



Central Middle School 2008-2009 School Building Report Card

925 Ivandale
Kansas City, KS 66101
(913) 627-6150

[Kristen Ludwig \[kludwi@kckps.org\]](mailto:kludwi@kckps.org), Principal

[KSDE Building Report Card](#)

[KSDE Summary .pdf](#)

[Central Middle School Website](#)

School Highlights

- **Connected Math:** The Connected Math curriculum's overall goal was to help students and teachers develop mathematical knowledge, understanding, and skill, as well as awareness and appreciation of the connections among mathematical strands and between mathematics and other disciplines. All lessons helped students reason and communicate proficiently in mathematics. The district benchmark assessment program was implemented for the sixth, seventh, and eighth grade students. Students had to demonstrate mastery of at least 70% of the math benchmarks to earn a C, a minimum of 80% of the benchmarks to earn a B, and a minimum of 90% of the benchmarks to earn an A. If eighth grade students completed a minimum of 70% of the benchmarks, they are allowed to enroll in higher level math classes as freshmen in high school.
- **Math Relays:** Students regularly participated in the District Math Relays held at Wyandotte High School in February. Students competed individually and on relay teams in the categories of number sense, algebra, geometry, and data. In addition to the district relays, Central hosted its own math relays in December. This competition was held school-wide with awards given at the end of the day. This event was a great success with students cheering each other as they received their awards.
- **Reading 180 Lab:** The Reading 180 Lab was designed to accelerate the learning of middle school students who experienced some difficulties with reading. The various stations provided instruction and practice for word recognition, fluency, vocabulary and comprehension skills. Students were selected from each grade level house to participate. A Read 180 Intervention Class was available for students who performed below grade level in reading in addition to their regular reading class.
- **Reading / Language Arts Class:** Students developed their literacy and writing skills through a variety of activities. Students took weekly quizzes to monitor their mastery of the state indicators in preparation for the Kansas State Assessments. If students needed additional instruction and practice, they were provided additional tutoring during the day. The district benchmark assessment program was implemented this past year for 8th grade literacy students.
- **BIST (Behavior Intervention Support Team):** BIST was a building wide philosophy and program implemented to meet the need of students, parents, and staff when dealing with student behavior. BIST involved early interventions with students through the use of timeouts in classrooms and buddy rooms. The Recovery Room was a key component of the BIST program at Central Middle. The Recovery Room provided a safe place for students to deal with their concerns and situations with a caring adult. The recovery Room teacher worked with students, staff, and parents to help meet the needs of students and help them be successful in school. This involved processing with students, focusing on student accountability and developing individual plans for students.
- **Renaissance:** The Renaissance Program was introduced to the students for the first time during the 2001-

2002 school year. The program provided a system for rewarding students each quarter for their academic success. Students received public recognition for their efforts to improve their academic performance. Various incentives were provided for each level of academic achievement. In order to receive the rewards, students could not have any D's or F's on their report card.

- **Link / ASP:** Students who were recommended for long-term suspension were offered an alternative learning program during after school hours. Students received one on one instruction. After attending sessions for five weeks, students had the opportunity to return to the regular school program.
- **Student Improvement Team:** The Student Assistance Team was composed of at least one teacher from each house who aided in the evaluation of students who were referred to the SAT due to academic, behavioral, or personal issues. The SAT gathered pertinent information on the referred students and then offered the students support with an appropriate person or agency to make their experiences at Central Middle better. The SAT met and evaluated students' progress monthly. The SAT was overseen by the Prevention Services Department of the district.
- **Family Advocate System (FAS):** The Family Advocate System was introduced to staff in the fall of 2001. Each small learning community selected students/families to be a part of FAS program. The purpose of the program was to develop meaningful, ongoing relationships with students and their families in order to establish academic and behavioral goals, monitor student progress, and assist in referring families to support services as needed. The teacher, as a Family Advocate, served as the primary point of contact for the families. The program continues to develop emphasizing the importance of relationships between family and school.
- **Family Fun Night:** In November, the school hosted Family Fun Night. Parents and students played games and participated in activities in the different academic areas offered at the school. This event was well attended and offered parents the opportunity to learn more about what their students were learning in school.
- **Science and Robotics Club:** The mission of Lego Robotics Club was to enhance the communication, math, reading, and science skills for students. The Lego Robotics Club was open to any 6-8th grade student attending Central Middle School. Students who were in the club learned computer programming, designing, and how to work as a team. The students created a robot from Legos and designed a program for the robot to do. The final project for students was to be able to have the "bot" dance to the chicken dance. This is where teamwork and computer programming were at its best work!
- **Educational Talent Search:** The University of Kansas sponsored the Educational Talent Search program providing assistance to over one hundred sixth, seventh and eighth grade students. A dozen students attended summer programs on college campuses. Open to all students, it was an opportunity to begin examining future educational goals while developing better study skills, getting a handle on organizational and time management skills. Free tutoring and seminars accompanied campus visits and opportunities to explore entrance to additional programs while in high school where additional assistance was available.
- **Kauffman Scholars:** The goal of the program was to "provide academic enrichment support beginning in middle school and continuing through post-secondary years." Every scholar who completed high school received a scholarship for college or other post-secondary education. Students applied and then were selected by the Kauffman Foundation. Students were paired with mentors and were "provided tutoring, counseling, career planning, academic enrichment programs, and summer campus and internship experiences through their middle school and high school years." Parents were also provided services and resources so they could also be involved in encouraging their son or daughter's achievements.
- **MOCSA:** Metropolitan Organization to Counter Sexual Assault was a prevention program that was presented to 6th, 7th, and 8th grade students. Six sessions were provided through their physical education classes. The program taught awareness of sexual violence as well as methods and resources to counter them.
- **Newspaper Club:** Central Times was the bimonthly newspaper written by students in the 6th, 7th, and 8th grades. The students had a digital camera and a tape recorder at their disposal for interviews. The students made sure they had great questions and knew what photographs they needed to take before they put on their press badges and headed out the door. We also utilized the art students at Central in our cartoons and any advertisements. The students wrote articles from their point of view. The newspaper included an advice column, the Principal's Corner, and Writer's Way for student writing in various genres.
- **Sports Activities:** Students had the opportunity to participate in a variety of sports to include football, cross-country, volleyball, wrestling, basketball, soccer, and track.

Central Middle's Mission Statement

Central Middle School is a community of learners becoming CAPABLE people: Communicating, Achieving, Producing, Accepting Self and Others, Building Goals, Living Life Skills Daily, and Empowering.

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.

Kansas City, Kansas Public Schools • 625 Minnesota Ave • Kansas City, KS 66101 • (913) 551-3200

Vision: Striving to Become One of the Top 10 School Districts in the Nation.

Report Card 2008-2009

Central Middle
 925 Ivandale
 Kansas City, KS 66101-3643
 USD 500
 Kansas City

Current Accreditation Status: Accredited

Title 1 School on Improvement for the past 9 years.

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 2008-2009 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: 79.7%	% Tested Goal: 95%	% Prof. & Above Goal: 77.8%	% Tested Goal: 95%	Grad Rt. High Sch. Goal: 75% or Improve.	Attend Rt. Goal: 90%
All Students	58.9%	100.0%	64.7%	100.0%	0.0%	94.0%
Free & Reduced Lunch	58.5%	100.0%	64.0%	100.0%	N/A	N/A
Students with Disabilities	20.3%	100.0%	50.0%	100.0%	N/A	N/A
English Language Learners	54.7%	100.0%	62.1%	100.0%	N/A	N/A
African-Americans	61.7%	100.0%	58.3%	100.0%	N/A	N/A
Hispanics	59.5%	100.0%	67.1%	100.0%	N/A	N/A
Whites	56.9%	100.0%	56.9%	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	12.4	42.1	7.9
Hispanics	71.4	38.1	13.1
Whites	11.6	15.9	70.4
Other	4.6	3.9	8.6

Economically Disadvantaged Students

	Bldg.	Dist.	State
Economically Disadvantaged	94.7	83.8	42.8
Non-Economic. Disadvantaged	5.3	16.2	57.2

Migrant Students

	Bldg.	Dist.	State
Migrant Students	0.9	0.5	0.6
Non-Migrant Students	99.1	99.5	99.4

TOTAL ENROLLMENT

Building: 588 District: 19,848 State: 468,195

DEMOGRAPHICS

English language Learners	Bldg.	Dist.	State
ELL Students	54.3	27.3	8.4
Non-ELL Students	45.7	72.7	91.6

Gender	Bldg.	Dist.	State
Male	53.2	51.3	51.5
Female	46.8	48.7	48.5

Attendance	Bldg.	Dist.	State
2008	93.5	93.0	94.7
2009	94.0	93.0	94.9

Students with Disabilities	Bldg.	Dist.	State
Students with Disabilities	11.9	12.8	13.5
Students without Disabilities	88.1	87.2	86.5

Graduation Rate	Bldg.	Dist.	State
2007	0.0	78.0	89.2
2008	0.0	77.8	89.5

TEACHER QUALITY

Qualification	
	School
Fully Licensed	87.50%
Not Fully Licensed	12.50%

% Not Fully Licensed Teachers	
	School
Not Licensed	0.00%
Not Qualified	2.50%
Provisional	7.50%
Waiver	0.00%

Core Content Classes	
	School
Not Taught by Highly Qualified	12.18%
Taught by Highly Qualified	87.82%

% of Core Classes Taught by Highly Qualified Teachers			
	School	District	State
Elementary	N/A	95.38%	98.46%
English Language Arts	97.95%	82.45%	94.34%
ESL/Bilingual	100.00%	76.37%	81.96%
Fine Arts	100.00%	90.27%	94.96%
Foreign Language	100.00%	67.66%	90.18%
History and Government	78.26%	86.99%	96.33%
Mathematics	70.00%	72.86%	93.43%
Science	100.00%	78.53%	90.77%

For more information about Teacher Quality, go to http://online.ksde.org/rcard/bldg_tchrs.aspx?org_no=D0500&bldg_no=8316

GRADE 06 READING

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
Building	10.0%	6.1%	19.0%	16.4%	24.0%	38.3%	19.0%	18.2%	26.0%	20.6%	0.5%
District	7.7%	9.7%	17.1%	21.0%	32.4%	32.8%	18.8%	16.4%	22.4%	17.7%	2.3%
State	31.1%	33.3%	29.5%	29.4%	24.5%	23.7%	8.2%	7.7%	6.2%	5.4%	0.5%

Economically Disadvantaged

Building	9.7%	5.9%	20.0%	16.6%	23.2%	38.5%	19.5%	18.0%	25.4%	21.0%	0.0%
District	6.3%	8.6%	16.2%	20.6%	32.7%	33.3%	19.6%	17.4%	23.5%	19.4%	0.7%
State	17.1%	19.8%	25.8%	27.8%	31.6%	30.3%	13.0%	11.7%	11.5%	9.7%	0.7%

Special Ed.

Building	0.0%	6.9%	4.2%	10.3%	37.5%	34.5%	25.0%	24.1%	33.3%	20.7%	3.4%
District	2.6%	7.1%	8.7%	8.1%	37.0%	42.4%	21.3%	18.6%	28.7%	22.9%	1.0%
State	15.8%	18.3%	22.8%	23.1%	34.7%	34.5%	12.7%	12.6%	13.4%	10.7%	0.7%

ELL

Building	10.5%	2.6%	17.3%	17.1%	22.6%	42.8%	21.8%	17.8%	25.6%	19.1%	0.7%
District	8.0%	6.0%	14.2%	16.2%	28.4%	37.6%	20.6%	16.6%	25.7%	19.9%	3.7%
State	10.5%	11.0%	20.2%	21.6%	34.1%	33.5%	17.7%	16.0%	15.5%	16.0%	1.9%

African American Students

Building	6.7%	8.7%	33.3%	4.3%	23.3%	39.1%	13.3%	13.0%	20.0%	34.8%	0.0%
District	4.7%	8.3%	16.6%	19.8%	34.9%	33.2%	19.5%	17.2%	22.5%	20.8%	0.7%
State	12.3%	14.4%	22.6%	22.9%	32.2%	30.8%	15.6%	15.9%	16.4%	15.1%	0.8%

Hispanic

Building	10.3%	5.5%	16.2%	18.3%	24.3%	42.1%	22.1%	17.1%	25.7%	16.5%	0.6%
District	8.1%	9.8%	15.4%	18.5%	30.2%	35.1%	20.3%	15.9%	24.2%	16.1%	4.5%
State	14.5%	16.4%	22.6%	25.4%	32.2%	31.7%	16.3%	13.5%	13.1%	11.7%	1.3%

White

Building	8.7%	10.0%	17.4%	15.0%	34.8%	10.0%	8.7%	35.0%	30.4%	30.0%	0.0%
District	13.3%	12.4%	23.4%	30.4%	30.3%	27.2%	14.7%	15.2%	17.9%	13.4%	1.4%
State	36.5%	38.9%	31.4%	30.8%	22.1%	21.3%	5.9%	5.6%	3.7%	3.1%	0.3%

Asian & Pacific

Building	18.2%	---	18.2%	---	0.0%	---	18.2%	---	36.4%	---	---
District	15.1%	10.9%	13.2%	21.7%	28.3%	28.3%	15.1%	17.4%	24.5%	19.6%	2.2%
State	33.6%	35.3%	27.9%	28.5%	24.2%	21.0%	6.1%	7.5%	6.7%	6.5%	1.3%

American Indian

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	19.5%	26.6%	30.0%	30.2%	29.8%	24.6%	12.1%	11.0%	8.7%	6.9%	0.7%

Multi-Ethnic

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	27.0%	28.5%	29.8%	29.7%	26.5%	27.6%	8.4%	7.8%	7.6%	6.2%	0.2%

Female

Building	9.2%	7.8%	16.3%	13.7%	26.5%	41.2%	21.4%	17.6%	24.5%	19.6%	0.0%
District	8.1%	10.7%	16.8%	23.3%	35.4%	32.5%	18.5%	16.0%	20.2%	15.3%	2.3%
State	33.1%	35.1%	30.3%	29.5%	23.5%	22.9%	7.6%	7.2%	5.1%	4.8%	0.5%

Male

Building	10.8%	4.5%	21.6%	18.8%	21.6%	35.7%	16.7%	18.8%	27.5%	21.4%	0.9%
District	7.4%	8.7%	17.4%	18.7%	29.5%	33.1%	19.1%	16.9%	24.4%	20.1%	2.4%
State	29.3%	31.6%	28.7%	29.3%	25.5%	24.5%	8.7%	8.1%	7.1%	6.0%	0.5%

Migrant

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	14.6%	13.0%	28.5%	28.1%	32.6%	32.2%	12.5%	14.4%	10.4%	10.3%	2.1%

GRADE 07 READING

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
Building	7.6%	13.5%	17.3%	35.1%	24.3%	24.9%	22.7%	13.0%	25.4%	13.0%	0.5%
District	8.5%	13.3%	19.8%	26.7%	28.7%	29.0%	21.0%	15.9%	20.4%	13.1%	2.1%
State	31.8%	34.2%	31.2%	31.8%	22.8%	21.8%	8.5%	7.6%	5.1%	4.0%	0.7%

Economically Disadvantaged

Building	7.4%	14.6%	14.8%	33.9%	25.0%	25.7%	23.9%	11.7%	26.1%	13.5%	0.6%
District	6.9%	11.6%	18.7%	26.5%	28.8%	30.1%	22.5%	16.5%	21.7%	14.0%	1.2%
State	16.7%	18.3%	28.8%	30.9%	30.0%	29.5%	13.9%	12.5%	9.8%	7.7%	1.0%

Special Ed.

Building	0.0%	14.3%	8.3%	28.6%	29.2%	19.0%	12.5%	4.8%	50.0%	33.3%	0.0%
District	5.9%	9.5%	7.9%	13.5%	36.0%	36.5%	19.2%	18.0%	29.1%	21.6%	0.9%
State	14.2%	14.5%	23.8%	24.8%	33.6%	35.3%	15.6%	14.8%	12.0%	9.3%	1.2%

ELL

Building	3.7%	8.2%	10.2%	33.6%	25.0%	28.2%	27.8%	14.5%	28.7%	15.5%	0.0%
District	3.0%	6.8%	12.3%	22.6%	23.8%	30.9%	28.7%	16.5%	28.4%	19.7%	3.5%
State	9.7%	8.2%	20.9%	24.9%	33.3%	33.8%	18.0%	17.8%	15.8%	12.9%	2.5%

African American Students

Building	7.7%	10.7%	19.2%	39.3%	30.8%	28.6%	19.2%	10.7%	23.1%	10.7%	0.0%
District	8.9%	11.9%	20.7%	24.2%	30.4%	31.6%	20.7%	18.7%	19.0%	12.7%	0.9%
State	12.7%	15.1%	25.3%	26.9%	30.1%	30.9%	17.1%	15.1%	14.1%	10.9%	1.1%

Hispanic

Building	5.5%	12.7%	15.7%	34.9%	23.6%	27.0%	24.4%	12.7%	26.8%	12.7%	0.0%
District	5.0%	11.3%	17.5%	27.2%	25.0%	28.7%	24.4%	15.3%	25.0%	13.8%	3.6%
State	13.7%	15.2%	25.5%	28.4%	31.6%	30.9%	15.1%	14.3%	12.7%	9.6%	1.6%

White

Building	14.8%	19.0%	22.2%	33.3%	18.5%	14.3%	18.5%	14.3%	25.9%	14.3%	4.8%
District	15.5%	19.9%	23.2%	30.3%	31.9%	26.5%	14.0%	10.9%	14.5%	10.4%	1.9%
State	37.1%	39.8%	32.8%	33.0%	20.5%	19.1%	6.5%	5.5%	2.9%	2.2%	0.4%

Asian & Pacific

Building	---	20.0%	---	30.0%	---	10.0%	---	20.0%	---	20.0%	0.0%
District	10.0%	19.6%	13.3%	33.3%	30.0%	13.7%	23.3%	9.8%	20.0%	21.6%	2.0%
State	41.0%	39.9%	28.0%	30.4%	19.7%	17.7%	6.0%	6.7%	3.8%	3.9%	1.4%

American Indian

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	24.3%	25.2%	33.9%	29.1%	23.7%	28.0%	10.4%	11.1%	7.0%	5.8%	0.9%

Multi-Ethnic

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	25.5%	30.0%	32.9%	31.9%	25.9%	23.6%	9.4%	8.9%	5.9%	5.1%	0.5%

Female

Building	12.5%	14.9%	25.0%	35.1%	18.8%	24.5%	23.8%	12.8%	17.5%	12.8%	0.0%
District	9.7%	13.3%	24.0%	28.5%	27.9%	30.8%	21.4%	14.7%	15.3%	11.1%	1.5%
State	34.0%	36.8%	31.4%	31.8%	22.3%	20.9%	8.1%	6.7%	3.9%	3.3%	0.5%

Male

Building	3.8%	12.1%	11.4%	35.2%	28.6%	25.3%	21.9%	13.2%	31.4%	13.2%	1.1%
District	7.4%	13.3%	16.0%	24.9%	29.3%	27.3%	20.6%	17.0%	25.2%	14.9%	2.5%
State	29.7%	31.7%	31.1%	31.7%	23.3%	22.6%	9.0%	8.5%	6.4%	4.6%	0.8%

Migrant

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	12.2%	18.8%	29.9%	27.5%	34.0%	23.9%	11.6%	15.2%	9.5%	13.0%	1.4%

GRADE 08 READING

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
Building	3.8%	4.4%	15.0%	19.6%	30.0%	24.1%	19.4%	22.2%	28.1%	29.1%	0.6%
District	7.1%	9.1%	18.5%	20.5%	30.2%	28.1%	19.7%	20.9%	22.7%	19.5%	2.0%
State	30.0%	32.0%	28.2%	28.6%	24.2%	24.0%	10.4%	8.8%	6.6%	5.8%	0.8%

Economically Disadvantaged

Building	4.2%	4.2%	13.2%	19.4%	29.9%	23.6%	20.1%	21.5%	28.5%	30.6%	0.7%
District	5.4%	7.5%	17.1%	18.8%	30.8%	28.4%	20.9%	23.2%	23.9%	20.9%	1.3%
State	15.4%	17.1%	24.3%	25.6%	30.3%	30.5%	16.3%	14.3%	12.6%	11.3%	1.3%

Special Ed.

Building	0.0%	0.0%	0.0%	15.8%	0.0%	21.1%	45.5%	15.8%	54.5%	47.4%	0.0%
District	3.9%	9.7%	9.6%	9.7%	32.6%	26.5%	19.7%	23.2%	33.1%	29.7%	1.1%
State	11.1%	11.7%	19.6%	20.6%	33.8%	35.9%	18.8%	16.5%	15.6%	13.9%	1.5%

ELL

Building	0.0%	1.3%	11.7%	11.7%	27.3%	23.4%	14.3%	27.3%	42.9%	36.4%	0.0%
District	2.6%	2.7%	9.0%	6.9%	25.8%	22.0%	21.0%	27.8%	37.8%	35.9%	4.6%
State	7.1%	6.2%	16.0%	16.8%	30.0%	31.1%	21.6%	20.7%	22.3%	21.3%	4.0%

African American Students

Building	4.5%	6.7%	0.0%	20.0%	36.4%	13.3%	27.3%	26.7%	31.8%	26.7%	6.7%
District	5.0%	9.3%	18.5%	20.2%	30.1%	29.0%	20.5%	21.1%	24.9%	19.4%	1.0%
State	10.9%	12.8%	21.2%	22.6%	30.9%	31.1%	18.7%	16.7%	17.4%	15.8%	1.0%

Hispanic

Building	0.9%	2.5%	18.3%	19.8%	30.3%	25.6%	18.3%	21.5%	28.4%	30.6%	0.0%
District	6.1%	7.0%	17.3%	18.0%	28.6%	26.0%	21.6%	22.4%	23.9%	23.3%	3.4%
State	11.5%	13.3%	20.9%	23.1%	30.9%	30.3%	18.8%	16.5%	16.2%	14.5%	2.2%

White

Building	16.7%	15.8%	16.7%	21.1%	20.8%	26.3%	16.7%	15.8%	25.0%	21.1%	0.0%
District	15.6%	14.1%	20.8%	27.3%	32.0%	31.3%	14.3%	16.2%	14.7%	10.1%	1.0%
State	35.7%	37.6%	30.1%	30.3%	22.2%	22.0%	7.9%	6.6%	3.7%	3.1%	0.5%

Asian & Pacific

Building	---	---	---	---	---	---	---	---	---	---	---
District	4.3%	6.5%	19.1%	16.1%	40.4%	19.4%	14.9%	22.6%	17.0%	29.0%	6.5%
State	29.8%	39.2%	28.2%	24.6%	24.9%	21.0%	10.3%	7.9%	5.2%	5.1%	2.1%

American Indian

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	19.6%	24.4%	31.0%	29.9%	23.5%	26.7%	16.0%	12.7%	9.0%	5.9%	0.4%

Multi-Ethnic

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	23.6%	25.0%	28.6%	28.6%	26.7%	27.4%	12.3%	9.8%	8.3%	8.4%	0.8%

Female

Building	3.7%	7.1%	16.0%	22.9%	33.3%	24.3%	17.3%	20.0%	25.9%	25.7%	0.0%
District	7.0%	9.7%	19.8%	21.9%	31.2%	30.7%	21.3%	21.2%	19.0%	14.7%	1.7%
State	31.5%	33.6%	29.3%	28.9%	23.6%	23.6%	9.5%	8.4%	5.4%	4.8%	0.6%

Male

Building	3.8%	2.3%	13.9%	17.0%	26.6%	23.9%	21.5%	23.9%	30.4%	31.8%	1.1%
District	7.1%	8.5%	17.3%	19.1%	29.4%	25.5%	18.2%	20.5%	25.9%	24.1%	2.3%
State	28.6%	30.5%	27.1%	28.3%	24.8%	24.3%	11.3%	9.2%	7.6%	6.8%	0.9%

Migrant

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	7.6%	12.1%	22.7%	18.9%	29.4%	31.1%	20.2%	12.9%	16.8%	18.9%	6.1%

GRADE 06 MATH

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
Building	8.5%	7.5%	19.0%	19.6%	27.5%	28.5%	18.5%	17.8%	25.0%	26.2%	0.5%
District	6.6%	7.8%	15.2%	15.9%	26.0%	30.0%	20.9%	20.1%	29.8%	24.6%	1.6%
State	29.0%	30.7%	28.0%	28.1%	24.8%	24.1%	9.9%	9.1%	7.8%	7.7%	0.4%

Economically Disadvantaged

Building	8.6%	7.8%	18.9%	19.5%	27.6%	28.3%	17.8%	17.6%	25.4%	26.8%	0.0%
District	5.9%	7.0%	15.0%	15.8%	25.8%	29.7%	21.3%	20.8%	30.7%	26.2%	0.5%
State	15.0%	17.9%	24.7%	25.1%	30.6%	29.3%	14.9%	13.9%	13.9%	13.3%	0.5%

Special Ed.

Building	0.0%	3.4%	12.5%	6.9%	33.3%	27.6%	20.8%	27.6%	33.3%	31.0%	3.4%
District	3.5%	5.7%	9.5%	7.2%	28.6%	27.8%	27.3%	29.7%	30.3%	28.7%	1.0%
State	13.2%	14.7%	20.7%	23.2%	31.7%	30.6%	17.1%	15.8%	16.6%	15.0%	0.7%

ELL

Building	9.0%	5.2%	17.3%	21.6%	30.1%	28.8%	19.5%	17.6%	22.6%	26.1%	0.7%
District	8.1%	5.7%	15.7%	17.9%	27.2%	29.0%	19.1%	19.7%	28.6%	25.8%	2.0%
State	13.1%	13.1%	22.5%	22.5%	31.1%	29.0%	15.4%	16.2%	17.0%	18.8%	0.4%

African American Students

Building	0.0%	13.0%	23.3%	8.7%	26.7%	21.7%	23.3%	21.7%	23.3%	34.8%	0.0%
District	3.7%	6.0%	10.5%	13.0%	25.4%	28.3%	22.0%	22.6%	35.8%	29.3%	0.7%
State	9.7%	10.6%	17.2%	19.4%	29.7%	29.5%	19.9%	17.9%	21.9%	22.1%	0.5%

Hispanic

Building	9.6%	6.7%	17.6%	23.2%	31.6%	31.1%	18.4%	17.1%	21.3%	21.3%	0.6%
District	8.4%	8.3%	17.4%	18.1%	26.6%	31.4%	19.5%	18.6%	27.3%	20.7%	3.0%
State	14.3%	15.8%	23.8%	24.7%	31.3%	29.7%	15.0%	14.5%	14.7%	14.7%	0.7%

White

Building	8.7%	10.5%	17.4%	10.5%	17.4%	10.5%	17.4%	26.3%	39.1%	42.1%	0.0%
District	7.9%	10.7%	22.8%	16.8%	25.1%	32.7%	22.8%	18.7%	21.4%	19.6%	1.4%
State	33.9%	35.9%	30.0%	29.7%	23.0%	22.3%	7.8%	7.1%	4.9%	4.7%	0.3%

Asian & Pacific

Building	18.2%	---	27.3%	---	0.0%	---	9.1%	---	45.5%	---	---
District	19.2%	13.0%	19.2%	21.7%	25.0%	17.4%	13.5%	15.2%	21.2%	32.6%	0.0%
State	41.7%	41.6%	25.4%	25.9%	19.6%	18.4%	7.5%	6.5%	5.8%	7.2%	0.3%

American Indian

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	16.0%	25.4%	26.4%	28.1%	30.7%	25.8%	14.7%	10.1%	11.5%	10.1%	0.4%

Multi-Ethnic

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	22.5%	22.0%	29.1%	27.4%	28.0%	30.0%	10.4%	11.3%	9.2%	9.1%	0.2%

Female

Building	8.2%	5.9%	22.4%	18.6%	22.4%	25.5%	17.3%	21.6%	27.6%	28.4%	0.0%
District	5.8%	7.4%	16.8%	16.2%	25.5%	31.4%	21.5%	20.2%	28.9%	23.6%	1.3%
State	27.5%	29.0%	29.0%	28.2%	25.4%	25.0%	10.2%	9.5%	7.5%	7.8%	0.4%

Male

Building	8.8%	8.9%	15.7%	20.5%	32.4%	31.3%	19.6%	14.3%	22.5%	24.1%	0.9%
District	7.4%	8.3%	13.7%	15.5%	26.4%	28.6%	20.2%	19.9%	30.6%	25.6%	2.0%
State	30.4%	32.3%	27.1%	27.9%	24.3%	23.2%	9.6%	8.7%	8.0%	7.6%	0.4%

Migrant

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	16.0%	16.1%	38.9%	29.5%	22.9%	24.8%	8.3%	15.4%	11.8%	13.4%	0.7%

GRADE 07 MATH

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
Building	9.1%	7.8%	22.6%	30.1%	33.9%	29.5%	17.7%	18.7%	15.6%	13.0%	1.0%
District	7.5%	10.9%	17.3%	20.7%	27.4%	27.5%	22.8%	22.0%	24.1%	17.7%	1.1%
State	24.5%	26.1%	26.6%	27.3%	26.8%	26.4%	13.5%	12.5%	8.0%	7.2%	0.5%

Economically Disadvantaged

Building	8.5%	8.5%	22.0%	31.3%	33.9%	29.0%	18.1%	18.2%	16.4%	12.5%	0.6%
District	6.5%	9.3%	16.3%	21.7%	27.2%	27.3%	23.1%	23.0%	26.1%	18.0%	0.7%
State	12.5%	13.1%	22.0%	23.4%	30.6%	31.3%	19.7%	18.8%	14.3%	12.6%	0.8%

Special Ed.

Building	12.5%	0.0%	20.8%	22.7%	29.2%	45.5%	20.8%	13.6%	16.7%	13.6%	4.5%
District	6.4%	8.1%	7.4%	10.3%	26.7%	31.8%	31.7%	29.6%	26.7%	19.3%	0.9%
State	10.1%	10.7%	16.9%	19.5%	31.3%	31.5%	23.6%	22.2%	17.1%	15.1%	1.1%

ELL

Building	5.5%	5.2%	21.1%	33.9%	32.1%	27.8%	22.0%	20.9%	17.4%	11.3%	0.9%
District	6.5%	6.9%	14.6%	24.0%	24.1%	27.7%	25.7%	23.1%	28.6%	16.8%	1.4%
State	8.5%	7.8%	18.3%	18.3%	30.8%	31.7%	22.2%	23.2%	19.2%	18.1%	0.9%

African American Students

Building	7.7%	6.7%	23.1%	26.7%	30.8%	33.3%	23.1%	13.3%	15.4%	16.7%	3.3%
District	5.8%	8.4%	16.6%	16.0%	26.8%	27.4%	24.4%	25.2%	25.5%	22.3%	0.7%
State	9.3%	9.8%	17.7%	20.0%	28.8%	30.7%	23.0%	21.2%	20.0%	17.3%	1.0%

Hispanic

Building	8.6%	7.1%	22.7%	35.4%	32.0%	29.1%	18.8%	18.9%	16.4%	9.4%	0.0%
District	7.3%	10.3%	17.3%	24.6%	25.3%	28.5%	23.6%	20.1%	25.7%	14.3%	2.1%
State	10.5%	11.5%	20.2%	21.0%	30.9%	30.9%	20.9%	20.6%	16.5%	15.2%	0.9%

White

Building	11.1%	4.8%	25.9%	19.0%	37.0%	23.8%	11.1%	33.3%	14.8%	14.3%	4.8%
District	11.7%	14.8%	19.5%	26.8%	31.7%	25.4%	19.0%	19.6%	16.6%	12.9%	0.5%
State	28.5%	30.6%	28.7%	29.2%	26.0%	25.1%	11.2%	10.1%	5.3%	4.6%	0.4%

Asian & Pacific

Building	---	20.0%	---	6.7%	---	33.3%	---	6.7%	---	33.3%	0.0%
District	16.7%	28.1%	13.3%	12.3%	43.3%	29.8%	3.3%	14.0%	23.3%	15.8%	0.0%
State	40.5%	38.0%	25.6%	25.3%	19.7%	22.5%	9.4%	8.6%	4.4%	5.4%	0.1%

American Indian

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	15.1%	13.7%	26.1%	24.1%	27.3%	34.7%	19.5%	16.7%	10.8%	10.4%	0.4%

Multi-Ethnic

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	18.7%	19.3%	25.3%	29.1%	30.6%	27.8%	15.0%	13.8%	9.5%	9.0%	1.1%

Female

Building	9.9%	8.2%	23.5%	31.6%	33.3%	33.7%	17.3%	12.2%	14.8%	14.3%	0.0%
District	9.1%	11.7%	18.5%	23.6%	29.0%	30.3%	22.5%	18.4%	20.3%	15.3%	0.8%
State	24.3%	26.1%	27.0%	28.5%	27.8%	27.1%	13.4%	11.9%	7.0%	6.1%	0.4%

Male

Building	8.6%	7.4%	21.9%	28.4%	34.3%	25.3%	18.1%	25.3%	16.2%	11.6%	2.1%
District	6.1%	10.2%	16.1%	18.0%	25.9%	25.0%	23.0%	25.4%	27.7%	19.9%	1.5%
State	24.7%	26.1%	26.1%	26.2%	25.9%	25.8%	13.6%	12.9%	9.0%	8.3%	0.6%

Migrant

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	9.6%	13.0%	22.6%	25.4%	30.8%	29.0%	19.2%	16.7%	16.4%	15.2%	0.7%

GRADE 08 MATH

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
Building	3.0%	8.8%	10.3%	21.9%	28.5%	38.1%	24.8%	13.8%	32.1%	16.9%	0.6%
District	3.7%	8.4%	13.1%	20.2%	29.2%	31.7%	24.4%	19.7%	27.7%	17.8%	2.2%
State	22.7%	25.6%	25.7%	26.3%	25.6%	25.3%	14.2%	13.1%	11.1%	9.0%	0.7%

Economically Disadvantaged

Building	3.4%	8.2%	10.7%	21.2%	28.9%	38.4%	23.5%	13.7%	32.2%	17.8%	0.7%
District	3.5%	8.2%	12.1%	19.2%	28.2%	32.0%	24.6%	20.8%	29.9%	18.8%	1.1%
State	10.9%	12.9%	20.0%	22.3%	28.0%	29.1%	20.3%	18.9%	19.6%	15.7%	1.0%

Special Ed.

Building	0.0%	5.3%	0.0%	21.1%	27.3%	57.9%	18.2%	10.5%	54.5%	5.3%	0.0%
District	5.0%	8.2%	6.7%	13.0%	31.3%	29.3%	24.6%	21.2%	30.2%	26.1%	2.2%
State	8.1%	9.9%	15.9%	17.5%	29.4%	29.8%	21.7%	21.5%	23.4%	19.9%	1.5%

ELL

Building	3.8%	6.5%	8.9%	18.2%	26.6%	40.3%	20.3%	13.0%	39.2%	22.1%	0.0%
District	2.9%	6.9%	10.7%	16.9%	21.7%	29.6%	24.3%	18.5%	37.9%	25.0%	3.1%
State	8.3%	7.3%	16.0%	16.1%	24.5%	28.9%	20.8%	22.5%	29.3%	23.7%	1.6%

African American Students

Building	0.0%	0.0%	0.0%	6.7%	25.0%	46.7%	25.0%	20.0%	50.0%	20.0%	6.7%
District	2.7%	7.2%	10.9%	18.4%	29.0%	32.0%	24.8%	23.2%	31.6%	17.7%	1.5%
State	7.3%	9.7%	15.0%	18.7%	27.6%	28.9%	22.9%	21.7%	25.6%	20.1%	1.0%

Hispanic

Building	3.6%	7.4%	10.7%	23.1%	30.4%	39.7%	25.0%	13.2%	29.5%	16.5%	0.0%
District	4.0%	7.6%	12.0%	20.5%	28.1%	31.5%	24.7%	18.4%	28.5%	18.8%	3.2%
State	9.0%	10.9%	18.2%	20.5%	27.1%	28.7%	20.8%	20.0%	23.6%	18.5%	1.4%

White

Building	4.2%	26.3%	16.7%	31.6%	29.2%	21.1%	20.8%	10.5%	25.0%	10.5%	0.0%
District	5.6%	12.9%	18.2%	24.4%	32.9%	31.3%	22.5%	14.4%	17.3%	14.4%	2.5%
State	26.8%	29.9%	28.2%	28.2%	25.2%	24.4%	12.2%	11.0%	7.1%	5.9%	0.5%

Asian & Pacific

Building	---	---	---	---	---	---	---	---	---	---	---
District	4.3%	15.2%	29.8%	24.2%	25.5%	27.3%	25.5%	12.1%	14.9%	21.2%	0.0%
State	35.1%	41.6%	26.8%	25.0%	20.3%	17.7%	9.7%	8.6%	7.8%	6.9%	0.3%

American Indian

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	14.0%	16.1%	22.0%	23.4%	27.2%	28.9%	17.8%	19.1%	17.8%	11.8%	0.6%

Multi-Ethnic

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	16.2%	18.7%	23.8%	26.0%	28.1%	26.9%	15.5%	14.2%	15.7%	13.3%	0.9%

Female

Building	1.2%	11.1%	9.8%	25.0%	32.9%	37.5%	25.6%	13.9%	29.3%	12.5%	0.0%
District	3.9%	9.4%	13.0%	19.2%	29.5%	36.5%	26.4%	19.6%	25.5%	13.0%	2.3%
State	22.3%	25.3%	26.5%	26.7%	26.3%	26.4%	14.1%	13.1%	10.2%	8.1%	0.5%

Male

Building	4.8%	6.8%	10.8%	19.3%	24.1%	38.6%	24.1%	13.6%	34.9%	20.5%	1.1%
District	3.5%	7.5%	13.2%	21.1%	28.9%	27.0%	22.6%	19.8%	29.7%	22.4%	2.1%
State	23.1%	25.8%	24.8%	25.9%	25.0%	24.4%	14.3%	13.2%	11.9%	9.9%	0.8%

Migrant

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	5.9%	11.3%	17.8%	18.8%	29.7%	21.8%	20.3%	21.8%	24.6%	25.6%	0.8%

GRADE 07 SCIENCE

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
Building	0.5%	0.5%	5.9%	6.7%	36.2%	40.4%	41.1%	36.3%	16.2%	15.0%	1.0%
District	0.6%	2.0%	8.6%	8.5%	33.3%	35.8%	39.6%	38.3%	17.9%	14.9%	0.5%
State	14.4%	16.6%	30.5%	29.5%	37.5%	36.9%	14.2%	13.9%	3.2%	2.7%	0.3%

Economically Disadvantaged

Building	0.6%	0.6%	5.1%	6.8%	35.2%	40.7%	42.6%	36.2%	16.5%	15.3%	0.6%
District	0.5%	1.4%	6.3%	7.8%	32.0%	35.2%	42.1%	39.6%	19.2%	15.9%	0.3%
State	6.5%	7.4%	20.7%	21.0%	42.1%	42.2%	24.0%	23.5%	6.4%	5.3%	0.5%

Special Ed.

Building	0.0%	0.0%	0.0%	0.0%	21.7%	9.1%	43.5%	31.8%	34.8%	54.5%	4.5%
District	2.1%	5.0%	8.4%	8.6%	16.8%	19.4%	45.3%	41.4%	27.4%	25.2%	0.5%
State	9.2%	9.6%	20.1%	20.3%	38.0%	38.3%	26.1%	25.3%	6.2%	5.9%	0.7%

ELL

Building	0.0%	0.0%	1.9%	5.2%	30.6%	33.9%	46.3%	43.5%	21.3%	16.5%	0.9%
District	0.3%	0.9%	4.2%	4.7%	26.0%	29.3%	43.5%	44.0%	26.0%	20.8%	0.3%
State	2.8%	2.2%	10.6%	10.2%	38.9%	39.7%	34.5%	37.1%	12.9%	10.3%	0.6%

African American Students

Building	0.0%	0.0%	3.8%	3.3%	38.5%	43.3%	50.0%	36.7%	7.7%	13.3%	3.3%
District	0.7%	1.9%	7.8%	5.2%	32.6%	34.4%	42.5%	42.6%	16.3%	15.2%	0.7%
State	3.1%	3.6%	13.1%	14.5%	41.0%	40.4%	32.7%	31.8%	9.7%	9.2%	0.5%

Hispanic

Building	0.0%	0.0%	3.9%	6.3%	34.6%	40.2%	41.7%	39.4%	19.7%	14.2%	0.0%
District	0.2%	1.3%	5.5%	6.6%	30.3%	36.2%	41.1%	40.1%	22.9%	15.8%	0.0%
State	4.0%	4.2%	14.6%	14.8%	41.2%	42.0%	29.9%	31.2%	10.0%	7.3%	0.5%

White

Building	3.7%	4.8%	14.8%	9.5%	40.7%	42.9%	29.6%	23.8%	11.1%	14.3%	4.8%
District	1.5%	3.8%	18.0%	18.2%	39.7%	38.8%	29.4%	27.8%	11.3%	10.5%	1.0%
State	17.5%	20.5%	35.3%	34.0%	36.2%	35.2%	9.4%	8.8%	1.4%	1.1%	0.3%

Asian & Pacific

Building	---	0.0%	---	13.3%	---	33.3%	---	26.7%	---	26.7%	0.0%
District	0.0%	1.7%	10.0%	20.7%	43.3%	36.2%	26.7%	20.7%	20.0%	20.7%	0.0%
State	18.5%	18.9%	31.1%	26.8%	35.0%	36.7%	12.3%	12.9%	3.0%	4.7%	0.1%

American Indian

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	10.8%	10.3%	27.8%	23.4%	42.9%	47.1%	16.3%	15.7%	2.0%	3.4%	0.0%

Multi-Ethnic

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	10.0%	11.9%	26.2%	26.8%	42.4%	40.3%	17.5%	18.1%	3.7%	2.4%	0.5%

Female

Building	0.0%	0.0%	3.8%	6.1%	42.5%	37.4%	41.3%	41.4%	12.5%	15.2%	0.0%
District	0.5%	0.8%	6.6%	7.2%	33.6%	34.7%	42.8%	43.5%	16.5%	13.6%	0.2%
State	10.4%	13.0%	29.1%	28.8%	41.0%	40.2%	16.2%	15.2%	3.2%	2.7%	0.2%

Male

Building	1.0%	1.1%	7.6%	7.4%	31.4%	43.6%	41.0%	30.9%	19.0%	14.9%	2.1%
District	0.8%	3.2%	10.4%	9.8%	33.0%	36.9%	36.6%	33.3%	19.2%	16.1%	0.8%
State	18.3%	20.1%	31.9%	30.2%	34.2%	33.8%	12.2%	12.7%	3.2%	2.7%	0.4%

Migrant

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	5.0%	5.8%	17.0%	19.0%	39.7%	40.1%	26.2%	24.8%	12.1%	9.5%	0.7%

GRADE 08 WRITING

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2009
Building	---	3.2%	---	9.0%	---	36.5%	---	35.9%	---	12.8%	2.6%
District	---	4.5%	---	10.1%	---	30.4%	---	30.1%	---	21.0%	3.9%
State	---	15.6%	---	24.9%	---	33.0%	---	18.0%	---	6.4%	2.2%

Economically Disadvantaged

Building	---	3.4%	---	8.2%	---	36.3%	---	35.6%	---	13.7%	2.7%
District	---	4.0%	---	9.4%	---	29.4%	---	31.9%	---	22.9%	2.4%
State	---	8.9%	---	18.5%	---	33.4%	---	25.1%	---	11.0%	3.2%

Special Ed.

Building	---	0.0%	---	5.3%	---	21.1%	---	47.4%	---	26.3%	0.0%
District	---	10.4%	---	6.0%	---	15.3%	---	27.3%	---	35.5%	5.5%
State	---	7.2%	---	13.5%	---	29.2%	---	28.6%	---	17.2%	4.2%

ELL

Building	---	1.3%	---	5.2%	---	33.8%	---	40.3%	---	18.2%	1.3%
District	---	3.1%	---	3.9%	---	23.2%	---	34.7%	---	29.7%	5.4%
State	---	4.2%	---	11.1%	---	33.4%	---	30.6%	---	15.1%	5.6%

African American Students

Building	---	0.0%	---	14.3%	---	35.7%	---	28.6%	---	14.3%	7.1%
District	---	4.5%	---	10.5%	---	28.8%	---	30.4%	---	23.5%	2.2%
State	---	7.1%	---	15.3%	---	33.1%	---	27.0%	---	14.8%	2.6%

Hispanic

Building	---	4.3%	---	8.5%	---	35.0%	---	37.6%	---	13.7%	0.9%
District	---	4.8%	---	8.4%	---	29.9%	---	31.4%	---	20.6%	5.0%
State	---	8.3%	---	16.8%	---	34.4%	---	26.0%	---	10.4%	4.0%

White

Building	---	0.0%	---	10.0%	---	50.0%	---	35.0%	---	5.0%	0.0%
District	---	4.8%	---	11.6%	---	37.2%	---	27.5%	---	15.0%	3.9%
State	---	17.9%	---	27.5%	---	32.7%	---	15.5%	---	4.7%	1.7%

Asian & Pacific

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	0.0%	---	15.2%	---	24.2%	---	24.2%	---	24.2%	12.1%
State	---	19.8%	---	28.2%	---	31.5%	---	13.7%	---	4.2%	2.6%

American Indian

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	---	12.4%	---	20.2%	---	32.7%	---	25.3%	---	5.4%	4.0%

Multi-Ethnic

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	---	11.5%	---	21.8%	---	35.6%	---	19.9%	---	8.9%	2.4%

Female

Building	---	7.2%	---	11.6%	---	47.8%	---	27.5%	---	4.3%	1.4%
District	---	5.1%	---	14.1%	---	34.3%	---	27.8%	---	14.9%	3.8%
State	---	20.0%	---	27.9%	---	31.7%	---	14.6%	---	4.2%	1.7%

Male

Building	---	0.0%	---	6.9%	---	27.6%	---	42.5%	---	19.5%	3.4%
District	---	4.0%	---	6.2%	---	26.6%	---	32.4%	---	26.8%	4.0%
State	---	11.4%	---	22.1%	---	34.3%	---	21.2%	---	8.4%	2.6%

Migrant

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	---	6.1%	---	14.4%	---	31.1%	---	23.5%	---	14.4%	10.6%