



**Columbus North High School
Executive Summary
2017-18**

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Mission/Vision/HEO's

School Mission

Deeper Learning is our individualized approach for preparing all learners to succeed in a competitive global economy and democratic society and to tackle the complex issues they will encounter.

VISION

BCSC demonstrates a community commitment to deeper learning for one...and all.

CORE VALUES

BCSC will ensure a balanced, intentional and forward looking approach to meet the following objectives:

- Enable achievement of core academic knowledge and varied levels of critical thinking
- Advance a deep community commitment to all learners' health, personal and academic success
 - Provide multiple pathways that intellectually engage all learners
 - Promote and support modern, collaborative learning environments
 - Foster multiple perspectives to develop global citizens
- Provide a welcoming and diverse learning culture of respect, fairness and trust
 - Cultivate a commitment to a life-long learning process for all

Executive Summary

Overview

Columbus North High School is a grade 9-12 public high school located in Columbus, Bartholomew County, Indiana. The population of Bartholomew County is approximately 68,000. We are 40 miles south of Indianapolis and consider ourselves the educational gem of Southern Indiana. Our community is diverse and our community connections are global. We have a student population that boasts over 39 different languages and dialects as their first language.

Columbus is the home to some well-known international corporations. Cummins Inc., Dorel Juvenile Group, NTN Driveshaft Inc, and Toyota Manufacturing all call Columbus home. By working together, we create a community that is a model for Indiana in economic growth and diversity. Our community partnership exists as a year round endeavor. The community uses CNHS for many cultural events. Examples would include but not be limited to the local Philharmonic, American Pie, School Board meetings, The Chinese School, and various human rights awareness events. We also host a student run restaurant for the community.

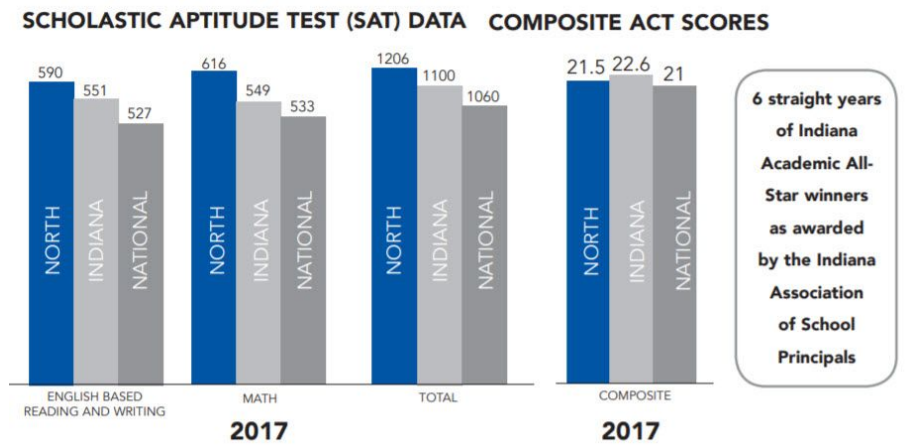
Columbus is known for being architecturally unique. In recent years the entire CNHS facility renovations have resulted in recognition for our district and school for environmental impact and cost, health and wellness of students and staff, and effective environmental and sustainability education which incorporates STEM, civic skills and green career pathways. Awards for the building work include the Associated Builders and Contractors of Indiana Award of Honor, AIA Indiana Merit Award, the United States Environmental Protection Agency Energy Star Award, and US Department of Education Green Ribbon School Recognition.

CNHS depends on strong family, community, and business support from active partners--including suppliers, community organizations, parents and volunteers--to attain its goals. They participate on school and district improvement teams, advisory committees, and specific task forces, working side-by-side with staff on school initiatives. We are currently in a strong partnership with a recent

initiative of a "Healthy Community" and are exploring ways to assist our students in making "healthy choices."

CNHS graduation rate of 89.0% is representative of the demographics that make up our student body. Our attendance rate of 95.74 % is in line with state averages and a testament to the focus our community places on education.

Our SAT scores 1206 and ACT scores 21.5 are above or very close to both State (SAT: 1100 ACT: 22.6) and National averages (SAT: 1060; ACT: 21.0) while at the same time the percentage of students taking these test is also above State and National averages. It is



noteworthy that for these comparisons **every** Junior at CNHS takes the ACT in the Spring each year.

CNHS ISTEP scores for 2017-18 were above State averages, although due to an embargo in place until after the elections in November, I am unable to include them in this document. Also, we did not get a State average for students passing both ELA/Math portions of the ISTEP.

School's Purpose

To meet the educational needs of our students (population: 2079) we offer multiple pathways to success, reinforcing the district commitment to deeper learning. The goals of our building, our departments and our teachers revolve around the BCSC High Educational Objectives (HEOs) through the use of Universal Design for Learning (UDL), Positive Behavioral Instructional Supports (PBIS), and Growth Mindset. We focus less on standardized testing to gauge student performance and improvement, and more on the more valuable "soft skills" of decision making, creative thinking,

collaboration, and presentation as presented in the use of Habits of Mind (HOM) as our school wide learning outcomes.

We include programs for all students and encourage them to stretch themselves as they become active participants in their education in readiness for career and college, with 91% of seniors choosing post-secondary education. Our offerings include Career and Technical Education programs, a New Tech High School, a full array of Fine Arts courses, a Global Studies pathway, Advance Placement, Project Based Learning, alternative educational delivery sites, an online pathway, many college dual credit opportunities, and a variety of community partnerships. Our staff of 180 includes everything from certified teachers to cooks and custodians, each with a desire to do what they can to make CNHS the best it can be. As partners in the educational processes, they collaborate in their efforts to prepare our students for whatever post-secondary pursuits students want to pursue.

Columbus North promotes being open and flexible in order to meet individual student needs in a traditional setting. Currently, we have 8 academic periods a day of 45 minutes. Students average 7 academic classes with a lunch and a resource period to complete their day. Of note, our journalism department is annually recognized as one of the best in the nation. Products that come from this department include: The Triangle, 33 Things, and current social media that is considered a trendsetter among high schools. Our Social Studies Department has led the initiative of digital texts for the State. Our Fine Arts department produces work of the highest quality year in and year out. Our athletics teams regularly compete at the highest levels in the State of Indiana, highlighted by our Boys Cross-country team that won the State championship for three years in a row and state championships in Girls Basketball and Boys Golf. Our Athletic Department's website is second to none and in just a couple years has received over four million "hits." As a school we have won 37 team State Championships as affiliates of the IHSAA. With a strong foundation, our students and staff look forward to moving upward and onward in making a difference in the world around us.

Notable Achievements and Areas of Improvement

Following the vast renovations of the Columbus North building, many educational improvements became possible. The technology improvements have allowed the addition of a learning management system (it'sLearning) and implementation of one-to-one computing. In addition, a substantial increase in curricular offerings for dual credit and AP classes has resulted from additional lab spaces and resources. Our AP successes boast 70% of our students passing an AP exam with a 3 or higher for the past two years in a row.



The district movement to UDL and PBIS initiatives has resulted in building efforts towards implementing new processes for teacher evaluation and school-wide learning outcomes for students that align to those philosophies. The addition of iGrad, a community supported program in partnership with Ivy Tech to address graduation rates, and a BCSC UDL trainer to our building have been part of that progression of services. The district also supplies a PBIS coach for the building team.

In the next three years, efforts to refine and expand the use and impact of school wide learning outcomes and technology tools are keys. In addition, CNHS hopes to address cultural competency measures and supports to allow increased access to advanced studies for minority students who are becoming a larger part of our student body each year. Management and expansion of technology supports, training, and resources are significant parts of that effort and becoming better at using technology tools, both the hardware and assistive technology will be important in that work.

Additional Information

Our student population is changing and CNHS is actively addressing cultural changes to adapt. We explore and discuss cultural differences in many forms from race to religion to economic resources to learning preferences. More than 10% of our students were not born in the US. The racial diversity of our students and teaching staff is expanding. As a result, one overarching theme is cultural competency and respectful learning. Special recognitions and celebrations such as International Education Week celebrate and explore how our differences make us better. Our week of “Kindness and Caring” is a highlight for all within our building. This work includes teacher training, monitoring data, exploring assistive technologies, inviting minority students into extracurricular activities, and exploring options for new ways to help students access what they need to be ready to learn and succeed. Our school operates a food pantry that has fed thousands over the past few years, has assistance through community discretionary funds for uniforms, materials or work items for students, and offers help for school activities for those in need. Senior projects often address how students and community can assist in addressing community concerns through service. BCSC has the oldest school foundation in the state, and it has been influential in supporting positive ideas for change.

Safe Learning Environment

A common question in today's conversations around public education is "how will the school maintain a safe and disciplined learning environment for students and teachers?" Columbus North High School has a variety of practices, committees, and groups that actively meet and discuss how to best provide a safe and secure learning environment. Noted below are some of those ways.

- **PBIS Team--School programming, special events, and data review and a district coach**
- **Safety Committee-- Department based group to improve building security and safety.**
- **Principal's Cabinet--Weekly meetings and review of current practices and processes.**
- **Deans Advisory Committee--Faculty and student input**
- **CIC--Reviews work of various internal groups and guides the decision making for those groups**
- **Indiana School Safety Specialist in administration**
 - **School Resource Officer employed on a full time basis.**
 - **Community "SAFE" meetings held on a monthly basis**
 - **Single point of entry**
 - **Staff and support staff name tags**
 - **Safe Visitor check in software used**
 - **Text alert system--Being currently reviewed for implementation for students.**

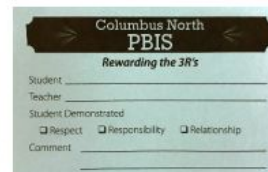
PBIS (POSITIVE BEHAVIOR INSTRUCTIONAL SUPPORT)

REWARDING
**RESPECT
RESPONSIBILITY
RELATIONSHIP**

OVER 28,800

STUDENT BLUE TICKETS TURNED IN DURING THE SCHOOL YEAR

Five students honored each month and each semester
•
One caring adult honored each month



Columbus North
PBIS
Rewarding the 3R's

Student _____
Teacher _____
Student Demonstrated
 Respect Responsibility Relationship
Comment _____

Columbus North will ensure that clear expectations are communicated to students in the following ways:

- **Social Media including but not limited to Twitter, Snapchat, school displays**
- **Class Meetings**
- **9th Grade Orientation**
- **Online handbook information**
- **Monthly Bull Dog Time sessions with training and announcements**
- **Bull Dog News announcements**
- **Student Athletic Board**

Columbus North has created an educational environment in which there is genuine respect for students and a belief in their capability. The following points share some of the ways that we do just that.

- UDL framework for instructional delivery and outcomes measured as Expert Learners
- Senior Projects
- Vibrant Student Government
- Extensive student club programming
- Student Athletic Board
- Student surveys as part of national growth mind set study
- Strong PBIS reward system
- Special Education Transition Fair
- Special programming for Hispanic Students
- Annual faculty training
- New Teacher Training

Curriculum

The following shares an overview of the curriculum used at CNHS. Our curriculum is standards based and implemented with the students in mind.

- Curriculum is
 - Posted on the school website for public access.
 - Aligns to state standards, numbers, and definitions.
- New curriculum is introduced by a department, proposed and reviewed by building administration, reviewed by district secondary director and reviewed by the school board for approval. A course that is not taught for three years is subject to deletion after discussion with departments.
- Adoption processes are conducted by BCSC through the UDL Framework on a cycle. New materials are reviewed in that process for cultural responsiveness, age and community norms, and cost efficiency.
- Students in special education and ELL programs are supported within a resource period each day by teachers and assistants as well as core content programming.

Assessment

CNHS values the place that meaningful assessments have in the education of our students. We develop a road map of where the students need to go, based on where they are. Data from student assessments along with the continual examination of our professional practice guide this work. We

have found that allowing multiple means of expression for students allows them to be more purposeful and motivated in their education. Such purpose leads the students to be more strategic, goal directed, resourceful, and ultimately more knowledgeable. A description of our assessment practices follows.

- Indiana State Assessments are followed as per law.
- Nationally normed tests offered regularly:
 - PSAT conducted during the school day.
 - ACT offered free to all sophomores and juniors during the school day.
 - SAT, ACT are offered multiple times during the year in the building.
- Teachers record classroom assessments weekly.
- Accuplacer for dual credit testing.
- Dual credit offered through Ivy Tech, IU, PU.
- AP testing in 19 subjects with over 11000 tests annually.
- WIDA testing program for new language learners for placement and teacher information, as well as special instructional design in English for two years
- Teachers receive training as new teachers and in faculty meetings for best practices in UDL, PBIS, SWLOs (HOM), Cultural Responsiveness, and Growth Mindset, as well as departments for content specific training.
- UDL standards are utilized and monitored to allow students multiple means of engagement, instruction and expression and supported by a UDL coach.



Instruction

Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Instructional strategies are often personalized to address the individual learner. Lesson plans are created and implemented with multiple means of representation and multiple means of engagement present in each lesson. The



“WHY” of learning guides our instructional practices at CNHS.

- **UDL Framework implemented and monitored by all leadership**
- **Senior Project support through Bull Dog Time and Senior Career Class with assessment based on Expert Learner Outcomes.**
- **Over 200 course offerings on campus and opportunities to attend local college campuses for early college during the school day to ensure student needs and interests are met.**
- **Dual credit and/or AP opportunities are in each department design.**
- **CTE serves students on multiple campuses and Career Pathways for career skills and industry certifications.**
- **Habits Of Mind intentionally taught in all school areas.**
- **Every teacher observed and conferenced multiple times per year by administration to reinforce and expand best practices.**
- **New teachers have monthly support from CNHS as well as support from BCSC as they are on-boarded.**
- **Content leaders, both as administrators and teacher leaders, for department member support and oversight of practice.**
- **Over 100 opportunities for professional development in-house each year, including assistive technologies and technology tools, UDL practices, culturally competent practices, and growth mindset strategies.**

Cultural Competency

CNHS is a diverse secondary high school, with 39 different languages spoken by our student body. Over 150 of our students were born outside of the United States. We understand and appreciate the value of cultural capital. It not only makes us a unique high school in southern Indiana, but it allows our school community an advantage in preparing for a life in a global economy. We seek meaningful ways to include the strengths of all our students when working with our student body. What follows are some of the ways we seek to provide the scaffolding necessary to allow our students from all places to enhance their opportunities for success.

- **ELL Lab serving nearly 150 students and offering teacher support for accommodation practices.**
- **Special education personnel co-teach and/or support students in traditional classrooms for at least 2 periods per day.**
- **Community career programming for students in special education classes that are not on graduation pathways.**

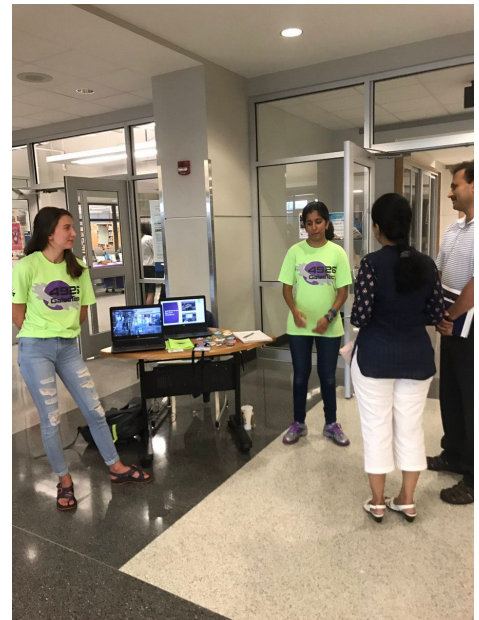
- Learning Resources for students requiring special education supports.
- BCSC Cultural Learning Center housed at CNHS and part of the school community.
 - Parent liaison.
 - Special programming for Latino students.
- Student services including five counselors, three deans, two school nurses, and one Cornerstone case worker.
- iGrad program in partnership with Ivy Tech supporting students at risk academically and socially.
- Food Pantry
- Extensive outreach and support for assistance requests and community financial resources for students in poverty.
- Faculty training around implicit bias and practices attending to diversity including but not limited to gender, race, ability, poverty, and other barriers or challenges to learning.

New learning for school personnel and community will be around physical safety and practices, as well as the social and emotional learning needs of students. A team of building trainers will continue work around the Developmental Assets and Developmental Relationships as outlined in the Counseling Counts Grant.

Family Engagement

Columbus North High Schools works to maximize the engagement of family members in the school through a variety of venues. The goal of the outreach attempts is to improve student academic outcomes. Our attempts to communicate with our school community include, but are not limited to:

- Open House
- Open lines of communication: Social Media, PowerSchool Daily Bulletin, E-mail, telephone, walk ins, etc
- Annual events for parents around college and scholarship information
- Cultural Learning Center has monthly parent meetings for parents of ELL students
- Faculty meetings that address Cultural Responsiveness, Cultural Capital, and Cultural Competency
- Text alert system that is currently being developed to improve communication with all segments of our school community.



Technology Initiatives

Bartholomew Consolidated School Corporation supports a learning environment based on Universal Design for Learning principles. Our district focuses on removing learning barriers through online curriculum, 1:1 devices which include Chromebooks and Laptops, sound reinforcement, large displays or interactive displays, document cameras, a dynamic learning management system, online formative assessments, G-Suite, and educational software.

Columbus North HS has a Technology In Education (TIE) Committee that has department representation to develop in-house trainings, technology related purchase recommendations and problem solving. Two members also serve on the District Technology Committee. Each year TIE members present 5 to 6 laptop lunch training to the rest of the staff. This year we are designing the training offering to link our student learning management system with the three UDL principles.

Transition to Next Level

Columbus North participates in and offers a variety of opportunities preparing students for life after high school. We feel that this measure, the number of students who go on to and do well in post secondary pursuits, is significantly more important than any standardized test created for us. Below is a sampling of what we do to promote students as they prepare for life after high school.

- North HS has a Governor's Work Ethic Certificate offering to promote and recognize Seniors for academic performance, excellent attendance and employability competencies.
- Naviance online inventory testing of all students to share career interests and possible career pathways given during freshman year as well as local work site visits
- Required Career Information and Exploration course for every freshman or new student
- Course selection meetings designed to focus on student goals, plans, and diploma track.
- Alignment with post secondary schools around workforce and career development
- Dual Credit opportunities with post secondary schools
- Senior Projects requirement for graduation.
- Career classes required during freshman year and offered during the senior year.
- College fair attended annually by juniors and seniors
- Students with special needs attend an annual career fair at the Columbus Learning Center

- **CLC intends to hire a Transition Specialist to assist students with ELL needs in navigating BCSC**
- **Annual meetings with their academic counselor to chart a course specifically for them**
- **Annual testing**
- **Transition to work program for students in special education who are not on diploma track**
- **Incentive to participate in C4 Careers programs as a pathway to graduation.**

The next three pages present our “Plan On a Page,” our Federal Report Card, and our State Report Card. The “Plan On a Page” shares our building focus around 1) A Safe and Caring Building, 2) our goals for Academic Performance, and 3) our School Specific goal around developing and strengthening student assets, skills, and relationships through a growth mindset.




Our Federal and State report cards share our performance around their respective educational measures and targets. On both report cards, CNHS received a “B.”

CNHS 2018 Plan on a Page

In collaboration with

CivicLab
An Institute for OHS Collaboration

Universal Design for Learning Provides Deeper Learning For All

GOALS	CURRENT STATE	TARGET (WHAT)	STRATEGIES (HOW)	OUTCOMES/HEOs (WHY)
 <p>Safe and Caring</p>	<p>School Safety & Security Pilot Site</p> <p>Attendance: 2018-2019 - 95.7% 2019-2020 - 96% 2020-2021 - 96.2%</p>	<ul style="list-style-type: none"> *Increase security processes and improve supervision *To provide an environment that values kindness and inclusion. 	<ul style="list-style-type: none"> *Single point of entry *Safety training *CNHS High School Safety Committee *Student extracurricular participation proportionate to school demographics . *Human Ex Project *Cultural Responsiveness training in cooperation with CLC 	<p>Welcoming and diverse learning culture of respect, fairness and trust</p> <p>All learners' health, personal and academic success</p> <p>Achievement of core academic knowledge and varied levels of critical thinking</p> <p>Global citizens</p> <p>Intellectually engaged learners</p> <p>Agile, collaborative learning environments</p> <p>Life-long learning</p> <p>*Develop an inclusive culture</p> <p>*Social, Emotional, Physical</p> <p>*Deepen the understanding and use of SWLOs</p> <p>*Reduce the impact of lost dual credit due to new regulations</p>
 <p>Academic Performance</p>	<p>Student Recruitment and Retention Rate</p> <p>College and Career Readiness</p>	<p>*Improve service to traditionally disenfranchised students</p>	<ul style="list-style-type: none"> *Hispanic Newcomers: "Bien Venidos" *Newcomer Program. *Virtual school pilot *Data collection on exited students 	<p>Welcoming and diverse learning culture of respect, fairness and trust</p> <p>All learners' health, personal and academic success</p> <p>Achievement of core academic knowledge and varied levels of critical thinking</p> <p>Global citizens</p> <p>Intellectually engaged learners</p> <p>Agile, collaborative learning environments</p> <p>Life-long learning</p> <p>*Develop an inclusive culture</p> <p>*Social, Emotional, Physical</p> <p>*Deepen the understanding and use of SWLOs</p> <p>*Reduce the impact of lost dual credit due to new regulations</p>
 <p>School Specific</p>	<p>Alternative Scheduling Initiative</p> <p>Counseling Counts Initiatives</p>	<ul style="list-style-type: none"> *Improving instructional practice for academics and social emotion learning *Review demographic data for cocurricular and extracurricular activities *Increase understanding of Developmental Assets and Relationships *Heighten awareness of mental health issues impacting learning 	<ul style="list-style-type: none"> *Leadership team review and research *Application of the BCSC Stakeholder Engagement Process *Data review on targeted populations *PD through leadership workshop, faculty meetings, special events, and readings 	<p>Welcoming and diverse learning culture of respect, fairness and trust</p> <p>All learners' health, personal and academic success</p> <p>Achievement of core academic knowledge and varied levels of critical thinking</p> <p>Global citizens</p> <p>Intellectually engaged learners</p> <p>Agile, collaborative learning environments</p> <p>Life-long learning</p> <p>*Develop an inclusive culture</p> <p>*Social, Emotional, Physical</p> <p>*Deepen the understanding and use of SWLOs</p> <p>*Reduce the impact of lost dual credit due to new regulations</p>

**Federal Accountability Report Card
2017- 2018
Bartholomew Con School Corp (0365)
Columbus North High School (0397)**

Overall Summary				
	Grades	Points	Weight	Weighted Points
Academic Achievement	Grades 03-08	0.00	0.000	0.00
Academic Achievement	Grade 10	76.90	0.300	23.07
Academic Progress	Grades 04-08	0.00	0.000	0.00
Graduation Rate	Grade 12	87.30	0.300	26.19
College and Career Readiness	Grade 12	100.00	0.300	30.00
Progress in Achieving English Language Proficiency	All Grades	32.20	0.100	3.22
Addressing Chronic Absenteeism	Grades K-08	0.00	0.000	0.00
Overall Points:				82.5
Overall Grade:				B

Enrollment		
	Enrollment	Enrollment Percent
Grades 03-08	0	0.00 %
Grades 09-12	2026	100.00 %

Subgroup Grades					
Subgroup	Points	Grade	Subgroup	Points	Grade
American Indian/Alaskan Native	0.00	No Grade	Asian	99.00	A
Black	0.00	No Grade	Hispanic Ethnicity	78.50	C
Multiracial	0.00	No Grade	Native Hawaiian or Other Pacific Islander	0.00	No Grade
White	88.30	B	English Language Learner	0.00	No Grade
Free/Reduced Lunch	74.90	C	Special Education	72.00	C

Academic Achievement Indicator						
	Grades 03-08			Grade 10		
	Pass Rate	Participation	Points	Pass Rate	Participation	Points
English/Lang. Arts	N/A	N/A	N/A	67.5 % (312 / 462)	97.7 % (465 / 476)	67.5
Mathematics	N/A	N/A	N/A	47.8 % (223 / 467)	98.1 % (467 / 476)	47.8
						99.4
						83.4
						92.7
						70.2

Academic Achievement Summary			
	Points	Weight	Weighted Points
E/LA (3-8)	N/A	0.50	N/A
Math (3-8)	N/A	0.50	N/A
Achievement Points (Grades 03-08)			0.0
E/LA (10)	83.4	0.50	41.7
Math (10)	70.2	0.50	35.1
Achievement Points (Grade 10)			76.9

**Indiana Department of Education Student Centered Accountability
2017 - 2018**

**Bartholomew Con School Corp (0365)
Columbus North High School (0397)**

Overall Summary (511 IAC 6.2-10-3)				
Grades	Points	Weight	Weighted Points	
Performance Domain Grades 03-08	0.00	0.000	0.00	
Performance Domain Grade 10	57.70	0.200	11.54	
Growth Domain Grades 04-08	0.00	0.000	0.00	
Growth Domain Grades 10-12	97.60	0.200	19.52	
Multiple Measures Domain Grade 12	94.80	0.600	56.88	
Overall Points:			87.9	
Overall Grade:			B	

Enrollment		
Grades	Enrollment	Enrollment Percent
Grades 03-08	0	0.00 %
Grades 09-12	2026	100.00 %

	Grades 03-08			Grade 10		
	Pass Rate	Participation	Points	Pass Rate	Participation	Points
English/Lang. Arts	N/A	N/A	N/A	67.5 % (312 / 462)	97.6 % (485 / 497)	67.5
Mathematics	N/A	N/A	N/A	47.8 % (223 / 467)	98.0 % (490 / 500)	47.8

Performance Summary			
	Points	Weight	Weighted Points
E/LA (Grades 3-8)	N/A	N/A	0.00
Math (Grades 3-8)	N/A	N/A	0.00
Performance Points (Grades 03-08)			
E/LA (Grade 10)	67.5	0.50	33.75
Math (Grade 10)	47.8	0.50	23.90
Performance Points (Grade 10)			57.7

	Grades 04-08			Grades 09-12		
	Top 75% Growth	Bottom 25% Growth	Points	Top 75% Growth	Bottom 25% Growth	Points
English/Lang. Arts	N/A	N/A	N/A	98.7	101.5	100.1
Mathematics	N/A	N/A	N/A	91.9	95.2	93.6
						10th to 12th Imp. Points
						1.1
						101.2

Growth Summary			
	Points	Weight	Weighted Points
E/LA (Grades 4-8)	0.0	0.00	0.00
Math (Grades 4-8)	0.0	0.00	0.00
Growth Points (Grades 04-08)			
E/LA (Grades 9-12)	101.2	0.50	50.60
Math (Grades 9-12)	93.9	0.50	46.95
Growth Points (Grades 9-12)			97.6

Multiple Measures Domain (511 IAC 6.2-10-6)				
CCR Achievement Rate	CCR Indicator		Graduation Indicator	
	State CCR Factor (25% Goal)	Points	4 Year Graduation Rate Points	5 Year Graduation Rate Imp. Points
90.1 % (381 / 423)	4.00	100.0	88.9 (88.9 %)	0.7 (90.8 %-90.1 %)
				89.6

Multiple Measures Summary			
	Points	Weight	Weighted Points
CCR	100.0	0.50	50.00
Graduation	89.6	0.50	44.80
Total Multiple Measures Points			94.8