



F. L. Schlagle High School 2008-2009 School Building Report Card

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[KSDE Building Report Card](#)

[KSDE Summary .pdf](#)

[F. L. Schlagle High School Website](#)

School Highlights

Teaching and Learning

- Teachers increased the rigor in their classroom by incorporating Bloom's Taxonomy's higher level questioning skills into daily classroom curriculum.
- Active Engagement activities including Kagan and cooperative learning were incorporated into daily lessons to allow student to becoming engaged in their learning.
- Teachers utilized strategies from Literacy First, such as word walls, activating prior knowledge, teacher to student ratio 2:1 for engaging learning, and lesson closure for students.
- We focused on planning lesson plans that incorporate the standards or other curriculum.
- Teachers created and implemented benchmarks in classes to allow for student's accountability in their learning.
- Teachers were available after school and on Saturdays to tutor students in Math, Science, English and Social Studies. Computer Labs were available for students use.
- Students achieved AYP status in reading and math.
- The Environmental science students had a very successful recycling program this year.

Technology

- Teachers used laptops as part of their classroom instruction.
- The district SchoolLoop online system was used and updated weekly by our teachers. This allowed parents to stay up to date on their child's academic progress.

Activities

- Honored students with high math scores by providing membership in Mu Alpha Theta National Mathematics Honor Society.
- Many music students competed at regional and state level, and both the band and choir scored ones.
- Our students participated in a Multi-Cultural Celebration, Cinco de Mayo, AIDS Awareness, and Black History Month.

Relationships

- Family Advocacy — We met with our students four times a week. We made frequent phone contact with the parents of our students and met with them twice yearly.
- Students were participants in the Adopt-A-School Program, and Victory Hills Church adopted our school.
- We had peer-coaching partners. This is another teacher that views our class and shares ideas and strategies to improve instruction and relationships.
- We had a quarterly honor roll assembly. We recognized students for academic and attendance achievements.

Schlagle's Mission Statement

Our mission at F.L. Schlagle High School is to provide students equitable opportunities to become responsible life long learners in a changing society.

Our (VISION) Statement is our (MISSION):

We believe that the most promising strategy for achieving the mission of F.L. Schlagle High School is to develop our capacity to function as a professional learning community. We envision a school in which staff:

- Respect and honor the diversity of individual students;
- Dedicate their profession and skills to the intellectual, emotional and social development of students by monitoring each students' progress;
- Unite to achieve a common purpose and clear goals through the development of four unique academies that focus on various live/career skills;
- Support and encourage our students to be actively engaged in the learning process by working collaboratively in "Teams";
- Assist in raising academic standards by implementing cooperative learning strategies on a continual basis; and
- Increase school pride and extracurricular activities through their daily relationships and involvement with students.

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 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	51.7%	97.9%	48.0%	98.5%	89.5%	N/A
Free & Reduced Lunch	47.1%	98.5%	50.0%	98.5%	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
English Language Learners	N/A	N/A	N/A	N/A	N/A	N/A
African-Americans	54.8%	98.5%	45.3%	99.3%	N/A	N/A
Hispanics	N/A	N/A	N/A	N/A	N/A	N/A
Whites	N/A	N/A	N/A	N/A	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	71.8	42.1	7.9
Hispanics	11.5	38.1	13.1
Whites	10.9	15.9	70.4
Other	5.8	3.9	8.6

Economically Disadvantaged Students	Bldg.	Dist.	State
Economically Disadvantaged	78.1	83.8	42.8
Non-Economic. Disadvantaged	21.9	16.2	57.2

Migrant Students	Bldg.	Dist.	State
Migrant Students	0.0	0.5	0.6
Non-Migrant Students	100.0	99.5	99.4

TOTAL ENROLLMENT

Building: 893 District: 19,848 State: 468,195

DEMOGRAPHICS

English language Learners	Bldg.	Dist.	State
ELL Students	3.5	27.3	8.4
Non-ELL Students	96.5	72.7	91.6

Gender	Bldg.	Dist.	State
Male	53.0	51.3	51.5
Female	47.0	48.7	48.5

Attendance	Bldg.	Dist.	State
2008	89.9	93.0	94.7
2009	89.5	93.0	94.9

Students with Disabilities	Bldg.	Dist.	State
Students with Disabilities	13.8	12.8	13.5
Students without Disabilities	86.2	87.2	86.5

Graduation Rate	Bldg.	Dist.	State
2007	80.9	78.0	89.2
2008	89.5	77.8	89.5

TEACHER QUALITY

Qualification	School
Fully Licensed	69.23%
Not Fully Licensed	30.76%

% Not Fully Licensed Teachers	School
Not Licensed	1.53%
Not Qualified	0.00%
Provisional	24.61%
Waiver	0.00%

Core Content Classes	School
Not Taught by Highly Qualified	27.43%
Taught by Highly Qualified	72.57%

% of Core Classes Taught by Highly Qualified Teachers	School	District	State
Elementary	N/A	95.38%	98.46%
English Language Arts	100.00%	82.45%	94.34%
ESL/Bilingual	N/A	76.37%	81.96%
Fine Arts	75.00%	90.27%	94.96%
Foreign Language	0.00%	67.66%	90.18%
History and Government	82.92%	86.99%	96.33%
Mathematics	53.33%	72.86%	93.43%
Science	59.52%	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=8329

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	1.8%	2.6%	10.8%	12.3%	30.6%	33.3%	30.2%	24.1%	25.7%	25.1%	2.6%
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	1.4%	1.5%	4.9%	9.1%	31.9%	33.3%	31.9%	25.8%	29.9%	28.8%	1.5%
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	3.6%	0.0%	7.1%	13.3%	10.7%	16.7%	21.4%	23.3%	57.1%	36.7%	10.0%
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	---	---	---	---	---	---	---	---	---	---	---
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	2.5%	1.4%	8.8%	10.8%	30.2%	37.4%	28.9%	25.2%	29.6%	23.0%	2.2%
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	0.0%	9.1%	12.5%	18.2%	18.8%	22.7%	43.8%	18.2%	25.0%	27.3%	4.5%
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	0.0%	4.8%	22.9%	19.0%	37.1%	19.0%	31.4%	14.3%	8.6%	38.1%	4.8%
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%	---	8.3%	---	33.3%	---	33.3%	---	25.0%	0.0%
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	0.8%	2.1%	9.0%	12.8%	33.6%	38.3%	31.1%	25.5%	24.6%	20.2%	1.1%
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	3.0%	3.0%	13.0%	11.9%	27.0%	28.7%	29.0%	22.8%	27.0%	29.7%	4.0%
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	1.8%	0.5%	8.6%	8.8%	20.0%	35.6%	19.5%	16.5%	43.2%	37.1%	1.5%
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	1.4%	0.0%	9.0%	7.7%	18.8%	38.5%	17.4%	14.6%	47.9%	37.7%	1.5%
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	3.3%	0.0%	13.3%	10.0%	13.3%	16.7%	20.0%	16.7%	40.0%	53.3%	3.3%
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	---	---	---	---	---	---	---	---	---	---	---
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	1.9%	0.0%	7.0%	5.7%	17.8%	36.4%	19.1%	19.3%	46.5%	37.9%	0.7%
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	6.7%	0.0%	13.3%	13.6%	26.7%	36.4%	13.3%	9.1%	40.0%	36.4%	4.5%
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	0.0%	5.3%	16.7%	10.5%	25.0%	15.8%	25.0%	15.8%	33.3%	47.4%	5.3%
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%	---	25.0%	---	58.3%	---	0.0%	---	16.7%	0.0%
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	0.8%	0.0%	8.2%	9.5%	14.8%	35.8%	23.0%	16.8%	46.7%	35.8%	2.1%
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	3.1%	1.0%	9.2%	8.1%	26.5%	35.4%	15.3%	16.2%	38.8%	38.4%	1.0%
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	2009
Building	0.0%	0.0%	3.4%	4.8%	35.4%	48.2%	49.5%	39.2%	10.7%	7.2%	0.6%
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	0.0%	0.0%	2.2%	3.5%	31.9%	44.2%	52.6%	40.7%	12.6%	10.6%	0.9%
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	0.0%	0.0%	11.1%	12.0%	14.8%	20.0%	51.9%	48.0%	22.2%	16.0%	4.0%
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	---	---	---	---	---	---	---	---	---	---	---
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%	0.0%	2.0%	2.5%	34.5%	47.9%	49.3%	42.0%	12.8%	7.6%	0.0%
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	0.0%	0.0%	13.3%	11.8%	20.0%	41.2%	66.7%	35.3%	0.0%	5.9%	5.9%
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	0.0%	0.0%	6.1%	16.7%	45.5%	38.9%	42.4%	33.3%	6.1%	11.1%	0.0%
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	---	0.0%	---	0.0%	---	72.7%	---	27.3%	---	0.0%	0.0%
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	0.0%	0.0%	1.8%	1.3%	33.0%	40.5%	54.5%	50.6%	9.8%	6.3%	1.3%
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	0.0%	0.0%	5.3%	8.0%	38.3%	55.2%	43.6%	28.7%	11.7%	8.0%	0.0%
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	---	2.6%	---	16.1%	---	42.7%	---	25.0%	---	6.8%	6.8%
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	---	0.8%	---	16.7%	---	42.4%	---	24.2%	---	8.3%	7.6%
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	---	6.5%	---	9.7%	---	19.4%	---	41.9%	---	12.9%	9.7%
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	---	---	---	---	---	---	---	---	---	---	---
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	---	2.1%	---	15.6%	---	46.1%	---	24.8%	---	5.0%	6.4%
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	---	0.0%	---	26.3%	---	31.6%	---	15.8%	---	15.8%	10.5%
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	---	10.5%	---	0.0%	---	42.1%	---	31.6%	---	10.5%	5.3%
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%	---	33.3%	---	16.7%	---	33.3%	---	8.3%	8.3%
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	---	2.3%	---	18.2%	---	46.6%	---	19.3%	---	6.8%	6.8%
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	---	2.9%	---	14.4%	---	39.4%	---	29.8%	---	6.7%	6.7%
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%