

# District Profile

## USD 429 Troy Public Schools

Mrs. Sue King, Superintendent

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# County Profile Information

## Doniphan County, Kansas

At the time of the US Census 2010, the population of Doniphan county was approximately 7945. This represents a -3.7% change from the year 2000 as compared to a 11.8 % change in the state of Kansas. With a total number of 397.1 square miles in the county, the population density for the county is 20.3 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 -10.3 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	7941	7879	7814	7722	7563	7393	7406	7431	7405	7253	-9.5%
Black	202	214	216	236	235	234	254	257	271	273	26.0%
Am Indian / Alaskan	154	158	161	161	162	162	166	167	165	169	8.9%
Asian	26	26	27	29	30	31	32	34	34	37	29.7%
Hawaiian / Islander	1	1	1	1	1	1	1	1	1	1	0.0%

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

At the time of the 2000 Census, Doniphan county had approximately 96 people reporting a Hispanic / Latino ethnicity residing in the county. This represented 1.16 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 165 or 2.07 percent of the population, representing a change of 71.87 percent. For the same 10-year period, the state of Kansas had a 59.38 percent change in Hispanic / Latino population. Approximately 1.4 percent of the county population surveyed in 2010 reported being foreign-born and 1.7 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 387 square miles of the county is dedicated to farming ( 97.5 % ). The portion of the county considered to be rural as defined by the US Census Bureau (places of 2500 or more persons) is 99.8 percent of total acres with the remaining 0.2 percent being considered urban areas.

### INDUSTRY: Civilian employed population 16 years and over - Percent

Agriculture, forestry, fishing and hunting, and mining	7.2	Transportation and warehousing, and utilities	6.6
Construction	7.4	Information	1.6
Educational services, and health care and social assistance	25.3	Finance and insurance, and real estate and rental and leasing	3.8
Wholesale Trade	2.8	Manufacturing	16.6
Retail Trade	10.2	Public Administration	5.4
Arts, entertainment, recreation, accommodation and food services	4.7	Professional, scientific, and management, and administrative and waste	4.1

# US Census: Geographic Comparison

American Community Survey Data	Troy	Doniphan County	Kansas	USA
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## FAMILY INCOME:

Median Income in families with children	\$40,385	\$44,673	\$58,517	\$60,074
Percent of families with children in poverty	19.7	17.5	13.2	16.6
Percent of households with Public Asst income	4.2	3.4	2.3	2.4
Percent of households with Food Stamp benefits	7.5	9.8	6.8	8.5

## EDUCATIONAL ATTAINMENT:

### No High School Diploma / GED

Population 18-24 years old - percent	15.9	11.3	13.7	17.2
Population over 25 years old - percent	13.1	14.9	11	15.5

### High School Diploma or Equivalency

Population 18-24 years old - percent	26.2	42.8	28.8	32
Population over 25 years old - percent	35.8	38.1	29.5	29.3

### Bachelor's Degree or More

Population 18-24 years old - percent	9.3	3.6	9.5	9
Population over 25 years old - percent	15.2	16.4	28.8	27.5

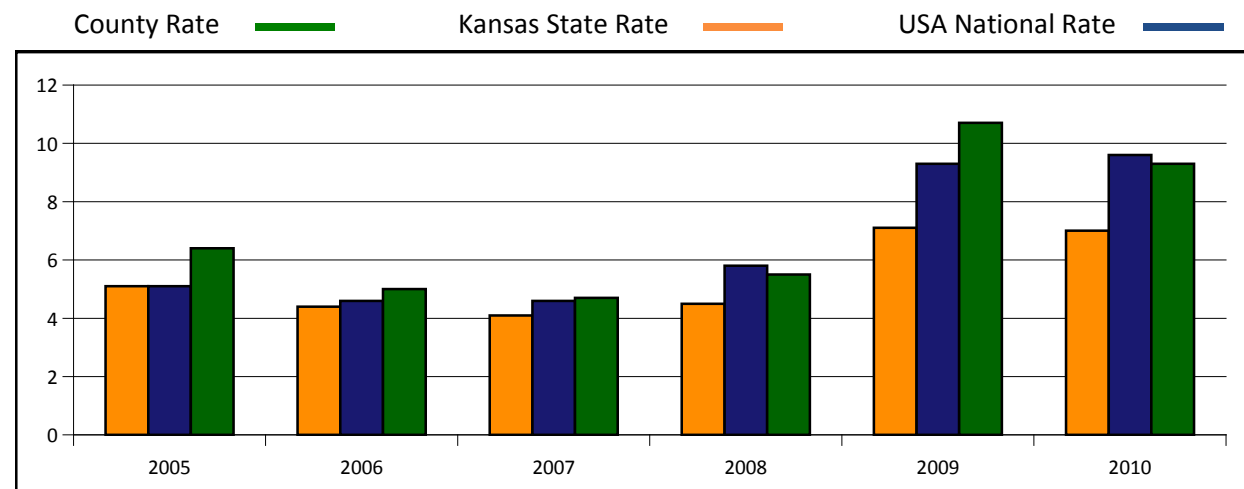
## HOUSEHOLD COMPOSITION:

Percent of families with children under 18	29.9	28	31.4	31
Married couple families	14.7	19.9	22.4	21.4
Single parent household- female only	12.4	6.7	6.7	7.3
Single parent household- male only	2.8	1.4	2.3	2.2

## HOUSING DATA:

Year housing built - median year	1946	1964	1970	1974
Year housing built - median age / years	65	47	41	37
Median value of owner-occupied homes	\$84,000	\$82,200	\$118,500	\$185,400
Occupancy rate of all housing units	95.3	85.5	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
Wathena	1368	24	3.27	10	7.4	\$65,380	7.1
Troy	1074	17.5	2.78	13.1	12.4	\$40,385	19.7
Highland	892	33	2.89	12	2.6	\$50,500	6.6
Elwood	1096	21.3	3.09	29.5	9	\$34,167	12.2

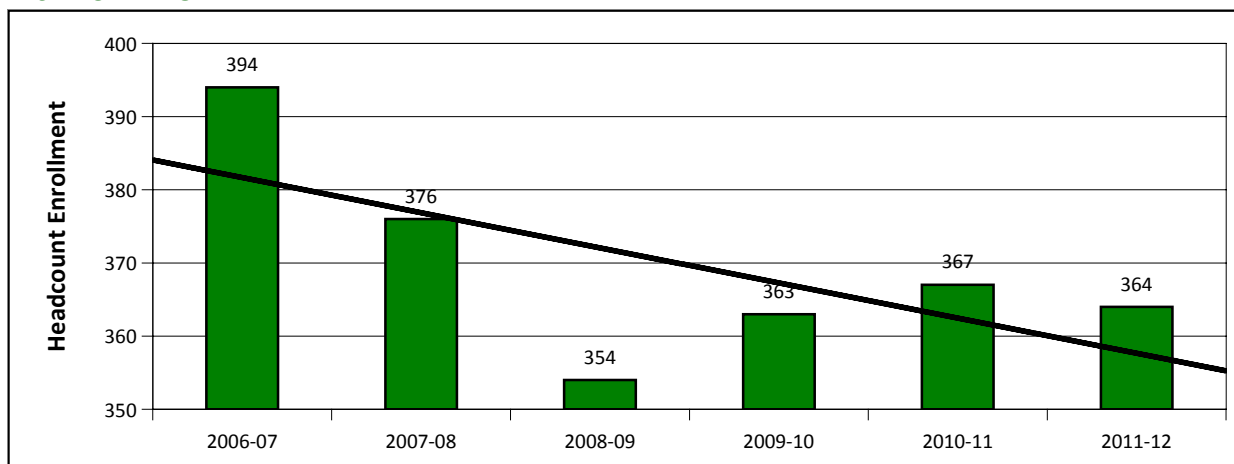
# District Demographics

USD 429 is comprised of the following schools:

<b>DISTRICT BUILDINGS:</b>	<b>City</b>	<b>Building Type</b>	<b>Grades Served</b>	<b>2011-12 Enrollment</b>
TROY ELEMENTARY	Troy	Elementary	K-6	186
TROY HIGH AND MIDDLE SCHOOL	Troy	High School	7-12	178

**\*SOURCE: KSDE School Finance Reports - Free Reduced Enrollment (All Buildings)**

## DISTRICT ENROLLMENT TREND:



**\*SOURCE: KSDE School Finance Reports - Free Reduced Enrollment (USD Totals)**

## 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 17 students while enrollments by black students has had a net change of 1 students.

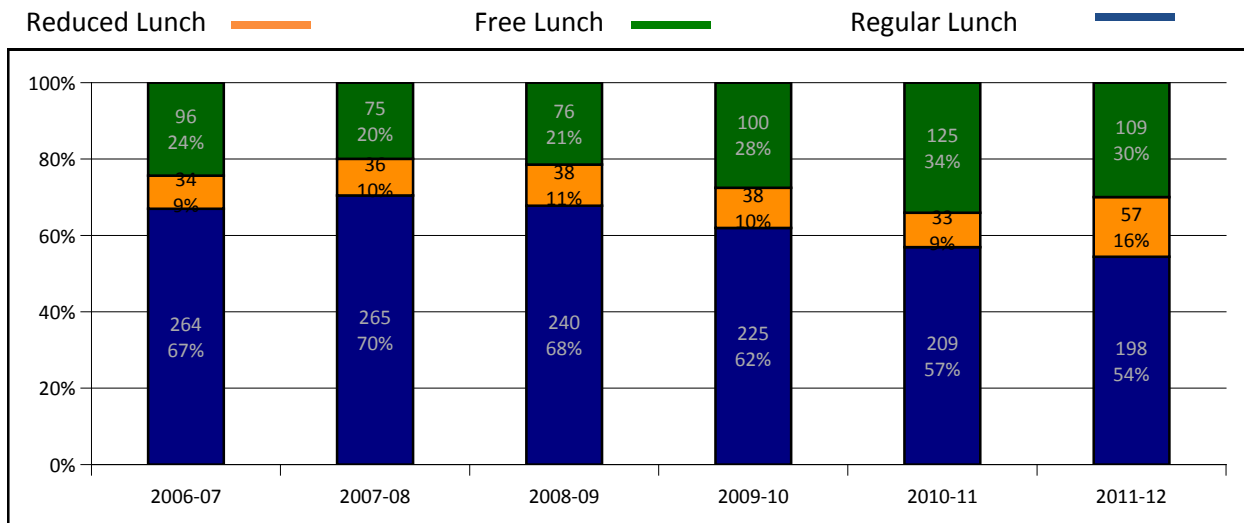
<b>School Year</b>	<b>Total Enrolled</b>	<b>White</b>	<b>Black</b>	<b>Hispanic</b>	<b>Am Indian / Alaskan</b>	<b>Asian</b>	<b>Hawaiian / Islander</b>	<b>Multiple Races</b>
2007-08	376	364	0	6	2	1	0	3
2008-09	354	344	0	4	1	1	0	4
2009-10	363	351	0	5	1	1	0	5
2010-11	367	357	1	6	0	0	0	3
2011-12	396	381	1	9	0	0	0	5

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

# 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.

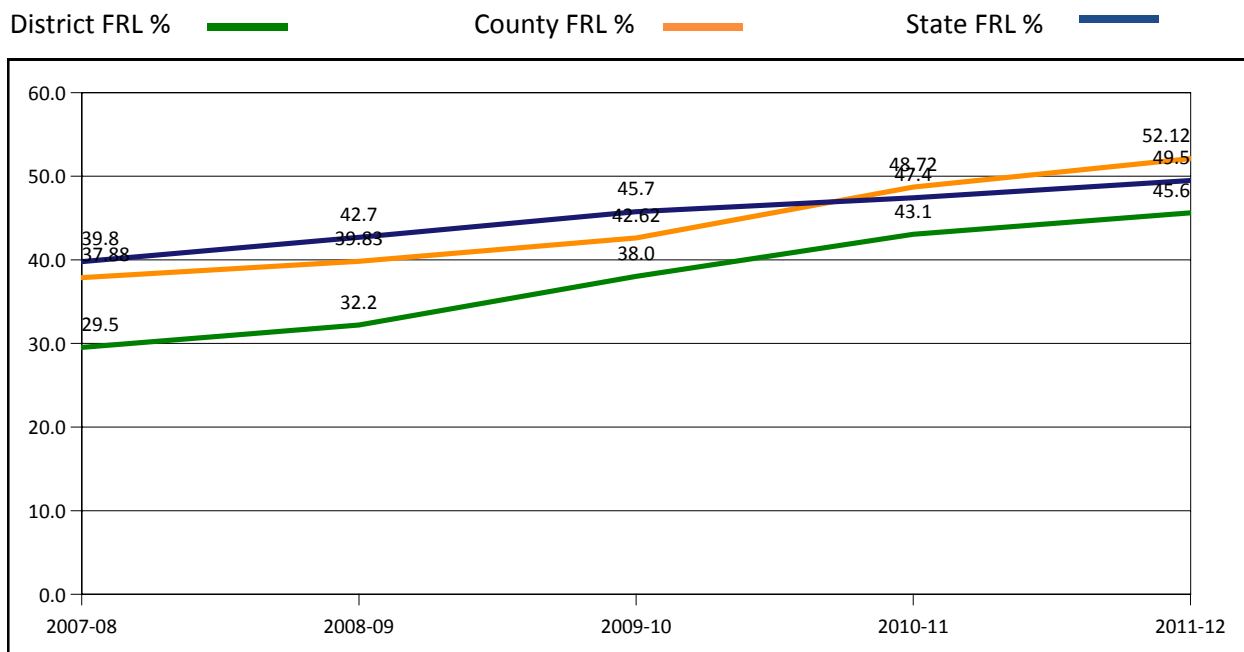


## CURRENT ELIGIBILITY BY BUILDING:

	Enrollment	Free Lunch	Reduced Lunch	Percent FRL
TROY ELEMENTARY	186	64	26	48.4%
TROY HIGH AND MIDDLE SCHOOL	178	45	31	42.7%

## 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 429 teachers for the 2010-11 school year. Data provided by special request from the KSDE Research & Evaluation help desk.

School	Subject	% Highly Qualified
TROY ELEMENTARY	Fine Arts	100.0
	English Language Arts	100.0
	Elementary	92.3
TROY HIGH AND MIDDLE SCHOOL	Science	100.0
	Mathematics	33.3
	History & Government	100.0
	Fine Arts	100.0
	English Language Arts	100.0

### CERTIFIED PERSONNEL:

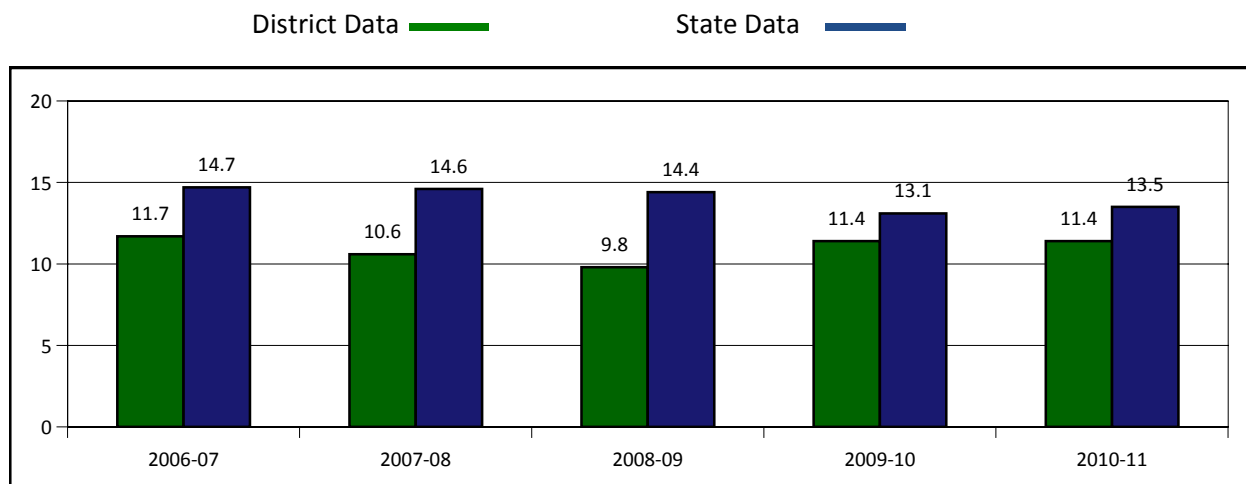
The following data was obtained via the KSDE website, School Finance Publications "Selected School Stats by District" reports and indicates the number of fully certified personnel in each category.

K-12 Teachers	Special Ed Teachers	Special Ed Director	Reading Teachers	Curriculum Specialists	Library Specialists
30.7	0	0	0	0	0

### NON-CERTIFIED PERSONNEL:

Regular Ed Aides	Special Ed Paras	Technology Others	Technology Director	Library Aides
0.0	0	0.0	1.0	1.0

### 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 / or their relative proximity to your district.

COMPARISON DISTRICTS	District County	2010-11 Enrollment	Free Reduced Lunch	Student / Teacher Ratio	Assessed Valuation pr/Pupil
USD 111 Doniphan West Schools	Doniphan	365	41.1	8.2	140,240
USD 335 North Jackson	Jackson	412	42.0	12.8	38,195
USD 429 Troy Public Schools	Doniphan	367	43.1	11.4	53,291
USD 430 South Brown County	Brown	603	70.0	11.4	36,646

# 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
<b>All Students</b>										
2006-07	98.5	80.5	Y	99.0	74.0	Y	100.0	Y	95.9	Y
2007-08	99.5	85.5	Y	99.5	75.0	Y	100.0	Y	96.0	Y
2009-10	100.0	90.5	Y	100.0	79.8	Y	95.0	Y	96.0	Y
2010-11	99.5	90.7	Y	99.5	80.8	Y		Y	95.0	Y
<b>Free &amp; Reduced Lunch</b>										
2006-07	95.1	67.7	N	96.7	62.9	N				
2007-08	100.0	80.3	Y	100.0	63.9	Y				
2009-10	100.0	85.9	Y	100.0	76.1	Y				
2010-11		88.5	Y		73.6	Y		N/A		N/A
<b>Students with Disabilities</b>										
2009-10	100.0	82.9	Y	100.0	72.2	Y				
2010-11			N/A			N/A		N/A		N/A
<b>Hispanic</b>										
2010-11			N/A			N/A		N/A		N/A
<b>White</b>										
2006-07	98.9	81.0	Y	98.9	74.7	Y				
2007-08	99.5	85.6	Y	99.5	74.9	Y				
2009-10	100.0	90.3	Y	100.0	79.3	Y				
2010-11		90.5	Y		80.9	Y		N/A		N/A
<b>Multi-Racial &amp; Undeclared</b>										
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
	Performance AYP Met	Participation AYP Met	Performance AYP Met	Participation AYP Met	Graduation Rate	Attendance Rate	AYP Met
<b>TROY ELEMENTARY</b>							
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
<b>TROY HIGH AND MIDDLE SCHOOL</b>							
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	Y	Y	N	Y	Y	N/A	N

## 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.

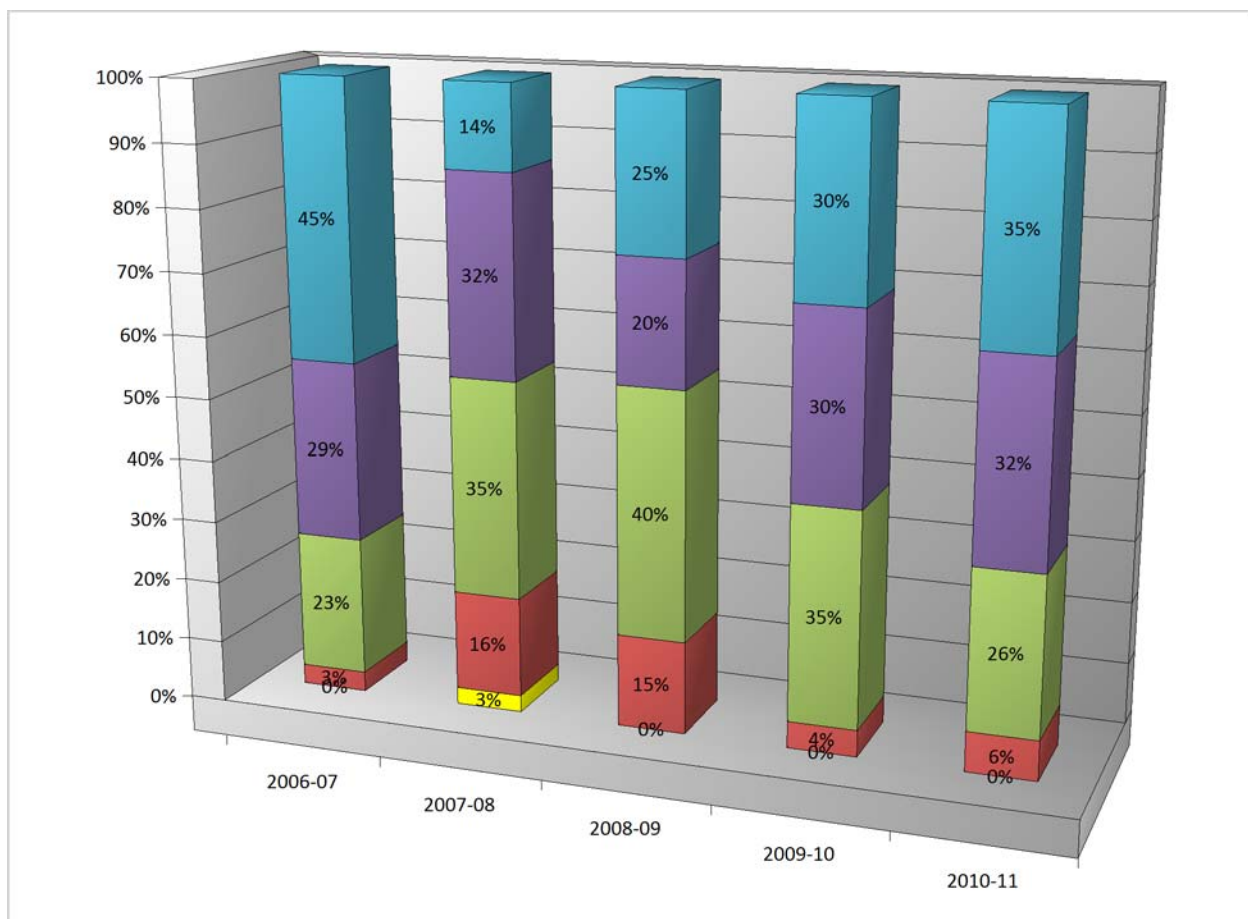
School Year	K-8 Student Goal	9-12 Students Goal	District Reading Goal	District % Met Goal	Kansas State % Met Goal
2006-07	69.50	65.0	65	80.4	81
2007-08	75.60	72.0	72	84.8	84.3
2008-09	79.90	76.7	76.7	91.4	85.8
2009-10	83.70	81.3	81.3	91.2	86.3
2010-11	87.80	86.0	86	90.77	87.8

## READING SCORES BY GRADE:

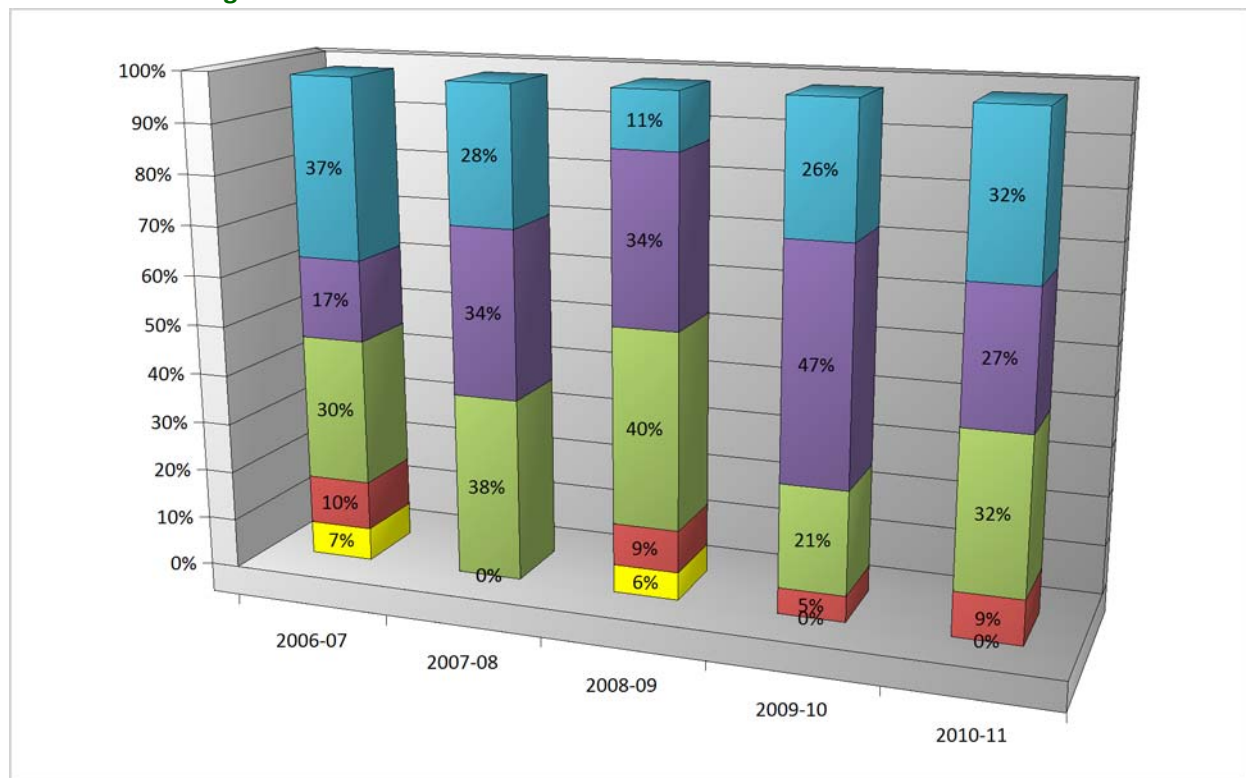
The following graphs show the change in percentage scoring within each of the following ranges for each of the past years indicated.

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

### 3rd Grade Reading:



#### 4th Grade Reading:



Academic Warning  
Approaches Standard



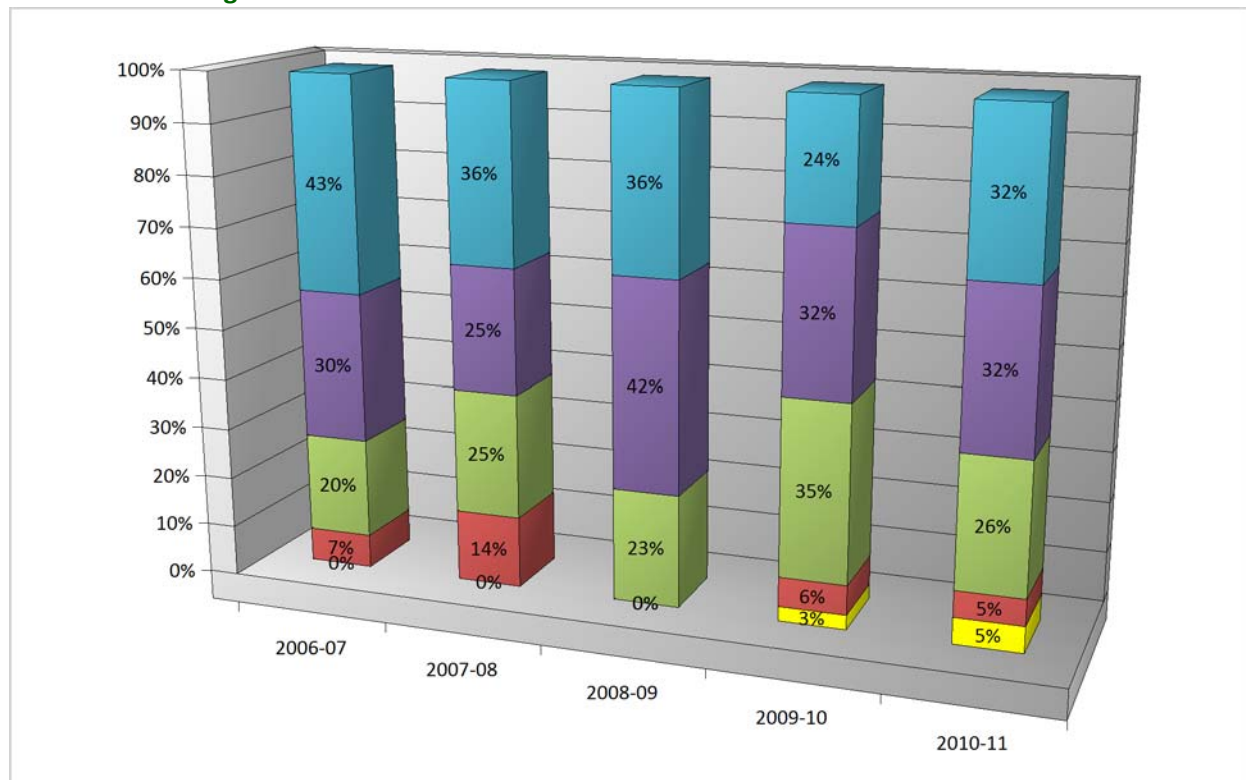
Meets Standard



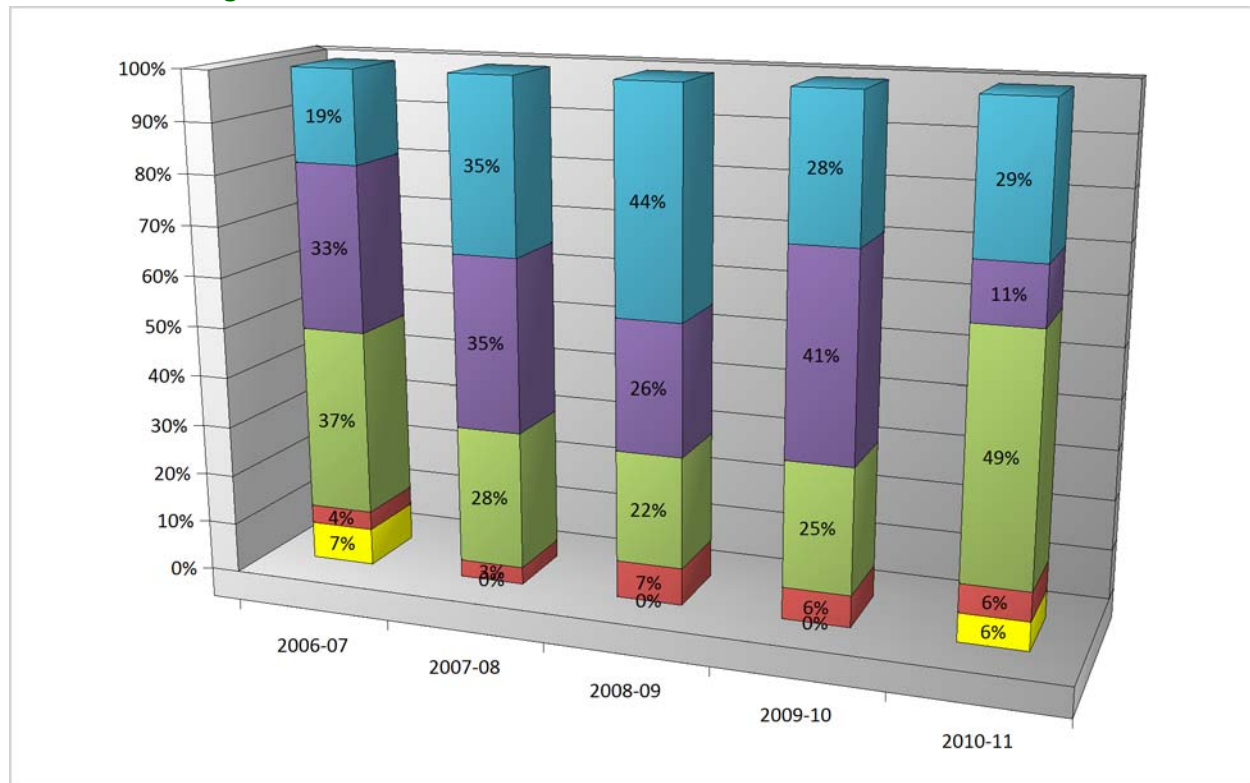
Exceeds Standard  
Exemplary



#### 5th Grade Reading:



## 6th Grade Reading:

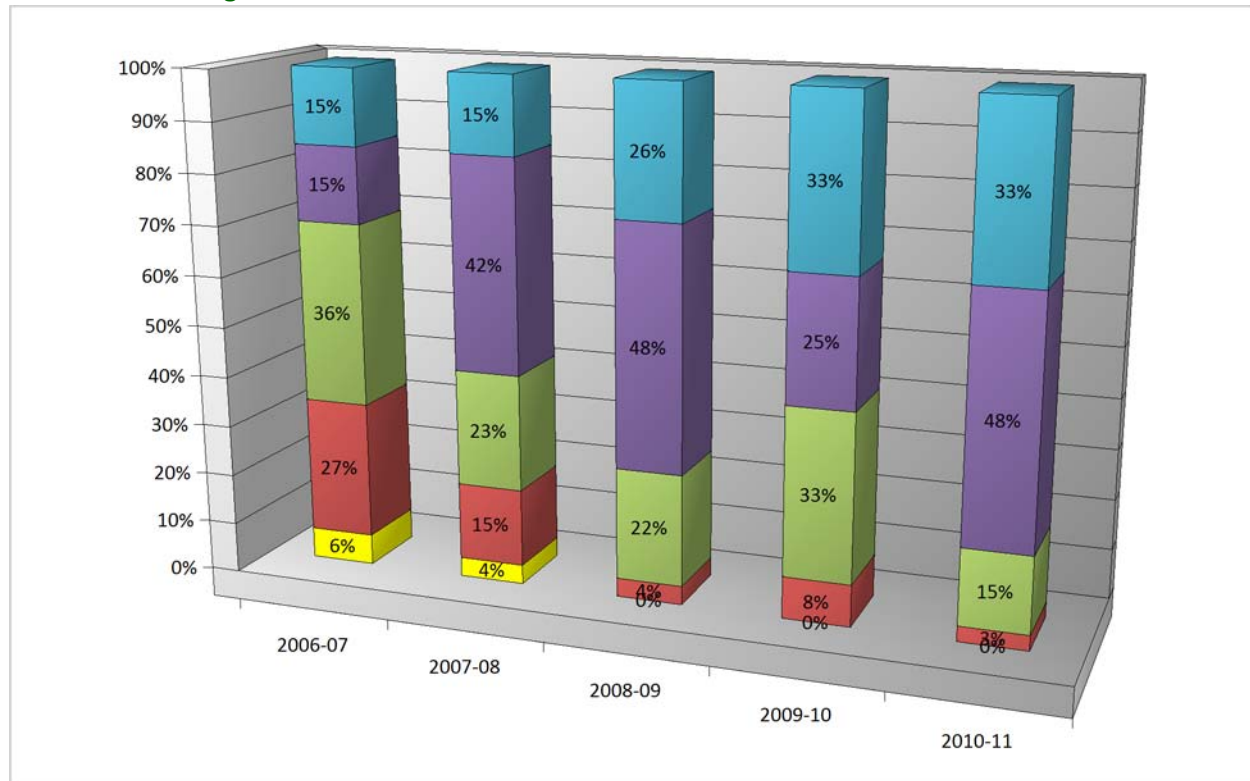


Academic Warning ■  
Approaches Standard ■

Meets Standard ■

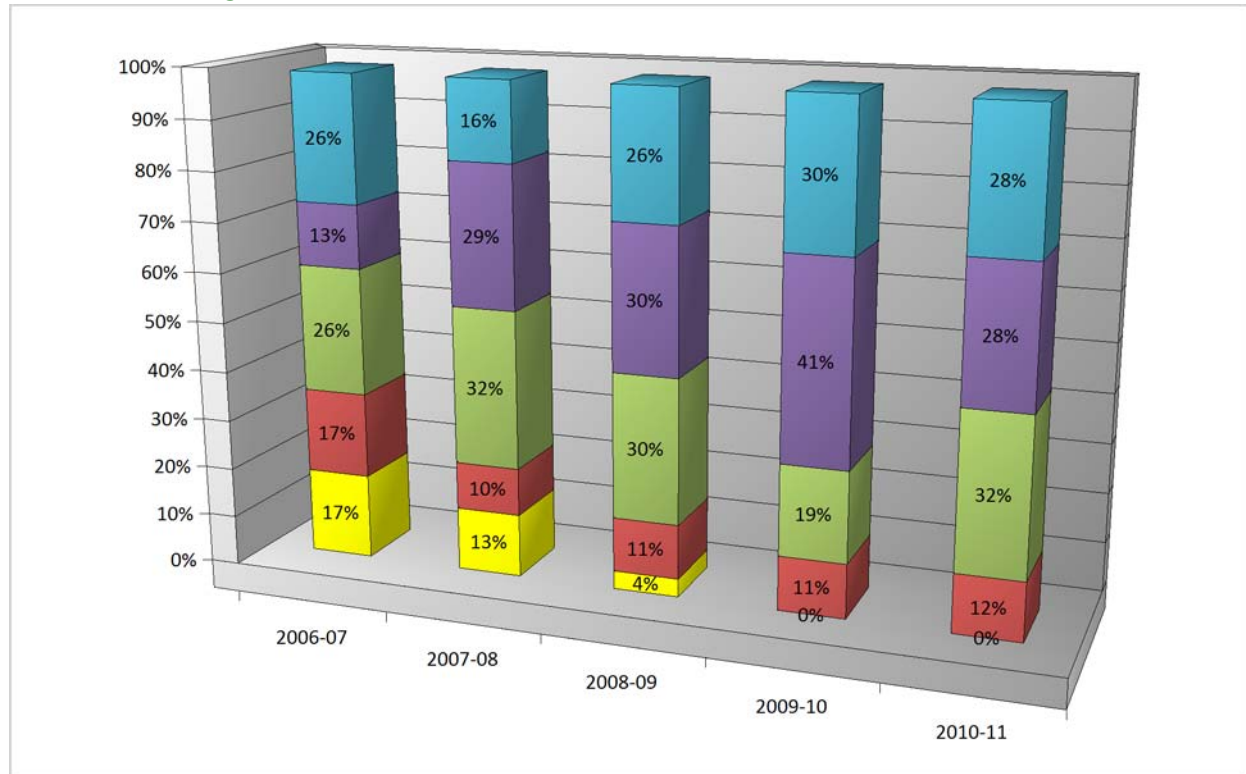
Exceeds Standard ■  
Exemplary ■

## 7th Grade Reading:





### 8th Grade Reading:

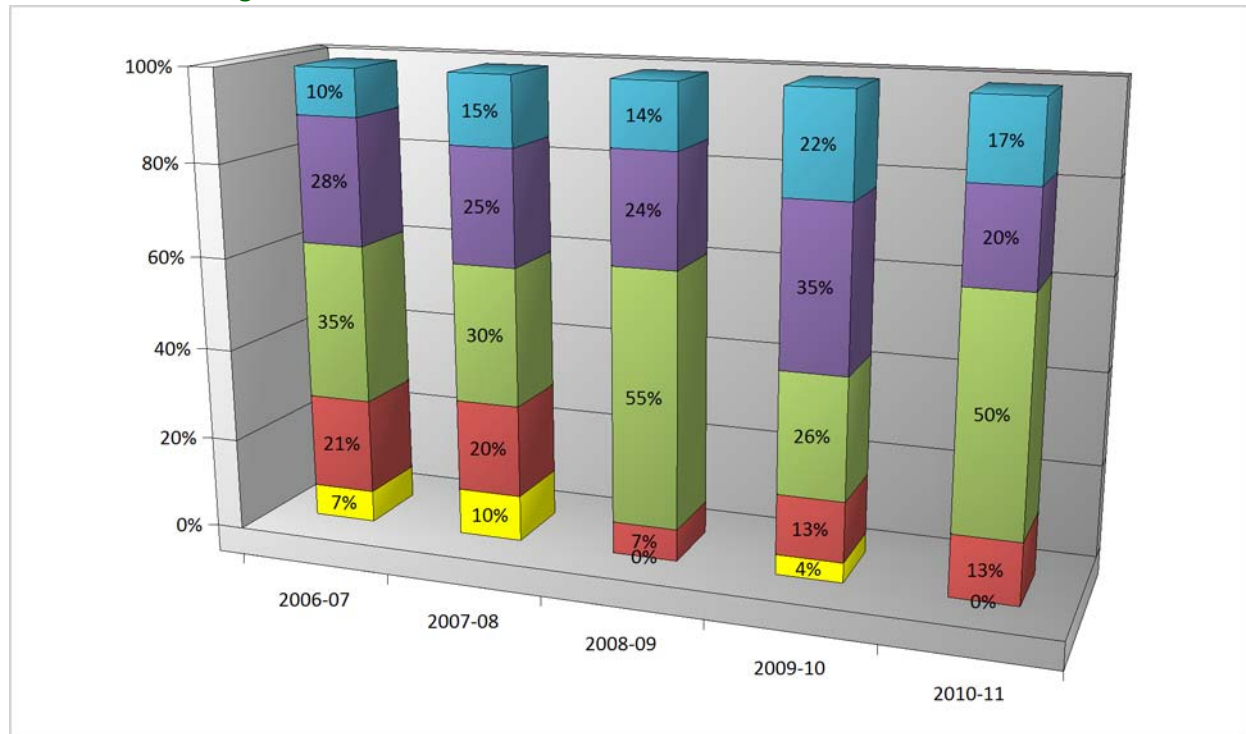


Academic Warning ■  
Approaches Standard ■

Meets Standard ■

Exceeds Standard ■  
Exemplary ■

### 11th Grade Reading:

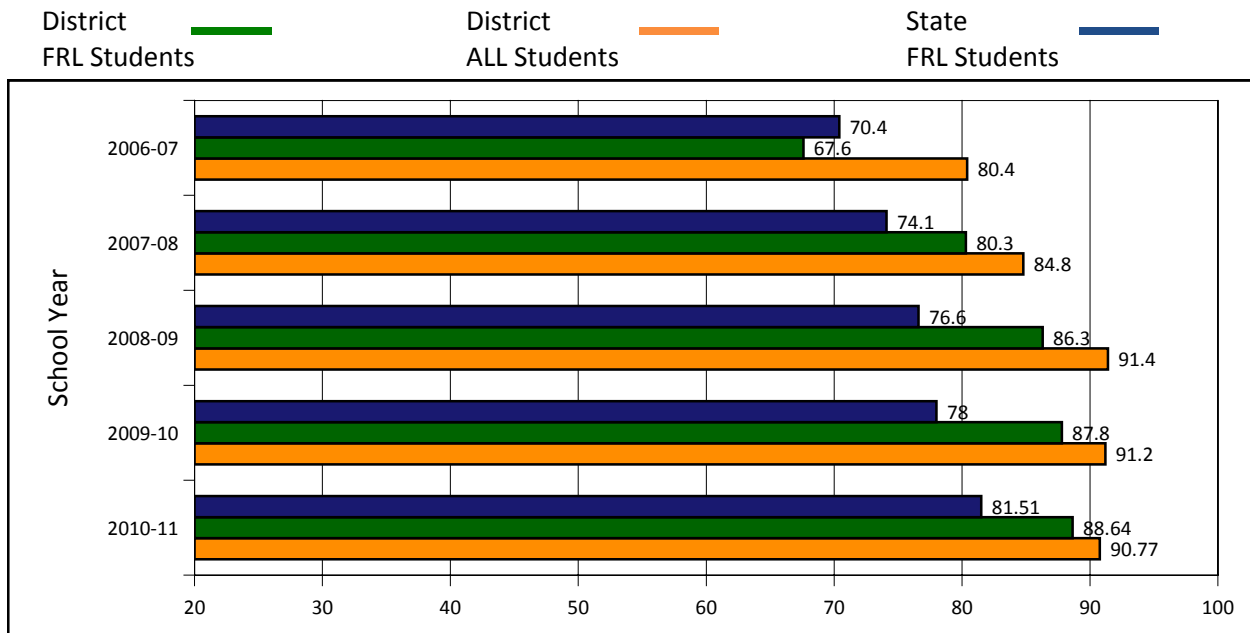




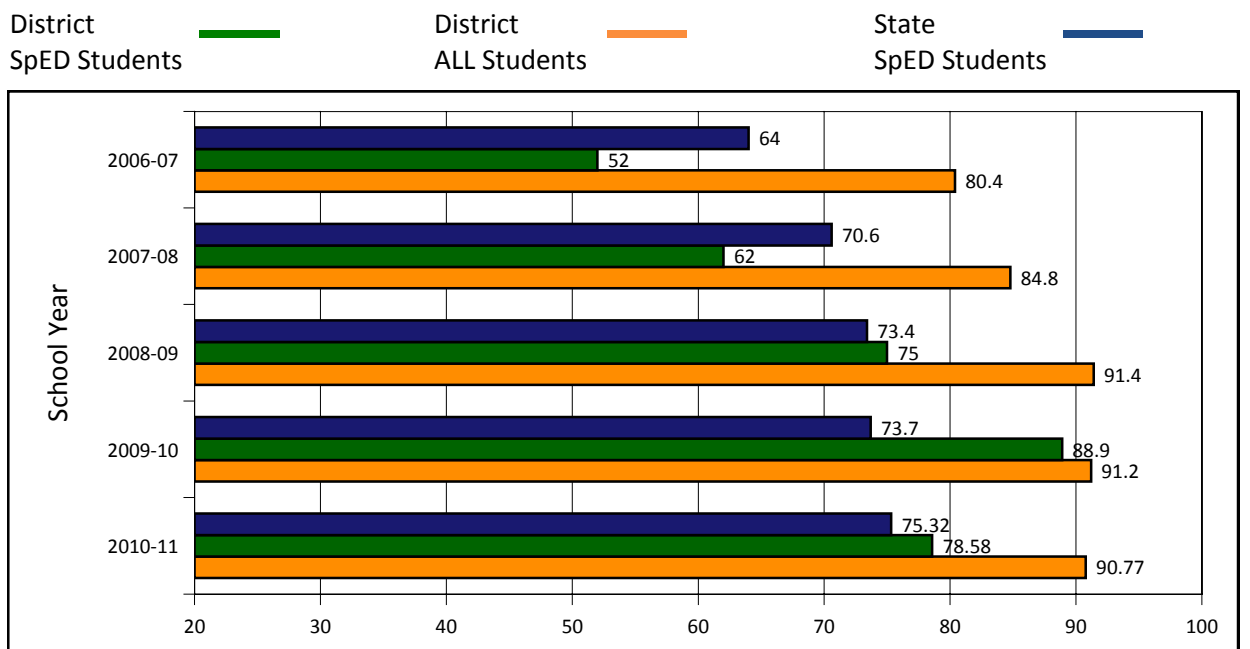
# Reading Scores - Disaggregated Groups

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:

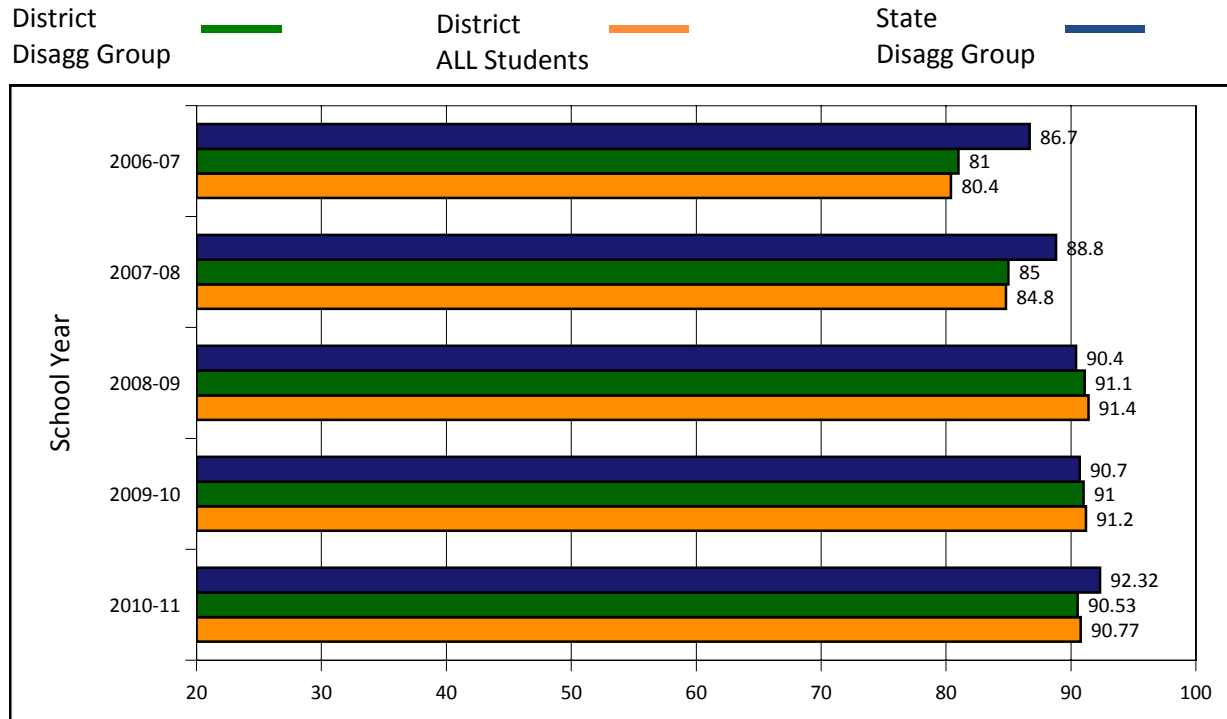


## STUDENTS WITH DISABILITIES:



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

### DISSAGGREGATED GROUP: White Students



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

# District Mathematics Assessments

## MATH 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.

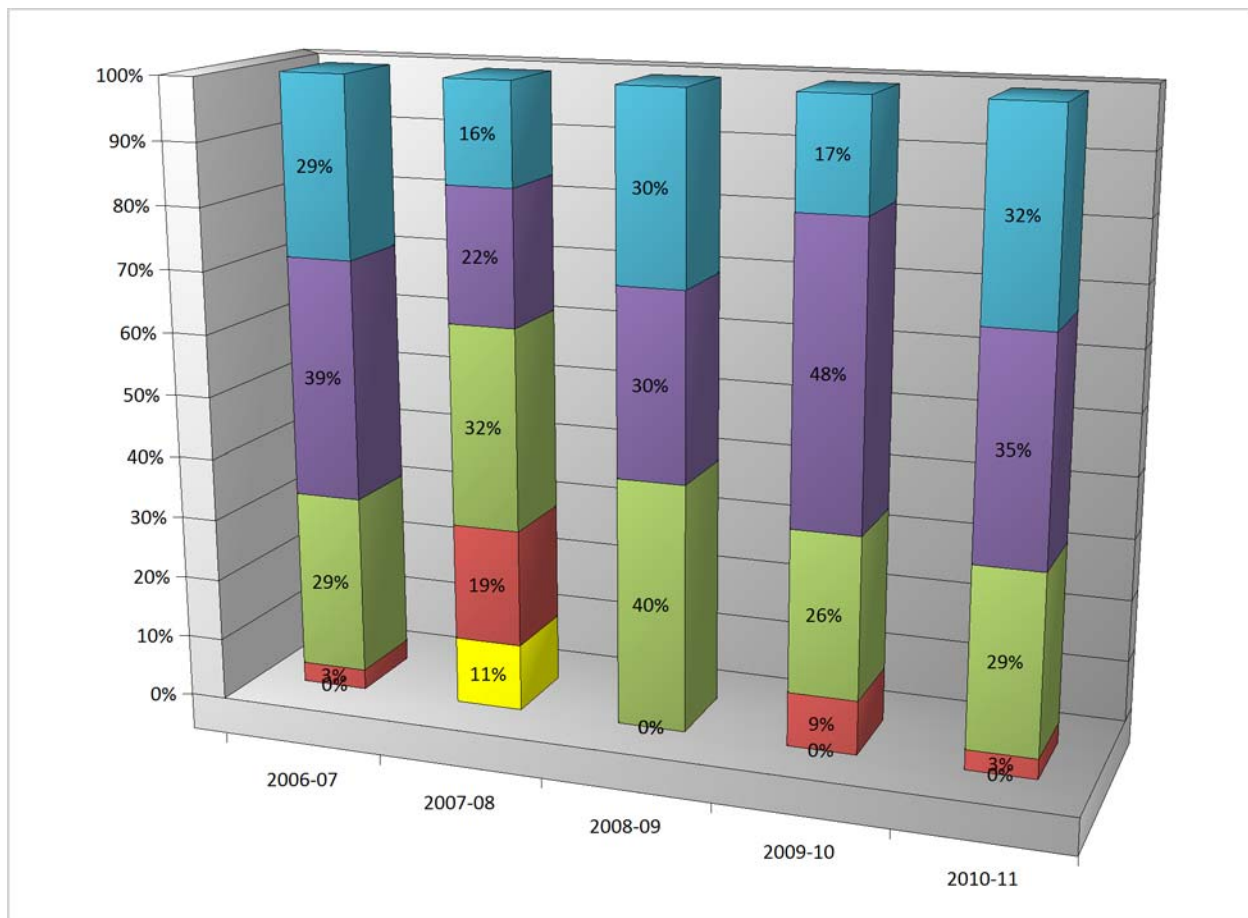
School Year	K-8 Student Goal	9-12 Students Goal	District Math Goal	District % Met Goal	Kansas State % Met Goal
2006-07	66.80	55.7	55.7	73.9	78.2
2007-08	73.40	64.6	64.6	73.5	81
2008-09	77.80	70.5	70.5	83.1	82.8
2009-10	82.30	76.4	76.4	80	83.1
2010-11	86.70	82.3	82.3	81.44	85.58

## MATH SCORES BY GRADE:

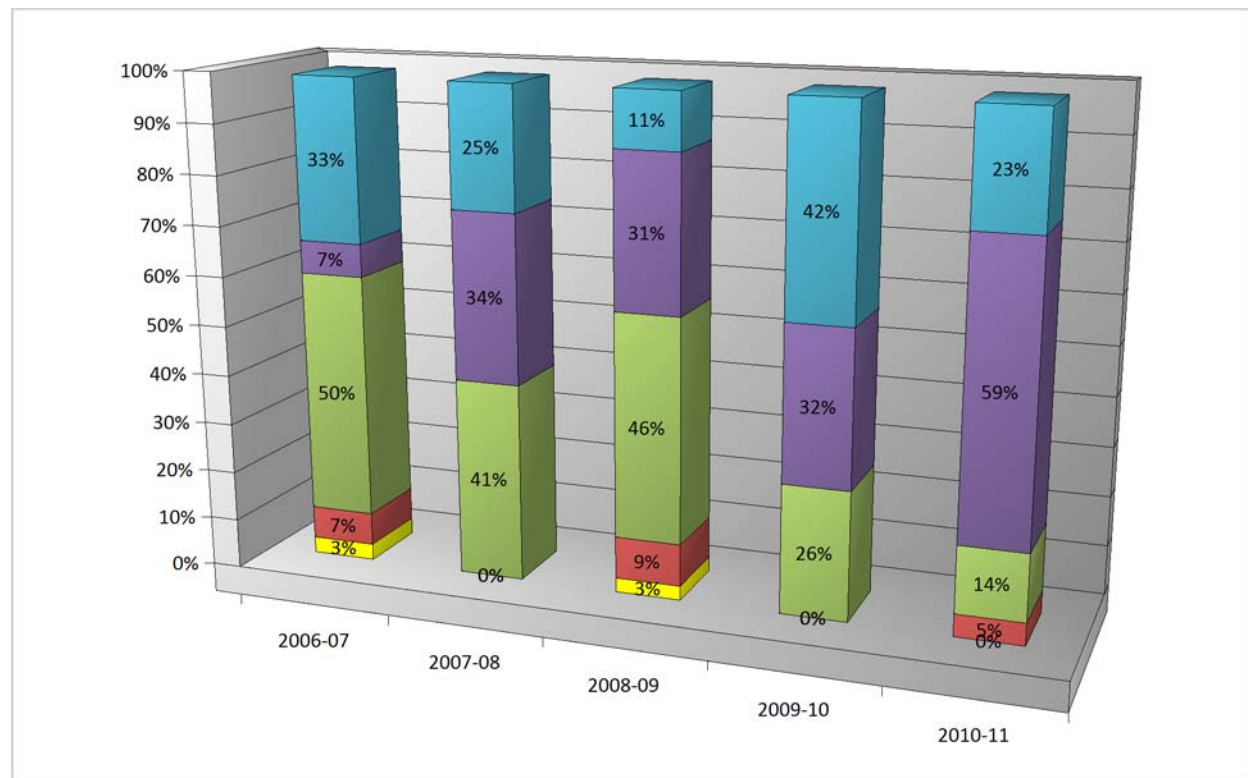
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### 3rd Grade Math:

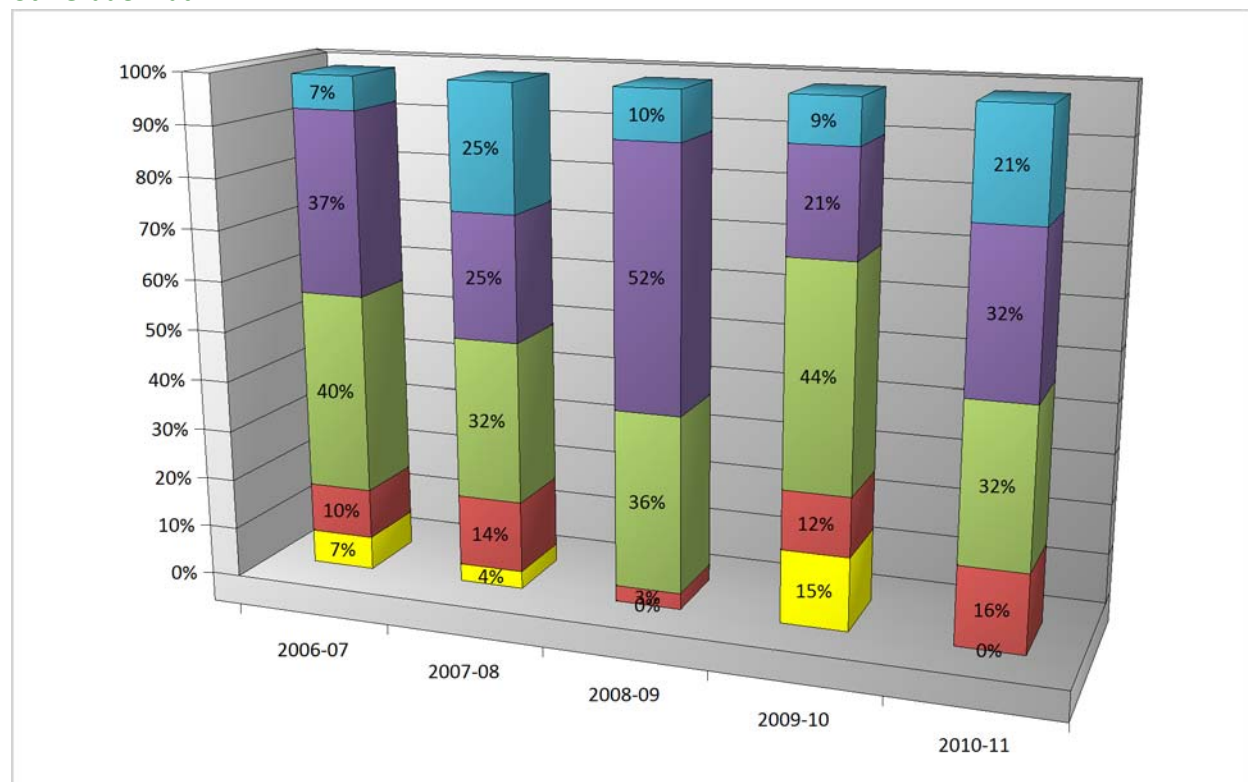


## 4th Grade Math

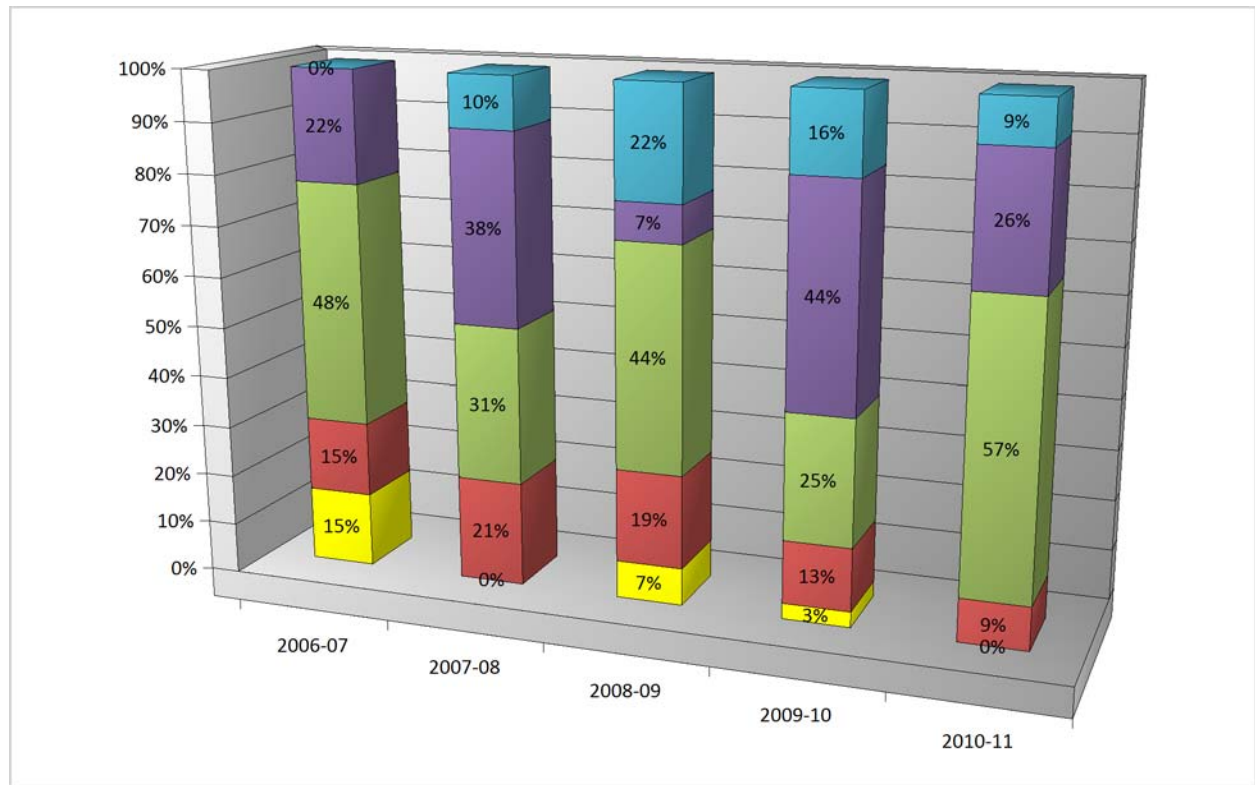


Academic Warning ■ Meets Standard ■ Exceeds Standard ■  
Approaches Standard ■ Exemplary ■

## 5th Grade Math:



### 6th Grade Math:



Academic Warning



Approaches Standard



Meets Standard



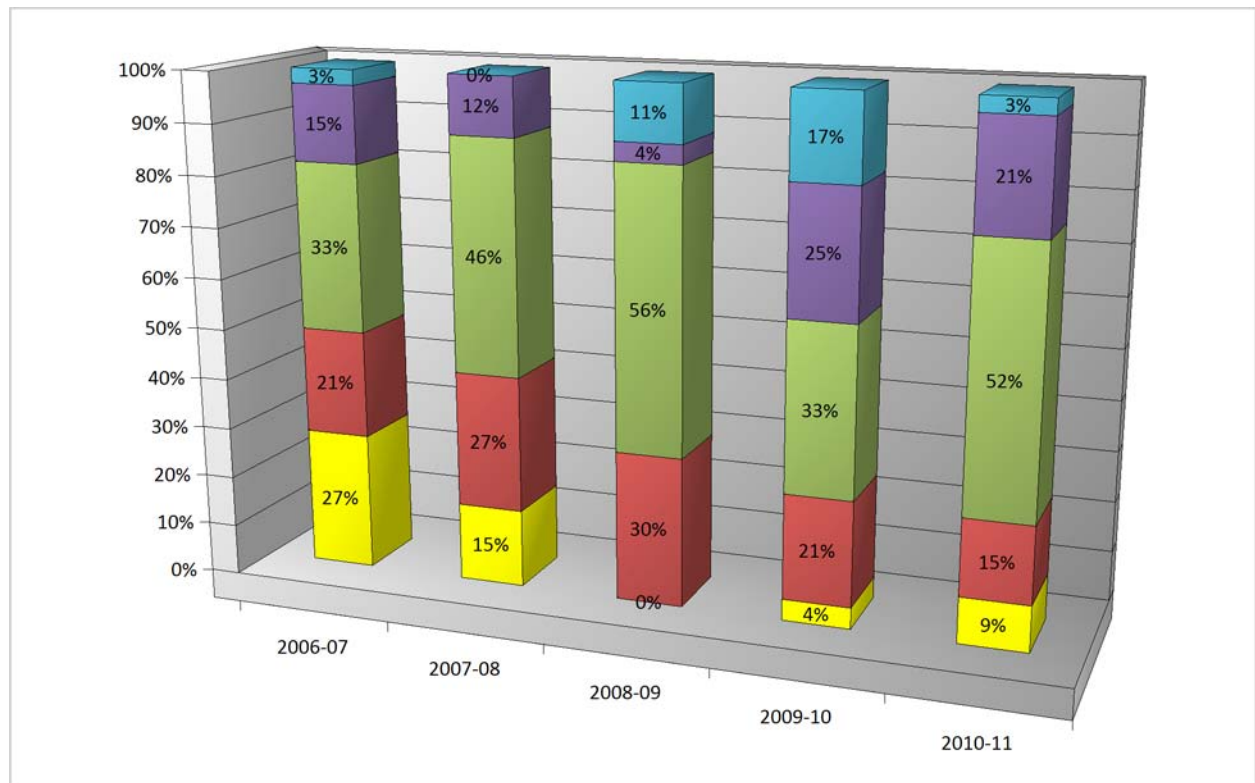
Exceeds Standard



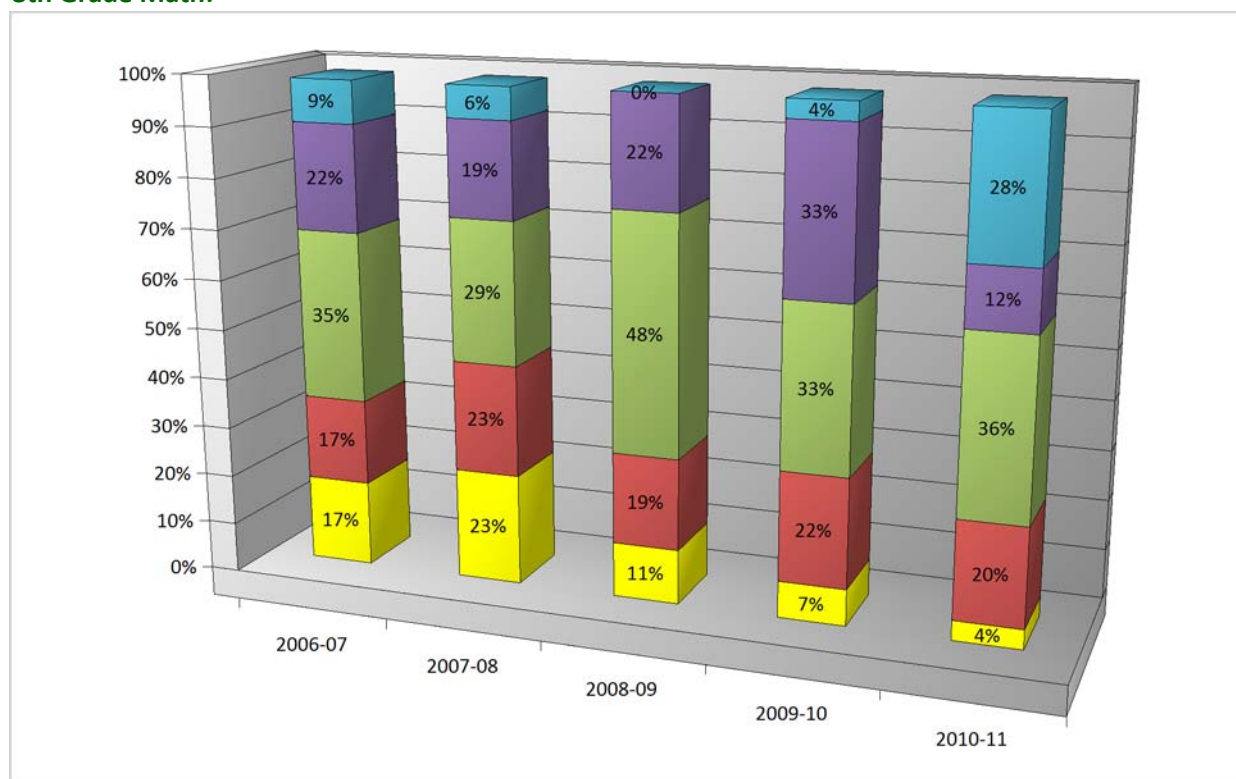
Exemplary



### 7th Grade Math:



## 8th Grade Math:

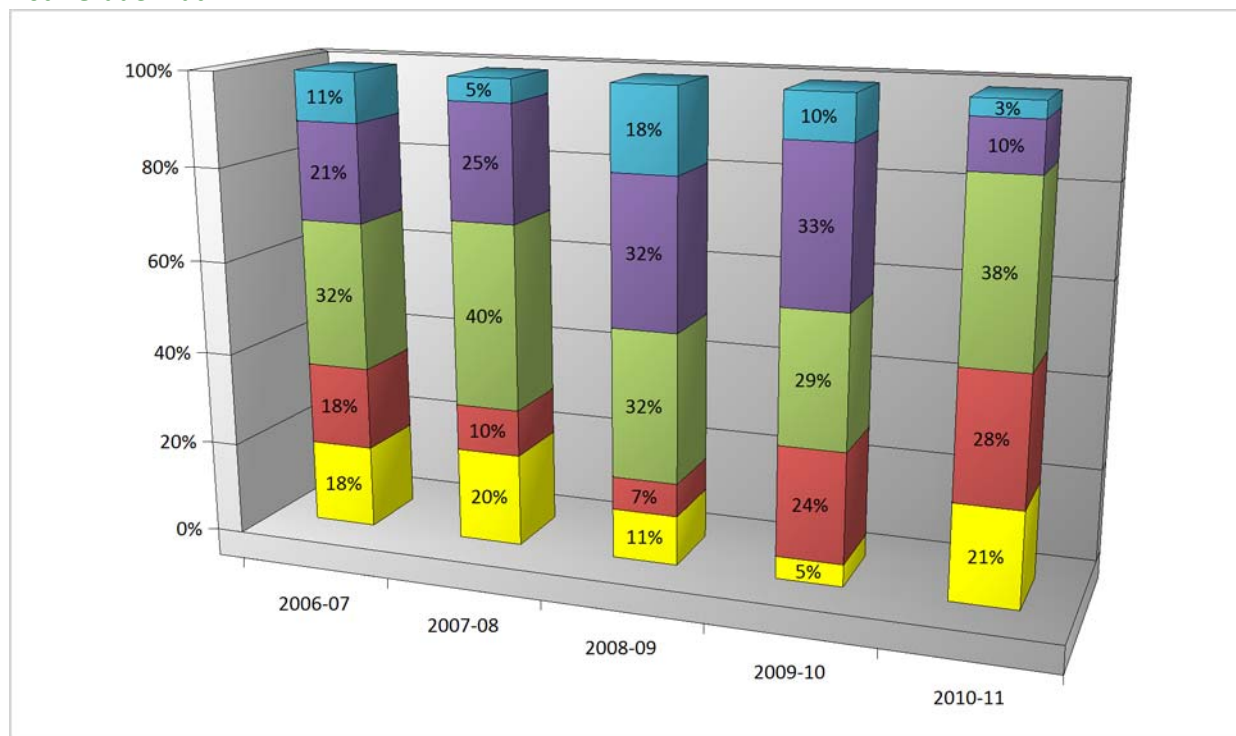


Academic Warning ■  
Approaches Standard ■

Meets Standard ■

Exceeds Standard ■  
Exemplary ■

## 10th Grade Math:

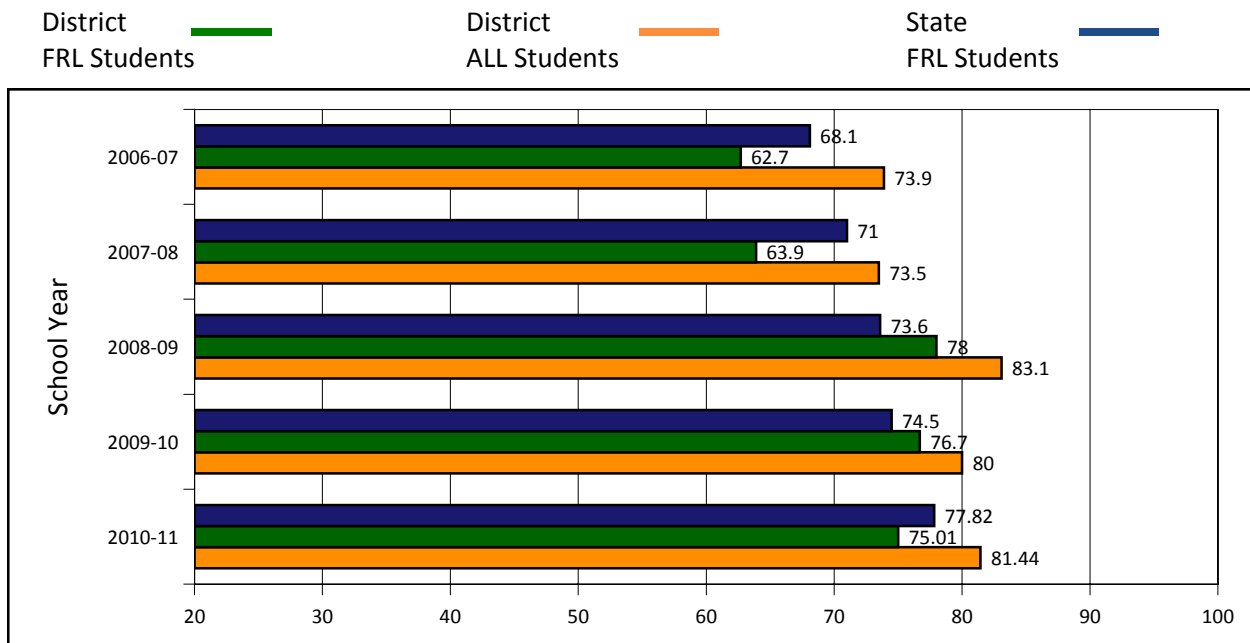




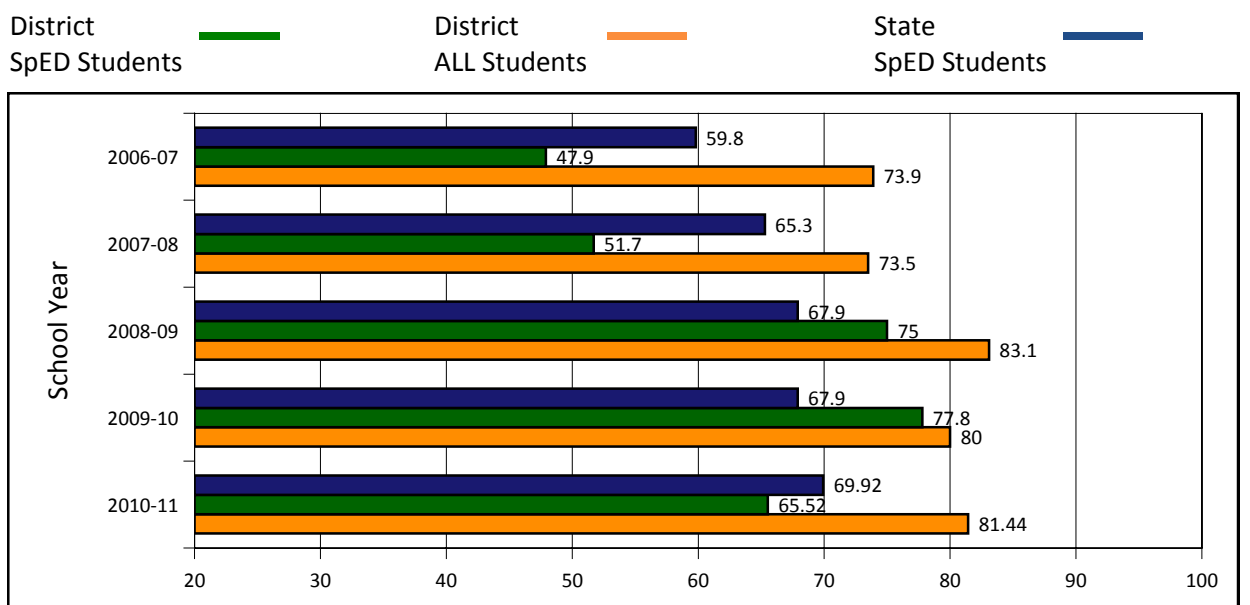
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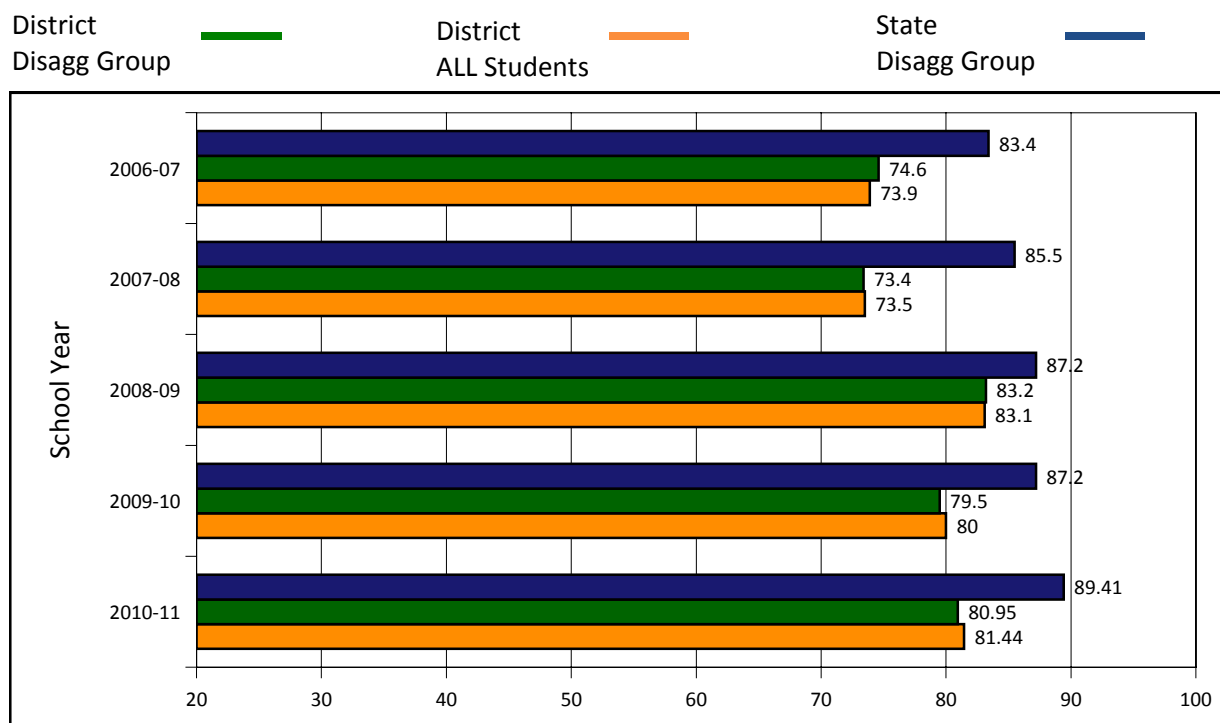


## STUDENTS WITH DISABILITIES:



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

# **DISSAGGREGATED GROUP: White Students**



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



# 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:

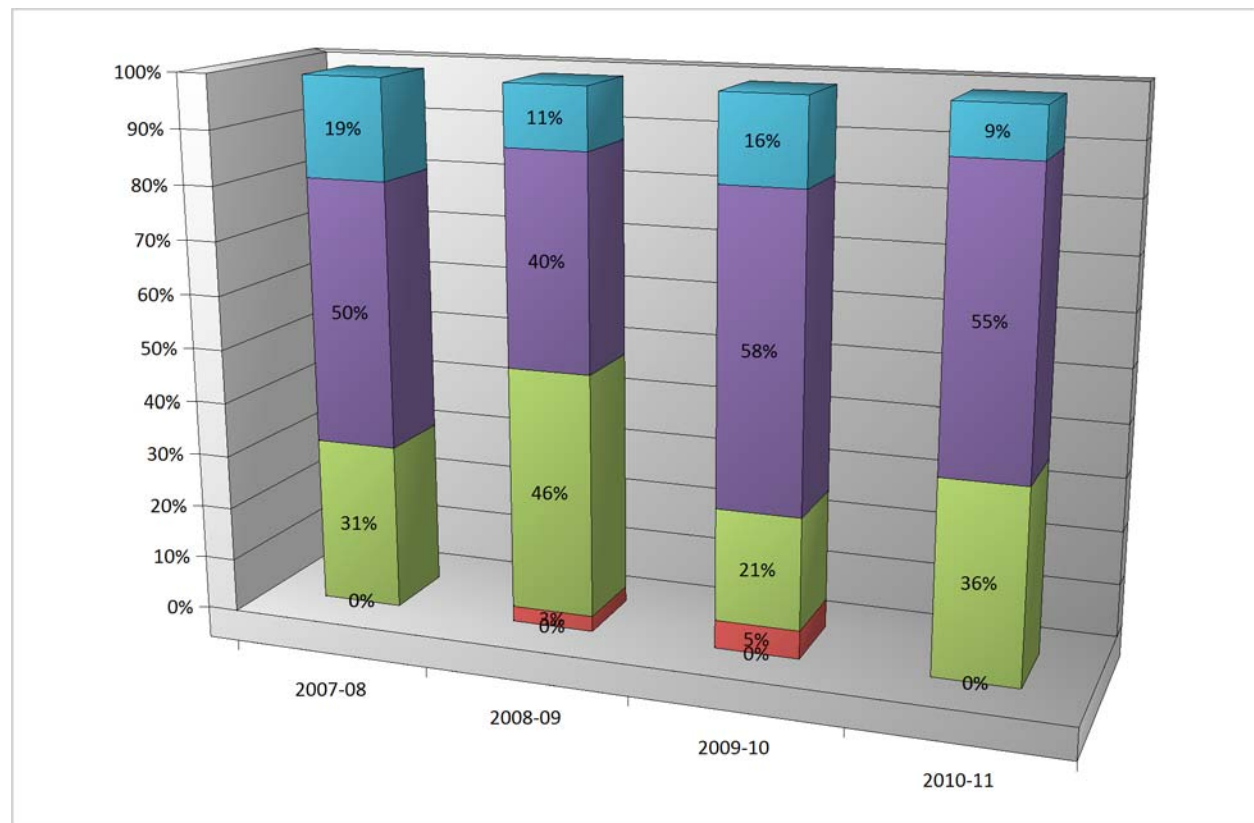
School Year	4th Grade QPA Goal 73%	7th Grade QPA Goal 71%	High School Students QPA Goal 69%
2007-08	100.0	92.0	95.0
2008-09	97.0	96.0	92.0
2009-10	95.0	96.0	90.0
2010-11	100.0	97.0	93.0

## SCIENCE SCORES BY GRADE:

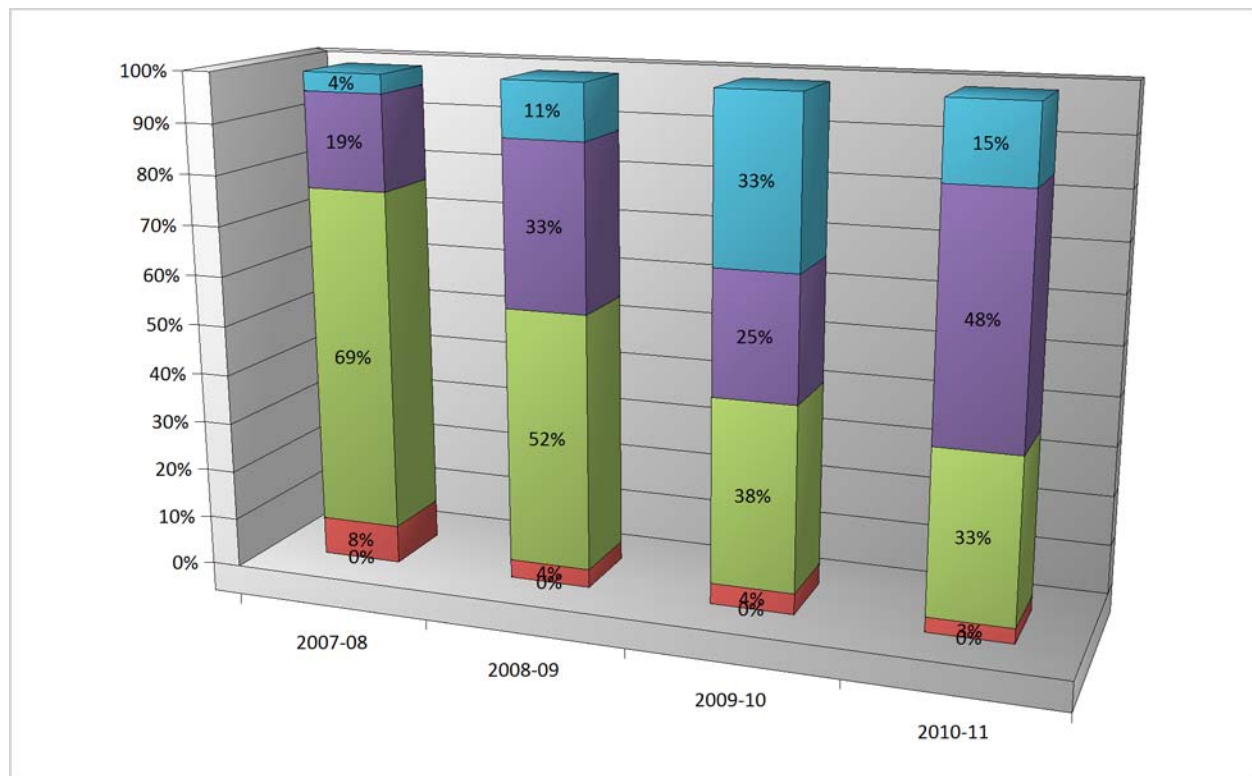
The following graphs show the change in percentage scoring within each of the following ranges for each of the past years indicated.

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

### 4th Grade Science:



## 7th Grade Science



Academic Warning  
Approaches Standard



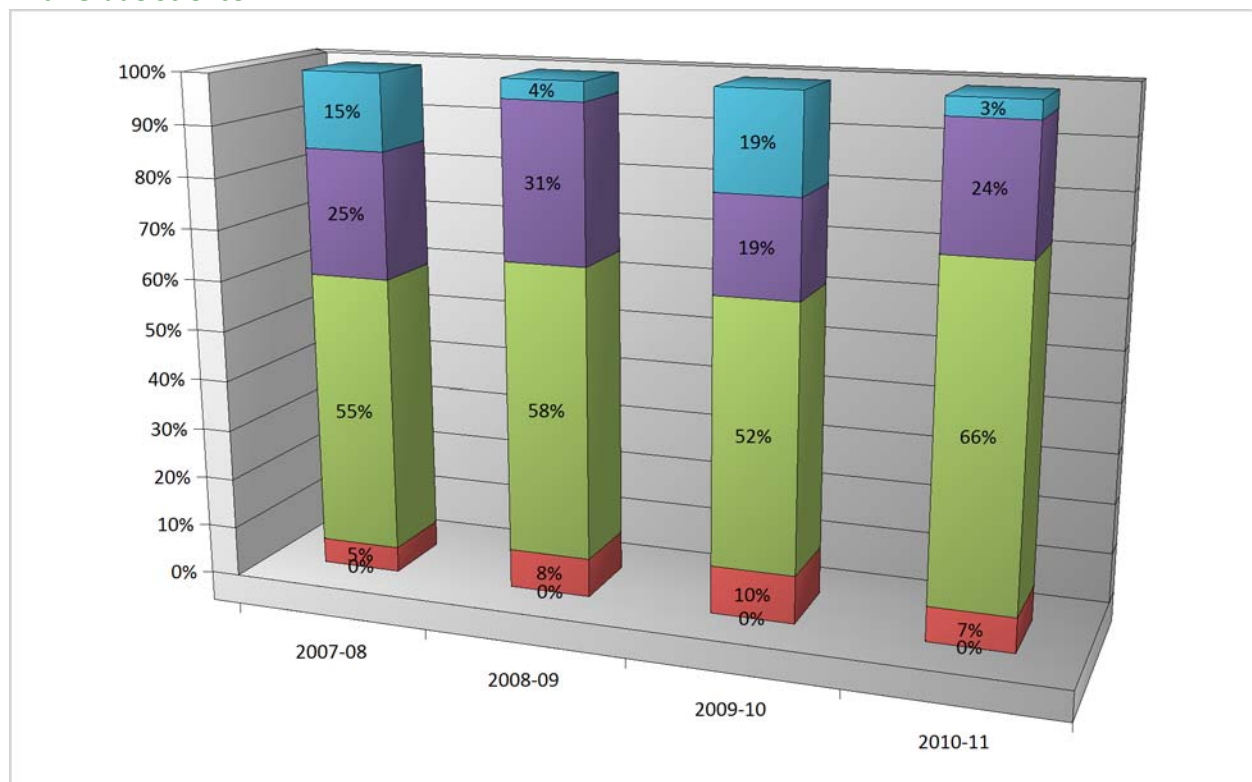
Meets Standard



Exceeds Standard  
Exemplary



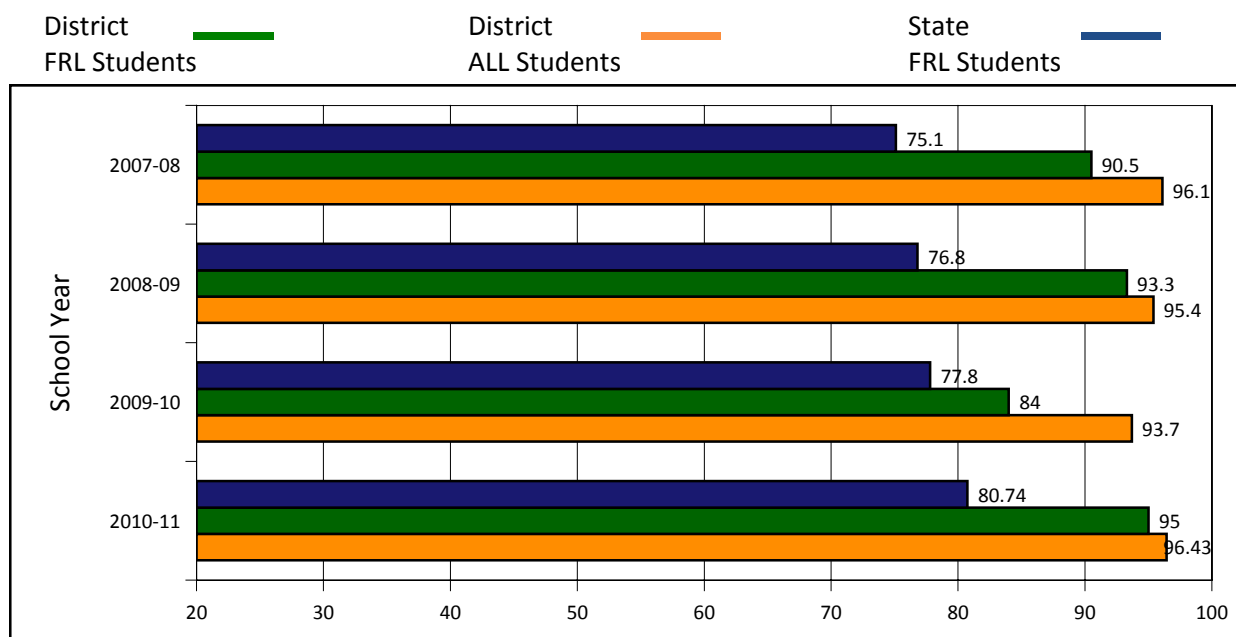
## 11th Grade Science:



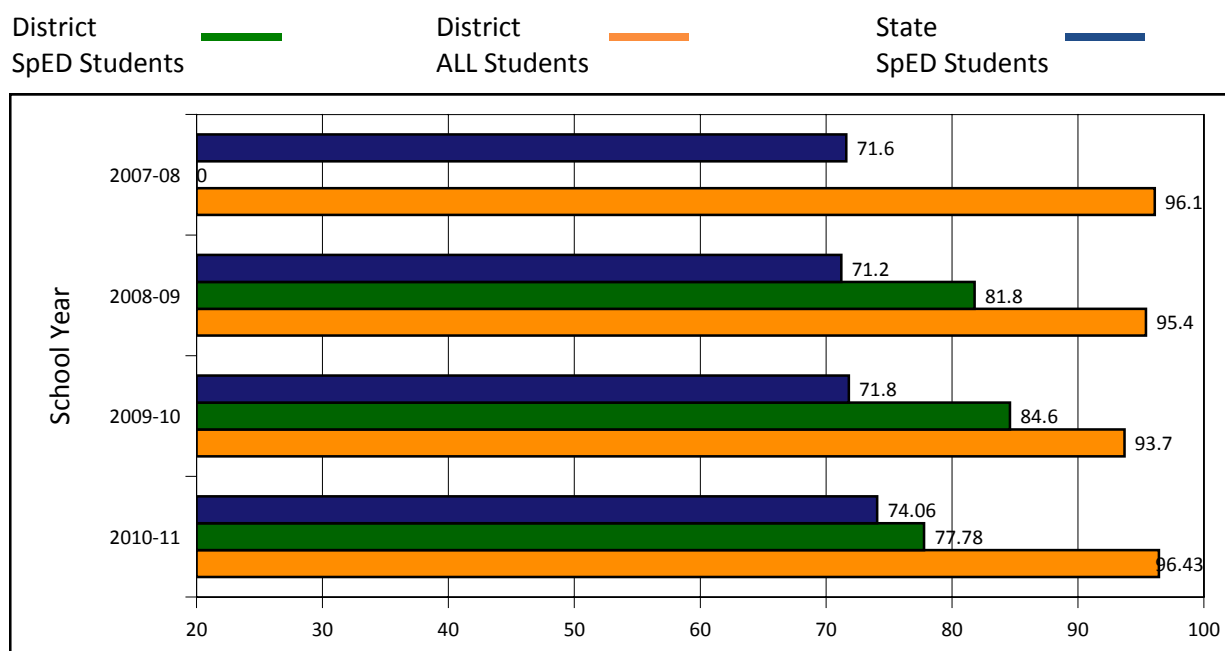
# Science Scores - Disaggregated Groups

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:

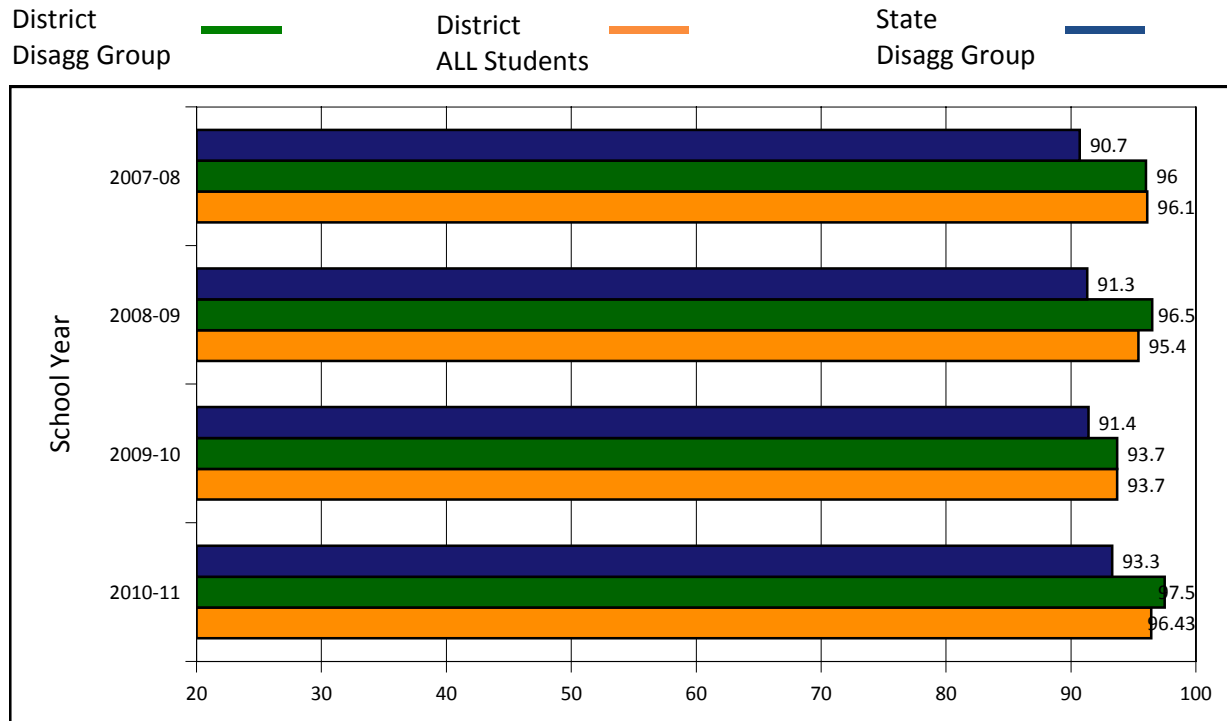


## STUDENTS WITH DISABILITIES:



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

### DISSAGGREGATED GROUP: White Students



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