

Report Card 2004-2005

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 2004-2005 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: 58%	% Tested Goal: 95%	% Prof. & Above Goal: 46.8%	% Tested Goal: 95%	Grad Rt. High Sch. Goal: 75% or Improve.	Attend Rt. Goal: 90%
All Students	84.7%	99.0%	77.5%	99.6%	82.0%	95.4%
Free/Reduced Lunch	82.0%	98.5%	72.4%	99.3%	N/A	N/A
Students with Disabilities	78.5%	97.7%	59.0%	100.0%	N/A	N/A
English Language Learners	N/A	N/A	N/A	N/A	N/A	N/A
African Americans	N/A	N/A	N/A	N/A	N/A	N/A
Hispanics	N/A	N/A	N/A	N/A	N/A	N/A
Whites	85.2%	98.9%	77.2%	100.0%	N/A	N/A
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A
American Indians	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	N/A	N/A	N/A	N/A	N/A	N/A

DEMOGRAPHICS

Race/Ethnicity	Dist.	State
African Americans	1.0%	8.5%
Hispanics	0.7%	11.2%
Whites	93.1%	74.4%
Other	5.2%	5.9%

Economically Disadvantaged Students	Dist.	State
Economically Disadvantaged	50.7%	38.2%
Non-Economic. Disadvantaged	49.3%	61.8%

Migrant Students	Dist.	State
Migrant Students	0.0%	1.2%
Non-Migrant Students	100.0%	98.8%

TOTAL ENROLLMENT

District: 1,268 State: 464,102

DEMOGRAPHICS

Limited English Proficiency	Dist.	State
LEP Students	0.0%	5.5%
Non-LEP Students	100.0%	94.5%

Gender	Dist.	State
Male	50.0%	51.7%
Female	50.0%	48.3%

Attendance	Dist.	State
2004	95.8%	95.1%
2005	95.4%	95.2%

Students with Disabilities	Dist.	State
Students with Disabilities	14.4%	13.8%
Students without Disabilities	85.6%	86.2%

Graduation Rate	Dist.	State
2003	79.8%	89.5%
2004	82.0%	87.7%

TEACHER QUALIFICATIONS

State Qualification	All Schools	High Poverty	Low Poverty
Fully Licensed	96.87%	100.00%	N/A
Not Fully Licensed	3.13%	0.00%	N/A

Not Fully Licensed Teachers	All Schools	High Poverty	Low Poverty
Waivers	0.00%	N/A	N/A
Provisionally Licensed	1.04%	N/A	N/A
Not Licensed	0.00%	N/A	N/A
Not Qualified	0.00%	N/A	N/A

% of Core classes taught by highly qualified	All Schools	High Poverty	Low Poverty
Taught by highly qualified	95.45%	100.00%	N/A
Not taught by not highly qualified	4.54%	0.00%	N/A

- 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
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2005
District	4.7%	10.5%	27.1%	38.1%	26.2%	31.5%	31.8%	15.7%	10.3%	3.9%	3.7%
State	20.7%	24.1%	28.9%	31.6%	22.5%	21.9%	20.3%	17.4%	7.5%	4.7%	0.1%
Economically Disadvantaged											
District	4.5%	11.1%	22.7%	30.5%	27.3%	33.3%	31.8%	19.4%	13.6%	5.5%	5.2%
State	12.0%	15.6%	24.4%	27.8%	23.9%	24.4%	27.3%	24.3%	12.5%	7.7%	0.1%
Special Ed.											
District	13.3%	7.6%	0.0%	46.1%	26.7%	23.0%	20.0%	7.6%	40.0%	15.3%	7.1%
State	13.2%	16.6%	18.7%	22.0%	20.6%	21.3%	27.6%	26.0%	19.9%	13.9%	0.4%
ELL											
State	7.9%	17.7%	22.2%	27.4%	22.7%	21.7%	30.5%	25.2%	16.6%	7.8%	0.2%
African Am.											
State	9.5%	12.5%	20.3%	23.5%	23.3%	24.5%	29.6%	27.4%	17.3%	11.8%	0.2%
Hispanic											
State	9.6%	15.3%	23.9%	27.4%	23.3%	23.7%	29.4%	25.6%	13.9%	7.7%	0.1%
White											
District	4.3%	9.2%	28.0%	40.0%	24.7%	35.3%	32.3%	10.7%	10.8%	4.6%	4.4%
State	23.7%	27.0%	30.7%	33.4%	22.2%	21.2%	17.8%	14.8%	5.5%	3.4%	0.0%
Asian											
State	21.3%	30.3%	30.5%	30.2%	23.7%	21.7%	19.6%	14.6%	4.9%	2.9%	0.2%
Am. Indian											
State	10.8%	16.9%	22.4%	30.2%	26.4%	25.0%	30.5%	21.9%	9.8%	5.8%	0.0%
Multi-Ethnic											
State	19.2%	17.8%	27.4%	28.3%	23.3%	25.8%	19.1%	22.5%	8.6%	5.4%	0.4%
Female											
District	5.3%	10.3%	28.1%	41.3%	28.1%	27.5%	31.6%	17.2%	7.0%	3.4%	3.3%
State	21.2%	24.1%	29.6%	31.8%	22.9%	22.2%	19.9%	17.3%	6.4%	4.3%	0.0%
Male											
District	4.1%	10.6%	26.5%	36.1%	24.5%	34.0%	30.6%	14.8%	14.3%	4.2%	4.0%
State	20.2%	24.1%	28.3%	31.3%	22.2%	21.7%	20.6%	17.5%	8.6%	5.1%	0.1%
Migrant											
State	6.7%	13.1%	23.7%	31.5%	23.6%	23.8%	30.3%	22.8%	15.7%	8.5%	0.2%

GRADE 8 READING

All

	Exemplary		Advanced		Proficient		Basic		Unsatisfactory		Not Tested
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2005
District	2.9%	13.1%	22.9%	43.9%	32.4%	35.1%	22.9%	6.5%	19.0%	1.0%	0.0%
State	12.1%	13.2%	34.4%	35.1%	28.6%	28.4%	18.5%	17.4%	6.5%	5.7%	0.1%
Economically Disadvantaged											
District	0.0%	5.8%	16.3%	44.1%	24.5%	38.2%	26.5%	8.8%	32.7%	2.9%	0.0%
State	6.7%	7.3%	24.7%	25.7%	29.6%	31.1%	27.0%	25.3%	12.0%	10.4%	0.2%
Special Ed.											
District	0.0%	0.0%	6.2%	0.0%	6.2%	0.0%	12.5%	0.0%	75.0%	0.0%	0.0%
State	6.6%	5.9%	15.5%	17.8%	24.5%	26.6%	30.7%	29.8%	22.7%	19.6%	0.5%
ELL											
State	17.1%	20.9%	21.2%	20.7%	19.3%	18.3%	27.0%	21.5%	15.5%	18.4%	0.3%
African Am.											
State	4.7%	5.1%	18.9%	22.4%	30.8%	31.1%	29.7%	28.1%	15.9%	13.0%	0.3%
Hispanic											
State	8.3%	9.4%	23.8%	23.6%	27.7%	28.5%	28.6%	26.7%	11.6%	11.6%	0.4%
White											
District	3.2%	12.5%	23.4%	44.3%	33.0%	35.2%	23.4%	6.8%	17.0%	1.1%	0.0%
State	13.5%	14.8%	37.3%	38.4%	28.4%	28.0%	15.9%	14.5%	4.9%	4.0%	0.1%
Asian											
State	15.5%	15.6%	33.9%	37.5%	28.5%	24.8%	17.3%	17.2%	4.8%	4.7%	0.4%
Am. Indian											
State	5.2%	6.3%	26.4%	26.4%	30.1%	30.3%	28.6%	27.4%	9.6%	9.4%	0.1%
Multi-Ethnic											
State	8.7%	8.3%	33.5%	30.6%	28.0%	29.9%	19.1%	24.1%	6.9%	6.8%	0.1%
Female											
District	3.8%	14.8%	28.3%	42.5%	35.8%	38.2%	18.9%	4.2%	13.2%	0.0%	0.0%
State	13.9%	14.8%	36.2%	36.7%	28.4%	28.4%	17.0%	15.7%	4.5%	4.1%	0.1%
Male											
District	2.0%	11.3%	17.6%	45.4%	29.4%	31.8%	25.5%	9.0%	25.5%	2.2%	0.0%
State	10.5%	11.7%	32.6%	33.6%	28.7%	28.3%	19.8%	19.0%	8.3%	7.2%	0.2%
Migrant											
State	10.3%	14.1%	23.3%	23.9%	22.9%	23.9%	30.3%	23.9%	13.2%	13.9%	0.2%

GRADE 11 READING

All

	Exemplary		Advanced		Proficient		Basic		Unsatisfactory		Not Tested
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2005
District	8.4%	13.7%	22.9%	27.5%	24.1%	30.0%	27.7%	20.0%	16.9%	8.7%	0.0%
State	12.9%	12.4%	24.4%	26.7%	25.1%	25.0%	26.1%	25.0%	11.5%	10.6%	0.4%
Economically Disadvantaged											
District	5.0%	7.4%	5.0%	29.6%	30.0%	33.3%	30.0%	18.5%	30.0%	11.1%	0.0%
State	6.6%	7.1%	16.3%	17.8%	21.7%	23.2%	33.7%	32.7%	21.7%	19.0%	0.9%
Special Ed.											
District	0.0%	9.0%	18.2%	27.2%	9.1%	18.1%	0.0%	9.0%	72.7%	36.3%	0.0%
State	8.4%	9.1%	9.7%	10.2%	13.3%	16.3%	31.1%	29.6%	37.5%	34.6%	1.5%
ELL											
State	12.1%	21.6%	9.9%	15.8%	12.3%	14.2%	26.5%	25.8%	39.3%	22.3%	0.7%
African Am.											
State	3.8%	3.8%	11.4%	12.2%	19.4%	20.8%	35.3%	35.4%	30.0%	27.5%	1.6%
Hispanic											
State	6.0%	8.4%	13.4%	15.1%	21.7%	23.1%	35.7%	32.7%	23.3%	20.5%	1.0%
White											
District	9.3%	13.7%	24.0%	27.5%	21.3%	30.0%	28.0%	20.0%	17.3%	8.7%	0.0%
State	14.3%	13.4%	26.7%	29.2%	25.9%	25.6%	24.4%	23.4%	8.8%	8.2%	0.3%
Asian											
State	14.2%	15.9%	16.2%	25.4%	23.1%	22.3%	28.9%	26.3%	17.5%	9.9%	0.4%
Am. Indian											
State	5.6%	9.1%	20.2%	23.2%	29.5%	24.3%	29.2%	29.0%	15.4%	14.1%	1.3%
Multi-Ethnic											
State	12.2%	12.0%	22.3%	23.6%	23.2%	26.4%	28.0%	26.3%	11.6%	11.4%	0.7%
Female											
District	6.8%	16.2%	25.0%	27.0%	18.2%	35.1%	31.8%	18.9%	18.2%	2.7%	0.0%
State	13.8%	13.1%	25.2%	27.9%	25.8%	25.4%	25.8%	24.3%	9.4%	8.9%	0.4%
Male											
District	10.3%	11.6%	20.5%	27.9%	30.8%	25.5%	23.1%	20.9%	15.4%	13.9%	0.0%
State	12.1%	11.6%	23.6%	25.5%	24.5%	24.7%	26.4%	25.8%	13.5%	12.2%	0.5%
Migrant											
State	8.4%	12.4%	9.8%	16.2%	16.2%	17.2%	31.8%	30.2%	33.8%	23.7%	1.5%

GRADE 4 MATH

All

	Exemplary		Advanced		Proficient		Basic		Unsatisfactory		Not Tested
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2005
District	32.5%	42.8%	35.1%	19.4%	18.2%	24.6%	9.1%	11.6%	5.2%	1.2%	1.2%
State	30.4%	37.5%	30.1%	31.7%	19.6%	15.6%	14.2%	11.0%	5.7%	3.9%	0.0%
Economically Disadvantaged											
District	24.2%	28.5%	36.4%	26.1%	18.2%	28.5%	15.2%	14.2%	6.1%	2.3%	2.3%
State	20.2%	25.3%	28.1%	31.7%	22.3%	19.9%	19.8%	16.2%	9.6%	6.6%	0.1%
Special Ed.											
District	18.2%	25.0%	9.1%	50.0%	36.4%	25.0%	18.2%	0.0%	18.2%	0.0%	0.0%
State	22.2%	25.8%	26.1%	30.2%	20.0%	18.4%	20.4%	16.7%	11.3%	8.7%	0.1%
ELL											
State	13.7%	15.5%	23.3%	27.8%	23.1%	20.5%	25.7%	23.8%	14.2%	12.2%	0.0%
African Am.											
State	14.2%	18.4%	23.9%	28.3%	23.6%	21.9%	23.2%	20.7%	15.0%	10.4%	0.1%
Hispanic											
State	17.0%	21.8%	26.0%	30.4%	23.4%	19.4%	22.2%	19.6%	11.4%	8.6%	0.1%
White											
District	34.3%	42.0%	32.8%	15.9%	19.4%	27.5%	10.4%	13.0%	3.0%	1.4%	0.0%
State	34.5%	42.3%	31.4%	32.4%	18.5%	14.4%	11.9%	8.3%	3.8%	2.4%	0.0%
Asian											
State	33.6%	47.5%	32.2%	28.9%	17.6%	11.7%	12.6%	9.3%	4.1%	2.2%	0.2%
Am. Indian											
State	26.2%	33.4%	30.3%	29.7%	19.3%	17.2%	18.2%	15.6%	6.0%	3.9%	0.0%
Multi-Ethnic											
State	24.1%	31.7%	29.6%	33.2%	22.0%	16.2%	15.9%	14.2%	6.6%	4.5%	0.1%
Female											
District	35.5%	40.5%	41.9%	18.9%	9.7%	29.7%	6.5%	8.1%	6.5%	2.7%	0.0%
State	29.3%	36.3%	30.3%	31.9%	19.9%	16.0%	14.7%	11.5%	5.8%	4.0%	0.0%
Male											
District	30.4%	45.0%	30.4%	20.0%	23.9%	20.0%	10.9%	15.0%	4.3%	0.0%	2.4%
State	31.4%	38.7%	30.0%	31.5%	19.3%	15.2%	13.7%	10.4%	5.6%	3.8%	0.1%
Migrant											
State	14.1%	17.7%	24.4%	29.4%	25.5%	18.6%	22.8%	22.8%	13.2%	11.2%	0.4%

GRADE 7 MATH

All

	Exemplary		Advanced		Proficient		Basic		Unsatisfactory		Not Tested
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2005
District	4.0%	15.8%	18.0%	20.7%	24.0%	25.6%	27.0%	21.9%	27.0%	15.8%	0.0%
State	19.5%	22.0%	24.2%	25.2%	21.7%	21.2%	20.3%	19.0%	14.4%	12.3%	0.1%
Economically Disadvantaged											
District	2.2%	7.5%	13.3%	15.0%	24.4%	32.5%	31.1%	25.0%	28.9%	20.0%	0.0%
State	9.2%	11.2%	17.9%	20.0%	21.2%	22.1%	26.7%	25.3%	25.0%	21.1%	0.1%
Special Ed.											
District	0.0%	6.2%	0.0%	0.0%	16.7%	12.5%	25.0%	25.0%	58.3%	56.2%	0.0%
State	9.5%	10.0%	14.6%	16.8%	18.0%	19.6%	26.7%	25.2%	31.3%	28.1%	0.2%
ELL											
State	4.6%	5.0%	9.7%	12.7%	14.1%	19.8%	29.3%	25.1%	42.2%	37.1%	0.4%
African Am.											
State	5.6%	6.7%	13.0%	14.7%	19.1%	19.4%	28.4%	29.5%	33.9%	29.4%	0.4%
Hispanic											
State	6.9%	8.4%	15.6%	18.4%	21.0%	21.9%	27.7%	26.4%	28.8%	24.6%	0.2%
White											
District	4.2%	16.9%	16.8%	19.7%	24.2%	28.1%	26.3%	21.1%	28.4%	14.0%	0.0%
State	22.7%	25.6%	26.7%	27.6%	22.2%	21.3%	18.2%	16.7%	10.2%	8.6%	0.0%
Asian											
State	27.9%	33.1%	24.9%	25.6%	18.2%	16.8%	17.6%	13.8%	11.4%	10.4%	0.0%
Am. Indian											
District	0.0%	10.0%	0.0%	30.0%	0.0%	10.0%	0.0%	20.0%	0.0%	30.0%	0.0%
State	8.6%	14.5%	17.8%	21.6%	19.5%	22.3%	31.0%	23.5%	23.1%	17.9%	0.4%
Multi-Ethnic											
State	16.8%	16.2%	22.7%	21.6%	22.6%	24.0%	21.3%	22.1%	14.7%	15.9%	0.0%
Female											
District	3.7%	14.6%	16.7%	19.5%	24.1%	26.8%	25.9%	19.5%	29.6%	19.5%	0.0%
State	17.6%	19.9%	24.4%	25.8%	22.6%	21.7%	21.3%	19.7%	14.2%	12.6%	0.1%
Male											
District	4.3%	17.0%	19.6%	21.9%	23.9%	24.3%	28.3%	24.3%	23.9%	12.1%	0.0%
State	21.3%	23.9%	24.0%	24.7%	20.9%	20.7%	19.3%	18.3%	14.5%	12.1%	0.1%
Migrant											
State	4.2%	5.1%	13.6%	13.4%	16.3%	21.0%	31.7%	27.9%	34.2%	32.4%	0.2%

GRADE 10 MATH

All

	Exemplary		Advanced		Proficient		Basic		Unsatisfactory		Not Tested
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2005
District	12.9%	20.4%	15.3%	16.8%	24.7%	31.3%	30.6%	20.4%	16.5%	10.8%	0.0%
State	17.2%	17.6%	12.9%	13.4%	20.2%	20.2%	29.0%	24.6%	20.6%	23.8%	0.5%

Economically Disadvantaged

District	8.0%	8.3%	8.0%	13.8%	36.0%	36.1%	32.0%	25.0%	16.0%	16.6%	0.0%
State	6.4%	7.7%	7.7%	8.1%	16.2%	16.3%	34.8%	27.7%	34.8%	39.9%	0.9%

Special Ed.

State	6.1%	7.5%	6.5%	7.1%	12.3%	12.5%	32.8%	25.2%	42.3%	47.4%	1.3%
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ELL

State	2.7%	1.3%	2.8%	2.4%	9.0%	9.1%	36.4%	23.9%	49.1%	63.1%	1.0%
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African Am.

State	2.7%	3.9%	4.8%	4.6%	12.0%	13.5%	34.7%	27.2%	45.9%	50.6%	1.8%
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Hispanic

State	4.3%	4.5%	6.3%	6.7%	15.0%	14.1%	36.4%	27.4%	38.0%	47.1%	1.0%
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White

District	13.1%	18.1%	15.5%	16.8%	25.0%	32.4%	29.8%	20.7%	16.7%	11.6%	0.0%
State	19.8%	20.5%	14.3%	15.2%	21.6%	21.7%	27.7%	24.0%	16.5%	18.4%	0.2%

Asian

State	26.0%	24.0%	12.9%	14.3%	20.0%	19.5%	23.4%	22.2%	17.8%	19.8%	0.8%
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Am. Indian

State	7.8%	10.0%	9.8%	7.5%	16.9%	18.0%	35.9%	29.7%	29.6%	34.5%	1.1%
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Multi-Ethnic

State	13.0%	12.5%	12.7%	11.8%	17.1%	18.5%	31.3%	26.0%	23.7%	31.0%	0.5%
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Female

District	11.9%	18.4%	19.0%	21.0%	35.7%	18.4%	23.8%	28.9%	9.5%	13.1%	0.0%
State	15.1%	15.3%	12.9%	13.4%	21.1%	20.9%	30.3%	25.9%	20.5%	24.1%	0.4%

Male

District	14.0%	22.2%	11.6%	13.3%	14.0%	42.2%	37.2%	13.3%	23.3%	8.8%	0.0%
State	19.3%	19.8%	12.9%	13.5%	19.4%	19.6%	27.7%	23.4%	20.7%	23.5%	0.5%

Migrant

State	4.6%	1.5%	4.4%	2.3%	11.4%	10.0%	35.6%	26.7%	44.1%	59.3%	0.3%
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