

# THOREAU SCHOOL IMPROVEMENT PLAN

2011-2012



May 2011

Prepared by  
Thoreau School Advisory Council

# **Thoreau School Advisory Council (SAC)**

**2010 – 2011**

## **Parents**

Natalie Gekle	Year 1
Jen Jiganti	Year 1
Abby White	Year 2
Sarah Wieland	Year 1

## **Staff Members**

Brad Bennett	Year 2
Kelly Clough	Principal
Jessica Christensen	Year 1
Maureen Silven	Year 2

## The Building

In September of 2006 we began a new era in the history of Thoreau School by moving into a new school building. The building has proven to be a continued source of pride for the Thoreau Community and a showcase for the latest in technology.

## The Staff

During the week approximately eighty-nine employees report to work at Thoreau. 100% of the teachers are Highly Qualified.

The staff is as follows:

One principal  
Twenty-three classroom teachers  
Five special education teachers  
One art teacher  
One music teacher  
Three instrumental music teachers  
Two physical education teachers  
One librarian  
One library assistant  
One technology specialist  
One reading specialist  
One language arts specialist  
One math specialist  
Two speech and language pathologists  
One occupational therapist  
One physical therapist  
One social worker  
One school psychologist  
One school nurse  
One teacher of the hearing impaired  
One ELL teacher  
Twelve special education tutors  
One METCO tutor  
Five regular education tutors  
Four kindergarten assistants  
Three instructional aides  
Two secretaries  
Three custodians  
Two cafeteria workers  
Five recess supervisors  
One behavior specialist

## The Students

Thoreau is home to four hundred and fifty-five students.

## Core Values

Thoreau has identified its Core values through our motto/logo – THOREAU CARES.

- C Community
- A Academic Excellence
- R Respect
- E Effort
- S Safety

These core values are embedded throughout the school improvement plan and our core curriculum.

## MCAS

Attached you will find the DESE School/District Profile information and other MCAS data. In summary, our Performance rating in both English/Language Arts and Math is “Very high.”

# **Progress on Goals for 2010-2011 School Year**

## **Goal One**

To Implement New Electronic Assessment Record Keeping

Thoreau administers numerous assessments throughout the year. Currently these records are kept in a myriad of places and not always easily accessible. We would like to enter all assessment data into a single electronic source for each student. We have been working closely throughout the year with the IT staff to design such a database and have it prepared for teacher use in the fall of 2011.

## **Goal Two**

To preserve the traditions and activities that makes Thoreau unique. To Maintain a Vibrant METCO Program. To Strengthen Our New Family Orientation Program

Thoreau conducted numerous activities throughout the year that help define our culture. These activities included the Turkey Trot, Spelling Bee, Cake Walk, Road Race, Math Night, Bingo Night, and many others. In the fall we held a New Family Orientation night welcoming new Kindergarten families as well as families new to Thoreau. Other efforts have also been made by parent volunteers on the PTG and SAC, as well as staff members, to provide outreach to new families and develop networking opportunities. Several Principal Coffees were offered to all families to welcome families as well as keep parents informed about Thoreau School news and events.

## **Goal Three**

To Continue the Work with Thoreau Generated Math Assessments

At the K-2 level, three unit assessments were developed and administered throughout the year. At the 3-5 level, three district-wide assessment was also administered. In-house grade level math meetings were held to discuss findings, analyze results, and were used to inform instruction.

## **Goal Four**

Continue to Utilize Existing RTI Strategies and Explore Expanding Services

RTI takes many forms at Thoreau, but a large component is the use of our Language Arts Specialist, Reading Specialist, and Math Specialist as service providers for students targeted for

RTI. Five reading tutors support teachers and students in grade one, two, and three by providing small group reading instruction. This intense, small group early intervention model helps to target explicit reading and math instruction for specific students and serves as a proactive and effective response to intervention.

### **Goal Five**

To Continue Work with Global Education and to Complete the Work with CCHS Students as Outlined in our Concord Ed. Fund Grant

Although the CEF funding for this project had expired, we were able to utilize in-house resources to bring Global Education to our classrooms, steered by our Global Education Committee and individual classroom teachers and their commitment to this project. We were also able to review and purchase the video series “Families of the World” that will be accessible via the library to all K-5 classrooms.

### **Goal Six**

To Raise the Awareness of the Need for a School-Wide Plan of Action for Talking to Students About How to be Positive, Productive Digital citizens, How to Treat Others While online, and How to Be Safe Online

This goal developed into a district-wide goal as the new anti-bullying law was approved in Massachusetts late last school year. Two of our teachers participated in district-wide committees charged with looking at the new state expectations for anti-bullying, and with looking at ways to expand our Digital Citizenship curriculum currently being taught by the Library Media Specialist, into every classroom. Professional development opportunities have been planned for teachers in grades 3-5 next year during district-wide meetings.

**GOALS**  
**2011-2012 SCHOOL ADVISORY COUNCIL/THOREAU SCHOOL**

**GOAL # 1:** Increase opportunities for teacher collaboration in order to improve math instruction.

What: Objective	How: Major Tasks/Activities	Who: Target Populati on	When: Dates	Responsibility Accountability	Measurable Outcome(s) Quantifiable
To establish bi-weekly grade level math meetings	Teachers will meet during scheduled meetings to: -Study student work -Analyze student data -Conduct and discuss lesson studies	K-5 teachers SPED teachers Tutors	2011 - 2012 school year	Principal Math Curriculum Specialist Teachers K-5 SPED teachers	Agendas from grade-level meetings  Minutes from grade-level meetings  Formative/summative assessments  End of unit assessments, mid-year assessments, end-year assessments  Student work
Begin to incorporate the Common Core Standards in Mathematics and their impact on current math curriculum	Read the Common Core State Standards document and Crosswalks Document (DESE)  Purchase revised unit guides for <i>Investigations</i> that reflect changes to curriculum  Teachers will have professional development time to meet and	K-5 teachers SPED teachers	2011 - 2012 school year	Director of Curriculum and Instruction Principals Math curriculum specialists Teachers grades K-5 Support staff	Input modifications to curriculum to Atlas Mapping  Reflect changes to curriculum in revised end of unit assessments

<p>To develop math coaching model to support teachers in classroom</p>	<p>discuss the Common Core Standards (fac mtg, bb mtg)</p> <p>Train math curriculum specialists in math coaching model</p>	<p>K-5 math curriculum specialists</p>	<p>2011 - 2012 school year</p>	<p>Director of Curriculum and Instruction</p> <p>Principals</p> <p>K-5 math curriculum specialists</p>	<p>Share model with teachers at grade level meetings</p> <p>Work with teachers on instructional practices directly in classrooms</p>
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**GOALS**  
**2011-2012 SCHOOL ADVISORY COUNCIL/THOREAU SCHOOL**

**GOAL # 2:** Increase opportunities for teacher collaboration in order to improve language arts instruction.

What: Objective	How: Major Tasks/Activities	Who: Target Population	When: Dates	Responsibility Accountability	Measurable Outcome(s) Quantifiable
To establish bi-weekly grade level language arts meetings	Teachers will meet during scheduled - meetings to: -Study student work -Analyze student data -Conduct and discuss lesson studies	K-5 teachers SPED teachers Tutors	2011 - 2012 school year	Principal LA Curriculum Specialist Teachers K-5 SPED teachers	Agendas from grade-level meetings Minutes from grade-level meetings Formative/summative assessments Student work
Begin to incorporate the Common Core Standards in Language Arts and their impact on current language arts curriculum	Read the Common Core State Standards document and Crosswalks Document (DESE)  Teachers will have professional development time to meet and discuss the Common Core Standards (fac mtg, bb mtg)	K-5 teachers SPED teachers	2011 - 2012 school year	Director of Curriculum and Instruction Principals LA curriculum specialists Teachers grades K-5 Support staff	Input modifications to curriculum to Atlas Mapping
To develop language arts coaching model to support teachers in classroom	Train language arts curriculum specialists in ELA coaching model	K-5 language arts curriculum specialists	2011 - 2012 school year	Director of Curriculum and Instruction  Principals  K-5 language arts curriculum specialists	Share model with teachers at grade level meetings  Work with teachers on instructional practices directly in classrooms

**GOALS**  
**2011-2012 SCHOOL ADVISORY COUNCIL/THOREAU SCHOOL**

**GOAL # 3: Improve school climate for the greater Thoreau community including students, staff, and families.**

What: Objective	How: Major Tasks/Activities	Who: Target Population	When: Dates	Responsibility Accountability	Measurable Outcome(s) Quantifiable
Strengthen the METCO program	Plan and organize events that include the greater Thoreau community	All students, staff, and Thoreau families	Regular committee meetings throughout the school year	Social skills committee	Student participation in regular events
Create a social skills committee to investigate issues surrounding school climate and make recommendations for actions to enhance school climate	Provide ongoing opportunities for Boston – Concord students to interact	Buddy families	Monthly school events	Principal	Committee agendas
	Strengthen the mentor-mentee staff relationships and structures with Boston students	Family Friends participants		METCO director	Committee minutes
	Survey staff to gather information on traditions, celebrations			Coordinator of Family Friends program	Survey results
	Create and publish a school newspaper				Monthly school events including assemblies and spirit days

**GOALS**  
**2011-2012 SCHOOL ADVISORY COUNCIL/THOREAU SCHOOL**

**GOAL # 4:** Increase opportunities for staff to participate in building school culture focused on improving student learning.

What: Objective	How: Major Tasks/Activities	Who: Target Population	When: Dates	Responsibility Accountability	Measurable Outcome(s) Quantifiable
Build capacity for teacher leadership with a focus on improving instruction	Create a time at faculty meetings for staff to share professional development, lessons, and learning activities targeted toward professional growth for all	Thoreau staff	Monthly faculty meetings	Thoreau staff Committee chairs	Faculty meeting agendas and minutes Surveys
Regular communication among staff, committees, and principal	Create an "Open Agenda" time at faculty meetings Invite staff to participate in voluntary committees Invite staff input toward formulating agendas Promote shared decision making when applicable Regular news-sharing from principal including morning bulletins, Attention Thoreau, newsletters		Regular committee meeting dates Throughout the school year	Committee members Principal Curriculum specialists	Committee agendas and minutes Agendas and minutes within the Attention Thoreau conference folder

**GOALS**  
**2011-2012 SCHOOL ADVISORY COUNCIL/THOREAU SCHOOL**

**GOAL # 5: Investigate 21<sup>st</sup> Century ways to interact with print as indicated by the new Common Core Standards.**

What: Objective	How: Major Tasks/Activities	Who: Target Population	When: Dates	Responsibility Accountability	Measurable Outcome(s) Quantifiable
<p>Provide experiences for grade K-2 students to write digitally</p> <p>Provide experiences for grade 3-5 students to write online</p>	<p>Provide time for staff to review the new Common Core standards for writing</p> <p>Survey staff to gather information on their needs for support for digital and online writing experiences</p> <p>Provide ongoing opportunities for professional development including:            -peer mentoring            -coaching &amp; consultations with technology specialist            -sharing sessions            -after school classes</p> <p>Extend pilot for using epals in grades 3-5 for online writing experiences</p>	<p>K-5 staff and students</p>	<p>Throughout the school year</p>	<p>Principal</p> <p>Instructional Technology Specialist</p> <p>Language Arts Specialist</p>	<p>Student digital writing projects in each grade K-2 classroom</p> <p>Student online writing projects in each grade 3-5 classroom</p>

# DESE School/District Profile 2010 MCAS 2010

## Enrollment Data

Enrollment by Race/Ethnicity (2010-11)			
Race	% of School	% of District	% of State
African American	3.8	4.9	8.2
Asian	6.4	6.0	5.5
Hispanic	5.3	4.1	15.4
Native American	0.0	0.1	0.2
White	79.5	81.1	68.0
Native Hawaiian, Pacific Islander	0.0	0.0	0.1
Multi-Race, Non-Hispanic	5.1	3.8	2.4

Enrollment by Gender (2010-11)			
	School	District	State
Male	251	943	490,363
Female	202	1,004	465,200
Total	453	1,947	955,563

## Teacher Data (2009-10)



PRINT

	School	District	State
Total # of Teachers	37.8	149.2	69,908.9
% of Teachers Licensed in Teaching Assignment	100.0	100.0	97.1
Total # of Classes in Core Academic Areas	132	596	280,489
% of Core Academic Classes Taught by Teachers Who are Highly Qualified	99.2	99.8	97.3
Student/Teacher Ratio	11.9 to 1	12.7 to 1	13.7 to 1

## MCAS Tests of Spring 2010 Percent of Students at Each Performance Level for Thoreau

\* **NOTE:** Performance level percentages are not calculated if student group less than 10.

\* **NOTE:** Grade 10 Science and Technology/Engineering results represent the highest performance level attained by class of 2012 students in grades 9 or 10 in any of the four subjects (Biology, Chemistry, Introductory Physics, and Technology/Engineering). In addition, only students enrolled in Massachusetts since October 2008 are included in state-level results; only students enrolled in the same district since October 2008 are included in district-level results; only students enrolled in the same school since October 2008 are included in school-level results.

Data Last Updated on September 14, 2010.

Grade and Subject	Advanced/ Above Proficient		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 03 - READING	23	14	61	49	14	30	3	8	80	95.0	N/A	N/A
GRADE 03 - MATHEMATICS	39	25	35	40	20	24	5	11	79	89.9	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	53	11	41	43	7	35	0	12	74	97.0	86.0	70
GRADE 04 - MATHEMATICS	32	16	35	32	32	41	0	11	74	90.2	67.5	70
GRADE 05 - ENGLISH LANGUAGE ARTS	47	16	43	47	9	28	1	10	77	96.4	56.0	75
GRADE 05 - MATHEMATICS	57	25	35	30	8	28	0	17	77	97.1	70.0	77
GRADE 05 - SCIENCE AND TECHNOLOGY	49	15	40	38	10	36	0	11	77	96.8	N/A	N/A
ALL GRADES - ENGLISH LANGUAGE ARTS	40	16	48	52	10	24	1	8	231	96.1	77.0	145
ALL GRADES - MATHEMATICS	43	26	35	33	20	27	2	15	230	92.4	69.0	147

## MCAS Annual Comparisons

\* NOTE: Performance level percentages are not calculated if student group less than 10. Data Last Updated on September 14, 2010

### GRADE 03 - ENGLISH LANGUAGE ARTS PERFORMANCE 2007 2008 2009 2010 LEVEL

<b>ABOVE PROFICIENT</b>	37	25	13	23
<b>PROFICIENT</b>	45	55	67	61
<b>NEEDS IMPROVEMENT</b>	17	20	20	14
<b>WARNING</b>	1	0	0	3

### GRADE 03 - MATHEMATICS PERFORMANCE 2007 2008 2009 2010 LEVEL

<b>ABOVE PROFICIENT</b>	36	26	20	39
<b>PROFICIENT</b>	41	47	51	35
<b>NEEDS IMPROVEMENT</b>	13	26	27	20
<b>WARNING</b>	10	1	3	5

### GRADE 04 - ENGLISH LANGUAGE ARTS PERFORMANCE 2007 2008 2009 2010 LEVEL

<b>ADVANCED</b>	38	50	37	53
<b>PROFICIENT</b>	52	38	51	41
<b>NEEDS IMPROVEMENT</b>	8	13	11	7
<b>WARNING</b>	2	0	1	0

### GRADE 04 - MATHEMATICS PERFORMANCE 2007 2008 2009 2010 LEVEL

<b>ADVANCED</b>	37	56	32	32
<b>PROFICIENT</b>	27	24	43	35
<b>NEEDS IMPROVEMENT</b>	33	18	23	32
<b>WARNING</b>	3	3	1	0

### GRADE 05 - ENGLISH LANGUAGE ARTS PERFORMANCE 2007 2008 2009 2010 LEVEL

<b>ADVANCED</b>	49	37	54	47
<b>PROFICIENT</b>	39	55	40	43
<b>NEEDS IMPROVEMENT</b>	8	6	3	9
<b>WARNING</b>	4	1	3	1

### GRADE 05 - MATHEMATICS PERFORMANCE 2007 2008 2009 2010 LEVEL

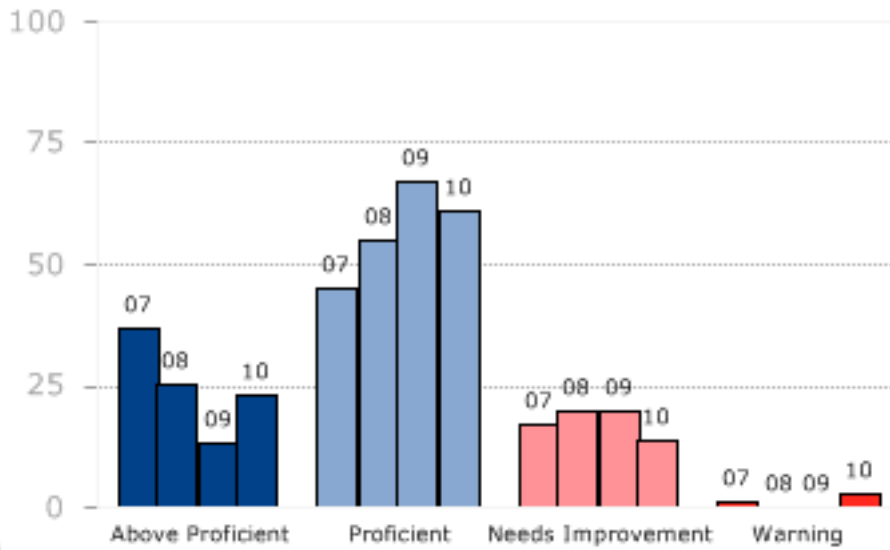
<b>ADVANCED</b>	53	42	58	57
<b>PROFICIENT</b>	27	22	32	35
<b>NEEDS IMPROVEMENT</b>	11	28	6	8
<b>WARNING</b>	9	7	4	0

**GRADE 05 - SCIENCE AND  
TECHNOLOGY**

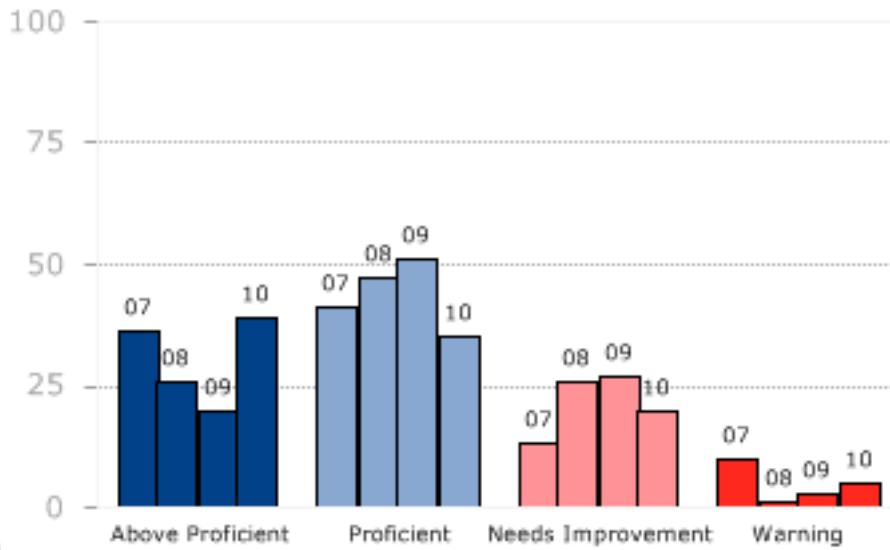
**PERFORMANCE 2007 2008 2009 2010  
LEVEL**

<b>ADVANCED</b>	37	31	58	49
<b>PROFICIENT</b>	43	42	34	40
<b>NEEDS IMPROVEMENT</b>	16	25	8	10
<b>WARNING</b>	4	1	0	0

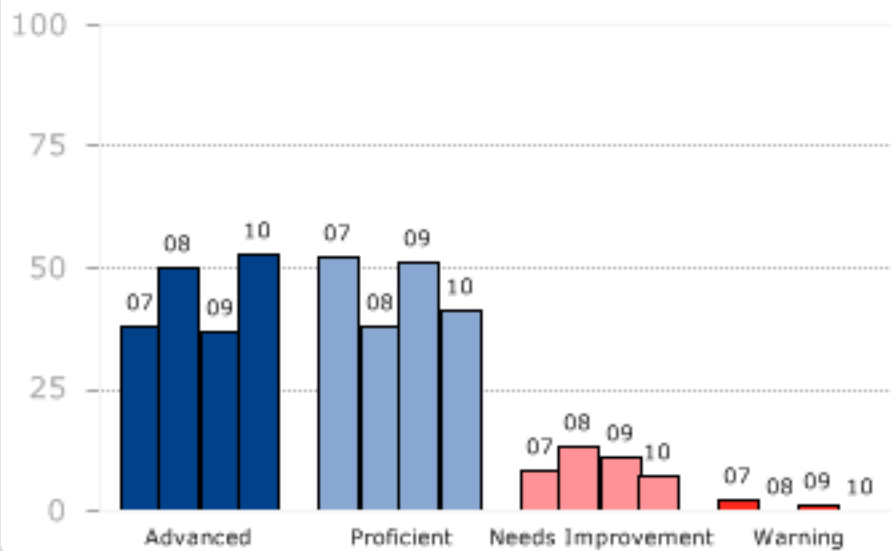
**GRADE 03 - ENGLISH LANGUAGE ARTS**  
**Percentage of Students by Performance Level**



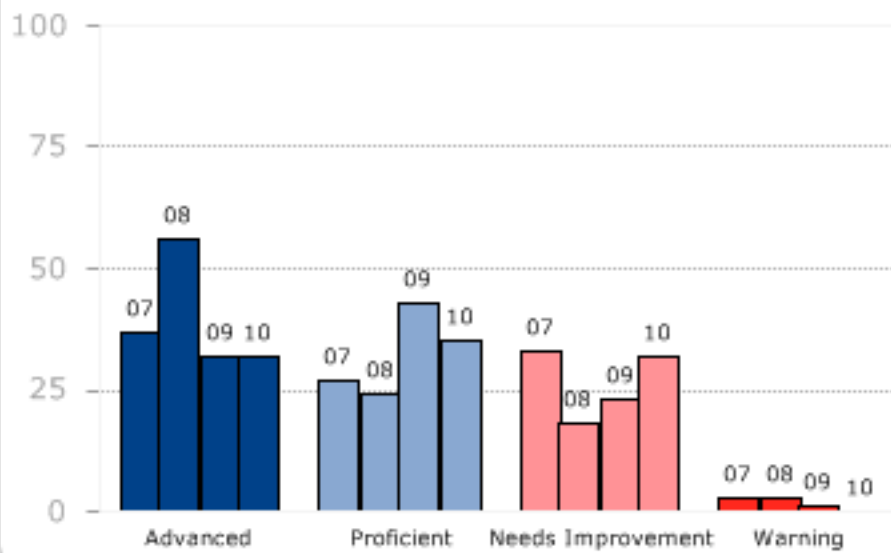
**GRADE 03 - MATHEMATICS**  
**Percentage of Students by Performance Level**



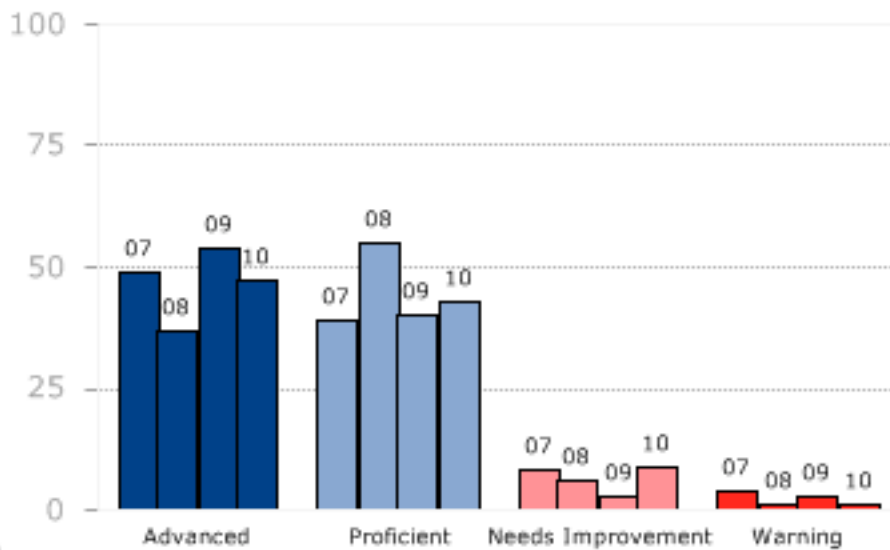
**GRADE 04 - ENGLISH LANGUAGE ARTS**  
**Percentage of Students by Performance Level**



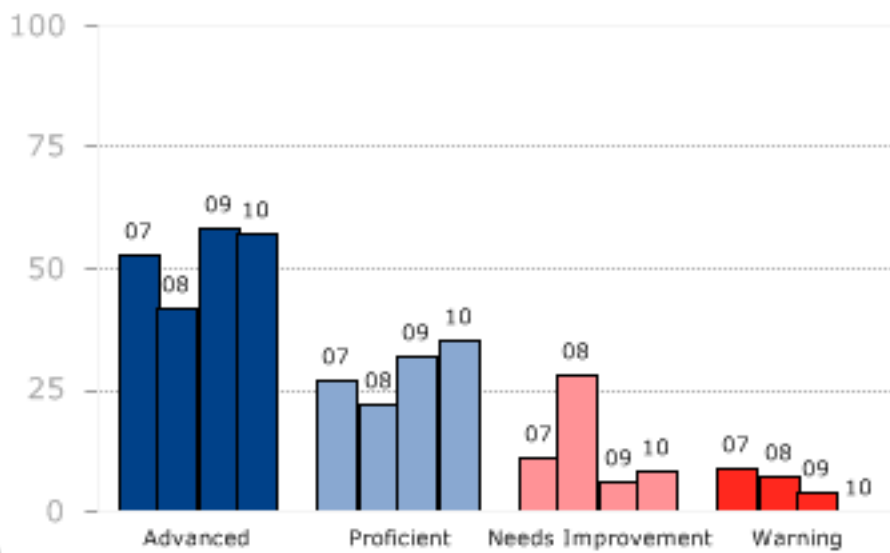
**GRADE 04 - MATHEMATICS**  
**Percentage of Students by Performance Level**



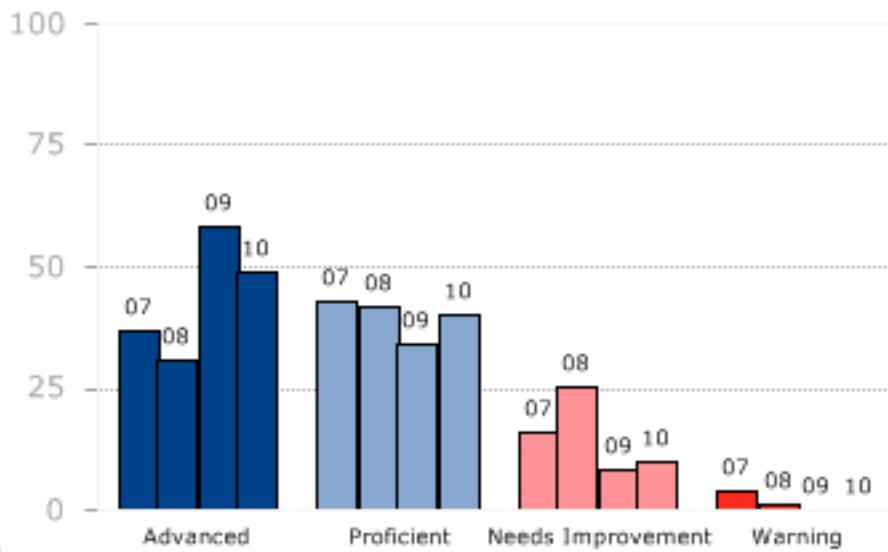
**GRADE 05 - ENGLISH LANGUAGE ARTS**  
**Percentage of Students by Performance Level**



**GRADE 05 - MATHEMATICS**  
**Percentage of Students by Performance Level**



**GRADE 05 - SCIENCE AND TECHNOLOGY**  
**Percentage of Students by Performance Level**



# Thoreau - 2010 Accountability Data



**District:** Concord (00670000)  
**School:** Thoreau (00670020)  
**Accountability & Assistance Level:** Level 1  
**School Title I Status:** Non-Title I School (NT)  
**NCLB School Choice Required:** No  
**Supplemental Educational Services Required:** No  
**Commended For:** High growth, exiting 2009 NCLB accountability status

## 2010 Adequate Yearly Progress (AYP) Data - Summary

Summary Data | [Detailed Data](#)

	<a href="#">NCLB Accountability Status</a>	<a href="#">Performance Rating</a>	<a href="#">Improvement Rating</a>
<b>ENGLISH LANGUAGE ARTS</b>	No Status	Very High	On Target
<b>MATHEMATICS</b>	No Status	Very High	No Change

To make AYP in 2010, a student group must meet (A) a student participation requirement, either (B) the State's 2010 performance target for that subject or (C) the group's own 2010 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		AYP 2010
	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet attendance (G1-8) or graduation rate target (G9-12)?		
	Met Target	Actual	Met Target (90.2)	Actual	Met Target	Change from 2009	Met Target	Actual	
<b>ENGLISH LANGUAGE ARTS</b>									
Aggregate	Yes	100	Yes	96.1	Yes	0.5	Yes	96.6	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	100	No	86.9	Yes	3.4	Yes	97.3	Yes
Low Income	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	96.5	Yes	0.6	Yes	96.6	Yes
<b>MATHEMATICS</b>									
Aggregate	Yes	100	Yes	92.4	No	-0.2	Yes	96.6	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	100	No	82.7	Yes	2.3	Yes	97.3	Yes
Low Income	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	93.3	Yes	0.2	Yes	96.6	Yes

		Adequate Yearly Progress History								NCLB Accountability Status
		2003	2004	2005	2006	2007	2008	2009	2010	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	Yes	Yes	Yes	Yes	No	No	Yes	Yes	





GRADE LEVEL 3 - READING																											
Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP			
	#	%	P+	P	NI	W			#	%	P+	P	NI	W			#	%	P+	P	NI	W					
<b>AYP Subgroups</b>																											
Stud. w/ Disab	10	100	0	50	30	20	80.0	N/A	N/A	42	98	2	45	43	10	82.1	N/A	N/A	12,533	99	2	23	46	29	68.2	N/A	N/A
LEP/FLEP	1	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	8,011	99	4	30	47	19	70.3	N/A	N/A
Low-Income	1	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	25,210	100	6	37	43	14	76.1	N/A	N/A
African American/Black	2	-	-	-	-	-	-	-	-	10	100	0	60	40	0	85.0	N/A	N/A	5,485	99	6	36	43	15	75.6	N/A	N/A
Asian	4	-	-	-	-	-	-	-	-	13	93	15	69	8	8	92.3	N/A	N/A	3,987	99	18	49	27	6	87.7	N/A	N/A
Hispanic/Latino	3	-	-	-	-	-	-	-	-	13	100	23	38	38	0	88.5	N/A	N/A	10,671	100	5	33	45	17	73.0	N/A	N/A
Native American		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	158	99	10	40	39	11	80.7	N/A	N/A
White	64	100	27	59	11	3	95.7	N/A	N/A	173	100	30	55	13	2	95.8	N/A	N/A	48,214	100	17	53	25	5	89.7	N/A	N/A
<b>Other Subgroups</b>																											
Male	46	100	13	63	20	4	92.4	N/A	N/A	109	99	17	63	17	2	94.0	N/A	N/A	36,319	100	12	47	32	9	84.1	N/A	N/A
Female	34	100	35	59	6	0	98.5	N/A	N/A	111	100	35	50	14	2	95.0	N/A	N/A	34,282	100	17	50	27	6	87.7	N/A	N/A
Title I		-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	25,047	100	6	38	43	13	77.1	N/A	N/A
Non-Title I	80	100	23	61	14	3	95.0	N/A	N/A	214	100	27	56	16	2	94.4	N/A	N/A	45,575	100	19	55	22	5	90.6	N/A	N/A
Non-Low Income	79	100	23	62	13	3	95.3	N/A	N/A	213	100	27	57	14	2	95.0	N/A	N/A	45,412	100	19	55	22	4	91.2	N/A	N/A
LEP		-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	5,911	99	2	25	51	22	65.8	N/A	N/A
FLEP	1	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	2,100	100	9	45	38	8	82.9	N/A	N/A
1st Yr LEP*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	515	96	-	-	-	-	-	N/A	N/A
Migrant		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	93	100	11	47	32	10	83.3	N/A	N/A
Multi-race - Non-Hispanic/Latino	7	-	-	-	-	-	-	-	-	11	100	9	73	18	0	93.2	N/A	N/A	1,978	99	16	48	30	6	86.8	N/A	N/A
<b>All Students</b>																											
2010	80	100	23	61	14	3	95.0	N/A	N/A	220	100	26	56	15	2	94.5	N/A	N/A	70,622	100	14	49	30	8	85.8	N/A	N/A
2009	75	100	13	67	20	0	93.7	N/A	N/A	227	100	20	60	18	3	93.4	N/A	N/A	70,675	100	12	45	33	10	82.6	N/A	N/A

GRADE LEVEL 3 - MATHEMATICS																											
Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP			
	#	%	P+	P	NI	W			#	%	P+	P	NI	W			#	%	P+	P	NI	W					
<b>AYP Subgroups</b>																											
Stud. w/ Disab	10	100	10	20	40	30	72.5	N/A	N/A	42	98	21	33	31	14	79.8	N/A	N/A	12,517	99	6	24	35	34	65.6	N/A	N/A
LEP/FLEP	1	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	7,958	100	12	31	34	23	69.8	N/A	N/A
Low-Income	1	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	25,130	100	11	34	34	20	72.6	N/A	N/A
African American/Black	2	-	-	-	-	-	-	-	-	10	100	0	50	30	20	72.5	N/A	N/A	5,482	100	9	31	37	24	69.0	N/A	N/A
Asian	4	-	-	-	-	-	-	-	-	13	93	31	54	8	8	90.4	N/A	N/A	3,985	100	40	38	17	6	90.2	N/A	N/A
Hispanic/Latino	3	-	-	-	-	-	-	-	-	14	100	14	50	21	14	80.4	N/A	N/A	10,592	100	10	32	34	24	69.8	N/A	N/A
Native American		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	158	99	16	34	33	17	75.3	N/A	N/A
White	63	100	43	37	17	3	92.5	N/A	N/A	172	100	45	40	13	2	94.5	N/A	N/A	48,211	100	30	43	21	7	88.1	N/A	N/A
<b>Other Subgroups</b>																											
Male	46	100	30	41	24	4	89.7	N/A	N/A	109	99	38	47	13	3	94.3	N/A	N/A	36,283	100	26	39	24	11	84.0	N/A	N/A
Female	33	100	52	27	15	6	90.2	N/A	N/A	111	100	42	33	19	5	88.7	N/A	N/A	34,243	100	25	40	24	10	83.6	N/A	N/A
Title I		-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	24,968	100	12	35	34	19	73.9	N/A	N/A
Non-Title I	79	100	39	35	20	5	89.9	N/A	N/A	214	100	41	40	15	4	91.8	N/A	N/A	45,584	100	33	42	19	7	89.2	N/A	N/A
Non-Low Income	78	100	40	36	19	5	90.1	N/A	N/A	213	100	41	41	14	4	92.5	N/A	N/A	45,422	100	33	43	18	5	90.0	N/A	N/A
LEP		-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	5,871	100	8	29	36	27	65.6	N/A	N/A
FLEP	1	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	2,087	100	23	38	26	12	81.6	N/A	N/A
1st Yr LEP*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	606	99	-	-	-	-	-	N/A	N/A
Migrant		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	94	100	26	39	24	11	85.1	N/A	N/A
Multi-race - Non-Hispanic/Latino	7	-	-	-	-	-	-	-	-	11	100	36	9	45	9	77.3	N/A	N/A	1,987	100	26	36	27	11	82.0	N/A	N/A
<b>All Students</b>																											
2010	79	100	39	35	20	5	89.9	N/A	N/A	220	100	40	40	16	4	91.5	N/A	N/A	70,552	100	25	40	24	11	83.8	N/A	N/A
2009	75	100	20	51	27	3	89.3	N/A	N/A	226	100	26	47	23	4	90.8	N/A	N/A	70,791	100	20	40	25	15	81.4	N/A	N/A

GRADE LEVEL 4 - ENGLISH LANGUAGE ARTS																											
Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP			
	#	%	A	P	NI	W			#	%	A	P	NI	W			#	%	A	P	NI	W					
<b>AYP Subgroups</b>																											
Stud. w/ Disab	12	100	8	67	25	0	89.6	N/A	12	46	100	2	50	35	13	79.3	56.0	40	13,089	99	1	15	44	40	58.9	36.0	11,171
LEP/FLEP	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	7,438	99	3	23	46	28	62.2	46.0	6,498
Low-Income	4	-	-	-	-	-	-	-	-	16	100	13	44	31	13	81.3	N/A	14	24,995	99	3	28	47	23	67.2	42.0	22,715
African American/Black	2	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	5,501	99	3	26	47	23	66.2	41.0	4,926
Asian	2	-	-	-	-	-	-	-	-	17	100	59	24	18	0	92.6	N/A	17	3,857	100	19	45	29	8	84.8	60.0	3,582
Hispanic/Latino	4	-	-	-	-	-	-	-	-	10	100	40	40	20	0	95.0	N/A	9	10,593	99	3	25	46	26	64.8	42.0	9,480
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	149	99	6	39	38	17	74.5	43.0	139
White	66	100	52	41	8	0	96.6	87.0	63	176	100	37	48	12	3	93.9	76.0	164	48,952	100	13	48	31	8	84.6	51.0	46,792
<b>Other Subgroups</b>																											
Male	31	100	39	48	13	0	94.4	71.0	30	101	100	25	52	18	5	90.1	66.0	91	36,477	100	7	40	38	15	77.2	44.0	33,990
Female	43	100	63	35	2	0	98.8	91.0	40	115	100	48	43	8	2	96.3	83.0	110	34,413	100	15	45	32	9	83.2	57.0	32,638
Title I	-	-	-	-	-	-	-	-	-	11	100	9	64	27	0	90.9	N/A	11	24,664	99	3	29	47	21	68.2	43.0	22,671
Non-Title I	74	100	53	41	7	0	97.0	86.0	70	205	100	39	46	12	3	93.5	76.5	190	46,247	100	15	50	28	7	86.5	54.0	43,957
Non-Low Income	70	100	53	41	6	0	97.5	87.0	66	200	100	39	48	11	3	94.4	77.0	187	45,916	100	15	51	28	6	87.1	56.0	43,913
LEP	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	5,521	99	1	18	48	33	57.6	45.0	4,698
FLEP	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	1,917	99	7	37	41	15	75.5	49.0	1,800
1st Yr LEP*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	523	92	-	-	-	-	-	N/A	N/A
Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	96	100	11	53	24	11	85.9	45.5	84
Multi-race - Non-Hispanic/Latino	-	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	1,728	99	12	40	36	12	79.8	49.0	1,616
<b>All Students</b>																											
2010	74	100	53	41	7	0	97.0	86.0	70	216	100	37	47	13	3	93.4	74.0	201	70,911	100	11	43	35	12	80.1	50.0	66,628
2009	75	97	37	51	11	1	95.3	78.0	72	209	99	31	48	19	3	92.7	71.0	197	70,471	99	11	42	35	11	79.9	50.0	66,274

GRADE LEVEL 4 - MATHEMATICS																											
Student Group	School								District								State										
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP			
	#	%	A	P	NI	W			#	%	A	P	NI	W			#	%	A	P	NI	W					
<b>AYP Subgroups</b>																											
Stud. w/ Disab	12	100	0	33	67	0	77.1	N/A	12	46	100	7	35	46	13	77.2	48.0	40	13,097	99	3	13	48	36	60.3	39.0	11,242
LEP/FLEP		-	-	-	-	-	-	-		3	-	-	-	-	-	-	-	-	7,417	100	7	21	48	24	65.5	52.0	6,545
Low-Income	4	-	-	-	-	-	-	-		16	100	6	38	44	13	82.8	N/A	14	24,957	100	6	22	51	21	67.5	46.0	22,814
African American/Black	2	-	-	-	-	-	-	-		8	-	-	-	-	-	-	-	-	5,492	99	5	20	52	24	64.4	44.0	4,935
Asian	2	-	-	-	-	-	-	-		17	100	65	24	12	0	97.1	N/A	17	3,861	100	32	33	29	6	86.7	60.0	3,597
Hispanic/Latino	4	-	-	-	-	-	-	-		10	100	20	50	30	0	90.0	N/A	9	10,553	100	6	21	50	23	65.7	47.0	9,538
Native American		-	-	-	-	-	-	-			-	-	-	-	-	-	-	-	152	100	10	31	46	13	74.5	47.0	141
White	66	100	32	35	33	0	89.8	67.0	63	176	100	26	39	32	3	88.5	60.5	164	49,000	100	18	36	39	7	82.4	49.0	46,869
<b>Other Subgroups</b>																											
Male	31	100	29	35	35	0	89.5	63.5	30	101	100	25	43	28	5	89.4	60.0	91	36,499	100	16	31	41	12	78.3	48.0	34,120
Female	43	100	35	35	30	0	90.7	69.0	40	115	100	30	37	31	2	89.6	64.5	110	34,400	100	16	33	42	10	79.1	49.0	32,672
Title I		-	-	-	-	-	-	-		11	100	0	27	73	0	79.5	N/A	11	24,617	100	7	23	51	19	68.5	47.0	22,738
Non-Title I	74	100	32	35	32	0	90.2	67.5	70	205	100	29	40	27	3	90.0	60.5	190	46,307	100	21	37	36	7	84.1	51.0	44,054
Non-Low Income	70	100	34	34	31	0	90.7	71.0	66	200	100	29	40	29	3	90.0	64.0	187	45,967	100	21	37	36	6	84.7	52.0	43,978
LEP		-	-	-	-	-	-	-		1	-	-	-	-	-	-	-	-	5,492	100	5	18	50	28	61.7	51.0	4,726
FLEP		-	-	-	-	-	-	-		2	-	-	-	-	-	-	-	-	1,925	100	14	29	43	14	76.3	54.0	1,819
1st Yr LEP*		-	-	-	-	-	-	-			-	-	-	-	-	-	-	-	600	99	-	-	-	-	-	N/A	N/A
Migrant		-	-	-	-	-	-	-			-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-			-	-	-	-	-	-	-	-	96	100	22	34	35	8	85.9	56.0	85
Multi-race - Non-Hispanic/Latino		-	-	-	-	-	-	-		5	-	-	-	-	-	-	-	-	1,730	100	16	30	43	11	78.2	47.0	1,618
<b>All Students</b>																											
2010	74	100	32	35	32	0	90.2	67.5	70	216	100	27	40	30	3	89.5	63.0	201	70,924	100	16	32	41	11	78.7	49.0	66,792
2009	77	100	32	43	23	1	91.6	81.0	75	213	100	27	44	23	6	90.1	80.0	196	70,709	100	16	32	41	11	78.5	50.0	66,581

GRADE LEVEL 5 - ENGLISH LANGUAGE ARTS																											
Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP			
	#	%	A	P	NI	W			#	%	A	P	NI	W			#	%	A	P	NI	W					
<b>AYP Subgroups</b>																											
Stud. w/ Disab	20	100	15	55	25	5	88.8	N/A	19	59	100	7	44	34	15	80.9	47.0	47	13,202	99	2	21	43	35	63.1	42.0	11,314
LEP/FLEP	1	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	6,430	99	4	27	42	28	64.7	49.0	5,569
Low-Income	1	-	-	-	-	-	-	-	-	13	100	15	38	38	8	82.7	N/A	12	24,701	100	5	35	40	19	72.7	46.0	22,481
African American/Black		-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	5,695	100	6	34	40	19	72.4	47.0	5,095
Asian	5	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	3,544	100	26	45	21	7	87.8	59.0	3,313
Hispanic/Latino	1	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	10,336	99	5	32	41	22	69.6	46.0	9,276
Native American		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	185	100	10	42	36	11	79.7	50.0	177
White	69	100	49	43	6	1	97.1	58.0	67	184	100	39	47	11	2	95.1	58.5	172	49,578	100	19	51	24	6	88.4	50.0	47,361
<b>Other Subgroups</b>																											
Male	37	100	41	49	8	3	95.9	56.0	37	109	100	30	49	15	6	92.2	56.0	99	36,365	100	12	46	30	12	81.9	48.0	33,910
Female	40	100	53	38	10	0	96.9	56.0	38	102	100	45	44	9	2	95.8	57.0	96	34,625	100	21	47	25	7	86.7	51.0	32,834
Title I		-	-	-	-	-	-	-	-	10	100	0	80	20	0	92.5	N/A	10	23,098	100	6	36	40	18	73.5	48.0	21,196
Non-Title I	77	100	47	43	9	1	96.4	56.0	75	201	100	39	45	11	4	94.0	58.0	185	47,909	100	21	52	22	6	89.4	51.0	45,548
Non-Low Income	76	100	47	42	9	1	96.4	57.0	74	198	100	39	47	10	4	94.7	58.0	183	46,306	100	22	53	21	5	90.4	52.0	44,263
LEP		-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	4,285	99	2	20	44	35	57.9	47.0	3,531
FLEP	1	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	2,145	100	9	41	37	13	78.3	52.0	2,038
1st Yr LEP*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	472	92	-	-	-	-	-	N/A	N/A
Migrant		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	62	98	8	45	34	13	81.5	43.5	56
Multi-race - Non-Hispanic/Latino	2	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	1,574	100	16	46	29	9	84.1	50.0	1,458
<b>All Students</b>																											
2010	77	100	47	43	9	1	96.4	56.0	75	211	100	37	46	12	4	94.0	56.0	195	71,007	100	16	47	28	10	84.2	50.0	66,744
2009	70	99	54	40	3	3	98.2	62.0	66	217	100	43	47	9	1	97.1	62.5	206	71,661	100	15	48	29	8	85.7	50.0	67,248

GRADE LEVEL 5 - MATHEMATICS																														
Student Group	School									District									State											
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl					CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl					CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl					CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W						
<b>AYP Subgroups</b>																														
Stud. w/ Disab	20	100	30	50	20	0	91.3	68.0	20	58	98	19	38	17	26	81.0	67.0	45	13,159	99	4	14	32	50	54.0	41.0	11,299			
LEP/FLEP	1	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	6,407	100	10	20	33	37	59.0	50.0	5,570			
Low-Income	1	-	-	-	-	-	-	-	-	13	100	38	23	15	23	84.6	N/A	11	24,620	100	10	23	37	30	63.8	44.0	22,484			
African American/Black		-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	5,687	100	9	22	36	33	62.0	49.0	5,108			
Asian	5	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	3,540	100	46	28	18	9	87.3	64.0	3,326			
Hispanic/Latino	1	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	10,294	100	9	21	35	35	60.7	43.0	9,257			
Native American		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	183	99	19	22	43	17	69.8	51.0	175			
White	69	100	59	33	7	0	97.5	70.0	69	184	99	54	32	9	5	94.3	75.0	171	49,576	100	29	33	27	12	82.1	51.0	47,459			
<b>Other Subgroups</b>																														
Male	37	100	57	35	8	0	96.6	66.0	37	109	99	50	28	11	10	91.5	69.5	98	36,327	100	25	30	27	18	77.5	51.0	33,999			
Female	40	100	58	35	8	0	97.5	76.5	40	102	100	52	36	8	4	95.3	75.0	96	34,605	100	24	30	30	16	77.4	49.0	32,856			
Title I		-	-	-	-	-	-	-	-	10	100	10	70	20	0	92.5	N/A	10	23,033	100	11	23	36	29	64.8	46.0	21,198			
Non-Title I	77	100	57	35	8	0	97.1	70.0	77	201	100	53	30	9	7	93.4	71.5	184	47,913	100	31	33	25	11	83.5	52.0	45,657			
Non-Low Income	76	100	57	36	8	0	97.0	70.5	76	198	99	52	33	9	6	93.9	73.0	183	46,326	100	33	33	24	10	84.7	53.0	44,371			
LEP		-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	4,264	99	5	17	33	45	53.1	51.0	3,533			
FLEP	1	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	2,143	100	18	26	32	23	70.8	49.0	2,037			
1st Yr LEP*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	543	99	-	-	-	-	-	N/A	N/A			
Migrant		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-			
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	62	98	16	24	35	24	69.4	43.0	57			
Multi-race - Non-Hispanic/Latino	2	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	1,572	100	24	28	29	18	76.2	49.0	1,464			
<b>All Students</b>																														
2010	77	100	57	35	8	0	97.1	70.0	77	211	100	51	32	9	7	93.4	74.0	194	70,946	100	25	30	28	17	77.4	50.0	66,855			
2009	71	100	58	32	6	4	98.2	70.0	65	218	100	52	36	9	4	95.6	70.0	206	71,793	100	22	32	29	18	77.0	50.0	67,607			

GRADE LEVEL 5 - SCIENCE AND TECHNOLOGY/ENGINEERING																											
Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	20	100	20	50	30	0	90.0	N/A	N/A	58	98	14	40	38	9	83.2	N/A	N/A	13,152	99	3	18	45	34	62.3	N/A	N/A
LEP/FLEP	1	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	6,438	99	3	17	46	34	56.7	N/A	N/A
Low-Income	1	-	-	-	-	-	-	-	-	13	100	15	54	31	0	88.5	N/A	N/A	24,642	99	4	25	48	23	65.6	N/A	N/A
African American/Black		-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	5,694	100	3	20	50	27	61.5	N/A	N/A
Asian	5	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	3,538	100	23	39	29	9	83.5	N/A	N/A
Hispanic/Latino	1	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	10,325	99	3	21	48	28	62.0	N/A	N/A
Native American		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	184	99	7	28	51	14	71.6	N/A	N/A
White	69	100	52	38	10	0	96.7	N/A	N/A	184	99	43	40	15	1	94.4	N/A	N/A	49,528	100	18	44	32	6	85.3	N/A	N/A
<b>Other Subgroups</b>																											
Male	37	100	54	35	11	0	97.3	N/A	N/A	109	99	44	37	15	5	93.8	N/A	N/A	36,311	100	16	39	34	12	80.4	N/A	N/A
Female	40	100	45	45	10	0	96.3	N/A	N/A	102	100	41	43	16	0	94.1	N/A	N/A	34,607	100	14	38	37	11	79.0	N/A	N/A
Title I		-	-	-	-	-	-	-	-	10	100	20	70	10	0	97.5	N/A	N/A	23,070	100	4	25	49	23	65.6	N/A	N/A
Non-Title I	77	100	49	40	10	0	96.8	N/A	N/A	201	100	44	38	15	2	93.8	N/A	N/A	47,861	100	20	45	29	6	86.5	N/A	N/A
Non-Low Income	76	100	49	41	11	0	96.7	N/A	N/A	198	99	44	39	14	3	94.3	N/A	N/A	46,289	100	21	45	29	5	87.3	N/A	N/A
LEP		-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	4,294	99	1	11	46	42	50.0	N/A	N/A
FLEP	1	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	2,144	100	6	30	46	18	70.2	N/A	N/A
1st Yr LEP*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	549	98	-	-	-	-	-	N/A	N/A
Migrant		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	62	98	6	32	48	13	76.2	N/A	N/A
Multi-race - Non-Hispanic/Latino	2	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	1,569	100	16	36	37	10	79.4	N/A	N/A
<b>All Students</b>																											
2010	77	100	49	40	10	0	96.8	N/A	N/A	211	100	43	40	15	2	94.0	N/A	N/A	70,931	100	15	38	36	11	79.7	N/A	N/A
2009	71	100	58	34	8	0	97.5	N/A	N/A	218	100	44	35	18	2	93.0	N/A	N/A	71,686	100	17	32	39	12	77.7	N/A	N/A