

Boles Junior High School
Campus/Department Improvement Plan
2009-2010

Campus/Department Improvement Plan 2009-2010

Boles Junior High School

Overview

The staff of Boles Junior High believes that all students can learn, and accepts our responsibility for students achieving mastery of basic skills. We will expect and exemplify positive behavior and attitudes. We believe that our primary purpose is to ensure the highest level of academic performance.

During the 2008 - 2009 school year, campus leaders were committed to become a Recognized campus by the Texas Education Agency. Preliminary TAKS reports indicate that Boles JH has accomplished the overall goal of becoming a Recognized campus for the 2008 - 2009 school year. In addition to the being a Recognized campus, the Boles JH leadership team is committed to providing the best possible learning experience everyday for all students. Instruction, assessments, and learning experiences for all students will be based on students' need, student performance data, state, district, and federal requirements.

Out of 773 students Boles JH is projected to have 13% Hispanic, 11% African American, and 19% economically disadvantaged students for the 2009 - 2010 school year. A comprehensive needs assessment, that was conducted by the Boles JH leadership team, indicates that there is an achievement gap among African American, Hispanic, and economically disadvantaged students in the areas of Math and Science. African American students performed 13% lower than all students in Science and 10% lower than all students in Math. Hispanic students performed 16% lower than all students in Science and 9% lower than all students in Math. Economically disadvantaged students performed 11% lower than all students in Science and 17% lower than all students in Math.

The Boles JH leadership team will continue to collaborate and meet on a regular basis to discuss student performance data throughout the 2009 - 2010 school year. Assessment and instruction will be guided by the use of data retrieved from TRIAND and informal classroom assessments throughout the year. Academic teams, along with elective teachers, will begin the upcoming school year using individual student performance data and the Response to Intervention (RTI) process to provide early interventions, remedial instruction, and tutoring in order to fill in learning gaps to accelerate students' learning. By having high expectations for all students, Boles JH is committed to close the achievement gaps among all student populations.

For the 2009 -2010 school year, Boles Junior High plans to continue to maintain Recognized status with a goal of becoming an Exemplary junior high school.

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Comprehensive Needs Assessment **Sources of Data**

Required form for
Campus/Department Plans

A Comprehensive Needs Assessment was conducted with the Committee on May 6, 2009

Participants in Attendance	Data Sources Examined
Kathy Oglesby, Rita Whitfield, Tracy Moore, Johnny Hammonds	<p>The following sources were used to determine needs and pressure points to maintain Recognized status with the goal of becoming an Exemplary school:</p> <p>Attendance data; PEIMS data; mobility and transfer information; student enrollment data; campus free & reduced lunch eligibility reports; assistant principal & teacher discipline records, parent, staff and student surveys; TRIAND data; Student Performance data i.e. six weeks and progress report grades, TAKS scores; and PTA and parent volunteer information.</p>
Elaine Morgan, Mary Stone, Tom Routt, Stephon Weatherspoon	
David Stice, Lindsay Cadenhead, Darryl Wilkins, Sara Bowman, Cheryl Wolters	
Tim Hammonds, Malissa Poole, Steve Reed, Debbie Martin, Keith Cendrick	
Carol Schelsinger, Neta Childress, Bill Jesek	

To be submitted with CIP/DIP

Campus/Department Improvement Plan 2009-2010

Boles Junior High School

Comprehensive Needs Assessment

Summary of Findings

Required form for
Campus/Department Plans

Date Completed: May 2009

Provide a written summary of the findings from the data analysis:

The data analysis suggests that Hispanic, African American, and economically disadvantaged students achieve at lower rates than all and white students.

Prioritized Needs	
Needs	Data Source
African American, Hispanic, and economically disadvantaged students in 7th grade mathematics.	Benchmark data, course grades and failure rates, and student performance data on TAKS.
Hispanic and economically disadvantaged students in 8th grade mathematics.	
African American, Hispanic, and economically disadvantaged students in 8th grade Science.	7th grade EOY and benchmark data, course grades and failure rates, and student performance data on TAKS.

To be submitted with CIP/DIP

Campus/Department Improvement Plan 2009-2010

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Goal: To develop and implement as system of academic interventions.

Performance Objective: 90% or higher achievement rate in the area of Science and Math for African American, Hispanic, Economically Disadvantaged, and ALL students.

Summative Evaluation: Passing rates of Math TAKS and Science TAKS for 2009 - 2010 school year.

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
RTI process; team and department meetings; administrative walk-throughs and teacher evaluations; continuous student performance monitoring by administration and leadership team; early intervention and tutoring by academic teams.	AMI funds - additional tutoring before, during, and after-school - \$7,000. SCE funds used for document cameras - \$4,186; school supplies - \$500; TAKS Study Guides - \$2,200; before and after tutoring - \$3,000; after-school (late bus run) transportation for at-risk students - \$600.	Fernando Benavides - principal; Ben Bholan & Matthew Franks - 8th grade AP & counselor; Bill Manley & Patricia Tate - 7th grade AP & Counselor; BJH SBDM and Leadership team - K. Oglesby, R. Whitfield, T. Moore, J. Hammonds, E. Morgan, M. Stone, T. Routt, S. Weatherspoon, D. Stice, L. Cadenhead, D. Wilkins, S. Bowman, C. Wolters, T. Hammonds, M. Poole, D. Martin, K. Cendrick, C. Schelsinger, N. Childress, B. Jesek.	Aug. 24 to Oct. 2 Oct. 5 to Nov. 13 Nov. 16 to Jan. 15 Jan. 20 to Feb. 26 Mar 1 to Apr. 16 Apr. 19 to Jun. 3	Progress reports; six weeks grades; benchmark data - TRIAND; formal & infomal classroom assessments; teacher observations; administrative observations; previous TAKS scores - TRIAND; In-Touch; teacher lesson plans.	<div style="border: 1px solid gray; padding: 2px; width: 30px; margin: 0 auto;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 30px; margin: 0 auto;">Del</div>
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 on their needs. These decisions will be made by the RTI committee, team teachers, counselor, assistant principal, and parents. (M)	SCE funds - \$1000.	Academic teams, grade level assistant principal, counselor, and parents.	Every three weeks and when needed.	Progress reports; six weeks grades; benchmark data - TRIAND; formal & infomal classroom assessments; teacher observations; administrative observations; previous TAKS scores - TRIAND; In-Touch; teacher lesson plans.	<div style="border: 1px solid gray; padding: 2px; width: 30px; margin: 0 auto;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 30px; margin: 0 auto;">Del</div>

Campus/Department Improvement Plan 2009-2010

Boles Junior High School

Goal: To reduce course/subject failure rates.

Performance Objective: 90% or higher achievement rate in all student courses for African American, Hispanic, Economically Disadvantaged, and ALL students.

Summative Evaluation: Passing rates every six weeks and in all areas of TAKS for 2009 - 2010 school year.

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Counselors "Working lunch."	No funds needed.	Patrica Tate, 8th grade counselor; Matthew Franks, 7th grade counselor.	Daily.	Daily/weekly grades obtained from In-Touch; progress reports, six-weeks report cards.	Add Del
Individual counseling to set academic goals.	No funds.	Adminstration - Fernando Benavides, Ben Bholan, Bill Manley.	Every three weeks.	Progress reports, six-weeks report cards.	Add Del
Academic team tutoring during athletic study hall.	No funds.	Academic teams and coaching staff.	Weekly.	Daily/weekly grades obtained from In-Touch; progress reports, six-weeks report cards.	Add Del
Advisory tutoring.	No funds.	Academic core teachers.	Twice a week.	Daily/weekly grades obtained from In-Touch; progress reports, six-weeks report cards. Benchmark data using TRIAND.	Add Del
After/before school tutoring.	AMI, ARI, and SCE funds - \$3000.	Academic core teachers.	Weekly.	Daily/weekly grades obtained from In-Touch; progress reports, six-weeks report cards. Benchmark data using TRIAND.	Add Del
After school TAKS Boot Camp - Science and math academies.	AMI and SCE funds - \$1000.	K. Oglesby, Math Dept. Head; T. Moore, Science Dept. Head; F. Benavides, principal.	Three weeks before March and April TAKS administration.	Benchmark data and previous TAKS results using TRIAND.	Add Del

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
RTI meetings.	No funds.	Grade level academic teams, grade level counselor and assistant principal, parents.	Weekly.	Daily/weekly grades obtained from In-Touch; progress reports, six-weeks report cards. Benchmark data using TRIAND.	<input type="button" value="Add"/> <input type="button" value="Del"/>
PLATO/Credit Recovery lab.	No funds.	Natasha Williams, PLATO lab manager.	Every six week grading period.	Six weeks course grades.	<input type="button" value="Add"/> <input type="button" value="Del"/>
Enlist the aid of instructional specialist for targeted instruction and activities.	No funds.	K. Oglesby, T. Routt, T. Moore, E. Morgan, D. Stice, D. Wilkins - Dept. leaders.	Every six week grading period.	Six weeks course grades.	<input type="button" value="Add"/> <input type="button" value="Del"/>
Teachers will participate in high quality, on-going professional development based upon campus needs. (PD)	District funds.	Fernando Benavides, principal; Ben Bholan and Bill Manley, assistant principals.	December 2009 April 2010	Teacher Exchange Time plans, ERO attendance.	<input type="button" value="Add"/> <input type="button" value="Del"/>
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 Coordinarot Campus PEP Counselors.	Every six weeks.	AISD PEP Database PRS files.	<input type="button" value="Add"/> <input type="button" value="Del"/>
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.	Campus PEP Counselor.	Every six weeks.	AISD PEP Database referral forms PRS files.	<input type="button" value="Add"/> <input type="button" value="Del"/>
Documentation (PRS file) will include: verification fo 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 Coordinador Campus PEP counselor.	December 2009 May 2010.	PRS file.	<input type="button" value="Add"/> <input type="button" value="Del"/>

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
EOY - 8th grade: science, social studies, math, and ELA; 7th grade: math and ELA.	EOY funds.	EOY administrators - Ben Bholan & Bill Manely.	Aug. 2010.	EOY course grades, TAKS results, GPC meetings.	<input type="button" value="Add"/> <input type="button" value="Del"/>

Campus/Department Improvement Plan 2009-2010

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Goal: To develop subject area vertical alignment.

Performance Objective: 90% or higher achievement rate in all student courses for African American, Hispanic, Economically Disadvantaged, and ALL students.

Summative Evaluation: Passing rates every six weeks and in all areas of TAKS for 2009 - 2010 school year.

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Principal "Power of Ten" network meetings.	Faculty activity funds - \$125.	Fernando Benavides, principal.	Every six weeks.	Teacher feedback.	Add Del
Regularly scheduled leadership meetings.	Faculty activity funds - \$500.	Fernando Benavides, principal.	Monthly.	Teacher feedback.	Add Del
Regularly scheduled department meetings.	No funds.	K. Oglesby, T. Routt, T. Moore, E. Morgan, D. Stice, D. Wilkins - Dept. leaders.	Monthly.	Teacher feedback, student performance data - benchmark, progress report, and six weeks course grades.	Add Del
Martin Network Math and science department meetings.	No funds.	Fernando Benavides, principal.	Twice a year.	Teacher feedback, student performance data - benchmark, progress report, and six weeks course grades.	Add Del

Campus/Department Improvement Plan 2009-2010

Boles Junior High School

Goal: To engage parents and the community in the educational process.

Performance Objective: 90% or higher achievement rate in all student courses for African American, Hispanic, Economically Disadvantaged, and ALL students.

Summative Evaluation: Passing rates every six weeks and in all areas of TAKS for 2009 - 2010 school year.

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Teachers will communicate student academic progress and performance with on-going grade reporting via In-Touch, progress reports, and report cards. Teachers will use student agenda, mail, e-mail, phone, and "In-Touch" web-base grade notifications.	No funds.	Administration.	On-going, weekly, and every three weeks.	Teacher documentation with parents and students.	<div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Del</div>
7th grade Parent Orientation Night.	No funds.	Administration and leadership team.	Aug. 2009	Parent surveys.	<div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Del</div>
SBDM Committee.	Faculty Activity Funds - \$100.	Fernando Benavides, principal.	Every six weeks.	End of the year SBDM survey.	<div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Del</div>
PTA parent education committee.	No funds.	PTA executive board and committee members.	Twice a year.	PTA and parent feedback.	<div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Del</div>
Boles JH school website/First class Internet Calendar.	No funds.	Bill Manley, assistant principal; Debbie Dow, webmaster.	On-going.	Parent and teacher feedback.	<div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Del</div>
PTA weekly electronic news bulletin.	No funds.	Lisa Grabowski, PTA Communications Chair.	Weekly.	Parent and teacher feedback.	<div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Del</div>
Parent Orientation for 6th grade parents.	No funds.	Administration/ Counseling team; Leadership team.	Feb. 2010.	Parent survey and feedback.	<div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 20px; margin: 0 auto;">Del</div>

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Scheduling Orientation - "Gear Up" for 7th and 8th grade students.	No funds.	Patricia Tate, 8th grade counselor and Matthew Franks, 7th grade counselor.	Nov. 2009 Jan. 2010.	Student and parent feedback.	<input type="button" value="Add"/> <input type="button" value="Del"/>
In-Touch Parent Notification System.	No funds.	Administration.	On-going as needed.	Parent feedback and surveys.	<input type="button" value="Add"/> <input type="button" value="Del"/>
"Coffee with the Principal."	Office activity funds - \$50.	Fernando Benavides, principal.	Second Tuesday of the month.	"Coffee talk" notes and parent feedback.	<input type="button" value="Add"/> <input type="button" value="Del"/>
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, or Guest Speakers.	Campus Library Budgets Campus Library Activity Budget LS Dept. Library Budget Budget Funds.	Neta Childress, campus librarian; Julie Moore, Library Services Director.	Fall 2009 Spring 2010.	Library Services Monthly Activity Reports Campus and District Calendars.	<input type="button" value="Add"/> <input type="button" value="Del"/>
7th & 8th Grade Awards Night.	Office and Budgeted funds - \$ 2,900.	Ben Bholan, 8th grade assistant principal & Matthew Franks, 8th grade counselor.	May 2010.	Parent feedback.	<input type="button" value="Add"/> <input type="button" value="Del"/>
Boles JH "Twitter" account.	No funds.	Administration.	On-going.	Parent feedback.	<input type="button" value="Add"/> <input type="button" value="Del"/>

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

Performance Objective: 100% of students and staff will feel safe and secure at all times during the 2009 - 2010 school year.

Summative Evaluation: Reduction of fights, bullying, and violence on campus during the 2009 -2010 school year.

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Classroom guidance - Internet safety, Expect Respect, Drug Awareness, Pathways to Success.	No funds.	Patricia Tate, 8th grade counselor & Ben Bholan, 8th grade assistant principal; Matthew Franks, 7th grade counselor & Bill Manley, 7th grade assistant principal; Debra Vation, AISD Drug Interventionist; Terri Chapa, "Pathways to Success" coordinator	On-going and when needed.	Student and teacher feedback.	<div style="border: 1px solid black; padding: 2px; width: 30px; margin: 2px;">Add</div> <div style="border: 1px solid black; padding: 2px; width: 30px; margin: 2px;">Del</div>
Conflict resolution strategies with students.	No funds.	Patricia Tate, 8th grade counselor & Ben Bholan, 8th grade assistant principal; Matthew Franks, 7th grade counselor & Bill Manley, 7th grade assistant principal	On-going and when needed.	Student and teacher feedback.	<div style="border: 1px solid black; padding: 2px; width: 30px; margin: 2px;">Add</div> <div style="border: 1px solid black; padding: 2px; width: 30px; margin: 2px;">Del</div>
AISD security/camera system & SRO.	No funds.	Rufus Jenkins, AISD Security; Teresa Lopez, APD SRO	On-going and when needed.	Administrative observations.	<div style="border: 1px solid black; padding: 2px; width: 30px; margin: 2px;">Add</div> <div style="border: 1px solid black; padding: 2px; width: 30px; margin: 2px;">Del</div>
Teacher hall duty and monitoring.	No funds.	All faculty & staff.	On-going.	Administrative observations.	<div style="border: 1px solid black; padding: 2px; width: 30px; margin: 2px;">Add</div> <div style="border: 1px solid black; padding: 2px; width: 30px; margin: 2px;">Del</div>

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Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
PTA "Bulldog Dad's" lunchroom monitoring program.	No funds.	Administration.	On-going.	Administrative observations.	<input type="button" value="Add"/> <input type="button" value="Del"/>
Random metal, drug, and locker checks.	No funds.	Administration.	Once a month.	Administrative observations.	<input type="button" value="Add"/> <input type="button" value="Del"/>
<input type="button" value="Add New Goal or Objective"/>					

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Boles Junior High School Campus Improvement Plan 2009-10 (Includes TAKS-ACC)*

Grade 7 TAKS-Reading								Projected Goal		
	Spring 2007		Spring 2008		Diff	Spring 2009		Diff	Spring 2010	Diff
	N	%	N	%		N	%		%	
ALL	330	95%	353	95%	0%	376	94%	-1%	96%	2%
Afri Amer	32	94%	41	80%	-13%	43	86%	6%	90%	4%
Hispanic	22	95%	34	91%	-4%	45	93%	2%	94%	1%
White	258	95%	263	97%	2%	269	94%	-3%	95%	1%
Eco Disadv	41	90%	46	83%	-8%	62	84%	1%	90%	6%

Grade 8 TAKS-Reading								Projected Goal		
	Spring 2007		Spring 2008		Diff	Spring 2009		Diff	Spring 2010	Diff
	N	%	N	%		N	%		%	
ALL	345	98%	352	97%	-1%	356	98%	2%	98%	0%
Afri Amer	33	97%	43	91%	-6%	43	95%	5%	96%	1%
Hispanic	38	95%	25	96%	1%	40	95%	-1%	96%	1%
White	257	98%	267	98%	0%	257	100%	2%	100%	0%
Eco Disadv	42	95%	49	92%	-3%	55	98%	6%	98%	0%

Grade 7 TAKS-Writing								Projected Goal		
	Spring 2007		Spring 2008		Diff	Spring 2009		Diff	Spring 2010	Diff
	N	%	N	%		N	%		%	
ALL	323	97%	354	94%	-3%	373	96%	2%	97%	1%
Afri Amer	32	88%	41	85%	-2%	43	93%	8%	94%	1%
Hispanic	23	87%	34	94%	7%	44	98%	4%	98%	0%
White	250	99%	264	95%	-5%	267	96%	1%	97%	1%
Eco Disadv	41	88%	46	89%	1%	61	90%	1%	93%	3%

*Grade 8 Reading and Math reflects first administration results only

Boles Junior High School Campus Improvement Plan 2009-10 (Includes TAKS-ACC)*

Grade 7 TAKS-Mathematics									Projected Goal	
	Spring 2007		Spring 2008		Diff	Spring 2009		Diff	Spring 2010	Diff
	N	%	N	%		N	%		%	
ALL	326	81%	353	86%	5%	373	86%	0%	90%	4%
Afri Amer	32	63%	42	74%	11%	43	63%	-11%	85%	22%
Hispanic	22	82%	34	79%	-2%	45	80%	1%	85%	5%
White	255	83%	262	89%	6%	266	89%	1%	90%	1%
Eco Disadv	40	73%	45	76%	3%	61	62%	-13%	85%	23%

Grade 8 TAKS-Mathematics									Projected Goal	
	Spring 2007		Spring 2008		Diff	Spring 2009		Diff	Spring 2010	Diff
	N	%	N	%		N	%		%	
ALL	341	88%	354	85%	-3%	354	92%	6%	92%	0%
Afri Amer	31	58%	42	71%	13%	43	95%	24%	95%	0%
Hispanic	37	76%	24	79%	3%	41	78%	-1%	85%	7%
White	256	93%	270	87%	-6%	254	93%	6%	93%	0%
Eco Disadv	41	76%	50	72%	-4%	54	81%	9%	85%	4%

Grade 8 TAKS-Science									Projected Goal	
	Spring 2007		Spring 2008		Diff	Spring 2009		Diff	Spring 2010	Diff
	N	%	N	%		N	%		%	
ALL	351	83%	353	83%	0%	352	89%	6%	90%	1%
Afri Amer	34	45%	42	67%	22%	42	76%	10%	85%	9%
Hispanic	39	62%	25	76%	14%	41	73%	-3%	80%	7%
White	261	89%	269	86%	-3%	253	94%	7%	95%	1%
Eco Disadv	41	65%	50	70%	5%	51	78%	8%	85%	7%

Grade 8 TAKS-Social Studies									Projected Goal	
	Spring 2007		Spring 2008		Diff	Spring 2009		Diff	Spring 2010	Diff
	N	%	N	%		N	%		%	
ALL	352	99%	349	95%	-3%	350	98%	3%	98%	0%
Afri Amer	34	100%	42	90%	-10%	42	95%	5%	97%	2%
Hispanic	39	95%	25	92%	-3%	41	98%	6%	98%	0%
White	262	99%	265	96%	-3%	251	99%	3%	99%	0%
Eco Disadv	42	95%	49	86%	-9%	51	96%	10%	97%	1%

*Grade 8 Reading and Math reflects first administration results only.