Restorative Practices Application

School: Benjamin E. Mays IB World School

Restorative Practice Application Team Members: Hatti Moeller, Ashley Braun, Stacy Klage, Karen Shanahan, Kirk Morris

1. Please provide us with a description of your school, the students, community and staff. You are welcome and invited to present this in as creative a modality as possible.

Our school is an authorized Primary Years Programme (PYP) of the prestigious International Baccalaureate (IB) organization. Students at our IB World School acquire the skills of thinking, social action, communication, research and self-management. The IB/PYP strives to help students develop an international perspective and become productive global citizens through rigorous curriculum. Specialists at Benjamin E. Mays provide students with instruction in art, physical education, and Spanish. Hundreds of volunteers read with and to our students every year, and our parents are a powerful force in our established school community.

We are committed to developing confident, literate, and responsible students who will be able to think critically, make great decisions, and become internationally minded students who pursue post secondary educational options. Our school mission is through rigorous intercultural and interdisciplinary studies, students will be empowered with the communication and leadership skills necessary to become productive global citizens who are inquiring, knowledgeable, and caring.

At Mays IB World School we believe that every child matters, all children can learn, and children learn best in a safe and peaceful environment. As a staff we are committed to inspiring and supporting the academic hopes and dreams of students and families; honoring and celebrating the diversity of our school and community; hold students accountable for learning and ourselves for educating.

2. Describe needs and strengths through:
   a. Data (Including ODR, ISS/OSS, attendance rates, MSS or 5E data on students experiences with school and safety etc., disaggregated, whenever possible)

School Profile:
   ● Enrollment: 476

Students Who Identify As:
   ● American Indian 1%
   ● Asian American 16%
   ● African American 72%
   ● Hispanic American 6%
   ● Caucasian American 4%

Students Who Qualify For:
   ● Special Education 14%
   ● Free and Reduced Lunch 88%
   ● English Language Learning 22%

2015 MCA II Student Proficiency:
   ● Grade 3 reading test 25%
Grade 3 math test 30%
Grade 4 reading test 23%
Grade 4 math test 28%
Grade 4 math - moderate to high growth rate 64%
Grade 5 reading test 29%
Grade 5 math test 28%
Grade 5 math - moderate to high growth rate 67%

ODR’s for 2016-2017: 2.33% Native, 1.02% Asian, 93.49% Black, 2.24% Latino, 0.74% White.
Total Number: 1,075
Dismissals: 249
Suspensions: 58

ORD’s for 2017-2018: 0% Native, 0.86% Asian, 96.35% Black, 1.72% Latino, 1.07% White.
Total Number: 466
Dismissals: 167
Suspensions: 49

Additional School Data provided at the bottom of the application form

b. Anecdotes or stories that exemplify the needs you hope to address and/or strengths you plan to build on through whole school implementation of restorative practices

As stated earlier, our school has focused on strengthening our teamwork and collaboration with one another. We value our collective brilliance as a whole, rather than pockets of individual brilliance. Our teamwork is anchored on the importance of student-centered learning. Like many schools across our district, our school has deepened our racial equity work. We deeply believe in our students and building upon their good. We believe that the true self is good, wise and powerful. All students are kind, wise and powerful. We also acknowledge that adaptive leadership is not doing what we have done in the past and expecting a different result, but adaptive leadership challenges us to think outside the box.

Our students come to us with different talents, skills and passions. We believe that as a school we have the wherewithal to guide and support our students regardless of what skills they bring to school.

We plan to build upon the cooperative partnerships that already exist with key community-based stakeholders who help provide even more additional support to students, their families and staff. These partnerships include the following:

- St. Paul Promise Neighborhoods and their Hotep cultural awareness initiative,
- Amherst H. Wilder Foundation and their culturally specific school-based Kofi program which helps increases positive functioning of African-American youth
- Thad Wilderson and Associates who provides individual and family services focusing on mental health needs impacting learning and behavior while teaching and further developing a culturally-inclusive environment.
- Children’s Defense Fund (CDF) Freedom School End of Day Learning Program which provides enriching group activities, culturally affirming materials with an emphasis on literacy, math and leadership development, college and career-readiness.
We also have strong systems in place for tier-2 and tier-3 behavior interventions. These involve lessons delivered by the school counselor and social worker to aid students in their social emotional journey for learning and build their capacity for overall social emotional growth. We have focused on zones of regulation, a steps to decision making curriculum, a respect campaign and curriculum, an anti-bullying campaign and curriculum, college knowledge-career exploration, and programming on how to be a friend and feeling expression. Students who are identified with additional needs are invited to participate in small social-skill building groups. In addition, those children that show confidence and a high level of maturity are invited to participate on our student-leadership team and serve as mentors in our building.

3. What changes in school climate would most positively impact your school community? Please include narrative or example from the lens of educator, parent and families, leadership and student voice.

Using restoratives practices will positively impact our school community in several ways. It will help our students to understand that their actions do have consequences - and to examine first hand what those consequences might be. We also feel that restorative practices will continue to build the stronger relationships with each other. Our 5Essentials survey from the 2016-2017 shows a need for our staff to continue to strengthen our collaboration and trust with one another, which we have focused on this school year. Restorative Practices will provide an opportunity for staff to be vulnerable with one another as we look to examine our beliefs in a way that honors who we are by establishing common language and practices that will benefit our entire school community. Our school community is excited for this amazing opportunity, as we know that we are ready for the next step to foster a space for staff and students to understand and restore relationships with another. We know that our data in terms in terms of dismissals and suspensions has fractured the learning environment for our students. We are ready to create change that would focus on proactive teaching of social skills and conflict resolution skills. We know that when people feel good and have a connection to the larger community it impacts their perception of self and their own personal good and gifts that they can contribute to another.

Section 2: Capacity and Understanding of Restorative Practices

4. Describe the capacity of the school site for a new school-wide initiative, including leadership, engagement of staff, students, parents and family, community and experiences with implementation, including:

   a. Existing knowledge about and experience with implementation/adoptions of new initiatives

Benjamin E. Mays is a school that is always looking for new initiatives to increase academic achievement and strengthen our collaboration with our students, families and staff. We are not new to implementing new initiatives. For example, over the past few years we have implemented the following initiatives:
- Lucy Calkin’s Units of Study for Reading and Writing
- Innocent Classrooms
- PBIS, which includes circle meetings
- Weekly walkthroughs for reading and math
- Grade level compacts with parent-involvement (reviewed and revised yearly)
- Parent collaboration in designing the Mays World Cafe
- Development of the parent-teacher plan (goal setting with parents & students during conferences.)
- Saint Paul Promise Neighborhood school (working with variety of community partners including an on-site Center for Culture, Families and Learning.)

b. Existing teams, or lack thereof, that could take up RP implementation (e.g., PBIS, SCIT) and their accomplishments

Restorative Practices will be a part of the work we do at Mays. We do not see RP being a stand alone practice, but the RP coordinator will work collaboratively with all of our staff, students and parents. The RP implementation will be be infused into the practices and core values of our school.

c. Track records of engaging community, parents, family and other stakeholders in school climate improvements.

Mays has a strong track record of engaging community members and family.

The chief vehicle we use to get input from families and community partners is the World Cafe model. Through this model, twice a year, parents, community members, teachers and administration (all stakeholders) are invited to discuss together pertinent education topics such as: what makes good family engagement, what is a successful student, how to set and achieve goals. The discussions generate ideas that guide our family engagement school wide. After the cafe, there are follow up meetings with parents to review what was said and plan courses of action. The ideas of the cafe are captured in posters and placed around the building and on our website to keep the conversation present in our collective conscience.

An example would the parent-teacher plan. This idea stemmed from a World Cafe where parents asked for a simplified report card and a more meaningful conference conversation. The parent teacher plan provides a goal setting opportunity between the parent, teacher and student. Parents leave conferences understanding the progress of their child and action steps they can take.

Another example of an idea from World Cafe would be the anti-bullying campaign. The PBIS team spearheaded this campaign in response to parent and staff concerns that came up at an early cafe. The campaign involved students, staff and parents.

Another thing that we learned in Cafe talks is that good communication is key in developing a trusting relationship. With this in mind, we keep our website up-to-date, have a weekly school-wide newsletter, a weekly email, classroom newsletters and progress reports. Our staff, in addition time honored communication (phone calls home, meetings, etc.) also use a variety of apps to stay connected to families (Remind, Class Dojo, Seesaw, etc.)

Parent are also active partners in building school climate by hosting events. In conjunction with our PBIS team, our PTA hosts a Movie Night to look further into self-regulation in an engaging and fun atmosphere. PTA is also hosting a Culture Night to celebrate the diversity of our school environment.
We also have our family liaison and a parent representative at our weekly leadership team meeting, participating in planning and discussions.

d. The approval process you used in deciding to pursue this funding. Please include what survey or other process and invitation for adult, student voice and other perspectives were engaged.

Principal Morris led a discussion with our school’s leadership regarding restorative practices. Our leadership committee members asked questions and shared their thoughts about moving forward with applying to become an RP site. Our leadership team members then brought back the RP information to their team. Grade level reps shared out their teams thoughts on moving forward with this new approach. Our staff is ready and eager to continue to enhance our work around relationships with our students, families and community members to strengthen the collaboration and cohesiveness when unpacking our approach to student behavior.

Our parents and our school community value the importance of relationships. Through our PTA monthly meetings, World Cafe events, the common theme that has come out of our conversations is the need to continue to foster our stronger relationships with one another. Identifying and acknowledging the good that each child brings to school, continuing to seek the perspective of our students and families as we continue to strengthen our approach to handling conflict, thus creating more meaningful change.

5. What is the current knowledge and opinion about RP in the school, among staff, admin, students, family and community? How do you know what they know or feel? Describe any introductory professional development in restorative practices your building has engaged in, strategic steps you have already taken to create a restorative culture (including among adults) or existing pockets of restorative programming and how they have been received. For example, if your school has previously applied to become an RP site, what has been implemented, what has been learned and how is this application a reflection of those shifts?

- A sample survey has been provided in the Schoology course.

Our staff is eager to become an RP site.

We currently do the following:
• hold daily morning meeting circles in all grade levels
• co-creating classroom expectations
• teaching expectations reflecting our school matrix
• creating culturally responsive lessons
• meeting with student leadership teams

In addition to this, Innocent Classrooms is an on-going practice of building relationships between staff and students. This is our 3rd year of regularly scheduled professional development. During the meeting this year, much of the time is spent looking at individual student-staff relationships and how to improve them, with the goal of increasing student achievement. Innocent classrooms addresses racial equity, interrupting patterns of unrecognized bais.

Section 3: Strategy and planned activities
6. Describe your overall strategy to ensure that implementing restorative practices will positively impact your school’s overall climate through the following prompts:

   a. What is the primary purpose of implementing restorative practices at your school?

   The primary purpose of implementing the restorative practice approach at our site is to continue to strengthen our collaboration together as a school as we continue to make meaningful change, specifically in our approach and response to student behavior. We believe that restorative practices will give us a new lens as we continue to make meaningful change within our school. It will provide a more inclusive approach as we transform our understanding of each other, bringing out the gifts and the brilliance of one another. As a school, we are grounded in a strength based model. We believe that we have the tools and mindset to continue to refine our practices. Restorative practices will provide a framework and blueprint for our school. As we reflect on our data, we acknowledge that our current practice is not achieving the results we want and desire.

   b. What resources and experiences guided your school’s design of an implementation plan? What about your school supports a unique and innovative approach to restorative practices implementation?

   After attending the Implementation Science training and using it as a framework to guide our decision to move forward with applying to become an RP site.

   The following school experiences have also guided our school’s design of an implementation plan:
   • Looping, Kindergarten, 1st to 2nd, 3rd to 4th, 5th
   • Innocent Classrooms
   • Established PBIS/Equity team, which includes representatives from community, grade level, students
   • Weekly walk-throughs that promotes collaboration and accountability with each other in the work we do here at Mays
   • Weekly staff meetings
   • Weekly leadership team meetings
   • Weekly grade team meetings

   c. Who will lead implementation? What leadership model will be used and why?

   All staff will be a part of our implementation plan. The RP Coordinator will work with our teachers, support staff, students and families in implementation plan. The RP Coordinator will help provide training and continued coaching in our work around restorative practices. The RP Coordinator will work hand-in-hand with Administration, along with other committees within our school, such as our Leadership Team, PBIS/Equity Team, Parent-Teacher Association Team and our Behavior Support Team. The RP implementation will be embedded into our daily work here at Mays.

7. What specific action steps or activities will you and your school take?

   a. Provide a summary of what activities will happen throughout the three years of the
pilot, so that, by the end of three years, you will have a sustainable and effective restorative practice program throughout the school.

See below

b. Provide a detailed scope of work for Year 1, including summer months and PD days, detailing how you will embed professional development and build staff capacity. What plan for PLCs and ongoing coaching do you have? What is your communications plan? Will you do a policy review or other building level work? How will you engage an Election to Work Agreement to support all educators in professional development and implementation engagement?

Year 1-
- Communicating to our stakeholders Restorative Practice philosophy - ongoing, gathering depth as practice matures
- Opening Week-broad orientation of the RP Model with staff
- Monthly professional development around the practices of RP in classrooms, providing Tier 1 information to all staff
- Tier 2 and Tier 3 professional development would focus on our intermediate grades
- Circle in groups in classrooms, community building in classrooms
- As we learn more about RP, we will refine our practices and plan to best support the work
- Implementing the problem solving circle with staff, students, and families of the intermediate level.
- Implementation of a green room, tying in the zones of regulation into the process

Year 2-
- As we maintain all of year 1, we will continue to communicate to our stakeholders Restorative Practice philosophy - ongoing, gathering depth as practice matures
- Professional development continues and now encompasses all grade levels
- Implementing the problem solving circle with staff, students, and families of the primary level.

Year 3-
- Maintain the work of year 1 and year 2
- Onboarding with new staff
- Gradual release of coaching and support from RP Coordinators, teachers taking the lead on the work around RP
- Staff creates action plan to continue the work around RP that is not dependant on RP personnel

c. Beyond funding for a Restorative Practice specific leadership position, how will the building staff actively support the implementation process? What specific and additional collaborative and supportive spaces will lead Restorative Practices in partnership with the RP leadership team?
We will embed the RP work into our current collaborative framework of weekly staff meetings, weekly leadership meetings, weekly behavior support team meetings, weekly student assistance team meetings, and our weekly walk-throughs.

d. How will multiple stakeholders be engaged? Please specifically describe how you will include parents, community perspectives and youth voice. What outreach have you made to potential trainers, circle keepers and guides for this work?

Yes, multiple stakeholders will be engaged. All staff will be trained in RP and continue to receive PD throughout the course of the year to deepen our understanding of RP throughout our implementation plan. Our weekly newsletters to families, school events, such as World Cafe, Take Your Parent to School, Title One Night, Fall Carnival, and personal conversations with parents and community members will highlight the work of RP here at our school. Our PTA will be a partner in communicating information to our families on RP.

The immediate voice of the youth would be reflected in our established student leadership team. As we develop in RP, we will look to expand the voice of students and their opportunity to give feedback.

Section 4: Evaluation

8. Collecting accurate data is an important part of this pilot initiative. Please specifically describe your school’s strengths and opportunities for growth as relates to:
   a. Consistently and accurately collecting ODR data

   Universal process is shared with staff during open week for consistency across the building in completing referrals and the methods used.
   Universal referral form is used by all staff
   Referrals are documented into SWIS
   PBIS/Equity Team send out weekly highlights in our staff newsletter based on areas of concern

   b. Collecting and using school climate data.

   We are working on having deeper, collaborative conversations around our ODR data as a school. Our PBIS/Equity committee and our BST committee are consistently engaging in conversations around our school data. We do recognize that we have room to grow in terms of looking at our ODR data school-wide. We recognize that we need to establish norms when talking about ODR data as it reflects the negative behaviors that are happening within our school. We need new ways to track the positive outcomes that are happening as a result of the work we are implementing in order to create action steps.

Process for looking at Data with RP
   • Grade level team meetings once a month- review discipline, attendance, academic data
   • Leadership Team, PBIS/Equity, BST, and Admin meetings will review school-wide data monthly
   • Data will be shared with our PTA
9. Describe your proposed evaluation plan.

a. What indicators/benchmarks do you expect to see in Year 1? How will you collect the data? Consider both narrative and quantitative data.

We expect that deeper relationships are reflected in circles over time.

We will collect data through these means:
- Pre-post staff survey
- Monthly ODR data
- 5Essentials Survey
- Reflection sheets
- Parent Survey
- Student Survey
- Feedback on coaching conversations
- Discussions from our school committees
- Weekly walk-throughs

b. What outcomes do you expect to see by the end of Year 3? How will you collect the data? Consider both narrative and quantitative data. How are the outcomes linked to the overall strategy/purpose you described in question 6.

- Decrease in our ODR’s and suspensions/dismissals
- Racial inequities will be eliminated
- Evidence of restorative practices being fully implemented into our daily work
- Evidence of stronger relationships with another
- Evidence of growth in student achievement data
- Staff taking on the lead role in providing professional development and coaching and less support from the RP TOSA

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- Pre-post staff survey
- Monthly ODR data
- 5Essentials Survey
- Reflection sheets
- Parent Survey
- Student Survey
- Feedback on coaching conversations
- Discussions from our school committees
- Weekly walk-throughs

Section 5: Budget & Budget Justification

10. Provide a detailed budget and describe how your budget will help you implement restorative practices and achieve your goals. How will you use the funds so that all the adults in the school learn restorative practices and use them? Expectations: Schools are welcome to allocate 5-10% of total budget request for evaluation, especially if that is an area for growth. School sites
must allocate a percentage of their budget dollars for professional development for all staff.
Please also describe whether additional building budget dollars will support implementation of

RP TOSA: $90,000
RP TA: $25,000
Professional Development: $9,000
Family Night: $1,500
Substitute Teachers to for data digs around RP: $7,000
Materials and Supplies: $2,000

All of our allocations above would be used to implement restorative practices at our school. We
cannot yet identify the professional development plan in terms of training days and materials needed
as we are still learning more about what is needed to fully implement RP in our school.

Section 6: Summary

11. Why should your school be selected as a restorative practices pilot site? You are
encouraged to innovate your presentation and to actively include multiple voices and
perspectives.

Benjamin E. Mays is an IB World School. One of the main goals of an IB education is developing
caring and responsible citizens. Central to this is the concept that students can express ideas and
opinions and propose solutions that make a difference in their lives and the lives of others. IB also
strives for students to be internationally-minded. Collaboration and understanding of students own
cultures and the cultures of others are an important focus. Students learn to be respectful and
open-minded. IB encourages students to see things from different perspectives, and to understand
that we live in a complex and interdependent world. We feel that this is a natural fit with the 7 Tenants
of RP.

Our beliefs about our students and each other stand on the premise that we are good and wise; we
all want to have a connection with another; we all bring different gifts and assets with us. Our school
is ready to transform our thinking. We are in place as a school where so many positive things that are
happening right now. As a school we have stretched our thinking by ensuring high academic
expectations, implementing PBIS into our classroom rituals and routines, and identifying and utilizing
the good of our students to further deepen our relationships. We are now ready to focus on the
intentional practice of restoring relationships. As a school we acknowledge that there is work to be
done in terms of how we look at behavior, our beliefs about behavior, and most importantly our
response to behavior. We are ready to turn to the next chapter to continue our collaborative practice
and make positive gains in our school culture, our relationships with another, and most importantly to
keeping all students in the classroom learning to the highest potential.
# Suspensions Data Summary for SCIP

**SY 16-17 PRELIMINARY RESULTS (Updated: 8/22/17)**

School Number: 424  
School: Benjamin E. Mays

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<tr>
<th></th>
<th>SY 15-16 Total</th>
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<tr>
<td>Number of Students Suspended</td>
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<td>Percent of Students Suspended</td>
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| Students Suspended as a % of the student group** | American |  |  |  |  |  |
|------------------------------------------------|---------|---|---|---|---|
|                                               | Indian  | Asian | Hispanic | Black | White |
| SY 15-16 Total                                | *       | 0.0%  | 0.0%     | 8.9%  | 5.0%  |
| SY 16-17 Total                                | 20.0%   | 1.1%  | 0.0%     | 7.8%  | 0.0%  |

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<th>Students Suspended as a % of the student group**</th>
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<th>Male</th>
<th>Low Income/FRL</th>
<th>Emergent Bilingual/EL</th>
<th>Special Education</th>
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* Data not reported due to small sample size.

** For example, number of American Indian students suspended divided by total number of American Indian students served in the given time period.
### Attendance Data Summary for SQP
**SY 16-17 PRELIMINARY RESULTS (Updated: 8/9/17)**

| School Number: 424 | School: Benjamin E. Mays |

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<td>11+ Days</td>
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*End of year analysis includes only those students with membership of 150 or more days.*

*PK reported separately in grade section but excluded from student group analysis. Analysis includes PK students with membership of 148 or more days.*

*Data not reported due to small sample size.*
Race/Ethnicity: A: American Indian,
A: Asian, H: Hispanic, B: Black, W: White