

Pebble Creek Elementary Campus Improvement Plan 2011-2012



The Pebble Creek Elementary School community will create an enriched and nurturing child-centered environment, encouraging students to reach their full potential and become successful, contributing members of society.

**Pebble Creek Elementary
Goals and Objectives
2011-2012**

**Goal 1: All students will achieve academic success.
(District Goal #1)**

Objectives:

- A. In 2011-2012, all 3rd and 4th grade students (including student subgroups) will score 90% or above on the state mandated assessments.
- B. Commended Performance will exceed the State average at all tested grade levels and subject areas.

**Goal 2: Educational opportunities will meet the unique academic, social, and emotional needs of all students.
(District Goal #2)**

Objectives:

- A. Students will be provided instruction based on their language needs using ESL instructional strategies.
- B. Students will engage in activities to promote higher level thinking skills and develop skills for real-world applications.
- C. Interventions for all students will be provided prior to making a referral for special education testing.
- D. Interventions will be made for students struggling with reading fluency and math concepts.

**Goal 3: Educational practices will be predicated on scientifically based research.
(District Goal #3)**

Objectives:

- A. Utilizing lesson plans and district scope and sequence, each grade level curriculum will be aligned to the Texas Essential Knowledge and Skills (TEKS) in all content areas.
- B. On-going professional development related to varied teaching strategies will be provided.

Goal 4: Parents and community members will be actively engaged.
(District Goal #4)

Objectives:

- A. Promote and foster positive relations between school, parents, and community.
- B. Provide opportunities to enhance family support for student success.

Goal 5: A safe and supportive environment will be provided for all students.
(District Goal #5)

Objectives:

- A. Pebble Creek Elementary will comply with the district's crisis management plan and Code of Conduct.
- B. Pebble Creek Elementary will foster a positive, learning environment that is inviting to students, parents, and faculty.

Goal 1: All students will achieve academic success.

Objective A: During the 2010-2011 school year, all 3rd and 4th grade students (including student subgroups) will score 90% or above on the STAAR test.

Summative: The STAAR tests will reflect 90% success with all students and student groups.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
1	Grade levels K-4 will implement the revised CSISD Math & Science Scope and Sequence	Principal, Academic Coordinator, Math Specialist	Director of Curriculum, Math Specialist Team	Sept-May	STAAR Math Test, CBMs, TEMI data
2	Grade levels K-4 will utilize TEMI data to plan math instruction and intervention	Principal, Academic Coordinator, Math Specialist, Math teachers	Math Specialist	Sept-May	STAAR Math Test, CBMs
3	Grades 1-4 will utilize the computer program, Study Island, to remediate math concepts.	Academic Coordinator, Math teachers	Technology Specialist	Sept-May	STAAR Math Test, CBMs
4	Grades K-4 will implement Kim Sutton Fluency to improve student success	Principal, Academic Coordinator, Math Specialist, Math teachers	Kim Sutton fluency program materials	Sept-May	STAAR Math Test, CBMs
5	Follow state and district guidelines for attendance. <ul style="list-style-type: none"> • Letters to notify of absences • Conference with principal • Attendance committee 	Principal, Attendance Clerk Academic Coordinator	Computer Services, Eschool	Aug-May	TEA School Report Card
6	Utilize the science resource lab equipment and purchase disposable supplies to meet the TEKS expectations.	Academic Coordinator, Classroom Reps	PTO, CALT Science Team, \$100 per grade level for consumables	Aug-May	4 th grade Science CBMs, STAAR Science (5 th Grade)
7	Implementation of Writer's Workshop into K-4 classrooms	Principal, Academic Coordinator, Teachers, Curriculum Council	Units of Study in Writing, CSISD ELA Curricular Calendar	Aug-May	Raise STAAR Writing Scores to 0% (Score of 1), 20% (Score of 2), 50% (Score of 3), and 30% (Score of 4)
8	Implementation of Writer's Workshop into K-4 classrooms	Principal, Academic Coordinator, Teachers,	Units of Study in Reading, CSISD ELA	Aug-May	Raise STAAR Reading Scores

		Curriculum Council	Curricular Calendar		
9	Offer afterschool tutoring sessions to 3 rd and 4 th grade students	Principal, Academic Coordinator	campus funds	Jan-April	STAAR results, report card grades

Goal 1: All students will achieve academic success.

Objective B: Commended Performance will exceed the State average with at least 70% of all students and 60% of student subgroups receiving a Commended Rating.

Summative: STAAR Commended Ratings

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
1	Reading instruction will be differentiated for each student by grouping students according to reading level and utilizing a variety of reading materials: the literacy library, supplemental magazines (Scholastic News), media center, and Reading A-Z.	Classroom Teachers, Reading Specialist, Early Intervention Specialist, Librarian	Volunteers, Library Funds, SCE Funds - \$1000 Fountas & Pinnell Leveling Kits K-4	Aug-May	STAAR Reading data - Commended percentages, Walk Through data, Running record data
2	Instruction in all subject areas will include higher level thinking opportunities, higher level questioning during lessons, and higher level assessment strategies. (analysis, synthesis, and evaluation)	Academic Coordinator	Enrichment Specialist, Reading & Math Specialists	Aug-May Grade Level Meetings, Faculty Meetings	STAAR Results, Commended Ratings, Walk Through data
3	Math teachers will develop math thinking strategies into weekly math instruction. Example: Number Talks, Math Menus, Math Mania, Math Stations, Math Tubs, Mentoring Math etc.	Principal, Academic Coordinator, Teachers	Campus IC Math Specialist, Director of Curriculum	Aug-May	All student groups will meet STAAR expectations with 90% or above, Walk Through data

Goal 2: Educational Opportunities Will Meet the Unique Needs of all Students.

Objective A: Students will be provided instruction based on their language needs using ESL instructional strategies.

Summative: State mandated assessments (STAAR and TELPAS)

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
1	The ESL teacher will provide individualized instruction and classroom support for ESL students based on the Oral Language Proficiency Test (OLPT) assessment shared with the classroom teacher.	ESL Teacher, Classroom Teacher	Program Director, Region VI	Aug-May	OLPT, ITBS, TAKS
2	Each certified ESL teacher will accumulate the required staff development hours to maintain their ESL certification.	ESL Certified Teachers, ESL Teacher for Campus, Academic Coordinator	Special Programs Director	Aug-May	Certificates and documentation of hours

Goal 2: Educational Opportunities Will Meet the Unique Needs of all Students.

Objective B: Students will engage in activities to promote higher level thinking skills and develop skills for real-world application.

Summative: Use a survey to indicate how many students participated in each higher level thinking activity or real-world application.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
1	<p>All students will be provided with the appropriate opportunities for enrichment using the Renzuli school-wide enrichment model through Type 1 activities:</p> <ul style="list-style-type: none"> • District Wide Art Show • Field Day • Music/P.E. Programs for each grade level • Community Speakers • Brown Bag Specials • Enrichment Days • Type II Activities: • Pull-out program for identified G/T students K-4 • UIL Academic Competition • Spelling Bee • Junior Achievement • Discovery Groups for Talent Pool Students • School clubs such as Scrabble, Chess, Reading, Newspaper, etc 	<p>Enrichment Coordinator, Academic Coordinator, Principal, Classroom Teachers, Art, Music, Computer, P.E. Teachers, PTO Board Members, and Parents</p>	<p>Curriculum Director, Staff Time, Activity Funds, Enrichment Budget (PC)</p>	<p>August - May</p>	<p>Parent, teacher, student survey addressing curriculum to determine effectiveness of the enrichment program.</p>
3	<p>Increase student use of SMARTBoard technology in each K-4, art, music, GT, special education, computer lab, and support area classrooms.</p>	<p>Principal, Technology Integration Specialist</p>	<p>Staff development, online resources</p>	<p>Aug-May</p>	<p>Walk Through data, Lesson Plans</p>
4	<p>Assemble GT Teacher Cadre to meet and plan programming to enrich students in GT Cluster classrooms at least 4 times per school year.</p>	<p>Principal, Academic Coordinator, Enrichment Specialist</p>	<p>Staff development materials</p>	<p>Aug-May</p>	<p>STAAR Commended rating data</p>

Goal 2: Educational Opportunities Will Meet the Unique Needs of all Students.

Objective C: Interventions for all students will be provided prior to making a referral for special education testing.

Summative: Number of special education referrals that did not qualify

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
1	Implement Response to Intervention (RTI) Tier 1, 2, and 3 strategies for identified students.	SIT Committee Classroom Teacher, Principal, Academic Coordinator, Counselor, LSSP	CSISD Special Education Dept., Campus assigned diagnostician	Aug-May	Number of special education referrals
2	Provide staff development that focuses on RTI strategies for diverse learners in the classroom.	SIT, Counselor, Principal, Academic Coordinator	Campus assigned diagnostician, CSISD Curriculum and Instruction, Special Education Dept.	Aug-May	Number of special education referrals
3	A tutoring program designed for the Adaptive Behavior students will be established.	Principal, Academic Coordinator, AB Teacher	Director of Special Services, Classroom Teachers	Sept. – May	AIMSweb, CBM, STAAR data
4	Adaptive Behavior assistants will provide general education support for AB students in the regular education classroom.	Principal, Academic Coordinator, AB teacher	Director of Special Services, LSSP, Classroom Teachers	Aug – May	Walk Through data
5	Administrators, Counselor, Behavior Specialist, and LSSP will provide student intervention behavior support for identified students. Examples: Friendship group, classroom observations, teacher coaching, etc.	Principal, Academic Coordinator, Counselor, LSSP	Director of Special Services, Campus Diagnostician, Classroom Teachers	Aug-May	Number of special education referrals and office referrals

Goal 3: Educational practices will be predicated on scientifically based research.

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Objective A: Curriculum will be aligned to the TEKS in all content areas.

Summative: STAAR Assessment

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
1	Teachers will attend and share ideas from workshops, conferences, and staff development on innovative instructional strategies/practices to improve instruction. Priority: Grade level conventions on a rotating basis: 4 th – 2011-2012, K- 2012-2013, 1 st – 2013-2014, 2 nd -2014-2015, 3 rd - 2015-2016	Administration Faculty	Central Office, Texas A&M, Region VI, TEA	Aug-May Grade Conventions \$1822	Literacy Assessments, Classroom Observations, Lesson Plans, STAAR

Goal 3: Educational practices will be predicated on scientifically based research.

Objective B: On-going professional development related to varied teaching strategies will be provided.

Summative: Classroom Walk-Throughs, STAAR, Math and Literacy Assessments

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
1	Staff development will address: <ul style="list-style-type: none"> Disaggregation of assessment data Differentiated Instruction SMARTBoard Training Classroom Technology Applications Math & Science Scope & Sequence CSISD Literacy Curricular Calendars Conscious Discipline GT Hours documented in Faculty Meetings Analysis of leading indicators from attendance, discipline, and grade data 	Principal, Academic Coordinator, Instructional Coach, Grade Level Leaders Reading and Math Specialists	Central Office, Region VI State Comp. Ed	Aug-May	Math and Literacy Assessments, Walk-Throughs, PDAS, Number of Students in Tutoring, STAAR data
2	Campus instructional focus will address: differentiated instruction, higher level thinking strategies, literacy initiative, mathematics & science scope & sequence,	Principal, Academic Coordinator,	Instructional Coach, Curriculum Director, Enrichment Specialist,	Aug-May	Math and Literacy Assessments, Walk-Throughs, PDAS, Number of Students

	Conscious Discipline, and SMARTBoard technology.		Reading/Math Specialists		in Tutoring, STAAR data
3	Administrative walk-throughs will focus on workshop model instruction.	Principal, Academic Coordinator	Eduphoria walk through form	Aug-May	Walk Through Observation Data
4	The enrichment, math and reading specialists will provide instructional support through modeling of lessons, coaching classroom teachers, and planning with teachers	Enrichment, Math and Reading Specialists	Professional Development materials	Aug-May	Walk Through Observation Data, Math and Literacy Assessment data, STAAR results
5	Vertical PLCs will meet once a month to address curriculum and instruction issues and current events.	Support staff, Principal, Academic Coordinator	Curriculum Directors	Sept-April	Walk Through Observation Data, teacher response/reflection

Goal 4: Parents and community members will be actively engaged.

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Objective A: Promote and foster positive relations between school, parents, and community.

Summative: Parent Surveys

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
1	Seek opportunities to encourage all parents and extended family to actively participate in their child's educational experience. Examples: Access the Website, Newsletters, Mentors, Charity Activities (Faculty: United Way & Relay for Life, Students: United Way & Jump Rope for Heart), Special Person's Week, VIPs, Carnival, Field Day, Candy Cane Fun Run, Music Programs, Book Fair, Wee Deliver, Meet the Teacher, Parent Orientation, Morning Assembly, Monday Folders, Planners, Parent Conferences, Web Pages, Blogs, Student Council Family Movie Night, etc.	Principal, Academic Coordinator, Faculty	PTO, Central Office	Aug-May	Number of parents and community members participating
2	Pebble Creek will distribute a parent survey to solicit parental concerns, issues, and interests in Spring 2012.	Administration	Central Office Staff	Spring 2012	Parent Survey data
3	A GT Parent Support Group will be formed to discuss concerns relevant to GT students.	Enrichment Specialist	Curriculum Council	Sept-May	Parent Survey data

Goal 4: Parents and community members will be actively engaged.
Objective B: Provide opportunities to enhance family support for student success.
Summative: STAAR results, Literacy and Math Assessments, Discipline Data

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
4.2.1	Students and their families who are in need of services will be encouraged to work with the Pebble Creek family facilitator and the Barbara Bush Center	Family Facilitator, Counselor, Nurse, Principal	Central Office Staff, Head Start Staff, Director of the Barbara Bush Center	Aug-May	Monitoring Notes
2	A parent newsletter will be distributed to parents twice each semester to inform parents of school events, health, etc. The newsletter could include articles submitted by the principal, academic coordinator, nurse, counselor, parent facilitator, library, math specialist, and reading specialists.	Principal, Academic Coordinator	Campus Nurse, Counselor, Parent Facilitator, Librarian, Math & Reading Specialists	Distributed: October, December February, and April	Parent Survey data
3	Provide the FISH (Families in School and Home) program for families to dialog and discuss issues surrounding the family. Examples of Possibilities: Family Book Study, Family Coffee Talks to explore family topics such as health and wellness, discipline, homework help	Principal, Academic Coordinator, and Counselor	Special Education, C&I department, and Head Start department	Sept-April	Attendance at the meetings, Parent Survey data
4	Outreach for registration of new students from the Windsor Pointe community	Principal, Counselor	Counselor, Secretary	August	Documentation of registered students
5	A "Meet the Teacher" night will be planned at Windsor Pointe.	Principal, Family Facilitator	\$250 for food/supplies	September	Attendance at event
6	A family support group will be formed to provide families in need with support during crisis.	Principal, Family Facilitator, Counselor, Nurse	Volunteers	September-May	Documentation of support provided

Goal 5: A safe and supportive environment will be provided for all students.

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Objective 1: Pebble Creek Elementary will comply with the CSISD Emergency Operations Plan and Code of Conduct.

Summative: Office Referrals, Drill Observations, Faculty Agendas, & Staff/Parent Feedback

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
5.1.1	The Safety Team and Team Leaders will address safety issues during regularly scheduled meetings.	Counselor, Academic Coordinator, Principal	Region VI, Central Office	Aug-May	PEIMS Data, Minutes of Safety Team meeting, Minutes of Team Leader meetings
2	The CSISD Crisis Management Plan will be reviewed with all faculty members.	Principal, Academic Coordinator	Central Office	Fall 2011	Agenda of Meeting
3	Pebble Creek faculty will conduct fire, disaster, and emergency drills as required or needed.	Principal, Counselor	Central Office	Aug-May	Fire drill log
4	Social and Study Skills will be taught in morning assembly and reinforced daily in classrooms.	Principal Academic Coordinator Counselor	Curriculum Materials	Aug-May	Office referral data
5	The counselor will provide guidance lessons for students K -4, form student groups to address needed issues, offer parent forums to address family needs, and explore other avenues to provide support for students, parents, and staff.	Counselor	Region VI, Central Office	Aug-May	Lesson Plans
6	Panther Pride will be taught and consistently reinforced at all grade levels and across the campus. Panther Pride: Walking in Hall with Teacher, Levels of Behavior 1-4, Appropriate Assembly Behavior, Appropriate Field Trip Behavior, etc.	Faculty Members	Counseling Curriculum, Teacher Handbook, Student Handbook	Aug-May	Observations
7	All staff members will be trained in procedures for discipline, office referrals, Positive Behavior Support Modules, etc.	Academic Coordinator, Counselor	Central Office, Region VI, LEAP, AB Teacher	Aug/Sept.	Office Referral data
8	All staff members will obtain or maintain their Crisis Prevention Intervention (CPI) certification each academic year.	Academic Coordinator	Special Education Office	Fall Semester	CPI Certificates
9	August staff development will address the RTI and SIT process.	Academic Coordinator, Counselor	C&I Department	Aug	SIT agenda, number of referrals to SIT

Goal 5: A safe and supportive environment will be provided for all students.

Objective B: Pebble Creek Elementary will foster a positive, learning environment that is inviting to students, parents, and faculty.

Summative: Feedback from parents and faculty.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
1	Pebble Creek Student Council will promote positive student/faculty events such as theme days and charity events.	Student Council Sponsors	Public Relations at Central Office, Community Agencies, Parents	Aug-May	Classroom Teacher Feedback
2	The administrative staff will seek opportunities to promote a positive working environment. Examples: Spirit Day, nominations for local/state/national awards, participation in appreciation days, seek resources to support innovative and instructional practices, visit classrooms, provide opportunities to attend workshops, jean scholarship, social committee activities.	Principal and Academic Coordinator	Community Members, Central Office, Region VI	Aug-May	Faculty Survey, Observations, Feedback
3	A survey will be distributed to the faculty to gauge work environment and school culture.	Principal, Academic Coordinator	District Personnel, online resources	Spring 2012	Survey Results

TAKS ANALYSIS
TAKS READING OVERVIEW
2007, 2008, 2009, 2010, and 2011

	<i>2007</i>	<i>2008</i>	<i>2009</i>	<i>2010</i>	<i>2011</i>	<i>2007</i>	<i>2008</i>	<i>2009</i>	<i>2010</i>	<i>2011</i>
Third Grade Reading	% Met Standard	% Met Standard	% Met Standard	% Met Standard	% Met Standard	% Commended	% Commended	% Commended	% Commended	% Commended
All Students	100	99	99	97	97	76	77	81	69	68
Asian	100	100	100	100	100	83	89	80	89	89
African American	100	90	100	69	81	38	70	44	8	25
Hispanic	100	100	--	100	93	38	60	--	67	47
White	100	100	99	100	100	84	79	86	74	76
Econ Disadv.	100	94.1	100	82	91	36	53	36	36	32
Fourth Grade Reading										
All Students	99	94.3	95	95	98	66	57	56	61	68
Asian	92	100	100	100	100	77	75	100	56	76
African American	86	54.5	75	60	80	25	18	17	30	20
Hispanic	100	100	100	100	89	50	29	33	17	33
White	100	97.7	97	98	100	72	60	58	69	76
Econ Disadv.	92	70.6	83	63	77	30	24	22	19	23

TAKS MATH OVERVIEW 2007, 2008, 2009, 2010 & 2011

	2006	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Third Grade Math	% Met Standard	% Met Standard	% Met Standard	% Met Standard	% Met Standard	% Met Standard	% Commended	% Commended	% Commended	% Commended	% Commended
All Students	95	97	98.1	96	97	98	55	54	74	62	72
Asian	100		100	100	100	100	64	78	93	100	89
African American	80	100	87.5	78	67	86	11	13	44	17	36
Hispanic	82	88	100	--	100	93	44	50	--	33	47
White	98	98	98.7	98	100	100	60	56	75	62	79
Econ Disadv.	79	86	93.3	86	81	95	27	7	43	33	40
Fourth Grade Math											
All Students	92	99	96.7	97	94	95	70	72	80	63	65
Asian	100		100	100	94	100	92	94	100	69	100
African American	63	83	63.6	83	73	80	14	27	42	27	20
Hispanic	86	100	100	89	83	67	40	86	89	17	22
White	95	100	100	99	98	98	77	71	81	70	68
Econ Disadv.	69	91	76.5	83	80	77	27	41	50	27	23

TAKS WRITING OVERVIEW 2007, 2008, 2009, 2010, and 2011

	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Fourth Grade Writing	% Met Standard	% Met Standard	% Met Standard	% Met Standard	% Met Standard	% Commended	% Commended	% Commended	% Commended	% Commended
All Students	99	95.8	98	99	99	79	66	68	78	63
Asian		100	100	100	100	77	81	100	88	88
African American	86	63.6	100	88	91	50	27	33	25	0
Hispanic	100	100	100	100	100	40	43	75	68	44
White	100	96.4	100	100	100	89	70	75	82	68
Econ Disadv.	92	88.2	94	93	80 free and reduced 100 other	42	18	35	36	20 free and reduced 17 other

Writing Ratings:

	2007	2008	2009	2010	2011
Rating 1		3%	2%	0%	1%
Rating 2	48%	25%	25%	14%	23%
Rating 3	48%	52%	57%	51%	54%
Rating 4	10%	19%	17%	34%	22%

Summary of Campus Plan

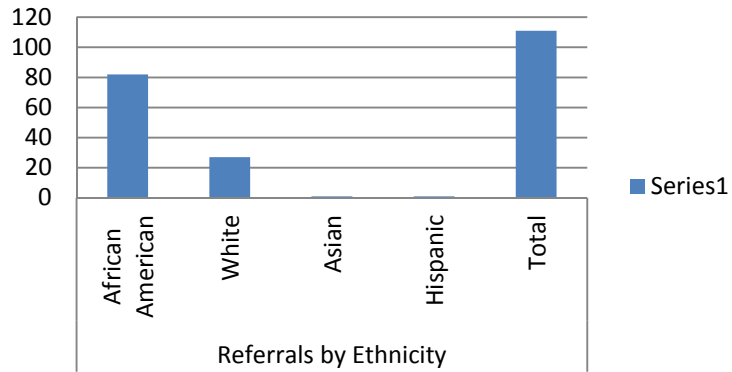
Pebble Creek is a Head Start through fourth grade campus with approximately 650 students and 70 faculty and staff members. This campus serves all Adaptive Behavior students in the district in grades Kindergarten through 4th grade and this year served 35 students in the Special Education Resource room. New staff will be joining us this year from other campuses due to the budget changes district wide. This change will be a transition for both existing and new faculty. Administration and campus leaders will work together to ensure smooth transitions for our new Pebble Creek faculty members. End of year assessment and discipline data shows gaps in student achievement with our African American and low socioeconomic subgroups. This year the faculty will strive to increase student success in the classroom by focusing on students with various levels of academic achievement and ability. Research based instructional strategies will be implemented in all classrooms for various types of subgroups such as our low socioeconomic and African American students as well as high achievers and the gifted and talented students. We will also focus on the Commended state rating for our African American, Hispanic, and Economically Disadvantaged students in preparation for future AVID classes in fifth and sixth grades. The elementary experiences and opportunities prepare the path for students to take advanced course work in the future. In addition, strategies to include higher level thinking opportunities will be incorporated in daily lessons. Faculty staff development will focus on questioning strategies to push students to think and problem solve, teachers will continue to receive training in the implementation of the workshop model for literacy, math fluency and work stations, and increased implementation of Conscious Discipline in classrooms campus wide. Yearlong analysis of data from leading indicators such as grades, attendance, discipline, and benchmarking and universal screeners will promote dialogue among staff members and administration. Improved communication with our Windsor Pointe community will help us to involve and reach out to the students and their families during the school year. The developed plan for Pebble Creek will help us to continue on our journey of success!

Pebble Creek

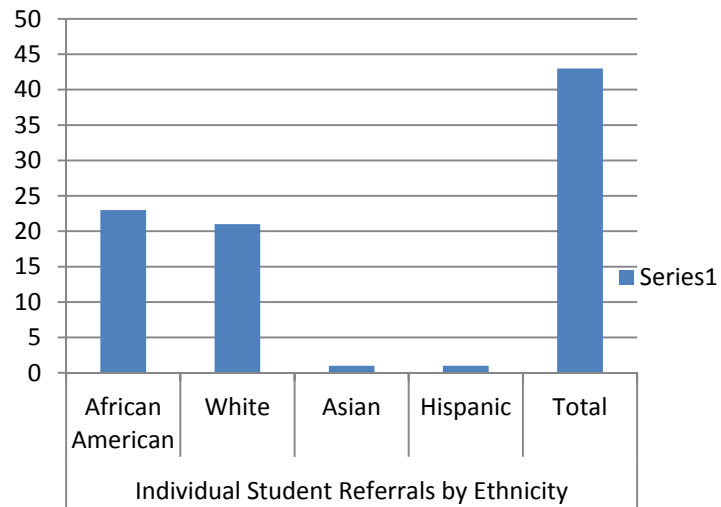
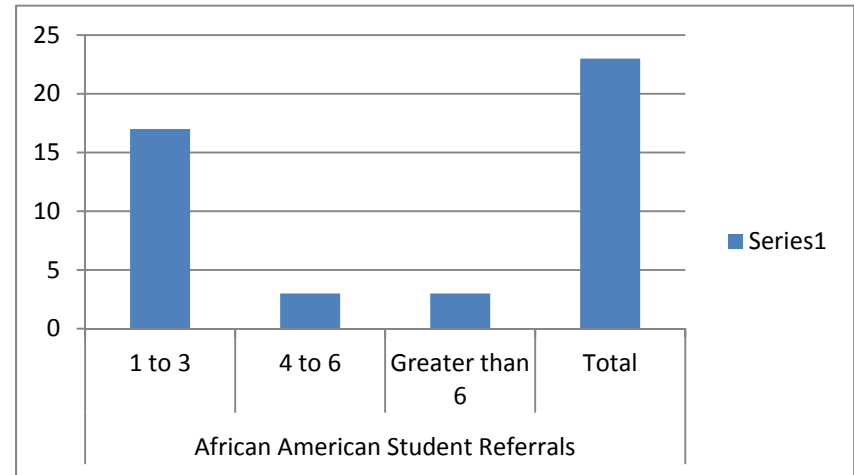
TAKS-RETURN[™]₂₀₁₁

		Expanded Reading/ELA					
		Student Group	#Test	#Pass	%Pass	#Com	%Com
All Grades	All Students	259	253	98%	180	69%	
	Afr. Ameri.	25	21	84%	8	32%	
	Hispanic	21	19	90%	9	43%	
	White	182	182	100%	138	76%	
	Econ. Disadv	45	39	87%	17	38%	
	Math						
		Student Group	#Test	#Pass	%Pass	#Com	%Com
		All Students	259	251	97%	178	69%
All Grades	Afr. Ameri.	25	22	88%	7	28%	
	Hispanic	21	18	86%	7	33%	
	White	182	180	99%	135	74%	
	Econ. Disadv	45	40	89%	17	38%	
	Writing						
		Student Group	#Test	#Pass	%Pass	#Com	%Com
		All Students	123	123	100%	78	63%
All Grades	Afr. Ameri.	12	12	100%	0	0%	
	Hispanic	7	7	100%	3	43%	
	White	84	84	100%	57	68%	
	Econ. Disadv	19	19	100%	4	21%	

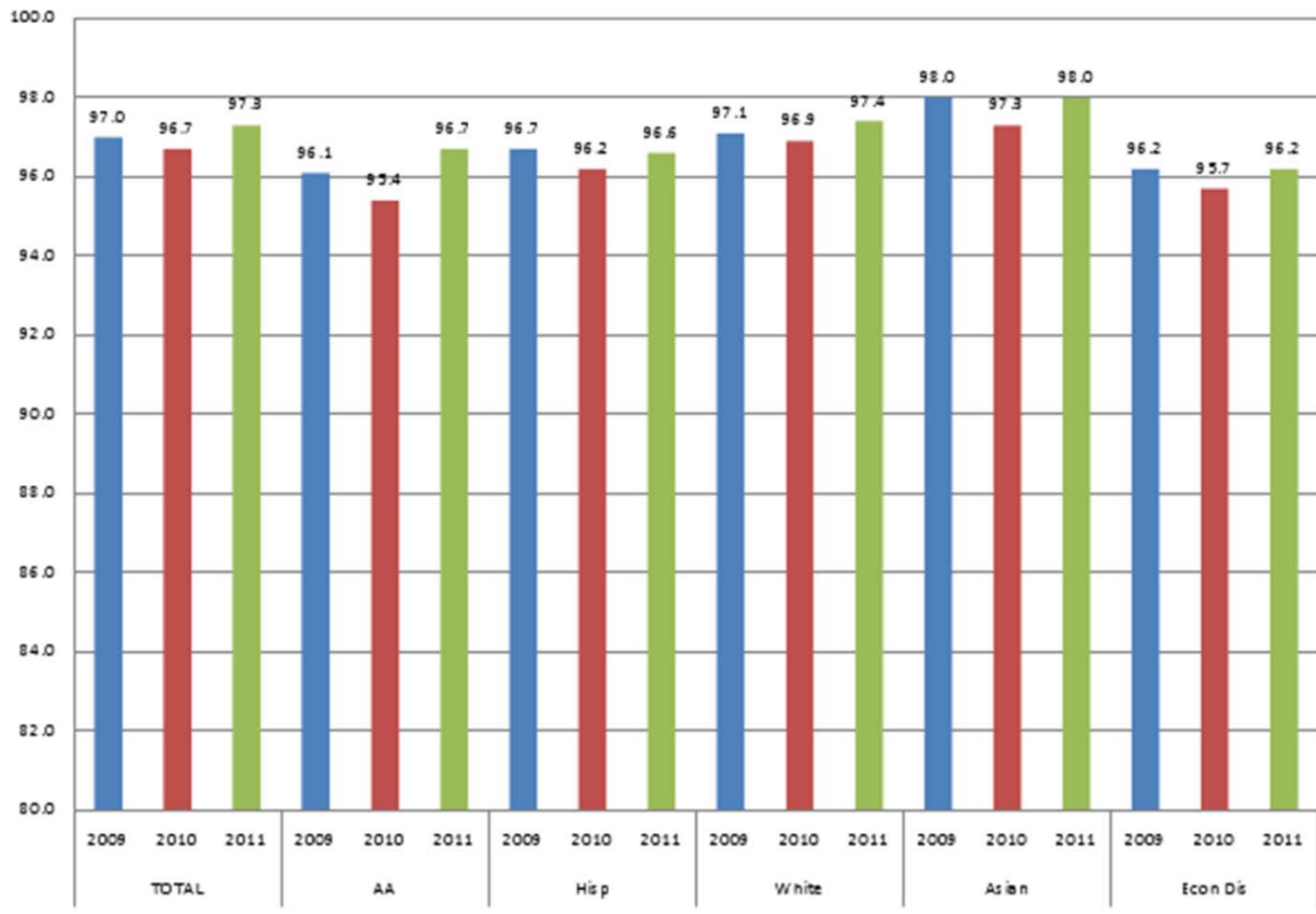
Referrals by Ethnicity



Discipline Data 2010-2011



2010-11 Attendance Pebble Creek



Report Card Data 2010-2011

