

# **Pebble Creek Elementary Campus Improvement Plan 2012-2013**



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.

## Summary of the Campus Plan

Pebble Creek is a Head Start through fourth grade campus with approximately 625 students and 70 faculty and staff members. The campus serves all Adaptive Behavior students throughout the district in grades Kindergarten through 4<sup>th</sup> grade and approximately 35 students in the Special Education Resource room. Approximately 22% of our students are economically disadvantaged, primarily coming from one neighborhood zoned to the school. Our staff remains relatively constant each year, with little or no turnover. The staff is committed to providing a high quality education for all students, meeting individuals where they are and challenging them to reach new heights.

With the lack of final state assessment data this year, the committee evaluated authentic assessment data, end of year report card grades, and discipline data. The examined data continues to show gaps in student achievement with our African American and low socioeconomic subgroups. This year the faculty will increase student success in the classroom by focusing on students with various levels of academic achievement and ability. Teachers will continue to study the workshop model of instruction and more fully integrate it into their classrooms. Research based instructional strategies will be implemented in all classrooms for the various subgroup populations, such as our low socio-economic and African American students as well as high achievers and the gifted and talented students. Due to increase rigor in state assessments, staff members will need to incorporate higher level thinking opportunities in daily lessons and questioning will challenge students to think at higher cognitive levels.

Faculty staff development will focus on questioning strategies to push students' thinking and problem solving, lesson design based on student choice, continued training in the implementation of the workshop model for literacy, math fluency and work stations, integration of technology in the classrooms, and increased implementation of Conscious Discipline in classrooms campus wide. Safe and Civil Schools training will be provided to all staff members to teach strategies for positive behavior support intervention.

Yearlong analysis of data from leading indicators such as grades, attendance, discipline, authentic assessment, 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 and narrow the gap between high and low achieving students across the campus.

**Pebble Creek Elementary  
Goals and Objectives  
2012-2013**

**Goal 1: All students will achieve academic success.**

**Objectives:**

- A. All students (including student subgroups) will score at or above grade level in literacy and math.
- B. All students (including student subgroups) will score Level II Satisfactory or above on all tested grade levels and subjects areas on state assessments.
- C. Level III Advanced performance will exceed the state average at all tested grade levels and subject areas on state assessments.

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

**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 will be provided for students struggling in literacy and math.

D. Interventions for all students will be provided and documented prior to making a referral for special education testing.

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

**Objectives:**

- A. Utilizing curricular calendars 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 will support district curriculum initiatives.

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

**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.**

**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.**

- A. All students (including student subgroups) will score at or above grade level in literacy and math.
- B. All students (including student subgroups) will score Level II Satisfactory or above on all tested grade levels and subjects areas on state assessments.
- C. Level III Advanced performance will exceed the state average at all tested grade levels and subject areas on state assessments.

**Summative:** Running records, Math CBMs, TEMI data, and report card grades, and state assessment results will reflect student progress and achievement.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
1	Grade levels K-4 will implement the 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, report card grades,

					Walk Through data
2	Math teachers will develop math thinking and questioning strategies into weekly math instruction through number talks, math menus, and math stations	Principal, Academic Coordinator, Math Teachers	Campus IC, Math Specialist, Director of Curriculum	Aug-May	STAAR Math Test, CBMs, report card grades, Walk Through data
3	Grade levels K-2 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, report card grades
4	Grades 1-4 will utilize the computer program, Study Island, to remediate math concepts.	Academic Coordinator, Math teachers	Technology, \$1200.00	Sept-May	STAAR Math Test, CBMs report card grades,
5	Implement First in Math computer software campus wide K-4 to improve math skills	Enrichment specialist, Math specialist, Math teachers	First in Math computer software, PTO, \$6/child	Sept-May	STAAR Math Test, CBMs, report card grades
6	Utilize the science resource lab equipment and purchase disposable supplies to meet the TEKS expectations.	Academic Coordinator, Classroom Reps	PTO, \$150 per grade level for consumables	Aug-May	4 <sup>th</sup> grade Science CBMs, STAAR



					Science (5 <sup>th</sup> Grade)
7	Continued implementation of Writer's Workshop into K-4 classrooms	Principal, Academic Coordinator, Literacy Teachers, Curriculum Council	Units of Study in Writing, CSISD ELA Curricular Calendar, A Curricular Plan for the Writing Workshop	Aug-May	Writing benchmark data, STAAR writing test, report card grades, Walk Through Data
8	Implementation of Reader's Workshop into K-4 classrooms	Principal, Academic Coordinator, Literacy Teachers, Curriculum Council	Units of Study in Reading, CSISD ELA Curricular Calendar, A Curricular Plan for the Reading Workshop	Aug-May	Running Record data, STAAR reading test , report card grades, Walk Through Data
9	Reading instruction will be differentiated for each student by grouping students according to reading level and utilizing a variety of instructional strategies.	Classroom Teachers, Reading Specialist, Early Intervention	Campus and Library Funds, SCE Funds - \$1000 Fountas & Pinnell	Aug-May	Running Record and TPRI data, STAAR reading test ,

		Specialist, Librarian	Assessment Kits K-4, TPRI, LLI kits, FCRR, leveled literacy library		report card grades, Walk Through Data
10	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).	Principal, Academic Coordinator, Classroom Teachers	Enrichment Specialist, Reading & Math Specialists	Aug-May Grade Level Meetings, Faculty Meetings	STAAR Results, Commended Ratings, Walk Through data
11	Grade level teams will meet to analyze leading indicator data for their students and formulate a plan of action for addressing student needs.	Principal, Academic Coordinator, Classroom teachers	Leading Indicator data, Authentic assessment data, TEMI and CBM data	Aug-May	Grade and discipline data, STAAR test results, Running Record data, CBM data
12	Tutoring intervention grades 1-4 during the school day	Principal, Academic Coordinator, SIT	Grade level teachers, campus funds,	Sept - May	STAAR results, report card grades
13	Follow state and district guidelines for attendance. <ul style="list-style-type: none"> <li>• Letters to notify of absences</li> <li>• Conference with principal</li> </ul>	Principal, Attendance Clerk, Academic Coordinator	Computer Services, Eschool	Aug-May	TEA School Report Card

	<ul style="list-style-type: none"> <li>• Home visits</li> <li>• Attendance committee</li> </ul>				
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**Goal 2: Educational opportunities will meet the unique academic, social, and emotional needs of all students.**

**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 will be provided for students struggling in literacy and math.
- D. Interventions for all students will be provided and documented prior to making a referral for special education testing.

**Summative:** Leading indicator and state assessment data

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
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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, TELPAS
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
3	All students will be provided with the appropriate opportunities for enrichment using the Renzuli school-wide enrichment model through Type 1 activities: <ul style="list-style-type: none"> <li>• District Wide Art Show</li> <li>• Music/P.E. Programs for each grade level</li> <li>• Community Speakers</li> <li>• Brown Bag Specials</li> <li>• Enrichment Days</li> <li>• Pull-out program for identified G/T students K-4</li> <li>• UIL Academic Competition</li> <li>• Spelling Bee</li> </ul>	Enrichment Coordinator, Academic Coordinator, Principal, Classroom Teachers, Art, Music, Computer, P.E. Teachers, PTO Board Members, and Parents	Curriculum Director, Staff Time, Activity Funds, Enrichment Budget (PC)	August - May	Parent, teacher, student survey addressing curriculum to determine effectiveness of the enrichment program.

	<ul style="list-style-type: none"> <li>• First in Math</li> <li>• Discovery Groups for Talent Pool Students</li> <li>• School clubs such as Scrabble and Chess</li> <li>• Lego Robotics Program</li> </ul>				
4	Increase student use of interactive technology, such as SMARTBoards, iPads, iTouch, COWs, and Senteo systems in each campus classroom.	Principal, Academic Coordinator, and Technology Integration Specialist	Staff development, online resources	Aug-May	Walk Through data, Lesson Plans
5	Assemble GT Teacher Cadre to meet and plan programming to enrich students in GT Cluster classrooms at least 2 times per school year.	Principal, Academic Coordinator, Enrichment Specialist	Staff development materials	Aug-May	STAAR Commended rating data
6	Implement Response to Intervention (RTI) Tier 1, 2, and 3 strategies for identified students through Eduphoria documentation.	SIT Committee Classroom Teachers, Principal, Academic Coordinator, Counselor, LSSP	CSISD Special Education Dept., Campus assigned LSSP	Aug-May	Number of special education referrals
7	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	Aug-May	Number of special education referrals

			Education Dept.		
8	A tutoring program, The Homework Club, designed for the Adaptive Behavior students will continue.	Principal, Academic Coordinator, AB Teacher	Director of Special Services, Classroom Teachers	Sept. - May	Running Record data, CBMs, report card data, STAAR data
9	Adaptive Behavior staff 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
10	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.**

**Objectives:**

- C. Utilizing curricular calendars and district scope and sequence, each grade level curriculum will be aligned to the Texas Essential Knowledge and Skills (TEKS) in all content areas.
- D. On-going professional development will support district curriculum initiatives.

**Summative:** Classroom Walk-Through data, STAAR data, and Math and Literacy Assessments

	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.	Principal, Academic Coordinator, classroom teachers	Central Office, Texas A&M, Region VI, TEA	Aug-May	Literacy Assessments, Classroom Observations, Lesson Plans, STAAR

2	Teachers will participate in classroom observations to improve their instructional practices.	Principal, Academic Coordinator	Support Team, extra teacher help	Sept - May	Walk Through Data
3	Staff development will address: <ul style="list-style-type: none"> <li>• Instructional strategies</li> <li>• Technology training</li> <li>• Math workstations</li> <li>• Choice Boards (GT training)</li> <li>• Conscious Discipline, Safe and Civil Schools, Positive Behavior Support Intervention</li> <li>• Autism training</li> <li>• Analysis of leading indicators from attendance, discipline, and grade data</li> <li>• High Level Questioning</li> </ul>	Principal, Academic Coordinator, Instructional Coach, Grade Level Leaders Reading, Math, and Enrichment Specialists	Central Office, Region VI, Lead4Ward,	Aug-May	Math and Literacy Assessments, Walk-Through data, STAAR data
4	Campus instructional focus will address: differentiated instruction, higher level thinking strategies, Reader's and Writer's workshop, math workstations, Conscious Discipline, and interactive technology.	Principal, Academic Coordinator	Instructional Coach, Curriculum Director, Enrichment Specialist, Reading/Math Specialists	Aug-May	Math and Literacy Assessments, Walk- Throughs, STAAR data



5	Administrative walk-throughs will focus on student centered learning.	Principal, Academic Coordinator	Eduphoria walk through form	Aug-May	Walk Through Observation Data
6	Professional Learning Communities (PLCs) will meet once a month to address curriculum and instruction issues and current events.	Support staff, Principal, Academic Coordinator	Administratio n and Support staff, Central Office staff	Sept-April	Walk Through Observation Data, teacher response/refl ection

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

**Objectives:**

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

B. Provide opportunities to enhance family support for student success.

**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, 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, 4 <sup>th</sup> grade CORE Etiquette Class, and 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	Administration	Central Office Staff	Spring 2012	Parent Survey data

	interests in Spring 2013.				
3	A GT Parent Support Group will meet twice yearly to discuss concerns relevant to GT students.	Enrichment Specialist	Curriculum Council	Sept-May	Parent Survey data
4	Establish a representative community team at Windsor Pointe to explore concerns and build relationships with Windsor Pointe families.	Principal, Academic Coordinator, Counselor	Campus funds	Aug - May	Attendance at meetings
5	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 Parent Center	Family Facilitator, Counselor, Nurse, Principal	Central Office Staff, Head Start Staff, Director of the Barbara Bush Center	Aug-May	Monitoring Notes
6	Establish Panthers Helping Panthers to support families in need of assistance	Counselor	PTO	Aug - May	Staff reflection, Documentation of support provided
7	Staff visit to the Windsor Pointe community	Principal, Academic Coordinator, Counselor	Counselor, Secretary	August	Staff reflection and checklist of number of families visited
8	Provide parent support group (Chattin' with the Counselor) to help parents manage child behaviors and teach Conscious Discipline	Principal, Counselor	Counselor	August - May (monthly meetings)	Parent Survey data

	language for parents to utilize at home				
9	A "Meet the Staff" event will be planned at Windsor Pointe for all feeder campuses.	Principal, Academic Coordinator, Counselor	\$250 for food/supplies	Once in the fall, once in the spring	Attendance at event
10	Establish a support group for parents of Adaptive Behavior students.	AB teacher	Campus funds	Sept-May	Attendance at the event, parent survey data

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

**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.

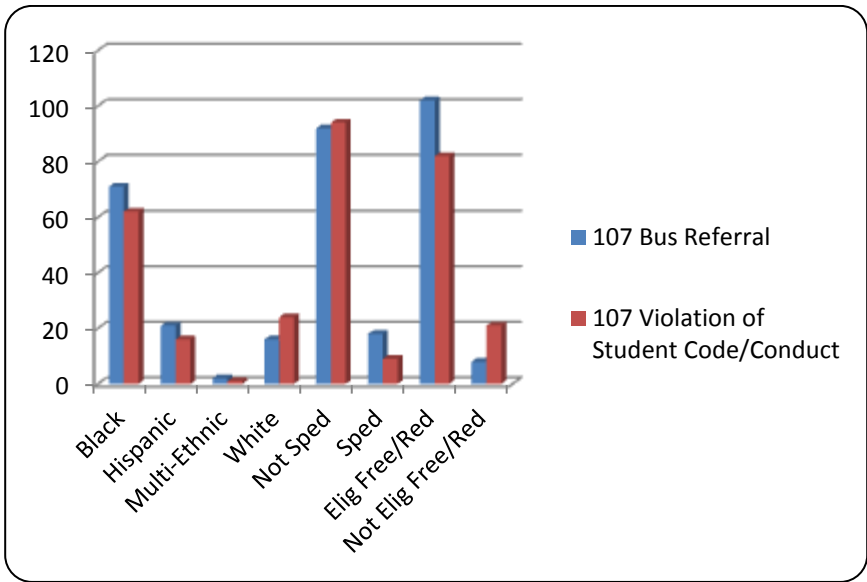
**Summative:** Office Referrals, Drill Observations, Staff/Parent Feedback

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
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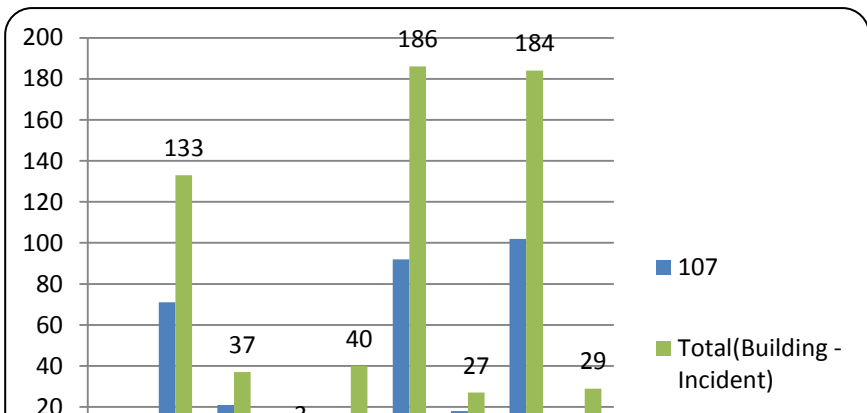
5.1.1	The Safety Team and Team Leaders will address safety issues during regularly scheduled meetings.	Counselor, Academic Coordinator, Principal	Region VI, Central Office	Aug-May	Minutes of Safety Team meeting, Minutes of Team Leader meetings
3	Pebble Creek faculty will conduct fire, disaster, and emergency drills as required or needed.	Academic Coordinator, Secretary, Principal	Central Office	Aug-May	Monthly safety 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	Academic Coordinator, Principal, Counselor	Central Office, Safe and Civil Schools material, CHAMPS team	Aug-May	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
10	A Safe and Civil Schools/Conscious Discipline Team will be established to discuss campus discipline concerns and brainstorm ideas to address the need for Tier 2 and Tier 3 discipline interventions for students who have frequent office referrals.	Principal, Academic Coordinator, Counselor	Faculty members, LSSP, AB behavior specialist	August - May	Office Referral Data
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.	Principal and Academic Coordinator	Community Members, Central Office,	Aug-May	Faculty Survey, Observations, Feedback

			Social Committee		
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## Pebble Creek Discipline Referrals 2011-2012



## 2nd - 4th Economically Disadvantaged Grades

Hispanic						Black					
Language Arts						Language Arts					
	A	B	C	D	F		A	B	C	D	F
1st Six Weeks	9	5	2	2	0	1st Six Weeks	12	21	2	5	1
2nd Six Weeks	8	3	1	2	1	2nd Six Weeks	11	17	4	3	3
3rd Six Weeks	8	2	2	1	1	3rd Six Weeks	15	10	5	2	5
4th Six Weeks	5	5	0	1	2	4th Six Weeks	5	19	4	5	4
5th Six Weeks	2	7	2	1	1	5th Six Weeks	10	14	7	4	2
6th Six Weeks	5	4	1	2	1	6th Six Weeks	9	20	4	2	4
Hispanic						Black					
Reading						Reading					
	A	B	C	D	F		A	B	C	D	F
1st Six Weeks	7	10	1	0	0	1st Six Weeks	18	14	4	1	2



Asian					
Language Arts	A	B	C	D	F
1st Six Weeks	2	0	0	0	0
2nd Six Weeks	2	0	0	0	0
3rd Six Weeks	2	0	0	0	0
4th Six Weeks	1	1	0	0	0
5th Six Weeks	2	0	0	0	0
6th Six Weeks	1	1	0	0	0

Asian					
Reading	A	B	C	D	F
1st Six Weeks	2	0	0	0	0
2nd Six Weeks	1	1	0	0	0
3rd Six Weeks	1	1	0	0	0
4th Six Weeks	1	1	0	0	0
5th Six Weeks	1	1	0	0	0
6th Six Weeks	2	0	0	0	0

Asian					
Math	A	B	C	D	F
1st Six Weeks	0	2	0	0	0
2nd Six Weeks	2	0	0	0	0
3rd Six Weeks	1	0	1	0	0
4th Six Weeks	1	1	0	0	0
5th Six Weeks	1	1	0	0	0
6th Six Weeks	1	1	0	0	0

White					
Language Arts	A	B	C	D	F
1st Six Weeks	10	6	0	1	1
2nd Six Weeks	10	4	4	0	1
3rd Six Weeks	11	1	3	1	2
4th Six Weeks	9	4	3	2	1
5th Six Weeks	11	3	1	1	2
6th Six Weeks	9	7	0	2	1

White					
Reading	A	B	C	D	F
1st Six Weeks	13	3	1	1	0
2nd Six Weeks	10	6	0	1	1
3rd Six Weeks	12	4	0	1	1
4th Six Weeks	9	8	0	2	0
5th Six Weeks	10	4	3	0	1
6th Six Weeks	12	3	4	0	0

White					
Math	A	B	C	D	F
1st Six Weeks	10	3	2	1	2
2nd Six Weeks	9	7	0	1	3
3rd Six Weeks	11	4	2	1	1
4th Six Weeks	8	5	1	5	0
5th Six Weeks	8	7	2	1	1
6th Six Weeks	10	4	3	1	1

## 2nd - 4th Student Grades

Hispanic

Language Arts	A	B	C	D	F
1st Six Weeks	18	10	4	4	0
2nd Six Weeks	19	8	3	2	1
3rd Six Weeks	25	3	2	1	1
4th Six Weeks	16	11	0	2	2
5th Six Weeks	15	12	2	1	1
6th Six Weeks	15	12	1	2	1

Black

Language Arts	A	B	C	D	F
1st Six Weeks	12	22	2	5	1
2nd Six Weeks	11	18	4	3	3
3rd Six Weeks	15	11	5	2	5
4th Six Weeks	6	19	4	5	4
5th Six Weeks	11	15	7	4	2
6th Six Weeks	11	20	4	2	4

Hispanic

Reading	A	B	C	D	F
1st Six Weeks	19	15	2	0	0
2nd Six Weeks	19	10	3	1	0
3rd Six Weeks	18	10	1	1	1
4th Six Weeks	14	13	1	1	2
5th Six Weeks	17	10	2	0	2
6th Six Weeks	16	9	3	1	2

Black

Reading	A	B	C	D	F
1st Six Weeks	18	15	4	1	2
2nd Six Weeks	12	17	4	2	3
3rd Six Weeks	11	18	2	4	3
4th Six Weeks	8	18	3	8	1
5th Six Weeks	12	14	7	2	4
6th Six Weeks	12	17	8	2	2

Hispanic

Math	A	B	C	D	F
1st Six Weeks	12	18	0	3	2
2nd Six Weeks	16	12	2	1	2
3rd Six Weeks	15	7	6	2	2
4th Six Weeks	14	8	3	1	5
5th Six Weeks	15	10	2	2	2
6th Six Weeks	15	5	7	2	2

Black

Math	A	B	C	D	F
1st Six Weeks	15	15	4	6	3
2nd Six Weeks	8	11	12	4	3
3rd Six Weeks	5	15	3	7	8
4th Six Weeks	5	15	3	4	11
5th Six Weeks	8	16	6	6	3
6th Six Weeks	12	17	3	5	4

Asian					
Language Arts	A	B	C	D	F
1st Six Weeks	26	7	0	0	0
2nd Six Weeks	29	2	0	2	0
3rd Six Weeks	25	6	0	2	0
4th Six Weeks	27	6	0	0	0
5th Six Weeks	30	3	0	0	0
6th Six Weeks	28	5	0	0	0

Asian					
Reading	A	B	C	D	F
1st Six Weeks	30	1	0	0	1
2nd Six Weeks	27	4	0	0	1
3rd Six Weeks	28	3	0	0	1
4th Six Weeks	32	1	0	0	0
5th Six Weeks	32	1	0	0	0
6th Six Weeks	30	3	0	0	0

Asian					
Math	A	B	C	D	F
1st Six Weeks	27	4	0	1	0
2nd Six Weeks	30	1	0	0	1
3rd Six Weeks	26	4	1	0	1
4th Six Weeks	28	5	0	0	0
5th Six Weeks	26	6	0	0	1
6th Six Weeks	29	4	0	0	0

White					
Language Arts	A	B	C	D	F
1st Six Weeks	180	59	6	2	2
2nd Six Weeks	198	41	5	3	3
3rd Six Weeks	197	37	5	4	4
4th Six Weeks	194	45	6	2	2
5th Six Weeks	203	37	2	3	3
6th Six Weeks	204	36	3	5	2

White					
Reading	A	B	C	D	F
1st Six Weeks	219	25	5	1	1
2nd Six Weeks	212	33	1	1	2
3rd Six Weeks	215	28	0	2	2
4th Six Weeks	204	43	0	2	0
5th Six Weeks	212	30	3	2	1
6th Six Weeks	215	28	7	0	0

White					
Math	A	B	C	D	F
1st Six Weeks	193	46	6	1	2
2nd Six Weeks	188	54	4	1	3
3rd Six Weeks	185	54	6	2	2
4th Six Weeks	171	64	7	6	1
5th Six Weeks	192	46	8	2	1
6th Six Weeks	199	38	9	3	1