

Reports Summary

Reports are designed to help you generate form letters, produce student progress reports, and combine historical data with text to deliver meaningful reports to stakeholders.

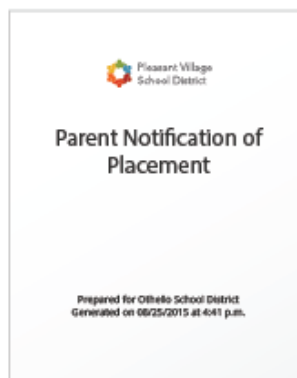
Navigate to the **Reports Application** within the **Data Extracts Bundle** and click **Create Data Table** from the left-hand navigation menu.



WHAT IS INCLUDED IN YOUR CUSTOMIZED REPORTS PACKAGE?

Once a report is generated, it is compiled into a downloadable PDF for saving and printing.

Most of our reports include the following:



Title page



Table of contents with hyperlinks to each student's report



Mailing Labels



The Report(s)

IDENTIFIERS

Mailing Labels

Guardian Contact
Information

Individual Health Plans

High School and Beyond

McKinney-Vento

Special Services

(ALE) Alternative Learning
Experience

Highly Capable

Student Learning Plans

McKinney-Vento Student Learning Plan

Advisor: **Fawn Rydell** School: **Black Peak** Conference Date: _____
 Student: **Arietta** Grade Level: **4** Grad Year: **2023/24**
 DOB: **07/05/2006** GPA: _____ Credits Earned: **0.0000**

This student learning plan helps address needs and interventions to support the educational success of your student in accordance with the McKinney-Vento Homeless Assistance Act.

Year-to-date Absence Count : **11** Year-to-date Tardy Count : **8**

Students Have the Right to:

- Go to school, no matter where they live or how long they have lived there
- Attend either the local school or the school of origin, if this is in their best interest
- Receive transportation to and from the school of origin
- Enroll in school immediately, even if missing records and documents normally required for enrollment
- Enroll, attend classes, and participate fully in all school activities while the school gathers records
- Have access to the same programs and services that are available to all other students
- Attend school with children not experiencing homelessness

The student needs support for:

_____ Academic Support _____ Food / Basic Needs Assistance
 _____ School Supplies _____ Social / Emotional Support
 _____ Medical or Dental Assistance _____ Attendance Support
 _____ Transportation _____ Other: _____

Comments:

Please return to the BGPS Learning Support Programs office at CASEE C (fax 360-885-5437)
 or email to Lydia Sanders at sanders.lydia@battlegroundps.org or call 360-885-5434
 or email to Linda Storm at linda@battlegroundps.org or call 360-885-5367

McKinney-Vento SLP

School Data Solutions School District
 PO Box 200 BATTLE GROUND WA 986040200

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ELA Intensive Improvement Plan

Name: **Aeb** Student ID: _____ Grade: **3** School: **Mount Stuart Elementary School** Teacher: **Amiya Ceballos Ariza**

ATTENDANCE		STUDENT SERVICES		PROGRAM PARTICIPATION	
Grade	Days Missed	<input type="checkbox"/> 504	<input checked="" type="checkbox"/> Bilingual Education	<input type="checkbox"/> After School	<input type="checkbox"/> Summer School
1st Grade	7	<input type="checkbox"/> LAP Reading	<input type="checkbox"/> Highly Capable	<input type="checkbox"/> BES	<input type="checkbox"/> Boys & Girls Club
2nd Grade	8	<input checked="" type="checkbox"/> Migrant	<input type="checkbox"/> Special Education	<input type="checkbox"/>	<input type="checkbox"/>
3rd Grade	5	<input type="checkbox"/>			

ASSESSMENT DATA: MULTIPLE MEASURES OF PERFORMANCE					
Assessment	Fall		Winter		Spring
SBAC-Interim					
Fourtas & Pinnell			Target: 15	Score: 14	
WELFAELD	Target: 511	Score: 500			
Anecdotal/Confering					

INTENSIVE IMPROVEMENT INTERVENTIONS			
Program	Start Date	End Date	Description
LLUISIL			
Before & After school Tutoring			
Small Group strategy lessons			
Guided Reading			

Recommend for summer school _____ Grade Placement (Recommended Teacher) _____

Signatures indicate parent/guardian consent to this intensive improvement plan.

Parent/Guardian Signature _____ Date _____ Parent/Guardian Signature _____ Date _____
 Principal/Designee Signature _____ Date _____ Teacher Signature _____ Date _____

If parent/guardian was not present at the conference, this plan was sent home via certified mail on _____.
 Received receipt signed on _____.

ELA Intensive Improvement Plan
 Generated on 03/30/2018 at 10:01 a.m.

School Data Solutions School District
 913 W 2ND ST
 GRANDVIEW WA 986070202

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BEHAVIOR

Discipline Proportionality

Discipline Consequence Proportionality

Student Graduation Requirement Fulfillment Status

Graduation Progress Report 2016-2017

Student: **F** Grade Level: **12** Advisor: **F** Counselor: **F**
 Required Credits: **23** Total Credits: **18.000** Cumulative GPA: **1.591**

State Assessment Data

Assessment	Passing Score	Student Score	Met Standard?
EOC Biology	400	362	No
EOC Algebra	400	409	Yes
EOC Geometry	400	402	Yes
SBA Summative ELA/Literacy Grade12	2548	NA	NA
SBA Summative Mathematics Grade12	2095	NA	NA

CAA/CIA

ELA Met	Math Met	Science Met
No	Yes	No

Failed Classes

School Year	Class Name	Class Grade	Scheduled to Retake
2015/16	Advistory	F	
2015/16	Platiculture	F	
2015/16	Laboratory II	F	
2016/17	Work Based Learning	F	

Counselor Notes

Your Student is on track to graduate.
☐ Yes
☐ No
☐ Your student is credit deficient.
☐ Your student still needs to meet state standard in English Language Arts.
☐ Your student still needs to meet state standard in Mathematics.
☐ Your student still needs to meet state standard in Science.
☐ Your student needs to complete credit retrieval courses to get back on track to graduate.
☐ Your student is scheduled to retake previously failed courses.

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☐ Please schedule an appointment with your student's counselor to develop a plan for graduation.

ATTENDANCE / ABSENCE RESPONSE / CHRONIC ABSENCE

Absence / Attendance Rate Proportionality

Teacher Period Attendance Rate

4+ months / 10% Absence Notification Letters

2 /5/10 Unexcused Absence Notification Letters

Absence Improvement / Excellent Attendance Notification Letters

Chronic Absence Communications/Explanation/Details Reports

Date: _____

TAHOMA School District

Dear Parent/Guardian:

In 1995, Washington Legislators passed a compulsory attendance law requiring all students to attend school. New requirements for school districts were established in 2016 when the state passed Second Substitute House Bill 2448. In addition, Tacoma School District policy states that absences exceeding 10% are cause to notify parents and guardians in an effort to maintain regular school attendance and avoid any student from having chronic absence (16 or more days absent in a year). _____ has had multiple months of 10% or more overall absence. Detailed daily absence data for _____ is shown at the end of this letter. _____ is also struggling academically. We know absence negatively impacts student achievement, and the data shows us this is the case for _____.

In an effort to support reduction of chronic absenteeism in Washington state, our legislature has changed parts of the law governing expectations for school districts. We notify parents when absences reach 10% or more days in a month, and after three months of 10% or greater absence we work with parents and students to develop an attendance plan, which may include an attendance contract. In some instances a medical excuse may be required. To ensure that Tacoma School District is complying with this state law, we ask you to please contact us immediately to arrange a conference so an attendance plan may be developed. We would like to work with you to find a solution to this problem and end this pattern of absence.

Thank you for your prompt attention to this very important matter.

Sincerely,


Date: _____

TAHOMA School District

Dear Parent/Guardian:

Our school staff is working hard to support achievement for each of our students this year. This letter is a friendly reminder of how important good attendance is to building habits of school success.

We want to let you know _____ missed 6.5 days of school out of 115 days. Our goal is to ensure _____ does well at _____ Elementary. Regular attendance will help him feel better about school, as well as beginning to build the positive habits of a strong student. As you can see below, _____ is missing more days than a typical student at _____ Elementary.



We realize every child is different and "one size does not fit all." Here are a few suggestions that may help improve _____ attendance.

- Set a regular bedtime and morning routine.
- Lay out clothes and pack backpack the night before.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent for assistance.
- Schedule family trips during school vacations.

The purpose of this letter is to let you know that we want _____ to have a great year at _____ Elementary and to remind you that good attendance goes hand in hand with school success. If you have any questions, feel free to contact me. I would be glad to discuss _____ achievement at our school.

Sincerely,

Date: _____

VPS VANCOUVER PUBLIC SCHOOLS

Dear Parent/Guardian of _____:

This letter is to notify you that _____ has 16.29 unexcused absences. Please review the attendance detail for _____ that is at the end of this letter. It is the philosophy of the Vancouver School District 037 that attendance is essential for students to receive the full benefit of their education. Chronic absence (missing 16 or more days in a school year) drastically reduces a student's chance of achieving high levels of success.

In an effort to support early intervention for students, RCW 26A.225.030 requires districts to take data-informed steps to eliminate or reduce student absences. At 5 unexcused absences in a month, or 10 unexcused absences in a year, Vancouver School District 037 uses this letter to ensure parents know their child is accumulating unexcused absences. The law also requires that the district enter into an agreement with the student and parent that establishes school attendance requirements, which includes referral to the Community Truancy Board and can result in the district filing a truancy petition. To ensure that Vancouver School District 037 is complying with this law, we are asking you to please contact us immediately to arrange for a conference so an attendance contract may be developed. Hopefully, we can end this pattern of truancy and develop a solution to the problem.

Thank you for your prompt attention to this very important matter.

Sincerely,

Chronic Absence Communications Report

Student: _____ ID: _____

DOB: _____ Gender: _____

Advisor: _____ School: _____

Notification Reasons

What has triggered this notification

☒ 10% Absence in Year

Notification Communication Attempts

Date	Report Name	Notification Type
2017-06-07 00:00:00	970 Unexcused Notification Letter	electronic
2017-06-27 00:00:00	10% Absence Notification Letter	electronic
2017-07-07 00:00:00	2 Unexcused Absence Notification Letter	electronic
2017-08-07 00:00:00	10% Absence End of Year Notification Letter	electronic
2017-08-28 00:00:00	4+ Months 10% Absence Notification Letter	physical
2017-08-28 00:00:00	Chronic Absence Communications Report	physical
2017-08-28 00:00:00	Chronic Absence Student Details Report	electronic
Guardian:	Status: Email Opened	Notes: The email sent to the guardian has been opened.
Guardian:	Status: Email Opened	Notes: The email sent to the guardian has been opened.
2017-08-28 00:00:00	Chronic Absence Student Details Report	electronic
Guardian:	Status: Email Opened	Notes: The email sent to the guardian has been opened.
Guardian:	Status: Email Opened	Notes: The email sent to the guardian has been opened.
2017-10-17 00:00:00	10% Absence Notification Letter	physical
2017-11-08 00:00:00	Chronic Absence Communications Report	electronic
2017-11-17 00:00:00	4+ Months 10% Absence Notification Letter	physical
2017-12-07 15:58:45.013	10% Absence Notification Letter	physical
2017-12-07 16:01:48.840	Chronic Absence Student Details Report	physical

Chronic Absence Student Detail Report

Student: _____ ID: _____

DOB: _____ School: _____

Attendance History 2017/18

Regular attendance is important for success in learning.

Date	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period	7th Period	8th Period
2017-08-18	T							
2017-08-29						U	U	U
2017-09-04	U	U	U					
2017-09-06	E	E	E	E	E			
2017-09-10	E	E	E	E	E			
2017-09-11						O	O	O
2017-09-20	E	E	E	E	E			
2017-09-23					E			
2017-09-26					T			
2017-09-27					E	E	E	E
2017-09-28					E	E	E	E
2017-09-29					E	E	E	E
2017-10-03	E	E	E	E	E			
2017-10-05	E							
2017-10-10					E	E	E	E
2017-10-12					E	E	E	E
2017-10-27	E	E	E	E	E			
2017-10-29	E	E	E	E	E			
2017-10-30					E			
2017-10-30	E	E	E	E	E			
2017-10-31								
2017-10-31	E	E	E	E	E			
2017-10-31	T	T						

ENROLLMENT / DISTRIBUTIONS

FTE / District Enrollments

Student Migrant Enrollment

Course Enrollment Proportionality

Activity Proportionality Report

Student Demographic Information

AP/Honors Participation and Performance Proportionality

Current Program Participation Rates

AP / Honors Participation and Performance

Overall Population

Year: 2015/16

Grade(s): 9th, 10th, 11th, and 12th Grade

1009 Students

Examined Sub Population

Students: Enrolled in at least one AP/Honors Class

199 Students

Numbers at a Glance

Students	Enrolled	Enrolled in AP/Honors	Passing Rate AP/Honors Classes	Testing Rate AP/Honors Classes	Passing Rate AP/Honors Exams
All 2015/16 9th-12th Students	1009	16.79%	77.40%	0%	0%

SEX	Students	Enrolled	Enrolled in AP/Honors	Passing Rate AP/Honors Classes	Testing Rate AP/Honors Classes	Passing Rate AP/Honors Exams
Female	447	26.24%	75.1%	0%	0%	
Male	542	11.8%	81.0%	0%	0%	

AP / Honors Participation and Performance
Generated on 03/30/2016 at 11:22 a.m.

School Data Solutions School District

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ASSESSMENTS

Assessment Test Proportionality

K-4 Literacy

State Test Scores

Assessments: Stranded Test

View by School

Historical Student Analysis

ML Proficiency Student Profile

Student Assessment Profile

Assessment Profile & Report Card

Pre-K Screener Report Card

Classroom Common Report Card

Assessment Test Proportionality Report

Overall Population			Examined Sub Population		Examined Students Who Met Standard			
Year: 2017/18			Students: Students who took the following assessment tests: STAR Early Literacy (SEL) Gr 3-Apr - SS BMark or SBA Summative ELA/Literacy Gr 3		Assessments: Number of students who met standard on STAR Early Literacy (SEL) Gr 3-Apr - SS BMark or SBA Summative ELA/Literacy Gr 3			
School(s):			96 Students		83 out of 96 = 86%			
Grade(s): 4th Grade			83 out of 96 = 86%		83 out of 83 = 76%			
 96 Students			 83 out of 96 = 86%		 83 out of 83 = 76%			
Student Sub Groups								
SEX / GENDER	Students	Proportions		Student Comp Index	Assessment Comp Index			
	Female	55.2%	54.21%	53.96%	0.88	Similar (below)	0.99	Similar (below)
	Male	44.79%	45.78%	46.03%	1.02	Similar (above)	1.03	Similar (above)
ETHNICITY / RACE	Students	Proportions		Student Comp Index	Assessment Comp Index			
	Asian	2.08%	1.2%	1.58%	0.58	Severe (below)	0.76	Severe (below)
	Black/African American	7.29%	8.43%	9.52%	1.16	Moderate (above)	1.31	Moderate (above)
	Hispanic	35.41%	34.93%	34.92%	0.99	Similar (below)	0.99	Similar (below)
	Two or more races	21.87%	20.48%	19.04%	0.84	Similar (below)	0.87	Moderate (below)
	Native Hawaiian/ Other Pacific Islander	6.25%	6.02%	7.03%	0.96	Similar (below)	1.27	Moderate (above)
	White	27.08%	26.91%	26.96%	1.07	Similar (above)	1	Similar (below)
	PROGRAM	Students	Proportions		Student Comp Index	Assessment Comp Index		
SDA	1.04%	1.2%	0%	1.15	Moderate (above)	0	Severe (below)	
Special Education	11.49%	8.43%	1.08%	0.74	Severe (below)	0.14	Severe (below)	

Kindergarten Literacy and Math Skills Report

Name:	Building:	Teacher:	Date:																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
Each day the classroom provides rich instruction for your child in Literacy and Math. This report provides information about your child's learning of specific skills in these areas as of their most recent assessment. Items marked with an "X" indicate mastery of each item; items left blank indicate your child has not mastered the item. Please contact your child's teacher if you have any questions.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
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Secondary Assessment Profile					
Name: A.J. * Student ID:		Grade: 9 School: Douglas High School		SSID: 125456789	
Programs / Services					
Additional Service		School Year	Status	Start	Stop
Title I Reading		2010/16	Active	2010-09-27	--
State Assessments					
Name		Gr	When	Part Level	Met Std
SSA Summative ELA/Literacy Gr 9		9th Grade	Spring 2014/15	Below	No
SSA Summative ELA/Literacy Gr 8		8th Grade	Spring 2014/15	Below	No
SSA Summative ELA/Literacy Gr 7		7th Grade	Spring 2014/15	Below	No
MSP Math Gr 4		4th Grade	Spring 2010/11	Level 3	Yes
MSP Math Gr 3		3rd Grade	Spring 2009/10	Level 3	Yes
MSP Math Gr 2		2nd Grade	Spring 2008/09	Level 3	Yes
MSP Math Gr 1		1st Grade	Spring 2007/08	Level 3	Yes
MSP Math Gr 0		0th Grade	Spring 2006/07	Level 3	Yes
MSP Math Gr -1		-1st Grade	Spring 2005/06	Level 3	Yes
MSP Math Gr -2		-2nd Grade	Spring 2004/05	Level 3	Yes
MSP Math Gr -3		-3rd Grade	Spring 2003/04	Level 3	Yes
MSP Math Gr -4		-4th Grade	Spring 2002/03	Level 3	Yes
MSP Math Gr -5		-5th Grade	Spring 2001/02	Level 3	Yes
MSP Math Gr -6		-6th Grade	Spring 2000/01	Level 3	Yes
MSP Math Gr -7		-7th Grade	Spring 1999/00	Level 3	Yes
MSP Math Gr -8		-8th Grade	Spring 1998/99	Level 3	Yes
MSP Math Gr -9		-9th Grade	Spring 1997/98	Level 3	Yes
MSP Math Gr -10		-10th Grade	Spring 1996/97	Level 3	Yes
MSP Math Gr -11		-11th Grade	Spring 1995/96	Level 3	Yes
MSP Math Gr -12		-12th Grade	Spring 1994/95	Level 3	Yes
MSP Math Gr -13		-13th Grade	Spring 1993/94	Level 3	Yes
MSP Math Gr -14		-14th Grade	Spring 1992/93	Level 3	Yes
MSP Math Gr -15		-15th Grade	Spring 1991/92	Level 3	Yes
MSP Math Gr -16		-16th Grade	Spring 1990/91	Level 3	Yes
MSP Math Gr -17		-17th Grade	Spring 1989/90	Level 3	Yes
MSP Math Gr -18		-18th Grade	Spring 1988/89	Level 3	Yes
MSP Math Gr -19		-19th Grade	Spring 1987/88	Level 3	Yes
MSP Math Gr -20		-20th Grade	Spring 1986/87	Level 3	Yes
MSP Math Gr -21		-21st Grade	Spring 1985/86	Level 3	Yes
MSP Math Gr -22		-22nd Grade	Spring 1984/85	Level 3	Yes
MSP Math Gr -23		-23rd Grade	Spring 1983/84	Level 3	Yes
MSP Math Gr -24		-24th Grade	Spring 1982/83	Level 3	Yes
MSP Math Gr -25		-25th Grade	Spring 1981/82	Level 3	Yes
MSP Math Gr -26		-26th Grade	Spring 1980/81	Level 3	Yes
MSP Math Gr -27		-27th Grade	Spring 1979/80	Level 3	Yes
MSP Math Gr -28		-28th Grade	Spring 1978/79	Level 3	Yes
MSP Math Gr -29		-29th Grade	Spring 1977/78	Level 3	Yes
MSP Math Gr -30		-30th Grade	Spring 1976/77	Level 3	Yes
MSP Math Gr -31		-31st Grade	Spring 1975/76	Level 3	Yes
MSP Math Gr -32		-32nd Grade	Spring 1974/75	Level 3	Yes
MSP Math Gr -33		-33rd Grade	Spring 1973/74	Level 3	Yes
MSP Math Gr -34		-34th Grade	Spring 1972/73	Level 3	Yes
MSP Math Gr -35		-35th Grade	Spring 1971/72	Level 3	Yes
MSP Math Gr -36		-36th Grade	Spring 1970/71	Level 3	Yes
MSP Math Gr -37		-37th Grade	Spring 1969/70	Level 3	Yes
MSP Math Gr -38		-38th Grade	Spring 1968/69	Level 3	Yes
MSP Math Gr -39		-39th Grade	Spring 1967/68	Level 3	Yes
MSP Math Gr -40		-40th Grade	Spring 1966/67	Level 3	Yes
MSP Math Gr -41		-41st Grade	Spring 1965/66	Level 3	Yes
MSP Math Gr -42		-42nd Grade	Spring 1964/65	Level 3	Yes
MSP Math Gr -43		-43rd Grade	Spring 1963/64	Level 3	Yes
MSP Math Gr -44		-44th Grade	Spring 1962/63	Level 3	Yes
MSP Math Gr -45		-45th Grade	Spring 1961/62	Level 3	Yes
MSP Math Gr -46		-46th Grade	Spring 1960/61	Level 3	Yes
MSP Math Gr -47		-47th Grade	Spring 1959/60	Level 3	Yes
MSP Math Gr -48		-48th Grade	Spring 1958/59	Level 3	Yes
MSP Math Gr -49		-49th Grade	Spring 1957/58	Level 3	Yes
MSP Math Gr -50		-50th Grade	Spring 1956/57	Level 3	Yes
MSP Math Gr -51		-51st Grade	Spring 1955/56	Level 3	Yes
MSP Math Gr -52		-52nd Grade	Spring 1954/55	Level 3	Yes
MSP Math Gr -53		-53rd Grade	Spring 1953/54	Level 3	Yes
MSP Math Gr -54		-54th Grade	Spring 1952/53	Level 3	Yes
MSP Math Gr -55		-55th Grade	Spring 1951/52	Level 3	Yes
MSP Math Gr -56		-56th Grade	Spring 1950/51	Level 3	Yes
MSP Math Gr -57		-57th Grade	Spring 1949/50	Level 3	Yes
MSP Math Gr -58		-58th Grade	Spring 1948/49	Level 3	Yes
MSP Math Gr -59		-59th Grade	Spring 1947/48	Level 3	Yes
MSP Math Gr -60		-60th Grade	Spring 1946/47	Level 3	Yes
MSP Math Gr -61		-61st Grade	Spring 1945/46	Level 3	Yes
MSP Math Gr -62		-62nd Grade	Spring 1944/45	Level 3	Yes
MSP Math Gr -63		-63rd Grade	Spring 1943/44	Level 3	Yes
MSP Math Gr -64		-64th Grade	Spring 1942/43	Level 3	Yes
MSP Math Gr -65		-65th Grade	Spring 1941/42	Level 3	Yes
MSP Math Gr -66		-66th Grade	Spring 1940/41	Level 3	Yes
MSP Math Gr -67		-67th Grade	Spring 1939/40	Level 3	Yes
MSP Math Gr -68		-68th Grade	Spring 1938/39	Level 3	Yes
MSP Math Gr -69		-69th Grade	Spring 1937/38	Level 3	Yes
MSP Math Gr -70		-70th Grade	Spring 1936/37	Level 3	Yes
MSP Math Gr -71		-71st Grade	Spring 1935/36	Level 3	Yes
MSP Math Gr -72		-72nd Grade	Spring 1934/35	Level 3	Yes
MSP Math Gr -73		-73rd Grade	Spring 1933/34	Level 3	Yes
MSP Math Gr -74		-74th Grade	Spring 1932/33	Level 3	Yes
MSP Math Gr -75		-75th Grade	Spring 1931/32	Level 3	Yes
MSP Math Gr -76		-76th Grade	Spring 1930/31	Level 3	Yes
MSP Math Gr -77		-77th Grade	Spring 1929/30	Level 3	Yes
MSP Math Gr -78		-78th Grade	Spring 1928/29	Level 3	Yes
MSP Math Gr -79		-79th Grade	Spring 1927/28	Level 3	Yes
MSP Math Gr -80		-80th Grade	Spring 1926/27	Level 3	Yes
MSP Math Gr -81		-81st Grade	Spring 1925/26	Level 3	Yes
MSP Math Gr -82		-82nd Grade	Spring 1924/25	Level 3	Yes
MSP Math Gr -83		-83rd Grade	Spring 1923/24	Level 3	Yes
MSP Math Gr -84		-84th Grade	Spring 1922/23	Level 3	Yes
MSP Math Gr -85		-85th Grade	Spring 1921/22	Level 3	Yes
MSP Math Gr -86		-86th Grade	Spring 1920/21	Level 3	Yes
MSP Math Gr -87		-87th Grade	Spring 1919/20	Level 3	Yes
MSP Math Gr -88		-88th Grade	Spring 1918/19	Level 3	Yes
MSP Math Gr -89		-89th Grade	Spring 1917/18	Level 3	Yes
MSP Math Gr -90		-90th Grade	Spring 1916/17	Level 3	Yes
MSP Math Gr -91		-91st Grade	Spring 1915/16	Level 3	Yes
MSP Math Gr -92		-92nd Grade	Spring 1914/15	Level 3	Yes
MSP Math Gr -93		-93rd Grade	Spring 1913/14	Level 3	Yes
MSP Math Gr -94		-94th Grade	Spring 1912/13	Level 3	Yes
MSP Math Gr -95		-95th Grade	Spring 1911/12	Level 3	Yes
MSP Math Gr -96		-96th Grade	Spring 1910/11	Level 3	Yes
MSP Math Gr -97		-97th Grade	Spring 1909/10	Level 3	Yes
MSP Math Gr -98		-98th Grade	Spring 1908/09	Level 3	Yes
MSP Math Gr -99		-99th Grade	Spring 1907/08	Level 3	Yes
MSP Math Gr -100		-100th Grade	Spring 1906/07	Level 3	Yes
MSP Math Gr -101		-101st Grade	Spring 1905/06	Level 3	Yes
MSP Math Gr -102		-102nd Grade	Spring 1904/05	Level 3	Yes
MSP Math Gr -103		-103rd Grade	Spring 1903/04	Level 3	Yes
MSP Math Gr -104		-104th Grade	Spring 1902/03	Level 3	Yes
MSP Math Gr -105		-105th Grade	Spring 1901/02	Level 3	Yes
MSP Math Gr -106		-106th Grade	Spring 1900/01	Level 3	Yes
MSP Math Gr -107		-107th Grade	Spring 1899/00	Level 3	Yes
MSP Math Gr -108		-108th Grade	Spring 1898/99	Level 3	Yes
MSP Math Gr -109		-109th Grade	Spring 1897/98	Level 3	Yes
MSP Math Gr -110		-110th Grade	Spring 1896/97	Level 3	Yes
MSP Math Gr -111		-111th Grade	Spring 1895/96	Level 3	Yes
MSP Math Gr -112		-112th Grade	Spring 1894/95	Level 3	Yes
MSP Math Gr -113		-113th Grade	Spring 1893/94	Level 3	Yes
MSP Math Gr -114		-114th Grade	Spring 1892/93	Level 3	Yes
MSP Math Gr -115		-115th Grade	Spring 1891/92	Level 3	Yes
MSP Math Gr -116		-116th Grade	Spring 1890/91	Level 3	Yes
MSP Math Gr -117		-117th Grade	Spring 1889/90	Level 3	Yes
MSP Math Gr -118		-118th Grade	Spring 1888/89	Level 3	Yes
MSP Math Gr -119		-119th Grade	Spring 1887/88	Level 3	Yes
MSP Math Gr -120		-120th Grade	Spring 1886/87	Level 3	Yes
MSP Math Gr -121		-121st Grade	Spring 1885/86	Level 3	Yes
MSP Math Gr -122		-122nd Grade	Spring 1884/85	Level 3	Yes
MSP Math Gr -123		-123rd Grade	Spring 1883/84	Level 3	Yes
MSP Math Gr -124		-124th Grade	Spring 1882/83	Level 3	Yes
MSP Math Gr -125		-125th Grade	Spring 1881/82	Level 3	Yes
MSP Math Gr -126		-126th Grade	Spring 1880/81	Level 3	Yes
MSP Math Gr -127		-127th Grade	Spring 1879/80	Level 3	Yes
MSP Math Gr -128		-128th Grade	Spring 1878/79	Level 3	Yes
MSP Math Gr -129		-129th Grade	Spring 1877/78	Level 3	Yes
MSP Math Gr -130		-130th Grade	Spring 1876/77	Level 3	Yes
MSP Math Gr -131		-131st Grade	Spring 1875/76	Level 3	Yes
MSP Math Gr -132		-132nd Grade	Spring 1874/75	Level 3	Yes
MSP Math Gr -133		-133rd Grade	Spring 1873/74	Level 3	Yes
MSP Math Gr -134		-134th Grade	Spring 1872/73	Level 3	Yes
MSP Math Gr -135		-135th Grade	Spring 1871/72	Level 3	Yes
MSP Math Gr -136		-136th Grade	Spring 1870/71	Level 3	Yes
MSP Math Gr -137		-137th Grade	Spring 1869/70	Level 3	Yes
MSP Math Gr -138		-138th Grade	Spring 1868/69	Level 3	Yes
MSP Math Gr -139		-139th Grade	Spring 1867/68	Level 3	Yes
MSP Math Gr -140		-140th Grade	Spring 1866/67	Level 3	Yes
MSP Math Gr -141		-141st Grade	Spring 1865/66	Level 3	Yes
MSP Math Gr -142		-142nd Grade	Spring 1864/65	Level 3	Yes
MSP Math Gr -143		-143rd Grade	Spring 1863/64	Level 3	Yes
MSP Math Gr -144		-144th Grade	Spring 1862/63	Level 3	Yes
MSP Math Gr -145		-145th Grade	Spring 1861/62	Level 3	Yes
MSP Math Gr -146		-146th Grade	Spring 1860/61	Level 3	Yes
MSP Math Gr -147		-147th Grade	Spring 1859/60	Level 3	Yes
MSP Math Gr -148		-148th Grade	Spring 1858/59	Level 3	Yes
MSP Math Gr -149		-149th Grade	Spring 1857/58	Level 3	Yes
MSP Math Gr -150		-150th Grade	Spring 1856/57	Level 3	Yes
MSP Math Gr -151		-151st Grade	Spring 1855/56	Level 3	Yes
MSP Math Gr -152		-152nd Grade	Spring 1854/55	Level 3	Yes
MSP Math Gr -153		-153rd Grade	Spring 1853/54	Level 3	Yes
MSP Math Gr -154		-154th Grade	Spring 1852/53	Level 3	Yes
MSP Math Gr -155		-155th Grade	Spring 1851/52	Level 3	Yes
MSP Math Gr -156		-156th Grade	Spring 1850/51	Level 3	Yes
MSP Math Gr -157		-157th Grade	Spring 1849/50	Level 3	Yes
MSP Math Gr -158		-158th Grade	Spring 1848/49	Level 3	Yes

GRADES / GPA

- Class Grades Proportionality
- Gradebook Grades Proportionality
- Progress Towards Graduation
- D/F Notification
- Student Failed Credits

EVALUATIONS

- Historical / Final Evaluation Summary
- Evaluatee Position Level Path

*Please Note: The data used in these reports is demo data and not actual student data, due to FERPA Compliance.

**Please Note: This report was developed for a specific district and is available upon request. Please contact your customer service agent for more information.