



Washington High School 2008-2009 School Building Report Card

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[KSDE Building Report Card](#)

[KSDE Summary .pdf](#)

[Washington High School Website](#)

School Highlights

- Four Small Learning Communities continued and included the following themes: Visual & Performing Arts, Global Communications and Technology, Health and Sciences, and ROTC. Instruction again included 90 minute block schedules.
- Twenty-one students were honored at the University of Kansas as Kansas Honors Scholars.
- Striving for Excellence, the graduating class of 2009 had students qualify for over eighty scholarships totaling more than \$1.3 million.
- The Washington High School class of 2009 graduated eighteen Kauffman Scholars. Each of those eighteen students will be awarded a full ride to a college of their choice assuming they continue to meet program requirements as a result of earning this distinction.
- Washington High School began their first year following six consecutive previous years without School Uniforms. Four students from the class of 2009 came together at the end of the 2007-2008 school year to orchestrate a proposal to the Board of Education asking that school uniforms be eliminated at Washington High School. This request was approved and beginning August 2008, Washington High School was no longer a uniform school.
- Seventeen students were dual enrolled in the Technical Education Center (TEC, formerly ATS) while one student was concurrently enrolled in the Kansas City, Kansas Community College (KCKCC).
- The ROTC Academy had two girls as a candidate for Girls State, Lawrence and one boy as candidates at Boys State, Manhattan.
- The In School Suspension Program (ISS) continued to include a strong academic focus.
- Washington High School students continued to improve their performance on State Assessment Tests, working diligently to continue to meet and even exceed district expectations for reaching the 2010 goals.
- Twelve Washington High School students were inducted into the National Honor Society.
- The number of students eligible to play sports increased and several teams had honor roll the entire year. The raising of academic standards and Wednesday afternoon study hall for student athletes helped make this change possible.
- Regional championships were won by the Boys Bowling 5A team, and one freshman bowler bowled a perfect 300 game in the Regional Championship game.
- Two Washington High School wrestlers were medalists at the State Wrestling Tournament.
- One female sophomore student was State Champion in two track events and placed Second in two others. She scored sixth in the overall team scores out of twenty-three teams. Two male students were medalists also at the State Track Meet.

- One senior baseball player was named to the 5A all state team and was also named the 5A Player of the year for the State of Kansas.
- Washington High School Students and Staff donated more than 180 non-perishable food items for the holiday season.
- Washington High School Students and Staff donated more than seventy pints of blood to the American Red Cross in a school wide blood drive sponsored by National Honor Society.
- NHS members also volunteered at an area food kitchen twice during the course of the school year.
- Prom Central returned to Washington High School; offering our students completely free new or gently used formal wear just prior to the junior/senior prom. This annual event is sponsored by Cross Lines, a non-profit charity organization located in Kansas City, Kansas.
- The school continued a school-wide honor roll system. Hundred of students were recognized for academic achievement.
- Four students enrolled in the University of Kansas Math and Science Center, and three were a part of the Upward Bound Program sponsored by the University of Kansas.
- Seventy-one of our students were a part of the KU Talent Search Program.
- The district continued a grading policy for algebra/geometry classes, English classes, physical science, biology, chemistry, world history, and American history classes, which was strictly performance based; requiring that benchmarks are passed by students, thus establishing a strong foundation in each of these important core subjects, on which students can continue to grow.
- A strong emphasis was put on the district's family advocacy program, allowing students to meet nearly every day with their family advocate in a classroom setting.
- A Dean of Students was added to the Washington High School Staff; a position created in order to help build relationships with students and their families and to improve academic performance and attendance rates.
- A new, more stringent tardy policy was adopted in an attempt to help students learn the value of timeliness, a skill used daily in adult life.
- A group for young African American men met on a regular basis to address concerns relating to the young men, this group is known as the 100 Strong Men of Vision. A similar group for young ladies, the Ladies of Destiny is established for female students with a similar focus.
- The Second Step Program began at the commencement of the 2006-2007 school year and continued through the end of the 2008-2009 school year. This alternative to long term suspension program focused on dealing with social issues that lead to lack of success in the school setting. Research was conducted relating to the effects of this type of program at other schools before a decision to implement was made, the majority of students attending the program showed marked success after completion.
- Washington High School's class of 2009 Commencement Exercises were held on campus at the H.D. Neil Stadium for the first time in nearly a decade. A senior celebration and senior cook-out was coordinated by the Senior Class sponsors and allowed the class an opportunity to meet in a controlled social setting prior to the commencement ceremony. These events were all held on campus and added a sense of community pride to the graduation events.

Washington's Mission Statement

The faculty and staff of Washington High School are committed to providing a quality education in a safe and academically challenging environment in cooperation with parents and community members.

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

Washington High 7340 Leavenworth Road Kansas City, KS 66109-1226	Current Accreditation Status: Accredited
USD 500 Kansas City	

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	78.0%	100.0%	58.6%	99.5%	83.1%	N/A
Free & Reduced Lunch	75.2%	100.0%	57.1%	100.0%	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
English Language Learners	N/A	N/A	N/A	N/A	N/A	N/A
African-Americans	77.1%	100.0%	49.6%	99.2%	N/A	N/A
Hispanics	N/A	N/A	N/A	N/A	N/A	N/A
Whites	74.5%	100.0%	69.0%	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	66.9	42.1	7.9
Hispanics	8.7	38.1	13.1
Whites	21.6	15.9	70.4
Other	2.8	3.9	8.6

Economically Disadvantaged Students

	Bldg.	Dist.	State
Economically Disadvantaged	75.6	83.8	42.8
Non-Economic. Disadvantaged	24.4	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: 987 District: 19,848 State: 468,195

DEMOGRAPHICS

English language Learners	Bldg.	Dist.	State
ELL Students	0.7	27.3	8.4
Non-ELL Students	99.3	72.7	91.6

Gender	Bldg.	Dist.	State
Male	50.6	51.3	51.5
Female	49.4	48.7	48.5

Attendance	Bldg.	Dist.	State
2008	91.5	93.0	94.7
2009	90.0	93.0	94.9

Students with Disabilities	Bldg.	Dist.	State
Students with Disabilities	14.3	12.8	13.5
Students without Disabilities	85.7	87.2	86.5

Graduation Rate	Bldg.	Dist.	State
2007	79.7	78.0	89.2
2008	83.1	77.8	89.5

TEACHER QUALITY

Qualification	
	School
Fully Licensed	79.68%
Not Fully Licensed	20.31%

% Not Fully Licensed Teachers	
	School
Not Licensed	1.56%
Not Qualified	0.00%
Provisional	15.62%
Waiver	0.00%

Core Content Classes	
	School
Not Taught by Highly Qualified	22.32%
Taught by Highly Qualified	77.68%

% of Core Classes Taught by Highly Qualified Teachers			
	School	District	State
Elementary	N/A	95.38%	98.46%
English Language Arts	80.00%	82.45%	94.34%
ESL/Bilingual	N/A	76.37%	81.96%
Fine Arts	100.00%	90.27%	94.96%
Foreign Language	100.00%	67.66%	90.18%
History and Government	84.84%	86.99%	96.33%
Mathematics	51.02%	72.86%	93.43%
Science	76.92%	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=8350

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	5.0%	6.2%	19.3%	19.1%	47.0%	53.1%	16.8%	13.9%	9.9%	5.3%	2.4%
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	3.9%	5.1%	18.0%	19.7%	45.3%	50.4%	20.3%	15.3%	11.7%	6.6%	2.9%
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	25.0%	23.1%	16.7%	23.1%	16.7%	34.6%	20.8%	7.7%	20.8%	3.8%	7.7%
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	4.3%	6.1%	20.3%	16.0%	44.2%	52.7%	17.4%	15.3%	12.3%	6.1%	3.8%
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	0.0%	5.3%	25.0%	15.8%	30.0%	68.4%	30.0%	0.0%	5.0%	10.5%	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	8.3%	6.0%	16.7%	26.0%	63.9%	50.0%	8.3%	16.0%	2.8%	2.0%	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	---	---	---	---	---	---	---	---	---	---	---
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	4.0%	5.4%	21.8%	17.9%	49.5%	56.3%	15.8%	11.6%	7.9%	8.9%	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	5.9%	7.2%	16.8%	20.6%	44.6%	49.5%	17.8%	16.5%	11.9%	1.0%	5.2%
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	
Building	6.3%	2.0%	9.8%	11.7%	42.0%	42.3%	14.1%	18.4%	22.9%	23.0%	2.6%
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	4.6%	2.3%	9.9%	10.0%	42.7%	40.8%	13.7%	21.5%	24.4%	22.3%	3.1%
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	40.0%	12.0%	4.0%	24.0%	0.0%	16.0%	8.0%	20.0%	44.0%	20.0%	8.0%
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	8.3%	0.8%	5.3%	10.9%	40.2%	35.2%	17.4%	20.3%	25.0%	28.9%	3.9%
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	0.0%	6.3%	15.0%	0.0%	45.0%	68.8%	0.0%	18.8%	35.0%	6.3%	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	4.5%	4.7%	18.2%	14.0%	45.5%	51.2%	11.4%	14.0%	13.6%	16.3%	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	---	---	---	---	---	---	---	---	---	---	---
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	5.0%	1.9%	9.0%	7.6%	44.0%	38.1%	14.0%	21.0%	26.0%	31.4%	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	7.6%	2.2%	10.5%	16.5%	40.0%	47.3%	14.3%	15.4%	20.0%	13.2%	5.5%
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	4.6%	1.1%	6.1%	9.1%	41.1%	54.0%	40.1%	27.8%	8.1%	7.5%	0.5%
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	4.2%	0.8%	5.0%	8.5%	39.2%	54.3%	43.3%	29.5%	8.3%	6.2%	0.8%
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	37.5%	9.5%	8.3%	38.1%	8.3%	23.8%	29.2%	23.8%	16.7%	0.0%	4.8%
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	5.3%	0.8%	3.1%	7.4%	32.8%	49.2%	50.4%	32.8%	8.4%	9.8%	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%	10.0%	0.0%	50.0%	81.3%	30.0%	12.5%	10.0%	6.3%	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	5.4%	2.4%	13.5%	17.1%	62.2%	53.7%	10.8%	22.0%	8.1%	2.4%	2.4%
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	3.1%	1.9%	4.1%	3.7%	46.9%	52.3%	36.7%	29.9%	9.2%	11.2%	0.9%
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	6.1%	0.0%	8.1%	16.3%	35.4%	56.3%	43.4%	25.0%	7.1%	2.5%	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	---	4.7%	---	11.6%	---	22.6%	---	29.5%	---	29.5%	2.1%
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	---	6.2%	---	10.0%	---	23.8%	---	28.5%	---	30.8%	0.8%
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	---	12.0%	---	32.0%	---	8.0%	---	8.0%	---	36.0%	4.0%
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	---	4.0%	---	14.5%	---	21.8%	---	25.8%	---	32.3%	1.6%
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	---	6.7%	---	0.0%	---	20.0%	---	40.0%	---	33.3%	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	---	2.3%	---	9.3%	---	27.9%	---	37.2%	---	18.6%	4.7%
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	---	---	---	---	---	---	---	---	---	---	---
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	---	7.4%	---	10.2%	---	27.8%	---	25.9%	---	27.8%	0.9%
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	---	1.2%	---	13.4%	---	15.9%	---	34.1%	---	31.7%	3.7%
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%