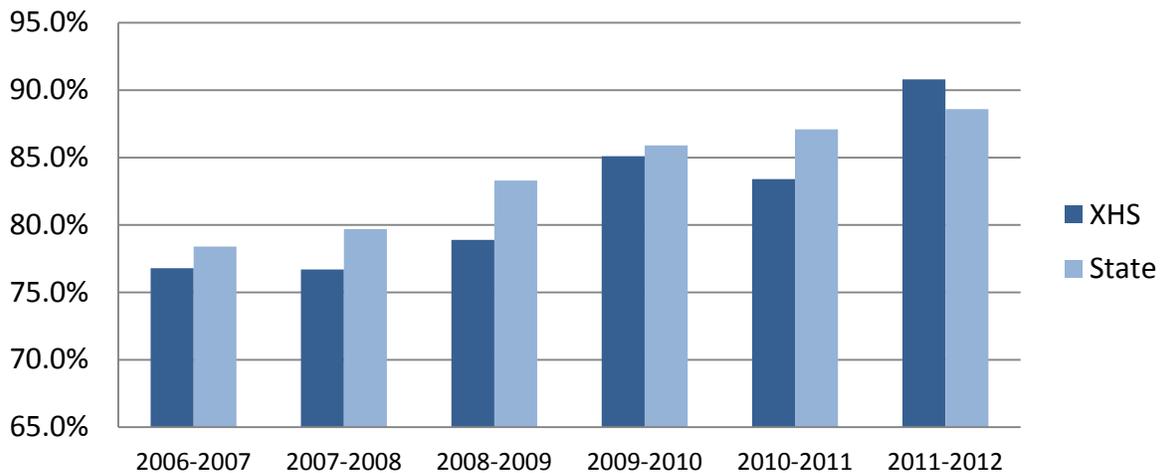


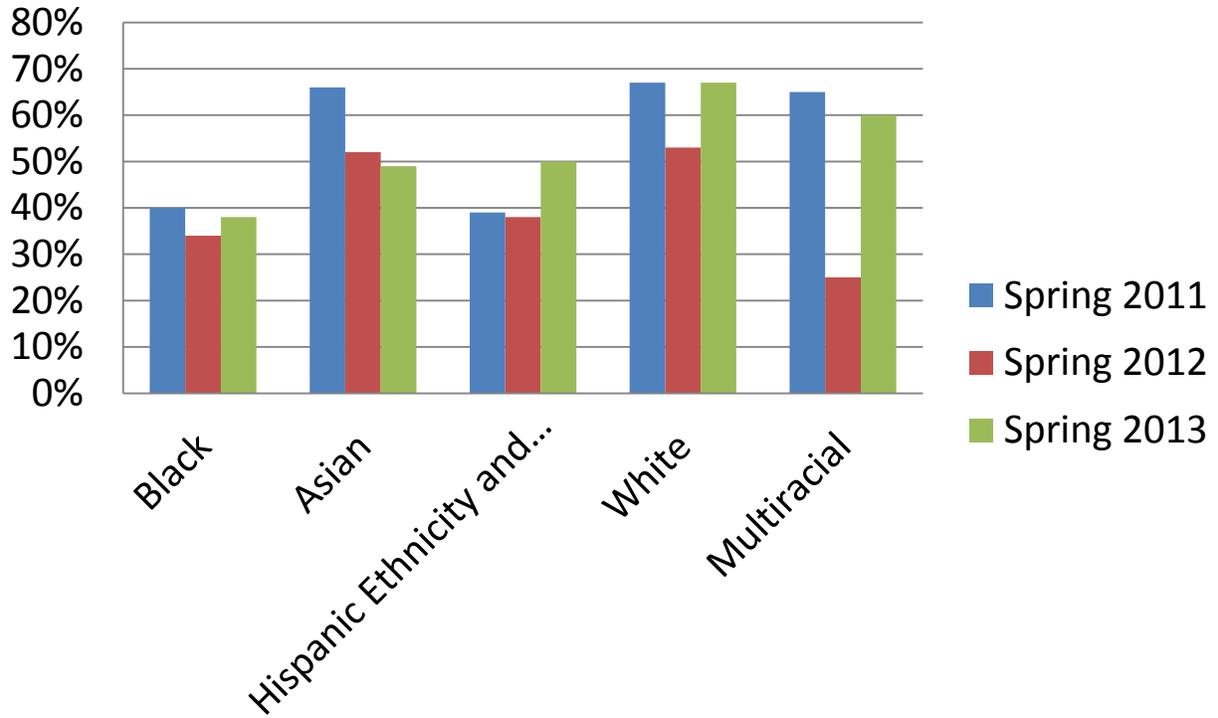
Graduation Rate



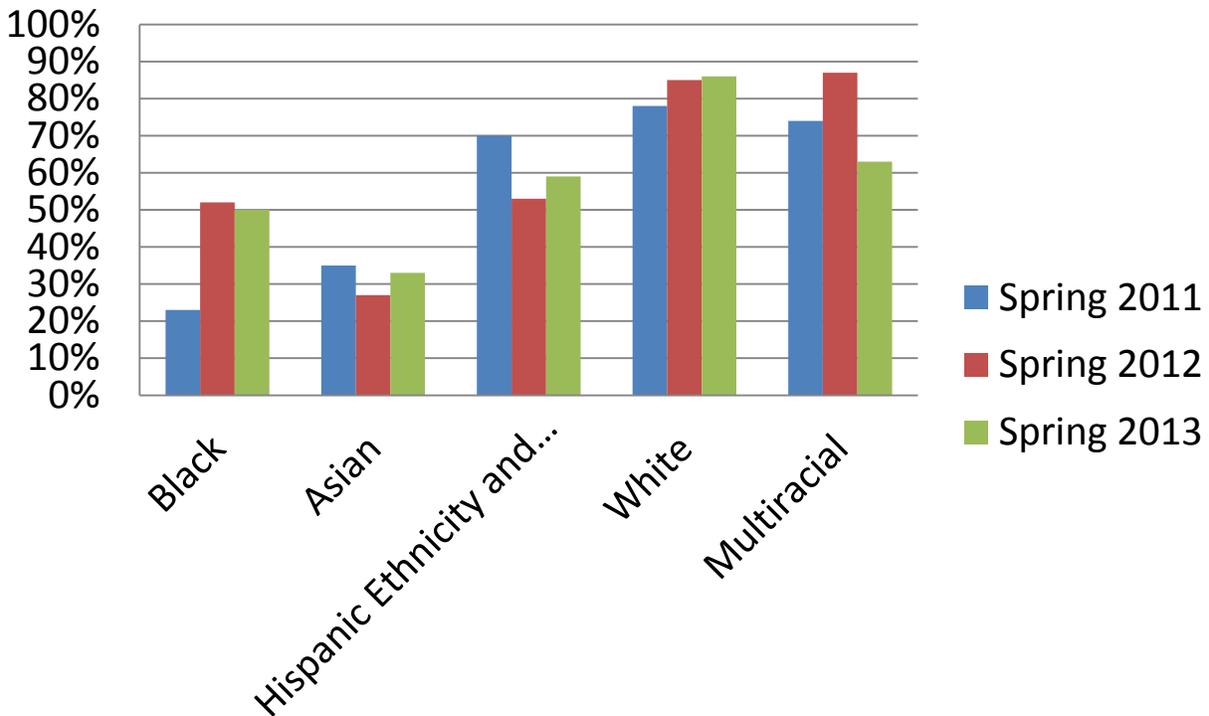
GRADUATION RATE: XHS has started looking at students' schedules more creatively trying to get special education students to receive a Core 40 or Honors diploma. Our graduation rate has increased over the past four years with the exception of one year. In an effort to increase the amount of special education students passing core subjects, XHS has added special education inclusion courses that are team taught by a general education and a special education teacher. XHS has a PLATO Lab that focuses entirely on helping students with a full schedule pursue credit recovery programs that could help if they are behind in their credits. XHS also offers struggling students two alternative education programs: the X Pathways to Excellence program housed on Pierce Street and Fast-track. Both of these programs are designed to keep struggling students in school. This year we have started a Lion Academy which is targeted at helping freshmen acquire their credits so they do not dig a hole academically their first year in high school. All these efforts have led XHS' graduation rate to maintain a consistent upward trend over the past five years.

Implications: With the demographics of XHS changing, it is imperative that we monitor our current programs aimed at helping students graduate and make adjustments when needed. We must continue to place a high level of importance on student support and credit recovery. It is imperative, given the state accountability model, that we maintain a graduation rate of 90% or higher.

XHS Algebra1 ECA First Time Testers Percent Pass and Pass+ Combined



XHS English 10 ECA First Time Testers Percent Pass and Pass+ Combined



The Algebra 1 graph of first time tester percent pass and pass+ combined reveals variations in three of the groups but seems stable for the Black and Hispanic ethnicity groups. The Algebra 1 set of data is a smaller group than the English 10 set of data because many of our highest achieving math students do not take Algebra 1 in our building. As many as one-third of our freshman class come to us already having received Algebra 1 credit; for that reason we are concerned about implications of this data as it would eliminate a full view of the whole group and it takes the highest achieving sub-group members out of consideration.

The English 10 graph of first time tester percent pass and pass+ combined reveals a better picture of where the school is in working with our sub-groups. All sophomores take the test. There is still variation but the Black sub-group clearly shows a gain that was sustained for a two year period. The Asian sub-group will be a hard group to impact because many of those students come to us with little or no English, and many have not been in a formal school setting for years.

Implications: The Algebra 1 sub-groups should be targeted with resources at a higher rate. The school has reallocated resources in the last two years and that has made intervention for any child much easier. The principal and one of the assistants have begun placing students in

interventions individually, which will make it easier to increase the number of minority students receiving a specific a