

District Profile

USD 203 Piper-Kansas City

Mr. Tim Conrad, Superintendent

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Assessment Performance Index (API):

WE HAVE INCLUDED THE FOLLOWING SECTION FOR YOUR INFORMATION ONLY

The Kansas State Department of Education and the Kansas State Board of Education will be leading Kansas districts and schools through a transition period over the next few years, which includes the continued implementation of new standards in several content areas as well as implementing a new assessment system.

When this transition concludes, the accountability data that follows in this section using the Annual Measurable Objectives (AMO) model will have been "reset" using student assessment results from 2014-2015. At that time, new baselines for Achievement, Growth, Reduction of Non-Proficient, and Gap will be available for review through this data profile.

- Current Status / Designation by Building
- Building Trend Data

County Profile Information

Wyandotte County, Kansas

According to figures provided in the Kansas Statistical Abstract (report year 2012), the population of Wyandotte county was approximately 157505. This represents a -0.2% change from the year 2000 as compared to a 6.1 % change in the state of Kansas. With a total number of 151.6 square miles in the county, the population density for the county is 1040.4 people per square mile (Kansas state population density is 34.9). According to projections collected in the Kansas Statistical Abstract , the percentage change in total population from the year 2010 through 2040 is estimated at -5.99 for the county (6.1 percent change estimated in the state population).

The following table shows the change in racial composition of the county over the past 5 years:

	2008	2009	2010	2011	2012	% Change
White	103620	104558	105600	107035	106669	2.9%
African-American	41266	41081	40795	39756	40412	-2.1%
American Indian / Alaska Native	2033	2121	2190	2178	2166	6.1%
Asian	3860	4054	4164	4298	4790	19.4%
Native Hawaiian / Pacific Islander	258	268	285	280	262	1.5%
Multi-Racial	4055	4334	4471	4677	4830	16.0%
Hispanic (of any race)	38467	40197	41633	42293	42811	10.1%

*Source: US Census - Population Estimates (<http://www.census.gov/popest/data/counties/asrh/2012/index.html>)

At the time of the 2012 American Community Survey, the percentage population of Wyandotte county who are foreign born was approximately 13.9 percent. Approximately 24 percent of the foreign population over 5 years of age reported speaking a language other than English in their homes. Of those, 12.3 percent report that they do not speak English very well.

According to the US Department of Agriculture, recent estimates (based on National Agricultural Statistics Service, 2007 Census of Agriculture) show that approximately 28 square miles of the county is dedicated to farming (18.17 %). The portion of the county population considered rural according to the Kansas Statistical Abstract is 6.06% with the remaining 93.94% being considered urban.

INDUSTRY: Civilian employed population 16 years and over - Percent (ACS 5-Year Estimate 2012)

Agriculture, forestry, fishing and hunting, and mining	0.8	Transportation and warehousing, and utilities	7.7
Construction	9.2	Information	1.5
Educational services, and health care and social assistance	19.9	Finance and insurance, and real estate and rental and leasing	5.7
Wholesale Trade	2.9	Manufacturing	12.1
Retail Trade	10.6	Public Administration	5.7
Arts, entertainment, recreation, accommodation and food services	9.5	Professional, scientific, and management, and administrative and waste	9.7

US Census: Geographic Comparison

US Census: American Community Survey 5-Year Data 2012 Kansas City WYANDOTTE County Kansas USA

FAMILY INCOME:

Median Family Income	\$45,960	\$47,396	\$64,731	\$64,585
Mean Family Income	\$56,822	\$58,298	\$80,888	\$85,065
Percent of families with children in poverty	30	28.7	14.9	17.2
Percent of households with Public Asst income	4	3.9	2.3	2.7
Percent of households with Food Stamp benefits	16.4	15.8	8.7	11.4

EDUCATIONAL ATTAINMENT:

Population over 25 years old - percent

Less than 9th grade	10.1	9.8	4.1	6
9th to 12th grade - No Diploma	12.1	11.7	6.2	8.2
Total with No High School Diploma / GED	22.3	21.4	10.3	14.2
High School Diploma or Equivalency	34.3	34	27.8	28.2
Bachelor's Degree or More	9.9	10.2	30	28.5

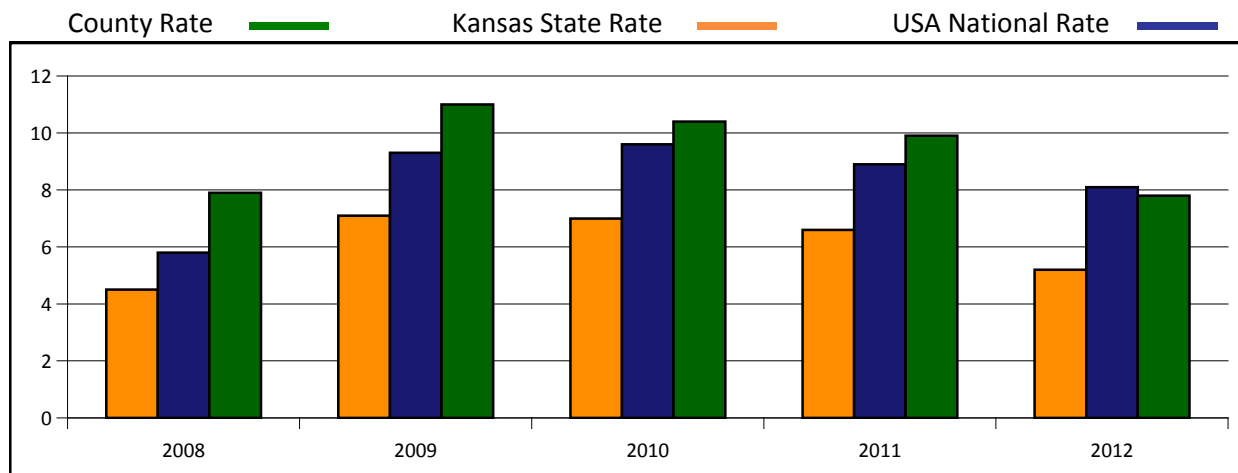
HOUSEHOLD COMPOSITION:

Percent of households that are families	63.2	63.9	65.8	66.5
Average family size	3.44	3.42	3.08	3.21
Married couple families (children under 18)	16.8	17.2	21.4	20.3
Single parent household- female only	18.6	18.3	10.4	12.9
Single parent household- male only	3.1	3.1	2.4	2.3

HOUSING DATA:

Year housing built - median age / years	53	52	41	37
Median value of owner-occupied homes	\$92,600	\$96,000	\$127,400	\$181,400
Vacancy rate of all housing units	14.5	14.2	10.0	12.5

UNEMPLOYMENT DATA:



*Source: Kansas Health Matters - Community Dashboard

Comparison to Other Cities in the County:

City	USD	Population	Ave Family Size	Median Family Income	Families in Poverty
Bonner Springs	USD 204 Bonner Springs	7277	3.23	\$66,964	16
Edwardsville	USD 204 Bonner Springs	4277	3.21	\$65,369	7.5
Kansas City	USD 500 Kansas City	145605	3.44	\$45,960	30
	USD 204 Bonner Springs				
	USD 203 Piper-Kansas City				
	USD 202 Turner-Kansas City				

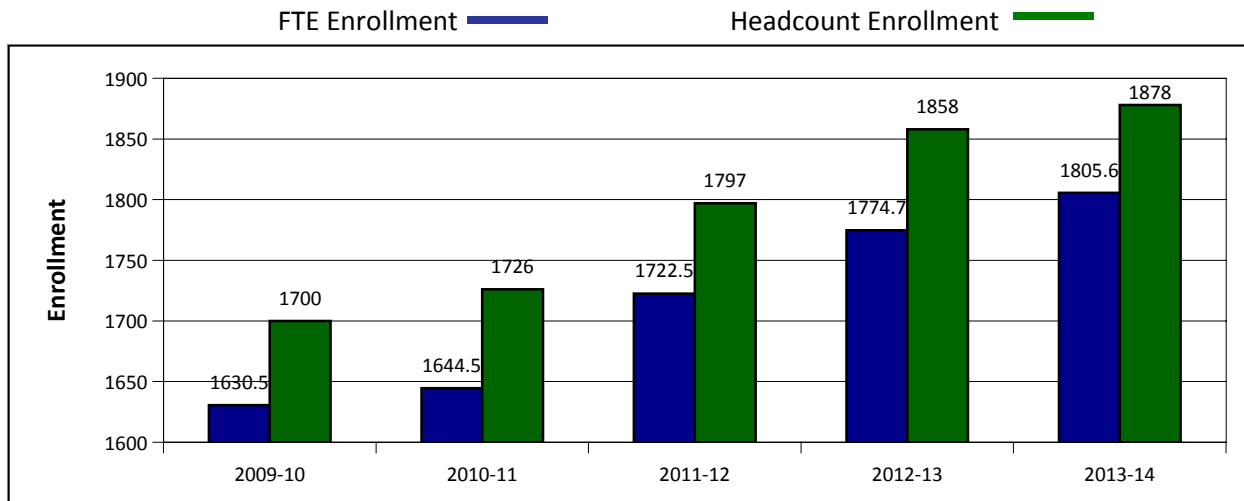
District Demographics

USD 203 is comprised of the following schools:

DISTRICT BUILDINGS:	City	Building Type	Grades Served	2013-14	
				Enrolled	FRL
PIPER ELEMENTARY SCHOOL	Kansas City	Elementary School	K-4	609	22.2%
PIPER EAST ELEMENTARY SCHOOL	Kansas City	Elementary School	3-5	287	24.4%
PIPER MIDDLE SCHOOL	Kansas City	Middle School	5-8	410	19.3%
PIPER HIGH SCHOOL	Kansas City	High School	9-12	572	18.2%

*SOURCE: KSDE School Finance Reports - Free Reduced Enrollment (Building Totals - Headcount Enroll Sept 20)

DISTRICT ENROLLMENT TRENDS:



*SOURCE: KSDE Comparative Performance Fiscal System

ENROLLMENT HISTORY BY RACE

The chart below details the change in enrollment and racial diversity of the district as a whole over the past five years. According to the data as reported by the KSDE School Finance website, total enrollment in the district has changed by 172 students since the 2009-10 school year. Enrollment by white students has changed by 78 students while enrollments by black students has had a net change of -52 students.

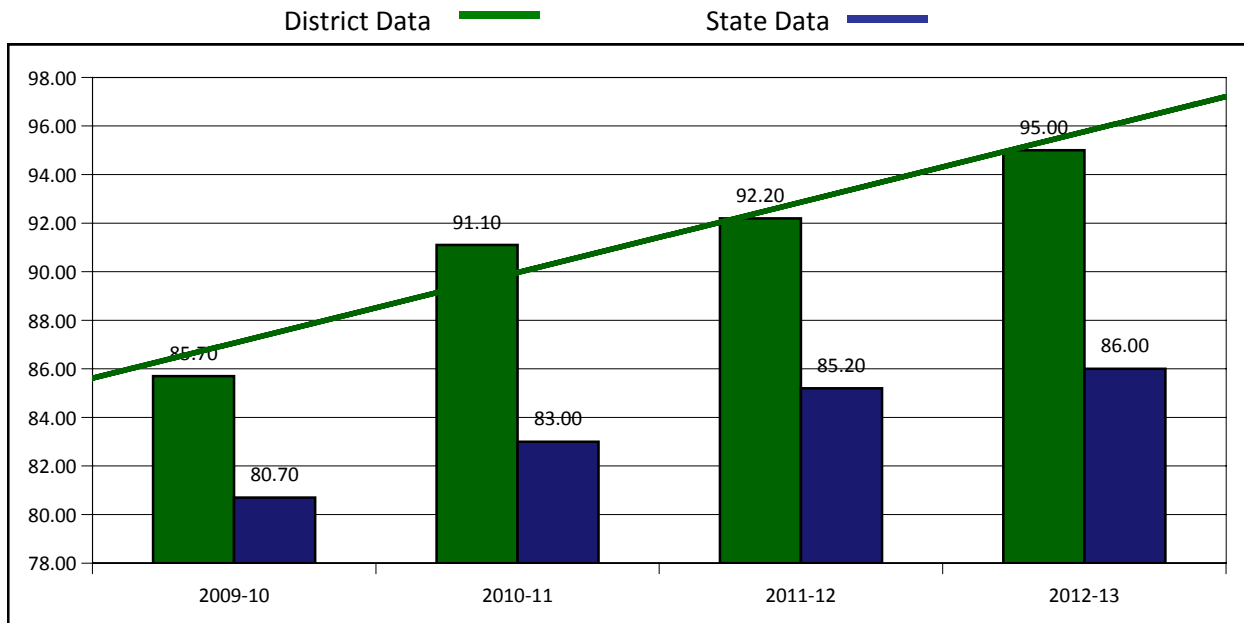
School Year	Total Enrolled	White	Black	Hispanic	Am Indian / Alaskan	Asian	Hawaiian / Islander	Multiple Races
2009-10	1706	1147	387	127	7	35	0	3
2010-11	1745	1197	388	119	7	30	0	4
2011-12	1844	1277	396	125	11	31	0	4
2012-13	1858	1243	373	171	8	29		34
2013-14	1878	1225	335	209	8	38		63

*SOURCE: KSDE K-12 School Reports - Enrollment by Grade, Race, Gender (Includes Pre-K Non-Graded Students)

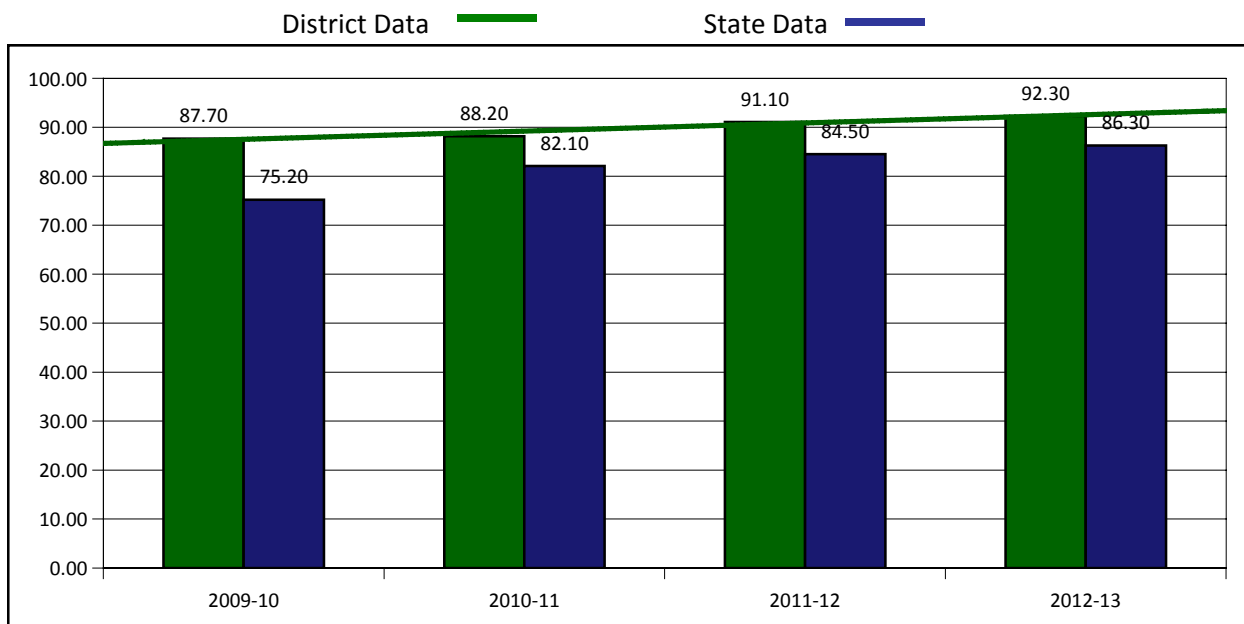
GRADUATION RATES BY COHORT

Graduation data prior to 2008-2009 used the National Center for Education Statistics (NCES) formula. 2008-2009 graduation data used the No Child Left Behind (NCLB) formula. 2009-2010 graduation data and beyond will use the Four-Year and Five-Year Adjusted Cohort formulas. As a result, it is imperative that no comparisons be made between graduation data from 2009 and earlier and graduation data from 2010 and beyond.

4-YEAR COHORT GRADUATION RATES (ALL STUDENTS):



5-YEAR COHORT GRADUATION RATES (ALL STUDENTS):



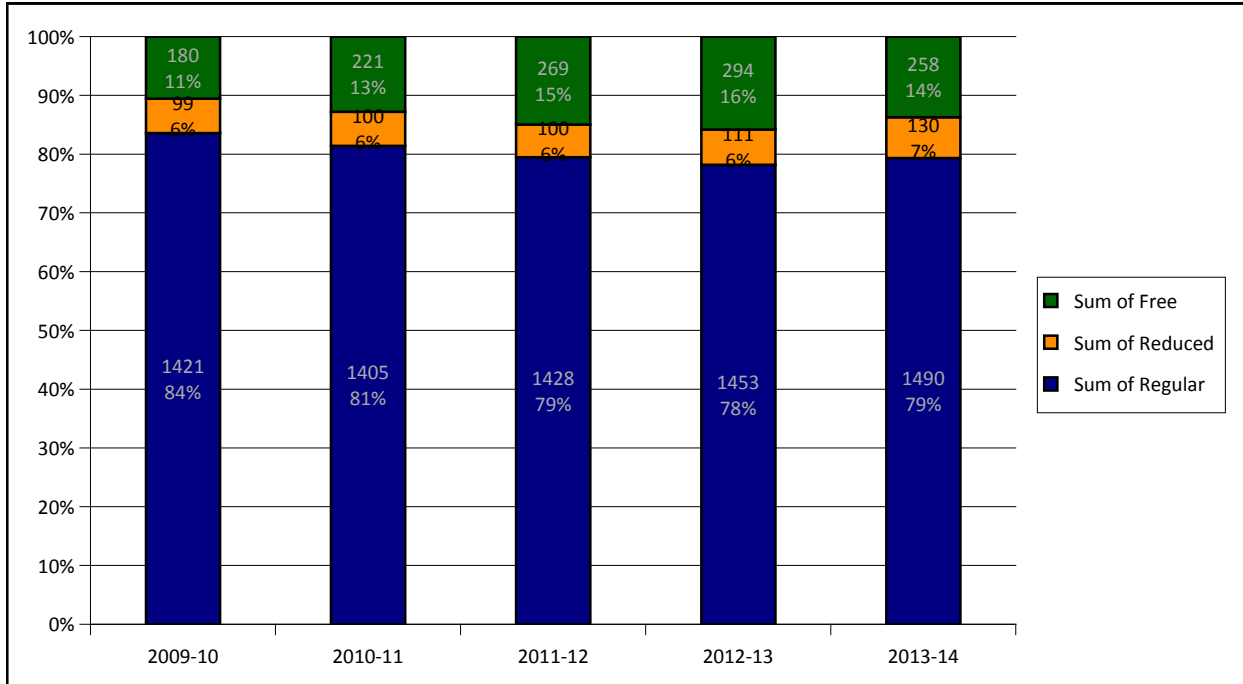
*SOURCE: KSDE K-12 School Reports - Cohort Grad. Rate by Type, Race, Gender

Economically Disadvantaged Students

*SOURCE: KSDE School Finance Reports - Free Reduced Enrollment (District Totals - Headcount Enroll Sept 20)

DISTRICT HISTORY FREE REDUCED LUNCH ELIGIBILITY:

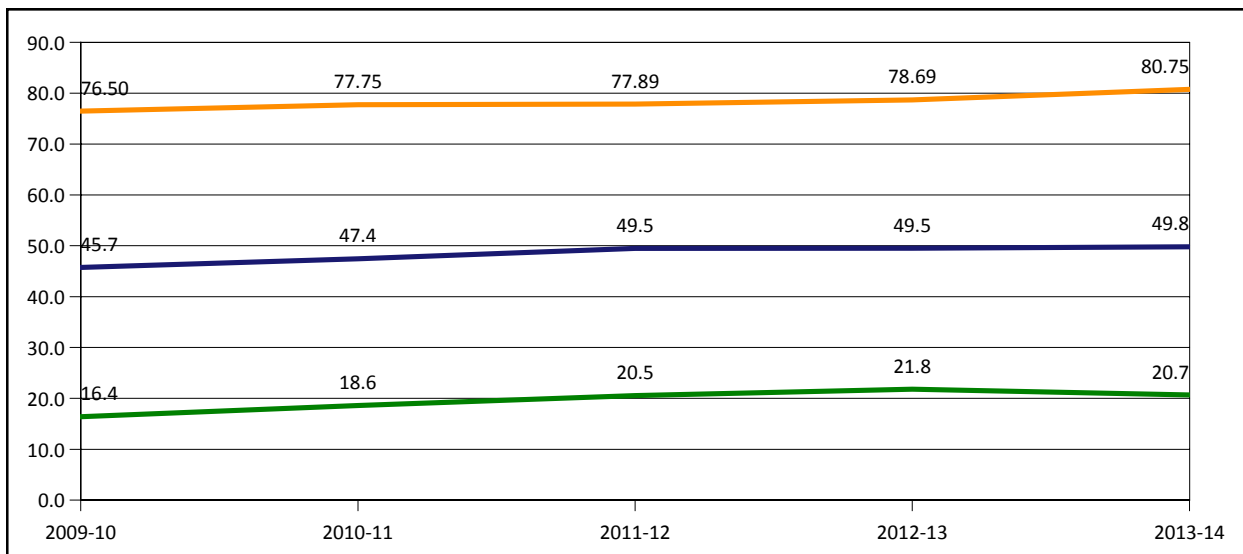
This graphic shows the changes in the percentage of students eligible for free lunch, reduced lunch, or no eligibility for the past several years.



COMPARATIVE HISTORY FREE REDUCED LUNCH ELIGIBILITY:

The following chart shows the eligibility for free and reduced lunches over time as compared to the county and state averages for the same school years.

District FRL % — County FRL % — State FRL % —



District Personnel

Below is the status of USD 203 teachers for the 2012-13 school year. Data obtained from the KSDE District Report Cards.

	<u>% Highly Qualified</u>		
	District	State	Difference
Elementary Schools			
Elementary Self-Contained	100	98.26	1.7
Early Childhood	100	78.99	21.0
English Language and Literature	100	96.76	3.2
Mathematics	100	96.42	3.6
Life and Physical Sciences	100	97.3	2.7
Fine and Performing Arts	100	95.46	4.5
Computer and Information Science	100	100	0.0
Physical, Health, and Safety Education	100	96.56	3.4
Middle / Jr High Schools			
English Language and Literature	100	89.01	11.0
Mathematics	100	89.97	10.0
Life and Physical Sciences	100	92.89	7.1
Fine and Performing Arts	100	93.36	6.6
Communications and Audio/Visual Technology	100	91.95	8.1
Computer and Information Science	100	99.54	0.5
Engineering and Technology	100	100	0.0
Miscellaneous	100	98.79	1.2
Physical, Health, and Safety Education	100	94.76	5.2
Secondary Schools			
English Language and Literature	71.87	86.14	-14.3
Mathematics	100	88.95	11.1
Life and Physical Sciences	52.63	88.04	-35.4
Fine and Performing Arts	77.77	94.1	-16.3
Architecture and Construction	100	76.26	23.7
Business and Marketing	100	86.35	13.7
Communications and Audio/Visual Technology	66.66	74.37	-7.7
Computer and Information Sciences	100	98.69	1.3
Engineering and Technology	33.33	81.24	-47.9
Hospitality and Tourism	0	86.64	-86.6
Human Services	100	88.37	11.6
Manufacturing	0	89.31	-89.3
Miscellaneous	98.21	95.53	2.7
Physical, Health, and Safety Education	100	95.45	4.6

CERTIFIED PERSONNEL:

The following data was obtained via the KSDE website, School Finance Publications - Certified Personnel 2013-14 reports and indicates the number of fully certified personnel in each category.

K-12 Teachers	Special Ed Teachers	Special Ed Director	Reading Teachers	Curriculum Specialists	Library Specialists
120	9	0	0.5	1	3

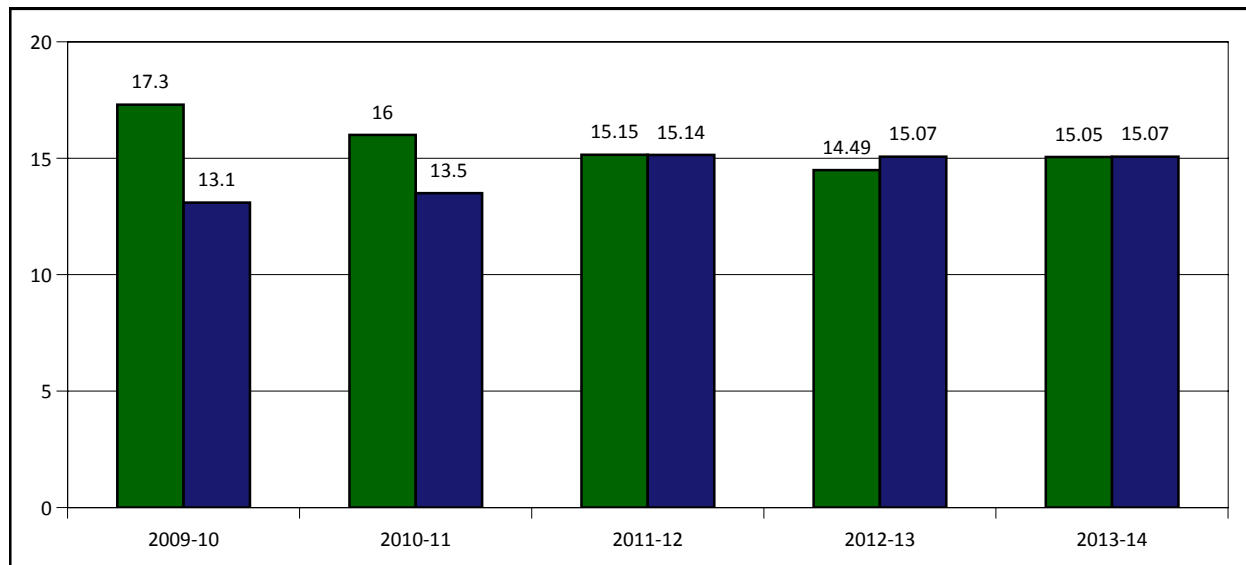
NON-CERTIFIED PERSONNEL:

The following data was obtained via the KSDE website, School Finance Publications - Non-certified Personnel 2013-14 reports and indicates the number of fully non-certified personnel in each category.

Regular Ed Aides	Special Ed Paras	Technology Others	Technology Director	Library Aides
4.0	3	1.0	1.0	2.0

STUDENT / TEACHER RATIO

District Data █ State Data █



Summary of District Demographics Comparisons

The following districts were chosen for comparison based on a combination of approximate student enrollment and their relative proximity to your district.

COMPARISON DISTRICTS	District County	Enrollment	Free Reduced Lunch	Student / Teacher Ratio	Assessed Valuation pr/Pupil
Data Year:		2013-14	2013-14	2013-14	2012-13
USD 202 Turner-Kansas City	Wyandotte	4,191	75.8	18.69	31,008
USD 203 Piper-Kansas City	Wyandotte	1,878	20.7	15.05	89,403
USD 497 Lawrence	Douglas	11,941	36.0	15.99	87,704
USD 501 Topeka Public Schools	Shawnee	14,095	76.6	15.08	46,192

District Reading Assessments

READING PERFORMANCE BY YEAR:

As part of its approved ESEA Flexibility Waiver, Kansas is moving away from only emphasizing student progress above the proficiency line to a system that rewards all academic gains across the whole distribution of student performance. The chart below shows All Students / All Grades % performance at each level, district-wide. All data provided via special request directly from KSDE.

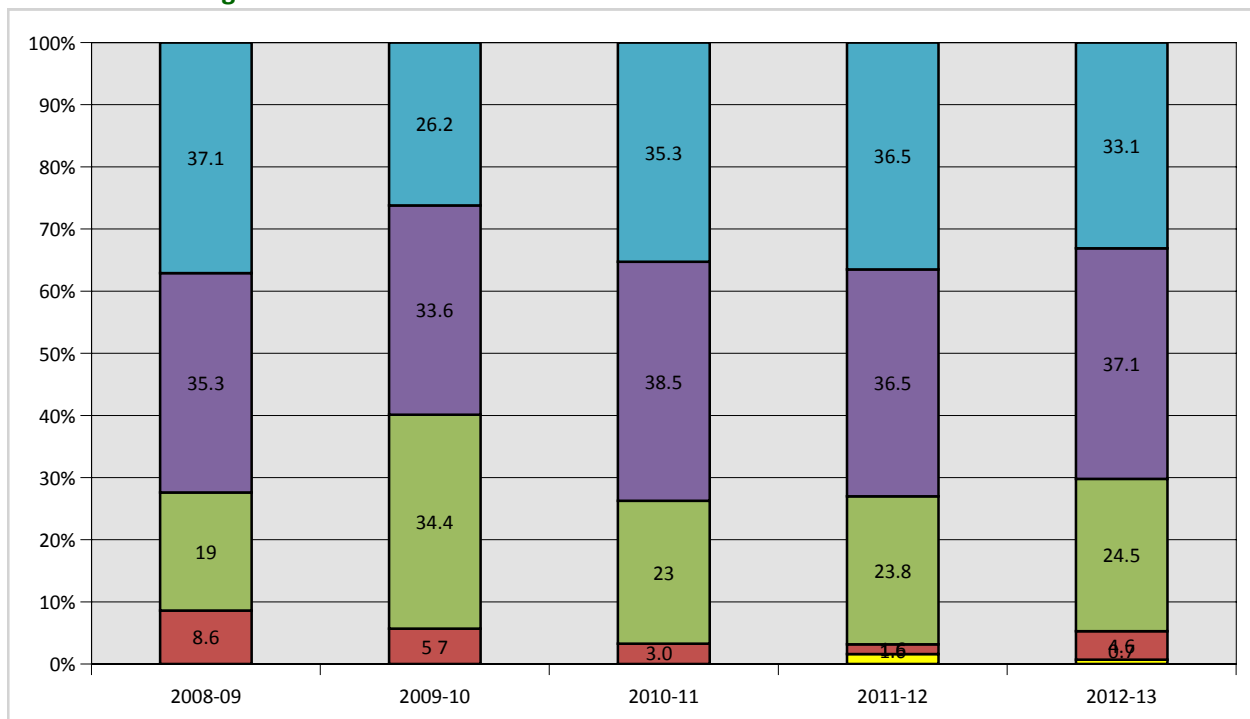
School Year	Academic Warning	Approaches Standard	Meets Standard	Exceeds Standard	Exemplary
2008-09	1.9	5.7	20.3	32.6	39.0
2009-10	1.8	6.1	22.8	30.5	38.5
2010-11	0.4	3.0	18.1	32.2	46.4
2011-12	0.8	2.6	19.0	32.8	44.5
2012-13	0.5	2.9	20.3	32.4	43.8

READING SCORES BY GRADE:

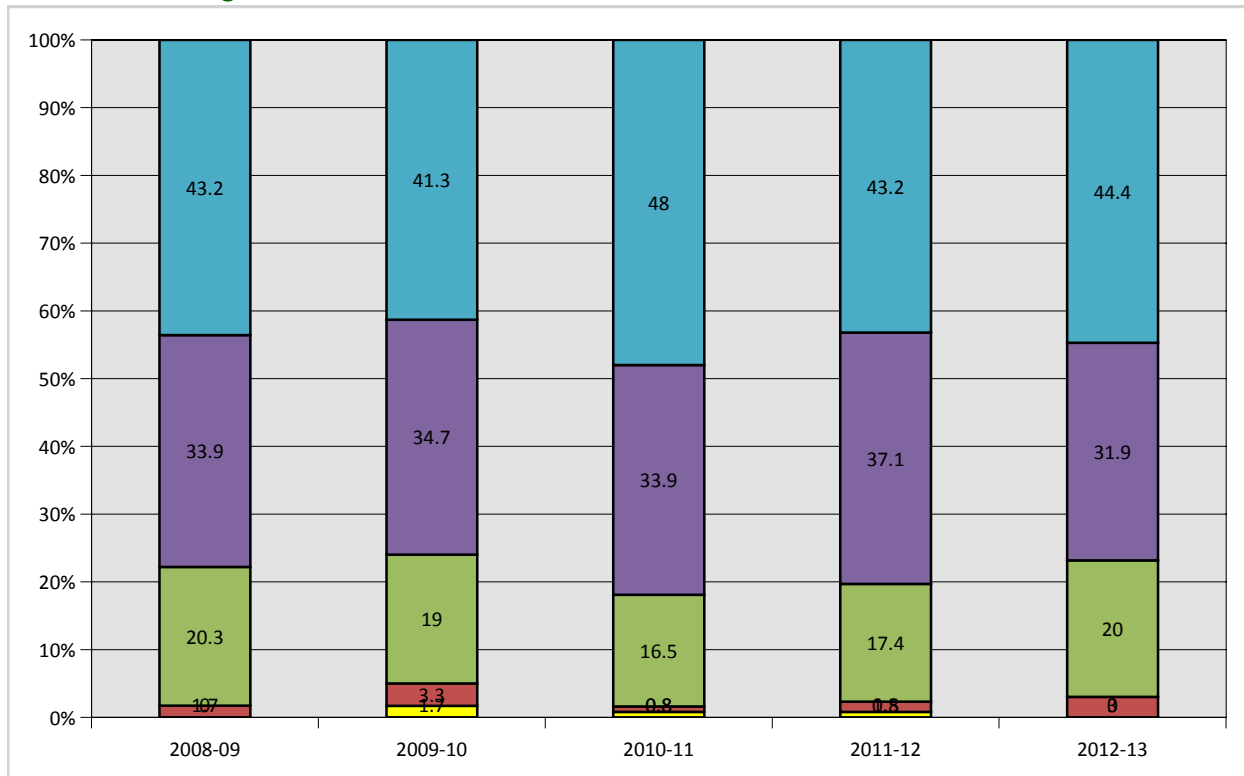
NOTE: Data obtained from the KSDE "District Report Cards" website. The performance level results presented on this page include all students in the grades tested up to and during the testing window...not just those students enrolled on or before September 20. Slight differences between percentages reported for the performance level results and those reported for Annual Measurable Objectives (AMOs) are to be expected. Percent values may not equal 100%.



3rd Grade Reading:

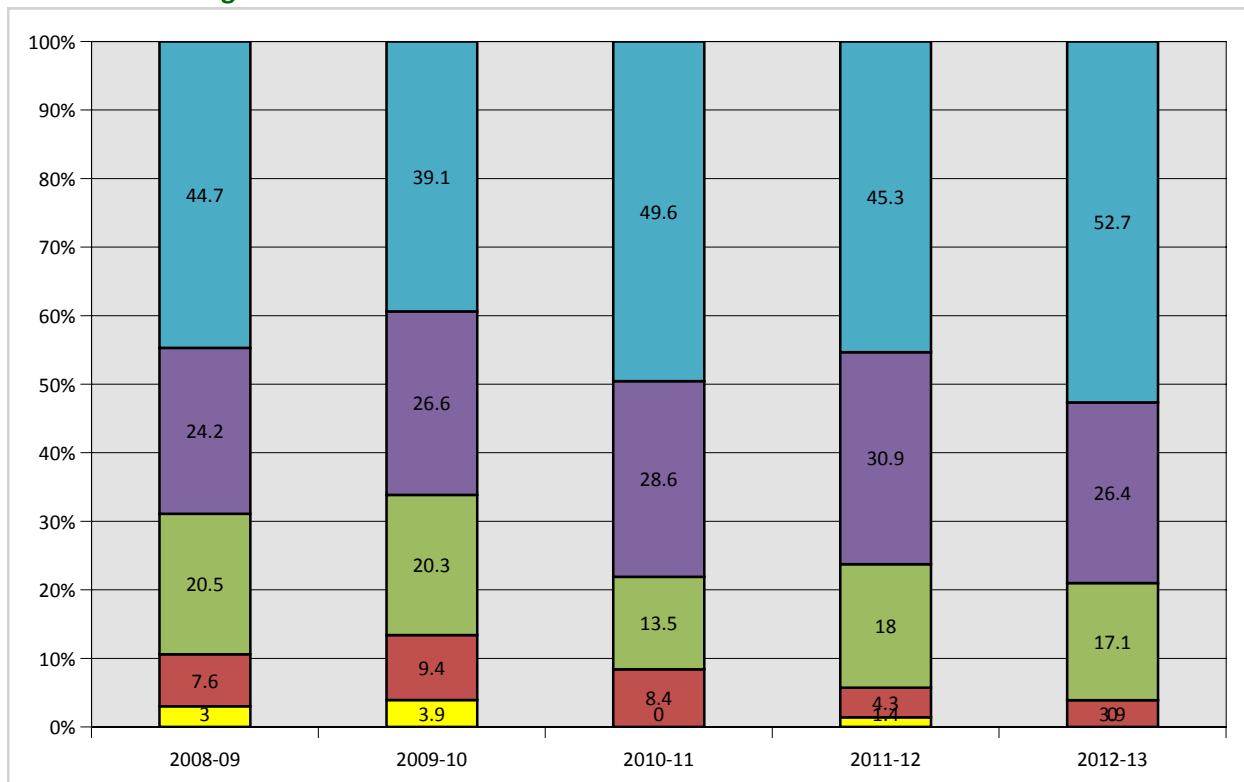


4th Grade Reading:

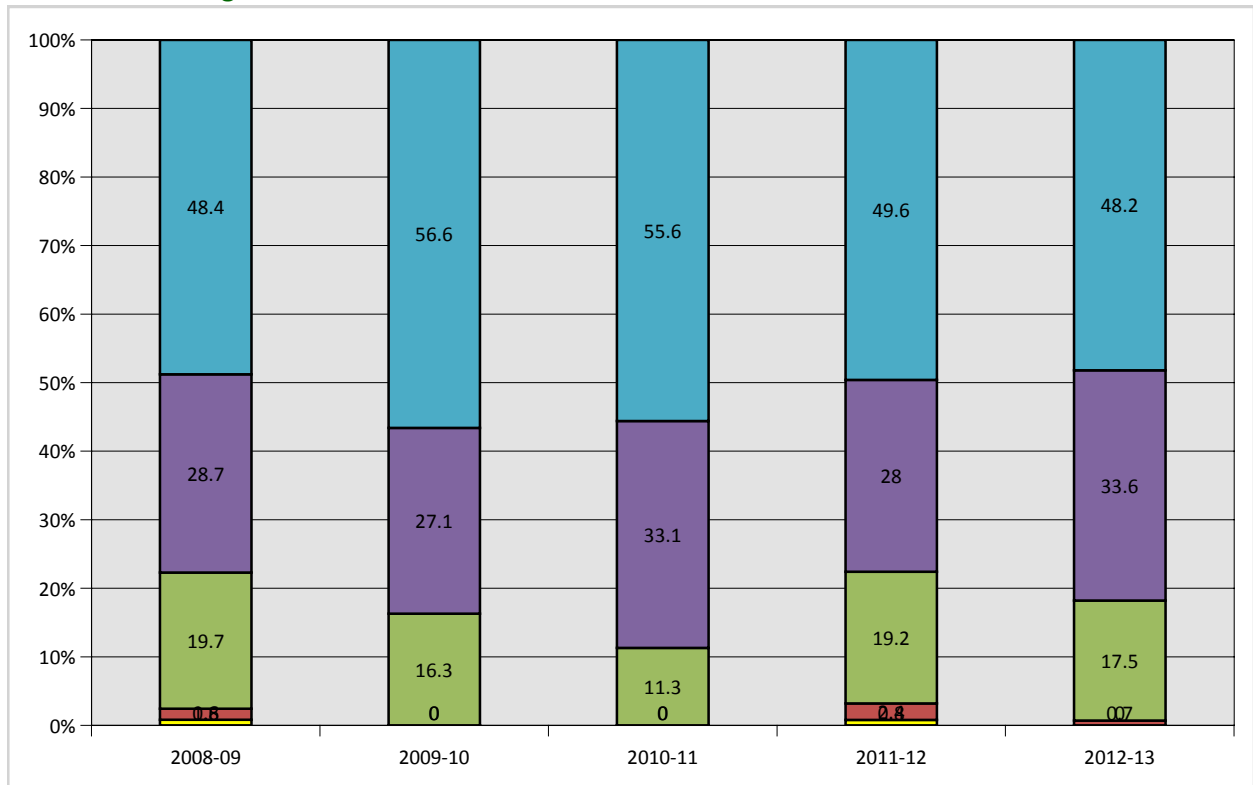


Academic Warning ■ Meets Standard ■ Exceeds Standard ■
 Approaches Standard ■ Exemplary ■

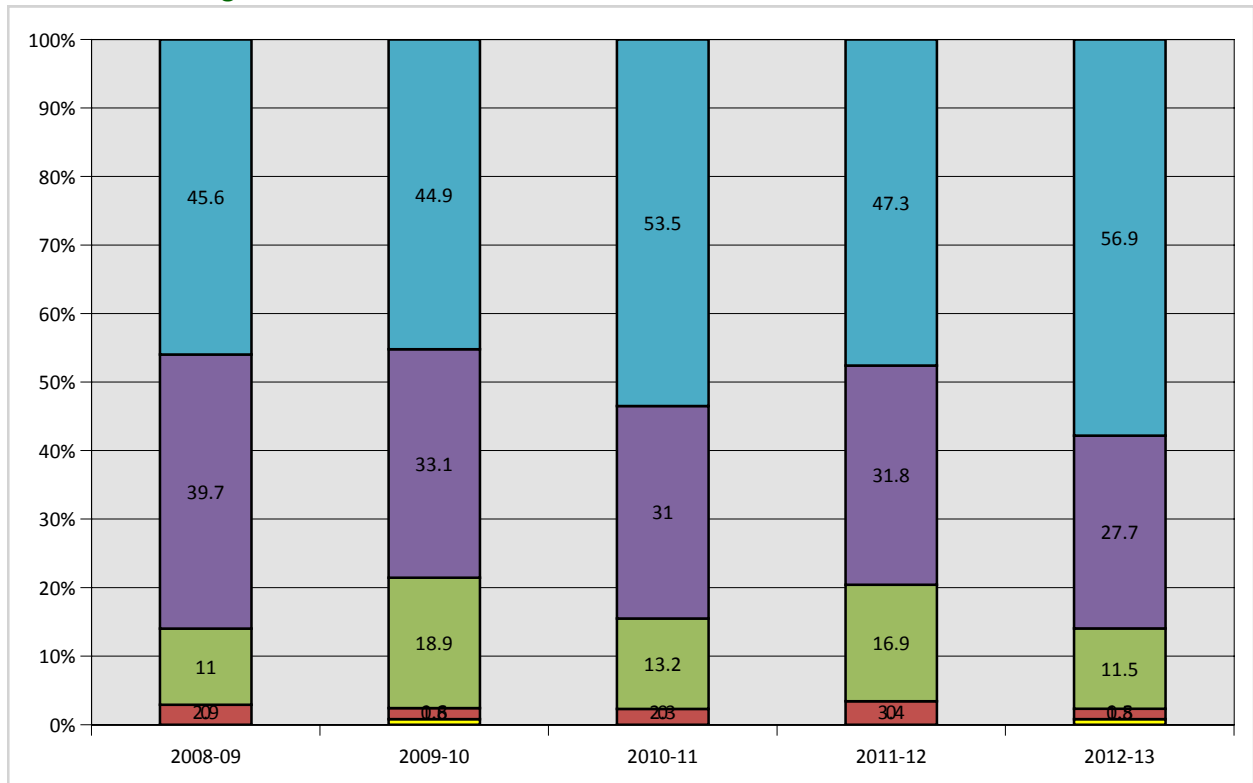
5th Grade Reading:



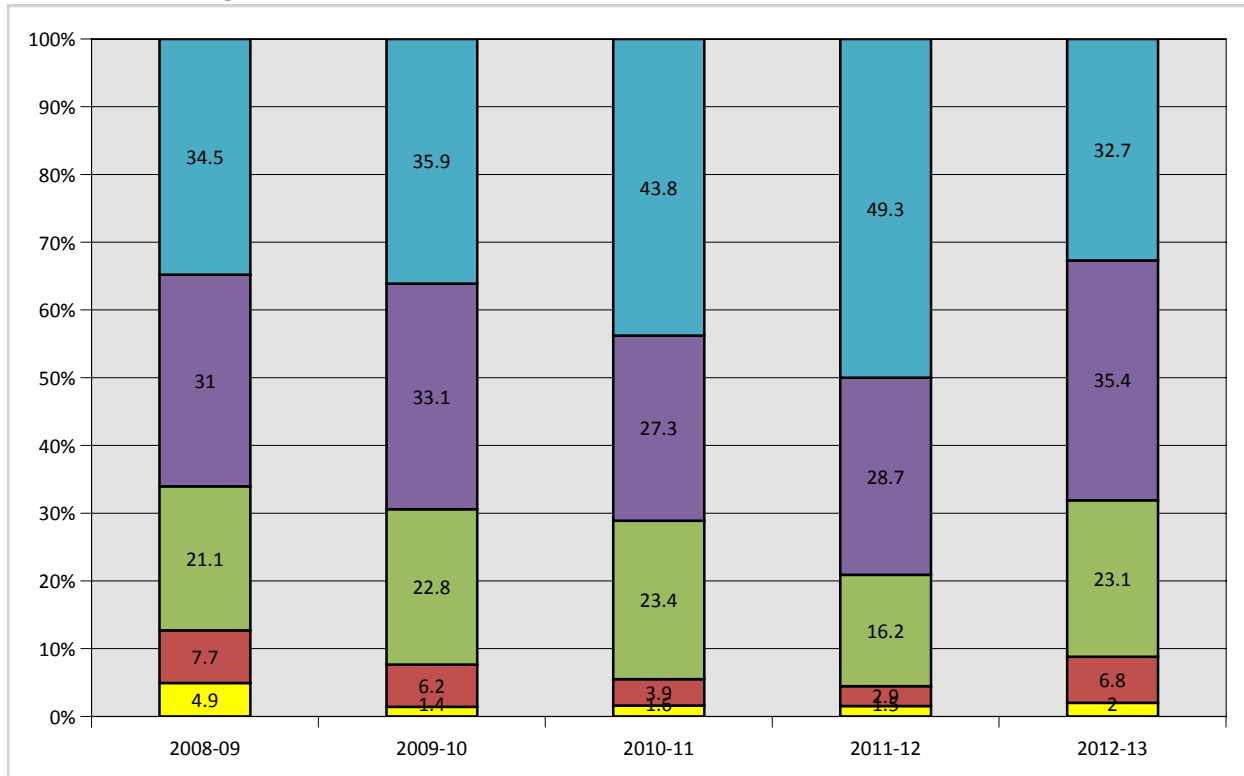
6th Grade Reading:



7th Grade Reading:



8th Grade Reading:



Academic Warning ■ Meets Standard ■ Exceeds Standard ■
 Approaches Standard ■ Exemplary ■

High School Reading:



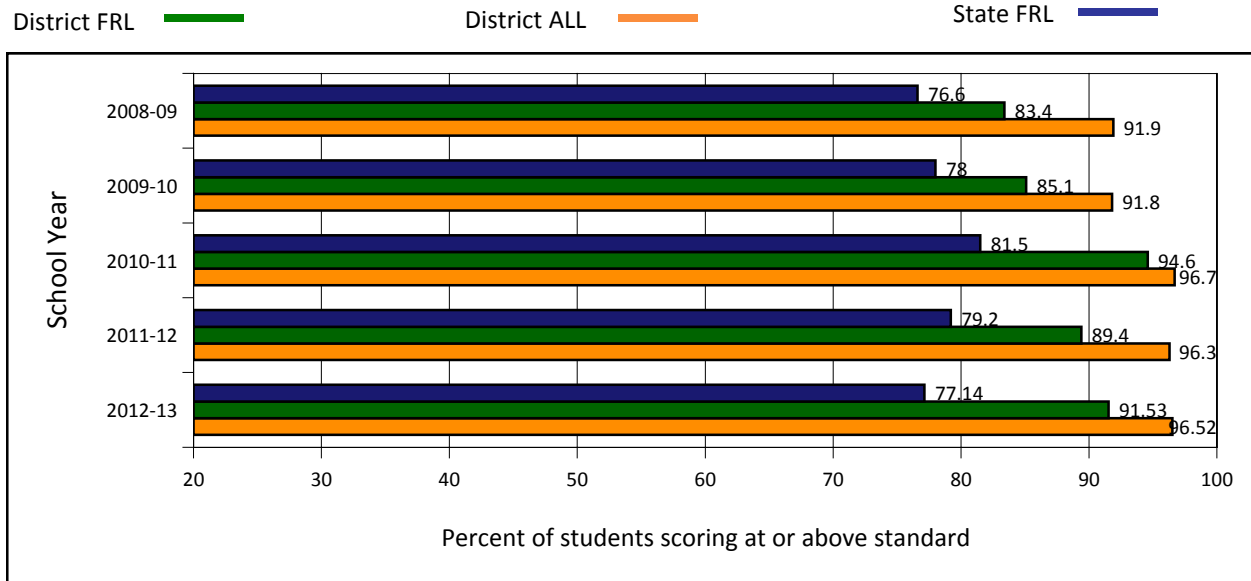
Reading Scores - Disaggregated Groups

Traditionally, students who receive free or reduced lunch or special education support score at lower levels on state assessments than those who are not eligible for these special services. The graphs below compare those scoring at or above standard who are receiving additional support to the "All Students" category as data only for those not receiving services is not available.

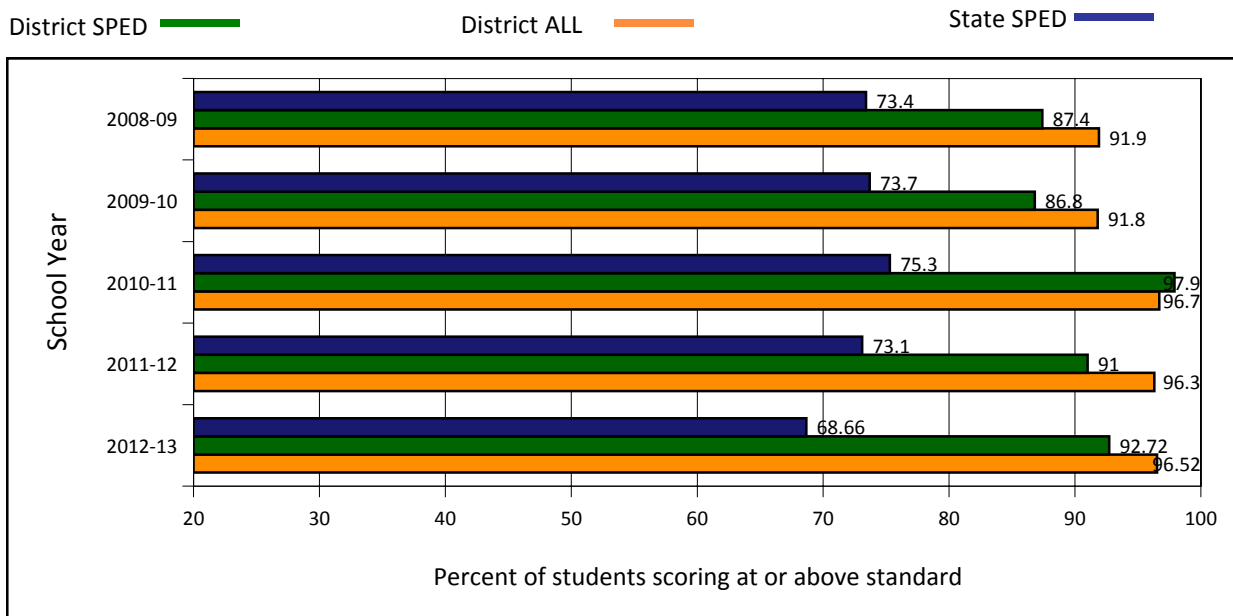
(Source: Special Request KSDE - USD Assess by Grade / Group)

NOTE: The assessment results presented include ALL STUDENTS TESTED with the regular / non-modified assessment only, not just those students enrolled on or before September 20. Slight differences between percentages reported for AYP are to be expected as the AYP calculation, as well as the Standard of Excellence calculation, is based upon the results of those students who were enrolled by September 20.

ECONOMICALLY DISADVANTAGED STUDENTS:

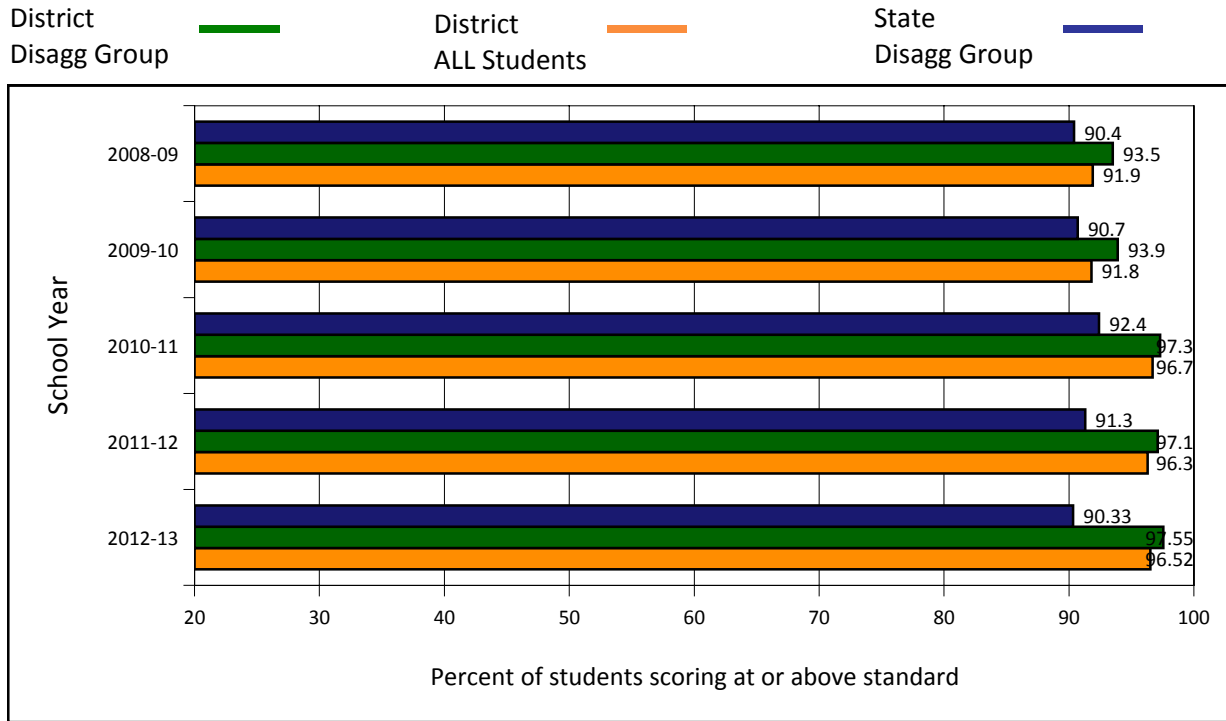


STUDENTS WITH DISABILITIES:

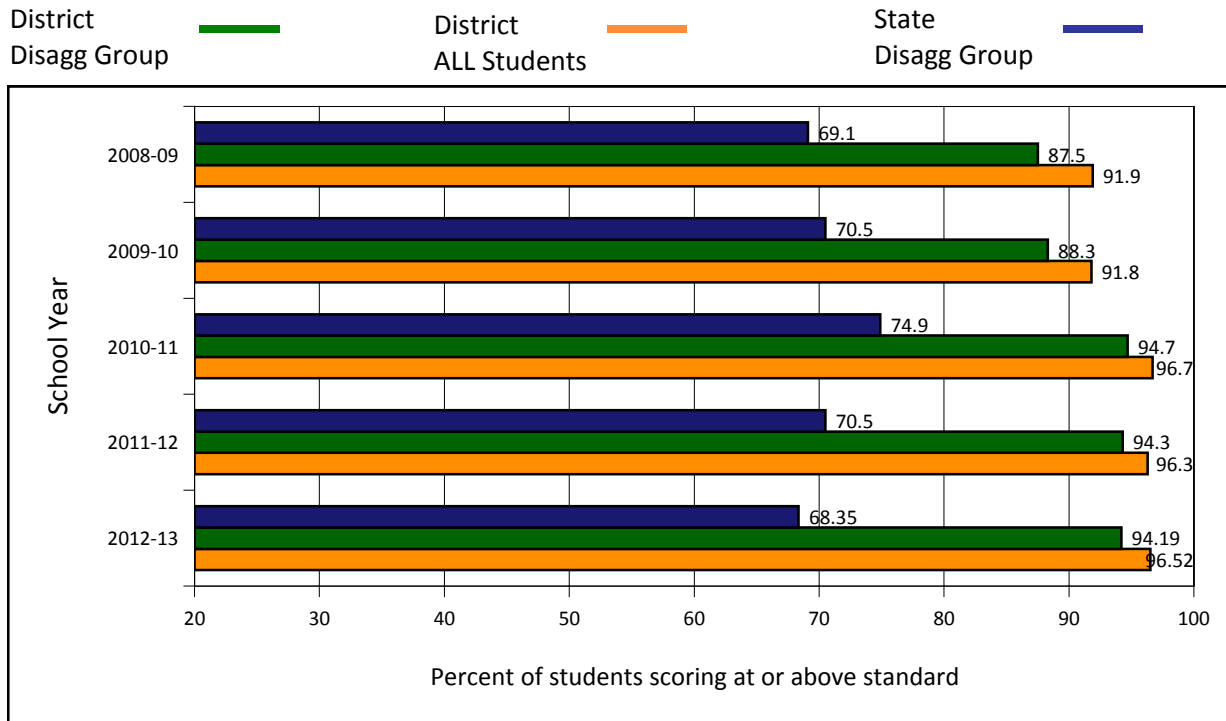


NOTE: Groups of less than 10 students are not reported.

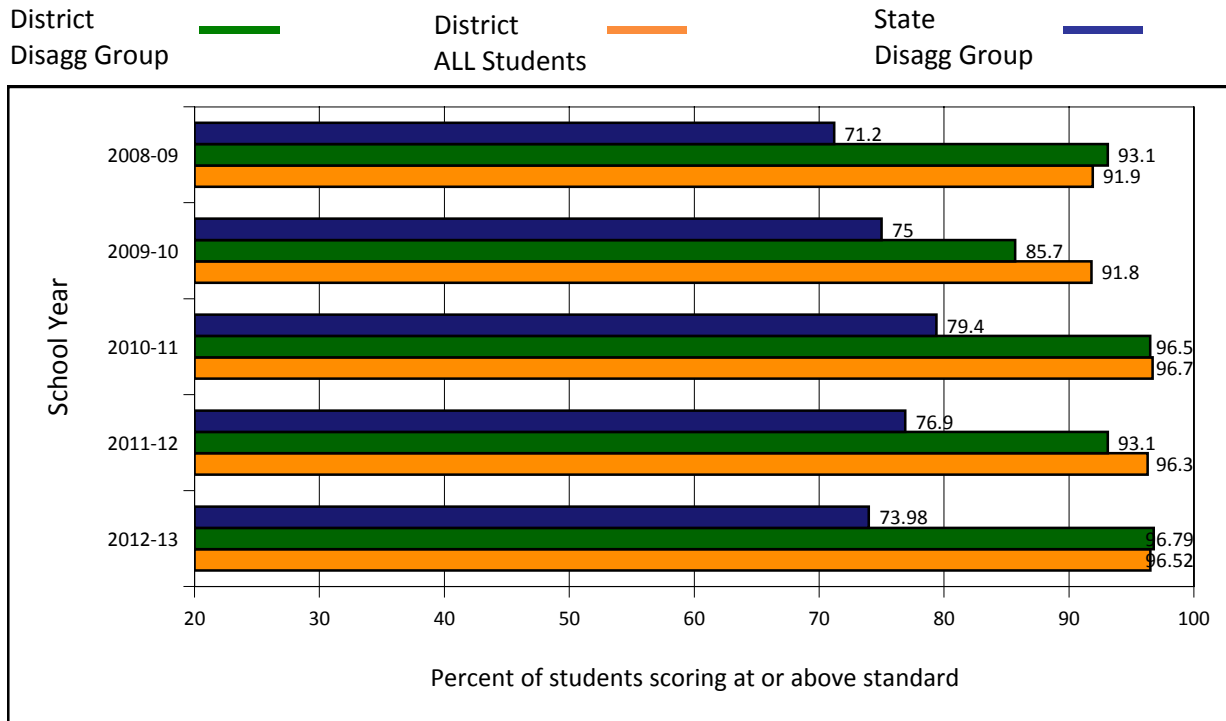
DISSAGGREGATED GROUP: White Students



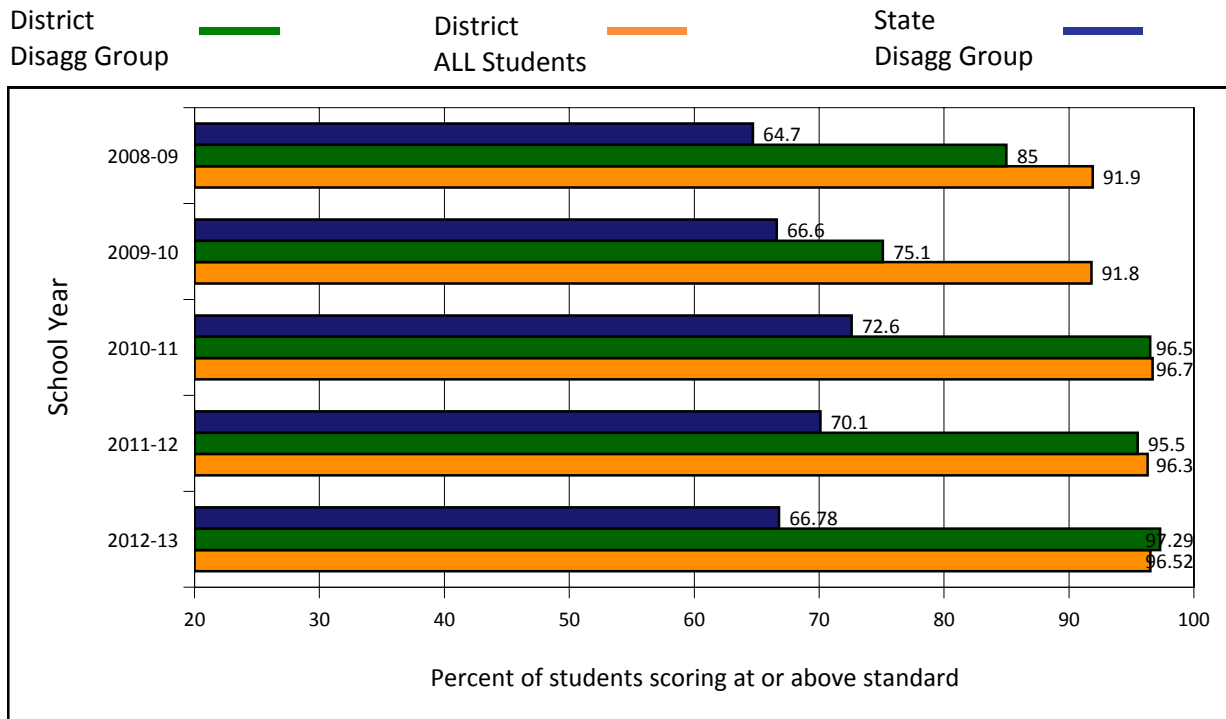
DISSAGGREGATED GROUP: African-Americans Students



DISSAGGREGATED GROUP: Hispanic Students



DISSAGGREGATED GROUP: English Language Learners Students



NOTE: Groups of less than 10 students are not publicly reported.

District Mathematics Assessments

MATH PERFORMANCE GOALS BY YEAR:

As part of its approved ESEA Flexibility Waiver, Kansas is moving away from only emphasizing student progress above the proficiency line to a system that rewards all academic gains across the whole distribution of student performance. The chart below shows All Students / All Grades performance at each level, district-wide. All data provided via special request directly from KSDE.

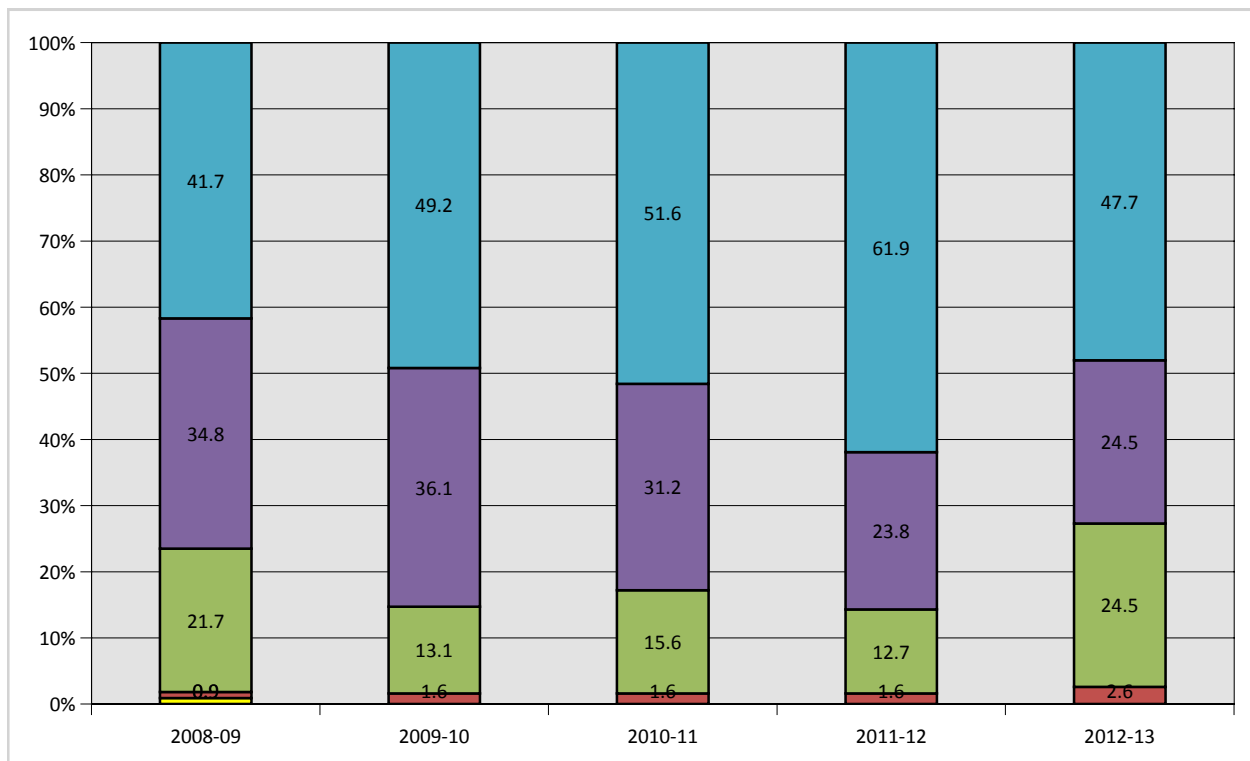
School Year	Academic Warning	Approaches Standard	Meets Standard	Exceeds Standard	Exemplary
2008-09	2.4	6.0	26.7	28.0	36.7
2009-10	1.8	6.5	27.0	29.0	35.2
2010-11	0.7	3.3	23.5	32.8	39.8
2011-12	0.5	4.4	26.2	29.1	39.5
2012-13	1.0	6.1	25.3	30.5	37.0

MATH SCORES BY GRADE:

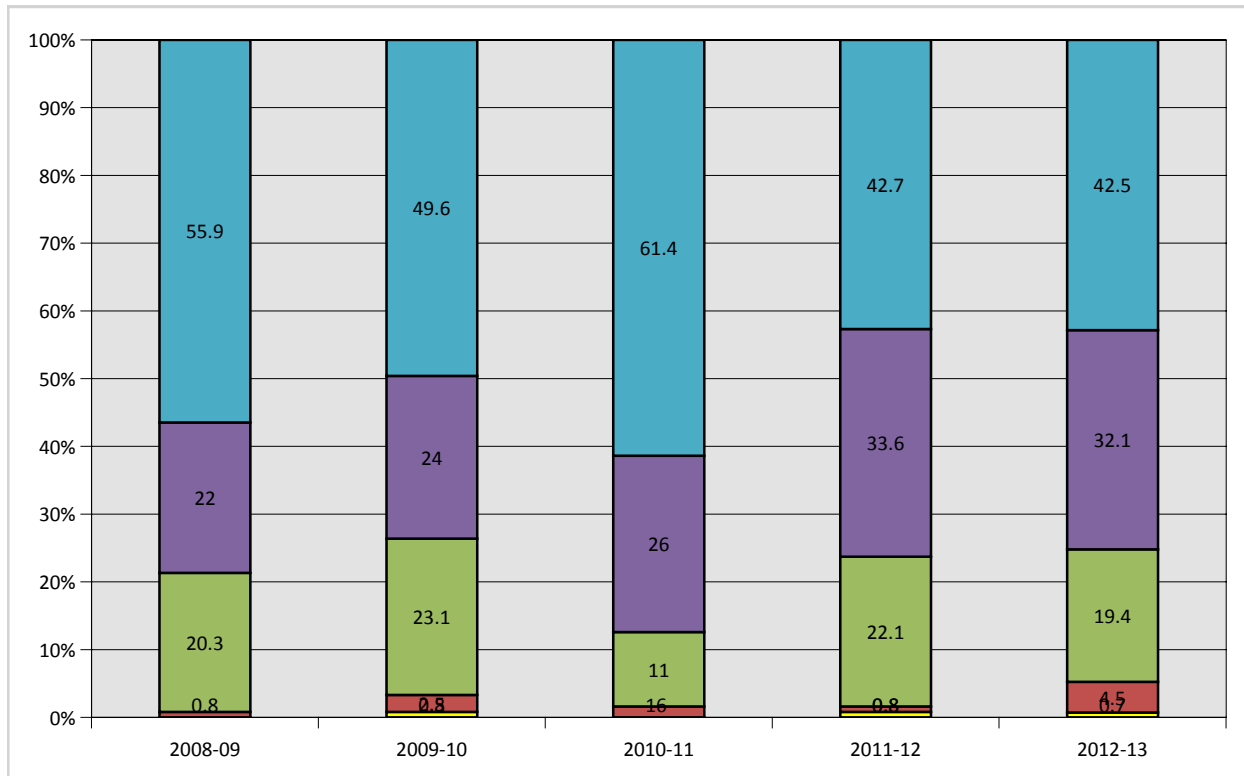
NOTE: Data obtained from the KSDE "District Report Cards" website. The performance level results presented on this page include all students in the grades tested up to and during the testing window...not just those students enrolled on or before September 20. Slight differences between percentages reported for the performance level results and those reported for Annual Measurable Objectives (AMOs) are to be expected. Percent values may not equal 100%.



3rd Grade Math:

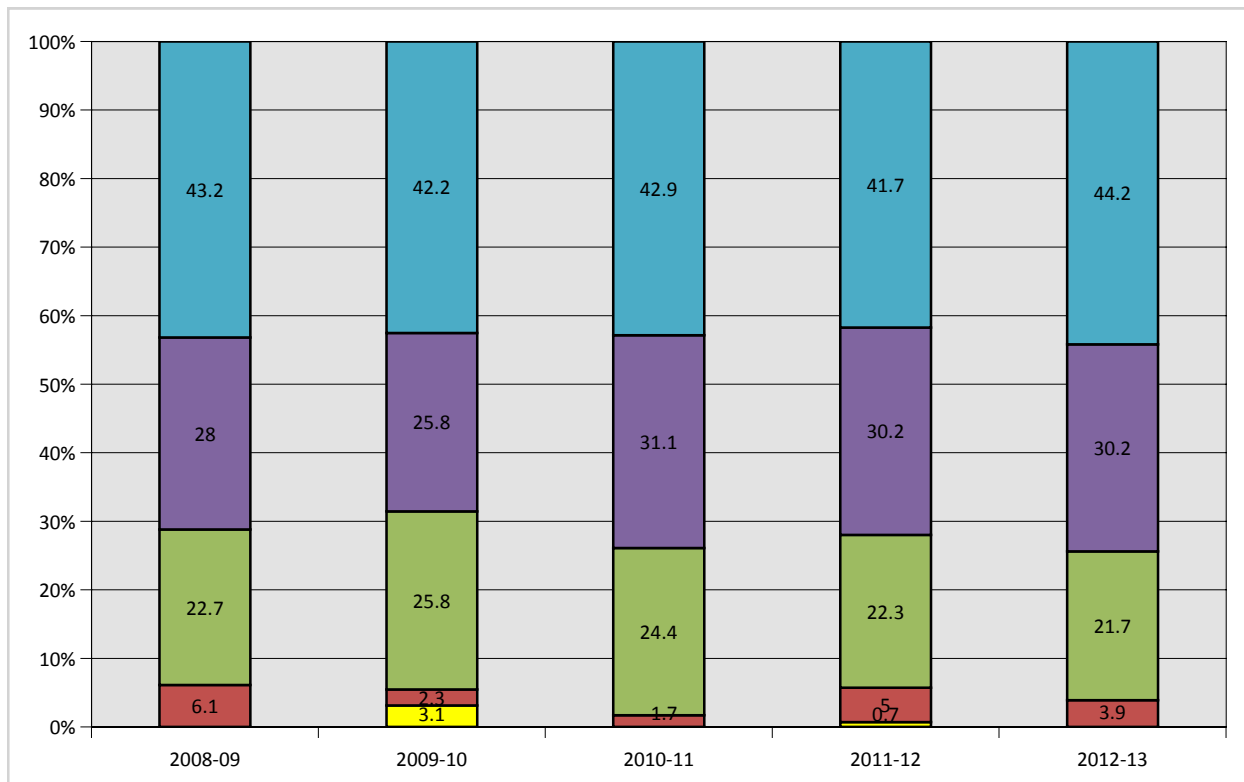


4th Grade Math

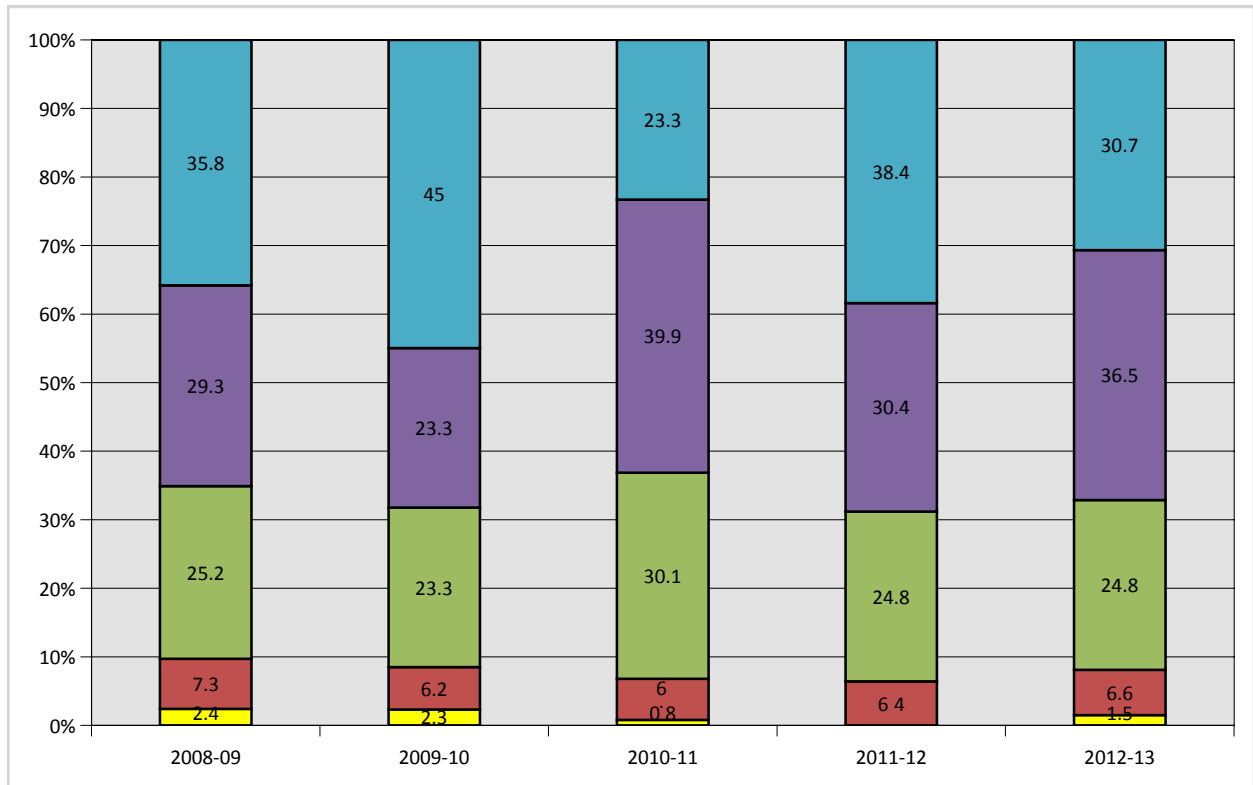


Academic Warning ■ Meets Standard ■ Exceeds Standard ■
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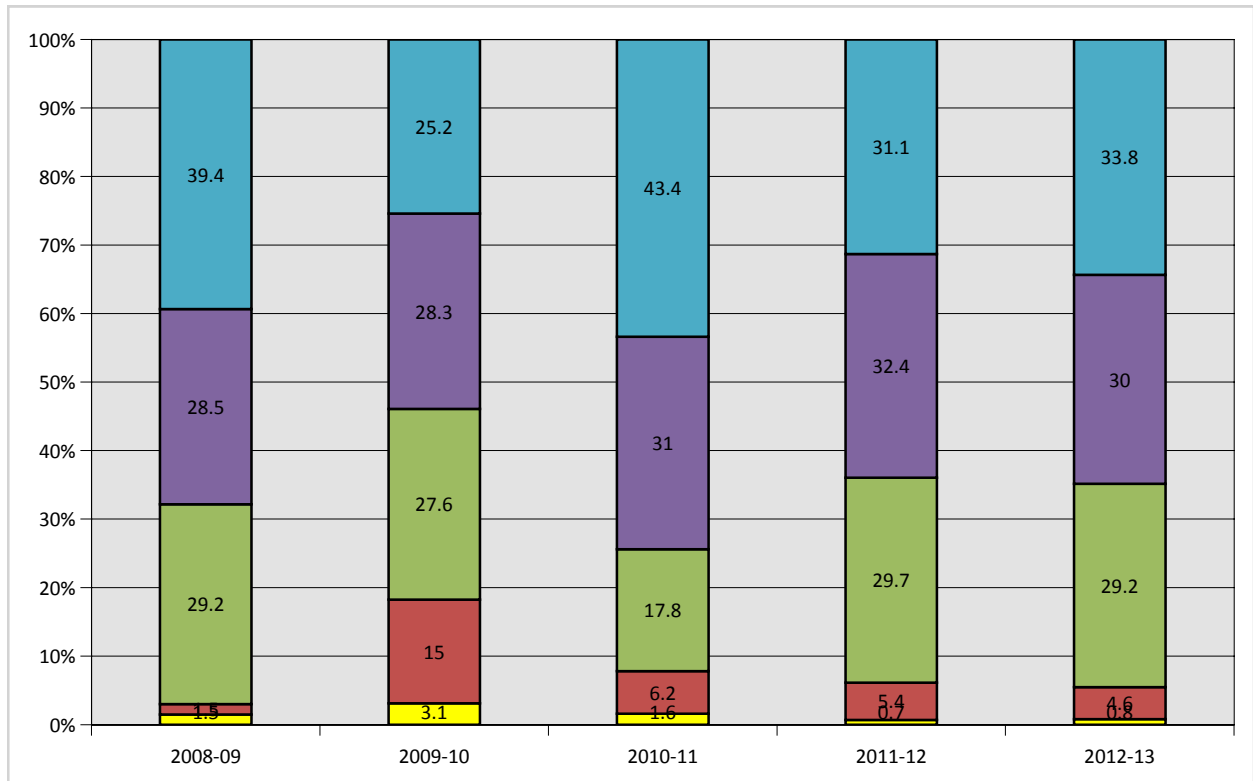
5th Grade Math:



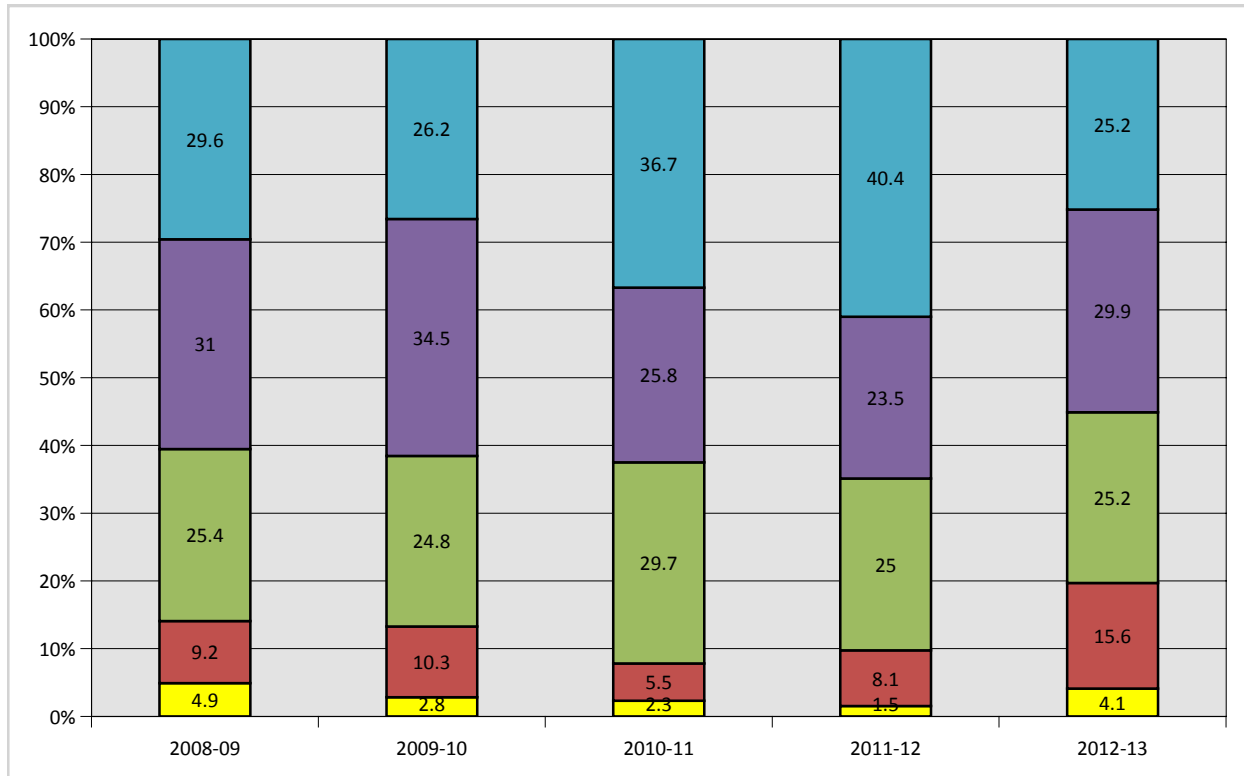
6th Grade Math:



7th Grade Math:

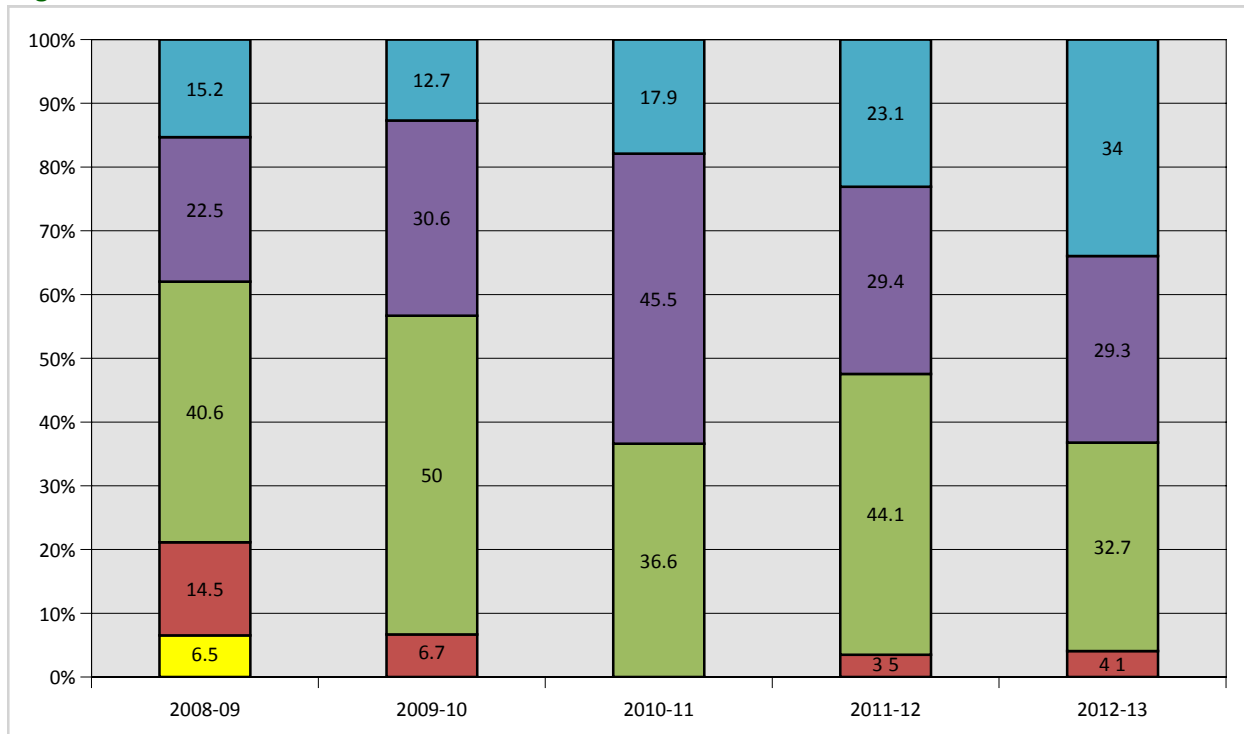


8th Grade Math:



Academic Warning ■ Meets Standard ■ Exceeds Standard ■
 Approaches Standard ■ Exemplary ■

High School Math:

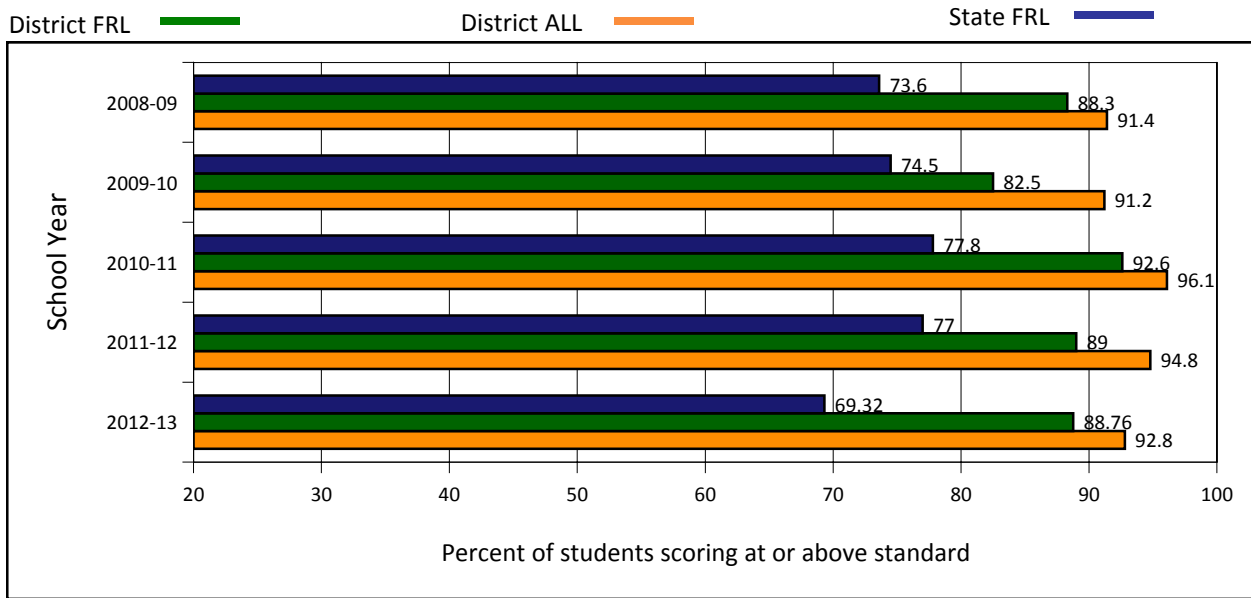


Mathematics Scores - Disaggregated Groups

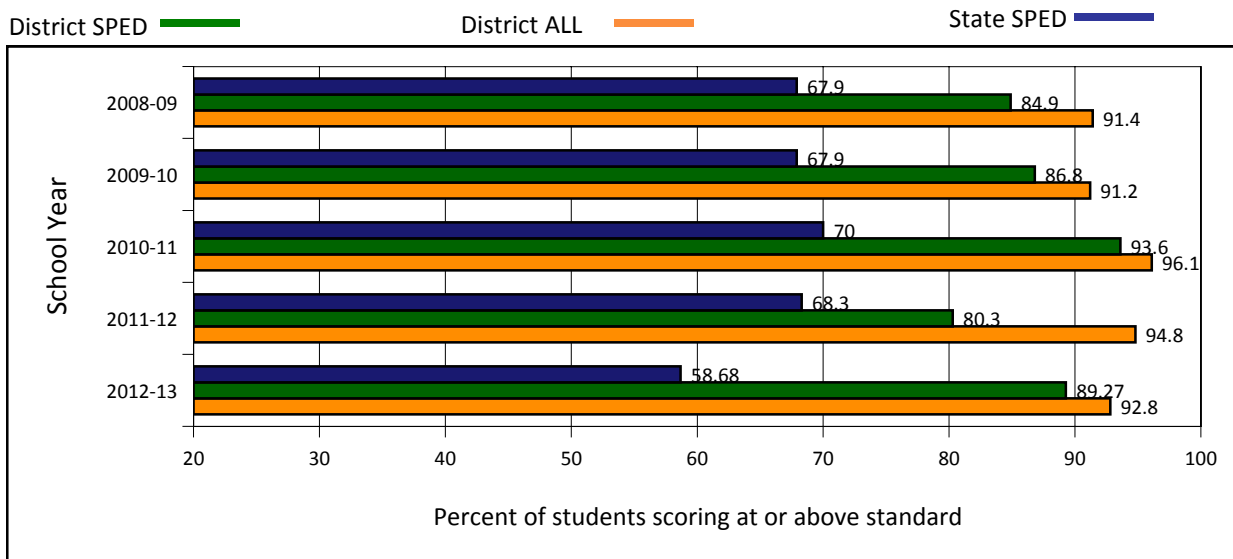
Traditionally, students who receive free or reduced lunch or special education support score at lower levels on state assessments than those who are not eligible for these special services. The graphs below compare those scoring at or above standard who are receiving additional support to the "All Students" category as data only for those not receiving services is not available. (Source: Special Request KSDE - USD Assess by Grade / Group)

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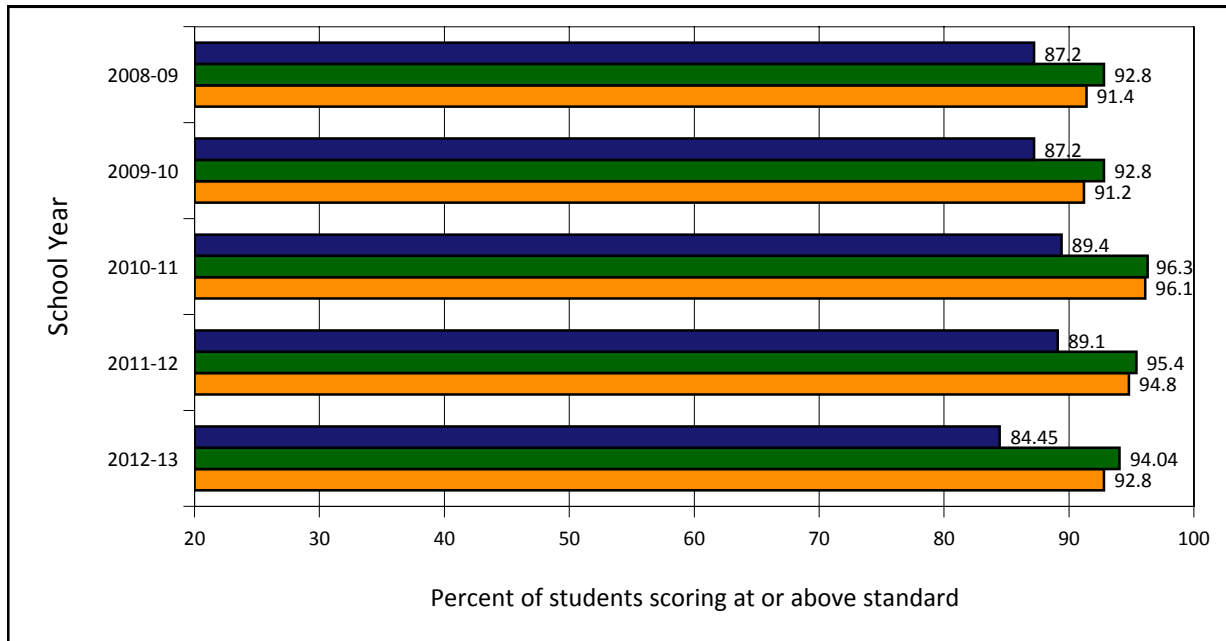
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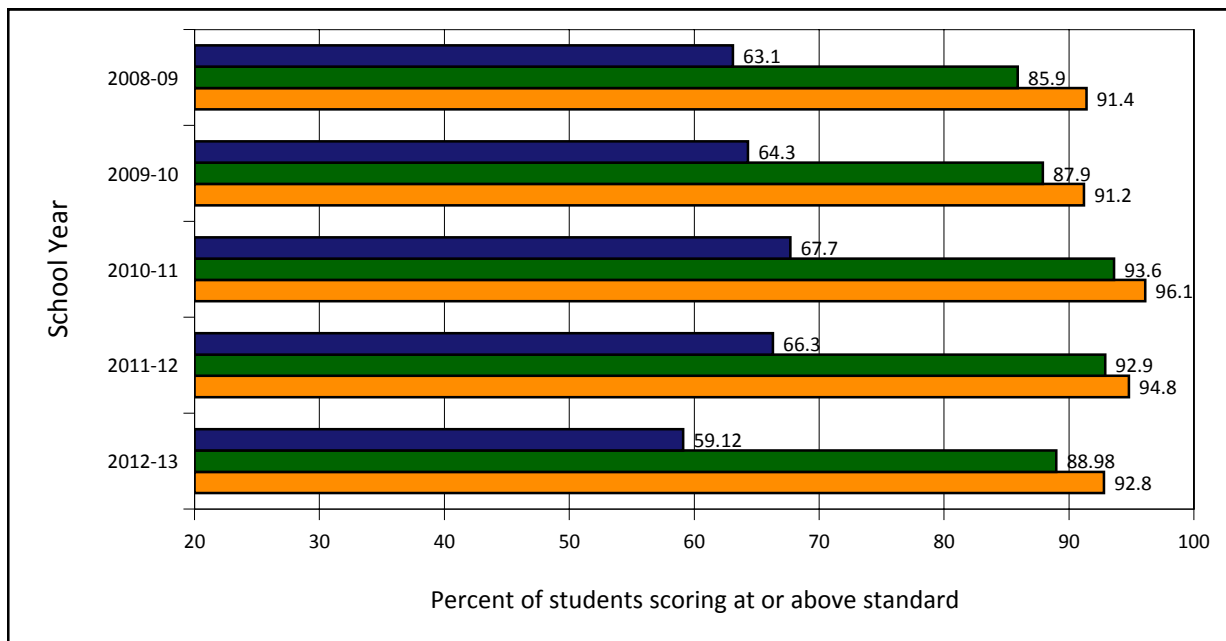
DISSAGGREGATED GROUP: White Students

District Disagg Group █ District ALL Students █ State Disagg Group █

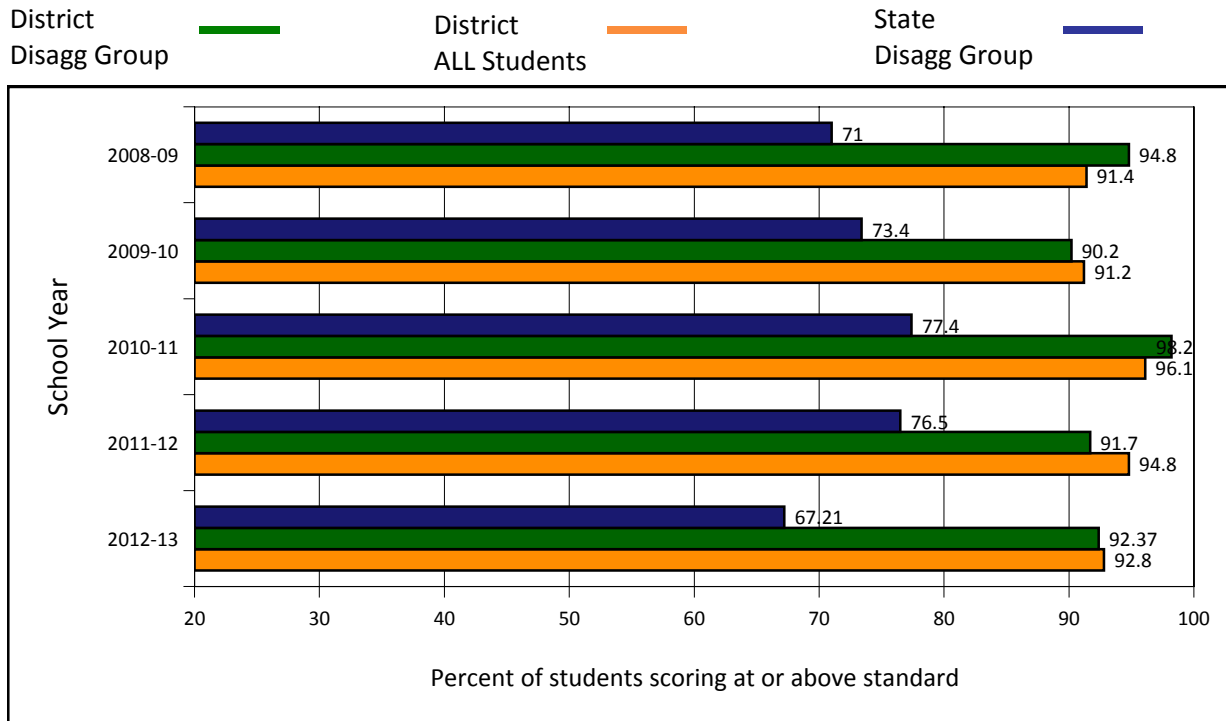


DISSAGGREGATED GROUP: African-Americans Students

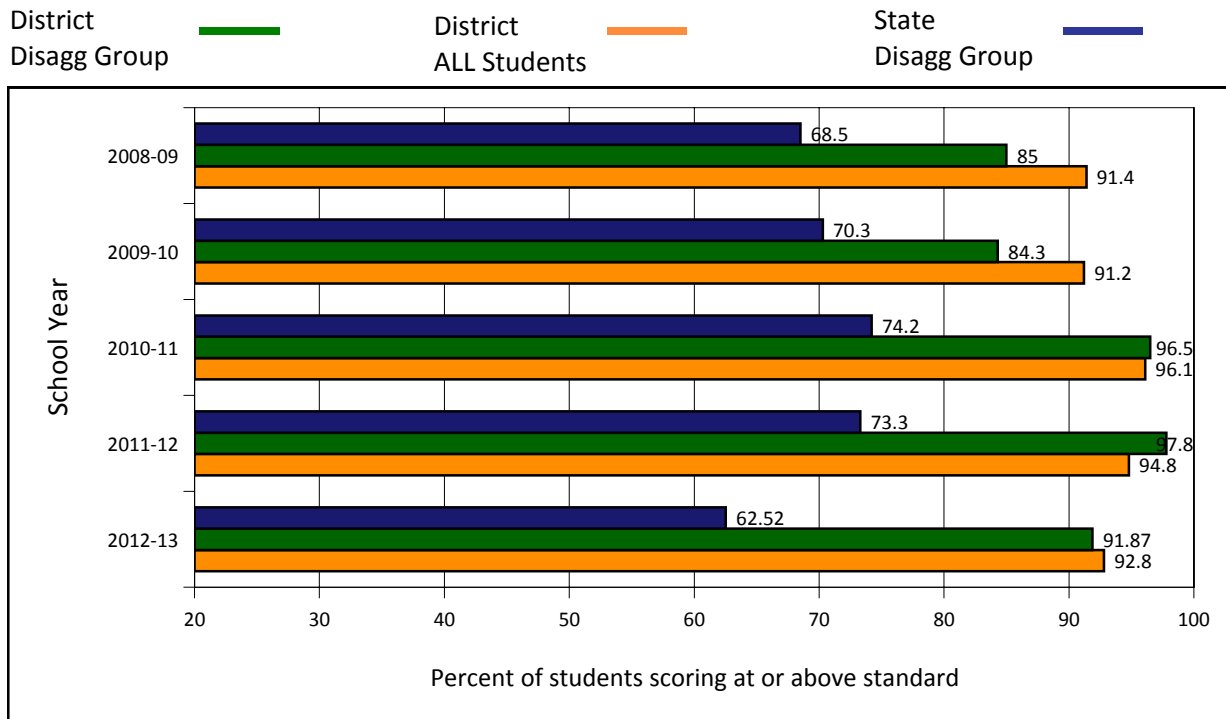
District Disagg Group █ District ALL Students █ State Disagg Group █



DISSAGGREGATED GROUP: Hispanic Students



DISSAGGREGATED GROUP: English Language Learners Students



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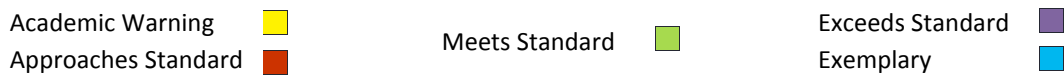
District Science Assessments

The Kansas science assessment is administered annually to students in 4th, 7th, and 10th or 11th grades. Scores and participation rates are used for quality performance accreditation (QPA) purposes only. The chart below shows All Students / All Grades performance at each level, district-wide. All data provided via special request directly from KSDE.

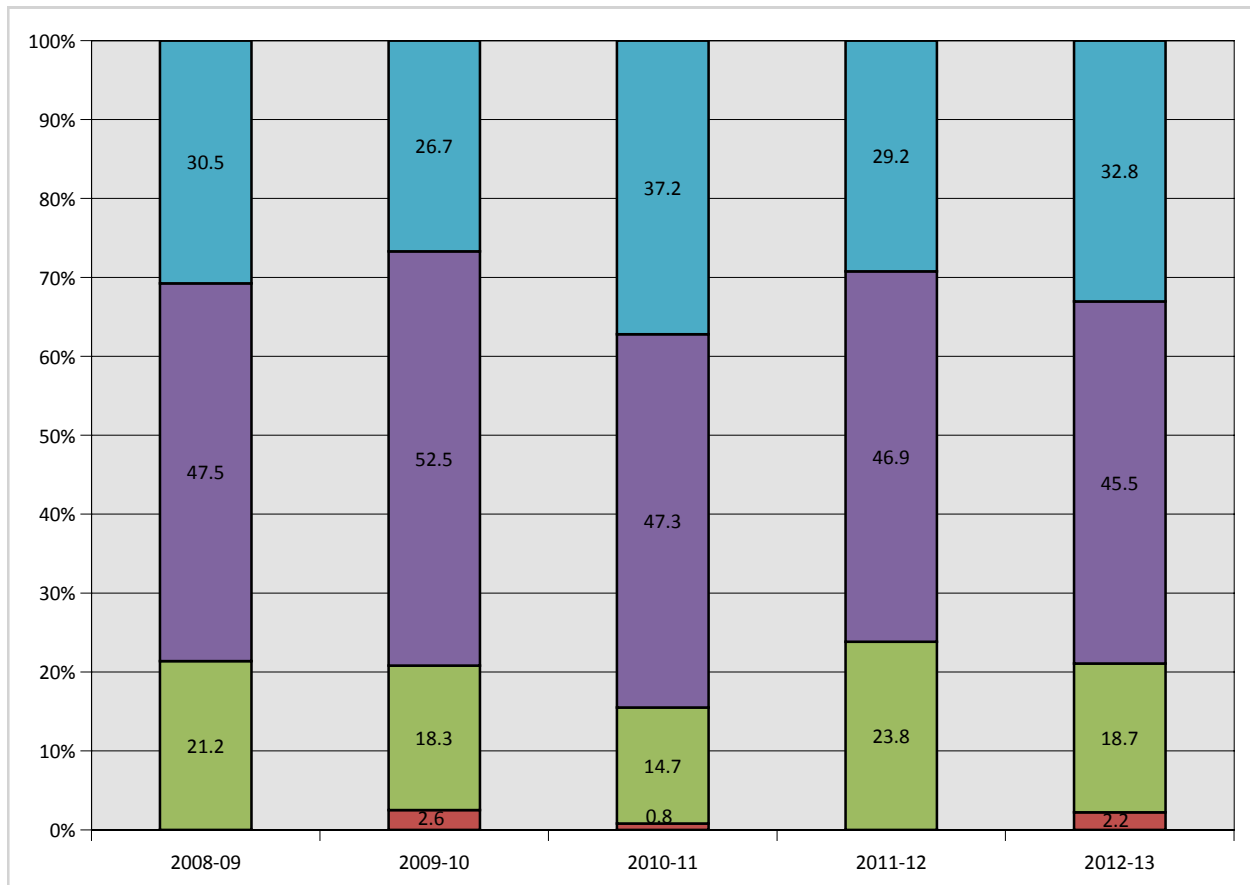
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2009-10	1.8	10.2	38.3	32.8	15.9
2010-11	0.8	5.0	35.1	38.5	20.6
2011-12	0.9	5.2	36.3	38.4	18.9
2012-13		2.7	32.6	40.4	22.4

SCIENCE SCORES BY GRADE:

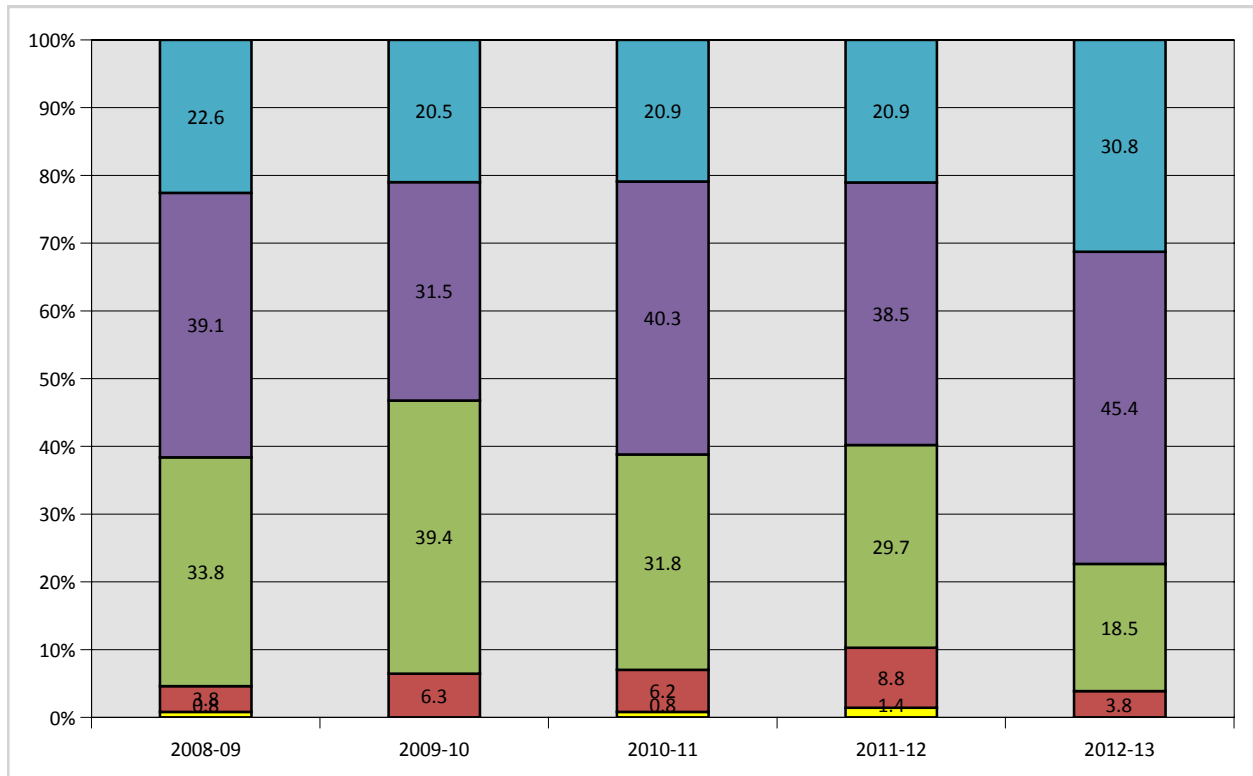
The following graphs show the change in percentage scoring within each of the following ranges for each of the past years indicated.



4th Grade Science:

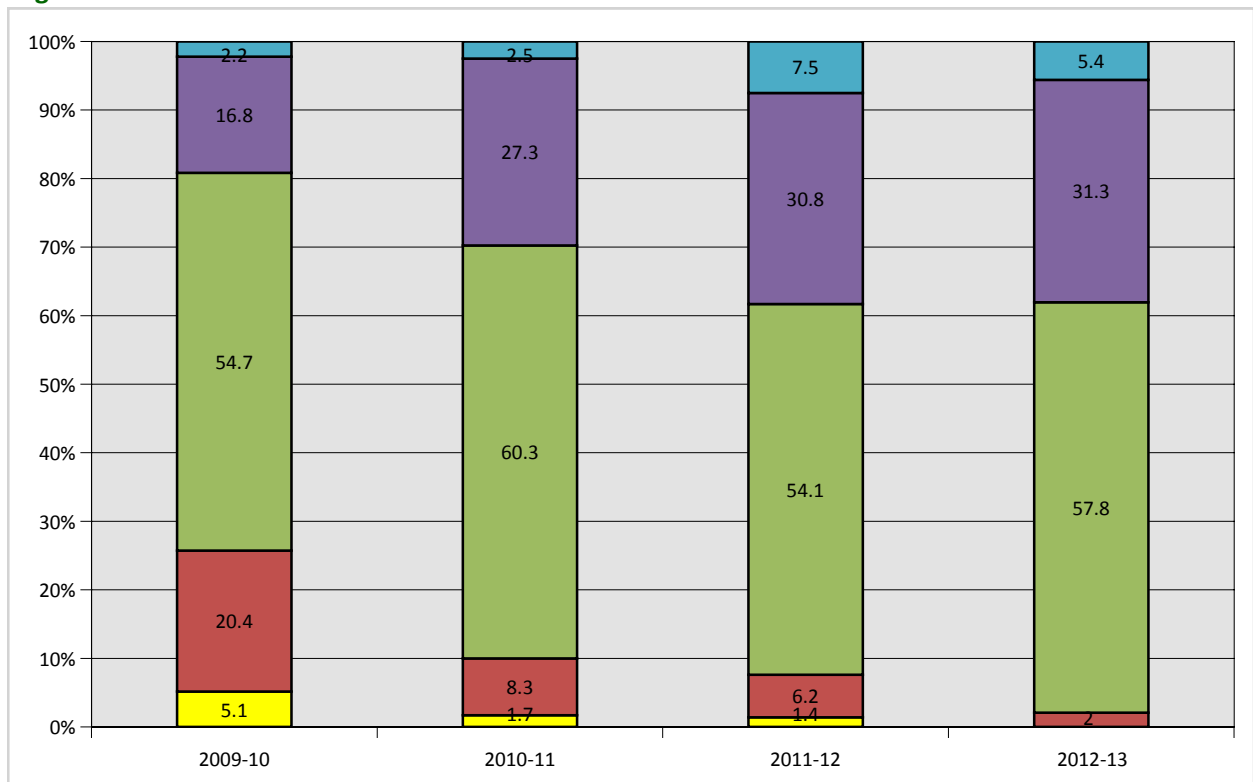


7th Grade Science



Academic Warning ■ Meets Standard ■ Exceeds Standard ■
 Approaches Standard ■ Exemplary ■

High School Science:

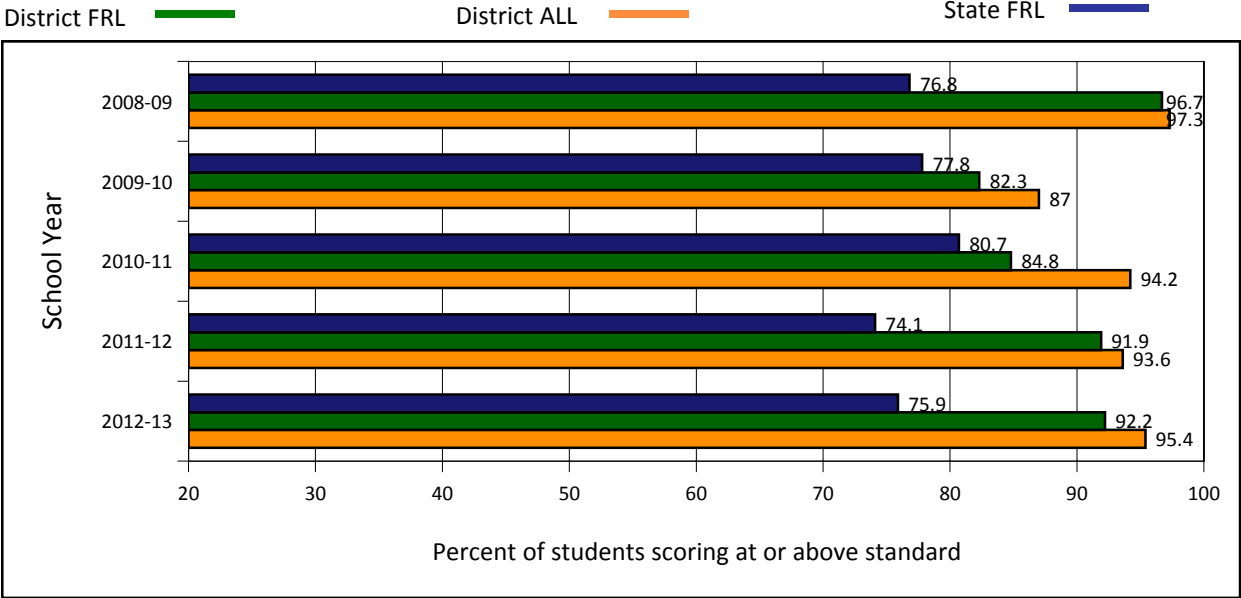


Science Scores - Disaggregated Groups

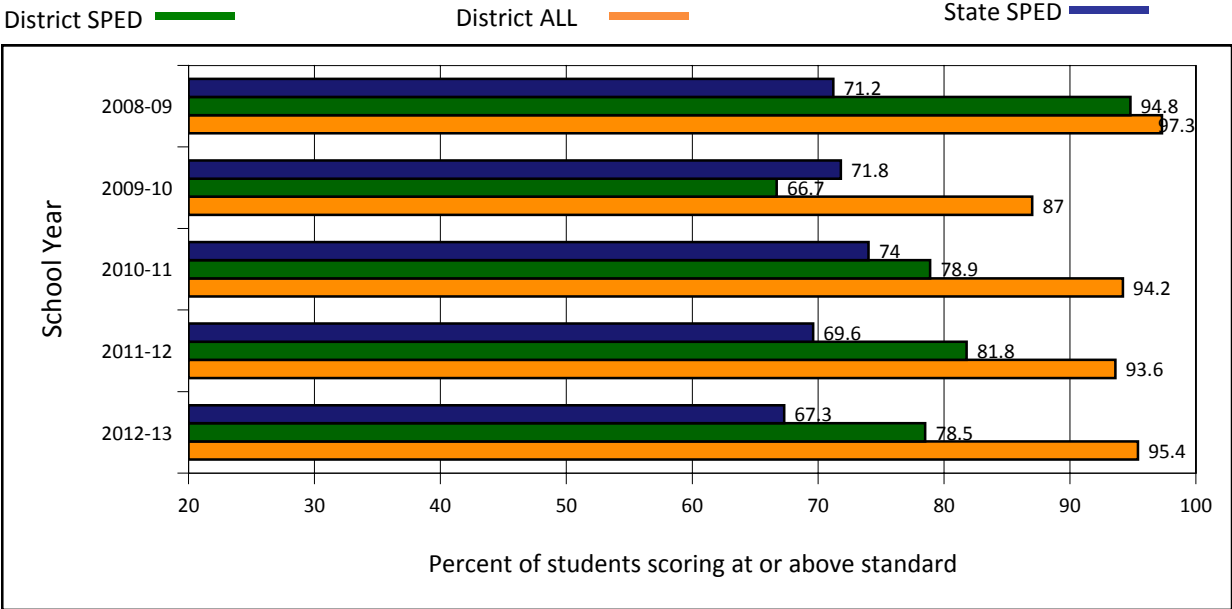
Traditionally, students who receive free or reduced lunch or special education support score at lower levels on state assessments than those who are not eligible for these special services. The graphs below compare those scoring at or above standard who are receiving additional support to the "All Students" category as data only for those not receiving services is not available. (Source: Special Request KSDE - USD Assess by Grade / Group)

NOTE: The assessment results presented include ALL STUDENTS TESTED with the regular / non-modified assessment only, not just those students enrolled on or before September 20. Slight differences between percentages reported for AYP are to be expected as the AYP calculation, as well as the Standard of Excellence calculation, is based upon the results of those students who were enrolled by September 20.

ECONOMICALLY DISADVANTAGED STUDENTS:

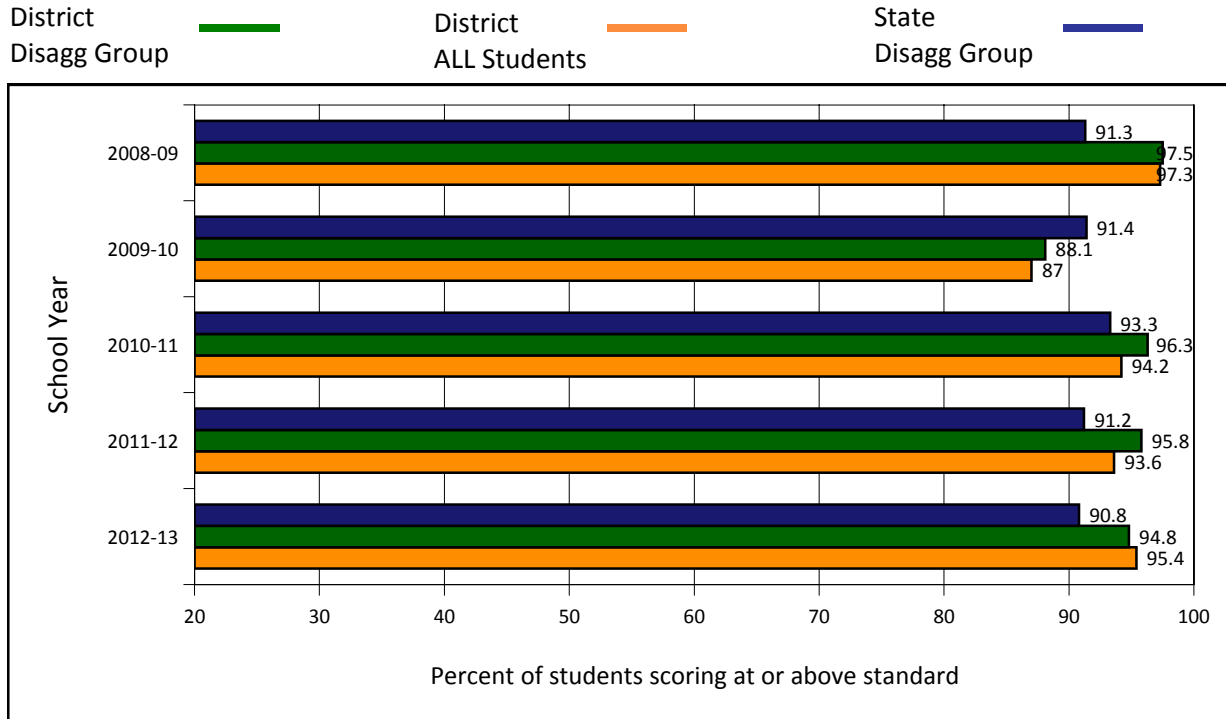


STUDENTS WITH DISABILITIES:

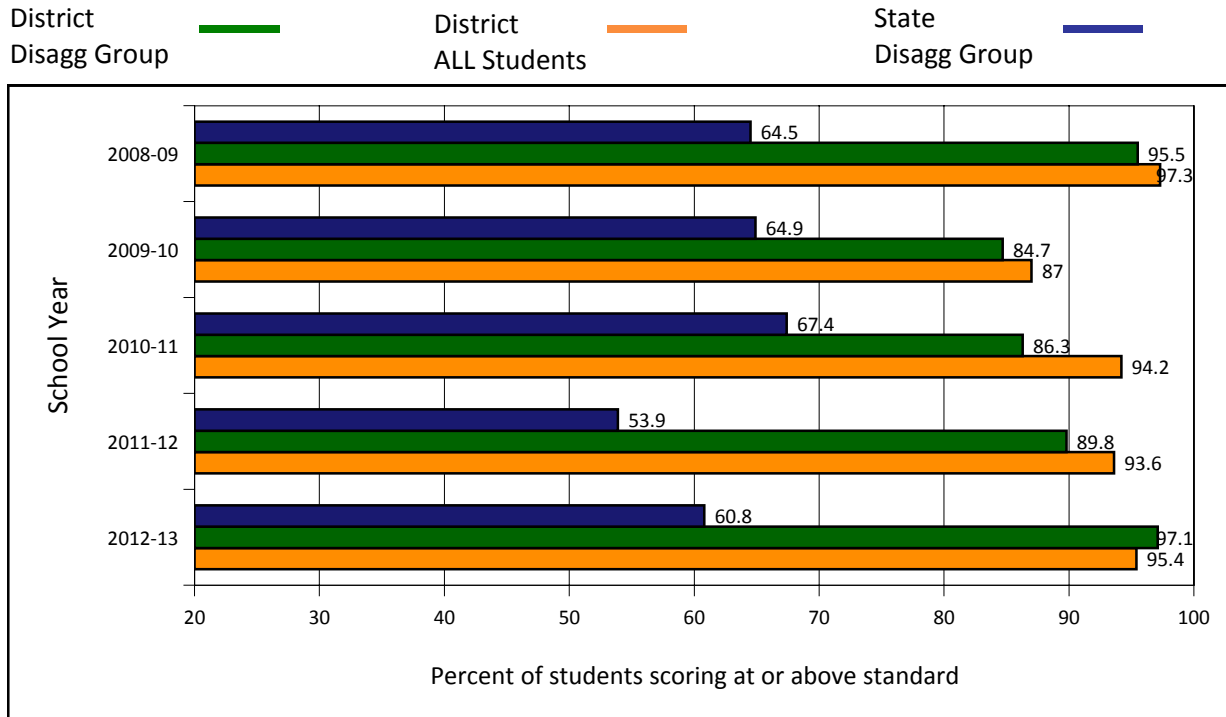


NOTE: Groups of less than 10 students are not publicly reported.

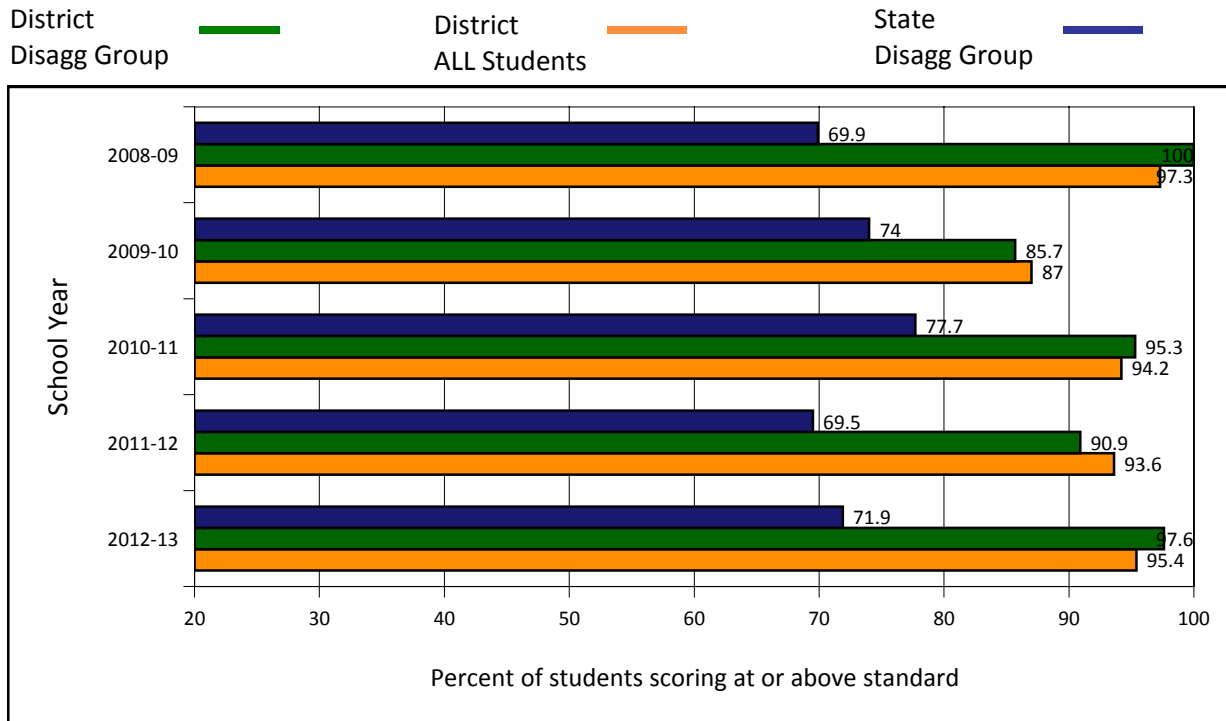
DISSAGGREGATED GROUP: White Students



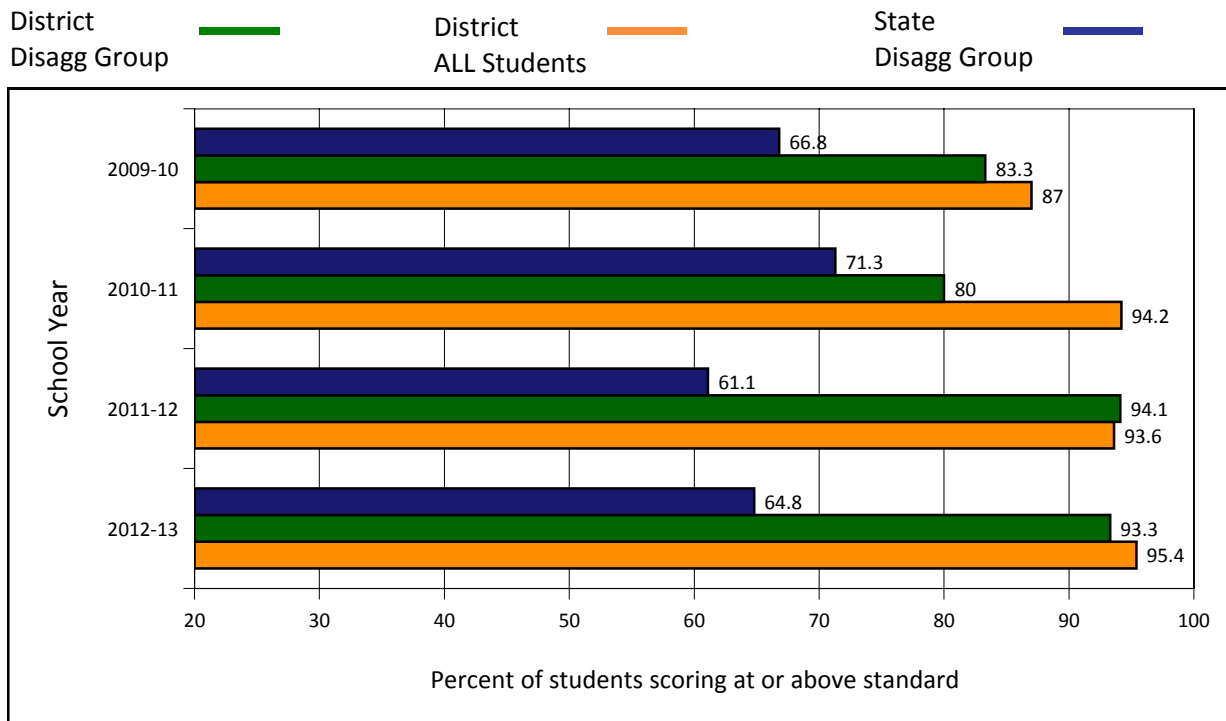
DISSAGGREGATED GROUP: African-Americans Students



DISSAGGREGATED GROUP: Hispanic Students



DISSAGGREGATED GROUP: English Language Learners Students



NOTE: Groups of less than 10 students are not publicly reported.

Accountability

***** WE HAVE INCLUDED THE FOLLOWING SECTION FOR YOUR INFORMATION ONLY *****

The Kansas State Department of Education and the Kansas State Board of Education will be leading Kansas districts and schools through a transition period over the next few years, which includes the continued implementation of new standards in several content areas as well as implementing a new assessment system.

When this transition concludes, the accountability data that follows in this section using the Annual Measurable Objectives (AMO) model will have been "reset" using student assessment results from 2014-2015. At that time, new baselines for Achievement, Growth, Reduction of Non-Proficient, and Gap will be available.

ASSESSMENT PERFORMANCE INDEX (API) CALCULATIONS:

The API assigns different point values for each of the five performance levels earned on Kansas State Assessments. These point values are averaged together to provide an API score that represents the aggregated achievement for all students in a building. API scores can range from 1,000 points (all students are at Exemplary) to 0 (all students at Academic Warning).

Following is an example of calculating the API score for a small school:

Performance Category	Points per Score	# of Scores	% of Scores	Total Points
Exemplary	1,000	55	21.07%	55,000
Exceeds Standard	750	90	34.48%	67,500
Meets Standard	500	82	31.42%	41,000
Approaching Standard	250	30	11.49%	7,500
Academic Warning	0	4	1.53%	0
API Score = 171,000 / 261 = 655		261	100%	171,000

Annual measurable objectives (AMOs) for improving growth and achievement are then determined by a building’s API score and its percentage of students below standard (i.e., combined percentage of students at Approaching Standard and Academic Warning) in order to assign one of the following building categories (each category has its own AMOs for reading and mathematics):

High-Need (Level 1) / Implementing (Level 2) / Transitioning (Level 3) / Modeling (Level 4)

FLEXIBILITY WAIVER STATUS

Once the API index has been calculated, buildings fall under one of the following three categories:

FOCUS SCHOOLS: Focus schools are identified by comparing the Assessment Performance Index (API) score of the lowest-performing 30% of students within each Title I school to an established state benchmark. The Title I schools with the largest gap between the state benchmark and its lowest performing students are designated as focus schools.

PRIORITY SCHOOLS: The identification of Priority Schools is based on the “All Students” group. The state reading and mathematics assessment results for the most recent four years are combined in the Assessment Performance Index (API). The Title I schools are ranked based on API scores, with the lowest 5% identified as Title I Priority Schools.

REWARD SCHOOLS: The identification of Reward Schools is also based on the “All Students” group reading and mathematics assessment results for the most recent four years. Those schools in the top 10% of all Title I schools are identified as Reward Schools.

ANNUAL MEASUREABLE OBJECTIVES

Each building will have an AMO for the following categories:

ACHIEVEMENT: The AMOs for achievement are determined by a building's Assessment Performance Index (API) score and its percentage of students below standard. Both conditions must be met in order to make a building category. Each building category has a specified rate of improvement, or number of API points, that produce the building AMO.

GROWTH: To achieve the growth AMO a school must have a median student growth score that meets or exceeds those of half the schools in Kansas. Your building's 2013 Median score for reading and math will be compared to the 2013 range of median scores for all buildings to determine AMO status.

Your building's 2013 Median score for reading and math will be compared to the 2013 range of median scores for all buildings to determine AMO status.

REDUCTION OF NON-PROFICIENT: The goal of this AMO is to reduce the percentage of non-proficient students (RNP) in half by the 2017-2018 school year. The RNP calculation is applied at the district, building, and subgroup level to create a unique RNP AMO for each and applies only to subgroups ≥ 30 students .

If the All Students subgroup is less than 30 then the current year plus 1 or 2 prior years are merged to create an All Students group of 30. Only the All Students group is merged if less than 30.

GAP: The goal of the Gap Reduction AMO is to reduce the gap between the state benchmark and the lowest performing 30% (LP30) of students by half by the 2017-2018 school year.

The Gap Reduction AMO can also be met by demonstrating an API score of 500 or greater for the LP30.

Each building has a specified rate of Gap reduction.

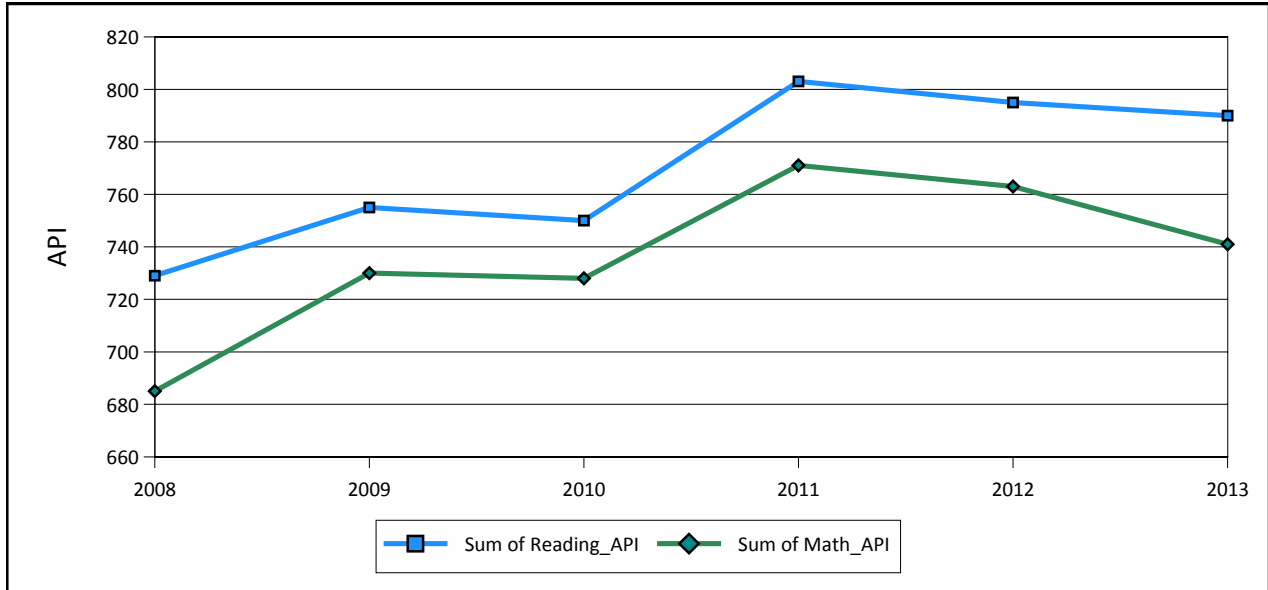
**GRADUATION:
(High Schools Only)** The AMO for graduation rate is 80%. Graduation AMO can also be met by achieving a 3% improvement if the prior year rate was greater than or equal to 50% but less than 80%, or by achieving a 5% improvement if the prior year rate was less than 50%.

The AMO can be met by either the 4 year or 5 year rate calculation.

PARTICIPATION: The AMO for participation is 95%. The AMO is calculated for the "All Students" and for subgroups with at least 30 students and applies to both reading and math.

The AMO can be achieved by meeting the participation rate in the current year or by a 2 year or 3 year participation rate average that is equal to or greater than 95%.

DISTRICT OVERVIEW



READING

AMO FOR ACHIEVEMENT

District Category: Level 4 - Modeling top 20 %

2013 Assessment Performance Index 790

2012 Assessment Performance Index 795

API Improvement: **-5**

Expected Yearly Rate of Improvement 2

2012 Objective: 797

AMO made (distance to reading goal) **-7**

GAP REDUCTION AMO

2013 District LP 30 API : 519

2012 District LP 30 API : 528

-9

Goal: + 16.00 increase over 2012

State Benchmark GAP Reading = 734

AMO made: **-25**

AMO FOR GROWTH

2013 Median Growth Percentile: **63**

MATH

AMO FOR ACHIEVEMENT

District Category: Level 4 - Modeling top 20 %

2013 Assessment Performance Index: 741

2012 Assessment Performance Index: 763

API Improvement: **-22**

Expected Yearly Rate of Improvement: 2

2012 Objective: 765

AMO made (distance to math goal): **-24**

GAP REDUCTION AMO

2013 District LP 30 API : 431

2012 District LP 30 API : 461

-30

Goal: + 21.00 increase over 2012

State Benchmark GAP Math = 719

AMO made: **-51**

AMO FOR GROWTH

2013 Median Growth Percentile: **56**

AMO FOR REDUCING THE NON-PROFICIENT: READING

Only Subgroups >30 Displayed	Goal	2013 % NonProf	2013 % Actual	RNP AMO Met
All Students	≥0.26	3.45	-0.29	■
Free & Reduced Lunch	≥0.73	8.45	0.26	■
Students with Disabilities	≥0.46	7.26	-1.71	■
White	≥0.19	2.42	-0.12	■
African-Americans	≥0.44	5.79	-0.54	■
Hispanic	≥0.36	3.18	1.16	■
English Language Learners	≥0.42	2.70	2.3	■

AMO FOR REDUCING THE NON-PROFICIENT: MATH

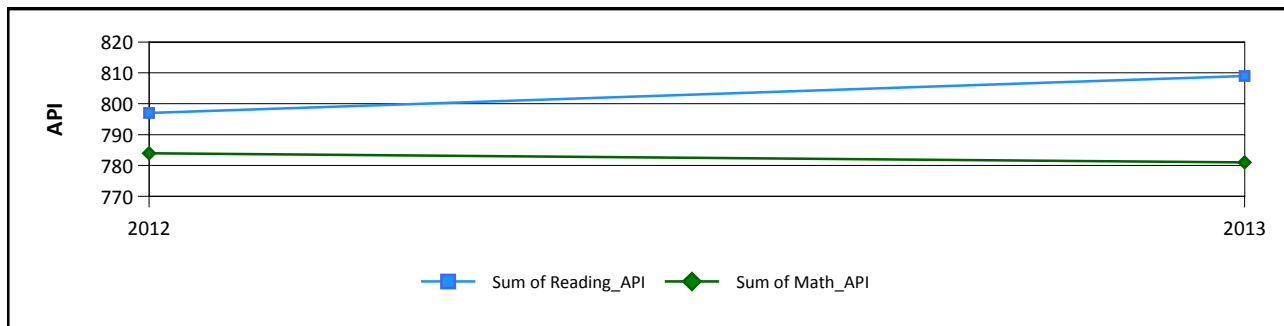
Only Subgroups >30 Displayed	Goal	2013 % NonProf	2013 % Actual	RNP AMO Met
All Students	≥0.35	7.18	-2.94	■
Free & Reduced Lunch	≥0.75	11.22	-2.24	■
Students with Disabilities	≥1.08	10.70	2.25	■
White	≥0.30	5.93	-2.33	■
African-Americans	≥0.56	11.00	-4.3	■
Hispanic	≥0.36	7.60	-3.26	■
English Language Learners	≥0.21	8.10	-5.61	■

PARTICIPATION / GRADUATION RATES BY BUILDING:

Schools with no students tested (ie K-2 buildings) or with < 30 students will show blank data.

School Building	Waiver Status	Participation (95%)		Graduation (80%)	
		Reading	Math	4-Yr	5-Yr
PIPER HIGH SCHOOL	NO DESIGNATION			92.2	91.0

PIPER EAST ELEMENTARY SCHOOL



READING ACHIEVEMENT

AMO FOR ACHIEVEMENT

School Category: Level 4 Modeling top 20 %

GAP REDUCTION AMO

2013 Not Received

AMO FOR GROWTH

2013 Median Growth

2013 Assessment Performance Index: 809

59

2012 Assessment Performance Index: 797

Reading API Improvement: **12**

AMO Met: ■

AMO FOR REDUCING THE NON-PROFICIENT

Only Subgroups >30 Displayed	Goal	2013 % NonProf	2013 % Actual	RNP AMO Met
All Students	≥0.35	3.47	0.72	■
Free & Reduced Lunch	≥0.69	6.25	2.08	■
White	≥0.27	2.43	0.81	■
African-Americans	≥0.74	7.55	1.34	■

MATH ACHIEVEMENT

AMO FOR ACHIEVEMENT

School Category: Level 4 Modeling top 20 %

GAP REDUCTION AMO

2013 Not Received

AMO FOR GROWTH

2013 Median Growth

2013 Assessment Performance Index: 781

53

2012 Assessment Performance Index: 784

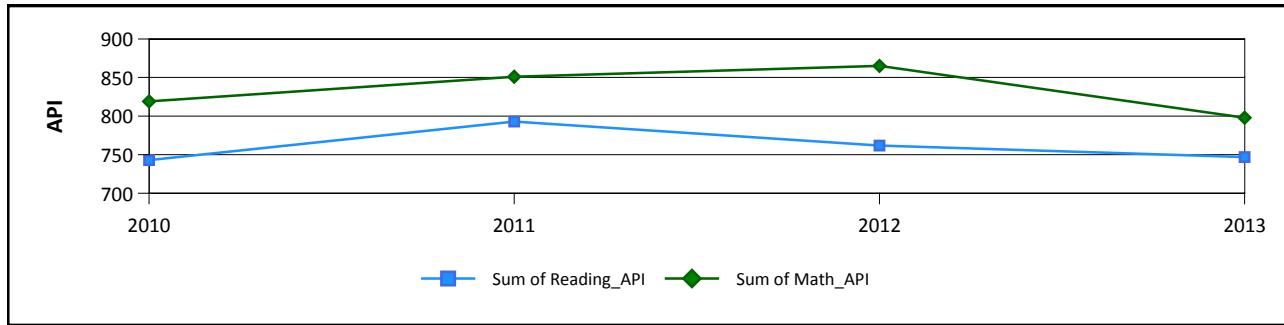
Math API Improvement: **-3**

AMO Met: ■

AMO FOR REDUCING THE NON-PROFICIENT

Only Subgroups >30 Displayed	Goal	2013 % NonProf	2013 % Actual	RNP AMO Met
All Students	≥0.25	4.64	-1.58	■
Free & Reduced Lunch	≥0.36	8.52	-4.25	■
White	≥0.18	4.25	-2.09	■
African-Americans	≥0.57	5.77	1.05	■

PIPER ELEMENTARY SCHOOL



READING ACHIEVEMENT

AMO FOR ACHIEVEMENT

School Category: Level 4 Modeling top 20 %

GAP REDUCTION AMO

2013 Not Received

AMO FOR GROWTH

2013 Median Growth

2013 Assessment Performance Index: 747

2012 Assessment Performance Index: 762

Reading API Improvement: -15

AMO Met: ■

AMO FOR REDUCING THE NON-PROFICIENT

Only Subgroups >30 Displayed

Goal

2013 %
NonProf

2013 %
Actual

RNP AMO
Met

All Students

≥0.26

4.77

-1.59

■

MATH ACHIEVEMENT

AMO FOR ACHIEVEMENT

School Category: Level 4 Modeling top 10 %

GAP REDUCTION AMO

2013 Not Received

AMO FOR GROWTH

2013 Median Growth

2013 Assessment Performance Index 798

2012 Assessment Performance Index 865

Math API Improvement: -67

AMO Met: ■

AMO FOR REDUCING THE NON-PROFICIENT

Only Subgroups >30 Displayed

Goal

2013 %
NonProf

2013 %
Actual

RNP AMO
Met

All Students

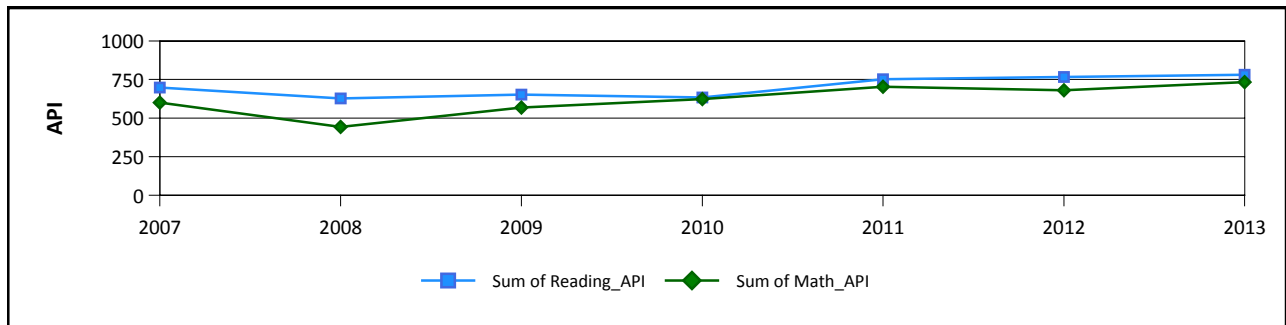
≥0.13

2.74

-1.15

■

PIPER HIGH SCHOOL



READING ACHIEVEMENT

AMO FOR ACHIEVEMENT

School Category: Level 3 Transitioning

GAP REDUCTION AMO

2013 Not Received

AMO FOR GROWTH

2013 Median Growth

2013 Assessment Performance Index: 781

2012 Assessment Performance Index: 766

Reading API Improvement: 15

AMO Met: ■

AMO FOR REDUCING THE NON-PROFICIENT

Only Subgroups >30 Displayed	Goal	2013 % NonProf	2013 % Actual	RNP AMO Met
All Students	≥0.18	0.00	2.17	■
Free & Reduced Lunch	< 30 Students	0.00		
White	≥0.10	0.00	1.14	■
African-Americans	≥0.49	0.00	5.88	■

MATH ACHIEVEMENT

AMO FOR ACHIEVEMENT

School Category: Level 3 Transitioning

GAP REDUCTION AMO

2013 Not Received

AMO FOR GROWTH

2013 Median Growth

2013 Assessment Performance Index: 733

2012 Assessment Performance Index: 680

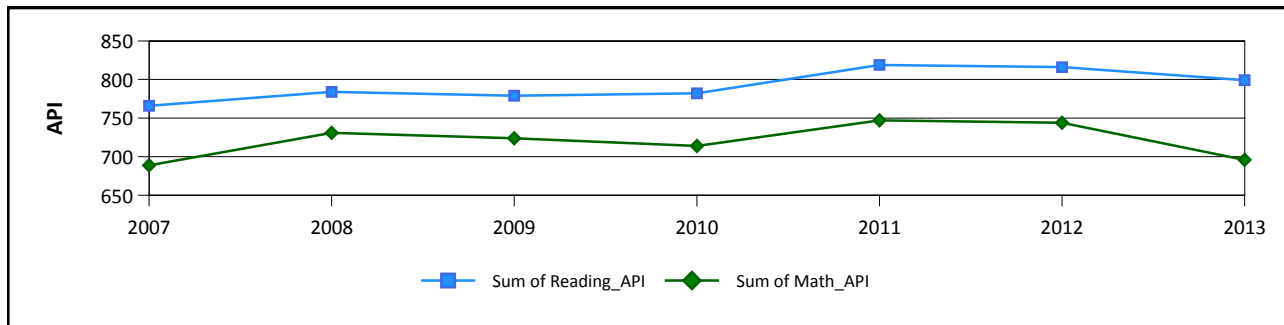
Math API Improvement: 53

AMO Met: ■

AMO FOR REDUCING THE NON-PROFICIENT

Only Subgroups >30 Displayed	Goal	2013 % NonProf	2013 % Actual	RNP AMO Met
All Students	≥0.30	4.09	-0.51	■
Free & Reduced Lunch	< 30 Students			
White	≥0.19	2.09	0.17	■
African-Americans	≥0.71	10.00	-1.43	■

PIPER MIDDLE SCHOOL



READING ACHIEVEMENT

AMO FOR ACHIEVEMENT

School Category: Level 4 Modeling top 10 %

GAP REDUCTION AMO

2013 Not Received

AMO FOR GROWTH

2013 Median Growth

2013 Assessment Performance Index: 799

65

2012 Assessment Performance Index: 816

Reading API Improvement: -17

AMO Met: ■

■

AMO FOR REDUCING THE NON-PROFICIENT

Only Subgroups >30 Displayed	Goal	2013 % NonProf	2013 % Actual	RNP AMO Met
All Students	≥0.24	3.96	-1.11	■
Free & Reduced Lunch	≥0.67	9.42	-1.41	■
White	≥0.23	2.68	0.09	■
African-Americans	≥0.24	6.75	-3.83	■
Hispanic	< 30 Students	7.32		

MATH ACHIEVEMENT

AMO FOR ACHIEVEMENT

School Category: Level 3 Transitioning

GAP REDUCTION AMO

2013 Not Received

AMO FOR GROWTH

2013 Median Growth

2013 Assessment Performance Index: 696

56

2012 Assessment Performance Index: 744

Math API Improvement: -48

AMO Met: ■

■

AMO FOR REDUCING THE NON-PROFICIENT

Only Subgroups >30 Displayed	Goal	2013 % NonProf	2013 % Actual	RNP AMO Met
All Students	≥0.51	11.61	-5.43	■
Free & Reduced Lunch	≥1.21	13.48	-2	■
White	≥0.52	10.31	-4.03	■
African-Americans	≥0.57	15.74	-8.93	■
Hispanic	< 30 Students	14.64		