

Sam Houston High School
Campus Improvement Plan
2008-2009

Arlington
INDEPENDENT SCHOOL DISTRICT



Campus Improvement Plan 2008-2009 Sam Houston High School

Overview

We enter the 2008-2009 school year fully aware of what we must do to meet and exceed our goals. Our Campus Improvement Plan comes about as a result of the input of our faculty and administrators. We will continue to utilize the strategies that have proven to be successful and we will employ new and proven strategies that are researched based and supported by data and positive outcomes. We will seek to close the achievement gap that exists while we focus on utilizing instructional strategies that enhance the teaching and learning process. We will continue to focus on instruction and involve our faculty in the process of examining the teaching/learning process. Our faculty has embraced the many possibilities that come about through staff development. They are open to learning and utilizing the skills they develop to increase the learning of their students.

A comprehensive needs assessment was conducted by teachers and administrators. The assessment involved the review of campus data, TAKS scores, benchmark data, attendance reports, subject pass/fail reports and at-risk data. The information gathered reinforced and supported the strategies that we outlined to improve areas of concern on our campus. Closing the achievement gap that exists on our campus and within our District is central to each of our goals.

Our District does an exemplary job of supporting the improvement and, enhancement of classroom instruction with an outstanding group of curriculum specialists and on-going, timely and effective staff development. Our Campus Improvement Plan will reflect our awareness of the strengths of our District and our intention to utilize those strengths.

We will provide our students with a rigorous, caring and supportive learning environment. We will provide them with the support they need to achieve success.

Our counselors, faculty, SBDM, administrators and support staff are all aware of our campus goals and are fully invested and engaged in the process of ensuring that we achieve them.

Goal #1: To develop and implement a system of academic interventions.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
TAKS Classes – Mathematics/Science TAKS Saturday Sessions Algebra Academy Select students scheduled for Carnegie Learning – Cognitive Tutor	Comp. Ed. Funds Comp. Ed. Funds Comp. Ed. Funds Comp. Ed. Funds Comp. Ed. Funds	Master Schedule Beverley McReynolds Kimberly Helixon Admin. – Charmaine Johnson	Aug. 2008-May 2009	Class enrollment data Attendance Data Attendance /Pass Rate Attendance /Pass Rate
Grade 9 Academic Improvement Facilitator – Monitors at Risk –Gr.9	Comp. Ed. Funds	Beverley McReynolds Alondra Poindexter	Aug. 2008- May 2009	Grade 9 Data Pass/Fail rate
Campus Tutoring will be available Mon- Thurs and Select Saturdays	Comp. Ed Funds	C. Johnson/S. Clardy A. Poindexter	Aug. 2008- May 2009	Attendance Data Mathematics course pass/fail rate
Campus-wide use of TRIAND Assistant Principals collaborate w/teachers and department heads	District Training Planned Campus Meetings Campus training	Admin./Principal	Aug. 2008-May 2009	Training Attendance Data Meetings/Agendas/Teacher Documentation

Goal #1: To develop and implement a system of academic interventions.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<p>Students identified as needing additional learning time to meet academic standards or to prevent them from dropping out, will be provided with appropriate intervention strategies based upon their needs. These decisions will be made by the RAP committee, which is composed of the child's teacher(s), counselor and other campus staff. (M)</p>	<p>Comp. Ed. Funds</p>	<p>Teachers/Counselors/ Administrators</p>	<p>August 2008-May 2009</p>	<p>RTI Documentation</p>

Goal #2: To reduce course/subject failure rates.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Review Progress Grades	SASI Data Reports	Principal/Asst. Principals	Oct. 2008-May 2009	Progress Grades Analysis
Review Grades each 6 Weeks	SASI Data Reports	Principal/Asst. Principals	Oct. 2008-May 2009	Grade Analysis
Focus on Instruction <ul style="list-style-type: none"> • Unit Planning • Walk Through Observations • Differentiated Instruction • TeleParent Communication • Alignment of Instruction • Report Cards Mailed • Address/Increase Student Engagement • Staff Development – Math/Science/ELL/ELA • Science Academies 	AISD/Comp. Ed/Campus	All Asst. Principals	Aug. 2008-May 2009	Lesson Plans/Observations Data Reports Attendance Data

Goal #2: To reduce course/subject failure rates.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Grade 9 Saturday Academy Success Initiative targets students early in the semester who have failed only one course. These students, with the approval of their teachers and parents are given an opportunity to participate in a program designed to put them in good standing in the course by the end of the semester	Comp. Ed. Funds	A. Poindexter, R. Lee S. J. Tucker	Nov. 2008- May 2009	Grade 9 data showing attendance and course pass/fail rate
After School Tutoring MET Lab	Comp. Ed.	S. Clardy/C. Johnson	Aug. 2008-May 2009	Attendance Data
Sheltered Instruction/SIOP Training will be provided for teachers based on the number of ELL students in their classes. Priority training will be based on the number of ELL students each teacher is responsible for	AISD/ELL Department	S. Clardy, B. Riyanto B. McReynolds	Oct. 2008 - Mar. 2009	Surveys Feedback from teachers Course failure rate
Campus Administration will ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher. (HQ)	AISD Personnel Provides HQ Reports	Personnel/Beverley McReynolds	September & January	Master schedule Teacher certification Principal Attestation

Goal #2: To reduce course/subject failure rates

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Teachers will participate in high quality, ongoing professional development based upon campus Comprehensive Needs Assessment (PD)	Comp. Ed. Funds	Beverley McReynolds	December and April	ERO Data/Attendance Campus Staff Development Data
Identify and refer pregnant/parenting students (male/female) PRS department for verification.	PRS weighted funding Life Skills Program for Student Parents (formerly Pregnancy, Education and Parenting) Grant	Pregnancy Related Services Coordinator Electra Kitchin Holly Harper	End of each six weeks	AISD PEP Database PRS files
Pregnancy Related services will include: counseling services; transportation for the student and/or the student's children, child care, community referrals, instruction related to parenting knowledge and skills, and job readiness training. Also included, CEHI (Compensatory Education Home Instruction) as mandated. CEHI teachers will maintain a log of home instruction dates and times for students out of school per physician order.	PRS weighted funding Life Skills Program for Student Parents (formerly Pregnancy, Education and Parenting) Grant	Electra Kitchin Holly Harper	End of each six weeks	AISD PEP Database referral forms PRS file

Goal #2: To reduce course/subject failure rates

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Documentation (PRS file) will include: verification of pregnancy, CEHI teacher log, PRS entry date, date of delivery, and physician request (s) if necessary, SPED documentation where applicable and PRS exit date.	PRS weighted funding Life Skills Program for Student Parents (formerly Pregnancy, Education and Parenting) Grant	PRS Coordinator Electra Kitchin Holly Harper	December & May	PRS file
Campus Administration will ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher. (HQ)	Data from AISD Personnel	Beverley McReynolds	September & January	Master schedule Teacher certification Principal Attestation
Teachers will participate in high quality, ongoing professional development based upon campus needs (PD)	AISD funds Comp. Ed	Beverley McReynolds	December & April	ERO attendance reports
Identify and refer pregnant/parenting students (male/female) PRS department for verification.	PRS weighted funding Life Skills Program for Student Parents (formerly Pregnancy, Education and Parenting) Grant	Pregnancy Related Services Coordinator Electra Kitchin Holly Harper	End of each six weeks	AISD PEP Database PRS files

Goal #2: To reduce course/subject failure rates

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Regular department meetings where instruction and curriculum issues are discussed	Department Meetings	Department Heads/Administrators assigned to department	Aug. 2008- May 2009	Department meeting agendas and notes
Increase/Improves communication between reg. educ. and special ed.	Time as needed	All members of campus Dept. heads	Aug. 2008- May 2009	Meeting notes/Agendas
Meetings between HS and feeder JHS campuses to discuss curriculum and alignment	Time as needed AISD Supports	Beverly McReynolds Admin Team	Aug. 2008- May 2009	Meeting notes/Agendas
Unit Plans shared w/levels	Department Meetings	Department heads Admin. Team	Aug. 2008- May 2009	Meeting notes/Agendas
Summer Leadership Institute provided the opportunity for jhs/hs campuses to meet and discuss vertical alignment	AISD Provides	Department heads Admin. Team Faculty	Aug. 2008- May 2009	Notes/Summaries/ Agendas Vertical Alignment Discussion Notes
Academic Academies- AISD Teacher pull out	AISD Provides	Curriculum Specialists	Oct. 2008- May 2009	Attendance Sheets/Data/Material Reviewed

Goal # 4: To engage Parents and the community in the educational process

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Each teacher has the ability to communicate with parents via TeleParent. This program allows teachers to communicate with parents in their home language and permits communication regarding a wide variety of issues such as academic progress /attendance/ performance on assessments and behavior	Comp. Ed Funds	Alondra Poindexter Beverley McReynolds	Sept. 2008- May 2009	TeleParent Data Reports % teachers using TeleParent
Teachers will communicate student academic progress and assessment reports with parents. Report cards are mailed each six weeks. TeleParent is utilized daily to communicate with parents. Phone calls, email and postcards are also used on a regular basis. (FI)	Campus funds Comp. Ed.	Alondra Poindexter Beverley McReynolds	Sept. 2008- May 2009	Teacher documentation of communications with parents TeleParent Reports Postage Mailing data

Goal # 4: To engage Parents and the community in the educational process

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Librarians will engage parents and the community by promoting, participating, and/or conducting three family oriented campus or district events such as Book Fairs, Author Visits, Meet the Teacher Night, Open House, Public Library Presentations, Storytellers, College Night, Title 1 Family Events, Title 1 Literacy Fair, or Guest Speakers.	Campus Library Budgets Campus Library Activity Budget LS Dept. Library Budget Title 1 Library Services Budget	Campus Librarians Lorie Bruns, Library Services Director Julie Moore, Title 1 Carole Hagler, Director of State and Federal Programs	Fall 2008 Spring 2009	Library Services Monthly Activity Reports Campus and District Calendars
Parents are invited to attend our campus Open Houses in the fall/spring. Invitations are in both English/Spanish	Campus Funds	Beverley McReynolds	September/March	
Telephone Messenger informs parents of absences on a daily basis	Campus Funds	Joseph Loftin	Aug. 2008- Sept. 2009	School Messenger Data
Family school Rep engages parents and involves them in the process of school	Comp. Ed.	Roslyn Burch Alondra Poindexter	Aug. 2008- Sept. 2009	Invitations/Data/Sign-in Sheets

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Teachers will communicate student academic progress and assessment reports with parents. Report cards are mailed each six weeks. TeleParent is utilized daily to communicate with parents. Phone calls, email and postcards are also used on a regular basis. (FI)	Campus funds Comp. Ed.	Alondra Poindexter Beverley McReynolds	Sept. 2008- May 2009	Teacher documentation of communications with parents TeleParent Reports Postage Mailing data
Teachers will communicate student academic progress and assessment reports with parents. Report cards are mailed each six weeks. TeleParent is utilized daily to communicate with parents. Phone calls, email and postcards are also used on a regular basis. (FI)	Campus funds Comp. Ed.	Alondra Poindexter Beverley McReynolds	Sept. 2008- May 2009	Teacher documentation of communications with parents TeleParent Reports Postage Mailing data

Goal # 4: To engage Parents and the community in the educational process

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Continue to work at making the campus a parent-friendly environment	None Needed	Beverley McReynolds	Aug. 2008-June 2009	Parent Feedback
Campus Provides translators for parent meetings	Teachers assigned	Principal/Admin. Team	Aug. 2008-June 2009	Parent meetings/data
Campus Events Sponsored by Theatre Arts LULAC Athletics Fine Arts LOTE Diversity Program	Time/Departments/Campus	Various	Sept. 2008- May 2009	Attendance - Campus Events

Goal #5: To prevent campus violence and ensure appropriate methods of intervention.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Participation in Gang Summit and increase awareness of the issues related to gang involvement on our campus, within our District and the city of Arlington.	District Provides campus	Principals/Asst. Principals	Aug 2008- June 2009	Discipline Reports SRO data Security Data
Weekly Meetings of Admin. Team w/SRO/Security	Time scheduled for meetings	Beverley McReynolds	Aug. 2008- June 2009	Agendas Reports
Administrators will monitor students conflicts and provide mediation to resolve conflicts	Time When needed	Admin. Team	Aug. 2008- June 2009	Data Reports
Early intervention with students who exhibit aggressive behavior. Appropriate referrals will be made based on observations and assessments	Administrators make time to address this issue	Administrators	Aug. 2008- June 2009	Admin. Reports
Consistent enforcement of school and AISD rules and regulations. Parents are made aware of rules	AISD Code of Conduct SHHS Student handbook	AISD Campus	Aug. 2008- June 2009	Discipline reports and campus data
Monitor and provide support and intervention for students returning to campus from AEP	Time as needed	Counselors/Admin. Team	Aug. 2008- June 2009	Discipline Recidivism , data/Campus Discipline Reports
Ongoing communication between counselors/admin. team/security	Time as needed	Admin/Counselors	Aug. 2008- June 2009	SASI Student



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Bibliography

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Tomlinson, Carol A., and Susan D. Allan. Leadership for Differentiating Schools and Classrooms. Alexandria: Association for Supervision & Curriculum Development, 2000.

Lezotte, Lawrence W., and Kathleen M. McKee. Stepping Up : Leading the Charge to Improve Our Schools. London: Effective Schools Products, Limited, 2006.

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State Compensatory Education

Intended Purpose - to increase the academic achievement and reduce the drop out rate of students

Intended Beneficiaries - students identified as at risk of dropping out of school as defined in Subchapter B, Chapter 39 TEC

Description	Acct Code	Original Budget	09/30/2008 Budget
Comp. Ed. Budget			
SALARIES-TEACH & OTH PROF	199.11.6119.00.002.9.24.0.00	838,945.50	838,945.50
TUTORIAL SERVICES	199.11.6119.02.002.9.24.0.00	150,773.00	150,773.00
CONTRACT ADDENDA-STIPEND	199.11.6119.09.002.9.24.0.00	1,500.00	1,500.00
ADVANCED DEGREE-STIPEND	199.11.6119.10.002.9.24.0.00	6,000.00	6,000.00
MEDICARE	199.11.6141.00.002.9.24.0.00	10,689.50	10,689.50
SALARIES-TEACH & OTH PROF	199.31.6119.00.002.9.24.0.00	121,441.39	121,441.39
SAL & WAGES-SUPPORT PERS	199.31.6129.00.002.9.24.0.00	19,679.77	19,679.77
EMPLOYEE TRAVEL ALLOWANCE	199.31.6139.00.002.9.24.0.00	726.00	726.00
MEDICARE	199.31.6141.00.002.9.24.0.00	2,011.28	2,011.28
SAL & WAGES-SUPPORT PERS	199.33.6129.00.002.9.24.0.00	15,042.60	15,042.60
SAL & WAGES-SUPPORT PERS	199.61.6129.00.002.9.24.0.00	15,887.91	15,887.91
MEDICARE	199.61.6141.00.002.9.24.0.00	221.51	221.51
TOTAL		1,182,918.46	1,182,918.46
FTE Count			
PERSONNEL			21.50
TOTAL			21.50

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Grade 9 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	915	75%	811	73%	-2%	833	71%	-2%	76%	5%
Afri Amer	212	73%	189	68%	-5%	200	73%	5%	75%	3%
Hispanic	554	71%	493	71%	0%	528	69%	-3%	75%	6%
White	94	94%	82	90%	-3%	64	70%	-20%	75%	5%
Eco Disadv	695	72%	649	71%	-1%	637	70%	-1%	75%	5%
LEP	191	38%	142	35%	-3%	189	40%	6%	55%	15%
SpEd	42	48%	45	44%	-3%	87	28%	-17%	35%	7%

Grade 10 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	560	66%	599	69%	3%	519	78%	9%	85%	7%
Afri Amer	167	59%	144	65%	5%	122	73%	8%	85%	12%
Hispanic	297	65%	354	69%	4%	310	78%	9%	85%	7%
White	55	82%	51	75%	-7%	50	86%	11%	88%	2%
Eco Disadv	399	65%	450	70%	5%	371	75%	5%	80%	5%
LEP	88	25%	101	30%	5%	97	44%	15%	50%	6%
SpEd	16	44%	24	33%	-10%	39	21%	-13%	28%	7%

Grade 11 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	402	80%	395	83%	4%	420	81%	-3%	85%	4%
Afri Amer	108	86%	101	84%	-2%	95	81%	-3%	85%	4%
Hispanic	193	72%	221	82%	10%	247	77%	-5%	85%	8%
White	61	92%	37	95%	3%	37	92%	-3%	94%	2%
Eco Disadv	269	76%	286	84%	8%	292	78%	-6%	85%	7%
LEP	62	38%	51	33%	-6%	86	47%	14%	55%	8%
SpEd	10	70%	12	42%	-28%	30	33%	-8%	40%	7%

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Grade 9 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	863	40%	786	47%	7%	798	39%	-8%	48%	9%
Afri Amer	198	32%	178	37%	5%	196	30%	-7%	45%	15%
Hispanic	526	38%	483	44%	7%	502	39%	-5%	48%	9%
White	86	49%	79	66%	17%	59	54%	-12%	60%	6%
Eco Disadv	657	39%	625	45%	6%	615	38%	-7%	46%	8%
LEP	187	20%	129	24%	4%	178	19%	-5%	30%	11%
SpEd	28	11%	38	24%	13%	80	8%	-16%	20%	13%

Grade 10 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	531	44%	574	58%	14%	511	58%	1%	60%	2%
Afri Amer	159	25%	138	46%	21%	123	46%	0%	55%	9%
Hispanic	278	47%	341	57%	10%	303	57%	0%	60%	3%
White	54	67%	48	69%	2%	48	73%	4%	75%	2%
Eco Disadv	383	44%	431	57%	12%	364	58%	2%	60%	2%
LEP	85	29%	94	27%	-3%	90	31%	5%	40%	9%
SpEd	13	15%	19	21%	6%	36	11%	-10%	20%	9%

Grade 11 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	400	66%	397	76%	10%	413	72%	-3%	77%	5%
Afri Amer	111	53%	99	66%	13%	95	61%	-5%	70%	9%
Hispanic	191	64%	222	78%	13%	242	72%	-6%	79%	7%
White	57	79%	40	78%	-1%	35	85%	7%	86%	1%
Eco Disadv	272	64%	289	76%	12%	286	70%	-7%	77%	7%
LEP	62	43%	55	58%	15%	83	48%	-10%	50%	2%
SpEd	18	31%	16	42%	11%	29	10%	-31%	20%	10%

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Grade 10 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	543	42%	600	41%	-1%	520	47%	7%	52%	5%
Afri Amer	161	34%	149	29%	-5%	129	31%	2%	35%	4%
Hispanic	285	38%	349	39%	1%	306	48%	9%	52%	6%
White	56	74%	54	56%	-18%	47	70%	14%	77%	7%
Eco Disadv	393	42%	448	38%	-4%	373	45%	6%	50%	5%
LEP	89	17%	99	11%	-7%	97	22%	11%	27%	5%
SpEd	23	29%	49	9%	-20%	35	17%	8%	24%	7%

Grade 11 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	404	54%	403	61%	6%	413	72%	12%	75%	3%
Afri Amer	112	44%	104	49%	4%	95	68%	19%	73%	5%
Hispanic	193	48%	222	61%	13%	242	69%	8%	74%	5%
White	58	86%	40	83%	-3%	35	89%	6%	94%	5%
Eco Disadv	273	50%	295	60%	10%	287	67%	7%	70%	3%
LEP	64	24%	54	28%	4%	85	38%	10%	45%	7%
SpEd	23	27%	24	47%	21%	29	18%	-30%	25%	7%

Grade 10 TAKS-Social Studies										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	540	75%	601	82%	7%	520	84%	3%	85%	1%
Afri Amer	160	65%	149	76%	11%	126	76%	1%	80%	4%
Hispanic	284	75%	351	81%	5%	308	86%	5%	87%	1%
White	55	96%	54	90%	-6%	47	89%	-1%	90%	1%
Eco Disadv	391	75%	449	80%	6%	371	83%	3%	84%	1%
LEP	88	53%	103	52%	-1%	100	62%	10%	65%	3%
SpEd	23	71%	49	52%	-20%	35	54%	3%	57%	3%

Grade 11 TAKS-Social Studies										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	406	91%	403	89%	-2%	411	92%	4%	93%	1%
Afri Amer	114	91%	103	85%	-7%	95	95%	10%	96%	1%
Hispanic	195	88%	222	89%	1%	240	90%		91%	1%
White	56	98%	41	95%	-3%	35	97%	2%	98%	1%
Eco Disadv	276	91%	295	88%	-3%	285	91%	3%	92%	1%
LEP	64	67%	55	60%	-6%	84	76%	16%	77%	1%
SpEd	26	73%	24	68%	-5%	29	62%	-6%	65%	3%