



2006-2007

School Building Report Cards



Kansas City, Kansas Public Schools · 625 Minnesota Avenue · Kansas City, KS 66101 · (913) 551-3200 · Fax (913) 551-3217

J. C. Harmon High School

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KSDE Building Report Card [\[link\]](#)

KSDE Summary [.pdf](#)

J. C. Harmon High School Website [\[link\]](#)

School Highlights

Equity & Current Educational Programs

Equity was of utmost importance at J.C. Harmon High School and in the minds of administration, staff, students, parents and community members. Every effort was made to insure inclusion and shared curriculum that addressed all areas of diversity including, but not limited to:

- Disabilities
- Ethnicity
- ESL/ELL
- Gifted

Programs at Harmon did not discriminate against any group of students and most often built respect and understanding for our diverse population. The primary structure of our school into small learning communities (SLCs) allowed all students to feel like part of a smaller school "family". The SLC structure facilitated relationship building and learning opportunities that engaged students in collaborative efforts with peers that represented Harmon's diverse culture. SLCs allowed students and teachers to engage in and benefit from:

- Continuity of care
- Collective responsibility
- Interdisciplinary units of study
- Collaboration
- An adult advocate/advisor for every student

In order to meet the needs of a diverse population and provide innovative educational choices to the students, the school had numerous programs. Programs and brief descriptions are listed below.

- **Area Technical School (ATS)** — Seniors who fulfilled their necessary credit requirements at Harmon and who were on track to graduate could attend Kansas City, Kansas Area Technical School for free during their 12th grade year.
- **Career Cruising** — Online career guidance resource was utilized in the SLC's to help students explore available career paths.
- **College and Career Coordinators** — These positions were created this year for the purpose of assisting students with the college admissions and career exploration process. Each SLC had it's own College and Career Coordinator.
- **ELL/ESL - English Language Learners/English as a Second Language** — Students who were not proficient in English could be admitted into the ELL/ESL program for instructional support in language acquisition. In addition to the shared curriculum and SLC structure, students in ESL/ELL received additional supports.
 - Sheltered core classes were provided for level one, level two and some level three ELL students.
 - Students were transitioned into the themed academics as soon as they reached level three
 - At least fourteen teachers had ESL endorsement or were currently seeking that status
- **Family Advocacy Period** — A twenty minute period was held everyday but Wednesday from 8:55-9:15 a.m. which was designed to build rapport and relationships with students and families to promote academic success.
- **GEAR UP** — Program through the University of Kansas which served our seniors in the areas of academic success, career options, the postsecondary admissions process, and sources of financial aid.
- **Harmon Scholars** — This was a college preparatory program implemented for the first time in 2006-2007 which included approximately 100 students this year from 9th, 10th, and 11th grade. Students were being accelerated in the areas of English and Mathematics for the first year of this program, but will eventually be accelerated in all four of the content areas. In addition, all Harmon Scholar students took a Seminar course where they learned needed college skills such as Cornell note-taking, organization, Costa's higher order questioning, Socratic Seminar, etc. Students must apply and go through an interview process in order to be admitted.
- **Higher Dimensions** — After school program begun in the Fall of 2006 in partnership with Living Stone Family Worship Center. Provided supervised extra-curricular activities at the school and church for those students who wanted to attend from 12:30-2:00 p.m. on Wednesdays.
- **I.C.A.R.E.** — I.C.A.R.E. was an after school tutoring program every Tuesday and Thursday from 2:30-3:30 p.m. that operated in each SLC. Students could receive additional instruction from certified staff members in the areas of math, science, English, and social studies.
- **Kauffman Scholars** — Low socioeconomic minority students were identified at the middle school level and were closely monitored throughout high school for academic achievement. Students who successfully completed program requirements were eligible for post-secondary financial assistance.
- **KUPDS** — J. C. Harmon was a member of the Kansas University Professional Development School Alliance. This partnership provided Harmon with teaching interns, enriched opportunities for professional growth, improved instruction, and guidance in interdisciplinary teaming and action research.
- **North Central Association / Quality Performance Accreditation** — Harmon High School was a fully accredited high school. It was accredited through the North Central Association and the Kansas State Department of Education.
- **Prepare House** — This program was community-based instruction for 18-21 year old students with moderate to severe disabilities. The purpose of the program was to increase students' opportunities for self-advocacy.
- **Professional Development** — Every Wednesday afternoon from 12:30 to 3:00 p.m. the entire staff was involved in Staff Development designed to improve instruction leading to continuous student improvement and achievement.
- **Service Learning** — Courses were designed to encourage and promote students to participate in volunteer work. Transportation was provided as needed.
- **Small Learning Community (SLC)** — Harmon High School was divided into five smaller learning communities. They were Business and Management, Health and Science, Invention and

Technology, Music and Communication, and Visual Arts. Each of these SLC's had all four-grade levels assigned to it and each community had approximately 250 students. The students stayed within the same SLC over a four-year period.

- **Special Education** — Five Special Education programs functioned at Harmon. These programs were the Vocational Training Workshop, Trainable Mentally Disabled, Special Learning Center, Behavior Disorder, and Autistic Behavior Communication Disorder. Students at Harmon were placed in the least restrictive environment that their specific disorders allowed. In addition to the shared curriculum and SLC structure, students in SPED received additional supports.
 - Students with IEPs met with caseload teachers daily during advisory
 - Collaborative classrooms provided inclusion in core and elective classrooms
 - Transition skills planning, counseling and training were provided for all SPED students
 - Gifted students were provided with a computer lab and were allowed to compact classes
- **KU Partners** — This was an ongoing partnership with the University of Kansas which allowed those college students majoring in the area of social work to serve the needs of the Harmon students in the areas of counseling, mediation, community resources, school attendance, and relationship building.
- **Technology** — To improve technology and information access for students, we continued to upgrade our computer labs.
- **Twilight School** — Twilight School provided an opportunity for students to make up credits required for graduation.
- **Vocational Training Workshop (VTW)** — VTW's goal was to teach disabled high school students skills that would enable them to work and live in the community and achieve a level of independence. Students learned these skills by doing contract work for a variety of Kansas City area businesses. The workshop worked as a foundation to build lifelong work skills.

Mission Statement

Together We Continue To Learn

This building report card is a brief summary of how your school and students are performing and the impact of your local school improvement plan. However, it should not be used as a single source to judge students or school accomplishments. No single report can tell the whole story of a district's or school's education program. This report card does not provide information about curriculum, teaching methods, special programs, the "climate" of your school or the performance of individual teachers or administrators.

In addition, this report card is not a way of "rating" or "ranking" schools. Because of the distinct community and student characteristics, direct comparison between schools or districts are invalid. Rank-ordering school districts or schools is a clear misuse of the information. Rather, the information should be used to access local strengths and weaknesses based on past performance and to plan program improvements.

Report Card 2006-2007

ADEQUATE YEARLY PROGRESS

Adequate Yearly Progress (AYP) is a method for determining if schools, districts and the state have made adequate progress in improving student achievement. AYP is based on participation and performance on state assessments, as well as attendance rates for elementary and middle schools, and, for high schools, graduation rates. For the 2006-2007 school year, this school did not make AYP. More information on this school's performance on the AYP measures is provided below.

Student Group	Reading		Math		Additional Academic Indicators	
	% Prof. & Above Goal: 65%	% Tested Goal: 95%	% Prof. & Above Goal: 55.7%	% Tested Goal: 95%	Grad Rt. High Sch. Goal: 75% or Improve.	Attend Rt. Goal: 90%
All Students	42.0%	99.1%	26.2%	100.0%	80.9%	N/A
Free & Reduced Lunch	40.2%	98.9%	26.0%	100.0%	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
English Language Learners	2.5%	100.0%	31.9%	100.0%	N/A	N/A
African-Americans	46.9%	98.4%	20.3%	100.0%	N/A	N/A
Hispanics	36.8%	100.0%	25.4%	100.0%	N/A	N/A
Whites	52.0%	98.0%	33.9%	100.0%	N/A	N/A
Asian / Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A
American Indians	N/A	N/A	N/A	N/A	N/A	N/A
Multi-ethnic & Undeclared	N/A	N/A	N/A	N/A	N/A	N/A

DEMOGRAPHICS

Race/Ethnicity	Bldg.	Dist.	State
African Americans	24.6	44.4	7.9
Hispanics	50.5	34.9	11.9
Whites	21.1	17.1	73.2
Other	3.8	3.7	7.1

Economically Disadvantaged Students	Bldg.	Dist.	State
Economically Disadvantaged	78.6	76.5	38.7
Non-Economic. Disadvantaged	21.4	23.5	61.3

Migrant Students	Bldg.	Dist.	State
Migrant Students	0.3	0.5	0.6
Non-Migrant Students	99.7	99.5	99.4

TOTAL ENROLLMENT

Building: 1,158 District: 16,101 State: 461,640

DEMOGRAPHICS

English language Learners	Bldg.	Dist.	State
LEP Students	20.3	29.3	7.4
Non-LEP Students	79.7	70.7	92.6

Gender	Bldg.	Dist.	State
Male	53.3	51.3	51.6
Female	46.7	48.7	48.4

Attendance	Bldg.	Dist.	State
2006	91.6	93.1	95.2
2007	84.0	91.9	95.2

Students with Disabilities	Bldg.	Dist.	State
Students with Disabilities	12.2	13.0	13.4
Students without Disabilities	87.8	87.0	86.6

Graduation Rate	Bldg.	Dist.	State
2005	92.0	82.1	90.2
2006	80.9	80.1	89.7

TEACHER QUALITY

Qualification	School
Fully Licensed	74.11%
Not Fully Licensed	25.88%

% Not Fully Licensed Teachers	School
Not Licensed	3.52%
Not Qualified	0.00%
Provisional	16.47%
Waiver	1.00%

Core Content Classes	School
Not Taught by Highly Qualified	27.08%
Taught by Highly Qualified	72.92%

% of Core Classes Taught by Highly Qualified Teachers	School	District	State
Mathematics	42.02%	64.37%	91.42%
Foreign Language	60.00%	64.96%	90.21%
Science	82.00%	65.32%	89.20%
ESL/Bilingual	100.00%	75.47%	82.45%
Elementary	N/A	95.07%	98.53%
History and Government	84.61%	85.21%	94.24%
English Language Arts	67.16%	77.36%	92.56%
Fine Arts	79.54%	79.57%	95.03%
Special Education	84.21%	69.39%	83.73%

For more information about Teacher Quality, go to http://online.ksde.org/rcard/bldg_tchrs.aspx?org_no=D0500&bldg_no=8327

GRADE 11 READING

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	
Building	7.1%	4.2%	12.5%	10.9%	26.7%	26.9%	21.3%	32.4%	29.7%	22.7%	2.9%
District	7.4%	5.9%	16.0%	13.2%	27.6%	23.8%	21.3%	26.6%	23.4%	25.2%	5.3%
State	23.9%	22.4%	28.0%	29.1%	25.2%	25.5%	11.3%	13.2%	8.1%	7.2%	2.6%

Economically Disadvantaged

Building	7.8%	3.7%	12.8%	10.6%	25.6%	25.9%	21.2%	33.3%	31.8%	23.3%	3.2%
District	4.9%	4.5%	13.7%	11.5%	27.1%	24.0%	24.3%	28.1%	26.7%	28.3%	3.6%
State	12.1%	10.8%	20.8%	21.2%	28.7%	28.5%	17.1%	20.7%	15.8%	15.6%	3.2%

Special Ed.

Building	21.8%	11.5%	21.8%	19.2%	18.7%	23.1%	15.6%	19.2%	18.7%	19.2%	7.7%
District	9.1%	10.2%	10.0%	4.7%	14.6%	13.3%	18.3%	14.1%	40.3%	52.3%	5.5%
State	8.3%	8.4%	13.5%	12.6%	27.9%	27.5%	19.3%	23.6%	24.6%	24.2%	3.7%

ELL

Building	0.0%	0.0%	2.0%	0.0%	12.0%	2.5%	18.0%	37.5%	64.0%	60.0%	0.0%
District	0.0%	0.0%	3.1%	0.0%	12.7%	1.4%	17.0%	27.1%	63.8%	65.7%	5.7%
State	2.1%	3.2%	7.9%	6.7%	19.7%	17.6%	20.1%	26.0%	40.5%	41.1%	5.4%

African Am.

Building	13.6%	4.7%	19.6%	15.6%	31.8%	26.6%	13.6%	34.4%	21.2%	17.2%	1.6%
District	6.4%	4.6%	15.1%	11.9%	28.6%	22.7%	24.0%	28.4%	22.3%	27.7%	4.6%
State	8.7%	7.2%	19.4%	17.0%	28.5%	27.2%	19.3%	23.4%	17.5%	20.0%	5.2%

Hispanic

Building	1.8%	3.5%	9.4%	7.0%	20.7%	26.3%	23.5%	28.1%	42.4%	32.5%	2.6%
District	3.3%	4.0%	14.6%	9.1%	24.2%	25.0%	20.0%	26.2%	33.4%	28.6%	7.1%
State	8.6%	8.3%	17.4%	17.5%	27.4%	26.9%	18.5%	23.5%	20.9%	19.6%	4.2%

White

Building	10.9%	6.0%	12.7%	16.0%	29.0%	30.0%	23.6%	38.0%	18.1%	8.0%	2.0%
District	15.7%	13.7%	21.1%	22.6%	29.5%	23.7%	13.3%	21.6%	15.2%	14.7%	3.7%
State	27.3%	25.8%	30.2%	31.9%	24.8%	25.3%	9.5%	10.9%	5.5%	4.6%	1.5%

Asian

Building	0.0%	---	0.0%	---	30.0%	---	40.0%	---	20.0%	---	---
District	6.1%	2.2%	14.2%	15.2%	20.4%	28.3%	28.5%	28.3%	24.4%	21.7%	4.3%
State	22.2%	23.2%	23.0%	23.9%	20.8%	25.4%	14.1%	14.9%	14.0%	9.8%	2.9%

Am. Indian

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	15.0%	12.4%	25.5%	25.3%	26.0%	31.0%	13.4%	18.6%	13.9%	7.9%	4.8%

Multi-Ethnic

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	18.0%	13.6%	27.0%	22.4%	24.4%	22.9%	15.4%	15.2%	8.0%	7.1%	18.8%

Female

Building	7.1%	0.9%	15.1%	9.8%	27.6%	28.6%	16.9%	36.6%	29.4%	19.6%	4.5%
District	7.7%	5.0%	16.5%	13.9%	28.8%	24.3%	20.1%	27.5%	22.8%	23.6%	5.7%
State	25.3%	23.4%	28.4%	29.6%	25.7%	26.0%	10.9%	12.7%	6.4%	6.0%	2.4%

Male

Building	7.0%	7.1%	10.2%	11.9%	25.9%	25.4%	25.1%	28.6%	29.9%	25.4%	1.6%
District	7.2%	7.0%	15.5%	12.4%	26.4%	23.3%	22.6%	25.6%	24.1%	26.9%	4.8%
State	22.5%	21.5%	27.6%	28.6%	24.7%	25.1%	11.7%	13.6%	9.7%	8.5%	2.7%

Migrant

Building	0.0%	---	10.5%	---	15.7%	---	15.7%	---	52.6%	---	---
District	0.0%	---	6.2%	---	15.6%	---	15.6%	---	56.2%	---	---
State	3.1%	1.5%	10.6%	12.3%	25.1%	33.8%	14.4%	18.5%	40.8%	27.7%	6.2%

GRADE 11 MATH

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	
Building	2.2%	2.8%	3.2%	5.2%	11.2%	18.1%	26.1%	23.8%	55.1%	48.8%	1.2%
District	2.0%	2.6%	7.0%	8.6%	17.1%	26.7%	21.2%	16.3%	47.7%	40.9%	5.0%
State	14.5%	15.7%	18.6%	21.5%	25.3%	34.1%	18.4%	14.6%	19.7%	12.2%	2.0%

Economically Disadvantaged

Building	2.9%	3.6%	2.5%	4.1%	10.9%	18.4%	25.7%	21.9%	56.1%	50.5%	1.5%
District	2.1%	2.7%	6.1%	7.9%	16.0%	26.1%	20.5%	16.6%	49.8%	44.5%	2.2%
State	5.6%	6.9%	11.3%	14.8%	22.7%	33.9%	22.8%	19.8%	32.2%	22.3%	2.4%

Special Ed.

Building	15.3%	18.2%	5.1%	9.1%	2.5%	3.0%	28.2%	27.3%	46.1%	39.4%	3.0%
District	4.8%	7.4%	6.7%	8.8%	9.1%	11.8%	12.8%	13.2%	57.9%	55.9%	2.9%
State	3.7%	4.4%	8.0%	10.9%	19.0%	29.7%	22.9%	21.6%	41.0%	30.2%	3.2%

ELL

Building	0.0%	0.0%	5.0%	6.4%	15.0%	25.5%	23.3%	17.0%	56.6%	48.9%	2.1%
District	0.0%	0.0%	3.6%	5.1%	12.8%	22.8%	21.1%	19.0%	57.7%	50.6%	2.5%
State	3.2%	4.0%	6.9%	9.7%	15.1%	26.0%	22.8%	21.6%	47.9%	35.5%	3.2%

African Am.

Building	3.7%	4.7%	2.5%	3.1%	8.7%	12.5%	23.7%	25.0%	57.4%	53.1%	1.6%
District	1.7%	2.2%	4.8%	6.0%	16.4%	24.4%	17.9%	13.9%	52.8%	48.7%	4.8%
State	2.9%	3.7%	8.0%	10.4%	19.7%	29.2%	22.4%	20.2%	39.6%	32.1%	4.4%

Hispanic

Building	0.7%	0.8%	3.6%	5.9%	11.5%	18.6%	23.9%	19.5%	57.9%	53.4%	1.7%
District	1.0%	1.5%	6.0%	7.7%	14.5%	27.2%	25.6%	19.5%	48.6%	39.1%	5.0%
State	3.6%	4.4%	9.6%	12.9%	20.2%	32.9%	22.2%	21.3%	38.6%	25.4%	3.1%

White

Building	3.8%	5.4%	3.8%	7.1%	14.2%	21.4%	32.4%	33.9%	45.4%	32.1%	0.0%
District	3.7%	4.9%	13.2%	16.1%	22.3%	31.7%	23.1%	18.5%	35.5%	24.4%	4.4%
State	17.1%	18.2%	20.9%	23.6%	26.7%	34.9%	17.5%	13.3%	15.1%	8.7%	1.3%

Asian

Building	0.0%	---	0.0%	---	9.0%	---	27.2%	---	63.6%	---	---
District	3.9%	4.2%	13.7%	14.6%	21.5%	35.4%	25.4%	14.6%	31.3%	27.1%	4.2%
State	22.5%	22.7%	22.0%	24.0%	23.5%	30.4%	15.2%	9.6%	13.8%	10.1%	3.3%

Am. Indian

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	6.2%	7.1%	14.0%	17.0%	24.4%	36.6%	22.5%	19.4%	28.3%	17.5%	2.4%

Multi-Ethnic

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	10.4%	10.3%	16.7%	17.8%	20.9%	27.4%	21.6%	15.8%	24.5%	16.3%	12.5%

Female

Building	0.6%	0.9%	0.6%	0.9%	9.4%	17.4%	24.6%	23.5%	61.3%	54.8%	2.6%
District	1.3%	1.9%	4.6%	5.7%	17.5%	28.5%	24.4%	17.9%	47.6%	40.3%	5.6%
State	13.1%	14.1%	18.9%	21.7%	26.0%	35.0%	19.8%	15.6%	19.2%	11.9%	1.8%

Male

Building	3.9%	4.5%	5.9%	9.0%	13.1%	18.8%	27.6%	24.1%	48.6%	43.6%	0.0%
District	2.7%	3.3%	9.6%	11.6%	16.8%	24.8%	17.7%	14.5%	47.7%	41.5%	4.4%
State	15.8%	17.2%	18.4%	21.2%	24.6%	33.2%	17.2%	13.6%	20.2%	12.5%	2.3%

Migrant

Building	0.0%	---	4.0%	---	4.0%	---	12.0%	---	80.0%	---	---
District	0.0%	---	9.3%	---	11.6%	---	11.6%	---	65.1%	---	---
State	2.7%	3.7%	7.2%	3.7%	16.2%	22.2%	20.2%	33.3%	49.0%	14.8%	22.2%

GRADE 11 WRITING

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2007
Building	---	6.4%	---	9.5%	---	28.6%	---	35.0%	---	20.5%	0.0%
District	---	4.6%	---	14.2%	---	40.2%	---	28.9%	---	12.1%	0.0%
State	---	17.1%	---	26.0%	---	32.5%	---	17.1%	---	6.2%	1.0%

Economically Disadvantaged

Building	---	6.4%	---	9.9%	---	29.1%	---	33.1%	---	21.5%	0.0%
District	---	4.5%	---	12.9%	---	38.2%	---	31.0%	---	13.5%	0.0%
State	---	9.8%	---	18.9%	---	34.0%	---	24.3%	---	11.4%	1.7%

Special Ed.

Building	---	15.8%	---	15.8%	---	31.6%	---	10.5%	---	26.3%	0.0%
District	---	9.2%	---	7.1%	---	14.3%	---	35.7%	---	33.7%	0.0%
State	---	5.0%	---	12.4%	---	29.6%	---	29.4%	---	21.7%	1.9%

ELL

Building	---	3.2%	---	12.9%	---	12.9%	---	32.3%	---	38.7%	0.0%
District	---	7.3%	---	14.5%	---	18.2%	---	29.1%	---	30.9%	0.0%
State	---	7.6%	---	13.5%	---	26.2%	---	25.5%	---	25.5%	1.8%

African Am.

Building	---	8.8%	---	12.3%	---	28.1%	---	31.6%	---	19.3%	0.0%
District	---	3.1%	---	14.4%	---	40.4%	---	30.5%	---	11.7%	0.0%
State	---	6.2%	---	15.5%	---	34.8%	---	28.2%	---	12.1%	3.1%

Hispanic

Building	---	3.0%	---	8.9%	---	24.8%	---	37.6%	---	25.7%	0.0%
District	---	3.2%	---	9.7%	---	36.6%	---	31.5%	---	19.0%	0.0%
State	---	9.0%	---	17.5%	---	33.2%	---	24.6%	---	14.4%	1.3%

White

Building	---	10.2%	---	8.2%	---	40.8%	---	30.6%	---	10.2%	0.0%
District	---	8.7%	---	20.2%	---	43.4%	---	22.0%	---	5.8%	0.0%
State	---	19.1%	---	28.1%	---	32.4%	---	15.1%	---	4.7%	0.6%

Asian

Building	---	10.0%	---	0.0%	---	20.0%	---	50.0%	---	20.0%	0.0%
District	---	13.0%	---	8.7%	---	43.5%	---	26.1%	---	8.7%	0.0%
State	---	21.3%	---	24.6%	---	28.0%	---	18.3%	---	5.9%	2.0%

Am. Indian

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	---	10.3%	---	22.2%	---	31.7%	---	21.7%	---	11.9%	2.1%

Multi-Ethnic

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	---	12.0%	---	20.9%	---	32.8%	---	21.6%	---	7.7%	4.9%

Female

Building	---	3.8%	---	11.4%	---	30.5%	---	31.4%	---	22.9%	0.0%
District	---	4.4%	---	16.9%	---	42.8%	---	24.7%	---	11.2%	0.0%
State	---	20.7%	---	28.7%	---	31.5%	---	14.0%	---	4.3%	0.8%

Male

Building	---	8.7%	---	7.8%	---	27.0%	---	38.3%	---	18.3%	0.0%
District	---	4.8%	---	11.3%	---	37.3%	---	33.4%	---	13.2%	0.0%
State	---	13.6%	---	23.5%	---	33.5%	---	20.1%	---	8.1%	1.1%

Migrant

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	---	3.5%	---	12.3%	---	40.4%	---	17.5%	---	26.3%	0.0%