



J. C. Harmon High School 2008-2009 School Building Report Card

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[KSDE Building Report Card](#)

[KSDE Summary .pdf](#)

[J. C. Harmon High School Websites](#)

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 made up of 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.

- **Kansas City Kansas Community College Technical Education Center (TEC)** [*formerly Area Technical School (ATS)*] — Seniors who fulfilled their necessary credit requirements at Harmon and who were on track to graduate could attend TEC for free during their 12th grade year.
- **AYP** — Harmon made AYP in Math and Reading
- **BIG - (Believe in Greatness)** — A male mentoring program supported by businessmen from the KCKPS

community.

- **Career Cruising** — Online career guidance resource was utilized in the SLCs to help students explore available career paths.
- **College and Career Coordinators (CCC)** — The CCCs assisted students with the college admissions and career exploration process. Each SLC had its own CCC.
- **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
 - Many teachers were ESL endorsed or were seeking that status
- **Escalera College Bridge Program** — Administered by Guadalupe Centers, Inc., a non-profit community based organization. Escalera provided opportunities for high school juniors to learn about the options available for their future. A particular emphasis was placed on the development of personal, educational, and career goals.
- **Family Advocacy Period** — A time designed to build rapport and relationships with advocates, students and families to promote academic success.
- **Harmon Scholars** — A college preparatory program where students were 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 applied and went through an interview process in order to be admitted.
- **Higher Dimensions** — An after school program in partnership with Living Stone Family Worship Center. Provided supervised extra-curricular activities at the school and center for those students who wanted to attend from 12:30-2:00 p.m. on Wednesdays.
- **I.C.A.R.E.** — An after school tutoring program that met every Tuesday and Thursday from 2:30-3:30 p.m. organized by each SLC. Students could receive additional instruction from certified staff members and peer tutors 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 through an action research.
- **Link Crew** — A mentoring program from the Boomerang Project, which supported leadership training and school community building. Juniors and seniors were selected and trained to mentor the freshmen class that resulted in a significant decrease in office referrals and an increase in school spirit.
- **LNESC-KC** — A community program to create lifelong learners and leaders, provided students with quality educational opportunities.
- **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** — A community-based instructional program 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, Communications, and Visual Arts. Each of these SLCs had all four-grade levels assigned to it and each

community had approximately 250 students. The students remain with the same SLC over a four-year period.

- **Special Education** — Five Special Education programs functioned at Harmon: 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
- **Technology** — Every high school student and teacher were provided a laptop by KCKPS. Teachers were provided professional development opportunities as they integrated the laptops in instruction and student learning.
- **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.
- **Young Women on the Move** — A weekly community mentoring program for female students with the goal of empowering young women to live healthy lives filled with positive options.

Harmon's Mission Statement

The mission of J.C. Harmon High School is to work together in partnership with the community to develop life-long learners.

School Slogan

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.

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

Report Card 2008-2009

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: 76.7%	% Tested Goal: 95%	% Prof. & Above Goal: 70.5%	% Tested Goal: 95%	Grad Rt. High Sch. Goal: 75% or Improve.	Attend Rt. Goal: 90%
All Students	57.3%	97.9%	54.1%	99.2%	67.2%	N/A
Free & Reduced Lunch	56.3%	99.0%	54.1%	100.0%	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
English Language Learners	30.6%	96.4%	52.8%	100.0%	N/A	N/A
African-Americans	49.1%	98.3%	37.7%	98.3%	N/A	N/A
Hispanics	54.1%	97.6%	57.1%	100.0%	N/A	N/A
Whites	75.0%	97.9%	63.6%	97.9%	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	21.7	42.1	7.9
Hispanics	55.1	38.1	13.1
Whites	19.4	15.9	70.4
Other	3.8	3.9	8.6

Economically Disadvantaged Students	Bldg.	Dist.	State
Economically Disadvantaged	89.6	83.8	42.8
Non-Economic. Disadvantaged	10.4	16.2	57.2

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: 1,155 District: 19,848 State: 468,195

DEMOGRAPHICS

English language Learners	Bldg.	Dist.	State
ELL Students	13.8	27.3	8.4
Non-ELL Students	86.2	72.7	91.6

Gender	Bldg.	Dist.	State
Male	54.8	51.3	51.5
Female	45.2	48.7	48.5

Attendance	Bldg.	Dist.	State
2008	88.0	93.0	94.7
2009	87.5	93.0	94.9

Students with Disabilities	Bldg.	Dist.	State
Students with Disabilities	14.2	12.8	13.5
Students without Disabilities	85.8	87.2	86.5

Graduation Rate	Bldg.	Dist.	State
2007	79.6	78.0	89.2
2008	67.2	77.8	89.5

TEACHER QUALITY

Qualification	School
Fully Licensed	80.24%
Not Fully Licensed	19.75%

% Not Fully Licensed Teachers	School
Not Licensed	0.00%
Not Qualified	0.00%
Provisional	17.28%
Waiver	0.00%

Core Content Classes	School
Not Taught by Highly Qualified	18.81%
Taught by Highly Qualified	81.19%

% of Core Classes Taught by Highly Qualified Teachers	School	District	State
Elementary	N/A	95.38%	98.46%
English Language Arts	91.30%	82.45%	94.34%
ESL/Bilingual	66.66%	76.37%	81.96%
Fine Arts	83.78%	90.27%	94.96%
Foreign Language	62.50%	67.66%	90.18%
History and Government	82.75%	86.99%	96.33%
Mathematics	71.87%	72.86%	93.43%
Science	85.96%	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=8327

GRADE 11 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	5.9%	5.2%	8.5%	10.7%	38.6%	38.5%	20.8%	18.3%	25.4%	21.8%	5.6%
District	7.3%	6.1%	14.6%	17.7%	37.8%	38.8%	20.0%	17.1%	18.8%	15.6%	4.7%
State	22.7%	22.1%	26.9%	28.6%	31.8%	33.5%	10.9%	10.2%	6.3%	4.6%	0.9%

Economically Disadvantaged

Building	4.0%	4.8%	9.5%	10.0%	38.8%	38.6%	20.9%	18.6%	25.9%	22.9%	5.2%
District	4.7%	4.8%	12.9%	14.7%	37.6%	38.8%	21.7%	18.7%	22.2%	17.8%	5.3%
State	11.4%	10.9%	20.2%	22.1%	36.5%	39.5%	17.3%	16.3%	13.0%	9.6%	1.6%

Special Ed.

Building	26.9%	27.3%	3.8%	6.1%	11.5%	9.1%	19.2%	9.1%	34.6%	36.4%	12.1%
District	12.7%	13.9%	6.8%	12.3%	19.5%	18.9%	16.9%	11.5%	41.5%	31.1%	12.3%
State	11.0%	11.2%	14.2%	15.9%	34.2%	37.3%	18.3%	19.4%	20.2%	14.1%	2.0%

ELL

Building	0.0%	1.8%	0.0%	1.8%	13.6%	25.0%	22.7%	23.2%	61.4%	42.9%	5.4%
District	0.0%	0.8%	3.2%	4.2%	14.7%	26.9%	21.1%	21.8%	57.9%	39.5%	6.7%
State	2.8%	3.4%	8.5%	11.5%	27.5%	29.5%	25.4%	26.3%	33.6%	26.1%	3.3%

African American Students

Building	7.1%	4.7%	7.1%	6.3%	38.1%	34.4%	16.7%	15.6%	31.0%	31.3%	7.8%
District	5.7%	5.1%	14.3%	15.8%	38.4%	38.5%	21.2%	17.9%	18.9%	17.1%	5.5%
State	8.1%	7.3%	16.3%	18.0%	37.4%	40.6%	19.9%	19.2%	16.6%	12.2%	2.7%

Hispanic

Building	2.8%	3.1%	8.5%	10.2%	41.1%	39.1%	22.7%	21.1%	24.8%	21.1%	5.5%
District	5.7%	3.7%	13.0%	14.9%	36.0%	42.2%	22.0%	17.2%	22.3%	16.6%	5.4%
State	8.3%	8.1%	17.6%	19.9%	36.5%	38.7%	19.7%	19.0%	16.4%	12.6%	1.7%

White

Building	16.7%	12.2%	11.9%	16.3%	35.7%	42.9%	16.7%	14.3%	16.7%	12.2%	2.0%
District	16.4%	12.9%	18.1%	26.4%	39.5%	36.0%	13.6%	12.4%	11.3%	10.1%	2.2%
State	26.1%	25.6%	29.2%	31.1%	30.5%	32.0%	8.9%	8.0%	4.0%	2.7%	0.6%

Asian & Pacific

Building	---	0.0%	---	10.0%	---	40.0%	---	20.0%	---	20.0%	10.0%
District	4.8%	5.5%	16.7%	20.0%	31.0%	36.4%	16.7%	21.8%	26.2%	14.5%	1.8%
State	24.5%	24.6%	24.0%	24.5%	29.1%	30.6%	12.5%	11.9%	7.9%	6.6%	1.8%

American Indian

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	15.8%	14.9%	26.8%	21.9%	39.1%	42.4%	12.7%	15.7%	5.1%	3.9%	1.3%

Multi-Ethnic

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	19.2%	17.2%	25.7%	29.0%	33.9%	35.3%	12.4%	11.4%	7.2%	6.4%	0.7%

Female

Building	5.5%	2.6%	7.3%	11.1%	41.3%	41.0%	22.0%	20.5%	22.9%	22.2%	2.6%
District	6.3%	5.1%	15.3%	18.6%	39.0%	42.3%	21.2%	17.7%	16.9%	14.3%	2.1%
State	23.7%	22.7%	27.6%	28.9%	31.6%	33.4%	10.5%	10.1%	5.3%	4.0%	0.9%

Male

Building	6.3%	7.4%	9.4%	10.4%	36.2%	36.3%	19.7%	16.3%	27.6%	21.5%	8.1%
District	8.4%	7.2%	13.9%	16.7%	36.5%	35.3%	18.7%	16.5%	20.8%	16.9%	7.4%
State	21.8%	21.5%	26.2%	28.4%	32.0%	33.6%	11.4%	10.4%	7.3%	5.2%	0.9%

Migrant

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	1.3%	6.4%	11.4%	21.3%	38.0%	37.2%	21.5%	17.0%	25.3%	17.0%	1.1%

GRADE 11 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	3.4%	8.0%	8.9%	12.0%	33.5%	29.6%	20.3%	14.0%	31.4%	32.0%	4.4%
District	5.2%	5.9%	12.7%	12.9%	35.1%	38.3%	16.4%	13.6%	26.9%	25.0%	4.3%
State	15.7%	19.4%	24.1%	23.4%	35.2%	35.5%	11.9%	11.6%	10.6%	9.2%	0.9%

Economically Disadvantaged

Building	3.0%	7.7%	8.4%	11.0%	32.7%	31.1%	21.3%	14.4%	31.7%	31.6%	4.3%
District	4.1%	4.8%	12.0%	11.0%	34.1%	38.1%	17.2%	14.5%	29.3%	26.4%	5.2%
State	7.0%	8.7%	16.6%	16.2%	36.7%	39.4%	16.7%	16.9%	20.1%	17.2%	1.6%

Special Ed.

Building	11.5%	33.3%	15.4%	3.0%	7.7%	3.0%	23.1%	6.1%	38.5%	48.5%	6.1%
District	11.7%	13.1%	9.2%	9.0%	11.7%	12.3%	17.5%	12.3%	43.3%	44.3%	9.0%
State	4.9%	7.8%	12.0%	13.1%	33.6%	33.8%	18.6%	20.0%	27.1%	23.3%	2.0%

ELL

Building	0.0%	3.4%	2.4%	8.6%	40.5%	36.2%	26.2%	12.1%	26.2%	37.9%	1.7%
District	0.0%	3.3%	4.4%	9.9%	40.0%	33.9%	20.0%	16.5%	32.2%	30.6%	5.8%
State	3.7%	4.1%	10.1%	12.1%	31.8%	36.2%	20.2%	20.3%	31.7%	25.9%	1.4%

African American Students

Building	2.3%	4.8%	0.0%	9.5%	31.8%	19.0%	18.2%	17.5%	47.7%	41.3%	7.9%
District	4.8%	3.6%	8.6%	8.1%	34.0%	36.0%	17.4%	16.4%	31.3%	30.6%	5.3%
State	4.6%	5.0%	11.4%	10.6%	32.6%	34.5%	18.9%	20.7%	28.4%	26.3%	2.9%

Hispanic

Building	1.5%	7.0%	8.8%	8.5%	33.6%	37.2%	24.1%	15.5%	28.5%	28.7%	3.1%
District	2.7%	4.3%	13.5%	12.6%	37.8%	44.5%	17.6%	13.6%	25.3%	20.6%	4.3%
State	5.6%	6.4%	14.3%	16.5%	37.0%	39.4%	17.9%	17.6%	23.0%	18.7%	1.5%

White

Building	10.9%	16.7%	17.4%	20.8%	37.0%	22.9%	10.9%	8.3%	23.9%	29.2%	2.1%
District	10.0%	15.4%	23.2%	21.1%	33.2%	32.6%	12.6%	8.0%	18.4%	20.6%	2.3%
State	17.9%	22.6%	26.5%	25.7%	35.5%	35.1%	10.3%	9.9%	7.4%	6.1%	0.6%

Asian & Pacific

Building	---	0.0%	---	30.0%	---	30.0%	---	0.0%	---	30.0%	10.0%
District	7.1%	7.3%	16.7%	30.9%	33.3%	45.5%	14.3%	5.5%	21.4%	9.1%	1.8%
State	24.0%	28.2%	28.0%	25.6%	27.7%	31.1%	10.3%	7.4%	7.2%	7.2%	0.5%

American Indian

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	7.3%	13.4%	18.4%	16.0%	39.1%	39.4%	17.7%	15.5%	14.9%	15.2%	0.5%

Multi-Ethnic

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	12.5%	12.3%	22.3%	20.6%	35.9%	37.4%	13.3%	15.8%	12.3%	12.5%	1.4%

Female

Building	1.8%	2.6%	7.2%	11.4%	36.0%	30.7%	18.0%	14.9%	35.1%	38.6%	1.8%
District	2.8%	4.1%	11.4%	11.5%	36.2%	40.4%	17.2%	14.3%	29.3%	27.3%	2.4%
State	14.1%	17.6%	23.6%	23.3%	36.9%	37.2%	12.3%	11.9%	10.7%	9.2%	0.9%

Male

Building	4.8%	12.5%	10.4%	12.5%	31.2%	28.7%	22.4%	13.2%	28.0%	26.5%	6.6%
District	7.6%	7.8%	14.1%	14.4%	33.9%	36.1%	15.6%	12.9%	24.4%	22.6%	6.3%
State	17.2%	21.2%	24.5%	23.4%	33.7%	33.8%	11.5%	11.4%	10.6%	9.2%	0.9%

Migrant

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	5.0%	4.4%	13.8%	16.5%	35.0%	44.0%	13.8%	16.5%	30.0%	17.6%	1.1%

GRADE 11 SCIENCE

All Students

	Exemplary		Exceeds Std.		Meets Std.		Approaches Std.		Acad. Warning		Not Tested
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	
Building	2.3%	1.4%	2.8%	4.1%	44.7%	36.9%	38.2%	44.2%	10.6%	8.8%	4.6%
District	2.2%	1.5%	6.6%	8.2%	43.1%	49.9%	39.0%	32.0%	8.4%	7.1%	1.3%
State	7.2%	7.9%	23.3%	23.2%	52.1%	52.3%	14.6%	13.7%	2.1%	2.0%	0.9%

Economically Disadvantaged

Building	2.2%	1.7%	2.2%	2.8%	44.1%	35.6%	38.7%	45.6%	11.8%	9.4%	5.0%
District	1.8%	1.0%	4.7%	6.1%	41.4%	48.6%	41.6%	34.3%	10.1%	8.2%	1.6%
State	3.4%	3.4%	13.3%	13.5%	51.5%	53.6%	25.5%	23.8%	4.8%	4.3%	1.5%

Special Ed.

Building	18.2%	7.1%	4.5%	0.0%	27.3%	14.3%	27.3%	32.1%	13.6%	14.3%	32.1%
District	13.0%	5.0%	7.4%	10.9%	18.5%	23.8%	42.6%	33.7%	16.7%	15.8%	10.9%
State	6.3%	5.3%	11.8%	10.0%	43.1%	41.4%	29.7%	29.7%	5.1%	6.6%	7.0%

ELL

Building	0.0%	0.0%	0.0%	0.0%	32.5%	10.0%	47.5%	70.0%	17.5%	20.0%	0.0%
District	0.0%	0.0%	1.1%	2.9%	29.5%	33.3%	54.5%	49.5%	13.6%	13.3%	1.0%
State	0.9%	1.4%	5.4%	4.9%	43.9%	43.3%	38.6%	39.2%	11.1%	10.6%	0.6%

African American Students

Building	0.0%	3.7%	2.6%	0.0%	36.8%	29.6%	44.7%	50.0%	15.8%	13.0%	3.7%
District	1.7%	0.9%	4.5%	5.7%	38.2%	47.5%	45.5%	36.7%	9.6%	8.8%	0.4%
State	1.9%	1.9%	8.0%	7.0%	47.4%	49.0%	34.1%	33.8%	6.4%	6.4%	1.9%

Hispanic

Building	0.8%	0.0%	2.3%	2.7%	48.1%	39.8%	38.2%	46.9%	9.2%	8.0%	2.7%
District	1.1%	0.0%	6.7%	4.7%	46.5%	54.7%	37.6%	32.9%	7.4%	6.2%	1.6%
State	2.3%	1.9%	9.9%	10.1%	50.8%	53.0%	29.7%	28.4%	6.5%	5.5%	1.0%

White

Building	10.0%	2.4%	5.0%	12.2%	40.0%	36.6%	35.0%	31.7%	10.0%	4.9%	12.2%
District	6.0%	5.9%	13.8%	19.7%	49.1%	45.4%	24.0%	20.4%	7.2%	4.6%	3.9%
State	8.3%	9.3%	26.7%	26.6%	52.5%	52.5%	10.8%	9.7%	1.2%	1.1%	0.8%

Asian & Pacific

Building	---	---	---	---	---	---	---	---	---	---	---
District	2.7%	2.0%	5.4%	12.0%	56.8%	60.0%	27.0%	22.0%	5.4%	4.0%	0.0%
State	10.8%	10.6%	22.0%	24.1%	51.0%	51.3%	14.0%	11.3%	2.1%	2.5%	0.3%

American Indian

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	4.0%	5.3%	14.2%	17.4%	62.1%	52.4%	16.8%	20.0%	1.7%	3.5%	1.5%

Multi-Ethnic

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	4.8%	4.6%	18.7%	19.3%	55.3%	52.3%	17.6%	19.6%	2.4%	3.1%	1.0%

Female

Building	1.0%	0.0%	2.0%	1.9%	42.0%	30.8%	41.0%	52.3%	13.0%	12.1%	2.8%
District	1.1%	1.0%	4.5%	4.8%	44.0%	48.9%	40.5%	36.1%	9.5%	8.1%	1.0%
State	4.3%	4.9%	20.1%	20.7%	56.4%	56.1%	16.5%	15.7%	2.1%	2.0%	0.7%

Male

Building	3.4%	2.7%	3.4%	6.4%	47.0%	42.7%	35.9%	36.4%	8.5%	5.5%	6.4%
District	3.4%	2.1%	8.9%	11.8%	42.1%	51.0%	37.4%	27.6%	7.3%	5.9%	1.6%
State	10.0%	10.9%	26.4%	25.6%	47.9%	48.6%	12.8%	11.9%	2.2%	2.0%	1.0%

Migrant

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	0.0%	0.0%	4.3%	5.4%	52.9%	63.5%	32.9%	23.0%	10.0%	5.4%	2.7%

GRADE 11 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	---	5.8%	---	7.9%	---	32.0%	---	24.5%	---	25.7%	4.1%
District	---	4.5%	---	13.6%	---	31.4%	---	28.0%	---	18.8%	3.6%
State	---	14.4%	---	23.9%	---	33.4%	---	18.6%	---	6.3%	3.4%

Economically Disadvantaged

Building	---	6.5%	---	6.5%	---	31.0%	---	26.0%	---	25.5%	4.5%
District	---	4.0%	---	12.0%	---	30.0%	---	29.6%	---	20.5%	3.9%
State	---	7.8%	---	17.0%	---	32.8%	---	25.5%	---	11.4%	5.4%

Special Ed.

Building	---	29.0%	---	3.2%	---	6.5%	---	25.8%	---	29.0%	6.5%
District	---	14.4%	---	11.9%	---	11.9%	---	28.8%	---	26.3%	6.8%
State	---	7.0%	---	11.1%	---	26.2%	---	29.3%	---	19.9%	6.6%

ELL

Building	---	3.6%	---	0.0%	---	21.4%	---	26.8%	---	44.6%	3.6%
District	---	2.5%	---	0.0%	---	20.3%	---	29.7%	---	42.4%	5.1%
State	---	3.2%	---	9.2%	---	31.0%	---	31.0%	---	18.3%	7.3%

African American Students

Building	---	4.9%	---	1.6%	---	31.1%	---	27.9%	---	31.1%	3.3%
District	---	4.5%	---	14.0%	---	30.9%	---	28.0%	---	19.0%	3.7%
State	---	5.4%	---	14.6%	---	31.5%	---	27.1%	---	16.1%	5.3%

Hispanic

Building	---	4.1%	---	6.6%	---	30.3%	---	25.4%	---	29.5%	4.1%
District	---	2.5%	---	9.7%	---	32.7%	---	28.1%	---	23.7%	3.2%
State	---	5.6%	---	16.6%	---	36.1%	---	25.9%	---	10.8%	5.1%

White

Building	---	12.5%	---	18.8%	---	35.4%	---	14.6%	---	12.5%	6.3%
District	---	8.5%	---	17.7%	---	32.9%	---	25.0%	---	11.0%	4.9%
State	---	16.5%	---	26.1%	---	33.3%	---	16.7%	---	4.5%	3.0%

Asian & Pacific

Building	---	0.0%	---	10.0%	---	40.0%	---	40.0%	---	10.0%	0.0%
District	---	3.7%	---	18.5%	---	24.1%	---	37.0%	---	14.8%	1.9%
State	---	15.2%	---	23.4%	---	33.0%	---	18.4%	---	6.2%	3.8%

American Indian

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	---	14.1%	---	18.5%	---	27.1%	---	25.1%	---	9.7%	5.5%

Multi-Ethnic

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	---	12.3%	---	19.1%	---	35.1%	---	19.6%	---	9.5%	4.3%

Female

Building	---	5.3%	---	9.6%	---	32.5%	---	28.1%	---	19.3%	5.3%
District	---	5.0%	---	15.1%	---	32.8%	---	28.3%	---	15.1%	3.5%
State	---	17.1%	---	26.4%	---	32.5%	---	16.3%	---	4.3%	3.3%

Male

Building	---	6.3%	---	6.3%	---	31.5%	---	21.3%	---	31.5%	3.1%
District	---	4.0%	---	12.0%	---	30.0%	---	27.6%	---	22.6%	3.8%
State	---	11.7%	---	21.6%	---	34.2%	---	20.8%	---	8.2%	3.5%

Migrant

Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	---	8.5%	---	12.7%	---	31.0%	---	33.8%	---	11.3%	2.8%