

A vibrant illustration of school supplies. At the bottom center is a blue backpack with a yellow pocket. Above it, a variety of school supplies are scattered: a red book, a blue book, a calculator, a magnifying glass, a ruler, a protractor, a compass, a pencil sharpener, and several pens and pencils in different colors. The background is a dark blue gradient with a grid pattern. The text 'A' is visible in the top right corner, and 'Ed Co' is visible in the middle right corner. The text 'SLIDEMANIA.COM' is written vertically on the left side.



Agenda

**ACT/AP/Dual
Credit/Running Start
Data**

SIP Plan Presentations



ACT Data

Assessment	2025	2026	Change
Students Tested	455	417	-38
Composite Average 18	16.88	16.98	+0.10
Math Average 19	16.80	17.47	+0.67
ELA Average 18	16.60	16.24	-0.36
Science Average	16.95	17.68	+0.73
Students Scoring 20+ Composite (National avg is 19.4)	120 (26.4%)	126 (30.3%)	+6 students+3.9 percentage points

Strengths

- Math & Science performance improved schoolwide.
- More students met Math and ELA benchmarks in 2026.

Areas of Concern

- ELA scores declined overall.
- The percentage of SPED students meeting benchmark scores declined in every benchmark category.
- Achievement gaps between SPED and non-SPED students increased in 2026.

AP Data

Subject Score Roster Comparison						
AP Course	# of Students	HHS	IL	Global	% Passing HHS	% Passing IL
2-D Art and Design	12	3.75	3.28	3.35	100	80
African American Studies	19	3.47	3.32	3.43	84.2	71
Biology	18	2.67	3.27	3.19	55.6	73.7
Calculus AB	14	3.43	3.21	3.25	64.3	67.6
Calculus BC	12	9.92	4.08	3.93	83.3	85.8
Chemistry	16	2.31	3.35	3.35	31.3	77
English Language and Composition	80	2.59	3.32	3.21	55	77.9
English Literature and Composition	63	2.9	3.23	3.21	73.2	72.9
Human Geography	91	2.56	3.31	3.23	42.9	69
Microeconomics	79	2.37	3.27	3.32	41.8	71
Precalculus	27	3.59	3.64	3.63	92.6	82.7
Psychology	59	2.44	3.41	3.33	44	74
Seminar	77	2.97	2.91	3.17	84.4	72.2
Spanish Language and Culture	31	2.97	3.42	3.5	64	80.5
Statistics	29	2.24	3.21	3.02	48.3	65.968.6
US Government and Politics	65	3.08	3.52	3.42	73.8	78.4
US History	85	2.73	3.35	3.29	74.9	73.5

AP Data

Subject Score Breakdown	1's	2's	3's	4's	5's
2-D Art and Design	0	0	6	3	3
African American Studies	1	1	8	3	4
Biology	3	5	5	5	0
Calculus AB	0	5	0	7	2
Calculus BC	0	2	1	5	4
Chemistry	1	8	3	2	0
English Language and Composition	8	25	30	11	1
English Literature and Composition	5	15	24	14	3
Human Geography	12	38	18	13	6
Microeconomics	16	28	20	12	0
Precalculus	1	1	11	8	5
Psychology	15	15	12	9	3
AP Seminar	1	10	54	7	2
Spanish Language and Culture	2	9	9	4	3
Statistics	11	4	9	4	0
US Government and Politics	4	13	25	17	4
US History	11	25	26	20	2

HARLEM HIGH SCHOOL

2025/2026 EARLY COLLEGE CREDIT DATA

**AP Data- Students who earn a 3 or higher earn college credit	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Total AP Students	269	245	299	341	347	464
Number of Exams	468	375	423	504	547	736
AP Students with Scores 3+ (Earned College Credit)	114	107	139	174	198	274
% of Total AP Students with Scores 3+ (Earned College Credit)	42.37%	43.67%	46.49%	51%	57%	59%
# of students who earned a 5 (highest score possible)	31-7%	16- 4%	36 - 9%	37 - 7%	27- 5%	42-6%

AP Data

783 Students took one or more AP exams this year.

9th- 89

10th- 135

11th 216

12th 302

AP Scholars

Metric	2024	2025	2026	2024–2026 Change
Total AP Scholars	52	66	83	+31 (+59.6%)
AP Scholar	25	37	52	+27
AP Scholar with Honor	11	13	11	0
AP Scholar with Distinction	16	16	20	+4
Average AP Score	3.42	3.44	3.39	-0.03
Average AP Exams per Scholar	5.85	5.44	6.06	+0.21

AP Data

Three-Year AP Trends

	2024	2025	2026	Three-Year Change
Total AP Exams Taken	514	567	783	+269 exams 📈 52% increase in AP exams taken
Exams Scoring 3+	275	337	476	+201 qualifying scores 🎓 73% increase in qualifying scores (3+)
Overall Pass Rate	53.5%	59.4%	60.8%	+7.3 percentage points

↑ From 2024 to 2026, the school increased AP participation by over 50% and raised the overall exam pass rate from 53.5% to 60.8%

↑ Harlem High School's Class of 2026 reached a three-year high for AP success

↑ 25.0% of graduates earning a qualifying score (3+), up from 19.1% in 2025 and 23.4% in 2024.

↑ Sophomore success jumped from 4.0% to 15.2% due to the new AP Seminar

Dual Credit Data

	2024	2025	2026
Dual Credit earned through RVC	221/282 78%	281/305 92%	271/274 98%
Introduction to Education & Internship (EDU 224)	19	24/24	12/12
EMT (FRE-223)		4/4	4/4
CNA		12/12	13/13
Computer Art - Photoshop (GAT 110)	39	34/35	20/22
Computer Art - Illustrator (GAT 115)	53	30/30	15/17
Medical Terminology (HLT 110)	69	68/74	145/146
Principles of Management (MGT 270)	7	6/9	8/8
Principles of Marketing (Mkt 260)	6	6/9	9/9
Web Design	10	12/12	Did not run DC this year
Speech (SPH 131)	7/7	9/9	7/8
Dual Credit Computer courses	57	76/87	35/36

Running Start Data

Class of 2026

- 16 students in the cohort
 - All 16 earned their Associates degree this year.

Demographics

- 75% White
- 13% Asian
- 6% 2 or more races
- 6% Asian
- 50% Free & Reduced

Running Start Data

Class of 2026/27

- 31 Juniors & Seniors at RVC this fall
 - 13 Seniors
 - 18 Juniors

Demographics

- 71% White
- 13% Hispanic
- 2% 2 or more races
- 2% Indian/Alaskan Native
- 31% free/reduced



SIP

School Improvement
Plans

Harlem High School

Priority 1

- *Increase Student Attendance- Reduce chronic absenteeism from **44.0%** to **40.0%** by Spring 2027 and establish systems that promote student engagement and attendance.*
 - Develop and implement tiered attendance interventions based on attendance thresholds.
 - Conduct attendance conferences for students identified as chronically absent after notification of 10th absence.
 - Implement attendance recognition and incentive programs.
 - Increase family communication regarding attendance concerns and supports.

Priority 2

- *Improve 9th-grade On-Track Rates- Increase 9th-grade On-Track rates from **76.5%** (**update in October with 2026 data**) to **80.0%** by Spring 2028 through targeted monitoring and intervention systems.*
 - Establish a 9th-grade Success Team.
 - Review 9th-grade data every 4 weeks. (9th-grade Success Team)
 - Develop intervention plans for students failing one or more courses.
 - Utilize advisory programming to support academic and social-emotional growth.

Harlem High School

Priority 3

- *Improve School Climate and Student/Staff Connectedness: Increase positive student and staff responses regarding belonging, teacher-to-teacher & teacher-to-admin trust by **10 percentage points** by Spring 2028.*
 - Conduct quarterly student voice forums.
 - Strengthen advisory programming and relationship-building activities.
 - Expand restorative practices and student support systems. (Deans, Social Workers)
 - Increase opportunities for student participation in extracurricular activities.

Priority 4

- *Strengthen College and Career Readiness-Increase postsecondary enrollment from **54.4%** to **60.0%** by Spring 2028 while expanding participation in AP, Dual Credit, Career Pathways, and industry credential programs.*
 - Increase enrollment in AP, Dual Credit, and Career Pathway courses.
 - Conduct annual postsecondary planning meetings.
 - Increase FAFSA completion efforts.
 - Monitor participation and success rates across student groups.

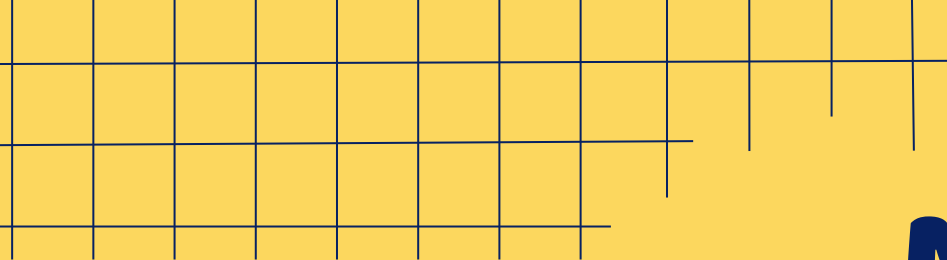
Machesney

Priority 1

- Machesney will improve student proficiency in ELA.
 - If we provide PD and support for instructional implementation, ELA scores will improve.
 - If we increase the number of opportunities students are engaging within instruction, ELA scores will improve.

Priority 2

- Machesney Elementary will improve student proficiency in Math.
 - -Focus on implementing strategies for incorporating fact fluency into the daily routine, then students will have increased academic performance in math
 - Focus on specific opportunities for school wide engagement within instruction, Math scores will improve.



Machesney

Priority 3

- Machesney Elementary will focus on student/staff relationships and increase student/staff belonging.
 - Provide opportunities to build positive student and staff relationships, then the school will have notable success.
 - Ensure that all student groups are actively included in activities, then we will foster a more inclusive and equitable environment
 - Provide team-building activities and foster open communication among staff members, then we will strengthen our staff community and enhance collaboration and morale throughout the school.

Marquette

Math

Reading

- Marquette will improve proficiency in math
 - Strategy 1: Increase focus on math fact fluency
 - Strategy 2: Focus on Explicit Instruction Strategies
 - Strategy 3: Improve the MTSS data-driven decision making process
- Marquette will improve proficiency in reading.
 - Strategy 1: Focus on Response to Writing with common building language
 - Strategy 2: Focus on Explicit Instruction Strategies
 - Strategy 3: Improve the MTSS data-driven decision making process



Marquette

Families

- Marquette will create a Parent Advisory Council (PAC)
 - Strategy 1 : Increase parent communication and build active voice in decision making
 - Strategy 2: Increase supportive school to home partnerships

Staff & Students

- Marquette will build a sense of belonging for staff and students.
 - Strategy 1 : Identify students' level of belonging to provide timely interventions & supports
 - Strategy 2: Ensure welcoming, supportive staff environment to increase active engagement in the professional learning community

Ralston

Priority 1 - Reading

- Ralston will continue to prioritize learning the new reading curriculum by providing professional development support for all teachers to improve the percentage of students reading on grade level from fall to spring.
 - Provide targeted Professional development based on teacher need
 - Collect and analyze data to gain insight into our readers strengths and needs in order to differentiate instruction

Priority 2 - Math

- Ralston will increase the percentage of students who are on or above grade level on iReady math from their fall baseline scores.
 - Fact fluency practice intentionally embedded into daily math instruction
 - Implement explicit instruction strategies to increase student engagement

Ralston

Priority 3 - Staff

- Ralston will continue to strengthen our staff collaboration and community, and prioritize the well being of all adults.
 - Provide opportunities to collaborate and build trust
 - Provide opportunities to build staff community and unity
 - D-Day planning
 - PLC's

Priority 4 -Equity

- Ralston will create and implement inclusive learning experiences that honor students' diverse backgrounds and those of others through cultural identities and lived experiences.
 - Provide experiences (assemblies, field trips, etc.)
 - Implement and sustain practices that promote equity and inclusion
 - Increase staff cultural competency
 - Provide opportunities to collaborate and engage with other

Rock Cut

Students on Grade Level - Math

- Increase percentage of students on grade level (based on end of year view) by 30 percentage points from beginning of year to end of year iReady diagnostic.
 - Using Explicit Instruction Strategies
 - OTRs
 - Perky Pace
 - Incorporate extended response opportunities
 - Include math discourse opportunities
 - Ongoing PD on Explicit Instruction

Students on Grade Level - ELA

- Increase percentage of students on grade level (based on end of year view) by 25 percentage points from beginning of year to end of year iReady diagnostic.
 - Using Explicit Instruction Strategies
 - OTRs
 - Perky Pace
 - Incorporate extended response opportunities
 - Utilize HMT instructional routines
 - Ongoing PD on Explicit Instruction

Rock Cut

Decrease Discipline Referrals

- RC will decrease discipline referrals as a percentage of the population
 - Strengthen Tier 1 PBIS
 - Ranger Rewards
 - Ranger of the Month
 - Smart Classroom Management way schoolwide
 - Build Collective Teacher Efficacy
 - “All of our students”

Improve Culture and Climate

- Increase score on teacher to teacher trust as measured by SEssentials Data
 - PD on productive difficult conversations
 - Inclusivity training with a focus on how to create a sense of belonging for our STP program and students
 - Team building and collaborative opportunities
 - Create time and space for staff sense of belonging

Windsor

Priority 1

- Increase all students' academic performance in math.
 - If we provide and implement professional development on problem solving strategies and student perseverance, then students will increase their accountability, independence and confidence leading to growth.
 - If teachers implement fact fluency daily for 10 minutes then students will increase efficiency and accuracy recall to achieve improved math fact fluency:

Priority 2

- Increase all students' academic performance in reading.
 - If we focus on implementing the new reading curriculum (Into Reading), then teachers will develop their knowledge of the program and students will have increased academic performance in reading.
 - If we prioritize assessment, then teachers become more responsive to their readers' needs, and that will lead to improved academic performance in reading for students.

Windsor

Priority 3

- Provide all students with appropriate, explicitly taught social/emotional learning tools.
 - If we continue to implement Restorative practices, then staff will seek to understand the underlying cause for behavior, and students will feel more connected and heard which results in fewer discipline problems.
 - If we supplement our SEL curriculum, then staff will be able to reinforce strategies on how to calm down and problem solve conflicts with peers, and students will have greater ability to maintain their positive relationships.

Priority 4

- Create and maintain an explicit, positive and safe learning environment for staff and students.
 - If the Windsor staff implements strategies from Explicit Instruction, then student engagement will increase, and improve student academic performance
 - If the Windsor community continues work in equity based practices, then we will foster an environment of acceptance, safety, and belonging for our students, staff, and families.
 - If the Windsor community implements the Standard Response Protocol, then we will maintain a safe environment for our students and staff.