



## Sumner Academy of Arts and Science 2008-2009 School Building Report Card

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[KSDE Building Report Card](#)

[KSDE Summary .pdf](#)

[Sumner Academy of Arts and Science Website](#)

### School Highlights

- Sumner once again made *US News'* list of "Best High Schools in the United States," ranking 75th out of the top 1,000 schools. Also, *Newsweek* ranked Sumner 109th out of 1,000 schools as well.
- Sumner received full accreditation through NCA and IB.

### Student Highlights

- Sumner Academy's Model United Nations Team was established last year and competed at JCCC. Special congratulations to **Milvi Saarna** who earned a perfect score on her position paper and received honorable mention for her work as a delegate. **Michael Abed**, **Katrina Meyer** and **Matha Vang** also received very high marks for their position papers.
- Sumner theater students succeeded in staging three major productions in 2008-2009. The year was filled with a classic musical, improvisation and student-directed and written plays.
- In the fall, theatre students teamed with the Vocal Music Department to produce "Into the Woods" by Stephen Sondheim and James Lapine. Weaving fairy tales and stories of love, loss and life with complex and catchy music, our singers and actors left audiences smiling, thinking, and humming.
- Sumner's 8th Street Improvisers brought short games and scene-based comedy to the stage. In "Whose Line Is It Anyway?," Nick Cannon's "Wild 'n out," and characters immortalized by "Saturday Night Live" were shows that kept the audience laughing.
- The advanced acting and technical class produced some one-acts/monologues. **Day Harris** and **Stephanie Pounds** were student writers that provided high drama and zaniness for an evening of entertainment.
- Sumner's debate team placed 1st in the Regional Debate Four-Speaker Tournament in December 2008.
- The KSHSAA's State Debate Tournament was held in Topeka, KS. Seniors **Jon Gering**, **Miriam Gray**, **Chris Cole**, and freshman **Mia Richardson** placed 4th in the State Debate Four-Speaker Tournament. **Caleb Sisk** and **Dylan Clark** placed 8th in the State Debate Two-Speaker Tournament.
- Sumner's Debate Team also competed in the Greater Kansas City Parliamentary Debate Team. Several students completed the year-long Parliamentary Debate season with top awards. **Mercedes Gossett** was awarded the top Novice Parliamentary Debate speaker, and with her partner, **Ashley Hart**, finished as the top Novice Debate Team of the season.
- Debaters **Candace Villanueva** and **Dylan Clark** won full-ride scholarships for the July 2009 two-week Debate Institute at UMKC.

- Sumner's forensic team placed 4th out of Individual State medalists. They were: **Stephanie Pounds**, 2nd Place Serious Solo Acting and 3rd Place Poetry Interpretation; **Jazmyne Preston**, 1st Place Prose Interpretation; and **Khrystal Johnson**, 2nd Place Original Oration.
- Eleven Sumner students joined 2,300 top forensic and debate students from across the nation to compete in the CFL Grand National Tournament in Albany, NY. **Robert Coppage** and **Marcus Banks** made it to the semi-final round placing 7th out of 316 entries. Also, **Candace Villanueva** and **Jazmyne Preston** both broke into the final round and medaled.
- Five students participated in the 2009 National Forensics League's National Tournament on June 13 - 20 in Birmingham, Alabama. Participants were **Marcus Banks**, **David Hutchinson**, **Khrystal Johnson**, **Stephanie Pounds** and **Candace Villanueva**.
- Debate and forensics teacher **Jamelle Brown** was the coach for these talented students.
- For Kansas History Day, **Fernando Juarez** competed at the State level and represented all of Wyandotte County. His co-sponsors are social studies teachers **Kristian Foster-Reynolds** and **Kelly Gontesky**.
- A group of Sumner students toured London and Paris during the summer. The co-sponsors were Sumner teachers **Rashanda Rhodes** and **Mike Prier**.
- Approximately 55 IB students went to the White House Decision Center at Truman Library. By analyzing primary documents of the time, the students role-played Truman and his leading advisors in deciding whether to use the atomic bomb to end the war with Japan.
- Sophomore students in English teacher, Mike Prier's classes participated in the Pen/Faulkner Writers in School Projects. The students received a copy of the novel *The Center of Everything* by Laura Moriarty as well as her personal autograph.
- Sumner' Presidential Trivia Bowl Team took 5th place at the Bi-State Tournament held at Truman Library. The team's sponsor was economics teacher, **Rashanda Rhodes**.
- Once again, members of the 2008-2009 yearbook Excalibur designed and created an outstanding yearbook, meeting all deadlines. They also sold almost \$3,000 in advertising in an effort to defray cost. The sponsor was English teacher **Cynthia Bender**.
- Sumner's IB Art students received an invitation to show their work at Kansas University Medical Center. **Emma Holyfield**, sophomore, received Honorable mention at the University of St. Mary's High School Show. **Andrew Reyes-Burkholder**, senior, was invited to show a piece of his artwork at the Good JuJu's First Friday event.
- Two IBH Art students received 7's on their IB exams, which are perfect scores. The students were **Andrew Reyes-Burkholder** and **John Gitta**. In addition, Sumner's scores were higher than the world-wide average of IB scores. The IB art teacher was **Mary Sit**.

## Sports Highlights

- The boys' basketball team won the Kansas City Kansas League with an 8-0 record. They also won the Spring Hill and Blue Valley tournaments. In addition, the team won Sub-state. The team's coach was **Daniel Parra**.
- **Christian Smith** was the 5A State bowling champion. The coach was **Edward Gunter**.
- The girls basketball team won the *Night Hoops* basketball tournament sponsored by Earl Watson, Jr. – former NBA player and graduate of Washington High School. Computer teacher **Torrence Allen** was the coach.
- The wrestling team were recognized as League champions. **Sharrone Berry-Davis** and **Jayson Tansey** qualified for the Sate tournament. The coach was **Steve Smith**.

## Teacher Highlights

- Social Studies Department Chair, **Steve Smith**, led five IB History teacher training workshops around the country. He traveled to Cardiff twice, once for writing the November 2010 IB History exam and once for the IB History Grade Award. He was also an online curriculum center facilitator for IB History and a senior examiner for the May exams.
- A team commissioned by the President invited **Tessy Imperiale**, Spanish teacher, to be part of the White House "Community Conversations" series taking place nationwide. Also, she participated in a two-day

workshop by the Kansas State Department of Education to establish assessments for oral proficiency that can be used as a standard for the State of Kansas.

- English teacher **Joyce Klein** was awarded a \$1000 Advanced Placement Fellows scholarship that enabled her to travel to DePaul University in Chicago for professional development. She participated in the Advanced Placement Summer Institute in English Language and Composition, designed to prepare instructors to teach writing in advanced settings. The institute provided opportunities to explore rhetorical analysis, assignment design and sequencing, critical reading and work with academic conventions. Attention was on preparing high schools students for writing at the college level. The opportunity supports the district's initiatives to prepare our graduates for success in college.
- Computer science teacher, **Brenda Jolley** participated in a nationwide cohort group to create State chapters for computer science teachers. Her task was to get one or more chapters started in Kansas. So far, there has never been any organization for computer science teachers.
- Social Studies teacher, **Bret Mock**, spent three weeks in Germany to learn about German's educational system through interaction with teachers and students at all levels. He visited six schools including two in which he was in the process of establishing lesson/unit exchanges via the internet. He also studied at Potsdam University and toured the castle/room where the Potsdam Convention took place.
- **Mike Prier**, English and IB Psychology teacher, presented at the National Writing Project annual conference in San Antonio, Texas. The purpose of the presentation was to share what the Greater Kansas City Writing Project through UMKC has done to improve its site leadership and recruit teachers from urban schools to participate in the summer institute.
- **Mike Prier** also presented at the Urban Sites annual conference in Louisville, Kentucky. The purpose of the presentation was to share how the family advocacy system has worked at Sumner and the impact it has had on classroom instruction. Mike has also been asked to serve on the Urban Sites Leadership Team, a group of ten individuals who will plan for the Urban Sites annual conference in Kansas City, Missouri in 2013.
- **Mike Prier** likewise presented (with a Schlagle staff) at the Tech Team annual retreat in Denver, Colorado. The purpose of the presentation was to share technology education with other educators.

## Sumner's Mission Statement

Sumner Academy's mission is to guide motivated students in an ethnically diverse environment through a rigorous college preparatory curriculum.

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

## 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	95.9%	100.0%	93.4%	100.0%	98.1%	N/A
Free & Reduced Lunch	93.3%	100.0%	94.0%	100.0%	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
English Language Learners	N/A	N/A	N/A	N/A	N/A	N/A
African-Americans	96.4%	100.0%	91.2%	100.0%	N/A	N/A
Hispanics	93.5%	100.0%	92.9%	100.0%	N/A	N/A
Whites	98.8%	100.0%	96.6%	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	45.7	42.1	7.9
Hispanics	25.2	38.1	13.1
Whites	22.5	15.9	70.4
Other	6.5	3.9	8.6

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

Migrant Students	Bldg.	Dist.	State
Migrant Students	0.1	0.5	0.6
Non-Migrant Students	99.9	99.5	99.4

## TOTAL ENROLLMENT

Building: 919 District: 19,848 State: 468,195

## DEMOGRAPHICS

English language Learners	Bldg.	Dist.	State
ELL Students	0.0	27.3	8.4
Non-ELL Students	100.0	72.7	91.6

Gender	Bldg.	Dist.	State
Male	41.3	51.3	51.5
Female	58.7	48.7	48.5

Attendance	Bldg.	Dist.	State
2008	96.8	93.0	94.7
2009	96.8	93.0	94.9

Students with Disabilities	Bldg.	Dist.	State
Students with Disabilities	0.2	12.8	13.5
Students without Disabilities	99.8	87.2	86.5

Graduation Rate	Bldg.	Dist.	State
2007	100.0	78.0	89.2
2008	98.1	77.8	89.5

## TEACHER QUALITY

Qualification	School
Fully Licensed	91.22%
Not Fully Licensed	8.77%

% Not Fully Licensed Teachers	School
Not Licensed	5.26%
Not Qualified	0.00%
Provisional	1.75%
Waiver	1.00%

Core Content Classes	School
Not Taught by Highly Qualified	7.60%
Taught by Highly Qualified	92.40%

% 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	100.00%	90.27%	94.96%
Foreign Language	70.00%	67.66%	90.18%
History and Government	86.11%	86.99%	96.33%
Mathematics	100.00%	72.86%	93.43%
Science	95.45%	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=8322](http://online.ksde.org/rcard/bldg_tchrs.aspx?org_no=D0500&bldg_no=8322)

**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	21.9%	24.6%	39.7%	44.9%	29.1%	25.1%	8.4%	4.8%	0.8%	0.5%	0.0%
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	17.5%	23.3%	38.0%	43.6%	32.8%	25.6%	10.2%	6.8%	1.5%	0.8%	0.0%
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	---	---	---	---	---	---	---	---	---	---	---
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	20.0%	25.0%	20.0%	25.0%	26.7%	43.8%	26.7%	6.3%	6.7%	0.0%	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	17.0%	22.3%	45.3%	48.9%	31.1%	24.5%	5.7%	4.3%	0.9%	0.0%	0.0%
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	25.0%	25.8%	30.0%	38.7%	23.3%	25.8%	20.0%	8.1%	1.7%	1.6%	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	33.3%	28.6%	38.6%	45.2%	26.3%	23.8%	1.8%	2.4%	0.0%	0.0%	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	0.0%	---	41.7%	---	50.0%	---	8.3%	---	0.0%	---	---
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	16.3%	28.7%	41.1%	42.6%	31.8%	23.0%	10.1%	4.9%	0.8%	0.8%	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	28.7%	18.8%	38.0%	48.2%	25.9%	28.2%	6.5%	4.7%	0.9%	0.0%	0.0%
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 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	28.3%	17.4%	33.3%	41.9%	36.5%	38.1%	1.9%	2.6%	0.0%	0.0%	0.0%
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	24.3%	15.6%	41.4%	36.4%	32.9%	42.9%	1.4%	5.2%	0.0%	0.0%	0.0%
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	---	---	---	---	---	---	---	---	---	---	---
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	20.8%	13.9%	32.5%	41.7%	42.9%	41.7%	3.9%	2.8%	0.0%	0.0%	0.0%
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	32.3%	6.7%	38.7%	43.3%	29.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%
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	45.0%	31.6%	27.5%	42.1%	27.5%	26.3%	0.0%	0.0%	0.0%	0.0%	0.0%
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	9.1%	14.3%	45.5%	42.9%	45.5%	28.6%	0.0%	14.3%	0.0%	0.0%	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	20.2%	15.6%	37.2%	43.3%	39.4%	40.0%	3.2%	1.1%	0.0%	0.0%	0.0%
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	40.0%	20.0%	27.7%	40.0%	32.3%	35.4%	0.0%	4.6%	0.0%	0.0%	0.0%
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 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	6.4%	14.5%	27.2%	31.9%	42.6%	44.0%	18.7%	9.7%	5.1%	0.0%	0.0%
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	5.9%	14.3%	25.7%	33.1%	43.4%	44.4%	19.9%	8.3%	5.1%	0.0%	0.0%
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	---	---	---	---	---	---	---	---	---	---	---
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	6.7%	31.3%	40.0%	18.8%	13.3%	37.5%	20.0%	12.5%	20.0%	0.0%	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	6.6%	9.6%	22.6%	33.0%	43.4%	46.8%	23.6%	10.6%	3.8%	0.0%	0.0%
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	5.0%	11.3%	23.3%	30.6%	43.3%	46.8%	16.7%	11.3%	11.7%	0.0%	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	9.1%	28.6%	34.5%	33.3%	40.0%	31.0%	14.5%	7.1%	1.8%	0.0%	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	0.0%	---	50.0%	---	41.7%	---	8.3%	---	0.0%	---	---
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	6.3%	13.1%	22.7%	30.3%	39.8%	44.3%	22.7%	12.3%	8.6%	0.0%	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	6.5%	16.5%	32.7%	34.1%	45.8%	43.5%	14.0%	5.9%	0.9%	0.0%	0.0%
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 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	12.9%	17.2%	27.5%	28.2%	54.5%	51.7%	4.5%	2.9%	0.6%	0.0%	0.0%
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	15.0%	12.2%	28.8%	29.3%	51.3%	56.1%	5.0%	2.4%	0.0%	0.0%	0.0%
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	---	---	---	---	---	---	---	---	---	---	---
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	7.0%	14.5%	19.8%	15.8%	66.3%	63.2%	5.8%	6.6%	1.2%	0.0%	0.0%
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	10.5%	5.4%	28.9%	35.1%	57.9%	59.5%	2.6%	0.0%	0.0%	0.0%	0.0%
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	24.4%	33.3%	43.9%	35.6%	29.3%	31.1%	2.4%	0.0%	0.0%	0.0%	0.0%
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	25.0%	14.3%	25.0%	50.0%	41.7%	35.7%	8.3%	0.0%	0.0%	0.0%	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	4.0%	12.7%	27.7%	22.5%	60.4%	62.7%	7.9%	2.0%	0.0%	0.0%	0.0%
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	24.7%	23.6%	27.3%	36.1%	46.8%	36.1%	0.0%	4.2%	1.3%	0.0%	0.0%
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	5.2%	5.3%	22.7%	23.8%	63.6%	65.6%	8.4%	5.3%	0.0%	0.0%	0.0%
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	4.5%	2.7%	20.9%	23.0%	67.2%	71.6%	7.5%	2.7%	0.0%	0.0%	0.0%
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	---	---	---	---	---	---	---	---	---	---	---
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	1.3%	0.0%	14.5%	18.3%	69.7%	70.4%	14.5%	11.3%	0.0%	0.0%	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	6.7%	0.0%	30.0%	13.3%	60.0%	86.7%	3.3%	0.0%	0.0%	0.0%	0.0%
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	10.5%	20.0%	36.8%	40.0%	50.0%	40.0%	2.6%	0.0%	0.0%	0.0%	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	10.0%	7.1%	10.0%	28.6%	80.0%	64.3%	0.0%	0.0%	0.0%	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	2.2%	3.4%	15.2%	17.2%	71.7%	74.7%	10.9%	4.6%	0.0%	0.0%	0.0%
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	9.7%	7.8%	33.9%	32.8%	51.6%	53.1%	4.8%	6.3%	0.0%	0.0%	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 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	---	3.3%	---	15.3%	---	57.9%	---	23.4%	---	0.0%	0.0%
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	---	3.0%	---	16.4%	---	59.7%	---	20.9%	---	0.0%	0.0%
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	---	---	---	---	---	---	---	---	---	---	---
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	---	12.5%	---	12.5%	---	50.0%	---	25.0%	---	0.0%	0.0%
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	---	1.1%	---	14.9%	---	57.4%	---	26.6%	---	0.0%	0.0%
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	---	4.8%	---	15.9%	---	58.7%	---	20.6%	---	0.0%	0.0%
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	---	7.0%	---	9.3%	---	62.8%	---	20.9%	---	0.0%	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	---	4.9%	---	18.7%	---	57.7%	---	18.7%	---	0.0%	0.0%
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	---	1.2%	---	10.5%	---	58.1%	---	30.2%	---	0.0%	0.0%
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%

**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	---	7.8%	---	29.2%	---	40.3%	---	20.8%	---	1.9%	0.0%
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	---	3.9%	---	31.6%	---	35.5%	---	25.0%	---	3.9%	0.0%
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	---	---	---	---	---	---	---	---	---	---	---
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	---	9.7%	---	27.8%	---	40.3%	---	19.4%	---	2.8%	0.0%
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%	---	23.3%	---	43.3%	---	30.0%	---	3.3%	0.0%
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	---	13.5%	---	35.1%	---	35.1%	---	16.2%	---	0.0%	0.0%
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%	---	35.7%	---	42.9%	---	21.4%	---	0.0%	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	---	9.0%	---	29.2%	---	38.2%	---	23.6%	---	0.0%	0.0%
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	---	6.2%	---	29.2%	---	43.1%	---	16.9%	---	4.6%	0.0%
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%