Performance Management Presentation

School Update and Progress Report (SUPR)

November 5, 2013

1

Purpose

- ➢ **To present:**
  - **School Update and Progress Report release**
  - **Resource Tiering for Sites**

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

SUPR (School Updates and Progress Reports)

➢ Our goal in AUSD is success for all students.

➢ Given the differing needs of sites in AUSD, the SUPR was designed as part of the Performance Management System to align resources with needs based on data.

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

Alameda Unified School District Guiding Principles

1. All students have the ability to achieve academic and personal success
2. Teachers must challenge and support all students to reach their highest academic and personal potential
3. Administrators must have the knowledge, leadership skills, and ability to ensure all students succeed
4. Parental involvement and community engagement are integral to the success of all students
5. Accountability, transparency, and trust are necessary at all levels of the organization
6. Allocation of funds must support our vision, mission, and guiding principles

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

Performance Management System

- Scorecards (to gauge district office service delivery)

- Steps to Success (to gauge college and career readiness)

- *SUPR: School Update and Progress Report*

  - *Student demographics, mobility, attendance*

  - *Teacher qualifications, mobility*

  - *State, Federal, and local indicators*

    - *Snapshot of current state results*

    - *Growth over time*

    - *Relative to other schools*

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

School Update and Progress Report

- Standardized set of quality indicators

- Focus

  - Demographics and teacher qualification

  - Student performance

  - Student growth

  - School progress and accountability

- Identify areas of strength and challenge

- Alignment of resources to match needs

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

SUPR Tiering

- Allocation of resources must support our vision, mission, and guiding principles
- SUPR is used to gauge performance and determine resource alignment

Strong Performance (green)

Monitor (blue)

Area of Concern / Focus (purple)

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

SUPR Example: Wood Middle School

SUPR Example: Wood Middle School

The opening page of the SUPR includes:

- A description of SUPR and its intended use

- School information

- An outline of the report

- Contact information

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

SUPR Example: Wood Middle School

School Profile   Demographics

School: Wood Middle School

This section provides comprehensive enrollment and demographic data relevant to school learning environment. Included in this data reporting is information about attendance, SES, EL progress, Special Education, GATE, mobility and discipline.

Enrollment

	2011-12	2012-13	2013-14
Grade 6	194	159	136
Grade 7	196	184	121
Grade 8	206	195	172
Total	596	538	429

Enrollment Information

Enrollment information typically comes from CBEDS data on 'Information' day, usually the first Wednesday in October.

Demographic Factors

	2011-12		2012-13		2013-14	
	#	%	#	%	#	%
Socio Economically Disadvantaged	386	65%	335	62%	253	59%
Limited English Proficient	204	34%	178	33%	147	34%
Special Education	74	12%	75	14%	50	12%
Gifted and Talented [1]	3	1%	31	6%	27	6%
Reclassified Fluent English [2]	8	5%	15	9%	21	18%
Student Mobility[3]		22.21%		19.72%		
Racial / Ethnic Origin						
Asian	173	29%	146	27.1%	157	36.6%
Black/African-American	106	17.8%	92	17.1%	60	14%
Hispanic	116	19.5%	110	20.4%	71	16.6%
Filipino	69	11.6%	72	13.4%	71	16.6%
White	98	16.4%	85	15.8%	58	13.5%
Other	34	5.7%	33	6.1%	12	2.8%

Demographic Factors Information

[1] GATE student percentage calculated from grade 4 and grade 5 enrollment.
[2] Reclassified percentage calculated from all EL learners in the school.
[3] School mobility = (Entries after first day of school + Withdrawals) / (First day enrollment + Entries after first day).

Attendance and Suspensions

	2011-12		2012-13		2013-14	
	%		%		%	
Annual Attendance Rate	95.98%		96.14%			
	Days	Students	Days	Students	Days	Students
Student Suspension Days	388	86	236	63		

Student Attendance and Discipline Information

Attendance is an important indicator of school climate and student participation. Attention is paid to improving attendance as well as addressing student discipline through collection of data in order to inform a school's theory of action to make improvement in these areas.

August 15, 2013

Page | 2

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

SUPR Example: Wood Middle School

	Demographics 1	Teacher Data 2	Accountability 3	School Performance 4	Cohort Performance 5	CELDT 6	Physical Fitness Test 7	Similar School 8
Green Strong Performance								
Blue Monitor								
Purple Area of Concern/Focus	X High SED, EL, Mobility, Suspensions							

Key Point: WMS has experienced a decrease in overall enrollment this year and was fairly stable in numbers for Limited English Proficient and Socio-economically Disadvantaged students for 2013-14. The number of suspensions and students suspended decreased. Student mobility dropped slightly at the school although it remains the highest percent of all AUSD schools

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

SUPR Example: Wood Middle School

School Profile   Teacher data

School: Wood Middle School

Teacher Qualifications

	2011-12	2012-13	2013-14
Total Number of Teachers	30	31	24
Percent with No Valid Teaching Certificate	0	0	0
Percent Teaching Out of Certification	7% (2 of 30)	3% (1of 31)	0
Percent with Fewer Than Three Years of Experience	13% (4 of 30)	19% (6 of 31)	8% (2of 24)
Percent with Master's Degree	50% (15 of 30)	52% (16 of 31)	42% (10of 24)
Percent Not Taught by Highly Qualified Teachers	7% (2 of 30)	3% (1 of 31)	0

Teacher Qualifications
School staff should be highly qualified, fully credentialed and suitably placed. The Federal No Child Left Behind Act requires all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified". These minimum qualifications include the possession of a Bachelor's Degree, the possession of an appropriate California teaching credential and demonstrated competence in core academic subjects. Research suggests that teacher quality is the most important schooling input in the determination of student achievement (Rockoff, 2004; Hanushek, et alia, 2005).

Teacher Turnover Rate

	2011-12	2012-13	2013-14
Turnover Rate of Teachers with Fewer than Five Years of Experience	0	0	6%
Turnover Rate of All Teachers	0	26% (8 of 31)	23%

Teacher Turnover Rate
Teacher mobility rates can be attributed to numerous factors, but it is clear that high teacher turnover is not ideal. Recent research (Kane, 2006) finds schools with high turnover are more likely to have inexperienced and less effective teachers. If teaching quality is strongly associated with student learning, schools that cannot retain their best teachers are likely to see their future academic performance suffer (Allensworth, Ponisciak, and Mazzeo, 2009). Teacher turnover merits attention in order to assess ideal school conditions.

October 15, 2013   Page | 3

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

SUPR Example: Wood Middle School

	Demographics 1	Teacher Data 2	Accountability 3	School Performance 4	Cohort Performance 5	CELDT 6	Physical Fitness Test 7	Similar School 8
Green Strong Performance								
Blue Monitor								
Purple Area of Concern/Focus	X High SED, EL, Mobility, Suspensions	X Teacher turnover 23%						

Key Point: All teachers at WMS are highly qualified to teach at the school, and many (42%) have a master's degree. The turnover rate is exceptionally high at 23%.

SUPR Example: Wood Middle School

School Accountability   CST

School: Wood Middle School

SUMMARY

Overall Accountability Status (2012-2013)	For this school's 2012-2013 accountability status, see http://goo.gl/un96yq

	2010-2011	2011-2012	2012-2013
Title I Part A Funding	Yes	Yes	Yes

On which accountability measures did the school make Adequate Yearly Progress, and which groups made AYP on each measure?

Student Groups	English Language Arts		Mathematics	
	2011-2012	2012-2013	2011-2012	2012-2013
All Students	No	No	Yes	No
Black or African American		Yes		No
Asian	No	Yes	Yes	No
Hispanic or Latino	Yes	No	Yes	No
White	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	No	No	Yes	No
English Learners	No	No	No	No
Students with Disabilities		No		No

School API

2010 Growth	2011 Growth	2012 Growth	2013 Growth
784	749	762	786

The federal No Child Left Behind (NCLB) Act requires states develop and report on achievement measures of student proficiency in 1) English language arts (ELA), 2) mathematics, and 3) a third indicator. In California, the third indicator is API. Schools or districts that meet predefined goals on these measures are defined as making Adequate Yearly Progress (AYP).

For information about accountability in California, visit: http://www.cde.ca.gov

October 15, 2013

Page | 4

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

SUPR Example: Wood Middle School

	Demographics 1	Teacher Data 2	Accountability 3	School Performance 4	Cohort Performance 5	CELDT 6	Physical Fitness Test 7	Similar School 8
Green Strong Performance								
Blue Monitor								
Purple Area of Concern/Focus	X High SED, EL, Mobility, Suspensions	X Teacher turnover 23%	X PI Year 4 API: 786, 20 point gain; AYP: Met 4/16 targets					

Key Point: WMS met Annual Yearly Progress goals in 4/16 target areas, 3 in ELA and 1 in Math. A celebration for WMS is API went up 20 points. As a Title 1 school, they needed to meet all 16 targets, so the school advanced into PI Year 4.

SUPR Example: Wood Middle School

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

SUPR Example: Wood Middle School

CST Algebra I

Result Type	2012			2013	
	7	8		7	8
Students Tested	21	117		29	121
% of Enrollment	11.20%	56.30%		16.00%	61.40%
Students with Scores	21	117		29	121
Mean Scale Score	424.4	329.8		463.1	361.7
% Advanced	48%	6%		66%	19%
% Proficient	43%	25%		34%	36%
% Basic	10%	35%		0%	28%
% Below Basic	0%	29%		0%	15%
% Far Below Basic	0%	5%		0%	2%

CST Geometry

Result Type	2012	2013
	8	8
Students Tested	31	22
% of Enrollment	14.90%	11.20%
Students with Scores	31	22
Mean Scale Score	415.7	429.8
% Advanced	42%	55%
% Proficient	45%	45%
% Basic	13%	0%
% Below Basic	0%	0%
% Far Below Basic	0%	0%

CST Science - Grade 8

Result Type	2012	2013
Students Tested	191	182
% of Enrollment	91.80%	92.40%
Students with Scores	190	181
Mean Scale Score	363	378.9
% Advanced	32%	35%
% Proficient	21%	31%
% Basic	24%	13%
% Below Basic	15%	12%
% Far Below Basic	9%	8%

CST History - Social Science Grade 8

Result Type	2012	2013
Students Tested	200	187
% of Enrollment	96.20%	94.90%
Students with Scores	200	187
Mean Scale Score	337	339.5
% Advanced	15%	18%
% Proficient	27%	25%
% Basic	32%	28%
% Below Basic	9%	16%
% Far Below Basic	18%	12%

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

SUPR Example: Wood Middle School

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

SUPR Example: Wood Middle School

	Demographics 1	Teacher Data 2	Accountability 3	School Performance 4	Cohort Performance 5	CELDT 6	Physical Fitness Test 7	Similar School 8
Green Strong Performance								
Blue Monitor								
Purple Area of Concern/Focus	X High SED, EL, Mobility, Suspensions	X Teacher turnover 23%	X PI Year 4 API: 786, 20 point gain; AYP: Met 4/16 targets	X **ELA**: 53% prof in ELA, 48% prof in Math				

Key Point: WMS was 53.4% proficient in ELA and 47.9% proficient in Math, a slight increase over last year although these percentages are low for the AUSD. Being in PI Year 4 means WMS will need continued support and resources .

SUPR Example: Wood Middle School

School Performance

School: Wood Middle School

Students have increased 1 or more performance bands	Students have maintained at same performance band	Students have decreased 1 or more performance bands

SUMMARY of Cohort (Matched Scores) CST Performance

CST English Language Arts

STUDENTS	ELA 2013					
ELA 2012	FBB	BB	B	P	A	Grand Total
Grade 6						
FBB		1				1
BB	2	3	6			11
B	1	6	16	2		25
P			10	21	3	34
A		1		6	20	27
Grade 7						
FBB	1	2	1			4
BB	1	7	8	2		18
B		4	21	12		37
P			5	26	8	39
A				14	25	39
Grade 8						
FBB	2	4	2			8
BB	3	5	10			18
B		4	30	9	4	47
P			11	27	6	44
A			1	4	23	28
Grand Total	10	37	121	123	89	380

CST Mathematics

STUDENTS	Math 2013					
Math 2012	FBB	BB	B	P	A	Grand Total
Grade 6						
FBB	3	1				4
BB	2	8	4			14
B		8	12			20
P		5	17	18		40
A			3	11	9	23
Grade 7						
FBB	2	1	1			4
BB		4	9	1		14
B		5	23	13		41
P			7	27	3	37
A				6	5	11
Grand Total	7	32	76	76	17	208

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

SUPR Example: Wood Middle School

	Demographics 1	Teacher Data 2	Accountability 3	School Performance 4	Cohort Performance 5	CELDT 6	Physical Fitness Test 7	Similar School 8
Green Strong Performance					**X** **ELA:** Over all gains			
Blue Monitor					**X** **Math:** Strong 7th grade, growth from 7th to Algebra 1			
Purple Area of Concern/Focus	**X** High SED, EL, Mobility, Suspensions	**X** Teacher turnover 23%	**X** PI Year 4 API: 786, 20 point gain; AYP: Met 4/16 targets	**X** **ELA:** 53% prof in ELA, 48% prof in Math				

Key Point: WMS is split in this category. In ELA, students had some overall gains with strong performance in 7th and 8th grades. In Math, students had a loss in performance level in 6th grade, gains in 7th grade, and 8th grade students in Algebra 1 increased in percent proficient over their percent proficient from the previous year.

SUPR Example: Wood Middle School

School Performance   CELDT

School: Wood Middle School

SUMMARY of California English Language Development Test

	2011-2012	2012-2013	2013-2014
Beginning of School Year EL's	175	166	115
Redesignated Students	8	15	21
Average level gain for Matched Students	0.38	0.45	

2012-2013 students. Gains on CELDT performance level. Students with August 2012 and August 2013 Score

Students have increased 1 or more performance bands	Students have maintained at same performance bands	Students have decreased 1 or more performance bands

Students CELDT 2011-12	CELDT 2012-13 Beginner	Early Intermediate	Intermediate	Early Advanced	Advanced	Grand Total
Beginner	6	3	1			10
Early Intermediate		1	3	1		5
Intermediate		2	9	25		36
Early Advanced			2	19	21	42
Advanced			1	1	14	16
Grand Total	6	6	16	46	35	109

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

SUPR Example: Wood Middle School

	Demographics 1	Teacher Data 2	Accountability 3	School Performance 4	Cohort Performance 5	CELDT 6	Physical Fitness Test 7	Similar School 8
Green Strong Performance					**X** ELA: Over all gains	**X** Moderate gains 0.45, 62% gained one band or stayed advanced		
Blue Monitor					**X** **Math:** Strong 7th grade, growth from 7th to Algebra 1			
Purple Area of Concern/Focus	**X** High SED, EL, Mobility, Suspensions	**X** Teacher turnover 23%	**X** PI Year 4 API: 786, 20 point gain; AYP: Met 4/16 targets	**X** **ELA:** 53% prof in ELA, 48% prof in Math				

Key Point: WMS EL students gained an average of 0.45 bands on the CELDT. The federal goal is for 56% EL students to gain one band, and WMS is at 62% including students who were previously advanced and remained at the advanced level.

SUPR Example: Wood Middle School

School Performance   PFT

School: Wood Middle School

SUMMARY of Physical Fitness Test

	2010-11 Grade 7				2011-2012 Grade 7				
Physical Fitness Area	Total Tested	% In HFZ	% Needs Improvement	% High Risk	Total Tested	Number In HFZ	% In HFZ	% Needs Improvement	% High Risk
Aerobic Capacity	177	55.9	34.5	9.6	182	126	69.2	26.4	4.4
Body Composition	177	63.3	7.9	28.8	182	115	63.2	14.3	22.5
Abdominal Strength	177	75.7	24.3	N/A	182	128	70.3	29.7	N/A
Trunk Extensor Strength	177	93.2	6.8	N/A	182	158	86.8	13.2	N/A
Upper Body Strength	177	72.3	27.7	N/A	182	133	73.1	26.9	N/A
Flexibility	177	83.6	16.4	N/A	182	147	80.8	19.2	N/A

	Grade 7			Grade 7				
Number of Physical Fitness Areas Meeting the Healthy Fitness Zone	Number	Percent	Cum. Percent	Number	Percent	Cum. Percent		
6 of 6 fitness criteria	56	31.6	31.6	58	31.9	31.9		
5 of 6 fitness criteria	44	24.9	56.5	48	26.4	58.3		
4 of 6 fitness criteria	33	18.6	75.1	27	14.8	73.1		
3 of 6 fitness criteria	19	10.7	85.8	20	11	84.1		
2 of 6 fitness criteria	17	9.6	95.4	22	12.1	96.2		
1 of 6 fitness criteria	7	4	99.4	7	3.8	100		
0 of 6 fitness criteria	1	0.6	100	0	0	100		
Total tested	177	100	N/A	182	100	N/A		

HFZ = Healthy Fitness Zone. For details: http://dq.cde.ca.gov/dataquest/PhysFitness/appendix.doc

August 15, 2013   Page | 10

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

SUPR Example: Wood Middle School

	Demographics 1	Teacher Data 2	Accountability 3	School Performance 4	Cohort Performance 5	CELDT 6	Physical Fitness Test 7	Similar School 8
Green Strong Performance					**X** ELA: Over all gains	**X** Moderate gains 0.45, 62% gained one band or stayed advanced		
Blue Monitor					**X** Math: Strong 7th grade, growth from 7th to Algebra 1			
Purple Area of Concern/Focus	**X** High SED, EL, Mobility, Suspensions	**X** Teacher turnover 23%	**X** PI Year 4 API: 786, 20 point gain; AYP: Met 4/16 targets	**X** ELA: 53% prof in ELA, 48% prof in Math			**X** 2/6 below 80%	

Key Point: WMS had 2/6 areas in which 80% of students or more met the Healthy Fitness Zone target. The other four areas were between 63% and 73%. A celebration is that students at WMS had a drop in the percentage of student at High Risk in Aerobic Capacity and Body Composition.

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

SUPR Example: Wood Middle School

Other Key Performance Indicators

School: Wood Middle School

Parental Involvement	TBD

Parental Involvement is an area that is being developed as a performance metric.

School Site Council Compliance	
Single Plan for Student Achievement	Fall 2012 & Spring 2013

	2010-2011	2011-2012	2012-2013
Similar School Ranking [1]	3	4	3
State School Ranking	6	4	4

[1] For the similar schools rank, schools are ranked into deciles according to school type: elementary, middle, and high. To determine the similar schools rank for a school, a comparison group of 100 similar schools of the same type is formed for that school, based on similar demographic characteristics. APIs for this group of 100 schools are ranked into ten categories of equal size, called deciles, from one (lowest) to ten (highest). Each decile contains 10 percent of all of the 100 similar schools in the comparison group. The school's similar schools rank is the decile where that school's Base API falls compared with the Base APIs of the 100 other similar schools in the comparison group.

The Public Schools Accountability Act (PSAA) specifies the demographic characteristics to include in similar schools rank calculations:

- Pupil mobility
- Pupil ethnicity (seven variables)
- Pupil socioeconomic status (two variables)
- Percentage of teachers who are fully credentialed
- Percentage of teachers who hold emergency credentials
- Percentage of pupils who are English learners (ELs)
- Average class size per grade level
- Whether the school operates a multitrack year-round educational program
- Percentage of grade span enrollments (grades two, three to five, six, seven to eight, and nine to eleven)
- Percentage of students in gifted and talented education program
- Percentage of students with disabilities
- Percentage of reclassified fluent-English-proficient (RFEP) students
- Percentage of migrant education students

	Demographics 1	Teacher Data 2	Accountability 3	School Performance 4	Cohort Performance 5	CELDT 6	Physical Fitness Test 7	Similar School 8
Green Strong Performance					**X** ELA: Over all gains	**X** Moderate gains 0.45, 62% gained one band		
Blue Monitor					**X** Math: Strong 7th grade, growth from 7th to Algebra 1			
Purple Area of Concern/ Focus	**X** High SED, EL, Mobility, Suspensions	**X** Teacher turnover 23%	**X** PI Year 4 API: 786, 20 point gain, AYP: Met 4/16 targets	**X** ELA: 53% prof in ELA, 46% prof in Math			**X** 2/6 below 80%	**X** Low Similar School rank, from 4 to 3

October 15, 2013

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

SUPR Example: Wood Middle School

	Demographics 1	Teacher Data 2	Accountability 3	School Performance 4	Cohort Performance 5	CELDT 6	Physical Fitness Test 7	Similar School 8
Green Strong Performance					**X** ELA: Over all gains	**X** Moderate gains 0.45, 62% gained one band or stayed advanced		
Blue Monitor					**X** **Math:** Strong 7th grade, growth from 7th to Algebra 1			
Purple Area of Concern/Focus	**X** High SED, EL, Mobility, Suspensions	**X** Teacher turnover 23%	**X** PI Year 4 API: 786, 20 point gain; AYP: Met 4/16 targets	**X** **ELA:** 53% prof in ELA, 48% prof in Math			**X** 2/6 below 80%	**X** Low Similar School rank, from 4 to 3

Key Point: The last page of the SUPR document includes school ranking information and has the tiering chart. WMS has a state school ranking of 4 again this year, and the school dropped from similar school ranking of 4 to 3.

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

SUPR Tiering for AUSD

AUSD Resource Tiering
SUPR-School Progress and Update Report

Color Coding		
Strong Performance	Monitor	Area of Concern/Focus

	Demographics 1	Teacher Data 2	Accountability 3	School Performance 4		Cohort Performance 5		CELDT 6	Physical Fitness Test 7	Similar School 8
Bay Farm										
Earhart										
Edison						ELA	Math			
Franklin				ELA	Math	ELA	Math			
Haight										
Lum						ELA	Math			
Maya Lin										---
Otis				ELA	Math	ELA	Math			
Paden				ELA	Math					
Ruby Bridges										
Lincoln						ELA	Math			
Wood						ELA	Math			
Alameda				ELA	Math	ELA				
ASTI						ELA				
Encinal						ELA				
Island				NA					NA	NA

October 2013

Key Point: Based on the SUPR tiering structure, AUSD schools vary greatly in their need for resources. This year is represented by schools that fall into all three tiering levels, and although some of the results are predictable, there may be surprises that this report calls to attention.

Next Steps

- Staff will use the information from SUPR to align resource allocations which include but are not limited to:
  - Funding
  - Specific project support
  - Materials
  - Dedicated time

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

Next Steps Continued

- While data for many parts of the SUPR will still be available in the next years, our transition to a different type of assessment due to CCSS will mean changes

- Each site will incorporate different types of data into their Single Plan for Student Achievement (SPSA) to help determine

  - ✓ site Theory of Action and goals

  - ✓ Specific steps to address improvement of student achievement

- Continue to obtain input to improve and use SUPR

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

AUSD PFT Results for 2011-12 & 2012-13

Physical Fitness Area	2011-12 % Grade 5 Students in HFZ n=683	2012-13 % Grade 5 Students in HFZ n= 769	2011-12 % Grade 7 Students in HFZ n=496	2012-13 % Grade 7 Students in HFZ n=523	2011-12 % Grade 9 Students in HFZ n=729	2012-13 % Grade 9 Students in HFZ n=646
Aerobic Capacity	77	77.5 ⬆	80.8	83.6 ⬆	76.1	76.6 ⬆
Body Composition	62.2	62.8 ⬆	70.2	70.2	66.3	65.8
Abdominal Strength	82.6	78.8	83.9	91.6 ⬆	89.6	91.6 ⬆
Trunk Extension Strength	96.5	87.6	91.9	97.7 ⬆	96.2	97.1 ⬆
Upper Body Strength	70	66.4	80	88.7 ⬆	80	83.4 ⬆
Flexibility	77.3	71.8	79.4	87.8 ⬆	82	76