



Hutchinson Middle School

School Profile

2010 – 2011 School Year



Major Findings

AYP/QPA

- Hutchinson Middle School did Not attain AYP for the 2011 school year. The AYP status for Hutchinson Middle School in 2012 is Not on Improvement.
- All eight subgroup(s) (All Students, Free and Reduced Lunch, Students with Disabilities, ELL, African-American, Hispanic, White and Multi-racial) did meet the AYP Reading criteria in 2011. Six subgroup(s) (All Students, Free and Reduced Lunch, Students with Disabilities, ELL, White and Multi-racial) did meet the AYP Math criteria in 2011.
- The QPA status for Hutchinson Middle School in 2011 is Accredited.

State Assessment Results - 2011

- 86.4% of Hutchinson Middle School students scored proficient in reading in 2011. This was below the annual target of 87.8%. The highest performing AYP subgroup in 2011 was the Multi-racial Student group (90.6%) and the lowest performing AYP subgroup was the Students with Disabilities Student group (63.8%).
- 80% of Hutchinson Middle School students scored proficient in math in 2011. This was below the annual target of 86.7%. The highest performing AYP subgroup in 2011 was the White Student group (82.4%) and the lowest performing AYP subgroup was the African-American Student group (58.1%).
- 91.2% of Hutchinson Middle School students scored proficient in science in 2011. This was above the annual target of 71%.

Trends and Analysis

Demographics

- The total school enrollment has steadily increased since 2007. In 2011, the total school enrollment was 739 students.
- In 2011, the percentage of students receiving free and reduced lunches was 64.41%, which was an increase of +11.27% since 2007. In 2011, special education students accounted for 17.46% of total school enrollment. This was an increase of +3.46% since 2007. In 2011, ELL students accounted for 6.09% of total school enrollment. This is an increase of +4.36% since 2007.

Reading

- From 2010 to 2011, the percentage of All Students scoring proficient in reading increased by +1.3%. They have seen an increase in the percent of students scoring proficient since 2007. From 2010 to 2011, seven subgroups (All, F/R Lunch, Students with Disabilities, ELL, African-American, Hispanic and Multi-racial) 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. Since 2007, all six subgroups have seen an increase in the percentage of students scoring proficient in reading (All, F/R Lunch, Students with Disabilities, African-American, Hispanic and White). * There was not an ELL or Multi-racial subgroup in 2007.
- In 2011, 61.51% of students were in the Exceeds and Exemplary categories in reading. This was an increase of +6.59% from 2007. In 2011, 13.58% of students were not proficient in reading. This was a decrease of -7.94% from 2007. In 2011, 8.84% of students were in the Academic Warning category for reading. This was a decrease of -4.84% from 2007.
- The percent proficient in 2011 was 86.4%. This was an increase of +7.94% from 2007.

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Math

- From 2010 to 2011, the percentage of All Students scoring proficient in math increased by +2.2%. They have seen an increase in the percent of students scoring proficient since 2007. From 2010 to 2011, six subgroups showed an increase of students scoring proficient (All, F/R Lunch, Students with Disabilities, ELL, Multi-racial and White). From 2010 to 2011, two subgroups showed a decrease of students scoring proficient (African-American and Hispanic). From 2007 to 2011, five subgroups (All, F/R Lunch, Students with Disabilities, Hispanic and White) have seen an increase in the percentage of students scoring proficient in math. From 2007 to 2011, one subgroup (African-American) has seen a decrease in the percentage of students scoring proficient in math.
- In 2011, 56.45% of students were in the Exceeds and Exemplary categories for math. This was an increase of +16.56% from 2007. In 2011, 19.96% of students were not proficient for math. This was a decrease of -9.66% from 2007. In 2011, 6.75% of students were in the Academic Warning category for math. This was a decrease of -7.39% from 2007.
- The percent proficient in 2011 was 80.02%. This was an increase of +9.66% from 2007.

Science

- For grade 7, the percent proficient in science for 2011 was 91.2%. This was an increase of +10% from 2010. In 2011, all five subgroups (All, F/R Lunch, Students with Disabilities, Hispanic and White) met and exceeded the annual target in science of 71%.
- In 2011, 51.9% of students were in the Exceeds and Exemplary categories. This was an increase of +16.89% from 2008. In 2011, 8.84% of students were not proficient. This was a decrease of -9.83% from 2008. In 2011, 0.29% of students were in the Academic Warning category. This was a decrease of -2.04% from 2008.

Writing

State Writing Assessment

- For grade 8, the percent proficient in 2009 was 57.19%. In 2009, all five subgroups (All, F/R Lunch, Students with Disabilities, Hispanic and White) did not meet the annual target in writing of 71%.
- In 2009, 24.5% of students were in the Exceeds and Exemplary categories. This was a decrease of -27.94% from 2007. In 2009, 42.79% of students were not proficient. This was an increase of +24.97% from 2007. In 2009, 2.72% of students were in the Academic Warning category. This was a decrease of -1.82% from 2007.

Section 1: Demographics

Table 1: Enrollment by Subgroup - Hutchinson Middle School

Group	Total Enrollment						% of Total Enrollment				
	2007	2008	2009	2010	2011	Change 07-11	2007	2008	2009	2010	2011
ALL	636	598	619	694	739	103	100.00%	100.00%	100.00%	100.00%	100.00%
F/R Lunch	338	341	366	447	476	138	53.14%	57.02%	59.13%	64.41%	64.41%
Full Price	298	257	253	247	263	-35	46.86%	42.98%	40.87%	35.59%	35.59%
ELL	11	7	15	34	45	34	1.73%	1.17%	2.42%	4.90%	6.09%
SPED	89	83	112	126	129	40	13.99%	13.88%	18.09%	18.16%	17.46%
African American	64	59	52	38	34	-30	10.06%	9.87%	8.40%	5.48%	4.60%
Am Indian/Alaskan	11	11	8	3	5	-6	1.73%	1.84%	1.29%	0.43%	0.68%
Asian	9	8	3	4	5	-4	1.42%	1.34%	0.48%	0.58%	0.68%
Hawaiian/Pac. Islander	0	0	0	0	0	0	0.00%	0.00%	0.00%	0.00%	0.00%
Hispanic	95	84	94	131	134	39	14.94%	14.05%	15.19%	18.88%	18.13%
Multi-Racial	0	1	1	36	31	31	0.00%	0.17%	0.16%	5.19%	4.19%
White	457	435	461	482	530	73	71.86%	72.74%	74.47%	69.45%	71.72%
Female	336	300	293	335	371	35	52.83%	50.17%	47.33%	48.27%	50.20%
Male	300	298	326	359	368	68	47.17%	49.83%	52.67%	51.73%	49.80%

- The total school enrollment has steadily increased since 2007. In 2011, the total school enrollment was 739 students.
- In 2011, the percentage of students receiving free and reduced lunches was 64.41%, which was an increase of +11.27% since 2007.
- In 2011, special education students accounted for 17.46% of total school enrollment. This was an increase of +3.46% since 2007.
- In 2011, ELL students accounted for 6.09% of total school enrollment. This is an increase of +4.36% 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
- The following group(s) have seen a decrease in enrollment by more than 5% since 2007: African-American

Table 2: Enrollment by Grade Level - Hutchinson Middle School

Year	Grade	ALL	F/R Lunch	Full Price	ELL	SPED	African American	Am. Indian	Asian	Pac. Islander	Hispanic	Multi-Racial	White	Female	Male
2007	7 th	323	172	151	8	46	35	8	5	0	53	0	222	176	147
	8 th	313	166	147	3	43	29	3	4	0	42	0	235	160	153
	All	636	338	298	11	89	64	11	9	0	95	0	457	336	300
2008	7 th	280	164	116	2	33	25	2	3	0	35	1	214	134	146
	8 th	318	177	141	5	50	34	9	5	0	49	0	221	166	152
	All	598	341	257	7	83	59	11	8	0	84	1	435	300	298
2009	7 th	335	202	133	12	66	24	6	1	0	54	0	250	159	176
	8 th	284	164	120	3	46	28	2	2	0	40	1	211	134	150
	All	619	366	253	15	112	52	8	3	0	94	1	461	293	326
2010	7 th	362	241	121	21	64	21	0	3	0	60	16	262	180	182
	8 th	332	206	126	13	62	17	3	1	0	71	20	220	155	177
	All	694	447	247	34	126	38	3	4	0	131	36	482	335	359
2011	K	356	228	128	22	64	13	4	1	0	71	17	250	178	178
	1 st	383	248	135	23	65	21	1	4	0	63	14	280	193	190
	2 nd	739	476	263	45	129	34	5	5	0	134	31	530	371	368

Section 2: AYP/QPA Results

Table 3: AYP Summary – Hutchinson Middle School

Area	AYP Summary					
	2007	2008	2009	2010	2011	# Years Meeting Criteria
Met Reading	Yes	Yes	Yes	No	Yes	4 / 5
Met Math	Yes	No	Yes	No	No	2 / 5
Other Measures	Yes	Yes	Yes	Yes	Yes	5 / 5
Attained AYP	Yes	No	Yes	No	No	2 / 5

- From 2007 to 2011, Hutchinson Middle School attained AYP two out of the five years.
- From 2007 to 2011, Hutchinson Middle School met the criteria in reading four out of the five years.
- From 2007 to 2011, Hutchinson Middle School met the criteria in math two out of the five years.
- From 2007 to 2011, Hutchinson Middle School met the criteria in other measures all five years.

Table 4: AYP/QPA Accountability - Hutchinson Middle School

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 Hutchinson Middle School in 2011 is Accredited.
- The AYP status for Hutchinson Middle School in 2011 is Not on Improvement.

Table 5: % of Hutchinson Middle School 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	78.4	83.9	88	85.1	86.4	+1.3
F/R Lunch	68.2	76.9	84.2	80.2	82.3	+2.1
SPED	54.1	69.2	73.6	58.9	63.8	+4.9
ELL				66.7	73.2	+6.5
African American	59.3	71.9	84.1	83.3	83.9	+0.6
Hispanic	61.7	69.3	77.3	79.2	85.6	+6.4
White	84.4	87.8	90.7	87.6	86.7	-0.9
Multi-Racial				75	90.6	+15.6
# Groups at or Above the Annual Target	2/6	3/6	4/6	2/8	1/8	

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

- 86.4% of Hutchinson Middle School students scored proficient in reading in 2011. This was below at the annual target of 87.8%.
- From 2010 to 2011, the percentage of All Students scoring proficient in reading increased by +1.3%.
- From 2010 to 2011, seven subgroups showed gains (All, F/R Lunch, Students with Disabilities, ELL, African-American, Hispanic and Multi-racial) and one subgroup (White) showed a decline in reading.
- The highest performing AYP subgroup in 2011 was the Multi-racial Student group (90.6 %) and the lowest performing AYP subgroup was the Students with Disabilities Student group (63.8%).

Table 6: Hutchinson Middle School 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*	Yes7	5 / 5
SPED	Yes*	Yes*	Yes*	No	Yes7	4 / 5
ELL				No	Yes7	1 / 2
African American	Yes*	Yes*	Yes	Yes*	Yes*	5 / 5
Hispanic	Yes*	Yes*	Yes*	Yes*	Yes*	5 / 5
White	Yes	Yes	Yes	Yes	Yes*	5 / 5
Multi-Racial				Yes*	Yes	2 / 2
# Groups Meeting Criteria	6 / 6	6 / 6	6 / 6	6 / 8	8 / 8	

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 increased.
- All eight subgroup(s) (All, F/R Lunch, Students with Disabilities, ELL, African-American, Hispanic, Multi-racial and White) met the AYP reading criteria in 2011.

Table 7: % of Hutchinson Middle School 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	70.3	73	81.3	77.8	80	+2.2
F/R Lunch	61.7	65.1	74.2	70.9	73.3	+2.4
SPED	47.3	45.1	70.5	49.6	64.1	+14.5
ELL				63.3	63.4	+0.1
African American	63.7	63.2	76.7	70	58.1	-11.9
Hispanic	56.1	58.7	73.9	76	74.4	-1.6
White	73.8	76.6	83.1	79.3	82.4	+3.1
Multi-Racial				68.8	81.3	+12.5
# Groups at or Above the Annual Target	2 / 6	1 / 6	2 / 6	0 / 8	0 / 8	

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

- 80% of Hutchinson Middle School students scored proficient in math in 2011. This was below the annual target of 86.7%.
- From 2010 to 2011, the percentage of All Students scoring proficient in math increased by +2.2%.
- From 2010 to 2011, six subgroups showed gains (All, F/R Lunch, Students with Disabilities, ELL, Multi-racial and White). Two subgroups showed declines (African-American and Hispanic).
- The highest performing AYP subgroup in 2011 was the White Student group (82.4%) and the lowest performing AYP subgroup was the ELL Student group (63.4%).

Table 8: Hutchinson Middle School Subgroups Meeting AYP Criteria in Math (2007-2011)

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

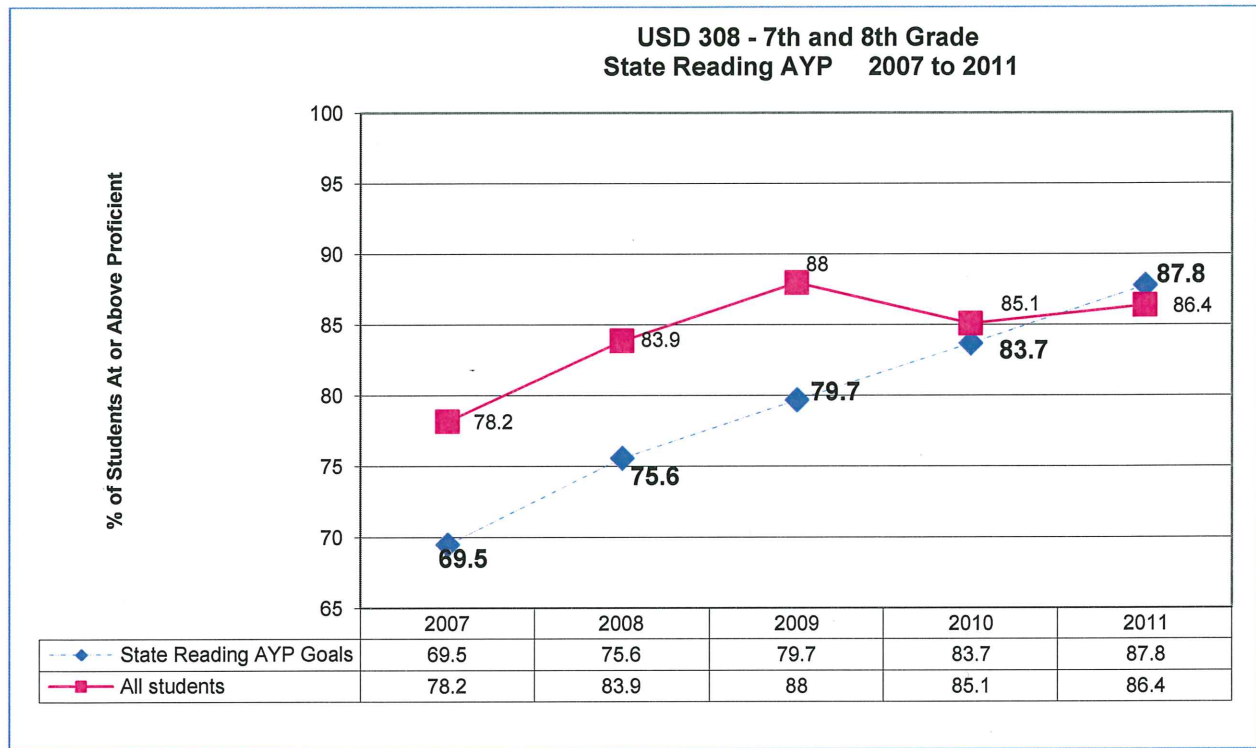
Yes* = Group met the criteria via the Confidence Interval

Yes6 or Yes7 = Group met the criteria via Safe Harbor

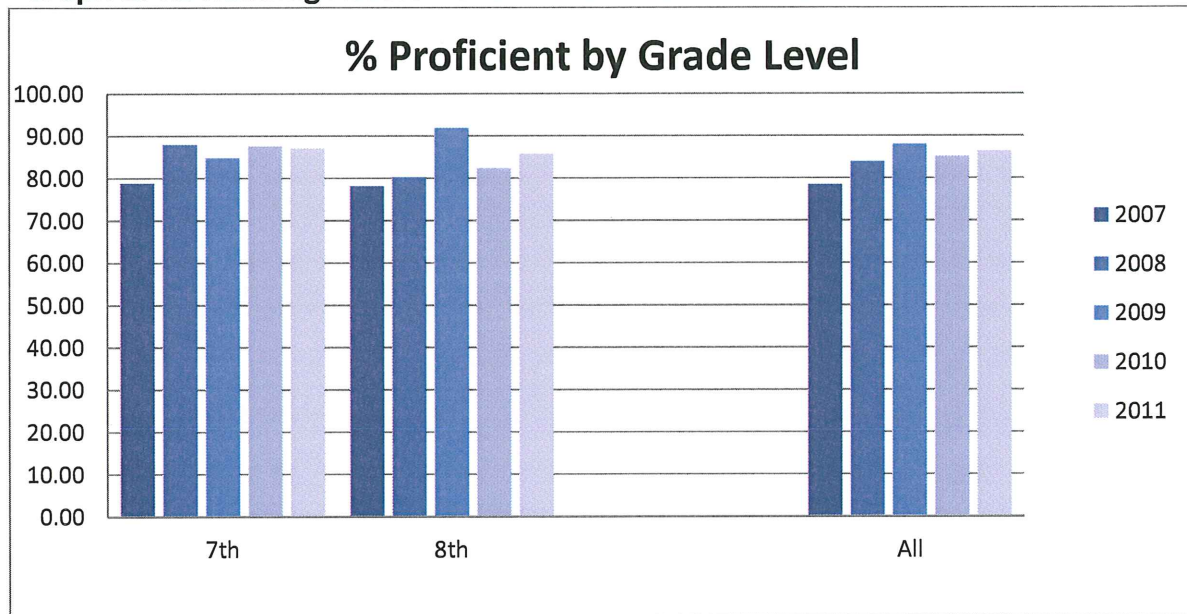
- From 2010 to 2011, the number of subgroups meeting criteria remained constant.
- Six subgroup(s) (All, F/R Lunch, Students with Disabilities, ELL, Multi-racial and White) did meet the AYP math criteria in 2011.

Section 3: Reading Results

Graph 1: KS Reading Assessment - Hutchinson Middle School



Graph 2: KS Reading Assessment - Hutchinson Middle School



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Table 9: Kansas Reading Assessment History by Grade Level - Hutchinson Middle School

Group	% Proficient in Reading					Change 2007 to 2011
	2007	2008	2009	2010	2011	
7 th	78.80	87.98	84.81	87.64	87.05	8.25
8 th	78.11	80.27	91.86	82.35	85.79	7.68
All	78.46	83.87	87.97	85.13	86.40	7.94

- 7th and 8th grades have seen an increase in the percent of students scoring proficient since 2007.

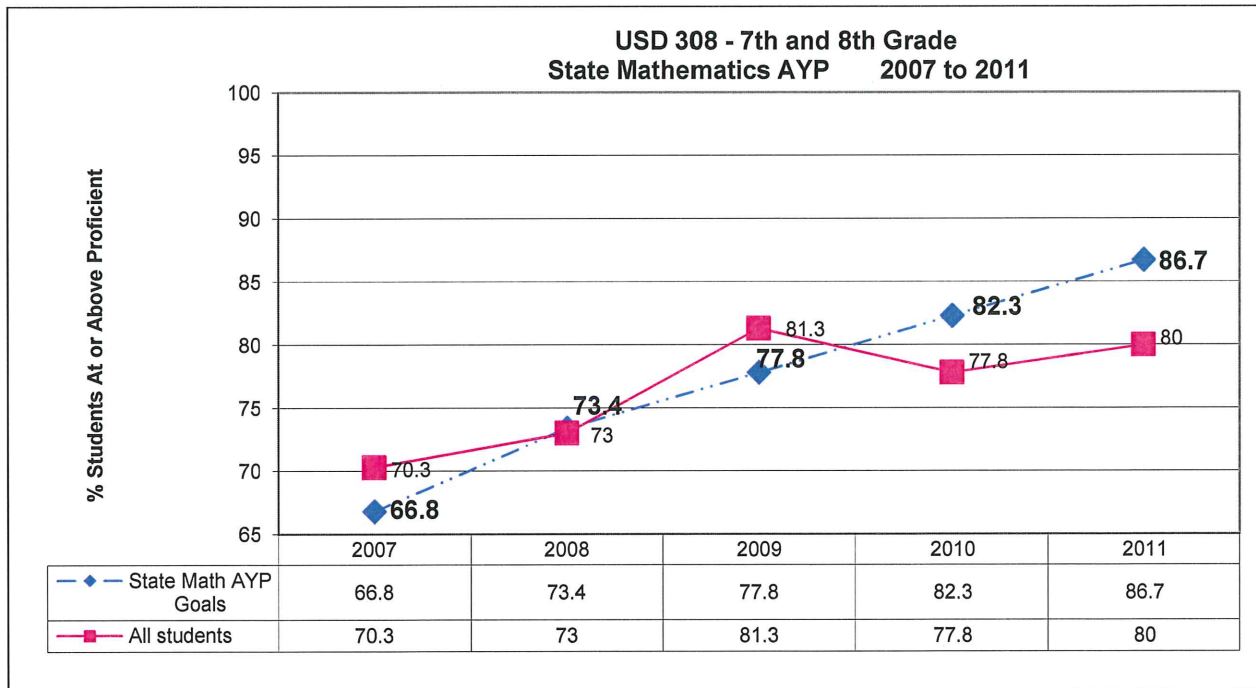
Table 10: Kansas Reading Assessment - Hutchinson Middle School Gr. 7-8

Performance Category	% of Students in Each Category					Change 2007 to 2011
	2007	2008	2009	2010	2011	
Warning	8.84	4.52	3.48	4.48	4.00	-4.84
Approaches	12.68	11.59	8.53	10.37	9.58	-3.1
Meets	23.53	28.26	28.39	21.51	24.89	1.36
Exceeds	26.71	27.53	30.66	30.80	33.90	7.19
Exemplary	28.21	28.07	28.91	32.81	27.61	-0.6
Meets or Above	78.46	83.87	87.97	85.13	86.40	7.94

- The percent proficient in 2011 was 86.4%. This was an increase of +7.94% from 2007.
- In 2011, 13.58% of students were Not proficient. This was a decrease of -7.94% from 2007.

Section 4: Math Results

Graph 3: KS Math Assessment - Hutchinson Middle School



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Graph 4: KS Math Assessment - Hutchinson Middle School Gr 7-8

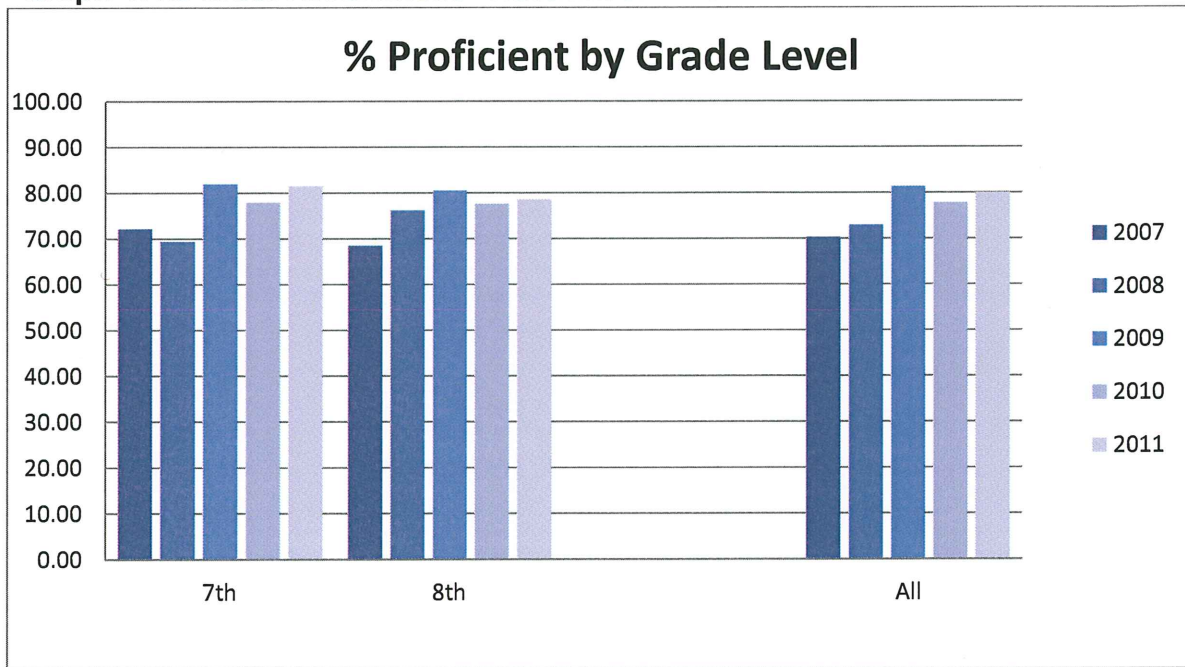


Table 11: Kansas Math Assessment History by Grade Level - Hutchinson Middle School

Group	% Meeting Standard or Above					Change 2007 to 2011
	2007	2008	2009	2010	2011	
7 th	72.24	69.37	81.99	77.94	81.60	9.36
8 th	68.47	76.19	80.54	77.63	78.55	10.08
All	70.37	73.00	81.33	77.79	80.02	9.65

- 7th and 8th grades have seen an increase in the percent of students scoring proficient since 2007.

Table 12: Kansas Math Assessment - Hutchinson Middle School

Performance Category	% of Students in Each Category					Change 2007 to 2011
	2007	2008	2009	2010	2011	
Warning	14.14	10.86	6.69	9.31	6.75	-7.39
Approaches	15.48	16.12	11.97	12.88	13.21	-2.27
Meets	30.47	27.71	27.28	26.70	23.56	-6.91
Exceeds	24.24	26.81	32.21	30.43	30.02	5.78
Exemplary	15.65	18.47	21.83	20.65	26.43	10.78
Meets or Above	70.37	73.00	81.33	77.79	80.02	9.65

- The percent proficient in 2011 was 80.02%. This was an increase of +9.65% from 2007.
- In 2011, 19.96% of students were Not proficient. This was a decrease of -9.65% from 2007.

Section 5: Science Results

Graph 5: KS Science Assessment - Hutchinson Middle School

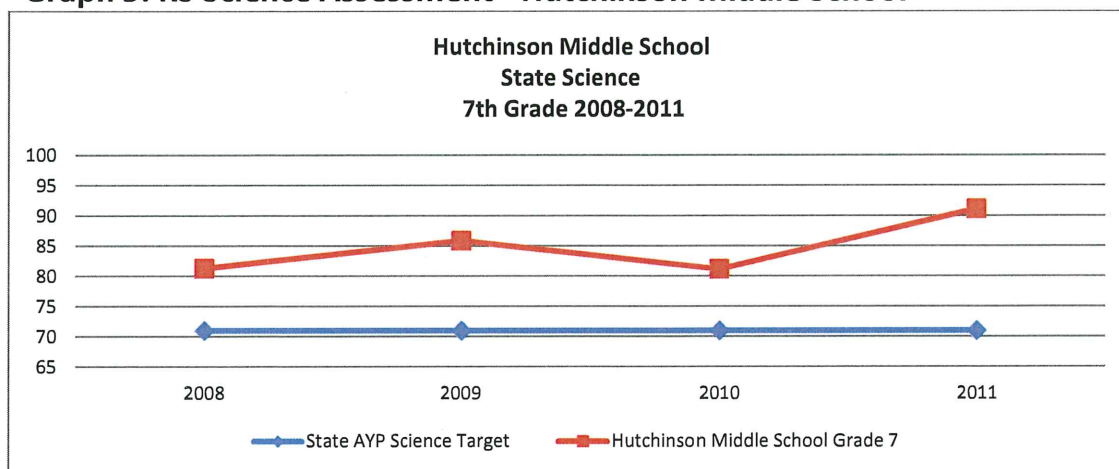


Table 13: Kansas Science Assessment History by Subgroup - Hutchinson Middle School

Group	% Scoring Proficient in Science				Change 2008 to 2011
	2008	2009	2010	2011	
Annual Target	71	71	71	71	
ALL	81.3	85.9	81.2	91.2	+9.9
F/R Lunch	77.9	80.9	73.5	89.2	+11.3
SPED	71.1	63.6	60.9	84.1	+13
Hispanic	76.5	77.4	71.9	94.2	+17.7
White	85.4	89.3	85.2	90.8	+5.4
# Groups at or Above the Annual Target	5 / 5	4 / 5	4 / 5	5 / 5	

Note: ONLY Subgroups containing 30 or more students are reported

- 91.2% of Hutchinson Middle School students scored proficient in science in 2011. This was above the annual target of 71.0%.
- In 2011, all five subgroups (All, F/R Lunch, Students with Disabilities, Hispanic and White) met and exceeded the annual target in science.

Table 14: Kansas Science Assessment - Hutchinson Middle School

Performance Category	% of Students in Each Category				Change 2008 to 2011
	2008	2009	2010	2011	
Warning	2.33	2.89	2.63	0.29	-2.04
Approaches	16.34	11.25	16.12	8.55	-7.79
Meets	46.30	38.26	36.07	39.23	-7.07
Exceeds	24.12	30.54	27.27	36.57	12.45
Exemplary	10.89	17.04	17.88	15.33	4.44
Meets or Above	81.32	85.85	81.23	91.15	9.83

- The percent proficient in science for 2011 was 91.15%. This was an increase of +9.83% from 2008.
- In 2011, 8.84% of students were Not proficient. This was a decrease of -9.83% from 2008.
- In 2011, 51.9% of students were in the Exceeds and Exemplary categories. This was an increase of +16.89% from 2008.
- In 2011, 0.29% of students were in the Academic Warning category. This was a decrease of -2.04% from 2008.

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Section 6: Writing Results

Graph 6: KS Writing Assessment - Hutchinson Middle School

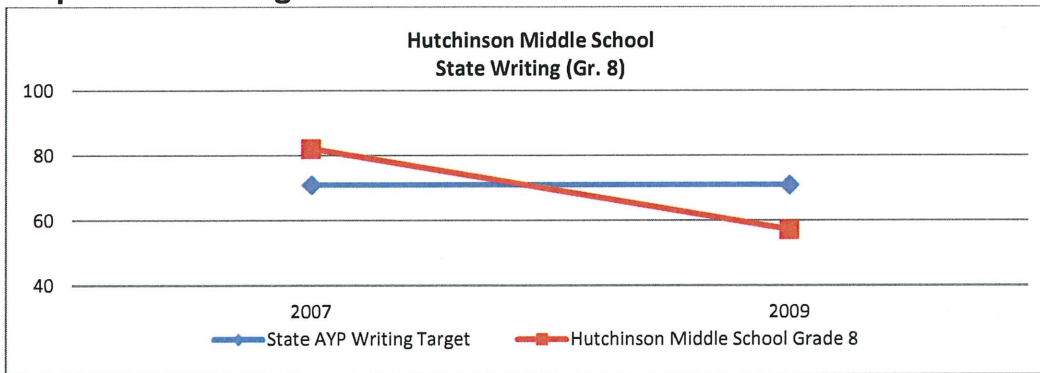


Table 15: Kansas Writing Assessment History by Subgroup – Hutchinson Middle School

Group	% Scoring Proficient in Writing		
	2007	2009	Change 07 to 09
Annual Target	71	71	
ALL	82.16	57.19	-24.97
F/R Lunch		49.3	
SPED		30	
African American			
Hispanic		45.7	
White		60.3	
# Groups at or Above the Annual Target	1 / 1	0 / 5	

Note: Only Subgroups containing 30 or more students are reported

* KSDE did not report Writing subgroups in 2007

- The percent proficient in 2009 was 57.2%. This was a decrease of -24.96% from 2007.

Table 16: Kansas Writing Assessment - Hutchinson Middle School

Performance Category	% of Students in Each Category		
	2007	2009	Change from 2007 to 2009
Warning	4.54	2.72	-1.82
Approaches	13.28	40.07	26.79
Meets	29.72	32.68	2.96
Exceeds	29.72	18.28	-11.44
Exemplary	22.72	6.22	-16.50
Meets or Above	82.16	57.19	-24.97

- The percent proficient in 2009 was 57.19%. This was a decrease of -24.97% from 2007.
- In 2009, 42.79% of students were Not proficient. This was an increase of +24.97% from 2007.
- In 2009, 24.50% of students were in the Exceeds and Exemplary categories. This was a decrease of -27.94% from 2007.
- In 2009, 2.72% of students were in the Academic Warning category. This was a decrease of -1.82% from 2007.

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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.

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**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	<ul style="list-style-type: none"> Attain AYP for two consecutive years 	<ul style="list-style-type: none"> None required
On Improvement Year 1	<ul style="list-style-type: none"> Did not attain AYP for two consecutive years 	<ul style="list-style-type: none"> School choice Write an <i>Integrated Improvement Plan</i> (IIP) Set aside 10% of Title funds for professional development
On Improvement Year 2	<ul style="list-style-type: none"> Did not attain AYP for three consecutive years OR Was <i>On Improvement Year 1</i>, attained AYP and then did not attain AYP for two consecutive years 	<ul style="list-style-type: none"> School choice Provide supplemental educational services (tutoring) Implement IIP Set aside 10% of Title funds for professional development
Corrective Action	<ul style="list-style-type: none"> Did not attain AYP for four consecutive years OR Was <i>On Improvement Year 2</i>, attained AYP and then did not attain AYP for two consecutive years 	<ul style="list-style-type: none"> School choice Provide supplemental educational services (tutoring) Write a <i>Corrective Action Plan</i> Set aside 10% of Title funds for professional development Take one of the following corrective actions: <ul style="list-style-type: none"> Replace relevant school staff Implement new curriculum Decrease management authority Appoint outside experts Extend school day/year Restructure internal organization
Restructuring	<ul style="list-style-type: none"> Did not attain AYP for five 	<ul style="list-style-type: none"> School choice

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Year 1	consecutive years OR <ul style="list-style-type: none"> Was on <i>Corrective Action</i>, attained AYP and then did not attain AYP for two consecutive years 	<ul style="list-style-type: none"> Provide supplemental educational services (tutoring) Write a <i>Restructuring Plan</i> Set aside 10% of Title funds for professional development
Restructuring Year 2	<ul style="list-style-type: none"> Did not attain AYP for six consecutive years OR <ul style="list-style-type: none"> Was on <i>Corrective Action</i>, attained AYP and then did not attain AYP for two consecutive years 	<ul style="list-style-type: none"> School choice Provide supplemental educational services (tutoring) Write a <i>Restructuring Plan</i> Set aside 10% of Title funds for professional development Take one of the following corrective actions: <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> The school meets performance and quality criteria 	<ul style="list-style-type: none"> None required
Accredited on Watch	<ul style="list-style-type: none"> The school fails to meet performance criteria for one or more assessed student groups for one year in any area 	<ul style="list-style-type: none"> None required Recommended optional actions <ul style="list-style-type: none"> Register for expected gains provision by writing and submitting an <i>Integrated Improvement Plan (IIP)</i> and attending a state sponsored peer review session
Accredited On Improvement	<ul style="list-style-type: none"> 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> 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> The school fails to meet performance criteria for the All Student group OR fails to meet four or more quality criteria for <u>three consecutive years</u> 	<ul style="list-style-type: none"> Revise and submit an IIP Have the IIP approved by the STAT Attend a state sponsored peer review session Implement any corrective action required by state

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		board <ul style="list-style-type: none"> Abide by any sanctions approved by the state board
Not Accredited	<ul style="list-style-type: none"> The school fails to meet performance criteria for the All Student group OR fails to meet four or more quality criteria for <u>five consecutive years</u> 	<ul style="list-style-type: none"> 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.