

District Profile

USD 384 Blue Valley

Mr. Brady Burton, Superintendent

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County Profile Information

Riley County, Kansas

At the time of the US Census 2010, the population of Riley county was approximately 71115. This represents a 13.2% change from the year 2000 as compared to a 11.8 % change in the state of Kansas. With a total number of 622.1 square miles in the county, the population density for the county is 116.7 people per square mile (Kansas state population density is 34.9 per square mile compared to 87.3 per square mile in the United States). According to projections collected by the US Census Bureau, the percentage change in total population from the year 2010 through 2030 is estimated at 3.3 for the county (11.8 percent change estimated in the state population).

The following table shows the change in racial composition of the county over the past 9 years:

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	% Change
White	55798	56052	56341	57939	58389	59754	61128	61391	62856	63114	11.6%
Black	4943	5003	5052	5133	5396	5385	5682	5648	5825	5826	15.2%
Am Indian / Alaskan	800	824	839	852	875	885	894	915	938	920	13.0%
Asian	2608	2599	2669	2770	2750	2751	2758	2801	2841	2808	7.1%
Hawaiian / Islander	218	220	230	238	232	238	242	253	257	242	9.9%

***Source: Kansas Statistical Abstract "Population in Kansas, by Race and County, April 1, 2010**

At the time of the 2000 Census, Riley county had approximately 2872 people reporting a Hispanic / Latino ethnicity residing in the county. This represented 4.57 percent of the county population as compared to 7 percent in the state for the same period. By the year 2010, the total number was 4610 or 6.48 percent of the population, representing a change of 60.51 percent. For the same 10-year period, the state of Kansas had a 59.38 percent change in Hispanic / Latino population. Approximately 5.6 percent of the county population surveyed in 2010 reported being foreign-born and 7.8 percent of the population over 5 years of age reported speaking a language other than English in their homes.

According to the US Census, recent estimates (based on NAICS 2007 adjusted report) show that approximately 362 square miles of the county is dedicated to farming (58.26 %). The portion of the county considered to be rural as defined by the US Census Bureau (places of 2500 or more persons) is 96.6 percent of total acres with the remaining 3.4 percent being considered urban areas.

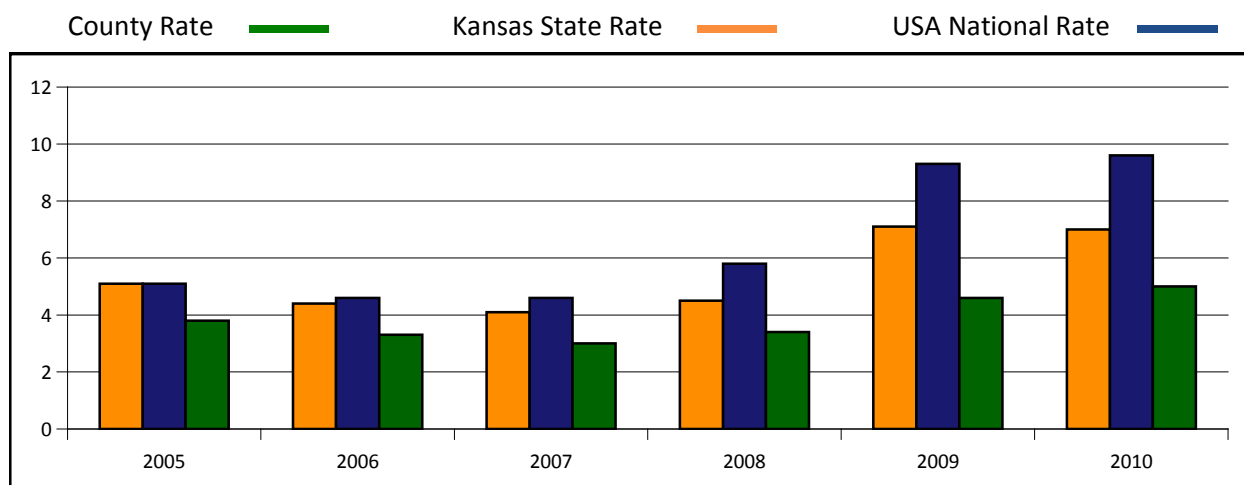
INDUSTRY: Civilian employed population 16 years and over - Percent

Agriculture, forestry, fishing and hunting, and mining	1.7	Transportation and warehousing, and utilities	1.6
Construction	6.3	Information	1.9
Educational services, and health care and social assistance	37.6	Finance and insurance, and real estate and rental and leasing	4.6
Wholesale Trade	1.6	Manufacturing	5.6
Retail Trade	11.4	Public Administration	5.4
Arts, entertainment, recreation, accommodation and food services	11.7	Professional, scientific, and management, and administrative and waste	7.3

US Census: Geographic Comparison

American Community Survey Data	Randolph	Riley County	Kansas	USA
FAMILY INCOME:				
Median Income in families with children	\$66,250	\$49,577	\$58,517	\$60,074
Percent of families with children in poverty	0	14.3	13.2	16.6
Percent of households with Public Asst income	0	1.2	2.3	2.4
Percent of households with Food Stamp benefits	9.2	3.8	6.8	8.5
EDUCATIONAL ATTAINMENT:				
No High School Diploma / GED				
Population 18-24 years old - percent	0	2.5	13.7	17.2
Population over 25 years old - percent	7.1	5.7	11	15.5
High School Diploma or Equivalency				
Population 18-24 years old - percent	29.2	16.1	28.8	32
Population over 25 years old - percent	42.6	21.9	29.5	29.3
Bachelor's Degree or More				
Population 18-24 years old - percent	54.2	7.2	9.5	9
Population over 25 years old - percent	17.7	41.2	28.8	27.5
HOUSEHOLD COMPOSITION:				
Percent of families with children under 18	36.8	25.7	31.4	31
Married couple families	36.8	19.9	22.4	21.4
Single parent household- female only	0	4.9	6.7	7.3
Single parent household- male only	0	0.9	2.3	2.2
HOUSING DATA:				
Year housing built - median year	1964	1974	1970	1974
Year housing built - median age / years	47	37	41	37
Median value of owner-occupied homes	\$77,200	\$148,600	\$118,500	\$185,400
Occupancy rate of all housing units	100	91.7	90	88.2

UNEMPLOYMENT DATA:



Comparison to Other Cities in the County:

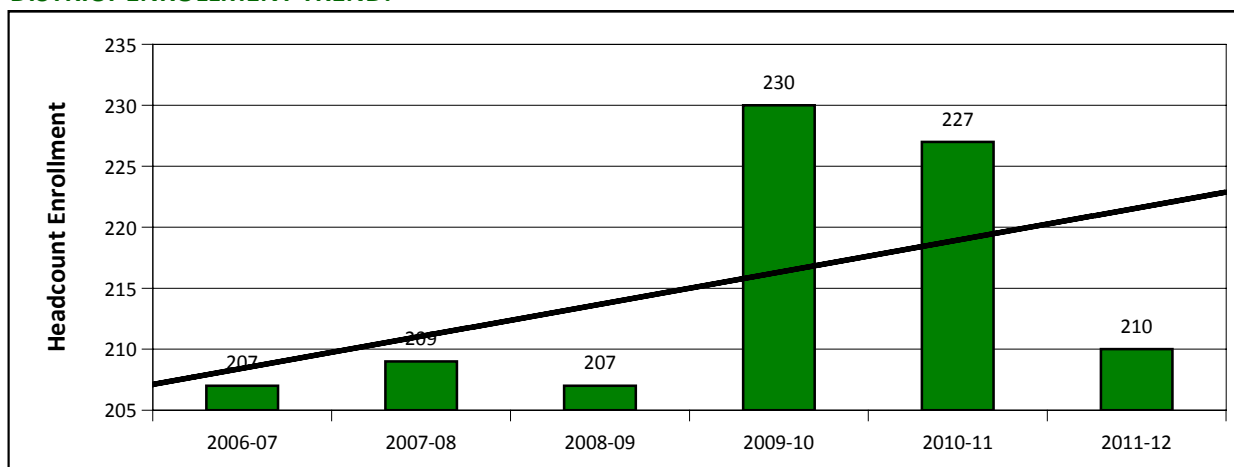
City	Population	% Ages 5-19	Ave Family Size	% 25 Yrs + No Diploma	Single Mother HH	Median Family Income	Families in Poverty
Riley	1240	19	3.12	11.2	5.2	\$47,260	3.3
Randolph	212	20.4	3.03	7.1	0	\$66,250	0
Manhattan	51297	20.5	2.94	5	3.7	\$57,246	11.9

District Demographics

USD 384 is comprised of the following schools:

DISTRICT BUILDINGS:	City	Building Type	Grades Served	2011-12 Enrollment
BLUE VALLEY HIGH SCHOOL	Randolph	High School	9-12	86
OLSBURG ELEMENTARY	Olsburg	Elementary	PK-4	76
RANDOLPH MIDDLE SCHOOL	Randolph	Middle School	5-8	48

DISTRICT ENROLLMENT TREND:



ENROLLMENT HISTORY BY RACE

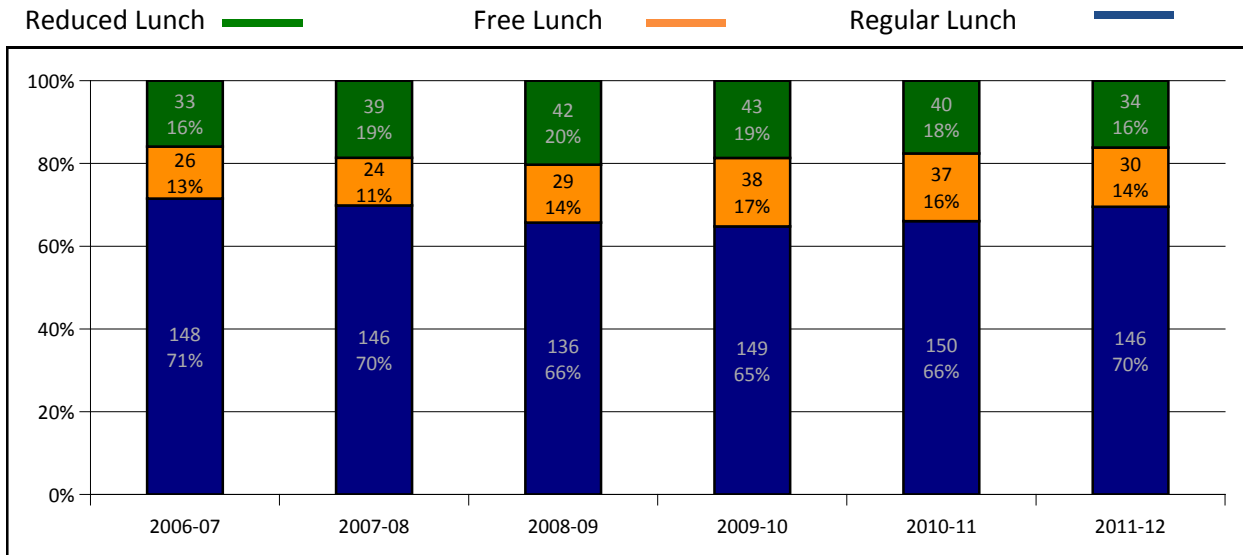
The chart below details the change in enrollment and racial diversity of the district as a whole over the past five years. According to the data as reported by the KSDE School Finance website, total enrollment in the district has changed by percent since the 2007-08 school year. Enrollment by white students has changed by 3 students while enrollments by black students has had a net change of 3 students.

School Year	Total Enrolled	White	Black	Hispanic	Am Indian / Alaskan	Asian	Hawaiian / Islander	Multiple Races
2007-08	209	205	0	2	2	0	0	0
2008-09	212	206	2	0	4	0	0	0
2009-10	231	224	2	2	2	1	0	0
2010-11	232	222	2	6	0	1	0	1
2011-12	216	208	3	4	0	1	0	0

Economically Disadvantaged Students

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 four years.

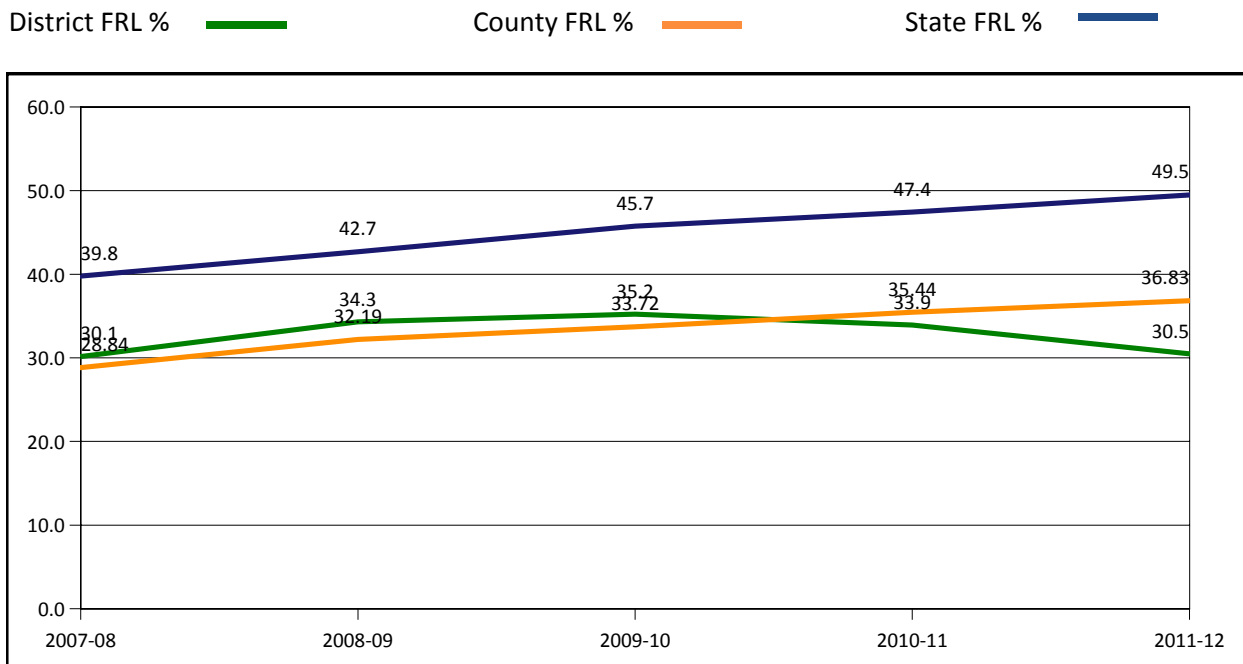


CURRENT ELIGIBILITY BY BUILDING:

Building	Enrollment	Free Lunch	Reduced Lunch	Percent FRL
BLUE VALLEY HIGH SCHOOL	86	13	16	33.7%
OLSBURG ELEMENTARY	76	11	10	27.6%
RANDOLPH MIDDLE SCHOOL	48	10	4	29.2%

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 Personnel

No Child Left Behind (NCLB), Title II, Part A ensures that all K-12 students have teachers with subject matter knowledge and teaching skills necessary to help all students achieve high academic standards regardless of their individual learning styles or needs. All general education core content teachers must be "highly qualified."

Below is the status of USD 384 teachers for the 2010-11 school year. Data provided by special request from the KSDE Research & Evaluation help desk.

Subject	Teachers	Highly Qualified	% Highly Qualified
Science	12	10	83.3%
Mathematics	18	18	100.0%
History & Government	16	16	100.0%
Fine Arts	16	10	62.5%
English Language Arts	18	18	100.0%
Elementary	10	10	100.0%

CERTIFIED PERSONNEL:

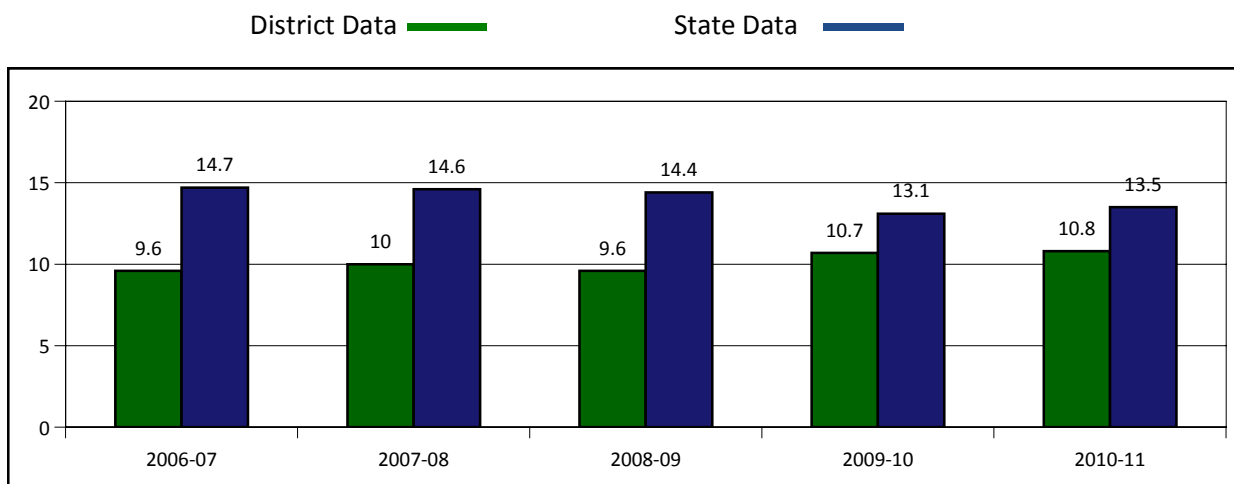
The following data was obtained via the KSDE website, School Finance Publications "Selected School Stats by District" reports and indicates the number of fully certified personnel in each category.

K-12 Teachers	Special Ed Teachers	Special Ed Director	Reading Teachers	Curriculum Specialists	Library Specialists
19.9	0	0	0	0	0

NON-CERTIFIED PERSONNEL:

Regular Ed Aides	Special Ed Paras	Technology Others	Technology Director	Library Aides
1.5	0	0.5	1.0	0.5

STUDENT / TEACHER RATIO



Demographics Comparisons

Comparison to Other Districts in the Area:

The following districts were chosen for comparison based on a combination of approximate student enrollment and their relative proximity to USD 223.

COMPARISON DISTRICTS	District County	2010-11 Enrollment	Free Reduced Lunch	Student / Teacher Ratio	Assessed Valuation pr/Pupil
USD 223 Barnes	Washington	430	34.7	9.2	77,165
USD 224 Clifton-Clyde	Washington	305	39.3	11.3	77,817
USD 322 Onaga-Havensville- Wheaton	Pottawatomie	321	43.6	12.3	58,164
USD 384 Blue Valley	Riley	227	33.9	10.8	76,601

District Adequate Yearly Progress (AYP)

The No Child Left Behind Act of 2001 (NCLB) is based on the premise that in 12 years, every child will be at a minimum proficiency on the state reading and mathematics assessments. Adequate Yearly Progress (AYP) is the process for making judgment as to whether or not all public elementary and secondary schools, districts, and states are reaching the annual targets on these assessments as well as meeting minimum requirements for graduation and attendance rates to ensure that all students achieve the state's definition of proficiency by 2013-2014.

The table(s) below depict whether AYP was met for by each of the student subgroups in each of the indicators reviewed. Any subgroup for which there are fewer than 20 students will not be shown.

*NOTE: 2010-11 Percent Proficient : source is KSDE Website - Requirements of AYP Table. Other years obtained from table on the District Report Card link (2010-11 not yet available).

	KEY: Y = AYP Met C = Met Conditionally N = AYP Not Met N/A = Does not apply									
	READING			MATHEMATICS			GRADUATION		ATTENDANCE	
	% Tested	Prof Above	AYP Met	% Tested	Prof Above	AYP Met	Grad Rate	Grad AYP Met	Attend Rate	Attend AYP Met
All Students										
2006-07	99.1	88.2	Y	98.3	78.3	Y	100.0	Y	97.1	Y
2007-08	100.0	90.9	Y	100.0	82.0	Y	100.0	Y	95.9	Y
2009-10	100.0	96.9	Y	100.0	96.9	Y	100.0	Y	96.0	Y
2010-11	100.0	93.5	Y	100.0	90.8	Y		Y	96.3	Y
Free & Reduced Lunch										
2006-07	97.5	82.9	Y	95.1	68.3	Y				
2007-08	100.0	90.0	Y	100.0	76.2	Y				
2009-10	100.0	97.2	Y	100.0	94.3	Y				
2010-11		89.7	Y		85.0	Y		N/A		N/A
Students with Disabilities										
2010-11			N/A			N/A		N/A		N/A
African-Americans										
2010-11			N/A			N/A		N/A		N/A
Hispanic										
2010-11			N/A			N/A		N/A		N/A
White										
2006-07	99.1	88.0	Y	98.3	79.7	Y				
2007-08	100.0	90.7	Y	100.0	81.5	Y				
2009-10	100.0	96.8	Y	100.0	96.7	Y				
2010-11		93.2	Y		90.4	Y		N/A		N/A
Asian										
2010-11			N/A			N/A		N/A		N/A

BUILDING-LEVEL AYP DATA

The table(s) below depict whether AYP was met for the every subcategory in each of the subjects reviewed.

KEY: Y = AYP Met C = Met Conditionally N = AYP Not Met N/A = Does not apply

	READING		MATHEMATICS		OTHER		BLDG AYP Met
	Performance AYP Met	Participation AYP Met	Performance AYP Met	Participation AYP Met	Graduation Rate	Attendance Rate	
BLUE VALLEY HIGH SCHOOL							
2006-07	Y	Y	Y	Y	Y	N/A	Y
2007-08	Y	Y	Y	Y	Y	N/A	Y
2008-09	Y	Y	Y	Y	Y	N/A	Y
2009-10	Y	Y	Y	Y	Y	N/A	Y
2010-11	N/A	N/A	Y	Y	Y	N/A	Y
OLSBURG ELEMENTARY							
2006-07	Y	Y	Y	Y	N/A	Y	Y
2007-08	Y	Y	Y	Y	N/A	Y	Y
2008-09	Y	Y	Y	Y	N/A	Y	Y
2009-10	Y	Y	Y	Y	N/A	Y	Y
2010-11	Y	Y	Y	Y	N/A	Y	Y
RANDOLPH MIDDLE SCHOOL							
2006-07	Y	Y	Y	Y	N/A	Y	Y
2007-08	Y	Y	Y	Y	N/A	Y	Y
2008-09	Y	Y	Y	Y	N/A	Y	Y
2009-10	Y	Y	Y	Y	N/A	Y	Y
2010-11	Y	Y	Y	Y	N/A	Y	Y

DISTRICT IMPROVEMENT STATUS / HISTORY

Improvement Status Definitions

On Improvement: A district that does not make AYP for two consecutive years must be identified for On Improvement. Identifying a district for improvement serves as a formal acknowledgement that the district is not meeting the challenge of successfully teaching all of its students. The identification marks the beginning of the improvement process: a set of structured interventions designed to help a district identify, analyze, and address issues that prevent student academic success. The state will provide a district that is identified for improvement with extensive support in designing and implementing a plan to improve student achievement. Technical Assistance will focus on Curriculum Alignment, Data Analysis, and Leadership.

Corrective Action: Correctivaction refers to steps taken by the district to substantially and directly respond to serious instructional, managerial, and organizational problems. Some options are to replace staff related to the inability of the district to make AYP, remove individual schools from the jurisdiction of the district and arrange for their public supervision, appoint a receiver or trustee to administer the affairs of the district in place of the superintendent and school board, or abolish / restructure the district.

School Year	Years on Improvement	Improvement Status	Subject of Improvement	Number of Schools on Improvement
2010-11		District is not targeted for improvement in any monitored area		
2011-12		District is not targeted for improvement in any monitored area		

District Reading Assessments

READING PERFORMANCE GOALS BY YEAR:

In order to meet the requirements of adequate yearly progress, every student group must meet or exceed annual targets in reading while maintaining a participation rate of 95% or more. The chart below details the annual performance goals for the past several years.

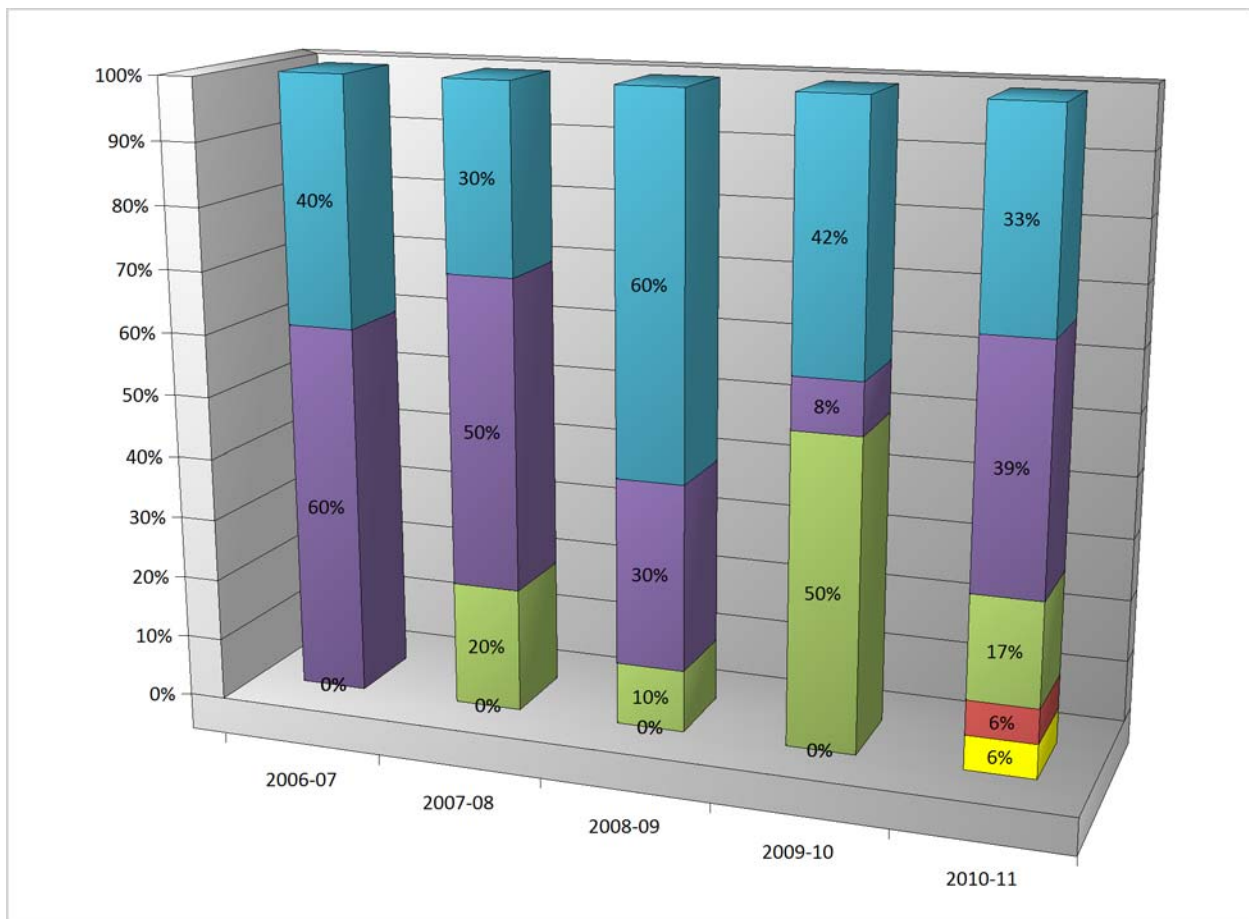
School Year	K-8 Student Goal	9-12 Students Goal	District Reading Goal	District % Met Goal	Kansas State % Met Goal
2006-07	69.50	65.0	65	88.1	81
2007-08	75.60	72.0	72	89.8	84.3
2008-09	79.90	76.7	76.7	96.1	85.8
2009-10	83.70	81.3	81.3	96.9	86.3
2010-11	87.80	86.0	86	93.57	87.8

READING SCORES BY GRADE:

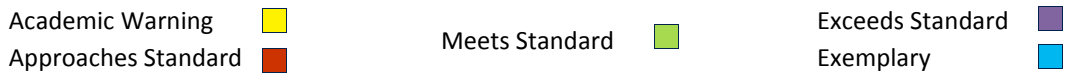
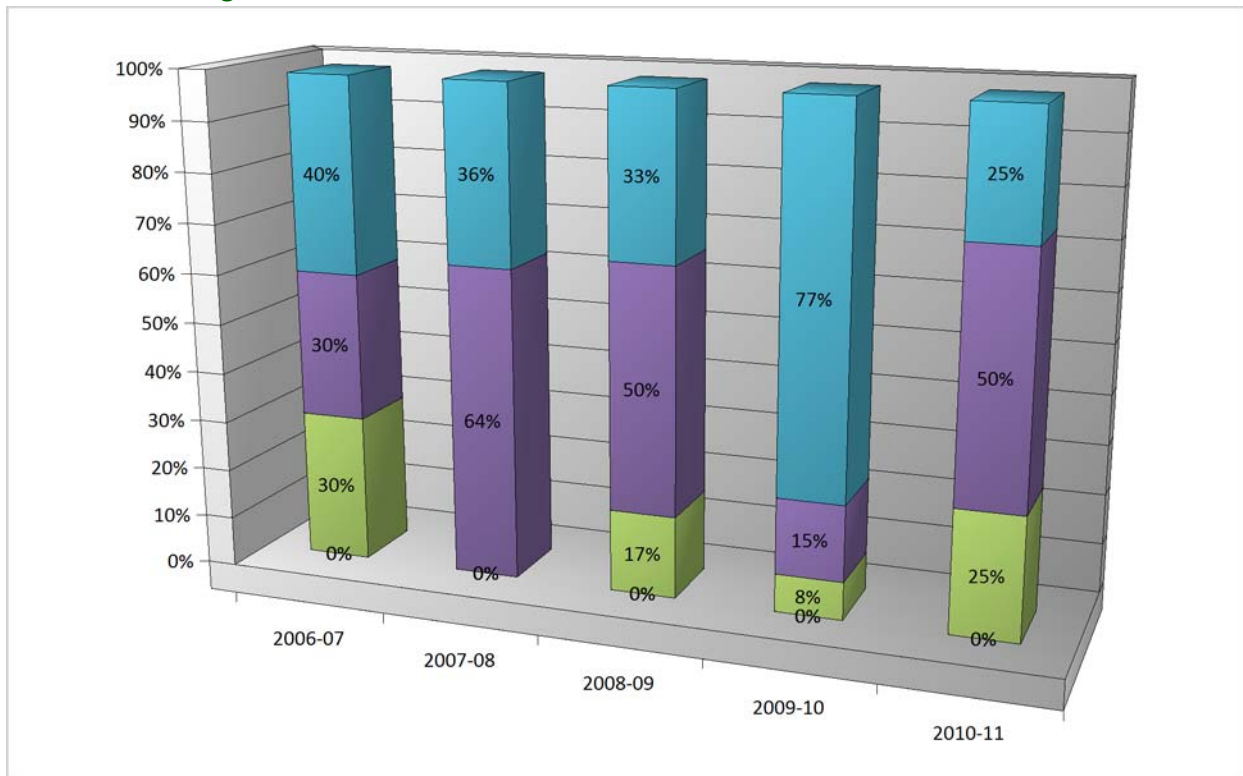
The following graphs show the change in percentage scoring within each of the following ranges for each of the past years indicated.



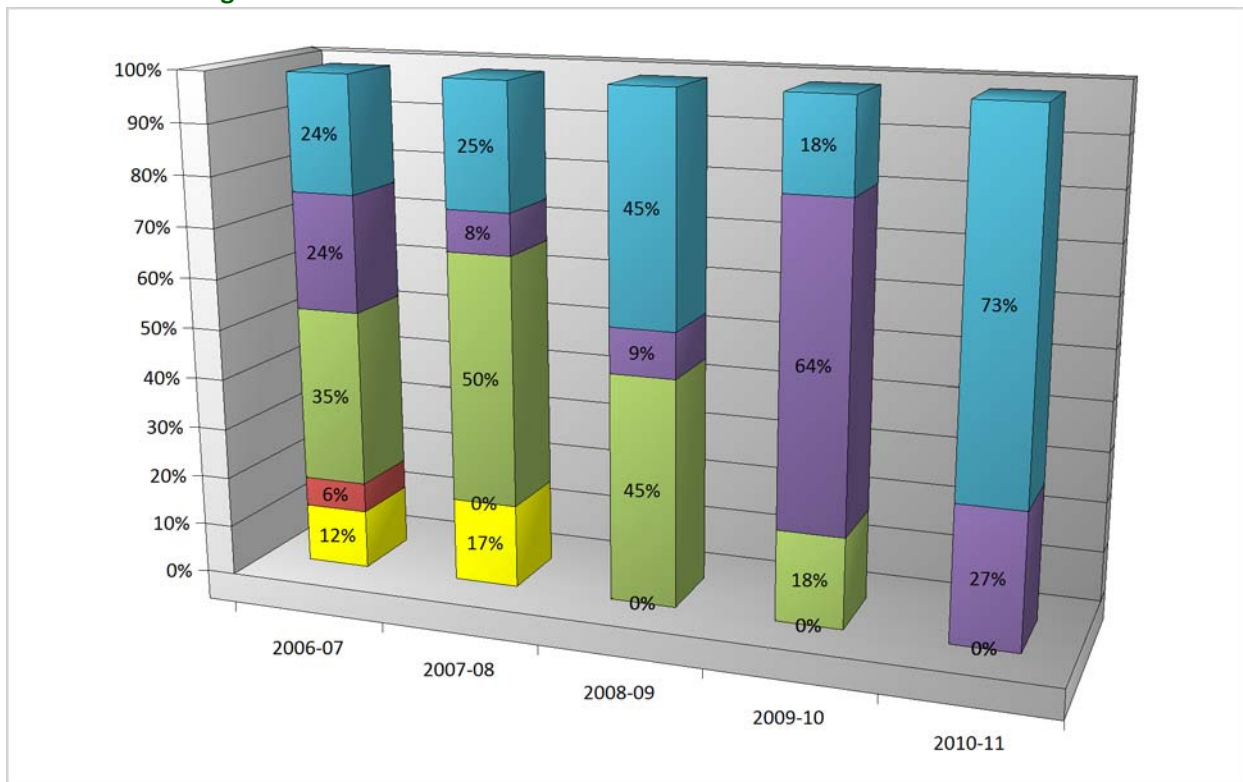
3rd Grade Reading:



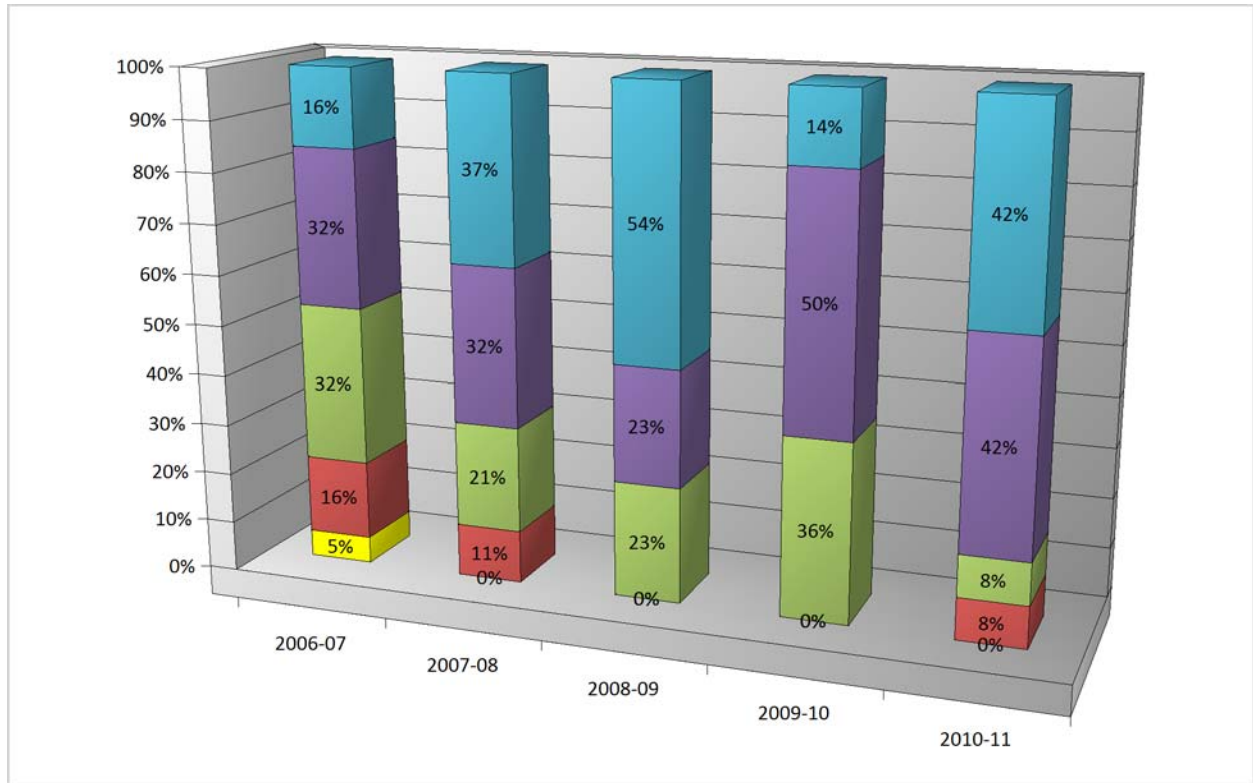
4th Grade Reading:



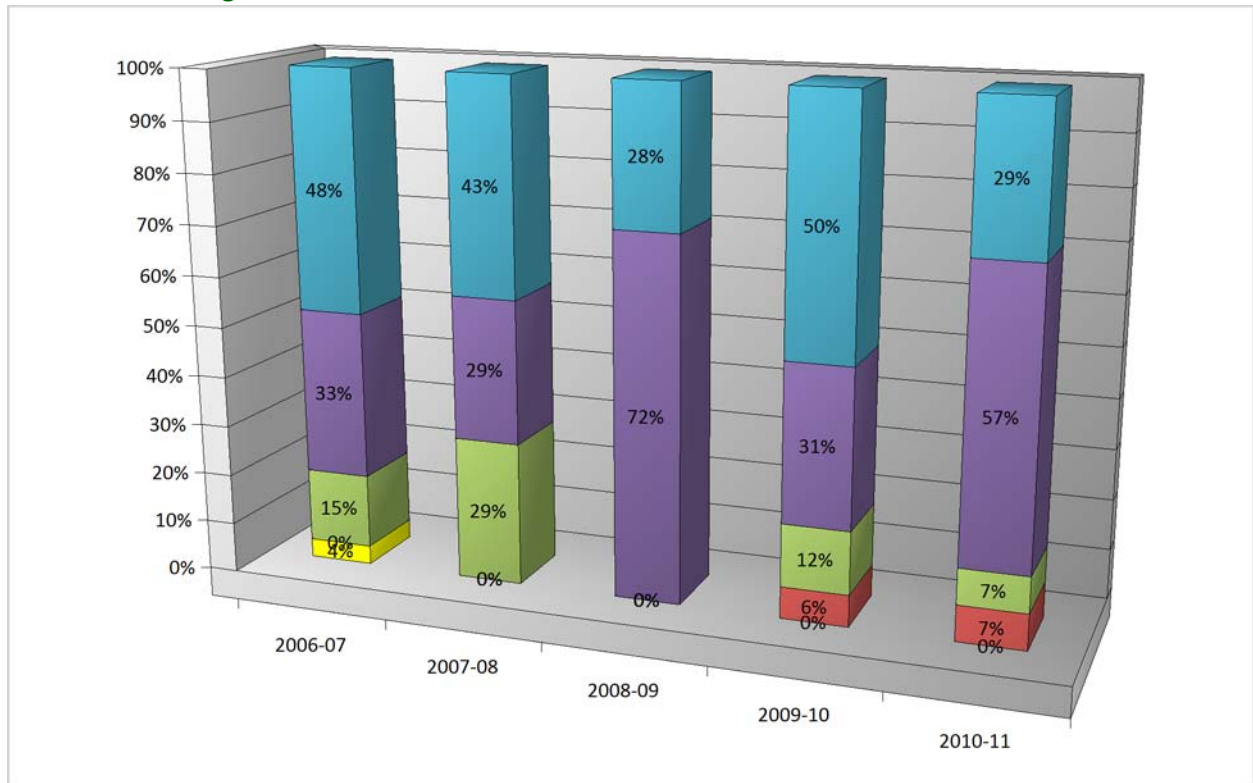
5th Grade Reading:



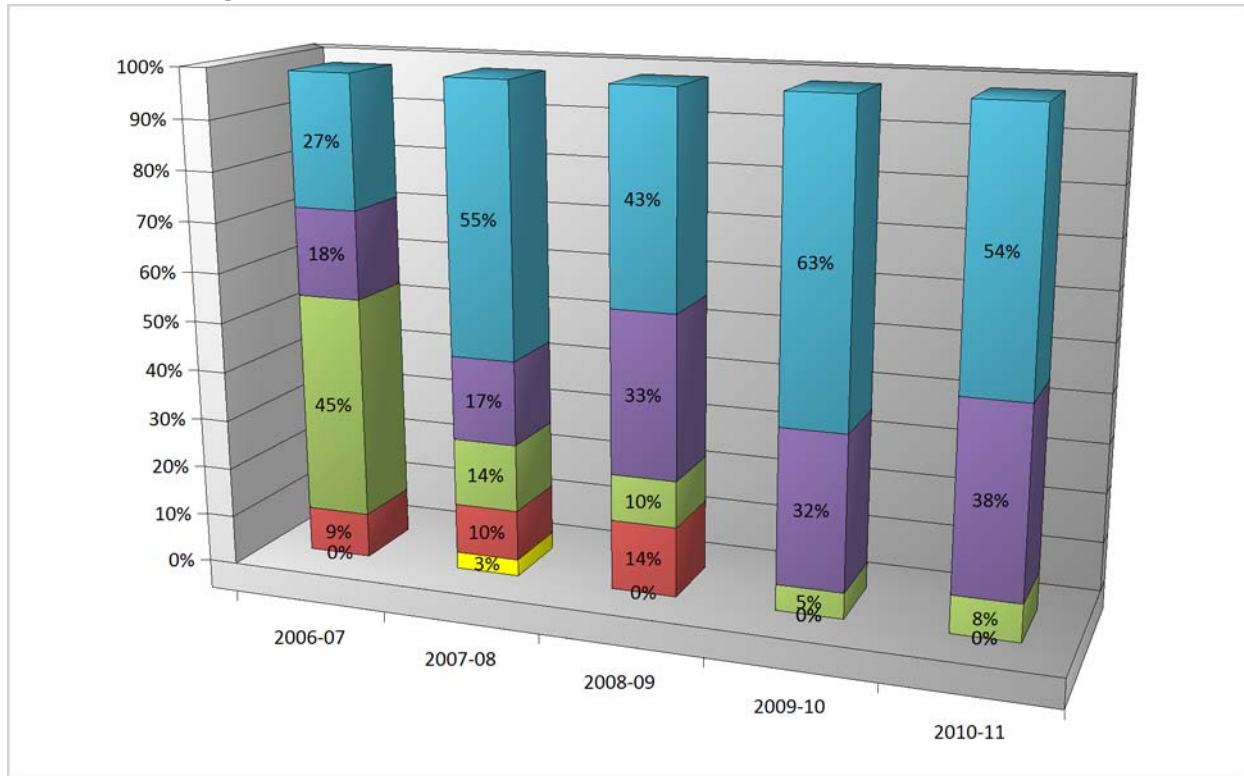
6th Grade Reading:



7th Grade Reading:

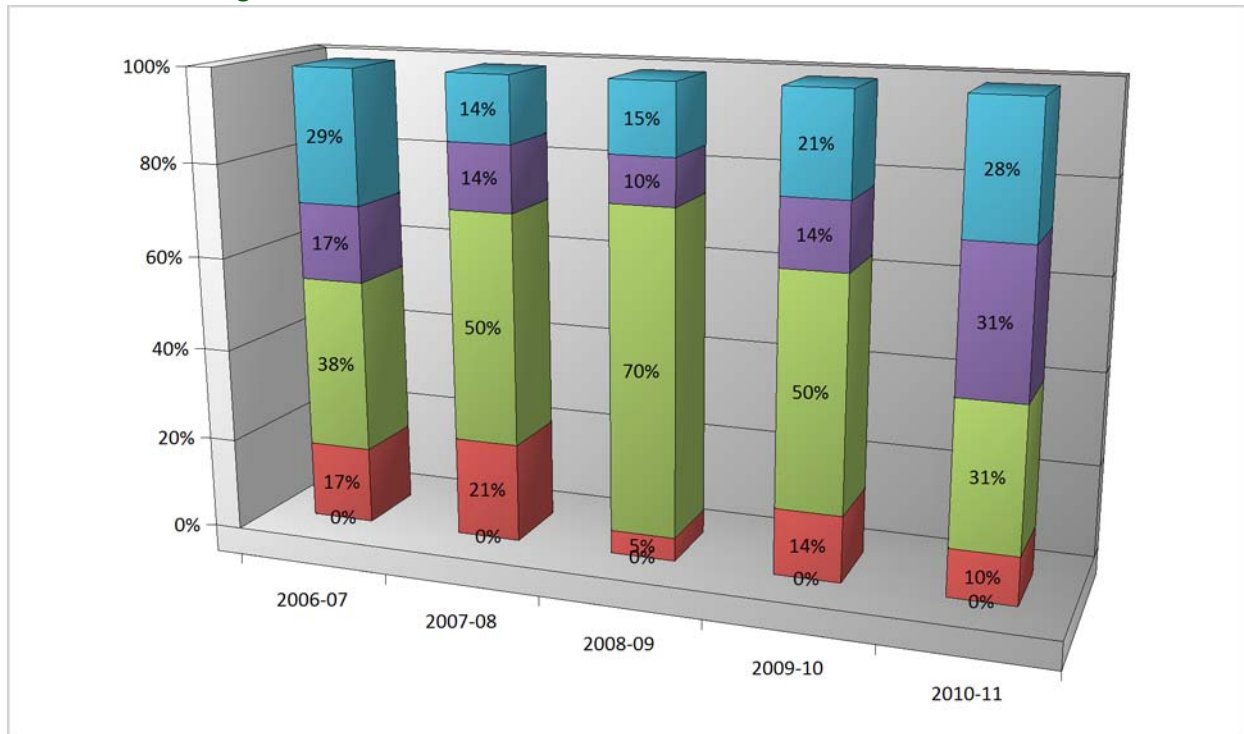


8th Grade Reading:



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

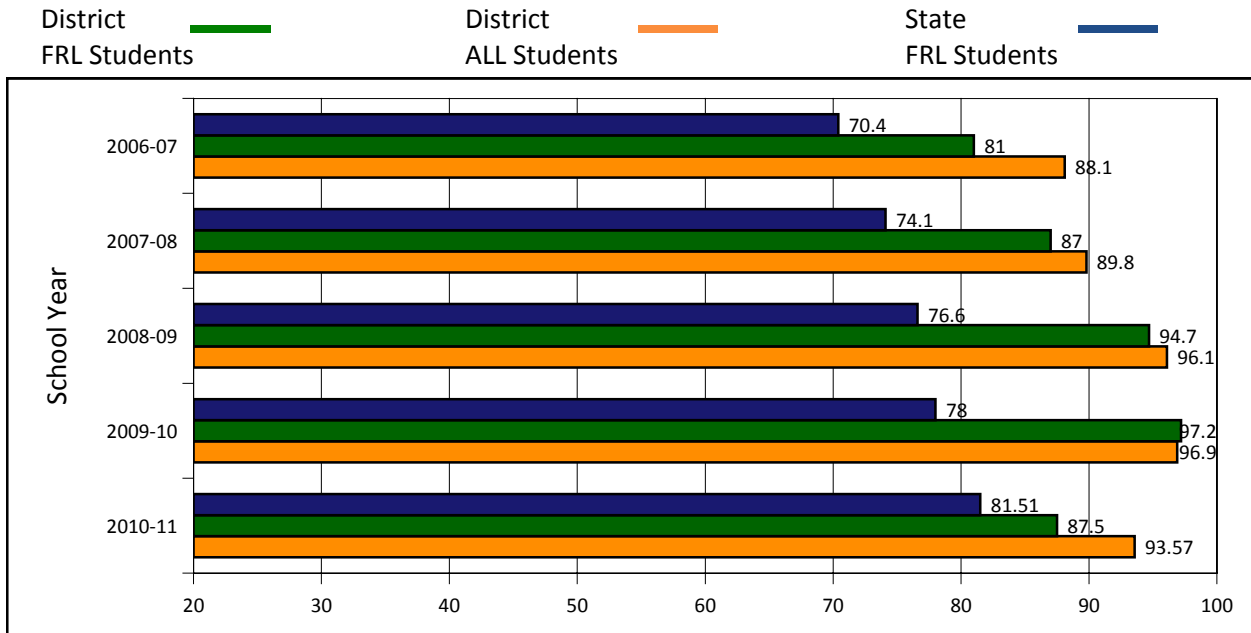
11th Grade Reading:



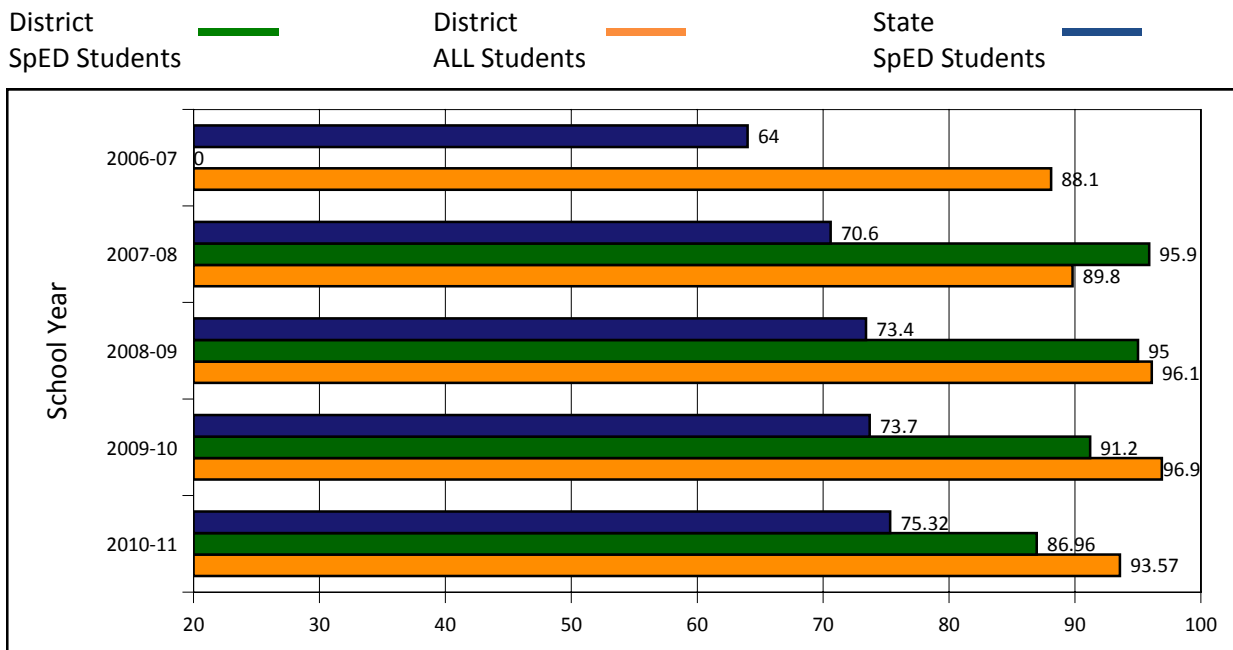
Reading Scores - Disaggregated Groups

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. A comparison of students who received support versus those that did not would likely yield a larger discrepancy between groups concerning performance levels. (Source: Special Request KSDE - USD Assess by Grade / Group)

ECONOMICALLY DISADVANTAGED STUDENTS:



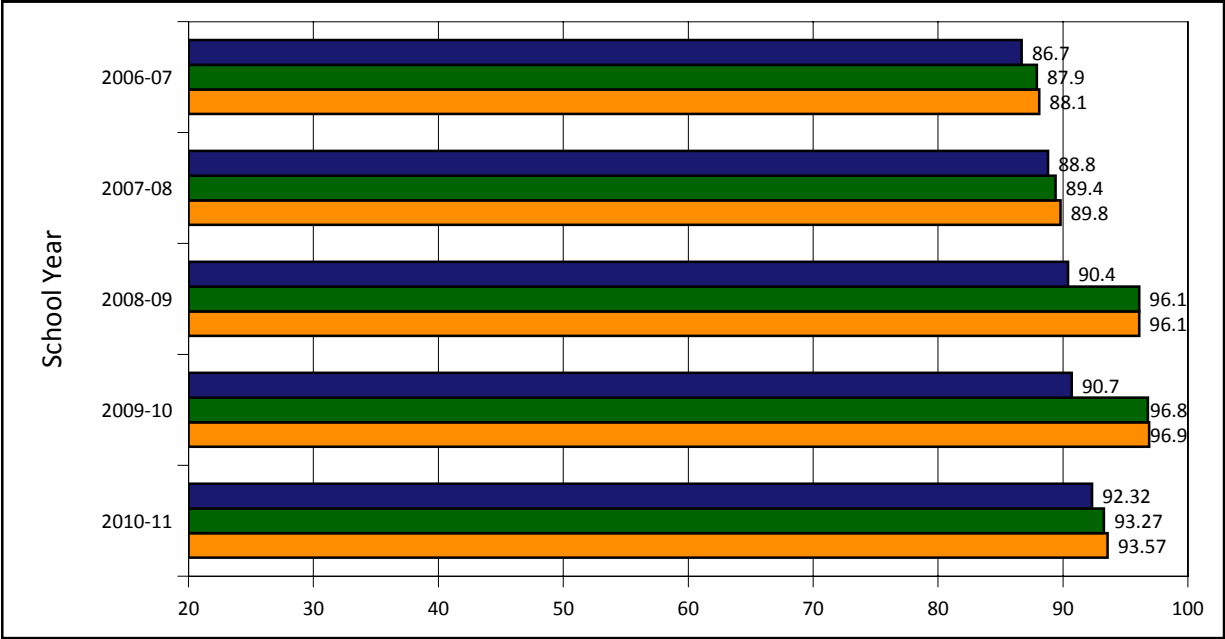
STUDENTS WITH DISABILITIES:



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

DISSAGGREGATED GROUP: White Students

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



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District Mathematics Assessments

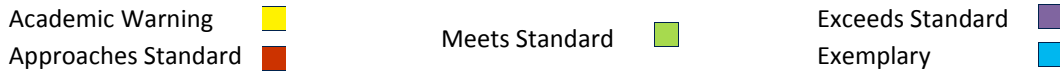
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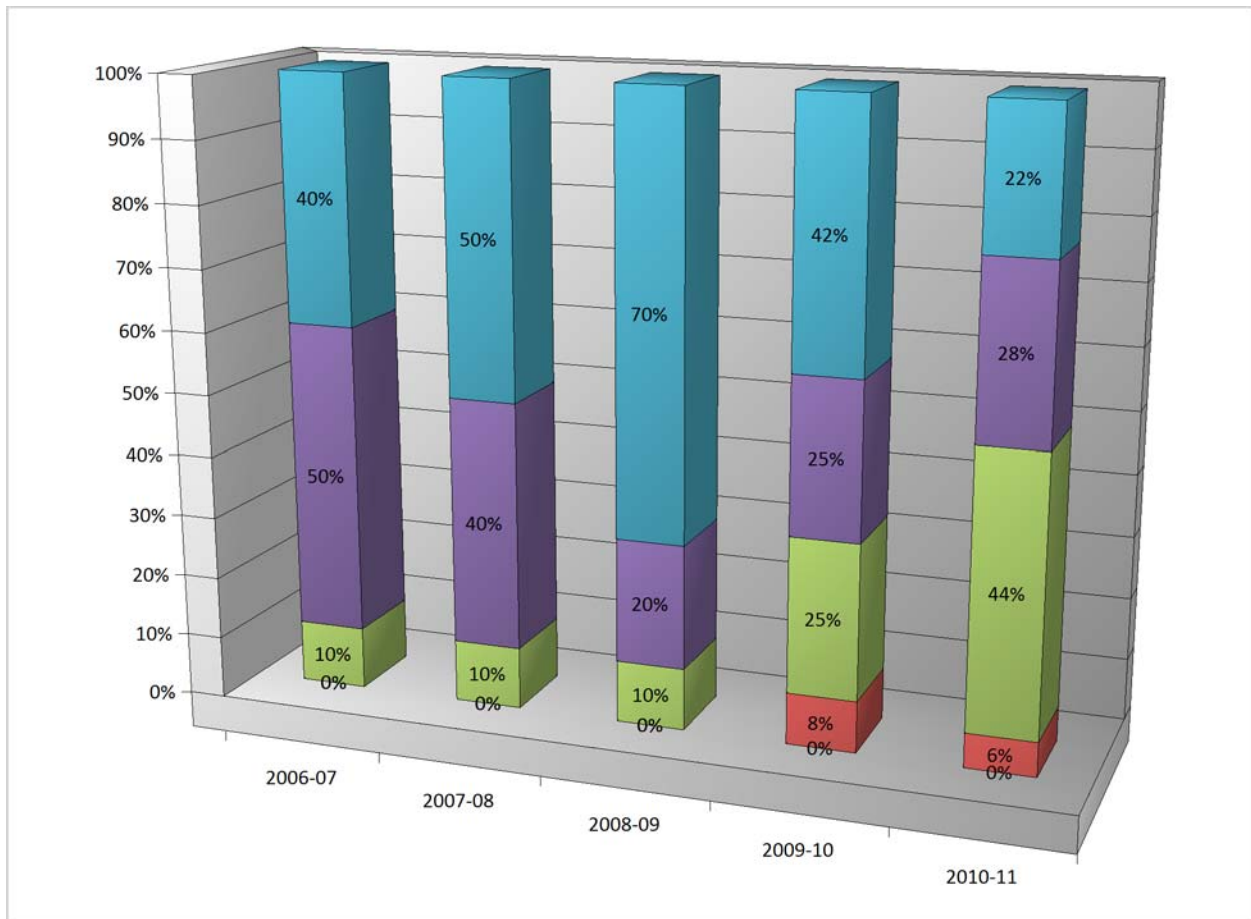
School Year	K-8 Student Goal	9-12 Students Goal	District Math Goal	District % Met Goal	Kansas State % Met Goal
2006-07	66.80	55.7	55.7	78.2	78.2
2007-08	73.40	64.6	64.6	81.2	81
2008-09	77.80	70.5	70.5	91.3	82.8
2009-10	82.30	76.4	76.4	96.9	83.1
2010-11	86.70	82.3	82.3	90.9	85.58

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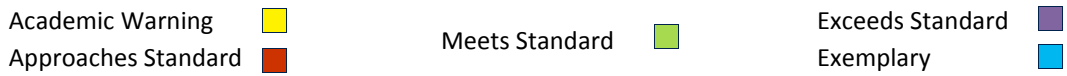
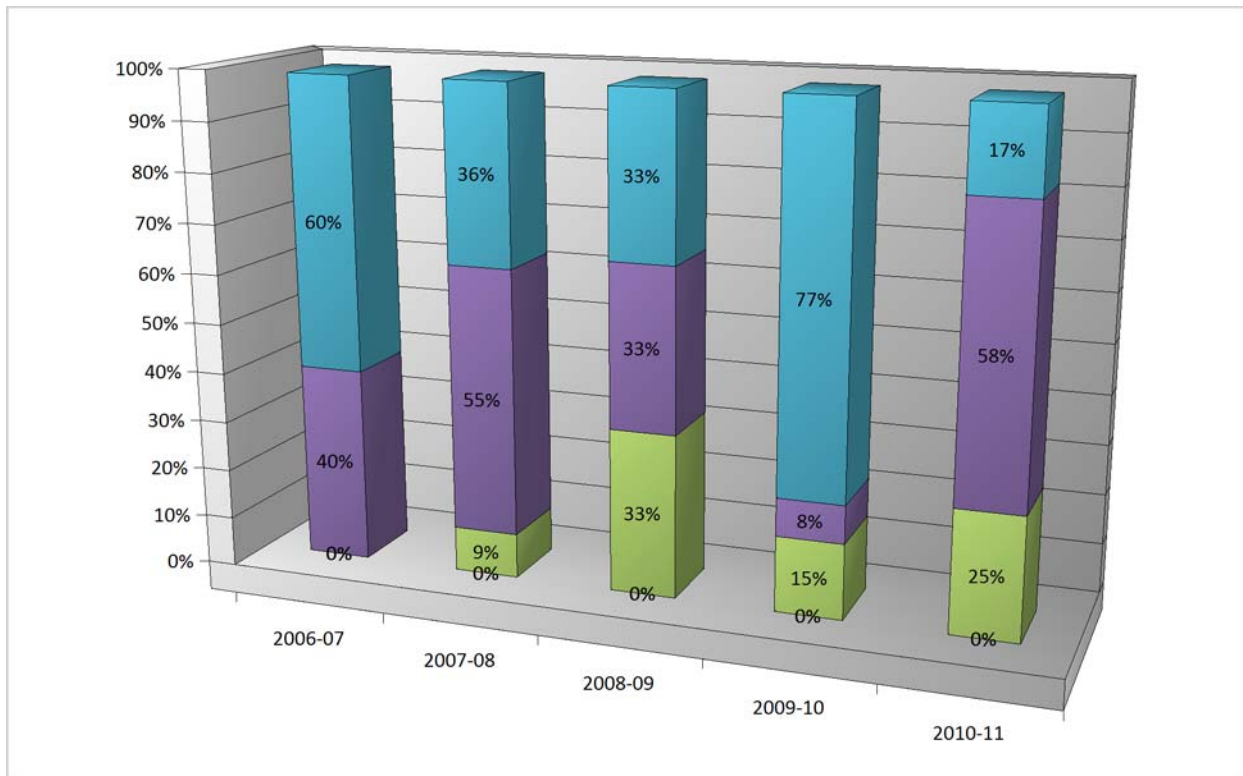
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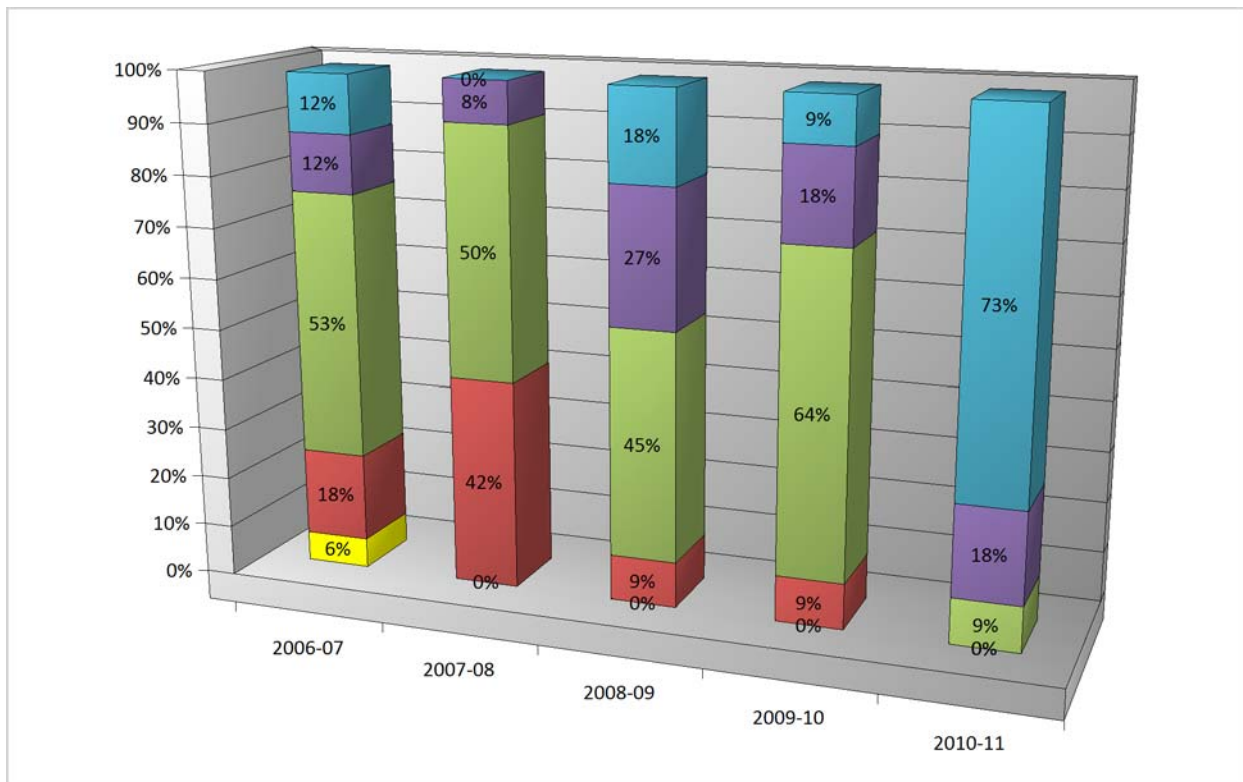
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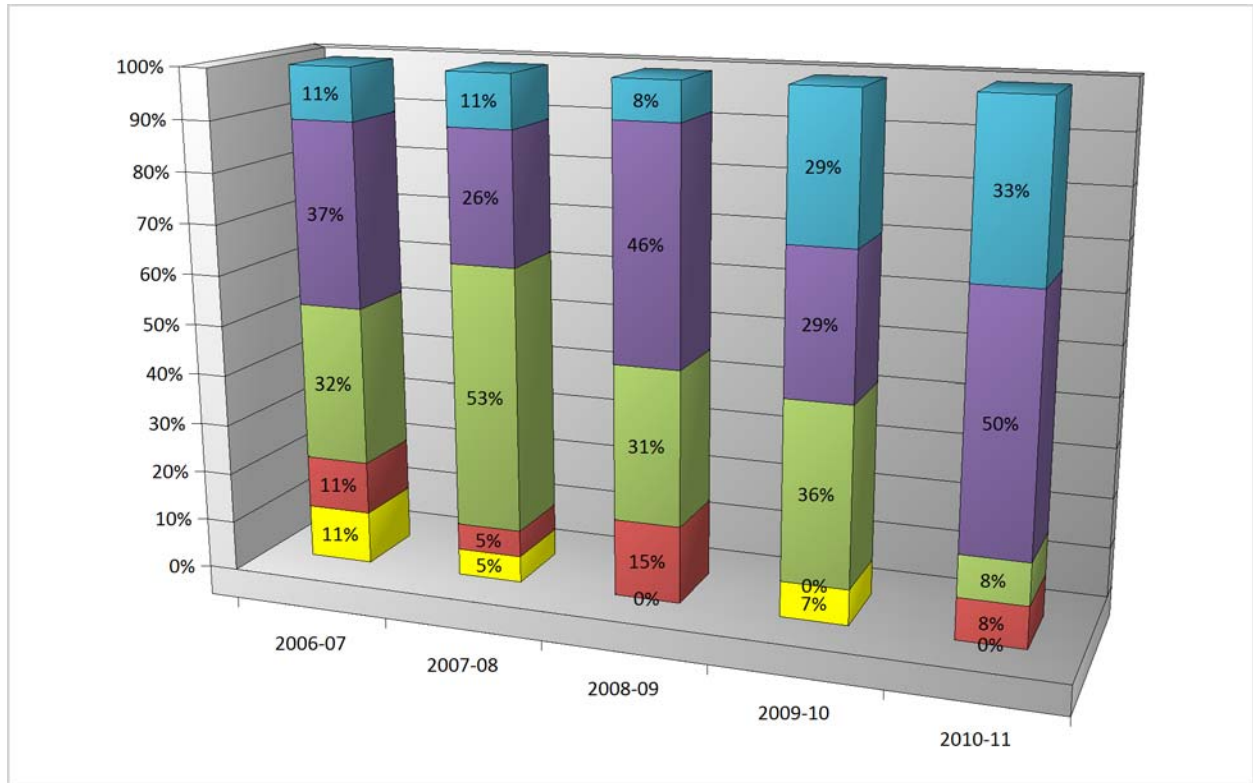
4th Grade Math



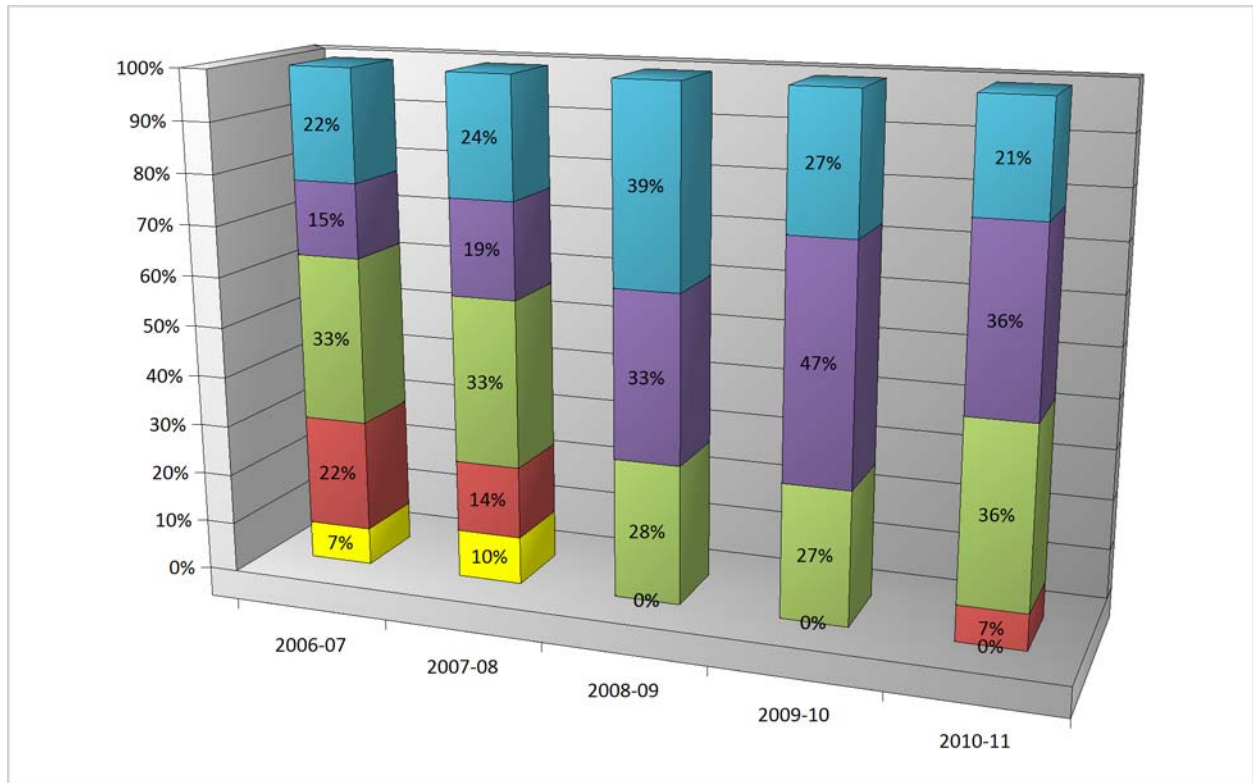
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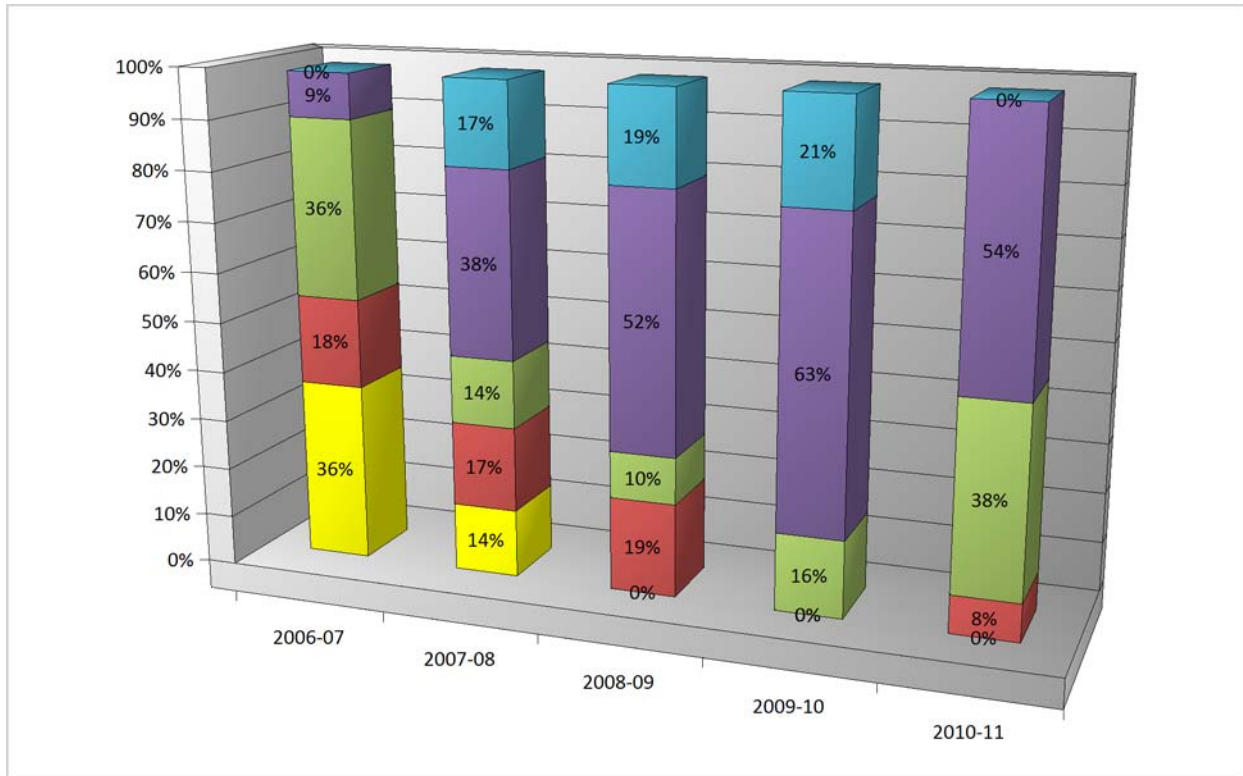
6th Grade Math:



7th Grade Math:

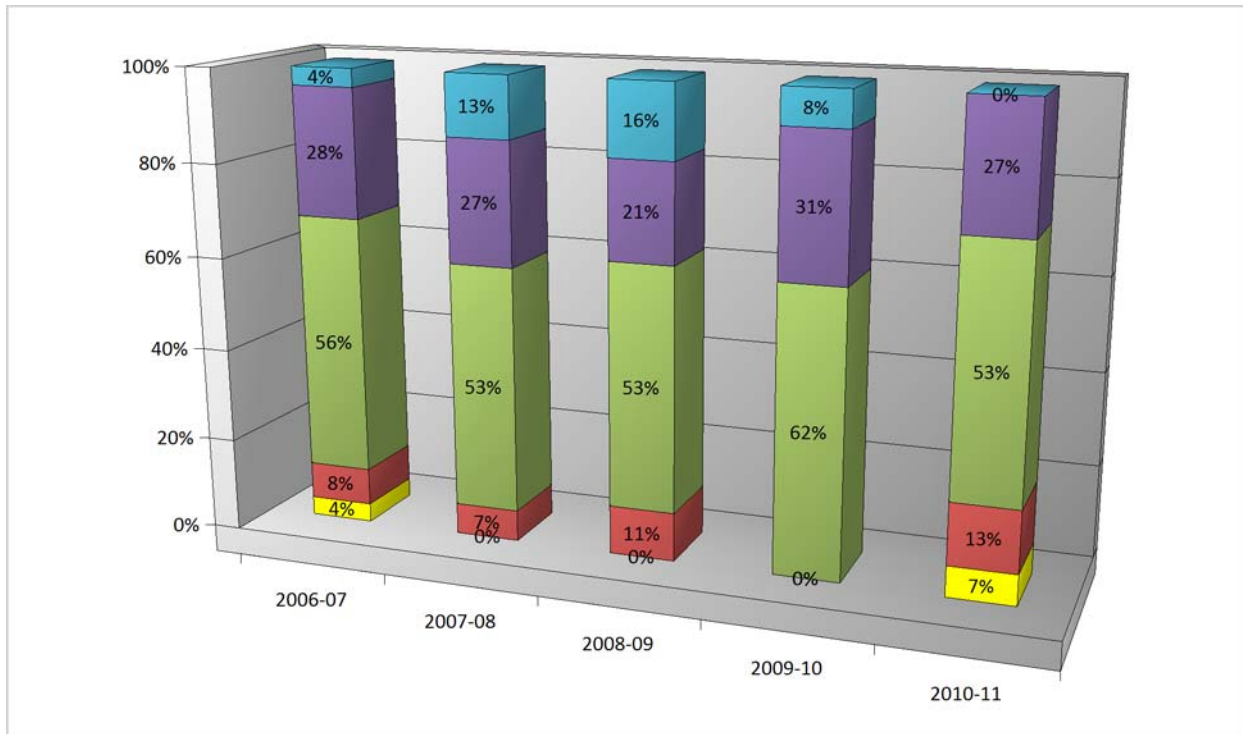


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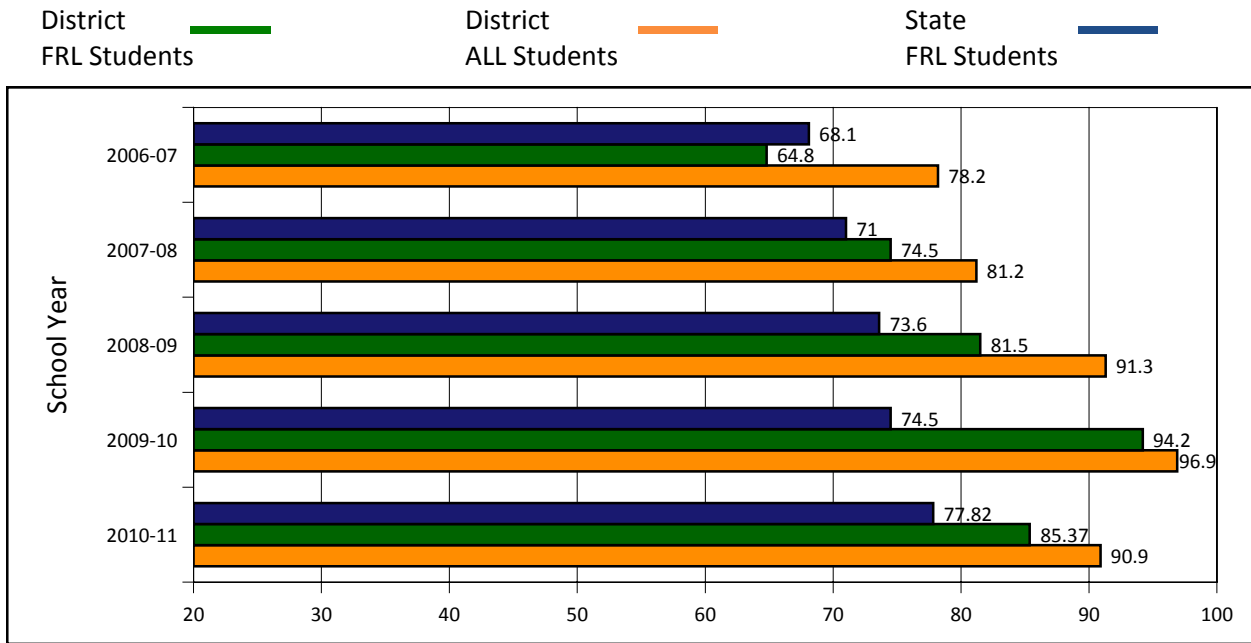
10th Grade Math:



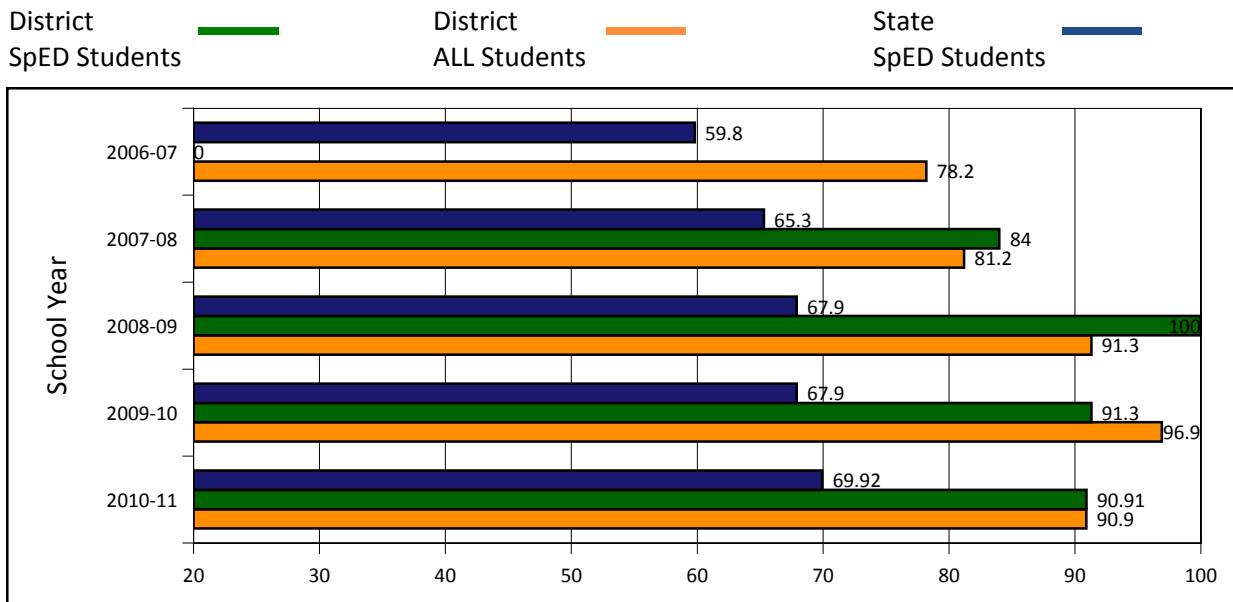
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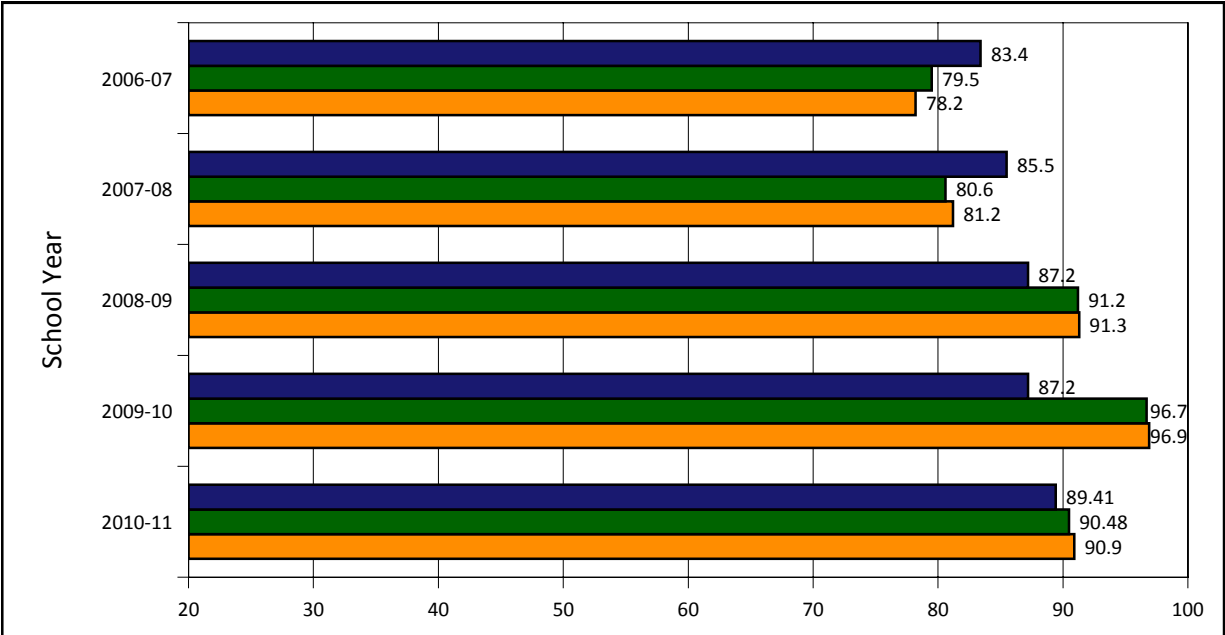
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District Disagg Group District ALL Students State Disagg Group



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District Science Assessments

The Kansas science assessment is administered annually to students in 4th, 7th, and 10th or 11th grades. Although NCLB requires an annual science assessment, to date does not include scores or participation rates in AYP. Scores and participation rates are used for quality performance accreditation (QPA) purposes only.

Targets are the percentage of students scoring at Meets Standard and above. QPA targets remain constant and do not change over time and are currently as shown below:

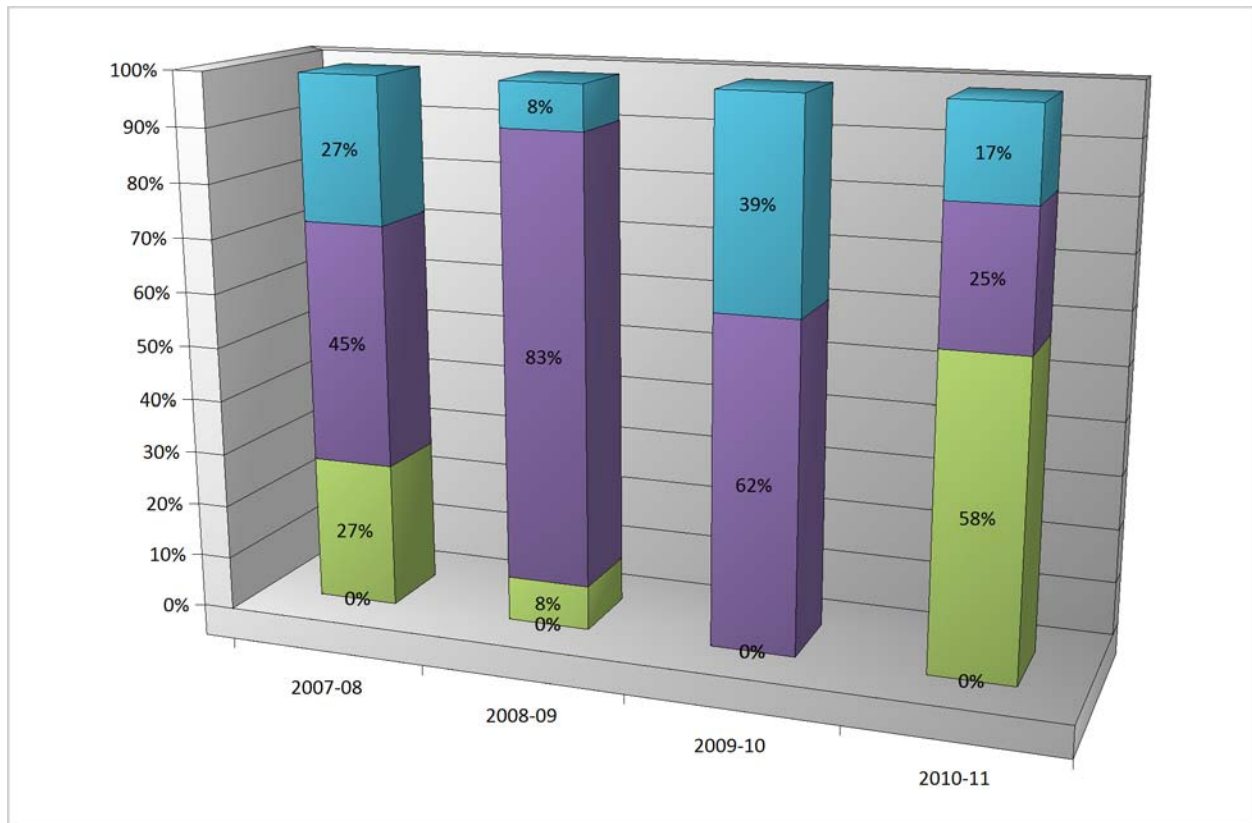
School Year	4th Grade QPA Goal 73%	7th Grade QPA Goal 71%	High School Students QPA Goal 69%
2007-08	100.0	95.0	93.0
2008-09	100.0	94.0	95.0
2009-10	100.0	100.0	92.0
2010-11	100.0	93.0	90.0

SCIENCE SCORES BY GRADE:

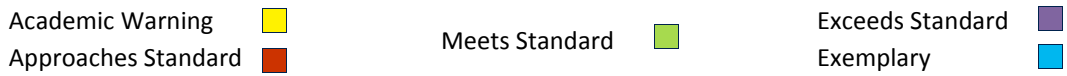
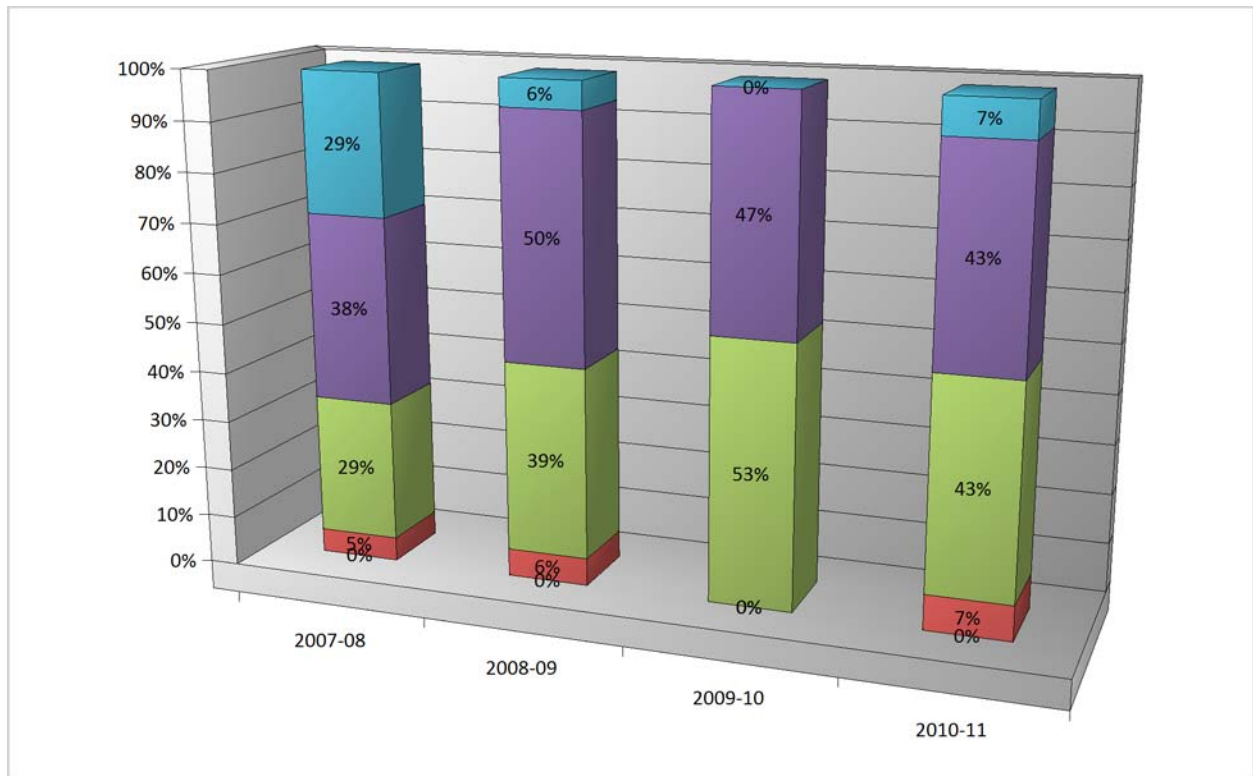
The following graphs show the change in percentage scoring within each of the following ranges for each of the past years indicated.

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

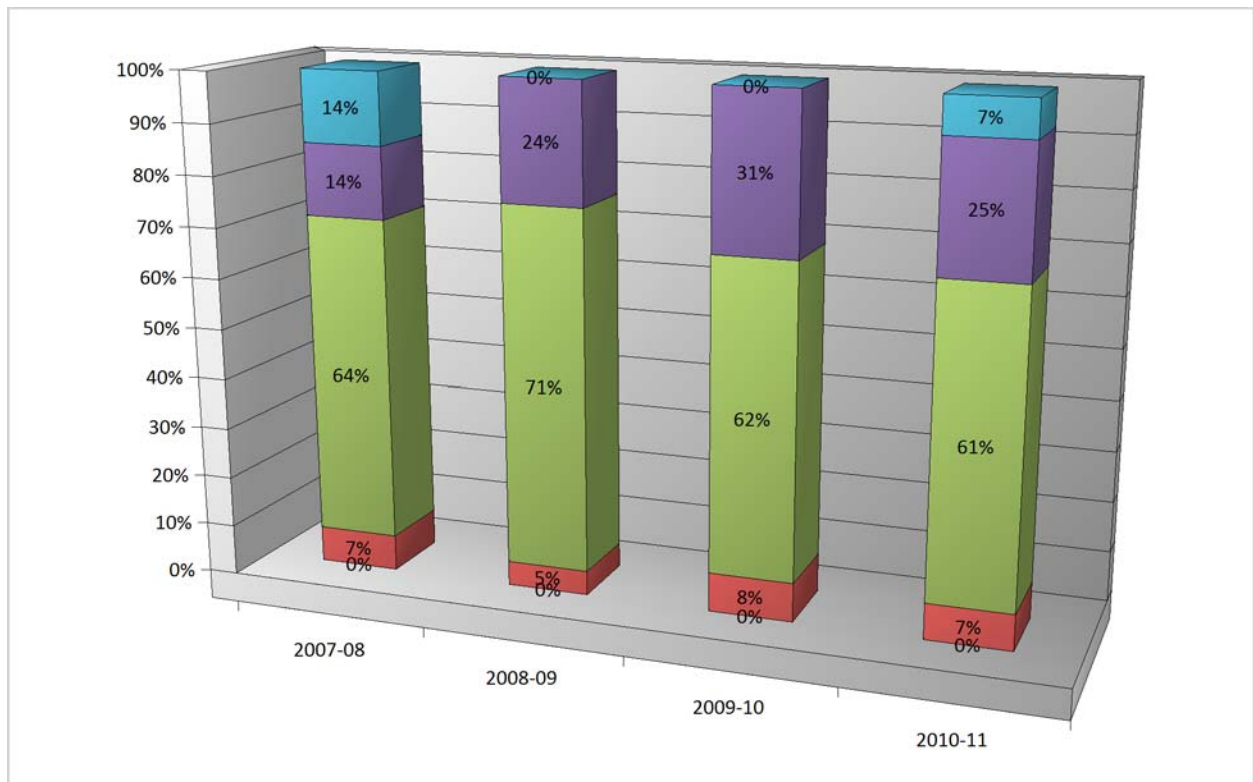
4th Grade Science:



7th Grade Science



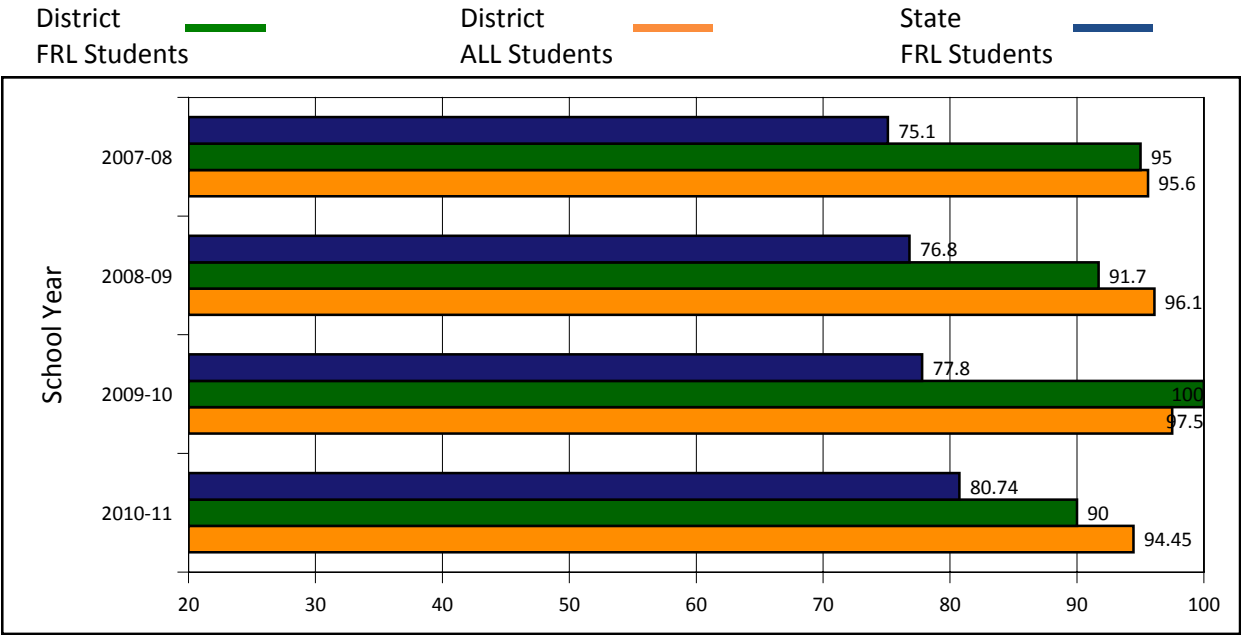
11th Grade Science:



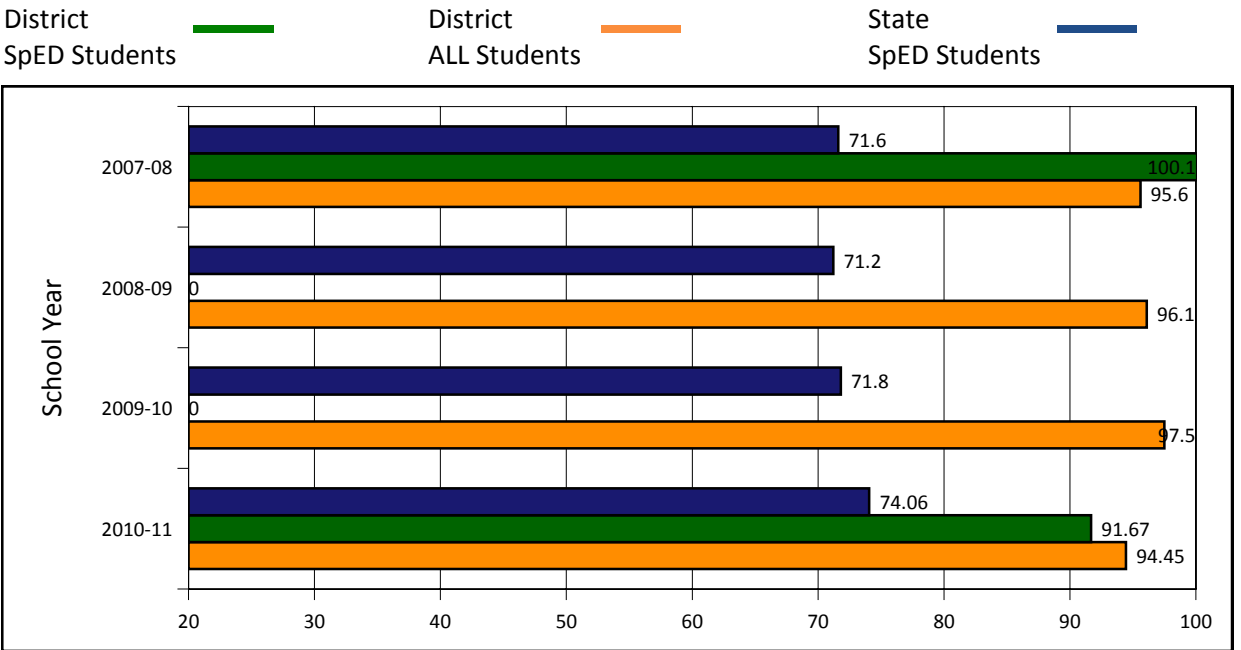
Science Scores - Disaggregated Groups

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. A comparison of students who received support versus those that did not would likely yield a larger discrepancy between groups concerning performance levels. (Source: Special Request KSDE - USD Assess by Grade / Group)

ECONOMICALLY DISADVANTAGED STUDENTS:



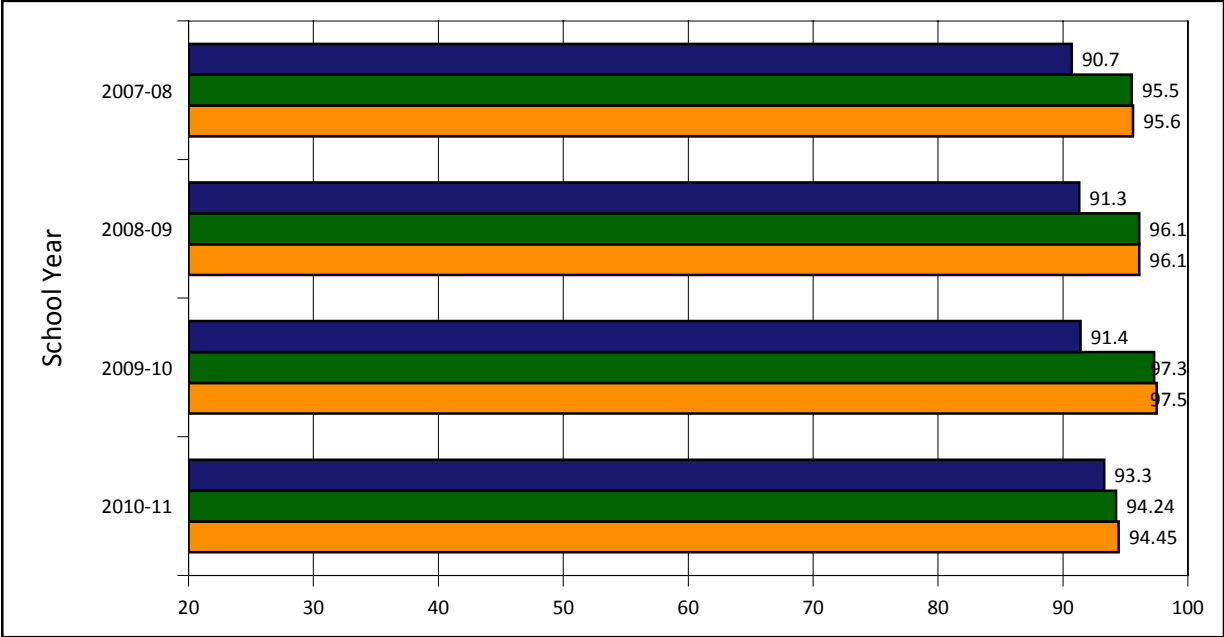
STUDENTS WITH DISABILITIES:



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

DISSAGGREGATED GROUP: White Students

District Disagg Group District ALL Students State Disagg Group



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