

SCHOLASTIC ACHIEVEMENT

It is the Board’s expectation that all NSD students attain high academic achievement essential for success in post-secondary education and the world of work. The Board establishes the following standards by which academic progress is to be evaluated, both in terms of “overall” performance and each reportable demographic subgroup:

1. On-time and extended graduation rates will annually increase and will exceed state averages;

The data show a slight increase in the percentage of students graduating from high school on time as shown in Table 1 and Figure 1. The percentage of students graduating in the 2016 cohort was slightly lower than the state. There was an increase in the percentage of white students, special education students, and economically disadvantaged students graduating from 2015 to 2016. The only subgroup with a higher percentage of students graduating on time than the state is in our Limited English Proficient (LEP) subgroup as show in Table 1 and Figure 2.

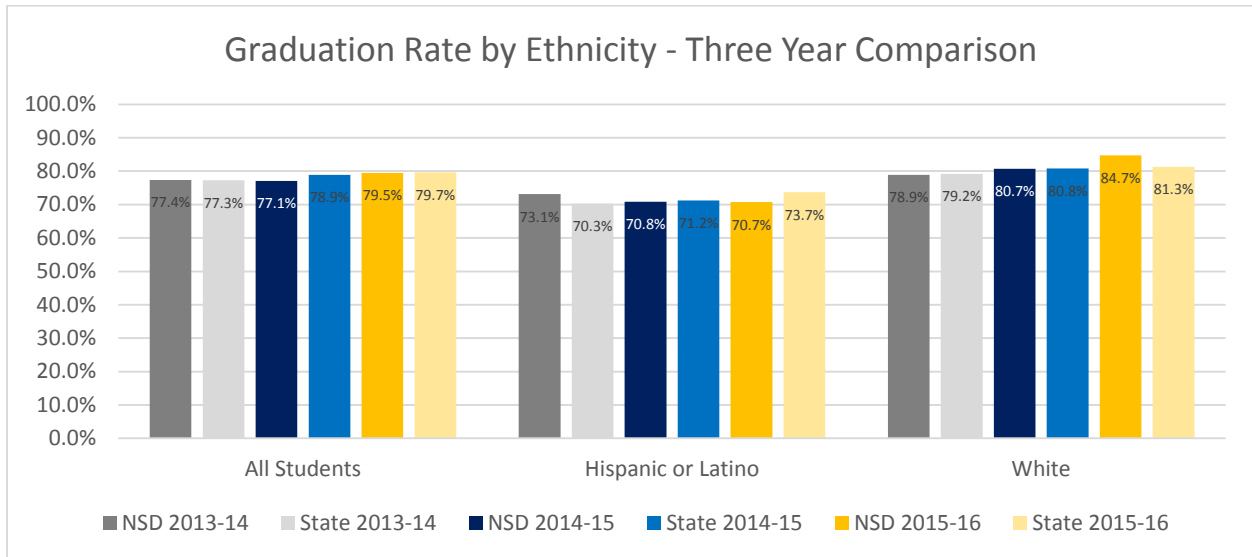


Figure 1. Graduation Rates by Ethnicity – Three Year Comparison. This figure illustrates the graduation rate of our ethnicity subgroups.

Table 1
Nampa School District and Idaho Graduation Rates

	NSD 2013-14	State 2013-14	NSD 2014-15	State 2014-15	NSD 2015-16	State 2015-16
All Students	77.4%	77.3%	77.1%	78.9%	79.5%	79.7%
Hispanic or Latino	73.1%	70.3%	70.8%	71.2%	70.7%	73.7%
White	78.9%	79.2%	80.7%	80.8%	84.7%	81.3%
LEP	81.8%	74.7%	74.9%	72.3%	73.4%	73.3%
Economically Disadvantaged	78.7%	71.3%	71.5%	72.0%	74.9%	71.9%
Students with Disabilities	46.1%	59.2%	55.4%	58.4%	59.2%	60.5%

*Green met or exceed the state percent. Red did not meet the state percent.

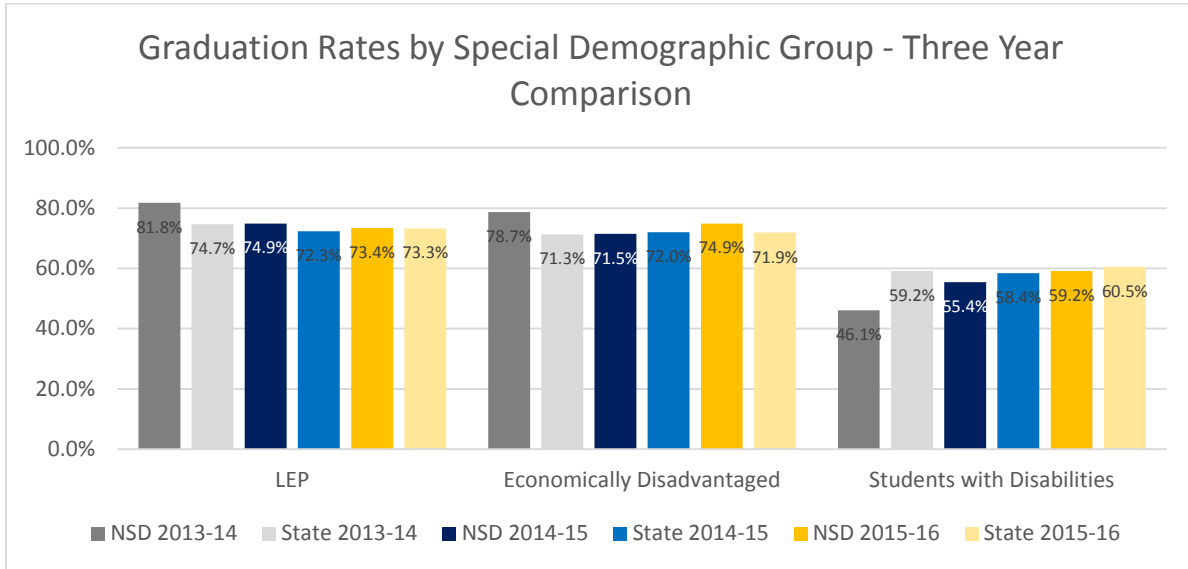


Figure 2. Graduation Rates by Special Demographic Group – Three Year Comparison. This figure illustrates the graduation rate of our special demographic subgroups.

2. Enrollment and success in dual credit and Advanced Placement courses will increase;

The data show an increase in enrollment in dual credit and AP courses, an increase in the enrollees who enrolled for credit at a college or university, those enrollees who obtained college credit, as well as an increase in credits earned as shown in Table 2. During the 2014-2015 academic year, information to answer this question was generated by each traditional high school. If a teacher left our district, we were unable to gather information about the students who earned college credit, or not, so the numbers provided were an estimate. A more comprehensive response is provided for the 2015-2017 academic years. This year our information was provided by the colleges and universities we partner with across the state of Idaho and through high school course enrollment information.

Table 2
Concurrent Credit Enrollment and Credit Information – Three Year Comparison

	2014-2015	2015-2016	2016-2017
Enrollment in Dual Credit or AP Courses	2422	3305	4671
Enrollments for Credit at a College or University		1693	2619
Enrollees Who Obtained College Credit	940	1680	2467
Credits Available for Courses Enrolled In		5057	7748
Credits Earned		5029	7164
Percent of Credits Earned		99.4%	92.5%

The data show an increase in the number of students taking AP exams and the total number of exams taken. We saw a decrease in the total number of exams resulting in a passing score, the total number of AP students passing at least one AP exam, and the percent of exams passed as shown in Table 3. Please note that AP exams don't have a "pass" or "fail" designation. A score of 3 or above (on a five point scale) is the typical score that colleges use to grant college credit.

Table 3

AP Student and AP Exam Comparison – Three Year Comparison

	2014-2015	2015-2016	2016-2017
Total AP Students	188	271	310
Total Exams Taken	235	329	412
Total Exams Resulting in a Passing Score	126	145	139
Percent of Exams Passed	53.6%	44.1%	33.7%
Total AP Students Receiving at Least One 3+	97	131	112
Percentage of AP Students Receiving at Least One 3+	51.6%	48.3%	36.1%

3. The percent of high school and middle school students failing classes will decrease, with a special focus on 9th grade;

The data show an increase in the percentage of students failing classes at each grade level and overall from academic year 2015-2016 to academic year 2016-2017 at the middle level in Quarter 4 as shown by the data in Table 4 and Figure 3. There was a decrease in percent of students failing in eighth grade when comparing Quarter 2 from academic year 2015-2016 to academic year 2016-2017.

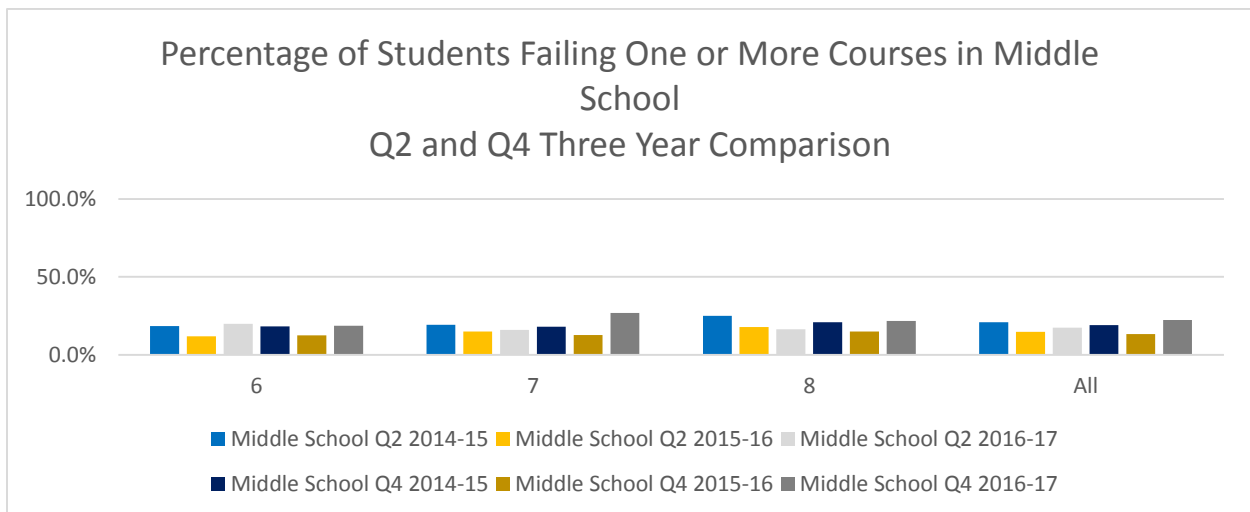


Figure 3. Percentage of Students Failing One or More Courses in Middle School Q2 and Q4 - Three Year Comparison. This figure illustrates the percentage of students failing one or more classes over a three-year period in grades six through eight.

Table 4

Middle School Q2 and Q4 Two Year Comparison

	Middle School Q2			Middle School Q4		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
6	18.4%	11.8%	19.9%	18.3%	12.4%	18.6%
7	19.2%	15.0%	15.9%	18.1%	12.7%	26.9%
8	25.0%	17.7%	16.3%	20.9%	15.0%	21.8%
All	20.9%	14.7%	17.4%	19.1%	13.3%	22.4%

Table 5
High School S1 and S2 Three Year Comparison

	High School S1			High School S2		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
9	41.4%	32.4%	41.7%	39.4%	32.8%	42.7%
10	36.0%	31.2%	47.1%	38.6%	32.3%	39.9%
11	32.9%	28.0%	40.1%	34.9%	30.6%	33.4%
12	24.2%	20.8%	26.3%	14.3%	13.4%	14.1%
All	32.4%	28.3%	39.1%	32.8%	27.5%	33.1%

The data show an increase in the percentage of students failing classes at each grade level and overall from academic year 2015-2016 to academic year 2016-2017 at the high school level as shown by the data in Table 5 and Figure 4.

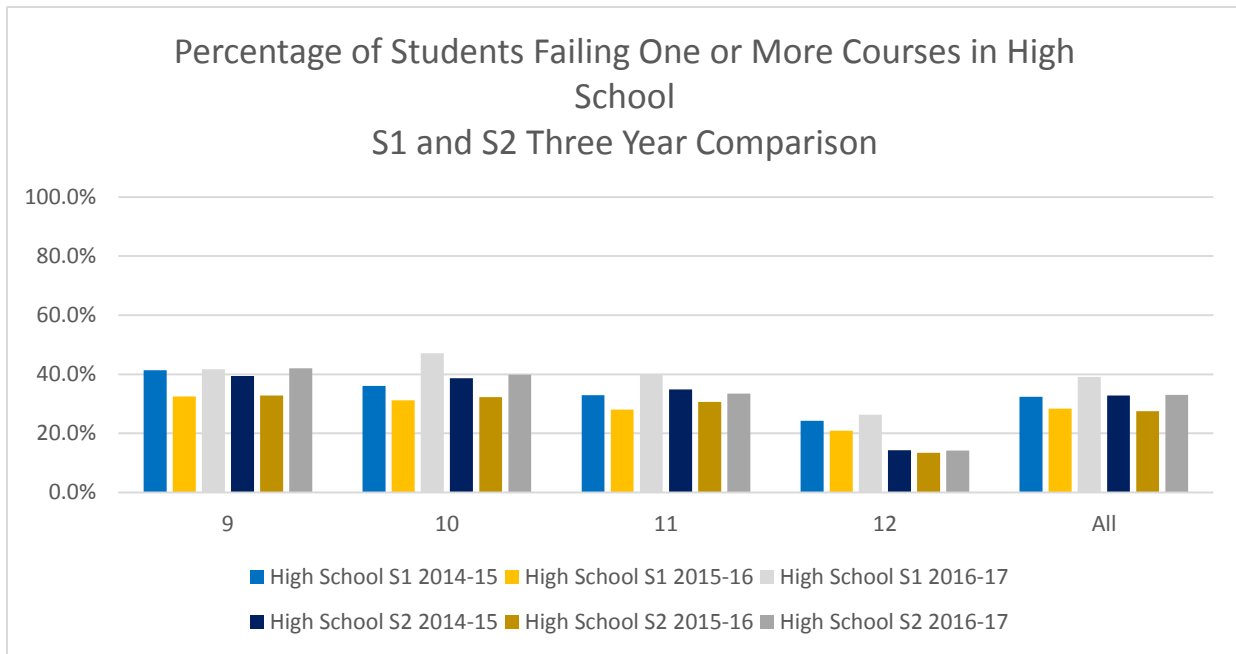


Figure 4. Percentage of Students Failing One or More Courses in High School Three Year Comparison. This figure illustrates the percentage of students failing one or more classes over a three-year period in grades nine through twelve.

As the data show, the percentage of freshman failing increased overall from 2015-2016 to 2016-2017 as shown by Figure 5 and Table 6. The same increase is shown in the core classes with the exception of first semester Algebra 1 and second semester Geometry.

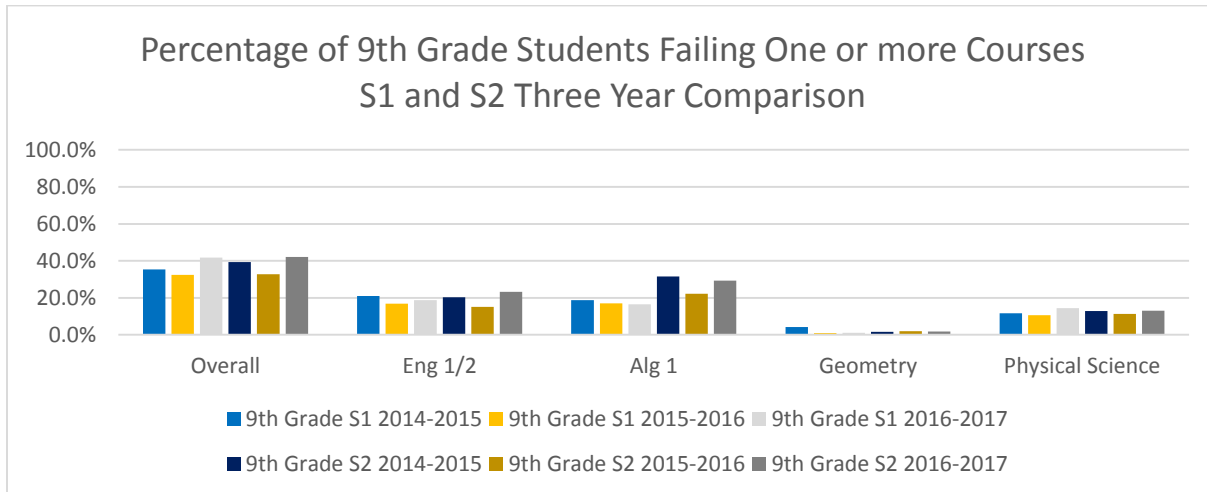


Figure 5. Percentage of 9th Grade Students Failing One or More Courses in S1 and S2 Three Year Comparison. This figure illustrates the percent of students failing one or more classes over a three-year period in grade nine.

Table 6

Percentage of 9th Grade Students Failing One or More Courses in S1 and S2 Three Year Comparison

	9th Grade S1			9th Grade S2		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Overall	35.4%	32.4%	41.7%	39.4%	32.8%	42.1%
English 1/2	21.0%	16.9%	18.8%	20.4%	15.2%	23.2%
Algebra 1	18.8%	17.0%	16.6%	31.5%	22.2%	29.4%
Geometry	4.2%	0.9%	1.2%	1.7%	1.9%	1.8%
Physical Science	11.6%	10.7%	14.4%	12.9%	11.4%	13.1%

4. The number of students offered one or more scholarships, the total number of scholarships offered, and total scholarship award amounts for the graduating class will increase;

The data show that we had an increase in the number of graduates receiving scholarships and the total number of scholarships offered as seen in Table 7. It is important to note that gathering information on scholarships awarded has traditionally been an optional task for our high schools. If students chose to report this information to the school prior to graduation, with proof of scholarship, it was included in the graduation information. Students receiving scholarships after graduation were not included. Total amounts of these scholarship were not collected in a systematic way. The data displayed in Table 7 was gathered by using information reported in graduation programs and anecdotally from counselors. Please note that these are our best estimate from our three traditional high schools in 2015 and then all four high schools in 2016 and 2017.

Table 7

Number of Students Receiving Scholarships and Number of Scholarship Over Three Years

	2015	2016	2017
Number of Graduates	764	958	918
Number of Graduates Receiving Scholarships	170	198	226
Number of Scholarships	254	313	387

5. The percent of Professional-Technical Education (PTE) students attaining industry certification and/or becoming capstone completers will increase;

The data show that we had an increase in the number of capstone students earning industry certification from 2016 to 2017, but had a decrease in the percentage of students earning Industry Certification. For a number of industry certifications, the student must be at least 18 years old to sit for the exam or have a certain number of years working in the industry before sitting for the exam. Some of our students do not turn 18 until after they graduate from high school. This fact makes it difficult to encourage students to sit for the exam. If they do sit for the exam after graduation, we currently don't have a system in place to gather their data. Because of this, the primary focus of the State Division of CTE is to have more students meet proficiency on the state approved Technical Skills Assessments (TSA), not earn more industry certifications. In 2016-17, 59.9% passed a Technical Skill Assessment, many of those were first-year test exams. As the state makes changes to their data collection system, we hope for improved accuracy on data and capturing those results of students taking industry certification post-graduation. A capstone completer is a student who has completed a sequence of courses over a 3 – 4 year period in a specific program.

Table 8

Students Earning Industry Certification or Becoming Capstone Completers Over Three Years

	2015	2016	2017
Number of PTE Capstone Students	350	297	359
Number of Students Earning Industry Certification	61	102	117
Percent of PTE Capstone Students Earning Industry Certification	17%	34%	33%
Percent of Senior Capstone Completers	42%	31%	36%

6. The percent of high school graduates continuing their formal education will increase, with a target of 60% or more. Data shall be presented by various paths, including 4-year colleges, 2-year colleges, and trade/vocational schools as the data allow;

As the data show there was a 3% decrease in the percentage of students enrolled in college the fall immediately after graduation and a 4% decrease in the percentage of those enrolled in college during the first year after graduation as shown in Figure 6. The data show a 1% decrease in the percentage of students enrolled in college within two years of high school graduation.

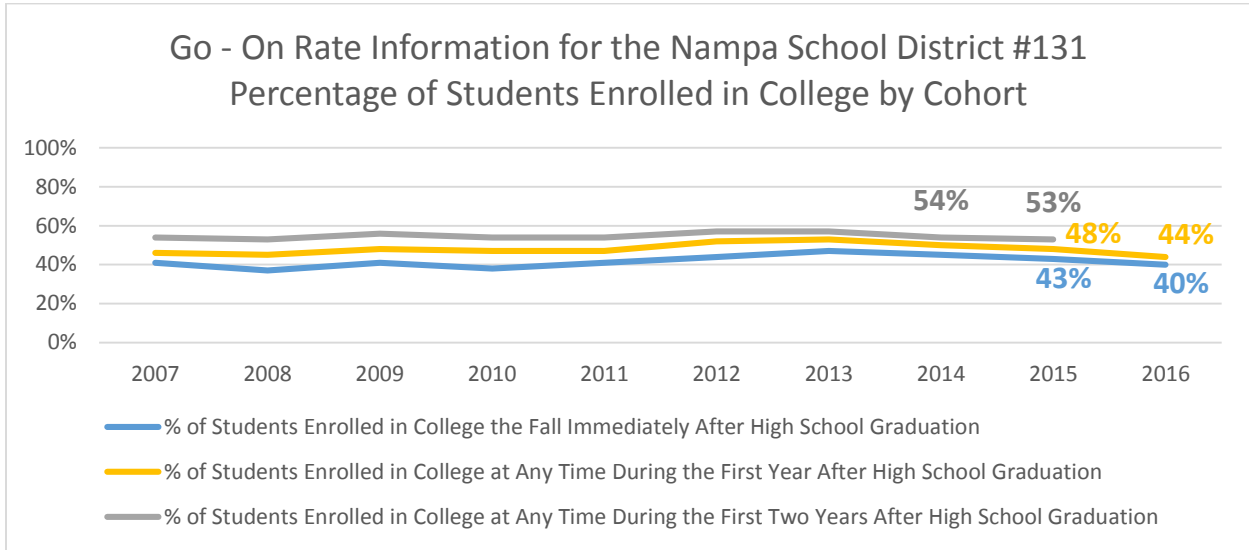


Figure 6. Go-on Rate Information for the Nampa School District #131 Percentage of Students Enrolled in College by cohort. This figure illustrates the percentage of students in graduation cohort year enrolling in college in the fall immediately after graduation, within the first year, or within two years of graduation.

As the data show a higher percentage of students enrolled in college the fall immediately after high school graduation enroll in a four-year institution as seen in Figure 7.

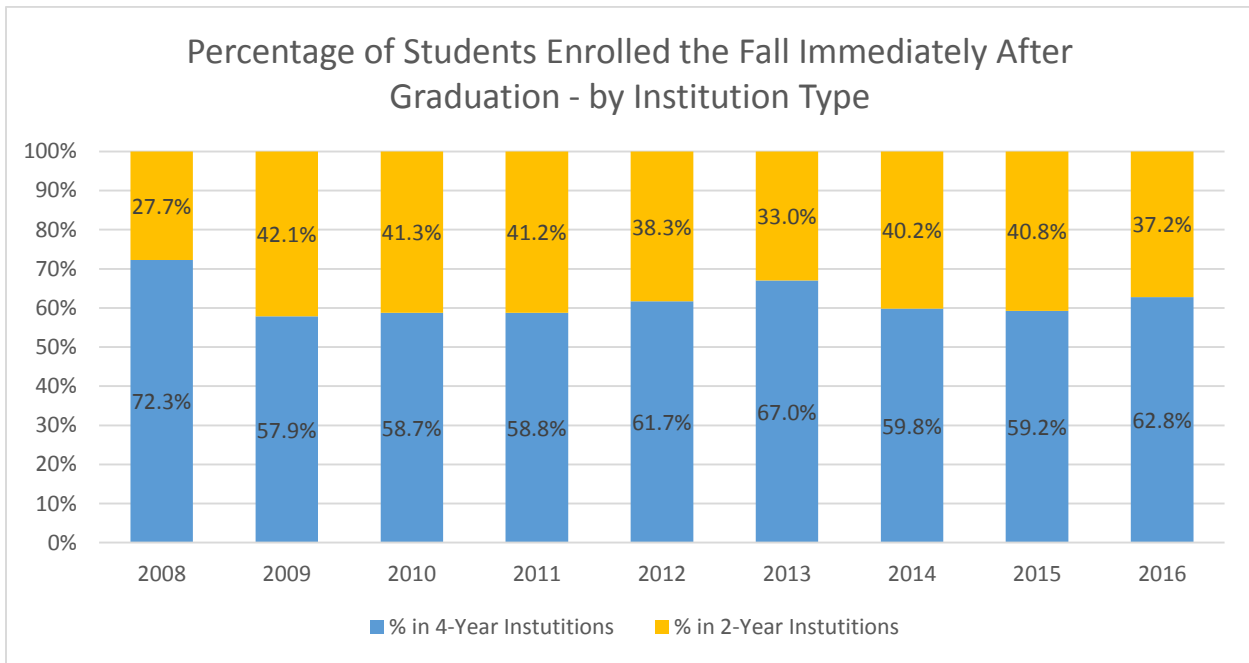


Figure 7. Percentage of Students Enrolled the Fall Immediately After Graduation – By Institution Type. This figure illustrates the percentage of students by graduation year cohort who enroll in a college or university the fall immediately after graduation by institution type.

The Superintendent will set annual improvement targets.