

Report Card 2003-2004

USD 512
Shawnee Mission Pub Sch
 7235 Antioch
 Shawnee Mission, KS 66204-1798
 (913) 993-6200 (913) 993-6230

ADEQUATE YEARLY PROGRESS

Adequate Yearly Progress (AYP) is a method for determining if schools, districts and the state have made adequate progress in improving student achievement. AYP is based on participation and performance on state assessments, as well as attendance rates for elementary and middle schools, and, for high schools, graduation rates. For the 2003-2004 school year, this district did make AYP. More information on this district's performance on the AYP measures is provided below.

Student Group	Reading		Math		Additional Academic Indicators	
	% Prof. & Above Goal: 51%	% Tested Goal: 95%	% Prof. & Above Goal: 38%	% Tested Goal: 95%	Grad Rt. High Sch. Goal: 75% or Improve.	Attend Rt. Goal: 90%
All Students	82.1%	100.0%	75.9%	100.0%	92.2%	95.6%
Free/Reduced Lunch	72.0%	100.0%	60.9%	100.0%	N/A	N/A
Students with Disabilities	72.7%	100.0%	68.2%	100.0%	N/A	N/A
English Language Learners	74.8%	100.0%	44.7%	100.0%	N/A	N/A
African Americans	69.0%	100.0%	53.7%	100.0%	N/A	N/A
Hispanics	67.3%	100.0%	54.8%	100.0%	N/A	N/A
Whites	84.0%	100.0%	79.1%	100.0%	N/A	N/A
Asian/Pacific Islanders	84.3%	100.0%	79.6%	100.0%	N/A	N/A
American Indians	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	79.4%	100.0%	74.2%	100.0%	N/A	N/A

DEMOGRAPHICS

Race/Ethnicity	Dist.	State
African Americans	6.7%	8.7%
Hispanics	6.8%	10.8%
Whites	82.9%	75.3%
Other	3.6%	5.2%

Economically Disadvantaged Students	Dist.	State
Economically Disadvantaged	14.2%	37.5%
Non-Economic. Disadvantaged	85.8%	62.5%

Migrant Students	Dist.	State
Migrant Students	0.0%	3.1%
Non-Migrant Students	100.0%	96.9%

TOTAL ENROLLMENT

District: 29,389 State: 465,397

DEMOGRAPHICS

Limited English Proficiency	Dist.	State
LEP Students	4.7%	5.1%
Non-LEP Students	95.3%	94.9%

Gender	Dist.	State
Male	52.0%	51.7%
Female	48.0%	48.3%

Attendance	Dist.	State
2003	95.7%	94.8%
2004	95.6%	95.1%

Students with Disabilities	Dist.	State
Students with Disabilities	11.0%	13.5%
Students without Disabilities	89.0%	86.5%

Graduation Rate	Dist.	State
2002	90.5%	83.4%
2003	92.2%	86.1%

TEACHER QUALIFICATIONS

State Qualification	All Schools	High Poverty	Low Poverty
Fully Licensed	98.04%	93.93%	98.16%
Not Fully Licensed	1.96%	6.07%	1.84%

Not Fully Licensed Teachers	All Schools	High Poverty	Low Poverty
Waivers	0.00%	0.00%	0.00%
Provisionally Licensed	0.73%	6.06%	0.68%
Not Licensed	0.05%	0.00%	0.06%
Not Qualified	0.84%	0.00%	0.74%

% of Core classes taught by highly qualified	All Schools	High Poverty	Low Poverty
Taught by highly qualified	98.05%	93.33%	98.06%
Not taught by not highly qualified	1.94%	6.66%	1.93%

- Teachers in Kansas are considered fully licensed when they hold a valid Kansas teaching certificate/license with the appropriate subject and grade level endorsement for the assignment they hold.
- Teachers in Kansas are considered not fully licensed when they do not hold a valid teaching certificate/license, when they are teaching in a subject area or grade level for which they are not endorsed, when they have a provisional teaching certificate/license, or when they are teaching on a waiver.
- Fully licensed data does not include administrators, librarians, counselors and other support personnel.
- Core Content Courses are defined as elementary, English/language arts, reading, mathematics, science, foreign language, civics and government, economics, arts, history, and geography.

GRADE 5 READING

All

	Exemplary		Advanced		Proficient		Basic		Unsatisfactory		Not Tested
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004	2004
District	34.5%	31.0%	31.1%	32.9%	18.3%	21.3%	13.2%	12.7%	2.9%	2.2%	0.0%
State	18.5%	20.7%	27.3%	28.9%	22.9%	22.5%	22.2%	20.3%	9.1%	7.5%	0.1%

Economically Disadvantaged

District	22.1%	23.1%	22.1%	30.0%	22.1%	22.2%	26.7%	19.2%	7.0%	5.6%	0.0%
State	10.3%	12.0%	21.0%	24.4%	23.8%	23.9%	29.5%	27.3%	15.4%	12.5%	0.2%

Special Ed.

District	32.1%	30.7%	21.9%	27.0%	19.0%	20.4%	16.1%	16.7%	10.9%	5.2%	0.0%
State	12.3%	13.2%	16.5%	18.6%	20.0%	20.6%	26.8%	27.6%	24.4%	19.9%	0.5%

ELL

District	16.7%	30.5%	27.8%	33.7%	12.5%	12.6%	34.7%	20.0%	8.3%	3.2%	0.0%
State	10.1%	7.9%	19.3%	22.2%	20.8%	22.7%	32.5%	30.5%	17.3%	16.6%	0.3%

African Am.

District	17.0%	15.8%	17.0%	30.2%	22.2%	25.2%	33.3%	23.0%	10.4%	5.8%	0.0%
State	6.9%	9.5%	17.1%	20.3%	20.5%	23.3%	33.7%	29.6%	21.9%	17.3%	0.3%

Hispanic

District	21.6%	21.8%	22.4%	31.5%	24.8%	20.2%	27.2%	21.8%	4.0%	4.8%	0.0%
State	9.0%	9.6%	19.0%	23.9%	24.6%	23.3%	32.5%	29.4%	15.0%	13.9%	0.2%

White

District	37.0%	33.0%	33.2%	33.5%	17.1%	20.5%	10.6%	11.4%	2.1%	1.7%	0.0%
State	21.2%	23.7%	29.5%	30.7%	22.8%	22.2%	19.7%	17.8%	6.8%	5.5%	0.1%

Asian

District	41.9%	35.7%	29.0%	32.1%	12.9%	21.4%	11.3%	8.9%	4.8%	1.8%	0.0%
State	22.1%	21.3%	27.1%	30.5%	23.4%	23.7%	18.7%	19.6%	8.7%	4.9%	0.1%

Am. Indian

District	0.0%	28.6%	0.0%	21.4%	0.0%	28.6%	0.0%	21.4%	0.0%	0.0%	0.0%
State	11.2%	10.8%	25.6%	22.4%	21.6%	26.4%	24.9%	30.5%	16.7%	9.8%	0.0%

Multi-Ethnic

District	24.2%	26.1%	25.8%	29.0%	32.3%	33.3%	16.1%	8.7%	1.6%	2.9%	0.0%
State	17.1%	19.2%	28.4%	27.3%	24.7%	23.3%	21.2%	19.1%	8.6%	8.6%	0.4%

Female

District	35.2%	32.3%	29.7%	32.8%	19.7%	21.5%	13.2%	11.9%	2.2%	1.5%	0.0%
State	18.8%	21.2%	28.2%	29.7%	22.9%	22.9%	22.1%	19.9%	8.0%	6.4%	0.1%

Male

District	33.9%	29.8%	32.3%	32.9%	17.0%	21.1%	13.2%	13.5%	3.5%	2.7%	0.0%
State	18.3%	20.2%	26.5%	28.3%	22.8%	22.2%	22.3%	20.6%	10.2%	8.6%	0.1%

Migrant

State	7.9%	6.7%	18.6%	23.7%	24.1%	23.6%	33.6%	30.3%	15.8%	15.7%	0.0%
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GRADE 8 READING

All

	Exemplary		Advanced		Proficient		Basic		Unsatisfactory		Not Tested
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004	2004
District	15.2%	22.4%	39.0%	40.5%	25.5%	24.6%	15.1%	10.5%	5.1%	2.0%	0.0%
State	10.7%	12.1%	31.2%	34.4%	28.6%	28.6%	20.6%	18.5%	8.9%	6.5%	0.2%

Economically Disadvantaged

District	8.9%	13.5%	26.0%	34.6%	25.2%	25.6%	27.9%	20.2%	12.0%	6.1%	0.0%
State	5.7%	6.7%	20.2%	24.7%	28.9%	29.6%	28.7%	27.0%	16.4%	12.0%	0.5%

Special Ed.

District	5.5%	24.3%	20.7%	34.7%	24.4%	21.6%	28.7%	14.9%	20.7%	4.5%	0.0%
State	5.4%	6.6%	12.3%	15.5%	21.6%	24.5%	31.5%	30.7%	29.1%	22.7%	0.8%

ELL

District	15.0%	37.0%	30.0%	25.0%	15.0%	15.2%	25.0%	22.8%	15.0%	0.0%	0.0%
State	15.6%	17.1%	17.4%	21.2%	19.8%	19.3%	24.7%	27.0%	22.5%	15.5%	0.2%

African Am.

District	3.2%	11.9%	21.6%	35.7%	31.2%	28.7%	30.4%	17.5%	13.6%	6.3%	0.0%
State	3.5%	4.7%	15.6%	18.9%	27.8%	30.8%	32.5%	29.7%	20.7%	15.9%	0.7%

Hispanic

District	7.2%	19.7%	28.9%	27.2%	27.7%	27.9%	24.1%	19.7%	12.0%	5.4%	0.0%
State	6.7%	8.3%	18.2%	23.8%	27.8%	27.7%	29.6%	28.6%	17.8%	11.6%	0.4%

White

District	16.1%	23.2%	40.7%	41.9%	24.9%	24.1%	13.9%	9.6%	4.4%	1.3%	0.0%
State	12.0%	13.5%	34.4%	37.3%	28.7%	28.4%	18.3%	15.9%	6.6%	4.9%	0.2%

Asian

District	30.0%	35.5%	28.0%	38.7%	26.0%	17.7%	12.0%	6.5%	4.0%	1.6%	0.0%
State	12.6%	15.5%	31.8%	33.9%	27.4%	28.5%	19.8%	17.3%	8.5%	4.8%	0.4%

Am. Indian

State	2.8%	5.2%	22.0%	26.4%	29.8%	30.1%	31.6%	28.6%	13.9%	9.6%	0.8%
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Multi-Ethnic

District	11.3%	14.6%	43.7%	41.5%	29.6%	26.8%	11.3%	4.9%	4.2%	12.2%	0.0%
State	7.8%	8.7%	29.3%	33.5%	31.3%	28.0%	21.5%	19.1%	10.1%	6.9%	0.3%

Female

District	17.7%	25.5%	40.8%	40.8%	25.6%	23.4%	13.0%	8.8%	2.9%	1.5%	0.0%
State	12.2%	13.9%	32.9%	36.2%	29.2%	28.4%	19.2%	17.0%	6.4%	4.5%	0.2%

Male

District	12.7%	19.5%	37.3%	40.1%	25.5%	25.7%	17.2%	12.2%	7.2%	2.6%	0.0%
State	9.2%	10.5%	29.7%	32.6%	28.1%	28.7%	21.9%	19.8%	11.1%	8.3%	0.3%

Migrant

State	9.4%	10.3%	18.2%	23.3%	22.6%	22.9%	30.0%	30.3%	19.8%	13.2%	0.2%
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GRADE 11 READING

All

	Exemplary		Advanced		Proficient		Basic		Unsatisfactory		Not Tested
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004	2004
District	19.6%	19.8%	30.3%	29.1%	24.9%	24.6%	18.8%	20.4%	6.4%	6.2%	0.0%
State	12.2%	12.9%	23.7%	24.4%	24.7%	25.1%	26.0%	26.1%	13.4%	11.5%	0.6%

Economically Disadvantaged

District	14.7%	15.1%	20.7%	21.4%	28.4%	22.2%	17.2%	27.8%	19.0%	13.5%	0.0%
State	6.6%	6.6%	14.7%	16.3%	21.6%	21.7%	32.3%	33.7%	24.8%	21.7%	1.3%

Special Ed.

District	17.6%	21.2%	14.4%	17.2%	21.8%	16.7%	26.1%	25.6%	20.2%	19.2%	0.0%
State	6.0%	8.4%	9.0%	9.7%	13.3%	13.3%	28.5%	31.1%	43.1%	37.5%	1.5%

ELL

District	16.7%	25.0%	36.7%	25.0%	13.3%	8.3%	23.3%	33.3%	10.0%	8.3%	0.0%
State	17.4%	12.1%	16.6%	9.9%	16.4%	12.3%	19.1%	26.5%	30.4%	39.3%	0.7%

African Am.

District	2.1%	10.9%	17.5%	20.7%	32.0%	23.9%	33.0%	25.0%	15.5%	19.6%	0.0%
State	3.1%	3.8%	11.0%	11.4%	18.6%	19.4%	33.7%	35.3%	33.6%	30.0%	2.0%

Hispanic

District	12.3%	10.3%	16.0%	20.7%	22.2%	14.9%	27.2%	35.6%	22.2%	18.4%	0.0%
State	8.1%	6.0%	13.6%	13.4%	20.2%	21.7%	33.4%	35.7%	24.7%	23.3%	1.3%

White

District	20.3%	20.5%	31.9%	30.5%	25.3%	25.1%	17.5%	18.9%	5.1%	5.1%	0.0%
State	13.2%	14.3%	25.7%	26.7%	25.5%	25.9%	24.9%	24.4%	10.7%	8.8%	0.4%

Asian

District	26.0%	28.3%	23.4%	21.7%	18.2%	17.4%	23.4%	30.4%	9.1%	2.2%	0.0%
State	15.4%	14.2%	19.9%	16.2%	24.3%	23.1%	23.4%	28.9%	17.0%	17.5%	0.4%

Am. Indian

District	20.0%	0.0%	20.0%	0.0%	20.0%	0.0%	40.0%	0.0%	0.0%	0.0%	0.0%
State	8.1%	5.6%	20.7%	20.2%	23.4%	29.5%	30.0%	29.2%	17.7%	15.4%	1.6%

Multi-Ethnic

District	23.9%	19.0%	31.0%	20.7%	16.9%	25.9%	18.3%	29.3%	9.9%	5.2%	0.0%
State	11.1%	12.2%	22.3%	22.3%	25.3%	23.2%	26.7%	28.0%	14.6%	11.6%	0.1%

Female

District	20.4%	21.4%	32.3%	28.3%	24.3%	24.3%	17.8%	20.3%	5.1%	5.7%	0.0%
State	13.4%	13.8%	25.4%	25.2%	25.7%	25.8%	25.3%	25.8%	10.3%	9.4%	0.5%

Male

District	18.6%	18.1%	28.3%	30.0%	25.6%	24.8%	19.9%	20.5%	7.7%	6.6%	0.0%
State	11.1%	12.1%	22.2%	23.6%	23.8%	24.5%	26.7%	26.4%	16.3%	13.5%	0.6%

Migrant

State	12.4%	8.4%	15.0%	9.8%	18.6%	16.2%	28.9%	31.8%	25.1%	33.8%	1.4%
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GRADE 4 MATH

All

	Exemplary		Advanced		Proficient		Basic		Unsatisfactory		Not Tested
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004	2004
District	38.9%	42.8%	31.3%	32.0%	17.0%	14.8%	9.3%	8.6%	3.5%	1.8%	0.0%
State	23.0%	30.4%	29.3%	30.1%	21.2%	19.6%	17.9%	14.2%	8.6%	5.7%	0.1%

Economically Disadvantaged

District	21.2%	28.2%	31.2%	33.9%	22.6%	16.2%	16.8%	16.5%	8.2%	5.1%	0.0%
State	12.9%	20.2%	24.8%	28.1%	23.4%	22.3%	24.6%	19.8%	14.3%	9.6%	0.2%

Special Ed.

District	39.0%	35.4%	26.1%	35.0%	17.0%	17.5%	13.3%	11.0%	4.5%	1.1%	0.0%
State	14.6%	22.2%	23.2%	26.1%	20.9%	20.0%	24.8%	20.4%	16.5%	11.4%	0.6%

ELL

District	12.0%	18.0%	25.3%	30.0%	24.0%	14.0%	21.3%	21.0%	17.3%	17.0%	0.0%
State	7.7%	13.7%	19.2%	23.3%	23.0%	23.1%	30.8%	25.7%	19.3%	14.2%	0.2%

African Am.

District	21.9%	17.1%	21.9%	33.3%	25.8%	21.7%	19.5%	21.7%	10.9%	6.2%	0.0%
State	8.4%	14.2%	18.6%	23.9%	20.7%	23.6%	28.9%	23.2%	23.4%	15.0%	0.4%

Hispanic

District	15.6%	27.8%	32.0%	25.2%	22.1%	19.2%	15.6%	15.2%	14.8%	12.6%	0.0%
State	10.0%	17.0%	22.3%	26.0%	23.8%	23.4%	28.0%	22.2%	15.9%	11.4%	0.3%

White

District	42.2%	46.7%	31.8%	32.1%	15.8%	13.7%	8.0%	7.1%	2.2%	0.4%	0.0%
State	26.5%	34.5%	31.5%	31.4%	20.9%	18.5%	15.1%	11.9%	5.9%	3.8%	0.1%

Asian

District	33.3%	37.7%	36.7%	39.3%	21.7%	13.1%	8.3%	6.6%	0.0%	3.3%	0.0%
State	28.3%	33.6%	32.2%	32.2%	20.9%	17.6%	13.7%	12.6%	5.0%	4.1%	0.1%

Am. Indian

District	54.5%	46.2%	9.1%	53.8%	9.1%	0.0%	18.2%	0.0%	9.1%	0.0%	0.0%
State	16.5%	26.2%	23.2%	30.3%	21.3%	19.3%	27.2%	18.2%	11.8%	6.0%	0.0%

Multi-Ethnic

District	27.7%	36.4%	34.0%	30.3%	19.1%	30.3%	17.0%	3.0%	2.1%	0.0%	0.0%
State	20.6%	24.2%	28.5%	29.4%	22.9%	22.0%	19.1%	15.9%	8.9%	6.6%	0.1%

Female

District	39.8%	41.7%	31.1%	33.5%	17.1%	14.0%	8.4%	9.1%	3.6%	1.7%	0.0%
State	22.0%	29.3%	29.5%	30.3%	21.8%	19.9%	18.2%	14.7%	8.5%	5.8%	0.1%

Male

District	38.1%	43.9%	31.4%	30.6%	16.9%	15.5%	10.2%	8.1%	3.4%	1.8%	0.0%
State	23.9%	31.4%	29.1%	30.0%	20.7%	19.3%	17.6%	13.7%	8.7%	5.6%	0.2%

Migrant

State	7.4%	14.1%	22.2%	24.4%	22.5%	25.5%	29.7%	22.8%	18.2%	13.2%	0.3%
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GRADE 7 MATH

All

	Exemplary		Advanced		Proficient		Basic		Unsatisfactory		Not Tested
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004	2004
District	29.8%	33.9%	26.4%	26.2%	19.3%	18.8%	15.6%	13.7%	8.9%	7.2%	0.0%
State	16.6%	19.5%	21.9%	24.2%	21.5%	21.7%	21.4%	20.3%	18.6%	14.4%	0.3%

Economically Disadvantaged

District	12.8%	9.1%	17.6%	25.8%	19.9%	20.5%	25.3%	24.9%	24.3%	19.6%	0.0%
State	6.6%	9.2%	14.6%	17.9%	19.5%	21.2%	26.9%	26.7%	32.5%	25.0%	0.5%

Special Ed.

District	16.9%	22.1%	25.0%	25.5%	17.7%	18.7%	20.8%	17.9%	19.6%	15.7%	0.0%
State	6.3%	9.5%	11.3%	14.6%	16.5%	18.0%	23.7%	26.7%	42.3%	31.3%	1.1%

ELL

District	2.1%	13.7%	4.2%	14.7%	10.4%	9.8%	20.8%	28.4%	62.5%	33.3%	0.0%
State	3.0%	4.6%	5.9%	9.7%	12.7%	14.1%	22.7%	29.3%	55.8%	42.2%	0.2%

African Am.

District	9.6%	13.5%	19.9%	17.7%	17.8%	24.8%	32.9%	24.1%	19.9%	19.9%	0.0%
State	3.4%	5.6%	9.7%	13.0%	14.9%	19.1%	27.8%	28.4%	44.2%	33.9%	0.7%

Hispanic

District	10.9%	12.1%	12.5%	15.6%	14.1%	21.3%	27.3%	24.1%	35.2%	27.0%	0.0%
State	4.0%	6.9%	11.8%	15.6%	17.6%	21.0%	27.2%	27.7%	39.4%	28.8%	0.3%

White

District	33.0%	37.3%	27.6%	28.0%	19.8%	18.0%	13.5%	12.1%	6.1%	4.6%	0.0%
State	19.7%	22.7%	24.6%	26.7%	22.5%	22.2%	19.8%	18.2%	13.4%	10.2%	0.2%

Asian

District	31.6%	38.2%	33.3%	26.5%	12.3%	22.1%	12.3%	7.4%	10.5%	5.9%	0.0%
State	24.5%	27.9%	19.9%	24.9%	20.9%	18.2%	16.8%	17.6%	18.0%	11.4%	0.3%

Am. Indian

State	6.4%	8.6%	14.6%	17.8%	20.8%	19.5%	27.4%	31.0%	30.8%	23.1%	0.2%
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Multi-Ethnic

District	17.2%	30.0%	24.1%	21.7%	25.9%	18.3%	20.7%	20.0%	12.1%	10.0%	0.0%
State	11.0%	16.8%	20.5%	22.7%	23.6%	22.6%	26.2%	21.3%	18.6%	14.7%	0.3%

Female

District	28.0%	32.1%	25.8%	26.3%	20.7%	20.9%	15.7%	14.1%	9.8%	6.6%	0.0%
State	15.1%	17.6%	21.9%	24.4%	22.3%	22.6%	22.5%	21.3%	18.2%	14.2%	0.2%

Male

District	31.6%	35.7%	26.9%	26.2%	17.9%	16.8%	15.5%	13.4%	8.0%	7.9%	0.0%
State	18.0%	21.3%	21.9%	24.0%	20.8%	20.9%	20.3%	19.3%	19.0%	14.5%	0.3%

Migrant

State	2.3%	4.2%	8.3%	13.6%	15.2%	16.3%	28.3%	31.7%	46.0%	34.2%	0.4%
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GRADE 10 MATH

All

	Exemplary		Advanced		Proficient		Basic		Unsatisfactory		Not Tested
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004	2004
District	24.0%	24.8%	14.8%	15.1%	20.0%	21.2%	24.8%	26.6%	16.4%	12.3%	0.0%
State	14.4%	17.2%	11.9%	12.9%	19.3%	20.2%	28.0%	29.0%	26.5%	20.6%	0.7%

Economically Disadvantaged

District	10.2%	7.8%	9.6%	10.6%	20.4%	23.0%	29.3%	30.9%	30.6%	27.6%	0.0%
State	5.4%	6.4%	6.3%	7.7%	14.1%	16.2%	30.5%	34.8%	43.8%	34.8%	1.7%

Special Ed.

District	13.3%	13.6%	10.0%	12.6%	17.7%	17.3%	28.9%	35.1%	30.1%	21.5%	0.0%
State	5.0%	6.1%	5.4%	6.5%	10.0%	12.3%	26.3%	32.8%	53.3%	42.3%	2.2%

ELL

District	0.0%	0.0%	8.3%	4.3%	8.3%	17.4%	20.8%	37.0%	62.5%	41.3%	0.0%
State	2.6%	2.7%	3.2%	2.8%	7.2%	9.0%	31.6%	36.4%	55.5%	49.1%	1.5%

African Am.

District	10.9%	3.4%	6.9%	8.5%	10.9%	19.5%	30.7%	33.9%	40.6%	34.7%	0.0%
State	2.3%	2.7%	3.7%	4.8%	9.9%	12.0%	26.2%	34.7%	57.9%	45.9%	1.8%

Hispanic

District	5.0%	12.4%	6.0%	13.3%	12.0%	13.3%	28.0%	39.8%	49.0%	21.2%	0.0%
State	3.3%	4.3%	3.8%	6.3%	11.6%	15.0%	33.2%	36.4%	48.1%	38.0%	1.6%

White

District	25.7%	26.8%	15.7%	15.4%	21.1%	22.0%	24.2%	25.3%	13.3%	10.5%	0.0%
State	16.6%	19.8%	13.4%	14.3%	21.0%	21.6%	27.5%	27.7%	21.4%	16.5%	0.5%

Asian

District	25.9%	32.3%	17.2%	12.3%	20.7%	18.5%	24.1%	23.1%	12.1%	13.8%	0.0%
State	19.0%	26.0%	11.4%	12.9%	18.0%	20.0%	26.3%	23.4%	25.3%	17.8%	0.5%

Am. Indian

District	20.0%	0.0%	0.0%	0.0%	30.0%	0.0%	20.0%	0.0%	30.0%	0.0%	0.0%
State	7.1%	7.8%	11.6%	9.8%	16.7%	16.9%	28.0%	35.9%	36.7%	29.6%	2.1%

Multi-Ethnic

District	21.8%	14.3%	13.8%	28.6%	13.8%	20.4%	28.7%	30.6%	21.8%	6.1%	0.0%
State	9.5%	13.0%	8.9%	12.7%	17.2%	17.1%	31.3%	31.3%	33.2%	23.7%	0.2%

Female

District	22.0%	21.1%	15.3%	14.2%	20.2%	22.1%	26.1%	27.8%	16.4%	14.9%	0.0%
State	12.4%	15.1%	12.1%	12.9%	19.8%	21.1%	29.3%	30.3%	26.4%	20.5%	0.7%

Male

District	25.8%	28.4%	14.3%	16.0%	19.8%	20.4%	23.6%	25.4%	16.4%	9.7%	0.0%
State	16.2%	19.3%	11.6%	12.9%	18.8%	19.4%	26.7%	27.7%	26.7%	20.7%	0.7%

Migrant

State	1.9%	4.6%	2.6%	4.4%	8.1%	11.4%	34.9%	35.6%	52.5%	44.1%	0.9%
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