learning around an experiential project-based approach. EL instructional practices emphasize student inquiry, critical thinking and craftsmanship, which directly align with KACS's core instructional philosophy. In the EL model, students engage in original research and create high-quality academic products to share with outside audiences. Learning Expeditions - deep interdisciplinary investigations of rich academic topics rooted in real life connections and experiences - bring together teachers from different disciplines, including the arts, to create integrated and deeper learning experiences for students. Our 1st grade classrooms were recognized as exemplary with EL schools over the 2017-2018 school year and one of our first grade classrooms has been featured for their use of Literacy Labs to address foundational literacy skills with first grade students: See the following links for more info on this recognition. Implementing Labs Video: <https://eleducation.org/resources/implementing-the-k-2-labs>

Behind the Practice for Labs Video:

<https://eleducation.org/resources/behind-the-practice-planning-the-k-2-labs-with-kady-taylor>

The EL model grew out of Outward Bound, an organization that values compassion, integrity, excellence, inclusion, and diversity while seeking to develop character, leadership, and service in students as they learn through challenging adventure experiences within a supportive environment. These non-traditional approaches to learning are notably different from traditional practices and are in alignment with 14 Del. C., §501.

Innovative Teacher Evaluation and Coaching Model

KACS utilizes the Teaching Excellence Framework (TEF) for teacher evaluation. This evaluation system has been in place since 2013 and provides teachers with more frequent feedback (minimum of 8 observations throughout the school year), targeted and actionable feedback to help them improve their practice, and clear ambitious goals all aimed at improving outcomes for students. As a result of the TEF, KACS has been able to retain greater than 80% of our effective/highly effective teachers from year to year. Each year since we began using the TEF, more than 79% of our teachers have increased their observation ratings from their fall observations to those performed in the spring. Since KACS has adopted the TEF for teacher evaluation, many more charter schools and districts have replicated this practice.

In addition to this robust evaluation system, KACS began implementing a formal non-evaluative coaching model during the 2018-2019 school year. This coaching model is designed to ensure that all teachers receive ongoing supports outside of evaluation. KACS coaching focuses on the following key areas as outlined in our school wide work plan:

Cycle	Description
Cycle 1. Character	<p>Coaching Cycle #1 - Classroom management cycle for teachers who are new to Kuumba or ended the year developing or below in component 2/classroom culture</p> <p>Teacher developed goals for teachers with KACS experience & effective or highly effective in component 2/classroom culture</p>
Cycle 2. Mastery of Knowledge and Skills	<p>Coaching Cycle #2- Instructional cycle: Tier 1 instruction; data-driven instruction; differentiation; no opt out, right is right, aggressive circulation, using exit tickets, student self-assessment, effective lesson design (includes workshop 1.0/workshop 2.0/ 5Es), using learning targets</p>
Cycle 3. High Quality Work	<p>Coaching Cycle #3- High Quality Work cycle: Arts integration, creating opportunities for extended learning through projects, labs, service learning and field work; use of rubrics, models in writing and projects; building in opportunities for student-led instruction</p>

VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	Kuumba Academy Charter School
Location:	1200 N French St Wilmington DE 19801

I hereby certify that the information submitted in this annual of a charter school is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Directors.

Sally Maldonado

Signature: Chairperson of Board of Directors (or designated signatory authority)

1/8/2021

Date

Print/Type Name:	Sally Maldonado
Title (if designated):	Head of School
Date of approval by board of directors:	To be approved on 1/14

References:

¹ Based on September 30th Unit Count

² Pursuant to the Family Education Rights and Privacy Act (FERPA) (34 CFR §99), the DDOE applies the following statistical methods to avoid disclosure of personally identifiable information in aggregate reporting.

1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by “-” in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.

2. Only report percentages for grade level reporting within a school and district.

3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).

4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

³ Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.

