

West Windsor – Plainsboro Regional School District Response to Wake Up Call NJ

by Dr. David Aderhold, Superintendent of Schools



“Never wrestle with pigs. You both get dirty and the pig likes it.”

– George Bernard Shaw

During the past several weeks, our community has seen a targeted attack by a relatively new “advocacy” organization called Wake Up Call NJ (WUCNJ) which has launched an aggressive social media and local campaign including the distribution of fliers, mailers, signage, newsletters, billboards, radio ads, internet advertisements, etc. against our school district. This organization claims to be a non-partisan, nonprofit educational advocacy organization. WUCNJ launched a multi-million dollar ad campaign in New Jersey beginning in February 2025 and is focusing their efforts on the West Windsor-Plainsboro Regional School District and Montclair Public Schools. It was co-founded by billionaire Laura Overdeck, of the Overdeck Foundation and Founder of Bedtime Math. Overdeck is a founding board member of the NJ Pandemic Relief Fund, a trustee at Princeton University, and helped launch the NJ Tutoring Corps. Her co-founder is Peter Shulman, former Deputy Commissioner of the New Jersey Department of Education.

The organization states their mission is to “equip New Jersey public school parents with facts about their children's schools and promote demand for transparency.” They say they aim to awaken citizens and taxpayers to "inconvenient truths" about the quality of public schools. Amongst many of the claims their non-profit status is in question and so is their “non-partisan” status as the co-founders are both known members of the GOP, have been members of various conservative think tanks, served on political boards or have served as political appointees to Republican Governors.

The West Windsor-Plainsboro (WW-P) school district welcomes transparency and dialogue and rejects the **incomplete and incorrect narrative** about student performance being promulgated by the politically motivated organization called “Wake Up Call NJ.” It's crucial that the community understands the **full context, facts, and significant steps** the district is taking to support all students. The campaign by WUCNJ insults our students, families, and educators by calling our community and district “complacent.” Not only is our school district constantly pushing our practices but we continue to set the standard for excellence throughout the state. That standard is upheld by our students who make us proud with their achievements each and every day and are exemplary in their academic pursuits. Our district’s educators are incredibly dedicated to your children and are exceptional in all that they do in service of their students. We

understand that the WW-P community is being bombarded by the empty rhetoric of WUCNJ and it can be disconcerting. Rest assured, their campaign has nothing to do with WW-P or our commitment to students. Unfortunately, it has everything to do with partisan politics.

The district's performance data, particularly when compared to statewide averages and in high school metrics, remains strong and amongst the highest within the state of New Jersey and the nation.

Key Data Points Countering External Claims

- **Niche 2026 School District Rankings:** [2nd in New Jersey](#)
- **High School Excellence:** WW-P high school students significantly outperform state and national peers.
 - **SAT Average Scores (2024):** 647 (Reading/Writing) and 661 (Math), well above NJ and national averages.
 - **AP Exam Success (2024):** 90% of the 3,740 exams taken scored 3 or higher, with 38% earning a top score of 5.
 - **National Merit Recognition:** Approximately 24% of the senior class earned Finalist, Semifinalist, or Commended Scholar status.
- **Graduation Readiness (NJGPA 2023–24):** District students far surpassed the state average for graduation readiness as demonstrated by scores achieved on the NJ Graduation Proficiency Assessment (NJGPA).
 - **English Language Arts (ELA):** 97% of students tested were graduation ready (State rate: 82%).
 - **Mathematics:** 93% of students were graduation ready (State rate: 55%).
- **Graduation Rate:** 96.8% of graduates continue their education, with 93% enrolling in four-year colleges (High School Profile 2024)
- **Seal of Biliteracy:** Between 2018 – 2024, 664 WW-P students graduated with the NJ Seal of Biliteracy across 12 languages.
- **State Assessment Proficiency (2023–24):** WW-P student proficiency substantially exceeds statewide rates in both Mathematics and English Language Arts (ELA).
 - **Mathematics:** 70.2% of WW-P students met or exceeded expectations, compared to the statewide rate of 40.2%.¹
 - **ELA:** 75.9% of WW-P students met or exceeded expectations, compared to the statewide rate of 52.2%.

¹ It is important to note that when viewing the middle school data in Mathematics that the majority of middle school students are taking advanced courses like Algebra I (MS) and Algebra II (MS) in 8th grade.

Addressing Growth and Ongoing Challenges

While celebrating overall performance, the district **acknowledges the work that needs to be done** to accelerate growth for students not yet meeting state benchmarks. The district is actively addressing performance gaps and recovery from pandemic impacts.

- **Positive Math Momentum:** Math performance has shown a positive rebound from 2022 to 2024, reflecting recovery from pandemic disruptions.
 - **Literacy Challenge:** Reading performance data shows a continuing challenge that the district is actively addressing.
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Proactive Interventions and Supports

The district has a credible and active plan to address performance gaps through comprehensive supports and curriculum updates.

- **Foundational Curriculum Resources:**
 - Implementing new foundational literacy programming (Institute for Multisensory-Sensory Education) for grades K-5.
 - Piloting two literacy programs (CKLA Amplify, Arts and Letters) for K-8.
 - Adopting a new foundational resource for math (Bridges) for K-5.
- **Targeted Interventions and Support:**
 - Implementing **Multi-Tiered Systems of Support (MTSS)** across all schools for proactive intervention based on data.
 - Expanding **tutoring opportunities, extended learning, and targeted intervention** in both literacy and math (e.g., Title I Tutoring, Multilingual Learner Summer Camp, Dreambox).
 - Utilizing a new digital data visualization tool, **OTUS**, to access and monitor student growth.
 - The district employs over 30 instructional interventionists across our ten schools to support students with targeted intervention plans.
 - Careful progress monitoring and diagnostics for individual students.
- **Curriculum & Professional Development:**
 - **Curriculum revisions** are underway, with more than 150 documents updated this summer to ensure alignment to best practices and standards.
 - Professional development is structured to support **differentiated instruction** and **equitable access** for all learners.
- **Data Analysis:**
 - Teachers and leaders engage in data cycles to continuously monitor growth, identify gaps, and adjust instruction.
 - Use data to inform districtwide, schoolwide, and individual interventions.
 - Districtwide example: Piloting literacy programs (specific example: response to district performance on vocabulary tasks).
 - Schoolwide example: Professional Learning Communities (PLCs), creation of resources (specific example: fractions on a number line).

- **Advanced Opportunities:**

- For the 2025-2026 school year, the district, in collaboration with TCNJ and Middlesex College, will offer approximately 60 dual enrollment course opportunities allowing WW-P high school students to earn college credits while taking their high school course at their high school. Courses include everything from Multivariable Calculus and AP Statistics to AP Literature and Composition.
- We provide enrichment opportunities. For example, during the Summer 2025 session, over 200 WW-P students took a voluntary in-person, summer enrichment math course (Intro to Data Science, Intro to Discrete Math, Discrete Math Part 2).

Additional 2025 – 2026 Strategies	
Revised and updated curricula	<ul style="list-style-type: none"> ● ELA K-12 ● Mathematics K-12 ● Multilingual Learner Program K-5
Professional Development (Strategic Goals Focus- Supports Equity)	<ul style="list-style-type: none"> ● Orton-Gillingham (Foundational Literacy) ● Sheltered Instruction Observation Protocol ● Strategic Goals Faculty Meetings ● American Institute for Research (AIR) MTSS4SUCCESS ● Responsive Classroom ● Nurtured Heart
Title Grants	<ul style="list-style-type: none"> ● Title I Funding to support resources & programming ● Title II for professional development ● Title III Multilingual Learners, Family Programming, English Classes for community, Summer Camp ● Title IV Technology Professional Development, Programming for Students to support well-rounded learner (dual enrollment, graduation requirement needs)
Staffing	<ul style="list-style-type: none"> ● Teacher Resource Specialists K-12 to support teachers instructionally ● Teacher Resource Specialists K-8 for Intervention (Math and Reading) ● Added additional teachers to support Multilingual Learners

Commitment to Transparency

Families are encouraged to review official, full context data sources.

- The district encourages families to review the [NJDOE School Performance Reports](#) and [district performance documents](#).
- **All district curriculum is [available online](#)** for parents and caregivers to review.
- **All scores for student standardized exams are made available in Genesis** for families to review.
- Parents and caregivers should reach out directly to their child's **teacher(s), counselor, or case manager** with any questions or concerns regarding grade-level progress.
- Upcoming annual testing presentation at 7:30 PM at the Oct. 28, 2025 Board of Education Meeting by Dr. Gould, Chief Academic Officer, and Dr. Melissa Pierson, Director of Data, Assessment, and Accountability.
- Link to the Oct. 29, 2024 Board of Education meeting with the 2023 – 2024 annual district Testing Presentation:
 - <https://www.youtube.com/watch?v=BXM0uWjSZVo&list=PLVT8EdvIfj8l8-oxOzxMJ4rfVdqUeZg1Q&index=17>

What objective data does the district gather?

K-5 Literacy

- NWEA MAP Growth Reading K-5 - nationally normed
- NWEA MAP Reading Fluency K-3 - nationally normed
- NJSLA 3-5
- Acadience Reading used as a secondary screener (for intervention needs) - nationally normed

K-5 Math

- NWEA MAP Growth Mathematics K-5 - nationally normed
- NJSLA 3-5
- Bridges unit pre- and post-assessments
- Number Corner Baseline and checkups
- Acadience Math used as a secondary screener (for intervention needs) - nationally normed

6-12 Literacy

- NJSLA Grade 6-9
- NJGPA Grade 11
- NWEA MAP Growth Assessment for Grades 6-8 (nationally normed)
- NWEA MAP Reading Fluency and Acadience Reading used as a secondary screener for Grades 6-8 (for intervention needs) (nationally normed)
- AP Language and Composition Exam
- AP Literature Exam
- In-House Interim Assessments given 2x a year in Grades 6-12

6-12 Math

- NWEA MAP growth 6+ (nationally normed)
- Common summative assessments in each course
- NJSLA grades 6-8, Algebra I, Algebra 2 and Geometry

Wake Up Call New Jersey (WUCNJ)

We must question the larger intentions of an organization that has deployed a multi-million dollar advertising campaign on billboards, in train stations, across traditional and social media (targeting Facebook ads, Hulu, Roku, etc.). What we know is that this exact “cookie cutter” campaign is being carried out in other states with full scale media saturation campaigns in a similar organization called “Go Beyond Grades.” Interestingly, this organization is also apparently funded by the Overdeck Foundation. Make no mistake, this campaign is not about WW-P but about a systematic and targeted political campaign intended to sow division, raise cause for concerns about public education, and lay the foundation for the large movement of privatization and for-profit education. This campaign stinks of blatant politics grounded in the tone-deaf rhetoric of an anti-DEI, anti-LGBTQIA+, and an anti-culturally and racially inclusive curriculum that have been inserted in school districts across the country. Mrs. Overdeck and Mr. Shulman are shameless with blanket statements such as “Emma will never be a doctor,” “Amelia will never be a doctor,” “Carter will never be an engineer,” “Noah will never be an architect” all **based upon scores on a static exam taken in elementary school**. The ability and future of a child should never be measured based upon a one-time assessment created by for-profit testing companies who attempt to sell both the test and the tutoring solution. The entirety of the national testing industry is a sham and we should not put stock in the words of snake oil salesmen.

We should all have major concerns about the motivations of Wake-Up Call NJ and its co-founders, Peter Shulman and Laura Overdeck, which center on transparency, messaging, and the policy implications of their advocacy.

1. Messaging and Framing

- **Alarmist Rhetoric:** The communications create a narrative of crisis and using "alarmist messaging" that lack sufficient nuance regarding district variation, socioeconomic factors, or contextual factors that affect test scores (e.g., poverty, language barriers, pandemic disruptions).
- **Simplification of Data:** The heavy reliance on standardized test scores and proficiency metrics is criticized for potentially oversimplifying the complex problem of underachievement and for not fully capturing student learning, growth, or non-academic skills.
 - In 2023-2024, students throughout New Jersey showed gains on the NJSLA but remained below pre-pandemic proficiency levels in both English Language Arts (52.2%) and Math (39.6%). For WW-P, overall state assessment results remained strong, as 70% of WW-P students met or exceeded standards in Mathematics and 76% in English Language Arts — well above state averages of 40% and 52%. The NJSLA is scored on a scale of 1 – 5 ranging from Not Meeting Expectations, Partially Meeting Expectations, Approaching Expectations, Meeting Expectations and Exceeding Expectations. When reviewing the Grade 4 Mathematic scores for 2023 – 2024 the students within WW-P scored 66% at Level 4 and 5. As such, 34% of WWP 4th graders scored in the range of 1-3, of which 19.4% achieving a score of Approaching Expectations (Level 3). Wake Up Call NJ’s campaign focuses on Levels 1-3. If WUCNJ utilized this tactic for the entire state they

would say that 60.4% of NJ's Fourth Graders are Behind Grade Level in Math. WUCNJ's framing simplifies performance to a single metric without considering trends, subgroup data, recovery trajectory, or district interventions.

2. Lack of Detailed Solutions

- The organization is heavily focused on "exposing problems" and advocating for transparency without providing clear, concrete, scalable, or well-resourced policy solutions to address issues like resource inequity, teacher preparation, or systemic disparities. Furthermore, they claim to have the answers with how to solve the academic gaps on standardized tests by attacking school districts by stating that they have no plan to support students while suggesting that Wake Up Call NJ has the answer by simply stating "We Do."

3. Peter Shulman's Controversial History in NJ Education Reform

- **Incomplete/Flawed Reforms:** Shulman's prior tenure as Deputy Commissioner at the NJ Department of Education (NJDOE) is criticized for championing sweeping teacher evaluation and certification reforms that produced little long-term impact on student achievement.
- Specific and public criticisms include:
 - **Flawed Evaluation System:** Overseeing a teacher evaluation system (AchieveNJ/TEACHNJ) that relied on opaque, statistically unstable student growth models (test scores), which generated heavy compliance burdens but failed to meaningfully differentiate performance or produce clear, sustained gains.
 - Under Mr. Shulman's leadership, the NJDOE modified educator evaluations to tie student standardized test scores to annual educator evaluations.
 - **Implementation of PARCC Assessment:** Pushed the implementation of a flawed evaluation system and then leveraged that system to evaluate teachers and create "disruption" in our state that had a decade of negative impacts.
 - **Top-Down Mandates:** The reforms under Shulman were often seen as technocratic, top-down mandates imposed without building consensus with educators and unions, which limited their sustainability and fostered distrust.
 - **Barriers to the Teaching Pipeline:** Initiatives to raise entry/clinical requirements for teacher preparation were criticized for potentially discouraging prospective candidates, especially from underrepresented backgrounds, risking teacher shortages. We now know that over a decade later these "reforms" have crushed the educator pipeline changing the number of candidates entering the field from over 6,000 new teachers annually to just 2,200 annually leading to significant annual shortages.

4. Funding and Motivation Transparency

- **Lack of Public Donor Disclosure:** While Wake Up Call NJ claims 501(c)(3) nonprofit status, there is active skepticism, and a publicly located Form 990 (which would list major donors) or full donor list was not found in available searches for the exact name.
- **Alignment with Policy Agendas:** The public campaign is a step toward advocating for school choice, voucher systems, or the privatization of public education, even though the organization publicly denies these goals.
- **Seven Week Campaign:** The seven-week campaign ends the week of election day. Imagine that for a “non-partisan” campaign.

WW-P DISTRICT TESTING SCORES

SAT SCORES

Year	School/District/Country	SAT Evidence Based Reading and Writing (EBRW) Score	SAT Mathematics Score	SAT TOTAL SCORE
2015	WWPHS	612	639	1251
	New Jersey	500	521	1021
	USA	495	511	1006
2016	WWPHS	616	649	1265
	New Jersey	495	514	1009
	USA	494	508	1002
2017	WWPHS	651	664	1315
	New Jersey	539	537	1076
	USA	538	533	1071
2018	WWPHS	652	679	1331
	New Jersey	547	547	1094
	USA	536	531	1067
2019	WWPHS	652	687	1339
	New Jersey	544	545	1089
	USA	531	528	1059
2020	WWPHS	651	687	1338
	New Jersey	541	540	1081
	USA	528	523	1051
2021	WWPHS	653	679	1332
	New Jersey	562	563	1125
	USA	533	528	1061
2022	WWPHS	655	682	1337
	New Jersey	543	537	1080
	USA	529	521	1050
2023	WWPHS	657	683	1340
	New Jersey	538	528	1066
	USA	520	508	1028
2024	WWPHS	657	674	1331
	New Jersey	531	519	1050
	USA	519	505	1024

ADVANCED PLACEMENT SCORES

Year	WW-P Students with Scores ≥ 3 (%)	# of WW-P Students who participated in AP Exams	WW-P Total Exams Administered
2015	93%	1,009	2,271
2016	92%	985	2,279
2017	91%	1,097	2,530
2018	92%	1,161	2,724
2019	94%	1,146	2,794
2020	91%	1,253	3,090
2021	84%	1,294	3,140
2022	87%	1,352	3,260
2023	88%	1,373	3,424
2024	90%	1,426	3,740

AP SCHOLARS WITH DISTINCTION

Year	Scholars	Scholars with Honors	Scholars with Distinction
2015	157	108	246
2016	156	103	252
2017	162	116	281
2018	167	124	330
2019	190	126	340
2020	198	139	335
2021	178	155	338
2022	210	126	384
2023	207	141	413
2024	262	163	427

ACT COMPOSITE SCORES

Year	School/District/Country	ACT Composite Score	
2015	WWPHS		27.8
	New Jersey	23.2	
	USA	21	
2016	WWPHS		28.2
	New Jersey	23.1	
	USA	20.8	
2017	WWPHS		28.4
	New Jersey	23.9	
	USA	21	
2018	WWPHS		29.3
	New Jersey	23.7	
	USA	20.8	
2019	WWPHS		30
	New Jersey	24.2	
	USA	20.7	
2020	WWPHS (2018-2019 Data)		30
	New Jersey (2018-2019 Data)	24.2	
	USA (2018-2019 Data)	20.7	
2021	WWPHS		29.5
	New Jersey	25.1	
	USA	20.3	
2022	WWPHS		29.8
	New Jersey	24.6	
	USA	19.8	
2023	WWPHS		29.7
	New Jersey	24.4	
	USA	19.5	
2024	WWPHS		29.1
	New Jersey	24.6	
	USA	19.6	

NATIONAL MERIT SCHOLARSHIP AWARDS

Year	Semifinalists	Finalists	Letters of Commendation
2015	34	32	21
2016	47	45	143
2017	36	34	105
2018	29	25	139
2019	42	40	109
2020	22	14	118
2021	33	33	127
2022	30	28	213
2023	18	18	167
2024	23	15	149

West Windsor Plainsboro NJSLA ELA and Mathematics Testing Scores Grades 3 - 9 (2022-2024)

The below charts are directly from the Oct. 29, 2024 testing presentation made at the Board of Education meeting by Dr. Barbara Gould, Chief Academic Officer. The data covers student performance in both ELA (Grades 3-9) and Mathematics (Grades 3-8 and high school courses), focusing on the distribution of scores across the five performance levels identified on the NJ Student Learning Assessments (NJSLA).

NJSLA English Language Arts (ELA) Performance

The overall trend for ELA shows a slight decrease in the top two proficiency levels (Levels 4 and 5) from 2023 to 2024 across all grades, though the district maintains a high overall proficiency rate.

2024 Performance Distribution

In 2024, the majority of students across all grades scored in the top two levels:

- **Meeting Expectations (Level 4):** 43.3% of all students.
 - **Exceeding Expectations (Level 5):** 33.1% of all students.
 - The percentage of students not meeting expectations (Level 1) remained low, with the "All Grades" average at 4.5%.
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NJSLA Mathematics Performance

Mathematics testing data is presented for grades 3-8, as well as for middle school and high school level courses (Algebra I, Geometry, and Algebra II). The overall "All Grades" trend in Mathematics was positive, showing an increase in the combined percentage of Level 4 and Level 5 scores from 2023 to 2024.

Overall Proficiency Trends (2023 to 2024)

- The "All Grades" combined percentage for Levels 4 and 5 increased by +2.5%.
- **Grade 3** showed a significant gain, with a +4.2% increase in the combined Level 4 and Level 5 percentage.
- Middle school Algebra I (Alg I (MS)) saw the largest course-specific gain, increasing by +8.0%.
- High school Algebra I (Alg 1 (HS)) also saw a substantial gain of +6.4%.
- **Grade 4** was the only reported grade with a decline in proficiency, dropping -3.5% in the combined Level 4 and Level 5 percentage.

2024 Performance Distribution

In 2024, the highest concentrations of scores were in the Level 4 category:

- **Meeting Expectations (Level 4):** 51.0% of all students.
- **Exceeding Expectations (Level 5):** 19.7% of all students.
- The percentage of students not meeting expectations (Level 1) was low overall, with the "All Grades" average at 4.5%.
- Notably, the higher-level courses, particularly Algebra II (MS), showed exceptional performance.

Data Presented at the 2023 – 2024 WW-P Annual Testing Presentation – 10/29/2024

**West Windsor Plainsboro 2022-24 NJSLA ELA
(Same Grade/Different Students)**

	% Not Meeting Expectations (Level 1)			% Partially Meeting Expectations (Level 2)			% Approaching Expectations (Level 3)			% Meeting Expectations (Level 4)			% Exceeding Expectations (Level 5)			Change in Level 4 & Level 5 (2023 to 2024)
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
3	7.9%	8.0%	9.9%	8.7%	10.0%	10.3%	17.1%	22.7%	20.9%	56.0%	51.9%	49.0%	10.2%	7.4%	9.8%	-0.5%
4	7.0%	4.9%	4.5%	7.8%	6.0%	10.0%	16.5%	15.5%	19.8%	38.3%	44.1%	41.1%	29.5%	29.5%	24.6%	-2.9%
5	4.2%	4.3%	4.8%	5.2%	4.9%	5.5%	17.4%	9.8%	13.0%	53.5%	56.4%	52.8%	19.8%	24.8%	23.9%	-4.4%
6	3.1%	3.0%	3.5%	4.8%	6.1%	4.8%	15.4%	14.1%	13.8%	52.5%	52.3%	45.1%	24.1%	24.6%	22.9%	-1.8%
7	2.7%	3.5%	3.4%	4.7%	4.2%	4.7%	12.8%	9.5%	12.4%	38.3%	40.1%	40.8%	41.5%	42.7%	39.5%	-3.3%
8	2.9%	2.7%	4.5%	2.7%	3.3%	3.6%	6.5%	7.5%	11.2%	35.7%	41.7%	39.3%	50.1%	44.9%	41.5%	-5.8%
9	2.2%	2.6%	1.9%	2.4%	4.1%	2.8%	8.3%	7.6%	6.5%	46.0%	41.6%	38.0%	41.1%	44.1%	50.8%	-3.1%
All Grades	4.2%	4.0%	4.5%	5.0%	5.3%	5.7%	13.5%	12.0%	13.5%	45.4%	46.5%	43.3%	31.8%	32.2%	33.1%	-2.3%

**West Windsor Plainsboro 2023-24 Spring NJSLA Mathematics
(Same Grade/Different Students)**

Grade	% Not Meeting Expectations (Level 1)			% Partially Meeting Expectations (Level 2)			% Approaching Expectations (Level 3)			% Meeting Expectations (Level 4)			% Exceeding Expectations (Level 5)			Change in Level 4 & Level 5 (2022 to 2024)
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
3	6.3%	6.5%	5.8%	8.6%	8.4%	7.3%	15.7%	20.0%	17.5%	40.8%	45.0%	41.6%	29.2%	20.2%	27.6%	-4.2%
4	8.4%	6.4%	5.4%	18.8%	7.1%	9.0%	17.7%	17.7%	18.4%	43.8%	53.0%	50.2%	18.3%	16.8%	16.1%	-3.5%
5	3.6%	6.2%	3.8%	7.8%	6.8%	8.1%	16.6%	14.7%	17.1%	48.7%	45.7%	47.0%	26.5%	27.4%	24.0%	-2.3%
6	4.9%	3.3%	5.3%	8.1%	8.0%	7.8%	21.1%	18.3%	16.5%	48.5%	46.3%	46.2%	16.4%	22.3%	23.7%	+1.3%
7	3.3%	8.0%	3.9%	8.1%	7.3%	9.8%	26.1%	23.6%	21.8%	55.8%	56.9%	54.5%	8.0%	6.2%	11.4%	+2.8%
8	37.8%	44.9%	38.4%	45.7%	29.5%	35.8%	13.6%	17.9%	13.9%	4.3%	7.7%	6.8%	0.0%	0.0%	1.4%	+0.6%
Alg I (MS)	0.7%	1.6%	0.4%	2.5%	6.7%	2.8%	12.6%	13.8%	10.8%	70.5%	68.8%	68.9%	13.7%	18.1%	17.1%	+0.6%
Alg I (HS)	21.4%	19.7%	15.0%	24.2%	41.0%	32.7%	36.5%	26.2%	32.3%	17.6%	12.3%	18.5%	0.0%	0.6%	0.0%	+0.4%
Geo (HS)	0.0%	0.0%	0.0%	0.0%	1.0%	0.8%	0.9%	0.5%	1.6%	44.1%	49.9%	49.8%	55.5%	49.5%	47.8%	-0.9%
Alg II (HS)	0.0%	0.4%	0.0%	0.6%	1.4%	0.8%	5.4%	4.9%	2.3%	38.8%	35.8%	34.2%	23.0%	17.5%	23.5%	+4.4%
Alg II (MS)	6.9%	5.9%	6.6%	16.4%	17.6%	17.1%	24.6%	23.6%	26.7%	51.4%	44.5%	47.4%	0.5%	2.4%	2.2%	-2.3%
All Grades	5.1%	5.4%	4.5%	8.7%	8.9%	8.3%	17.2%	17.5%	16.4%	50.3%	50.9%	51.0%	18.7%	18.3%	19.7%	+2.1%

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² It is important to note that when viewing the middle school data in Mathematics that the majority of middle school students are taking advanced courses like Algebra I (MS) and Algebra II (MS) in 8th grade.