Your Future Starts Here
Hutchinson Public Schools

Morgan Elementary

School Profile

2010 – 2011 School Year

Major Findings

AYP/QPA

- Morgan Elementary did attain AYP for the 2011 school year. The AYP status for Morgan Elementary in 2012 is Not on Improvement.
- All five subgroup(s) (All Students, Free and Reduced Lunch, Students with Disabilities, Hispanic and White) did meet the AYP Reading criteria in 2011. All five subgroup(s) (All Students, Free and Reduced Lunch, Students with Disabilities, Hispanic and White) did meet the AYP Math criteria in 2011.
- The QPA status for Morgan Elementary in 2011 is Accredited.

State Assessment Results - 2011

- 93.4% of Morgan Elementary students scored proficient in reading in 2011. This was above the annual target of 87.8%. The highest performing AYP subgroup in 2011 was the White Student group (94.8%) and the lowest performing AYP subgroup was the Students with Disabilities Student group (80%).
- 86.8% of Morgan Elementary students scored proficient in math in 2011. This was above the annual target of 86.7%. The highest performing AYP subgroup in 2011 was the White Student group (87.9%) and the lowest performing AYP subgroup was the Students with Disabilities Student group (64%).
- 86.3% of Morgan Elementary students scored proficient in science in 2011. This was above the annual target of 71%.

Trends and Analysis

Demographics

- The total school enrollment has gradually increased since 2007. In 2011, the total school enrollment was 518 students.
- In 2011, the percentage of students receiving free and reduced lunches was 40.93%, which was an increase of +6.04% since 2007. In 2011, special education students accounted for 13.32% of total school enrollment. This was an increase of +0.95% since 2007. In 2011, ELL students accounted for 0.97% of total school enrollment. This is a decrease of -0.45% since 2007.

Reading

- From 2010 to 2011, the percentage of All Students scoring proficient in reading increased by +0.3%. Morgan has seen an increase in the percent of students scoring proficient since 2007. From 2010 to 2011, four subgroups (All, F/R Lunch, Students with Disabilities and Hispanic) had an increase in the percentage of students scoring proficient in reading. From 2010 to 2011, one subgroup (White) had a decrease in the percentage of students scoring proficient in reading, but it was only by -0.1%. Since 2007, all four subgroups have seen an increase in the percentage of students scoring proficient in reading (All, F/R Lunch, Students with Disabilities and White). * There was not a Hispanic subgroup in 2007
- In 2011, 73.79% of students were in the Exceeds and Exemplary categories in reading. This was an increase of +3.76% from 2007. In 2011, 6.54% of students were not proficient in reading. This was a decrease of -0.84% from 2007. In 2011, 3.44% of students were in the Academic Warning category for reading. This was an increase of +2.28% from 2007.
- The percent proficient in 2011 was 93.44%. This was an increase of +0.84% from 2007.

Math

- From 2010 to 2011, the percentage of All Students scoring proficient in math decreased by -6.3%. Morgan has seen a decrease in the percent of students scoring proficient since 2007. From 2010 to 2011, one subgroup showed an increase of students scoring proficient (F/R Lunch). From 2007 to 2011, three subgroups (All, F/R Lunch and White) have seen a decrease in the percentage of students scoring proficient in math. From 2007 to 2011, one subgroup (Students with Disabilities) has seen an increase in the percentage of students scoring proficient in math. * There was not a Hispanic subgroup in 2007.
- In 2011, 61.11% of students were in the Exceeds and Exemplary categories for math. This was a decrease of -6.59% from 2007. In 2011, 13.19% of students were not proficient for math. This was an increase of +1.92% from 2007. In 2011, 3.47% of students were in the Academic Warning category for math. This was a decrease of -1.19% from 2007.
- The percent proficient in 2011 was 86.80%. This was a decrease of -1.91% from 2007.

Science

- For grade 4, the percent proficient in science for 2011 was 86.3%. This was a decrease of -8.2% from 2010. In 2011, all three subgroups (All, F/R Lunch and White) met and exceeded the annual target in science of 71%.
- In 2011, 55% of students were in the Exceeds and Exemplary categories. This was a decrease of -3.56% from 2008. In 2011, 13.75% of students were not proficient. This was an increase of +10.9% from 2008. In 2011, 0% of students were in the Academic Warning category. This was the same for 2008.

Writing

- For grade 5, the percent proficient in 2009 was 91.42%. In 2009, all two subgroups (All and White) did meet the annual target in writing of 71%.
- In 2009, 64.28% of students were in the Exceeds and Exemplary categories. This was an increase of +22.27% from 2007. In 2009, 8.56% of students were not proficient. This was a decrease of -7.37% from 2007. In 2009, 1.42% of students were in the Academic Warning category. This was a decrease of -0.02% from 2007.

Section 1: Demographics

Table 1: Enrollment by Subgroup - Morgan Elementary

Group	Total Enrollment							% of Total Enrollment				
	2007	2008	2009	2010	2011	Change 07-11		2007	2008	2009	2010	2011
ALL	493	486	499	512	518	25		100.00%	100.00%	100.00%	100.00%	100.00%
F/R Lunch	172	168	186	191	212	40		34.89%	34.57%	37.27%	37.30%	40.93%
Full Price	321	318	313	321	306	-15		65.11%	65.43%	62.73%	62.70%	59.07%
ELL	7	6	7	7	5	-2		1.42%	1.23%	1.40%	1.37%	0.97%
SPED	61	59	57	75	69	8		12.37%	12.14%	11.42%	14.65%	13.32%
African American	24	22	28	9	5	-19		4.87%	4.53%	5.61%	1.76%	0.97%
Am Indian/Alaskan	2	2	0	4	4	2		0.41%	0.41%	0.00%	0.78%	0.77%
Asian	9	8	6	5	3	-6		1.83%	1.65%	1.20%	0.98%	0.58%
Hawaiian/Pac. Islander	0	0	0	0	0	0		0.00%	0.00%	0.00%	0.00%	0.00%
Hispanic	36	44	45	65	68	32		7.30%	9.05%	9.02%	12.70%	13.13%
Multi-Racial	1	0	4	29	25	24		0.20%	0.00%	0.80%	5.66%	4.83%
White	421	410	416	400	413	-8		85.40%	84.36%	83.37%	78.13%	79.73%
Female	232	239	247	256	257	25		47.06%	49.18%	49.50%	50.00%	49.61%
Male	261	247	252	256	261	0		52.94%	50.82%	50.50%	50.00%	50.39%

- The total school enrollment has gradually increased since 2007. In 2011, the total school enrollment was 518 students.
- In 2011, the percentage of students receiving free and reduced lunches was 40.93%, which was an increase of +6.04% since 2007.
- In 2011, special education students accounted for 13.32% of total school enrollment. This was an increase of +0.95% since 2007.
- In 2011, ELL students accounted for 0.97% of total school enrollment. This is a decrease of -0.45% since 2007.
- The following group(s) have seen an increase in the number of students enrolled by more than 5% since 2007: F/R Lunch and Hispanic
- The following group(s) have seen a decrease in enrollment by more than 5% since 2007: White

Table 2: Enrollment by Grade Level - Morgan Elementary

Year	Grade	ALL	F/R Lunch	Full Price	ELL	SPED	African American	Am. Indian	Asian	Pac. Islander	Hispanic	Multi-Racial	White	Female	Male
2007	K	70	27	43	1	4	2	0	1	0	8	0	59	39	31
	1st	71	28	43	0	8	6	0	1	0	3	0	61	26	45
	2nd	74	25	49	2	10	3	0	2	0	7	0	62	37	37
	3rd	77	30	47	1	10	3	1	1	0	9	0	63	43	34
	4th	69	29	40	2	7	4	0	2	0	3	0	60	28	41
	5th	73	21	52	1	14	3	1	1	0	5	0	63	36	37
	6th	59	12	47	0	8	3	0	1	0	1	1	53	23	36
	All	493	172	321	7	61	24	2	9	0	36	1	421	232	261
2008	K	61	17	44	0	3	4	0	1	0	3	0	53	30	31
	1st	74	23	51	0	6	2	0	0	0	11	0	61	42	32
	2nd	64	25	39	0	7	7	0	1	0	2	0	54	29	35
	3rd	74	26	48	2	13	2	0	2	0	8	0	62	37	37
	4th	70	24	46	1	8	1	0	2	0	11	0	56	40	30
	5th	66	25	41	2	8	3	0	1	0	3	0	59	27	39
	6th	77	28	49	1	14	3	2	1	0	6	0	65	34	43
	All	486	168	318	6	59	22	2	8	0	44	0	410	239	247
2009	K	72	19	53	0	3	6	0	1	0	3	1	61	36	36
	1st	66	25	41	2	3	4	0	2	0	3	2	55	32	34
	2nd	78	27	51	1	6	2	0	0	0	13	0	63	45	33
	3rd	69	30	39	1	10	7	0	0	0	4	0	58	29	40
	4th	75	30	45	1	17	2	0	1	0	9	0	63	35	40
	5th	75	28	47	1	10	2	0	2	0	10	0	61	43	32
	6th	64	27	37	1	8	5	0	0	0	3	1	55	27	37
	All	499	186	313	7	57	28	0	6	0	45	4	416	247	252
2010	K	66	24	42	0	7	3	1	0	0	9	1	52	29	37
	1st	76	25	51	0	6	0	0	1	0	7	10	58	40	36
	2nd	63	23	40	2	7	1	2	2	0	4	2	52	30	33
	3rd	74	25	49	2	7	1	0	0	0	13	5	55	41	33
	4th	74	30	44	1	11	3	0	0	0	7	5	59	34	40
	5th	75	34	41	1	20	0	1	1	0	13	2	58	36	39
	6th	84	30	54	1	17	1	0	1	0	12	4	66	46	38
	All	512	191	321	7	75	9	4	5	0	65	29	400	256	256
2011	K	66	25	41	0	5	0	1	0	0	6	3	56	34	32
	1st	77	36	41	0	7	3	1	0	0	12	2	59	34	43
	2nd	74	24	50	0	6	0	0	1	0	7	7	59	38	36
	3rd	69	28	41	0	5	0	1	1	0	6	1	60	33	36
	4th	85	33	52	3	14	0	0	0	0	14	5	66	48	37
	5th	69	30	39	1	15	2	0	0	0	8	5	54	33	36
	6th	78	36	42	1	17	0	1	1	0	15	2	59	37	41
	All	518	212	306	5	69	5	4	3	0	68	25	413	257	261

Section 2: AYP/QPA Results

Table 3: AYP Summary – Morgan Elementary

Area	AYP Summary					
	2007	2008	2009	2010	2011	# Years Meeting Criteria
Met Reading	Yes	Yes	Yes	Yes	Yes	5 / 5
Met Math	Yes	Yes	No	Yes	Yes	4 / 5
Other Measures	Yes	Yes	Yes	Yes	Yes	5 / 5
Attained AYP	Yes	Yes	No	Yes	Yes	4 / 5

- From 2007 to 2011, Morgan Elementary attained AYP four out of the five years.
- From 2007 to 2011, Morgan Elementary met the criteria in reading all five years.
- From 2007 to 2011, Morgan Elementary met the criteria in math four out of the five years.
- From 2007 to 2011, Morgan Elementary met the criteria in other measures all five years.
- Morgan was On Watch in 2008-09 for math.

Table 4: AYP/QPA Accountability - Morgan Elementary

Accountability Measure	AYP/QPA Accountability					# of Years on Improvement
	2007	2008	2009	2010	2011	
AYP Status	Not on Improvement	Not on Improvement	Not on Improvement	Not on Improvement	Not on Improvement	0
QPA Status	Accredited	Accredited	Accredited	Accredited	Accredited	

- The QPA status for Morgan Elementary in 2011 is Accredited.
- The AYP status for Morgan Elementary in 2011 is Not on Improvement.

Table 5: % of Morgan Elementary Scoring Proficient in Reading (2007-2011)

Group	% of Students Scoring Proficient					Change 2010-2011
	2007	2008	2009	2010	2011	
Annual Target	**69.5**	**75.6**	**79.7**	**83.7**	**87.8**	
ALL	92.6	92.9	92.2	93.1	93.4	+0.3
F/R Lunch	86.3	88.4	88	85.5	87.3	+1.8
SPED	81	83.7	73.9	74.2	80	+5.8
ELL						
African American						
Am Indian/Alaskan						
Asian						
Pac. Islander						
Hispanic				84.4	87.2	+2.8
White	93.1	92.8	93.8	94.9	94.8	-0.1
# Groups at or Above the Annual Target	4/4	4/4	3/4	4/5	2/5	

Cells shaded blue = Group scored at or above the annual target

- 93.4% of Morgan Elementary students scored proficient in reading in 2011. This was above at the annual target of 87.8%.
- From 2010 to 2011, the percentage of All Students scoring proficient in reading increased by +0.3%.
- From 2010 to 2011, four subgroups showed gains (All, F/R Lunch, Students with Disabilities and Hispanic) and one subgroup (White) showed a decline in reading.
- The highest performing AYP subgroup in 2011 was White Student group (94.8%) and the lowest performing AYP subgroup was the Students with Disabilities Student group (80%).

Table 6: Morgan Elementary Subgroups Meeting AYP Criteria in Reading (2007-2011)

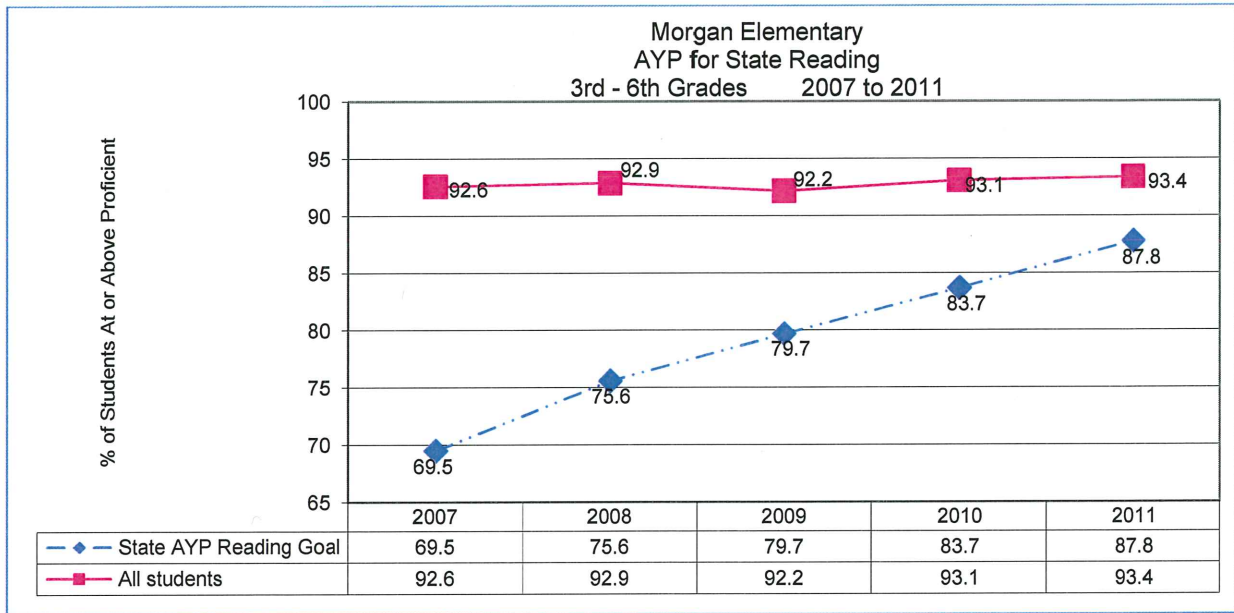| Group	2007	2008	2009	2010	2011	# Years Meeting Criteria
ALL	Yes	Yes	Yes	Yes	Yes	5 / 5
F/R Lunch	Yes	Yes	Yes	Yes	Yes*	5 / 5
SPED	Yes	Yes	Yes*	Yes*	Yes*	5 / 5
ELL						
Hispanic				Yes	Yes*	2 / 2
White	Yes	Yes	Yes	Yes	Yes	5 / 5
# Groups Meeting Criteria	4 / 4	4 / 4	4 / 4	5 / 5	5 / 5	

Yes* = Group met the criteria via the Confidence Interval
Yes6 or Yes7 = Group met the criteria via Safe Harbor

- From 2010 to 2011, the number of subgroups meeting criteria remained constant.
- All five subgroup(s) (All, F/R Lunch, Students with Disabilities, Hispanic and White) met the AYP reading criteria in 2011.

Table 7: % of Morgan Elementary Scoring Proficient in Math (2007-2011)

Group	% of Students Scoring Proficient					Change 2010-2011
	2007	2008	2009	2010	2011	
Annual Target	**66.8**	**73.4**	**77.8**	**82.3**	**86.7**	
ALL	88.7	89.7	89.2	90.7	86.8	-3.9
F/R Lunch	82.7	81.6	80.4	80	81.2	+1.2
SPED	61.1	74.4	60.9	66.7	64	-2.7
ELL						
Hispanic				79.5	78.9	-0.6
White	88.6	90.7	90.2	92.7	87.9	-4.8
# Groups at or Above the Annual Target	3 / 4	4 / 4	3 / 4	2 / 5	2 / 5	

Cells shaded blue = Group scored at or above the annual target

- 86.8% of Morgan Elementary students scored proficient in math in 2011. This was above the annual target of 86.7%.
- From 2010 to 2011, the percentage of All Students scoring proficient in math decreased by -3.9%.
- From 2010 to 2011, one subgroup showed gains (F/R Lunch). Four subgroups showed declines (All, Students with Disabilities, Hispanic and White).
- The highest performing AYP subgroup in 2011 was the White Student group (87.9%) and the lowest performing AYP subgroup was the Students with Disabilities Student group (64%).

Table 8: Morgan Elementary Subgroups Meeting AYP Criteria in Math (2007-2011)

Group	2007	2008	2009	2010	2011	# Years Meeting Criteria
ALL	Yes	Yes	Yes	Yes	Yes	5 / 5
F/R Lunch	Yes	Yes	Yes	Yes*	Yes*	5 / 5
SPED	Yes*	Yes	No	Yes7	Yes6	4 / 5
ELL						
Hispanic				Yes*	Yes*	2 / 2
White	Yes	Yes	Yes	Yes	Yes	5 / 5
# Groups Meeting Criteria	4 / 4	4 / 4	3 / 4	5 / 5	5 / 5	

Yes* = Group met the criteria via the Confidence Interval
Yes6 or Yes7 = Group met the criteria via Safe Harbor

- From 2010 to 2011, the number of subgroups meeting criteria remained constant.
- All five subgroup(s) (All, F/R Lunch, Students with Disabilities, Hispanic and White) did meet the AYP math criteria in 2011.

Section 3: Reading Results

Graph 1: KS Reading Assessment - Morgan Elementary

Morgan Elementary
AYP for State Reading
3rd - 6th Grades   2007 to 2011

	2007	2008	2009	2010	2011
State AYP Reading Goal	69.5	75.6	79.7	83.7	87.8
All students	92.6	92.9	92.2	93.1	93.4

Graph 2: KS Reading Assessment - Morgan Elementary

% Proficient by Grade Level

Legend: 2007, 2008, 2009, 2010, 2011

Groups: 3rd, 4th, 5th, 6th, All
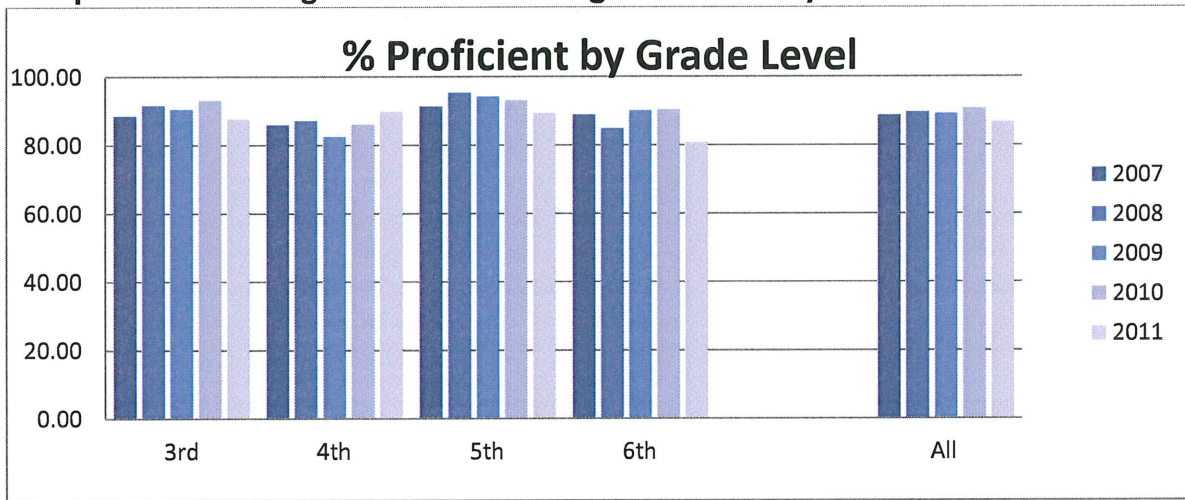
Table 9: Kansas Reading Assessment History by Grade Level - Morgan Elementary

Group	% Proficient in Reading					Change 2007 to 2011
	2007	2008	2009	2010	2011	
3rd	88.73	88.88	93.65	97.26	93.93	+5.2
4th	89.06	91.42	85.13	88.88	96.25	+7.19
5th	95.65	98.46	94.28	90.66	93.93	-1.72
6th	98.11	93.15	96.72	95.18	89.74	-8.37
All	92.60	92.85	92.16	93.06	93.44	+0.84

- 3rd and 4th grades have seen an increase in the percent of students scoring proficient since 2007.

Table 10: Kansas Reading Assessment - Morgan Elementary Gr. 3-6

Performance Category	% of Students in Each Category					Change 2007 to 2011
	2007	2008	2009	2010	2011	
Warning	1.16	2.14	3.35	3.30	3.44	+2.28
Approaches	6.22	5.00	4.47	3.63	3.10	-3.12
Meets	22.56	21.78	16.79	15.51	19.65	-2.91
Exceeds	30.35	27.85	31.34	38.61	27.93	-2.42
Exemplary	39.68	43.21	44.02	38.94	45.86	+6.18
Meets or Above	92.60	92.85	92.16	93.06	93.44	+0.84

- The percent proficient in 2011 was 93.44%. This was an increase of +0.84% from 2007.
- In 2011, 6.54% of students were Not proficient. This was a decrease of -0.84% from 2007.

Section 4: Math Results

Graph 3: KS Math Assessment - Morgan Elementary

Morgan Elementary
AYP for State Math
3rd - 6th Grades   2007 to 2011

	2007	2008	2009	2010	2011
State AYP Math Goal	66.8	73.4	77.8	82.3	86.7
All students	88.7	89.6	89.2	90.7	86.8
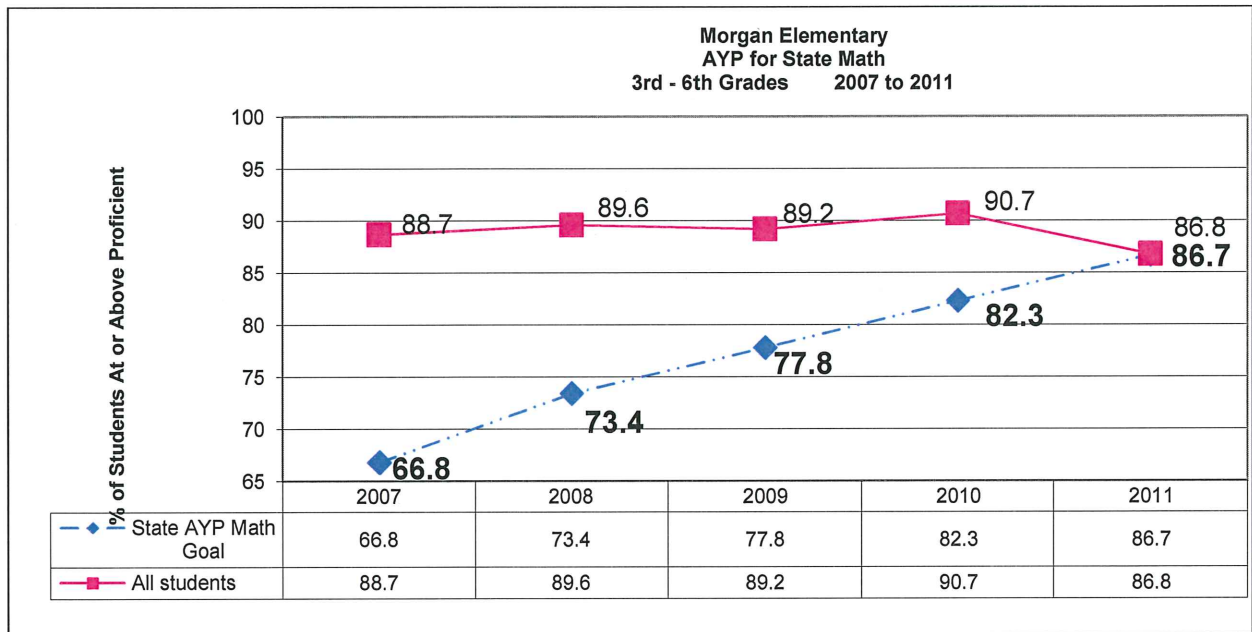
Graph 4: KS Math Assessment - Morgan Elementary Gr 3-6

% Proficient by Grade Level
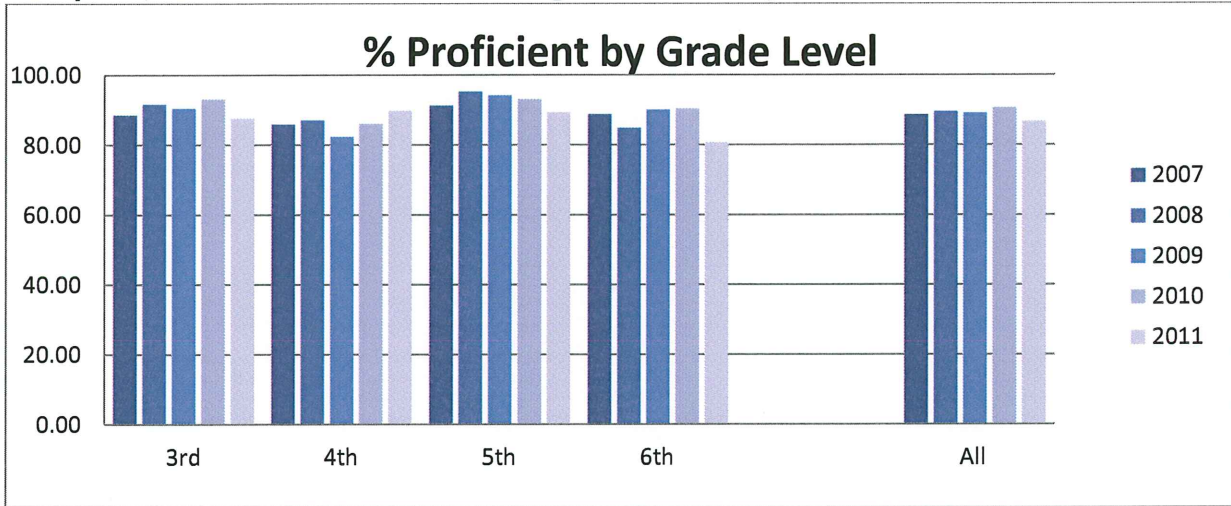
Table 11: Kansas Math Assessment History by Grade Level - Morgan Elementary

Group	% Meeting Standard or Above					Change 2007 to 2011
	2007	2008	2009	2010	2011	
3rd	88.57	91.66	90.47	93.15	87.69	-0.88
4th	85.93	87.14	82.43	86.11	89.87	3.94
5th	91.30	95.38	94.28	93.15	89.39	-1.91
6th	88.88	84.93	90.16	90.36	80.76	-8.12
All	88.71	89.64	89.17	90.69	86.80	-1.91

- 4th grade has seen an increase in the percent of students scoring proficient since 2007.

Table 12: Kansas Math Assessment - Morgan Elementary

Performance Category	% of Students in Each Category					Change 2007 to 2011
	2007	2008	2009	2010	2011	
Warning	4.66	4.64	6.34	4.98	3.47	-1.19
Approaches	6.61	5.71	4.47	4.31	9.72	3.11
Meets	21.01	23.21	23.50	25.58	25.69	4.68
Exceeds	30.35	32.50	29.85	26.91	25.00	-5.35
Exemplary	37.35	33.92	35.82	38.20	36.11	-1.24
Meets or Above	88.71	89.64	89.17	90.69	86.80	-1.91

- The percent proficient in 2011 was 86.80%. This was a decrease of -1.91% from 2007.
- In 2011, 21.89% of students were Not proficient. This was an increase of +1.92% from 2007.

Section 5: Science Results
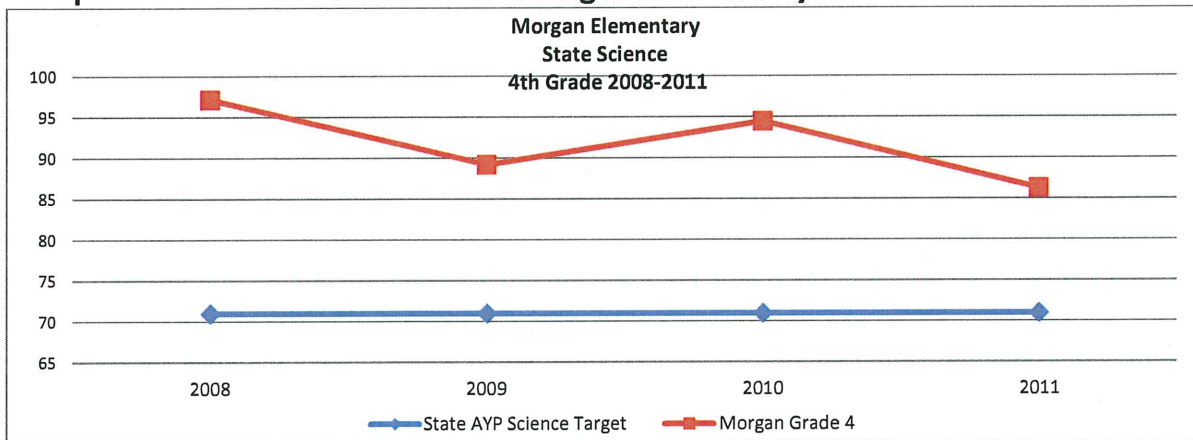
Graph 5: KS Science Assessment - Morgan Elementary

Morgan Elementary
State Science
4th Grade 2008-2011

Legend: State AYP Science Target — Morgan Grade 4

Table 13: Kansas Science Assessment History by Subgroup - Morgan Elementary

Group	% Scoring Proficient in Science				Change 2008 to 2011
	2008	2009	2010	2011	
Annual Target	71	71	71	71	
ALL	97.2	89.2	94.5	86.3	-8.2
F/R Lunch			90	76.7	
ELL					
White	98.2	91.9	96.5	84.1	-12.4
# Groups at or Above the Annual Target	2 / 2	2 / 2	3 / 3	3 / 3	

Note: ONLY Subgroups containing 30 or more students are reported

- 86.3% of Morgan Elementary students scored proficient in science in 2011. This was above the annual target of 71.0%.
- In 2011, all three subgroups (All, F/R Lunch and White) met and exceeded the annual target in science.

Table 14: Kansas Science Assessment - Morgan Elementary

Performance Category	% of Students in Each Category				Change 2008 to 2011
	2008	2009	2010	2011	
Warning	0.00	0.00	0.00	0.00	0.00
Approaches	2.85	10.81	5.55	13.75	10.90
Meets	38.57	32.43	26.38	31.25	-7.32
Exceeds	37.14	37.83	43.05	36.25	-0.89
Exemplary	21.42	18.91	25.00	18.75	-2.67
Meets or Above	97.14	89.18	94.44	86.25	-10.89

- The percent proficient in science for 2011 was 86.25%. This was a decrease of -10.89% from 2008.
- In 2011, 13.75% of students were Not proficient. This was an increase of +10.9% from 2008.
- In 2011, 55% of students were in the Exceeds and Exemplary categories. This was a decrease of -3.56% from 2008.
- In 2011, 0% of students were in the Academic Warning category. This was the same from 2008.

Section 6: Writing Results

Graph 6: KS Writing Assessment - Morgan Elementary

Morgan Elementary
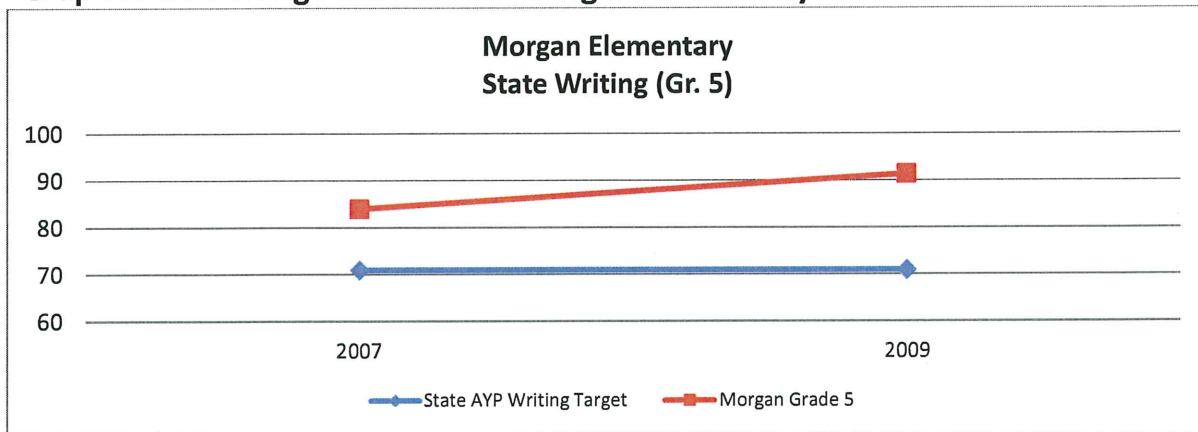**State Writing (Gr. 5)**

Legend: State AYP Writing Target | Morgan Grade 5

Table 15: Kansas Writing Assessment History by Subgroup – Morgan Elementary

Group	% Scoring Proficient in Writing		
	2007	2009	Change 07 to 09
Annual Target	**71**	**71**	
ALL	84.05	91.4	+7.35
F/R Lunch			
White		94.7	
# Groups at or Above the Annual Target	0 / 1	0 / 3	

Note: Only Subgroups containing 30 or more students are reported
* KSDE did not report Writing subgroups in 2007

- The percent proficient in 2009 was 91.4%. This was an increase of +7.35% from 2007.

Table 16: Kansas Writing Assessment - Morgan Elementary

Performance Category	% of Students in Each Category		
	2007	2009	Change from 2007 -2009
Warning	1.44	1.42	-0.02
Approaches	14.49	7.14	-7.35
Meets	42.02	27.14	-14.9
Exceeds	21.73	48.57	26.8
Exemplary	20.28	15.71	-4.57
Meets or Above	84.05	91.42	7.37

- The percent proficient in 2009 was 91.42%. This was an increase of +7.37% from 2007.
- In 2009, 8.56% of students were Not proficient. This was a decrease of -7.37% from 2007.
- In 2009, 64.28% of students were in the Exceeds and Exemplary categories. This was an increase of +22.27% from 2007.
- In 2009, 1.42% of students were in the Academic Warning category. This was a decrease of -0.02% from 2007.

Appendix

Adequate Yearly Progress (AYP) is a system designed by the federal government to evaluate the achievement of students in schools, districts, and states. Each state submitted its own plan for determining AYP, which had to be approved by the U.S. Department of Education.

The plan submitted by Kansas has three components that are used to determine if a school, district, or the state attained AYP. The components are:
- Student participation in testing
- Meeting annual targets in reading and mathematics
- Meeting other measures for attendance and graduation rates

The state also determined that all students, as well as all subgroups containing 30 or more students, would have to meet the criterion in order for a school, district, or the state to attain AYP.

Student Participation in Testing

In order to attain AYP, 95% of all students, as well as 95% of students in each subgroup must be tested in reading, mathematics, and science. Every student enrolled by the opening of the test window must take the state assessments. However, students enrolling after September 20 do not have their results included in AYP calculations. ELL students whose first enrollment in a school in the United States was less than a year before the opening of the state testing window must be tested in math and with a language-proficiency test. However, those "recently arrived" students are not included in AYP calculations. All other ELL students must take both the reading and math assessments and their results are included in AYP calculations.

Meeting Annual Targets in Reading and Mathematics

Each year a minimum percentage of students must score proficient (e.g. at Meets Standard or above) in reading and mathematics in order for a school, district, or the state to attain AYP. This percentage is called the annual target. All of the students in a school or district, as well as the students in each subgroup, must meet the annual targets. The annual targets increase each year until the year 2014 when 100% of students must score proficient.

Annual targets differ by subject and level. For instance, the annual target for reading for elementary and middle schools in 2009 was 79.7%, while the target in reading for high schools and for districts was 76.7%.

Groups that do not meet the annual target can still attain AYP in one of two ways. The first way is to calculate whether the percentage of students scoring proficient falls within the Confidence Interval (a statistical measure like the margin of error in polls). The second way is through the use of Safe Harbor. The Safe Harbor calculation is done to see if the group of students in question has increased its percentage of students scoring proficient by a certain amount.

These two provisions (the Confidence Interval and Safe Harbor) sometimes cause confusion when the performances of different subgroups or schools are compared. There might be two subgroups that both missed the annual target by having 65% of the students scoring proficient. However, one subgroup attained AYP because their performance increased from 50% proficient the previous year to 65% proficient, while the other group did not attain AYP since their performance decreased from 68% proficient the previous year to 65% proficient.

The proficiency levels of students on the science assessments are not included in AYP calculations. The only element of the science assessments that is included in AYP is participation in testing.

Table 27: AYP Annual Targets for Reading and Mathematics (2003-2014)
Minimum % of Students Scoring Proficient

Year	Elementary and Middle Schools		High Schools, Districts, and State	
	Reading	Math	Reading	Math
2003	51.2%	46.8%	44.0%	29.1%
2004	57.3%	53.5%	51.0%	38.0%
2005	63.4%	60.1%	58.0%	46.8%
2006	63.4%	60.1%	58.0%	46.8%
2007	69.5%	66.8%	65.0%	55.7%
2008	75.6%	73.4%	72.0%	64.6%
2009	79.7%	77.8%	76.7%	70.5%
2010	83.7%	82.3%	81.3%	76.4%
2011	87.8%	86.7%	86.0%	82.3%
2012	91.9%	91.1%	90.7%	88.2%
2013	95.9%	95.6%	95.3%	94.1%
2014	100.0%	100.0%	100.0%	100.0%

Meeting Other Measures (Attendance and Graduation Rates)

The final criteria used to calculate AYP is whether a school, district, or the state had the proper attendance and graduation rates. Elementary and middle schools must have an attendance rate of 90% for the All Students group. High schools do not have to meet the attendance rate. However, high schools must have a graduation rate of at least 80% for its All Students group. Attendance and graduation targets remain constant each year.

For AYP calculations, the attendance rate and graduation rate of the all students group is examined. The attendance rates and graduation rates of subgroups are not used or reported for AYP calculations. However, in order to use the Safe Harbor provision, the attendance rate or graduation rate of the subgroup must meet the criteria for Other Measures.

Table 28: AYP Annual Targets for Other Measures

Level	Attendance Target	Graduation Target
Elementary / Middle School	90%	NA
High School	NA	80%
District / State	90%	80%

Note: The annual targets for Other Measures are the same every year.

QPA Targets

The QPA criteria for Reading, Mathematics, and for Other Measures are the same as the AYP targets. The targets for History / Government, Science, and writing vary by level and by subject. Unlike the AYP annual targets (which increase each year), the targets for QPA remain constant each year.

Table 29: QPA Targets for History / Government, Science, and Writing.
(Minimum % of Students Scoring Proficient)

Grade Level	History / Government	Science	Writing
4		73.0%	
5			67.0%
6	70.0%		
7		71.0%	
8	70.0%		73.0%
HS	68.0%	69.0%	76.0%

Title I Reporting and Sanctions for Schools

Schools that receive Title I funds must meet AYP. If they do not, certain sanctions will be applied. The status levels and required actions for Title I schools are listed below.

Table 30: Title I Status Levels and Required Actions for Schools

Improvement Status	Identified by	Required Actions
Not on Improvement	• Attain AYP for two consecutive years	• None required
On Improvement Year 1	• Did not attain AYP for two consecutive years	• School choice • Write an *Integrated Improvement Plan* (IIP) • Set aside 10% of Title funds for professional development
On Improvement Year 2	• Did not attain AYP for three consecutive years **OR** • Was *On Improvement Year 1*, attained AYP and then did not attain AYP for two consecutive years	• School choice • Provide supplemental educational services (tutoring) • Implement IIP • Set aside 10% of Title funds for professional development

Corrective Action	• Did not attain AYP for four consecutive years
	OR
	• Was *On Improvement Year 2*, attained AYP and then did not attain AYP for two consecutive years
		• School choice
		• Provide supplemental educational services (tutoring)
		• Write a *Corrective Action Plan*
		• Set aside 10% of Title funds for professional development
		• Take one of the following corrective actions:
		  o Replace relevant school staff
		  o Implement new curriculum
		  o Decrease management authority
		  o Appoint outside experts
		  o Extend school day/year
		  o Restructure internal organization

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Restructuring Year 1	- Did not attain AYP for five consecutive years **OR** - Was on *Corrective Action*, attained AYP and then did not attain AYP for two consecutive years	- School choice - Provide supplemental educational services (tutoring) - Write a *Restructuring Plan* - Set aside 10% of Title funds for professional development
Restructuring Year 2	- Did not attain AYP for six consecutive years **OR** - Was on *Corrective Action*, attained AYP and then did not attain AYP for two consecutive years	- School choice - Provide supplemental educational services (tutoring) - Write a *Restructuring Plan* - Set aside 10% of Title funds for professional development - Take one of the following corrective actions: - Reopen as a public charter school - Replace school staff - Contract with an outside entity - Restructure of school government - Restructure internal organization

QPA Status for Schools

The results of the state assessments are also used as a part of the accreditation process by the Kansas State Department of Education (KSDE). Quality Performance Accreditation (QPA) uses the results of all state assessments as well as other factors to accredit schools. QPA applies to all schools and not just to those receiving Title I funds.

A school is annually assigned its accreditation status based upon performance and quality measures. The performance criteria are based upon student performance and participation on state assessments, elementary attendance rate, and high school graduation rate. The quality criteria are based upon eleven specific processes, programs, and policies. Only the All Students group is used for QPA calculations.

There are five levels of accreditation status: Accredited, Accredited on Watch, Accredited on Improvement, Conditionally Accredited, and Not Accredited.

Table 31: QPA Accreditation Status Levels and Required Actions for Schools

Accreditation Status	Identified by	Required Actions
Accredited	The school meets performance and quality criteria	None required
Accredited on Watch	The school fails to meet performance criteria for one or more assessed student groups for one year in any area	- None required - Recommended optional actions - Register for expected gains provision by writing and submitting an *Integrated Improvement Plan* (IIP) and attending a state sponsored peer review session
Accredited On Improvement	The school fails to meet performance criteria for one or more assessed student group(s) OR fails to meet three or more quality criteria for <u>two consecutive years</u>	- Select a state technical assistance team (STAT) for the state to appoint - Write / revise and submit an IIP - Attend a state sponsored peer review session unless the school attended a review while on watch
Conditionally Accredited	The school fails to meet performance criteria for the All Student group OR fails to meet four or more quality	- Revise and submit an IIP - Have the IIP approved by the STAT - Attend a state sponsored peer review session

	criteria for three consecutive years	- Implement any corrective action required by state board - Abide by any sanctions approved by the state board
Not Accredited	The school fails to meet performance criteria for the All Student group OR fails to meet four or more quality criteria for five consecutive years	Abide by any sanctions applied by the state board

Potential QPA Sanctions for Schools *Conditionally Accredited* or *Not Accredited*

The state board of education may apply any of the sanctions listed below to schools that are *Conditionally Accredited* or to schools that are *Not Accredited:*

- Order that district personnel or resources be reassigned or reallocated within the district by the local board of education.
- Order that the local board of education hire one or more designated persons to assist the school in making the changes necessary to improve student performance.
- Recommend to the legislature that it approve a reduction in state funding to the local district by an amount that will be added to the local property tax imposed by the local board of education.
- Recommend that the legislature abolish or restructure the local school.
- Issue a letter of notification and a press release announcing the accreditation status of the school.
- Take other actions as deemed appropriate by the state board.