





SMUHSD LCAP Goal 1 School Outcomes - Hillsdale High

SMUHSD will provide High Quality Teaching and Learning environments to all students by:







1. Providing 21st Century facilities and learning tools (digital and analog) to all students
2. Ensuring access to the highest quality staff—educators, support staff and leaders - who receive effective and differentiated professional development
3. Providing equitable access to a broad course of study that is rigorous, culturally responsive and relevant, and aligned to CA Standards and 21st Century skills

Indicator	Target	District Outcomes			School Outcomes			
		Rating	Status	Change	2013-14	2014-15	2015-16	2016-17
A. All schools ranked as "Good or Excellent" on the Facilities Inspection Tool	100%		100% (N = 7)	0.0%				
B. All teachers designated as Highly Qualified in their subject area	100%		95.4% (N = 393)	-2.1%		98.5% (N = 66)	97.0% (N = 66)	
C. All students have one to one access to a computer as reported by teachers on the BrightBytes Survey	100%		75.0%	N/A				
D. All students will have weekly access to digital and analog instructional materials as evidenced by use of the Newsela platform	100%		47.2% (N = 8,751)	N/A				
E1. Certificated staff will continue to be satisfied with professional development and training received		Baseline set using 2016-17 results						
E2. Increase certificated staff participation in district-wide Professional Development days		Baseline set using 2016-17 results						
F1. Classified staff will continue to be satisfied with Professional Development and Training received		Baseline set using 2016-17 results						

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Indicator	Target	District Outcomes			School Outcomes			
		Rating	Status	Change	2013-14	2014-15	2015-16	2016-17
F2. Increase classified staff participation in district-wide Professional Development days		Baseline set using 2016-17 results						
G1. Increase enrollment in Advanced Placement/International Baccalaureate courses among 10th, 11th, and 12th Graders	Increase by 3%		43.9% (N = 6,048)	-2.9%	37.0% (N = 943)	34.9% (N = 954)	35.3% (N = 992)	
G2. Increase enrollment in 2-Year Career and Technical Education sequences among 10th, 11th, and 12th Graders	15%		18.4% (N = 6,048)	43.1%				
H1. Increase 10th grade students with 110 credits or more (i.e."On Track" for graduation)	Increase by 5%		93.4% (N = 2,110)	0.1%	96.9% (N = 319)	95.3% (N = 340)	94.6% (N = 350)	
H2(a). Increase 10th grade English Learner (EL) students in English Language Development (ELD) courses with 110 or more credits (i.e."On Track" for graduation)	Increase by 10%		37.0% (N = 54)	-35.2%	100% (N = 8)	58.3% (N = 12)	40% (N = 15)	
H2(a). Increase 10th grade EL students not in ELD with 110 or more credits (i.e."On Track" for graduation)	Increase by 10%		81.3% (N = 182)	4.3%	100% (N = 19)	89.5% (N = 19)	92.9% (N = 14)	
H2(b). Increase 10th grade Reclassified English Proficient students with 110 credits or more (i.e."On Track" for graduation)	Increase by 10%		96.8% (N = 476)	0.4%	93.5% (N = 46)	100% (N = 48)	93.8% (N = 48)	

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Indicator	Target	District Outcomes			School Outcomes			
		Rating	Status	Change	2013-14	2014-15	2015-16	2016-17
I. Increase 10th grade Low-Income students with 110 credits or more (i.e."On Track" for graduation)	Increase by 10%		93.9% (N = 363)	6.6%	96.4% (N = 56)	87.7% (N = 57)	89.5% (N = 38)	
J. Increase 10th grade Foster Youth/Homeless students with 110 credits or more (i.e."On Track" for graduation)	Increase by 10%		57.1% (N = 7)	-8.6%		50.0% (N = 2)	N/A (N = 0)	
K. Develop methodology to track equitable access to academic counseling services		Baseline set using 2016-17 results						

Goal 1 - Equity Report



The SMUHSD will continue to enhance and improve the social-emotional health of its students by:


- Providing high quality mental health supports
- Initiatives and activities intended to lower student stress and improve connectedness
- Supporting families with effective communication and engagement activities

G1. Increase enrollment in Advanced Placement/International Baccalaureate courses among 10th, 11th, and 12th Graders

Subgroup	Target	District Outcomes			School Outcomes			
		Rating	Status	Change	2013-14	2014-15	2015-16	2016-17
Overall	Increase by 3%		43.9% (N = 6,048)	-2.9%	37.0% (N = 943)	34.9% (N = 954)	35.3% (N = 992)	
English Learners in ELD	Increase by 10%		2.4% (N = 127)	25.2%	0.0% (N = 17)	0.0% (N = 14)	0.0% (N = 27)	
English Learners Not in ELD	Increase by 10%		9.0% (N = 443)	-41.6%	15.4% (N = 52)	17.7% (N = 62)	11.5% (N = 52)	
Reclassified English Proficient	Increase by 10%		43.8% (N = 1,401)	-1.2%	47.1% (N = 136)	36.3% (N = 135)	34% (N = 147)	
Socioeconomically Disadvantaged	Increase by 10%		27.9% (N = 986)	-6.8%	32.6% (N = 172)	32.7% (N = 153)	25.9% (N = 108)	
Homeless/Foster Youth	Increase by 10%		10.0% (N = 30)	-47.1%		25.0% (N = 8)	0.0% (N = 4)	









G2. Increase enrollment in 2-Year Career and Technical Education sequences among 10th, 11th, and 12th Graders

Subgroup	Target	District Outcomes			School Outcomes			
		Rating	Status	Change	2013-14	2014-15	2015-16	2016-17
Overall	15%		17.5% (N = 6,354)	42.3%				
English Learners	Increase by 5%		2.2% (N = 501)	-70.3%				
Reclassified English Proficient	Increase by 5%							

Socioeconomically Disadvantaged	Increase by 5%	 13.7% (N = 1,079)	15.5%	
Homeless/Foster Youth	Increase by 5%			





SMUHSD LCAP Goal 2 School Outcomes - Hillsdale High

The SMUHSD will increase academic expectations and performance to create college- and career- ready students and measure and develop our work in this regard, especially as relates to our subgroup Achievement Gaps.

Indicator	Target	District Outcomes			School Outcomes			
		Rating	Status	Change	2013-14	2014-15	2015-16	2016-17
A. Improve CSU-UC A-G course completion rate among graduating seniors	Increase by 3%		60.8% (N = 1,975)	7.8%		52.6% (N = 302)	49.5% (N = 321)	
B1. Reduce number of 9th Graders earning D/F Grades in English I or Integrated English I	Decrease by 10%		9.0% (N = 2,078)	3.5%		10.4% (N = 318)	7.7% (N = 336)	7.6% (N = 342)
B2. Reduce number of 9th Graders earning D/F Grades in Algebra I or Integrated Algebra I	Decrease by 10%		14.7% (N = 1,519)	-14.2%		4.9% (N = 225)	7.3% (N = 246)	9.1% (N = 253)
C. Increase number of 10th graders with a GPA above 2.0	Increase by 10%		84.2% (N = 2,110)	2.9%		81.2% (N = 319)	85.3% (N = 327)	82.9% (N = 350)
D1. Increase percent of students scoring 3 or higher on AP exams	Increase by 5%		81.1% (N = 1,998)	-1.2%		73.4% (N = 263)	78.4% (N = 245)	75.1% (N = 273)
D2. Achieve 95% PSAT participation rate among 10th/11th graders	95%		85.5% (N = 4,381)	-2.2%			84.9% (N = 671)	74.0% (N = 730)
E1. Increase percent of students Meeting/Exceeding Standard in CAASPP English Language Arts	Increase by 5%		80% (N = 1,888)	6.7%		62% (N = 311)	78% (N = 316)	
E2. Increase percent of students Meeting/Exceeding Standard in CAASPP Mathematics	Increase by 5%		57% (N = 1,890)	5.6%		46.0% (N = 315)	54.0% (N = 316)	







SMUHSD LCAP Goal 2 School Outcomes - Hillsdale High

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Indicator	Target	District Outcomes			School Outcomes			
		Rating	Status	Change	2013-14	2014-15	2015-16	2016-17
F. Increase percent of students meeting the PSAT benchmark for future Success on the SAT	Increase by 5%		63.4% (N = 3,746)	-2.1%			66.7% (N = 570)	64.8% (N = 540)
G. Set a Scholastic Reading Improvement growth goal for 10th graders based on their 2016-17 results		Baseline set using 2016-17 results						
H. Set a Scholastic Math Improvement growth goal for 10th graders based on their 2016-17 results		Baseline set using 2016-17 results						
I1. Increase the percent of English Learner students making yearly progress	63.5%		68.6%	0.6%				
I2(a). Increase the English proficiency rate of English Learner students that have been "EL" for less than 5 years	26.7%		27.2% (N = 312)	-16.0%				
I2(b). Increase the English proficiency rate of English Learner students that have been "EL" for more than 5 years	54.7%		55.5% (N = 497)	-4.9%				
I3. Increase the graduation rate of English Learner students	82.9%	Forthcoming in CA Evaluation Rubrics						
J. Decrease overall dropout rate from 6.6% - based on 2014-15 cohort	Decrease from 6.6%	Pending release of 2015-16 Cohort results						

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Indicator	Target	District Outcomes			School Outcomes			
		Rating	Status	Change	2013-14	2014-15	2015-16	2016-17
K. Increase overall graduation rate to 93%	93%	Forthcoming in CA Evaluation Rubrics						
L1. Decrease significant disproportionality in Latinos with Emotional Disturbance	Decrease		1.7% (N = 2,589)	22.2%				
L2. Decrease significant disproportionality in Whites with Emotional Disturbance	Decrease		1.1% (N = 2,530)	-40.7%				
L3. Decrease significant disproportionality in African Americans with Specific Learning Disability	Decrease		25.6% (N = 86)	11.2%				
M. Increase the percent of students successfully completing Career and Technical Education pathways to 15%	15%		12.2% (N = 4,149)	35.6%				
N1. Increase by 5% the College readiness of students in English Language Arts based on CAASPP Early Assessment Program (EAP) results	Increase by 5%		48% (N = 1,888)	4.3%		36.0% (N = 311)	44.0% (N = 316)	
N2. Increase by 5% the College readiness of students in English Language Arts based on CAASPP Early Assessment Program (EAP) results	Increase by 5%		30% (N = 1,890)	5.2%		24.0% (N = 315)	25.0% (N = 316)	




Goal 2 - Equity Report



The SMUHSD will increase academic expectations and performance to create college- and career- ready students and measure and develop our work in this regard, especially as relates to our subgroup Achievement Gaps.

A. Improve A-G Completion







Subgroup	Target	District Outcomes			School Outcomes			
		Rating	Status	Change	2013-14	2014-15	2015-16	2016-17
Overall	Increase by 3%		60.8% (N = 1,975)	7.8%		52.6% (N = 302)	49.5% (N = 321)	
Latinos	Increase by 10%		32.5% (N = 551)	11.9%		31.2% (N = 77)	32.1% (N = 84)	
English Learners in ELD	Increase by 10%		5% (N = 20)	N/A		N/A (N = 0)	0.0% (N = 5)	
English Learners Not in ELD	Increase by 10%		8.0% (N = 137)	-37.5%		10.0% (N = 20)	15.0% (N = 20)	
Reclassified English Fluent	Increase by 10%		60.3% (N = 466)	14.1%		44.7% (N = 38)	44.0% (N = 50)	
Socioeconomically Disadvantaged	Increase by 10%		42.2% (N = 306)	26.1%		31.3% (N = 48)	33.3% (N = 30)	

B1. Reduce D/F rates in Grade 9 English




Subgroup	Target	District Outcomes			School Outcomes			
		Rating	Status	Change	2013-14	2014-15	2015-16	2016-17
Overall	Decrease by 10%		9.0% (N = 2,078)	3.5%		10.4% (N = 318)	7.7% (N = 336)	7.6% (N = 342)
Latinos	Decrease by 10%		18.2% (N = 661)	-8.7%		23.3% (N = 73)	14.5% (N = 83)	15.4% (N = 123)
English Learners in ELD	Decrease by 10%		N/A	N/A		N/A (N = 0)	N/A (N = 0)	N/A (N = 0)
English Learners Not in ELD	Decrease by 10%		26.6% (N = 124)	8.3%		30% (N = 10)	20.0% (N = 15)	40.7% (N = 27)




Goal 2 - Equity Report							
The SMUHSD will increase academic expectations and performance to create college- and career- ready students and measure and develop our work in this regard, especially as relates to our subgroup Achievement Gaps.							
Reclassified English Fluent	Decrease by 10%		10.0% (N = 601)	-14.2%	15.2% (N = 46)	10.4% (N = 48)	7.4% (N = 47)
Socioeconomically Disadvantaged	Decrease by 10%		20.6% (N = 330)	-0.6%	13.5% (N = 37)	15.0% (N = 60)	29.8% (N = 47)

B2. Reduce D/F rates in Grade 9 Math by 10%






Subgroup	Target	District Outcomes			School Outcomes			
		Rating	Status	Change	2013-14	2014-15	2015-16	2016-17
Overall	Decrease by 10%		14.7% (N = 1,519)	-14.2%	4.9% (N = 225)	7.3% (N = 246)	9.1% (N = 253)	
Latinos	Decrease by 10%		21.1% (N = 584)	-19.6%	7.4% (N = 68)	10.7% (N = 84)	13.5% (N = 111)	
English Learners in ELD	Decrease by 10%		10.5% (N = 19)	-72.9%	33.3% (N = 9)	100.0% (N = 1)	0.0% (N = 2)	
English Learners Not in ELD	Decrease by 10%		24.5% (N = 106)	-19.3%	25.0% (N = 8)	23.1% (N = 13)	18.5% (N = 27)	
Reclassified English Fluent	Decrease by 10%		16.7% (N = 479)	-13.9%	3.3% (N = 30)	2.6% (N = 38)	17.8% (N = 45)	
Socioeconomically Disadvantaged	Decrease by 10%		22.1% (N = 299)	-13.2%	13.9% (N = 36)	14% (N = 57)	16.7% (N = 48)	

C. Improve 10th grade GPAs above 2.0 by 10%



Subgroup	Target	District Outcomes			School Outcomes			
		Rating	Status	Change	2013-14	2014-15	2015-16	2016-17
Overall	Increase by 10%		84.2% (N = 2,110)	2.9%	81.2% (N = 319)	85.3% (N = 327)	82.9% (N = 350)	
Latinos	Increase by 10%		70.1% (N = 669)	3.8%	68.2% (N = 85)	74.1% (N = 85)	70.3% (N = 91)	
English Learners in ELD	Increase by 10%		55.6% (N = 54)	-18.1%	75.0% (N = 8)	N/A (N = 0)	60.0% (N = 15)	

Goal 2 - Equity Report							
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English Learners Not in ELD	Increase by 10%		57.7% (N = 182)	3.2%	63.2% (N = 19)	63.2% (N = 19)	64.3% (N = 14)
Reclassified English Fluent	Increase by 10%		84.7% (N = 476)	2.9%	65.2% (N = 46)	91.7% (N = 48)	83.3% (N = 48)
Socioeconomically Disadvantaged	Increase by 10%		68.3% (N = 363)	0.3%	67.9% (N = 56)	73.1% (N = 52)	65.8% (N = 38)

E1. Increase percent of students Meeting or Exceeding Standard in CAASPP ELA by 5%




Subgroup	Target	District Outcomes			School Outcomes			
		Rating	Status	Change	2013-14	2014-15	2015-16	2016-17
Overall	Increase by 5%		80% (N = 1,888)	6.7%		62.0% (N = 311)	78.0% (N = 316)	
Latinos	Increase by 10%		63% (N = 559)	23.5%		41.0% (N = 87)	63.0% (N = 77)	
English Learners	Increase by 10%		24% (N = 107)	4.3%		20.0% (N = 26)	7.0% (N = 15)	
Reclassified English Fluent	Increase by 10%		76% (N = 479)	4.1%		51.0% (N = 45)	78.0% (N = 54)	
Socioeconomically Disadvantaged	Increase by 10%		57% (N = 222)	5.6%		42.0% (N = 58)	52.0% (N = 23)	

E2. Increase percent of students Meeting or Exceeding Standard in CAASPP Math by 5%

Subgroup	Target	District Outcomes			School Outcomes			
		Rating	Status	Change	2013-14	2014-15	2015-16	2016-17
Overall	Increase by 5%		57% (N = 1,890)	5.6%		46.0% (N = 315)	54.0% (N = 316)	
Latinos	Increase by 10%		29% (N = 563)	26.1%		26.0% (N = 87)	31.0% (N = 77)	

Goal 2 - Equity Report







The SMUHSD will increase academic expectations and performance to create college- and career- ready students and measure and develop our work in this regard, especially as relates to our subgroup Achievement Gaps.

English Learners	Increase by 10%		15% (N = 126)	-6.3%	20.0% (N = 26)	7.0% (N = 15)
Reclassified English Fluent	Increase by 10%		51% (N = 476)	-1.9%	40.0% (N = 45)	50.0% (N = 54)
Socioeconomically Disadvantaged	Increase by 10%		31% (N = 220)	10.7%	28.0% (N = 58)	13.0% (N = 23)

SMUHSD LCAP Goal 3 School Outcomes - Hillsdale High

The SMUHSD will continue to enhance and improve the social-emotional health of its students by:

- Providing high quality mental health supports
- Initiatives and activities intended to lower student stress and improve connectedness
- Supporting families with effective communication and engagement activities

Indicator	Target	District Outcomes			School Outcomes			
		Rating	Status	Change	2013-14	2014-15	2015-16	2016-17
A1. Reduce Suspension Rates by 10%	Reduce by 10%		3.2% (N = 8,703)	4.4%	2.6% (N = 1,408)	2.8% (N = 1,417)	4.5% (N = 1,433)	
A2. Reduce Expulsion Rates by 10%	Reduce by 10%		0.2% (N = 8,703)	11.6%	0.1% (N = 1,408)	0.1% (N = 1,417)	0.1% (N = 1,433)	
B. Increase percent of students who feel a "High" level of school connectedness on the California Healthy Kids Survey	Increase		64.0%	6.0%				
C. Decrease rate of Chronic Absenteeism, defined as students who are absent for more than 10% of days enrolled, among students who are enrolled for at least 30 days	Decrease		8.6% (N = 8,613)	-1.7%	6.9% (N = 1,375)	6.2% (N = 1,385)	6.2% (N = 1,413)	
D. Decrease overall Rate of Absenteeism, defined as average student absence rate, among students who are enrolled for at least 30 days	Decrease		4.0% (N = 8,613)	0.0%	3.5% (N = 1,375)	3.7% (N = 1,385)	3.6% (N = 1,413)	
E. Decrease percent of students reporting alcohol/drug abuse on the California Healthy Kids Survey by 10%	Decrease by 10%		16.9%	-30.0%				
F. Establish a system of monthly meetings with site leadership to review social-emotional student data and intervene or celebrate as appropriate		Baseline set using 2016-17 results						

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Indicator	Target	District Outcomes			School Outcomes			
		Rating	Status	Change	2013-14	2014-15	2015-16	2016-17
G. Increase number of parents who attend meetings and information sessions					Baseline set using 2016-17 results			
H. Provide effective trainings for families in order to improve parent understanding of how to help their student attain post-secondary plans					Baseline set using 2016-17 results			
I. Establish a baseline of student participation in clubs/activities					Baseline set using 2016-17 results			
J. Set a baseline for the number of Parent Involvement Coordinators dedicated to parent engagement					Baseline set using 2016-17 results			
K. Set a baseline for the number of schools/programs demonstrating inclusive outreach to all families					Baseline set using 2016-17 results			
L. Increase number of parents who know the four-year plan for their student, how their student is performing in classes, and how to help student achieve post-graduation plans					Baseline set using 2016-17 results			

Goal 3 - Equity Report




The SMUHSD will continue to enhance and improve the social-emotional health of its students by:

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- Supporting families with effective communication and engagement activities

A1. Reduce Suspension Rates by 10%

Subgroup	Target	District Outcomes			School Outcomes			
		Rating	Status	Change	2013-14	2014-15	2015-16	2016-17
Overall	Decrease by 10%		3.2% (N = 8,703)	4.4%	2.6% (N = 1,408)	2.8% (N = 1,417)	4.5% (N = 1,433)	
Latinos	Decrease by 10%		5.1% (N = 2,714)	-3.4%	3.2% (N = 375)	6.1% (N = 378)	8% (N = 387)	
English Learners in ELD	Decrease by 10%		8.2% (N = 244)	-21.8%	4.9% (N = 41)	2.7% (N = 37)	7% (N = 43)	
English Learners Not in ELD	Decrease by 10%		8.4% (N = 487)	28.1%	5.7% (N = 88)	7% (N = 86)	8.3% (N = 84)	
Reclassified English Fluent	Decrease by 10%		2.7% (N = 2,264)	36.9%	2% (N = 198)	3.5% (N = 198)	3.8% (N = 211)	
Socioeconomically Disadvantaged	Decrease by 10%		6.5% (N = 1771)	16.6%	4.4% (N = 249)	7.3% (N = 220)	9% (N = 221)	




A1. Reduce Expulsion Rates by 10%

Subgroup	Target	District Outcomes			School Outcomes			
		Rating	Status	Change	2013-14	2014-15	2015-16	2016-17
Overall	Decrease by 10%		0.2% (N = 8,703)	11.6%	0.1% (N = 1,408)	0.1% (N = 1,417)	0.1% (N = 1,433)	
Latinos	Decrease by 10%		0.3% (N = 2714)	-32.4%	0% (N = 375)	0.3% (N = 378)	0.3% (N = 387)	
English Learners in ELD	Decrease by 10%		0.4% (N = 244)	N/A	0% (N = 41)	0% (N = 37)	0% (N = 43)	







Goal 3 - Equity Report

The SMUHSD will continue to enhance and improve the social-emotional health of its students by:


- Providing high quality mental health supports
- Initiatives and activities intended to lower student stress and improve connectedness
- Supporting families with effective communication and engagement activities

English Learners Not in ELD	Decrease by 10%		0.6% (N = 487)	81.7%	0% (N = 88)	0% (N = 86)	0% (N = 84)
Reclassified English Fluent	Decrease by 10%		0.1% (N = 2264)	73.1%	0% (N = 198)	0% (N = 198)	0% (N = 211)
Socioeconomically Disadvantaged	Decrease by 10%		0.3% (N = 1771)	41.4%	0% (N = 249)	0.5% (N = 220)	0.5% (N = 221)

C. Decrease Rate of Chronic Absenteeism

Subgroup	Target	District Outcomes			School Outcomes			
		Rating	Status	Change	2013-14	2014-15	2015-16	2016-17
Overall	Decrease		8.6% (N = 8,613)	-1.7%	6.9% (N = 1,375)	6.2% (N = 1,385)	6.2% (N = 1,413)	
Latinos	Decrease		13.9% (N = 2,676)	9.0%	7.7% (N = 366)	7.6% (N = 367)	8.8% (N = 376)	
English Learners in ELD	Decrease		18.6% (N = 231)	55.4%	5.1% (N = 39)	3.2% (N = 31)	12.8% (N = 39)	
English Learners Not in ELD	Decrease		16.6% (N = 737)	2.4%	12% (N = 83)	11% (N = 82)	10.1% (N = 79)	
Reclassified English Fluent	Decrease		6.6% (N = 1,984)	-1.3%	4.6% (N = 197)	5.7% (N = 194)	7.2% (N = 209)	
Socioeconomically Disadvantaged	Decrease		14.6% (N = 1,754)	5.1%	10.1% (N = 247)	10.6% (N = 216)	9.8% (N = 215)	






D. Decrease Overall Rate of Absenteeism

Subgroup	Target	District Outcomes			School Outcomes			
		Rating	Status	Change	2013-14	2014-15	2015-16	2016-17
Overall	Decrease		4.0% (N = 8,613)	0.0%	3.5% (N = 1,375)	3.7% (N = 1,385)	3.6% (N = 1,413)	

Goal 3 - Equity Report

The SMUHSD will continue to enhance and improve the social-emotional health of its students by:

- Providing high quality mental health supports
- Initiatives and activities intended to lower student stress and improve connectedness
- Supporting families with effective communication and engagement activities

Latinos	Decrease		5.3% (N = 2,676)	1.9%	3.7% (N = 366)	4.5% (N = 367)	4.5% (N = 376)
English Learners in ELD	Decrease		6.1% (N = 231)	8.9%	3.4% (N = 39)	3.5% (N = 31)	3.7% (N = 39)
English Learners Not in ELD	Decrease		5.8% (N = 737)	7.4%	4.4% (N = 83)	4.7% (N = 82)	4.9% (N = 79)
Reclassified English Fluent	Decrease		3.4% (N = 1,984)	0.0%	2.9% (N = 197)	3.1% (N = 194)	3.2% (N = 209)
Socioeconomically Disadvantaged	Decrease		5.5% (N = 1,754)	5.8%	4.4% (N = 247)	4.7% (N = 216)	4.4% (N = 215)