

# Hurricane Intermediate School

## School Community Council Agenda

### HIS - Community Council Meeting Agenda

### Google Meet Link

<u>Topics</u>	<u>Assignments</u>
<b>Welcome and Introduction of Members</b> Mrs. Howell- Principal Mr. Pedersen - Assistant Principal Alayne Isom - Secretary Sandy Cordova- Teacher Braiden Hustead - Teacher Devin Hayes - Parent Travis Christiansen - Parent Chuck Gwilliam -Grandparent Jenny Chamberlain - Parent Kenyon Abbott - Parent Lisa Crandall-Teacher  <b>Absent</b>	
<b><u>Topic 1: Review School Land Trust Plan</u></b> -	
<b><u>Topic 2: Review Current Trust Lands Plan</u></b> *PBIS - school rewards	
<b><u>Topic 3: Data Review</u></b> <u>ELA Data Trends</u> <u>Science Data Trends</u> <u>Math Data Trends</u> Gates McGinitie Test- (See Below) Behavior Data	
<b><u>Calendar (Important Dates)</u></b> <ul style="list-style-type: none"> <li><b><u>Next Meeting</u></b>  -Monday February 27, 2023 2:15 PM</li> </ul>	
<b><u>Action Steps/Assignments</u></b> <ul style="list-style-type: none"> <li>-Teacher referral to behavior team? TAT Team? Creation of a new plan?</li> <li>-Work on next years plan</li> <li>-Move next meeting to 2:15</li> </ul>	

Grade 6 Beginning of Year Gates-MacGinitie Reading Data						
School	# of Students	Red	Yellow	Green	Blue	% At/Above Grade Level
District	2289	507 22.15%	872 38.10%	343 14.98%	565 24.68%	908 39.67%
FRIS	277	60 21.66%	104 37.55%	47 16.97%	66 23.83%	113 40.79%
HIS	361	56 15.51%	159 44.04%	56 15.51%	90 24.93%	146 40.44%
LRIS	385	181 47.01%	108 28.05%	36 9.35%	60 15.58%	96 24.94%
SRIS	488	86 47.01% 17.6	191 28.05%	79 9.35%	132 15.58%	211 43.24%
TIS	377	95 25.20%	147 38.99%	44 11.67%	89 23.61%	133 35.28%
WFIS	401	29 7.23%	163 40.65%	81 20.20%	128 31.92%	209 52.12%

Grade 7 Beginning of Year Gates-MacGinitie Reading Data						
School	# of Students	Red	Yellow	Green	Blue	% At/Above Grade Level
District	2184	529 24.22%	566 25.92%	289 13.23%	800 36.63%	1089 49.86%
FRIS	361	106 29.36%	95 26.32%	48 13.30%	112 31.02%	160 44.32%
HIS	369	87 23.58%	99 26.83%	50 13.55%	133 36.04%	183 49.59%
LRIS	292	86 29.45%	78 26.71%	43 14.73%	85 29.11%	128 43.84%
SRIS	380	76 20.00%	86 22.63%	50 13.16%	168 44.21%	218 57.37%
TIS	386	126 32.64%	100 25.91%	42 10.88%	118 30.57%	160 41.45%
WFIS	396	48 12.12%	108 27.27%	56 14.14%	184 46.46%	240 60.61%

#### **12-12-22 Community Council - Trustland Meeting Notes - Hurricane Intermediate School**

Attendees: Terri Howell, Alayne Isom, Kenyon Abbott, Chuck Gwilliam, Jenny Chamberlain, Lisa Crandall

**PBIS program** - We would like to move to an online positive behavior program so that anyone can reward students via positive points. We are working out the logistics but this would include bus drivers etc.. Once students earn positive points, they can save them up to redeem them at a school store. With these positive behavior points, students can "buy" many things from pencils, treats, and other student type incentive items large and small.

We now have school vision and intervention teams that consist of about 10 school staff/teacher members. These team members have seen the "PBIS" program at other intermediate schools in the district, and wanted to implement it at HIS.. There will be training for faculty when it is all in place. Schools in our district have been using it for over 2 years now and have seen success! ELL kids, sped kids won't be overlooked in this program.

Mr. Gwillima proposed to the council, to approve the application of the tracking app for the PBIS program with the student store. Motion was second by Mrs. Chamberlain.



**Discussion of proficiency reports** from 2018 through 2022. Scores did go down in 2021 due to covid. We are staying stagnant, which is a concern. Science is lower than past years. School has targeted ELL and Language Arts in the past couple of years. We have been struggling with reading and our school does not have a reading intervention program. Most other schools do. We are one of the lowest 4 schools in the district. When looked into, these schools mirrored our school in dynamics, and are of the same socioeconomic status. These demographics are almost identical. . There are so many variables: home support, internet access, computer access at home....

Dist. will be coming in with LA teachers, and SPED LA teachers and breakdown and look at lessons etc.... They will try to identify ways to improve and help.

MA 6 across the district is LOW. Math specialists have been working with the district.... Our teachers didn't get the new curriculum until school started which is very hard for teachers.... Given time, they will be able to work the program and collaborate with others in the district to implement. These changes take time for teachers to learn the new program... We are not rewriting the standards, just supplementing what we are doing to help kids learn more effectively.

Other schools have 3 teachers in each core subject. This is not the case here at HIS. Common subject teachers need the same prep period so teams can plan lessons, work, and plan interventions together. It is our goal next year to NOT buyout teacher prep periods. Instead we would like to hire teachers to be part of the team and reduce class sizes.

We would also like to make our staff developer a full time position, instead of a .2. The district will probably increase it to a .5 position next year and we would like to supplement income to make it full time.

**Interventions** next year will be similar to I-Zap but done differently. We will be targeting specific subjects and students on certain days with Para help, and admin help. Only students needing those skills will go to those teachers... so if we have 3 teachers in each core subject, and they have common prep hours, we could really discuss and meet these interventions.

Currently Friday afternoons are times when teams meet, and are trained with our conesite's same subject teachers. We also do Principal specific training.

**Behavior Data:**

We are currently tracking behavior trends into categories like: time of day, class periods, lunch detention etc.... We are looking for common denominators so we can curtail negative behavior patterns, truancy, and see what the triggers are.

PBIS World is a program where a teacher can look to see if a student is doing one of the listed items. Teachers can click on it and see interventions that could be helpful for the behavior the student is displaying. They could try a couple of things before sending students to the office

etc... We will introduce this to the teachers and see what they think.... It may be too much for them to focus on while teaching.

Tier 1 teacher, Tier 2 Admin, Tier 3 SRO or others...

We track chronic attendance, behaviors, and then the tact team and behavior team talk about and intervene. We currently track these on Google form and submit them to the intervention team.

Action steps for next meeting:

Next meeting February 27th 2022 - 2:15PM - work on next years plan

April 17,, 2023

## 2022-23 SCHOOL IMPROVEMENT PLAN HURRICANE INTERMEDIATE

(TSSA, TSI, TITLE 1, SLT)

ENSURING HIGH LEVELS OF LEARNING FOR EVERY STUDENT

**Step 1: Determine your current level of performance. Look at your most recent, relevant assessment data.**

### FOCUS AREA 1: STUDENT LEARNING

#### How are you formatively assessing your progress in this area?

We measure Common Formative Assessment data based on GVCs and Learning Targets. Baseline data will be measured by determining the number of students who are proficient on each standard. We will measure growth by the determining how many students become proficient on each standard after receiving intervention and additional instruction.

Dashboard	<a href="https://sites.google.com/a/washk12.org/his-professional-developement/">https://sites.google.com/a/washk12.org/his-professional-developement/</a>
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CSIP	<a href="https://csip.washk12.org/">https://csip.washk12.org/</a>
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#### GROWTH DATA 2021-22 (percent proficient after interventions)

LA = 10%  
MA = 25%  
SC = 19%

#### ELL GROWTH DATA 2021-22 (percent proficient after interventions)

LA = 7%  
MA = 19%  
SC = 23%

#### All Students 2020-21 RISE Proficiency

LA = 47.4%  
MA = 39.4%  
SC = 54.8%

Subgroup	Percentage	Based on your data, what will you do to increase student learning in these subgroups?
Students identified as economically disadvantaged	LA = 38.7% MA = 31.4% SC = 47.0%	Provide time for teams to collaborate. Provide professional development on differentiation.
Students with disabilities	LA = 13.3% MA = 11.1% SC = 22.5%	Hire SpEd paraprofessionals. Provide a continuum of services including co-taught classes and lab classes to reinforce and reteach.
Students identified as English learners	LA = 10.3% MA = 11.8% SC = 13.6%	Hire ELL paraprofessionals. Each team will identify ELL students to more readily determine those who need extra time and support.
Students in major racial and ethnic groups	<u>Hispanic</u> LA = 24.4% MA = 22.8% SC = 30.0%	Provide time for teams to collaborate. Provide professional development on differentiation. Since most of our ELL students are Hispanic, interventions targeting ELL students will also help this subgroup.

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Students in major racial and ethnic groups	<u>Hispanic</u> LA = 24.4% MA = 22.8% SC = 30.0%	Provide time for teams to collaborate. Provide professional development on differentiation. Since most of our ELL students are Hispanic, interventions targeting ELL students will also help this subgroup.

**What tier 1 changes might help those subgroups and your school's level of performance?**

Hiring an ELL aide to help students learn the essential standards. Paying for substitutes so teams can work on student data and plan interventions. Add extra class periods to lower class sizes. Hire a learning center aide to help students complete missing assignments and concepts. Provide professional development on differentiation.

**What additional interventions might help those subgroups?**

Identifying ELL students on the dashboard to easily see who is or is proficient on essential standards and learning targets.

***This section is only for TSI Designated Schools :***

**Which categories qualified you? (Mark all that apply)**

- |                                      |  |   |
|--------------------------------------|--|---|
| <input type="checkbox"/> Achievement | <input type="checkbox"/> Growth of Lowest 25%                | <input type="checkbox"/> Post-Secondary Readiness |
| <input type="checkbox"/> Growth      | <input checked="" type="checkbox"/> English Learner Progress | <input type="checkbox"/> Self-Reported Indicators |

**How will your plan address the area that qualifies you as a TSI School?**

Increase the number of ELL students who are proficient on CFAs after interventions. So far this year, 56% of ELL students are. We would like to increase that to 90%.

**What Tier 1 practices do you need to target/focus on? What coaching support will teachers need to make those changes?**

Identify students who are not proficient on essential standards and provide interventions. Professional development on differentiation.

## FOCUS AREA 2: SAFE LEARNING ENVIRONMENT

### How are you formatively assessing your progress in this area?

Measuring the number of students sent to the office and who are assigned lunch detentions. Measuring emotional improvement of students who utilize the Wellness Center.

### List and link your school's data sources here:

Description	Link
Office Referrals	
Lunch detentions	
Wellness Room	<a href="https://docs.google.com/spreadsheets/d/10Z3PFs-Hv3b2GTie770kJh3wqSHZMb4vvSIH69209g4/edit#gid=2034643696">https://docs.google.com/spreadsheets/d/10Z3PFs-Hv3b2GTie770kJh3wqSHZMb4vvSIH69209g4/edit#gid=2034643696</a> , <a href="https://docs.google.com/spreadsheets/d/1CkUAq82tneyKo03BKVpd_Rd8c6941021vImOzo1fdZY/edit#gid=1150163938">https://docs.google.com/spreadsheets/d/1CkUAq82tneyKo03BKVpd_Rd8c6941021vImOzo1fdZY/edit#gid=1150163938</a>

## FOCUS AREA 3: LEADERSHIP, CULTURE, COACHING, COLLABORATION & PROFESSIONAL LEARNING

### How are you formatively assessing your progress in this area?

Data Dashboard, CSIPs

### List and link your school's data sources here:

Description	Link
Dashboard	<a href="https://sites.google.com/a/washk12.org/his-professional-development/">https://sites.google.com/a/washk12.org/his-professional-development/</a>
CSIP	<a href="https://csip.washk12.org/">https://csip.washk12.org/</a>



**Step 2: Outline your school's specific, measurable goals for the year.**

**Step 3: Define specific actions your school must make and how you will measure their success.**

**Step 4: Define the funding source and estimated expenditures.**

**2022-23 BUDGET SUMMARIES**

**2022-23 STATE LANDS TRUST FUNDING ESTIMATES**

Carryover from 2021-22		\$123.37
Distribution for 2022-23	+	\$101,273.45
Total Available Funds for 2022-23		\$101,396.82
Estimated Expenditures 2022-23	-	\$101,396.81
Estimated Carryover to 2023-24		\$0.01

**Is SLT carryover from 2021-22 expected to exceed 10% of the school's 2021-22 distribution?**

Yes ☐

No ☒

**2022-23 TSSA FUNDING ESTIMATES**

Carryover from 2021-22		\$23,459.71
Distribution for 2022-23	+	\$127,148.06
Total Available Funds for 2022-23		\$150,607.77
Estimated Expenditures 2022-23	-	\$150,607.77
Estimated Carryover to 2023-24		\$0.00

**Is TSSA carryover from 2021-22 expected to exceed 10% of the school's 2021-22 distribution?**

Yes ☐

No ☒

# ALIGNING GOALS WITH 2022-23 BUDGET

<b>PEERS GOAL #1</b>	Improve students' academic achievement for all students with a special emphasis students with IEPs, struggling learners, and ELL students on each department's essential standards and learning targets based on the Utah Core Standards. This goal will be reached at the end of the school year.	
<b>FOCUS AREA</b>	<b>1. STUDENT LEARNING</b>	
<b>ACADEMIC AREA</b> (required for goals supported by SLT funds)	<b>ENGLISH / LANGUAGE ARTS</b>	
<b>ACADEMIC AREA</b> (required for goals supported by SLT funds)	<b>SCIENCE</b>	
<b>ACADEMIC AREA</b> (required for goals supported by SLT funds)	<b>MATHEMATICS</b>	

How will success be measured?	Action Steps / Expenditure Description	Student Learning Outcomes (Evidence)	Expenditure Category	Funding Source	Estimated Cost
We will measure Common Formative Assessment data based on GVCs and Learning Targets. Baseline data will be measured by determining the number of students who are proficient on each standard. We will measure growth by the determining how many students become proficient on each standard after receiving intervention and additional instruction.	1 Hire a 0.5 FTE math teacher. This will allow the school leadership team to determine where the 3 periods made available will best benefit the school.	We measure Common Formative Assessment data based on Essential Standards and Learning Targets. Baseline data will be measured by determining the number of students who are proficient on each standard. We will measure growth by the determining how many students become proficient on each standard after receiving intervention and additional instruction.	Salaries & Benefits	SLT	\$10,631.11
	2 Pay for instructional aides.		Salaries & Benefits	SLT	\$0.00
	3 Pay for ELL and Learning Center paraprofessionals		Salaries & Benefits	TSSA	\$43,161.50
	4 Pay for teachers' prep hours to lower class sizes.		Salaries & Benefits	TSSA	\$78,909.56
	5 PBIS supplies		Supplies	TSSA	\$6,000.00
	6 Back to school night and Parent teacher conferences		Supplies	TSSA	\$2,000.00
	7 Professional learning for staff		Contracted Services	TSSA	\$5,000.00
					\$145,702.17

Does this goal include a Digital Citizenship/Safety Principles Component?

Yes ☐ No ☒

Has SLT (Trust Lands) been designated as a funding source for this goal?

Yes ☒ No ☐

<b>PEERS GOAL #2</b>	Improve the social-emotional well-being of students.
<b>FOCUS AREA</b>	<b>2. SAFE LEARNING ENVIRONMENT</b>
<b>ACADEMIC AREA</b> (required for goals supported by SLT funds)	<b>HEALTH</b>
<b>ACADEMIC AREA</b> (required for goals supported by SLT funds)	<b>COLLEGE &amp; CAREER READINESS</b>

How will success be measured?	Action Steps / Expenditure Description	Student Learning Outcomes (Evidence)	Expenditure Category	Funding Source	Estimated Cost
Measuring the number of students sent to the office and who are assigned lunch detentions. Measuring emotional improvement of students who utilize the Wellness Center.	1 Have a Licensed Clinical Social worker at our school one day week to work with individual and groups of students.	Decreased office visits	Salaries & Benefits	SLT	\$43,012.67
	2 Pay for a trained Wellness Center aide	Improved attitude after using the center	Salaries & Benefits	SLT	\$26,269.16
	3 Make up the amount needed to make our school counselor full-time	Decreased office visits and improved academic achievement	Salaries & Benefits	TSSA	\$10,374.94

**\$79,656.78**

Does this goal include a Digital Citizenship/Safety Principles Component?

Yes ☐ No ☒

Has SLT (Trust Lands) been designated as a funding source for this goal?

Yes ☒ No ☐

<b>PEERS GOAL #3</b>	Increase availability of technology (hardware and software) for students and teachers.	
<b>FOCUS AREA</b>	<b>1. STUDENT LEARNING</b>	
<b>ACADEMIC AREA</b> (required for goals supported by SLT funds)	<b>ENGLISH / LANGUAGE ARTS</b>	
<b>ACADEMIC AREA</b> (required for goals supported by SLT funds)	<b>SCIENCE</b>	
<b>ACADEMIC AREA</b> (required for goals supported by SLT funds)	<b>MATHEMATICS</b>	

How will success be measured?	Action Steps / Expenditure Description	Student Learning Outcomes (Evidence)	Expenditure Category	Funding Source	Estimated Cost
We will measure Common Formative Assessment data based on GVCs and Learning Targets. Baseline data will be measured by determining proficient on each standard after receiving intervention and additional instruction.	1 Pay for 5 hours a week for the technology specialist.	We measure Common Formative Assessment data based on Essential Standards and Learning Targets. Baseline data will be measured by determining the number of students who are proficient on each standard. We will measure growth by the determining how many students become proficient on each standard after receiving intervention and additional instruction.	Salaries & Benefits	TSSA	\$5,161.77
	2 Purchase additional Chromebooks (\$9,000 for a classroom set).		Technology Related Supplies	SLT	\$21,483.87
					\$26,645.63

Does this goal include a Digital Citizenship/Safety Principles Component? Yes ☐ No ☒

Has SLT (Trust Lands) been designated as a funding source for this goal? Yes ☐ No ☒

**If additional funds are available for TSSA, how will the school spend the funds to implement the goals in this plan?**

Purchase classroom sets of Chromebooks, pay for extra class periods, or pay for substitutes to allow teams to collaborate or receive training.
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**If additional funds are available for Trust Lands, how will the school spend the funds to implement the goals in this plan?**

Purchase classroom sets of Chromebooks, pay for extra class periods, or pay for substitutes to allow teams to collaborate or receive training.
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**Provide an explanation of how your school will publicize its plan.**

Sticker and stamps that identify purchases made with School LAND Trust funds. School newsletter, website, and marquee
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# ELA Data Trends

School	Team	Proficiency ( = 17.6 eg)				MGP			
		2018	2019	2021	2022	2018	2019	SkipYear (20-21)	2022
EHS	6	47%	37%	43%	52%	47.8	63	44.5	69
FRIS	6	54%	49%	38%	39%	63	56	42	47
HIS	6	47%	49%	39%	41%	43	50	50	38
LRIS	6	47%	46%	39%	39%	47	56	51	50
SRIS	6	62%	59%	55%	68%	58	45	51.5	60
TIS	6	36%	34%	40%	41%	37	30	46	48
WCHS	6	34%	36%	43%	53%	62	66	41.5	47
WFIS	6	n/a	n/a	57%	57%	n/a	n/a	47	57
WCSD	6	50%	48%	45%	48%	50	49	48	51
UT	6	48%	49%	44%	47%	50	50	50	50
EHS	7	41%	57%	53%	40%	46.5	70	69	53
FRIS	7	62%	49%	43%	36%	76	58	60	56
HIS	7	49%	48%	54%	35%	57	58	77	48.5
LRIS	7	51%	51%	41%	41%	59	63	59	62
SRIS	7	52%	51%	52%	51%	46	44	43.5	56
TIS	7	37%	29%	38%	38%	32	38	50	47.5
WCHS	7	24%	15%	39%	29%	43	n/a	72	44.5
WFIS	7	n/a	n/a	53%	66%	n/a	n/a	52.5	75
WCSD	7	50%	46%	47%	45%	54	53	57	59
UT	7	45%	44%	41%	41%	50	50	50	50
CCMS	8	n/a	54%	60%	59%	n/a	49	63	59
DHMS	8	52%	53%	58%	56%	57	50	57	55
DMS	8	34%	41%	37%	38%	35	55	55	46.5
EHS	8	37%	44%	50%	48%	62	59	74	45
HMS	8	52%	51%	41%	46%	57	54	45	34
PVMS	8	54%	48%	40%	45%	59	47	52	59
SCMS	8	43%	49%	45%	50%	43	51	54	58
WCHS	8	32%	26%	31%	26%	49.5	43.5	35	64
WCSD	8	47%	48%	46%	49%	51	51	56	52
UT	8	44%	43%	43%	42%	50	50	50	50

[Data Details](#) [ELA Blueprints](#)



# Science Data Trends

School	Year	Proficiency				MC			
		2018	2019	2021	2022	2018	2019	2021	2022
EHS	6	63%	48%	63%	54%	52%	61%	64%	57%
FRIS	6	57%	65%	55%	50%	58%	63%	53%	46%
HIS	6	50%	60%	52%	51%	47%	51%	51%	49%
LRIS	6	59%	61%	52%	50%	71%	69%	58%	54%
SRIS	6	69%	81%	70%	79%	61%	71%	68%	67%
TIS	6	43%	48%	47%	54%	44%	37%	42%	46%
WCS	6	36%	49%	53%	56%	44%	54%	63%	34%
WFIS	6	N/A	N/A	73%	76%	--	--	62%	72%
WCSD	6	57%	64%	59%	59%	57%		57%	57%
UT	6	52%	58%		54%	50%	50%	50%	50%
EHS	7	25%	35%	44%	44%	21%	29%	49%	50%
FRIS	7	59%	51%	45%	38%	52%	51%	55%	44%
HIS	7	50%	48%	58%	46%	47%	56%	69%	57%
LRIS	7	65%	59%	59%	57%	66%	76%	82%	70%
SRIS	7	59%	58%	58%	54%	42%	52%	47%	44%
TIS	7	45%	28%	36%	40%	41%	32%	33%	52%
WCHS	7	27%	21%	50%	29%	45%	46%	54%	36%
WFIS	7	N/A	N/A	62%	62%	--	--	52%	51%
WCSD	7	54%	49%	54%	49%	50%		58%	53%
UT	7	48%	45%		45%	50%	50%	50%	50%
CCMS	8	N/A	61%		71%	--	46%	48%	64%
DHMS	8	52%	60%	67%	66%	29%	36%	50%	65%
DMS	8	52%	49%	44%	52%	38%	46%	45%	65%
EHS	8	16%	28%	34%	43%	25%	31%	35%	43%
HMS	8	52%	56%	48%	47%	45%	62%	47%	31%
PVMS	8	52%	53%	35%	44%	39%	48%	33%	43%
SCMS	8	46%	61%	59%	59%	26%	51%	67%	43%
WCHS	8	38%	21%	33%	31%	48%	45%	50%	47%
WCSD	8	47%	54%	53%	56%	34%		48%	52%
UT	8	49%	50%		48%	50%	50%	50%	50%

# Math Data Trends

School	Team	Proficiency				MGP			
		2018	2019	2021	2022	2018	2019	*SkipYear 2020-2021 (NOTE: This data is less reliable)	2022
EES	6	28%	36%	43%	38%	57	71	50	55
FRIS	6	42%	28%	16%	20%	67	46	35	41
HIS	6	42%	39%	29%	27%	53	39	61	53
LRIS	6	44%	41%	33%	21%	64	67	69	52
SRIS	6	50%	48%	39%	48%	55	55	51	66
TIS	6	26%	25%	24%	21%	34	31	40	27
WCHS	6	24%	24%	20%	17%	60	37	21.5	62
WFIS	6			47%	50%			54	58
WCSD	6	42%	37%	32%	31%	56	49	52	50
UT	6	40%	40%	32%	33%	50	50	50	50
EHS	7	42%	39%	55%	58%	36	60	73.5	34
FRIS	7	52%	46%	33%	31%	58	59	47	57
HIS	7	47%	48%	49%	36%	70	64	71	48
LRIS	7	61%	52%	53%	51%	75	66	84	66
SRIS	7	59%	59%	69%	60%	57	60	73	62
TIS	7	47%	41%	39%	38%	49	53	51	57
WCHS	7	24%	16%	57%	44%	38	48	71	79
WFIS	7			68%	70%			73	67
WCSD	7	53%	49%	52%	49%	60	60	69	60
UT	7	47%	46%	43%	44%	50	50	50	50
CCMS	8		70%	73%	81%		85	90	85
DHMS	8	66%	55%	57%	57%	75	50	69	50
DMS	8	49%	48%	39%	41%	48	64	66.5	55
EHS	8	47%	44%	36%	53%	42	63	42	37
HMS	8	33%	38%	34%	37%	24	50	47	39
SCMS	8	46%	56%	38%	37%	47	54	55	24
PVMS	8	48%	42%	31%	30%	50	42	50.5	52
WCHS	8	39%	19%	31%	29%	76	40	64	62
WCSD	8	49%	48%	46%	48%	49	57	65	51
UT	8	44%	43%	37%	37%	50	50	50	50

[Data Detail-8th](#)

[Blueprints](#)