

# District Profile

## USD 409 Atchison Public Schools

Dr. Susan Myers, Superintendent

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# County Profile Information

## Atchison County, Kansas

At the time of the US Census 2010, the population of Atchison county was approximately 16924. This represents a 0.9% change from the year 2000 as compared to a 11.8 % change in the state of Kansas. With a total number of 435 square miles in the county, the population density for the county is 39.1 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 4.6 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	15697	15726	15616	15603	15599	15465	15433	15325	15213	15242	-3.0%
Black	1014	1023	1045	1052	1068	1077	1089	1106	1143	1154	12.1%
Am Indian / Alaskan	222	226	232	241	243	251	244	243	256	259	14.3%
Asian	68	68	68	65	68	68	75	75	74	80	15.0%
Hawaiian / Islander	13	13	14	14	14	13	15	14	13	15	13.3%

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

At the time of the 2000 Census, Atchison county had approximately 327 people reporting a Hispanic / Latino ethnicity residing in the county. This represented 1.94 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 383 or 2.26 percent of the population, representing a change of 17.12 percent. For the same 10-year period, the state of Kansas had a 59.38 percent change in Hispanic / Latino population. Approximately 0.6 percent of the county population surveyed in 2010 reported being foreign-born and 2.1 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 397 square miles of the county is dedicated to farming ( 91.27 % ). The portion of the county considered to be rural as defined by the US Census Bureau (places of 2500 or more persons) is 98.7 percent of total acres with the remaining 1.3 percent being considered urban areas.

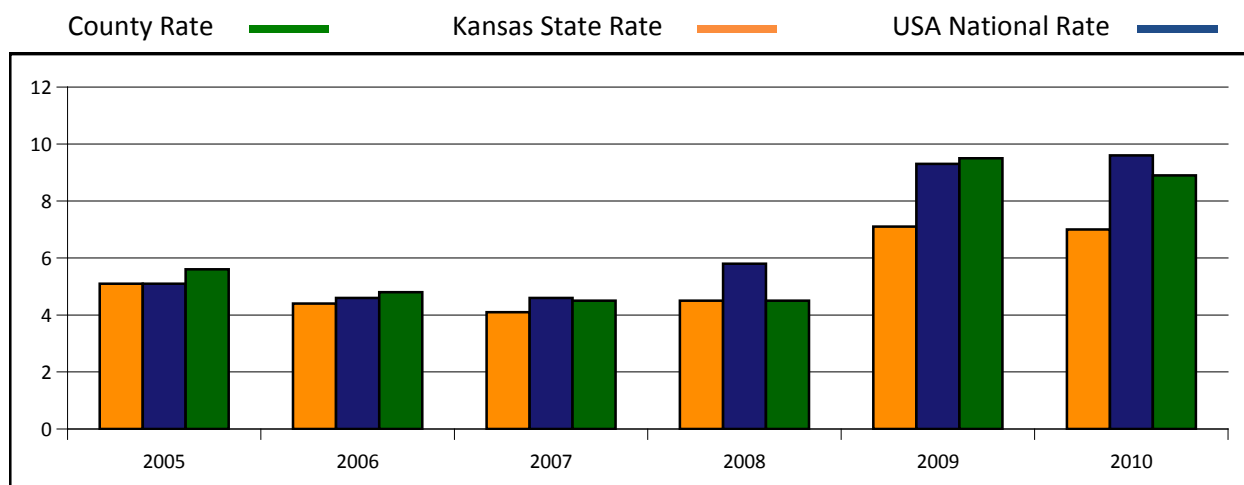
### INDUSTRY: Civilian employed population 16 years and over - Percent

Agriculture, forestry, fishing and hunting, and mining	3.4	Transportation and warehousing, and utilities	5.4
Construction	7.9	Information	1.3
Educational services, and health care and social assistance	27.9	Finance and insurance, and real estate and rental and leasing	3.2
Wholesale Trade	2.4	Manufacturing	19.6
Retail Trade	7.5	Public Administration	5.8
Arts, entertainment, recreation, accommodation and food services	7.4	Professional, scientific, and management, and administrative and waste	3.5

# US Census: Geographic Comparison

American Community Survey Data	Atchison	Atchison County	Kansas	USA
<b>FAMILY INCOME:</b>				
Median Income in families with children	\$47,610	\$50,405	\$58,517	\$60,074
Percent of families with children in poverty	16.9	15.8	13.2	16.6
Percent of households with Public Asst income	3.7	2.7	2.3	2.4
Percent of households with Food Stamp benefits	11.4	9.7	6.8	8.5
<b>EDUCATIONAL ATTAINMENT:</b>				
No High School Diploma / GED				
Population 18-24 years old - percent	4.3	6	13.7	17.2
Population over 25 years old - percent	13.2	11.7	11	15.5
High School Diploma or Equivalency				
Population 18-24 years old - percent	46.9	48.7	28.8	32
Population over 25 years old - percent	36.3	42.9	29.5	29.3
Bachelor's Degree or More				
Population 18-24 years old - percent	3.2	2.9	9.5	9
Population over 25 years old - percent	27	22.3	28.8	27.5
<b>HOUSEHOLD COMPOSITION:</b>				
Percent of families with children under 18	28	28.2	31.4	31
Married couple families	15.2	18.9	22.4	21.4
Single parent household- female only	10.1	6.8	6.7	7.3
Single parent household- male only	2.7	2.5	2.3	2.2
<b>HOUSING DATA:</b>				
Year housing built - median year	1954	1956	1970	1974
Year housing built - median age / years	57	55	41	37
Median value of owner-occupied homes	\$81,600	\$85,900	\$118,500	\$185,400
Occupancy rate of all housing units	85.6	87.8	90	88.2

## UNEMPLOYMENT DATA:



**Comparison to Other Cities in the County:**

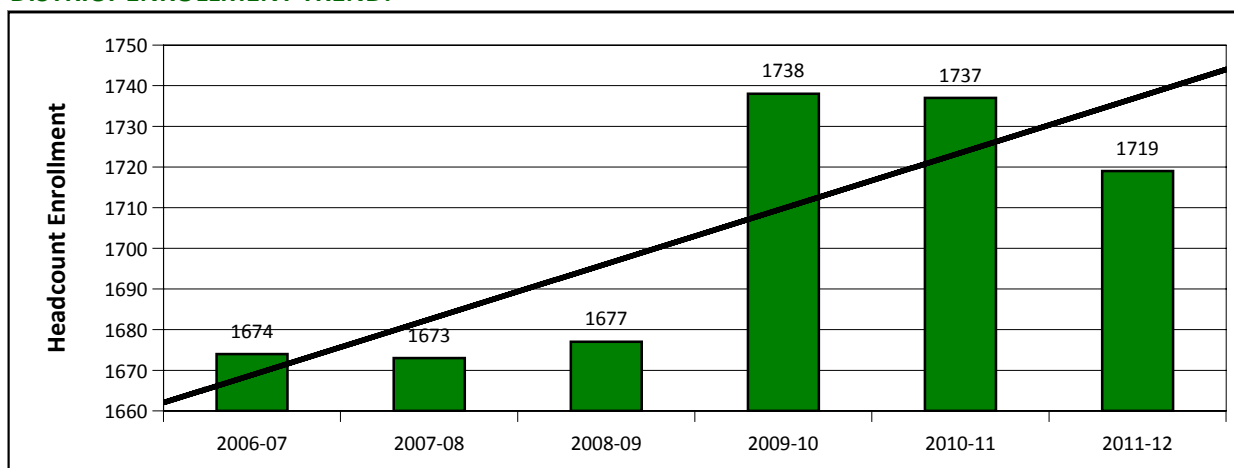
City	Population	% Ages 5-19	Ave Family Size	% 25 Yrs + No Diploma	Single Mother HH	Median Family Income	Families in Poverty
Effingham	601	21.4	3.28	15.3	6	\$41,250	25
Atchison	10430	23.2	3.15	13.2	10.1	\$47,610	16.9

# District Demographics

USD 409 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>
ATCHISON ELEMENTARY SCHOOL	Atchison	Elementary	PK-5	889
ATCHISON HIGH SCHOOL	Atchison	High School	9-12	445
ATCHISON MIDDLE SCHOOL	Atchison	Junior High School	6-8	342
ATCHISON ALTERNATIVE SCHOOL	Atchison	Special School	1-12	43

## DISTRICT ENROLLMENT TREND:



## ENROLLMENT HISTORY BY RACE

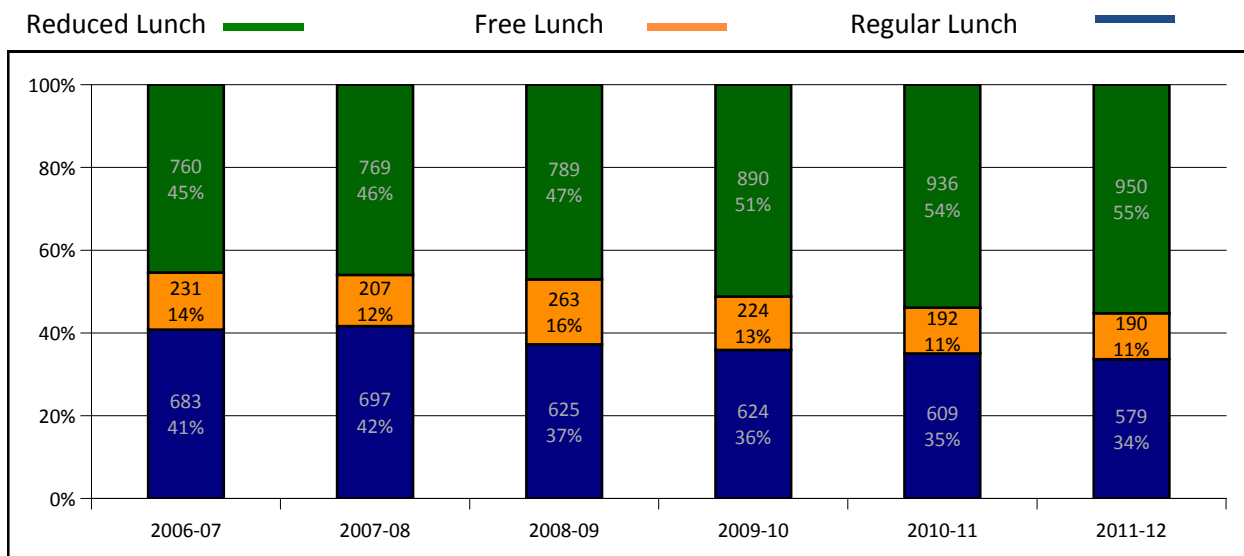
The chart below details the change in enrollment and racial diversity of the district as a whole over the past five years. According to the data as reported by the KSDE School Finance website, total enrollment in the district has changed by percent since the 2007-08 school year. Enrollment by white students has changed by -31 students while enrollments by black students has had a net change of -70 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	1673	1323	289	39	10	12	0	0
2008-09	1677	1345	266	42	12	12	0	0
2009-10	1743	1315	223	86	10	9	3	97
2010-11	1737	1299	220	83	12	14	3	106
2011-12	1719	1292	219	87	9	17	3	92

# 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.



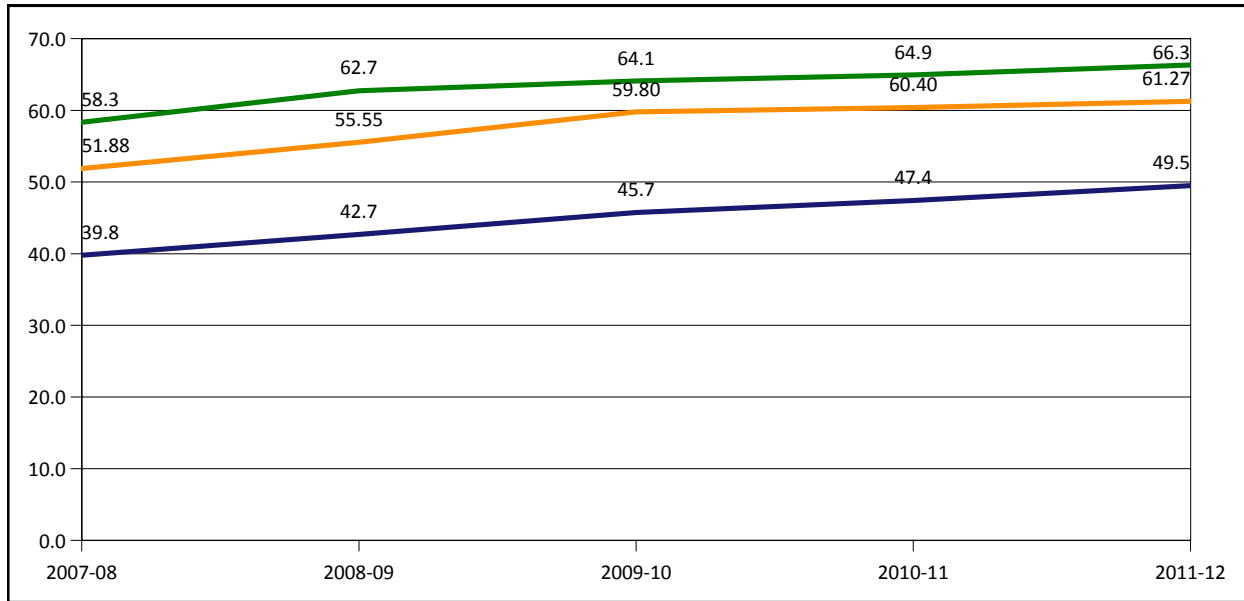
## CURRENT ELIGIBILITY BY BUILDING:

	Enrollment	Free Lunch	Reduced Lunch	Percent FRL
ATCHISON ELEMENTARY SCHOOL	889	530	86	69.3%
ATCHISON HIGH SCHOOL	445	200	63	59.1%
ATCHISON MIDDLE SCHOOL	342	185	37	64.9%
ATCHISON ALTERNATIVE SCHOOL	43	35	4	90.7%

### 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 FRL % — County FRL % — State FRL % —



## 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 409 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
World Languages	8	8	100.0%
Science	42	42	100.0%
Mathematics	48	48	100.0%
History & Government	50	50	100.0%
Fine Arts	44	44	100.0%
English Language Arts	82	82	100.0%
Elementary	85	85	100.0%

### CERTIFIED PERSONNEL:

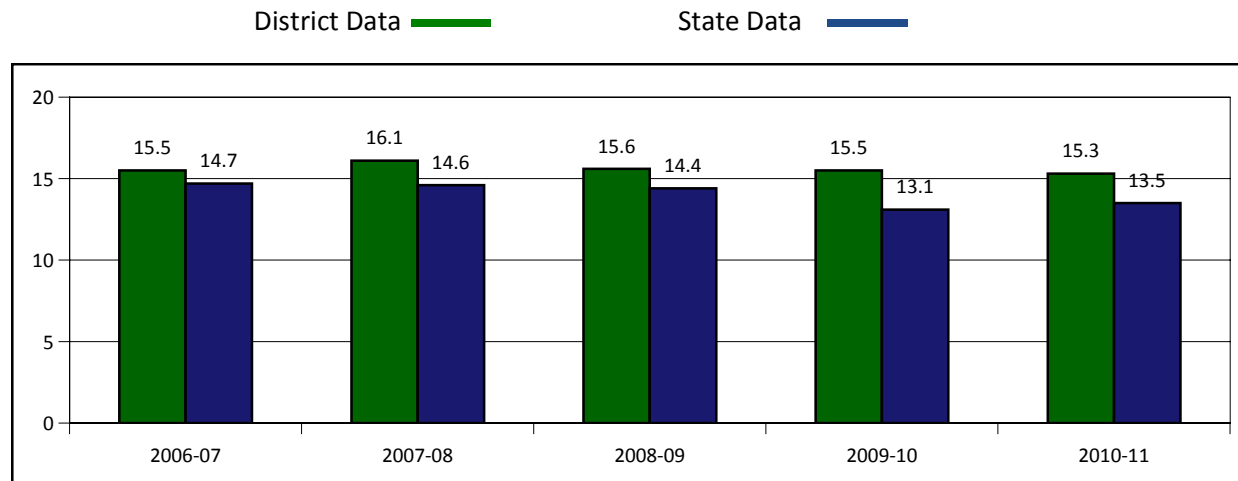
The following data was obtained via the KSDE website, School Finance Publications "Selected School Stats by District" reports and indicates the number of fully certified personnel in each category.

K-12 Teachers	Special Ed Teachers	Special Ed Director	Reading Teachers	Curriculum Specialists	Library Specialists
107.1	22	1	6	0	3

### NON-CERTIFIED PERSONNEL:

Regular Ed Aides	Special Ed Paras	Technology Others	Technology Director	Library Aides
4.6	35.6	2.6	0.0	0.0

### 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 their relative proximity to USD 320.

COMPARISON DISTRICTS	District County	2010-11 Enrollment	Free Reduced Lunch	Student / Teacher Ratio	Assessed Valuation pr/Pupil
USD 320 Wamego	Pottawatomie	1,424	29.9	14	51,296
USD 409 Atchison Public Schools	Atchison	1,737	64.9	15.3	50,556
USD 435 Abilene	Dickinson	1,663	41.0	15.5	49,073
USD 473 Chapman	Dickinson	969	41.5	12.5	67,085

## 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	99.6	79.6	Y	99.6	80.6	Y	90.0	Y	94.1	Y
2007-08	99.8	83.9	Y	99.6	78.4	Y	76.7	Y	93.7	Y
2009-10	99.6	82.0	Y	99.6	78.1	Y	70.4	N	94.4	Y
2010-11	99.8	84.1	Y	99.5	84.4	Y		Y	95.0	Y
<b>Free &amp; Reduced Lunch</b>										
2006-07	99.5	72.9	Y	99.3	76.4	Y				
2007-08	99.6	80.7	Y	99.4	74.9	Y				
2009-10	99.4	77.9	Y	99.4	73.4	Y				
2010-11		81.3	Y		82.2	Y		N/A		N/A
<b>Students with Disabilities</b>										
2006-07	99.0	58.6	N	98.1	60.9	Y				
2007-08	99.2	60.7	Y	98.3	60.0	N				
2009-10	100.0	60.1	N	100.0	59.6	N				
2010-11		58.5	N		69.2	Y		N/A		N/A
<b>English Language Learners</b>										
2010-11			N/A			N/A		N/A		N/A
<b>African-Americans</b>										
2006-07	100.0	72.0	Y	100.0	75.2	Y				
2007-08	100.0	75.6	Y	99.2	72.0	Y				
2009-10	100.0	76.8	Y	99.1	74.1	Y				
2010-11		78.6	Y		79.7	Y		N/A		N/A
<b>Hispanic</b>										
2009-10	95.4	78.4	Y	97.7	72.5	Y				
2010-11		88.1	Y		75.6	Y		N/A		N/A
<b>White</b>										
2006-07	99.5	81.0	Y	99.5	81.4	Y				
2007-08	99.7	86.3	Y	99.7	80.1	Y				
2009-10	99.8	82.2	Y	99.8	78.8	Y				
2010-11		84.6	Y		85.7	Y		N/A		N/A
<b>Asian</b>										
2010-11			N/A			N/A		N/A		N/A
<b>American Indian / Alaska Native</b>										
2010-11			N/A			N/A		N/A		N/A
<b>Multi-Racial &amp; Undeclared</b>										

2009-10	100.0	97.5	Y	100.0	81.0	Y		
2010-11		85.7	Y		89.8	Y	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	
<b>ATCHISON ALTERNATIVE SCHOOL</b>							
2008-09	Y	Y	Y	Y	Y	N/A	Y
2010-11	N/A	N/A	Y	Y	Y	N/A	y
<b>ATCHISON ELEMENTARY SCHOOL</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	N	Y	N/A	Y	N
2010-11	N	Y	Y	Y	N/A	Y	N
<b>ATCHISON HIGH 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	N	N/A	N
2010-11	Y	Y	Y	Y	Y	N/A	y
<b>ATCHISON MIDDLE SCHOOL</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

## 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.

<b>School Year</b>	<b>Years on Improvement</b>	<b>Improvement Status</b>	<b>Subject of Improvement</b>	<b>Number of Schools on Improvement</b>
2010-11		District is not targeted for improvement in any monitored area		
2011-12	1	On Improvement	Reading	1

## BUILDING IMPROVEMENT STATUS / HISTORY

### Improvement Sanction Definitions

- Choice:** The purpose of choice is to provide all students in schools identified for improvement the opportunity to select a higher performing school for their child. Districts must notify parents of the school improvement status, their right to school choice, and district-provided transportation to choice school.
- SES:** Supplemental Educational Services (SES) are additional academic opportunities that must be provided to students of low-performing schools. It is often referred to as “after school tutoring.”
- Delay:** A school or district on improvement is considered on delay status when it makes Adequate Yearly Progress (AYP) one year.
- Corrective Action:** Corrective action refers to steps taken by the district to substantially and directly respond to serious instructional, managerial, and organizational problems in the school that jeopardize the likelihood that students will achieve proficiency in the core academic subjects of reading and mathematics. If a school does not make adequate progress by the end of the second full school year it has been identified for improvement the state may identify the school for correction action.
- Restructure:** If a school misses its annual achievement targets for five or more years, the district will take action to completely revamp the operation and governance of that school.

If a school achieves its annual achievement targets for two consecutive years, the school will no longer be designated as on improvement.

### ATCHISON ELEMENTARY SCHOOL

School Year	Years on Improvement Status	Reading Improvement	Math Improvement	Sanctions
2011-12	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Choice

# 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.

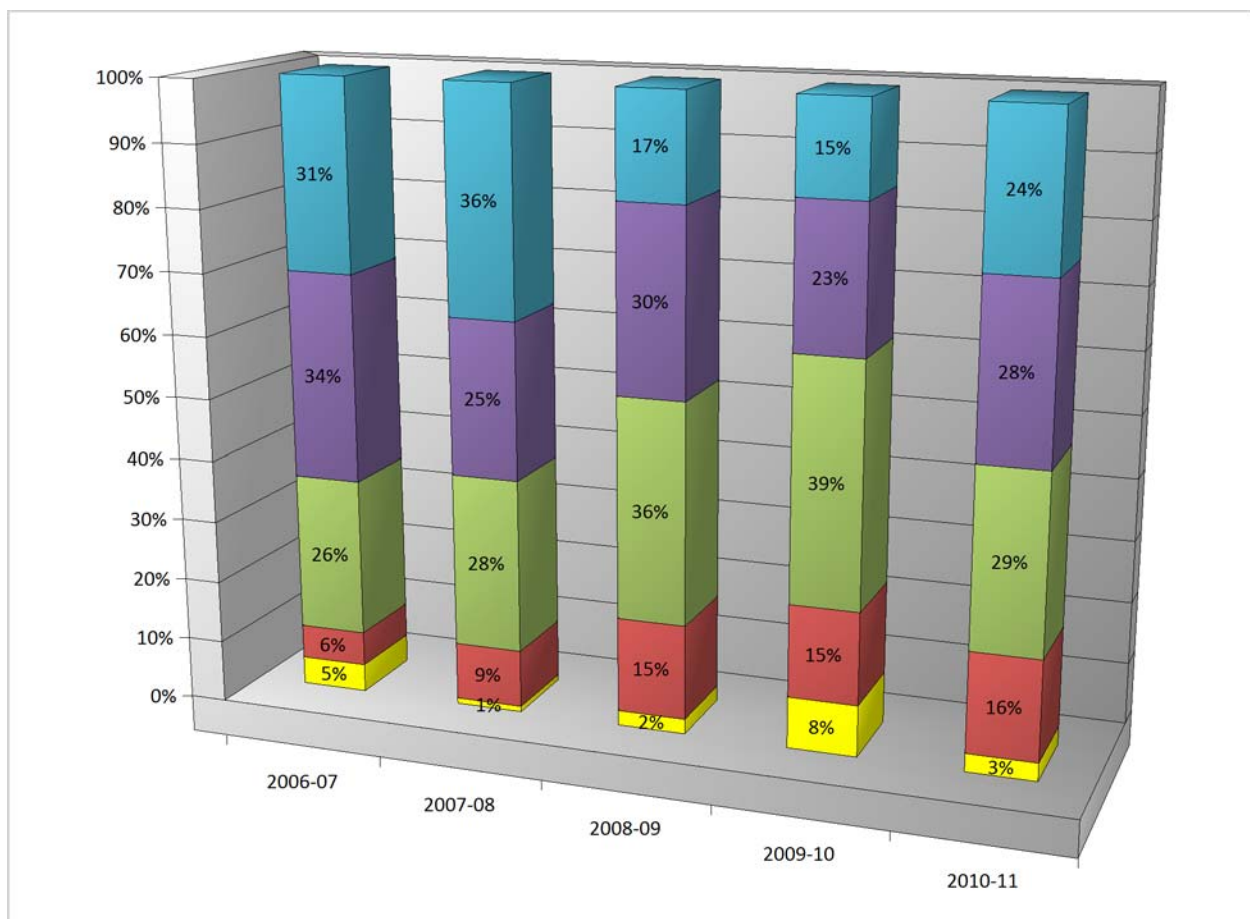
School Year	K-8 Student Goal	9-12 Students Goal	District Reading Goal	District % Met Goal	Kansas State % Met Goal
2006-07	69.50	65.0	65	79.5	81
2007-08	75.60	72.0	72	82.2	84.3
2008-09	79.90	76.7	76.7	84.2	85.8
2009-10	83.70	81.3	81.3	81.3	86.3
2010-11	87.80	86.0	86	83.34	87.8

## READING SCORES BY GRADE:

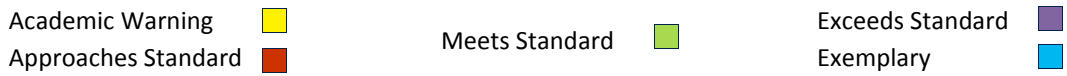
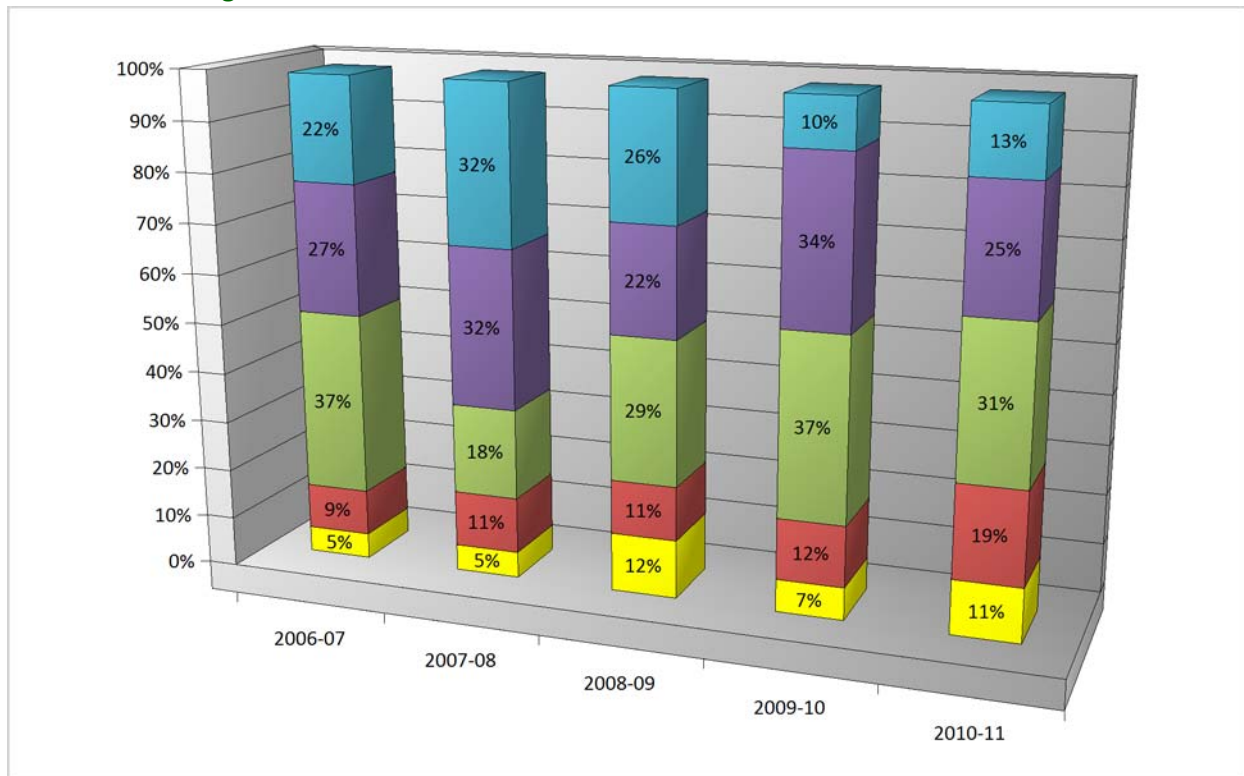
The following graphs show the change in percentage scoring within each of the following ranges for each of the past years indicated.



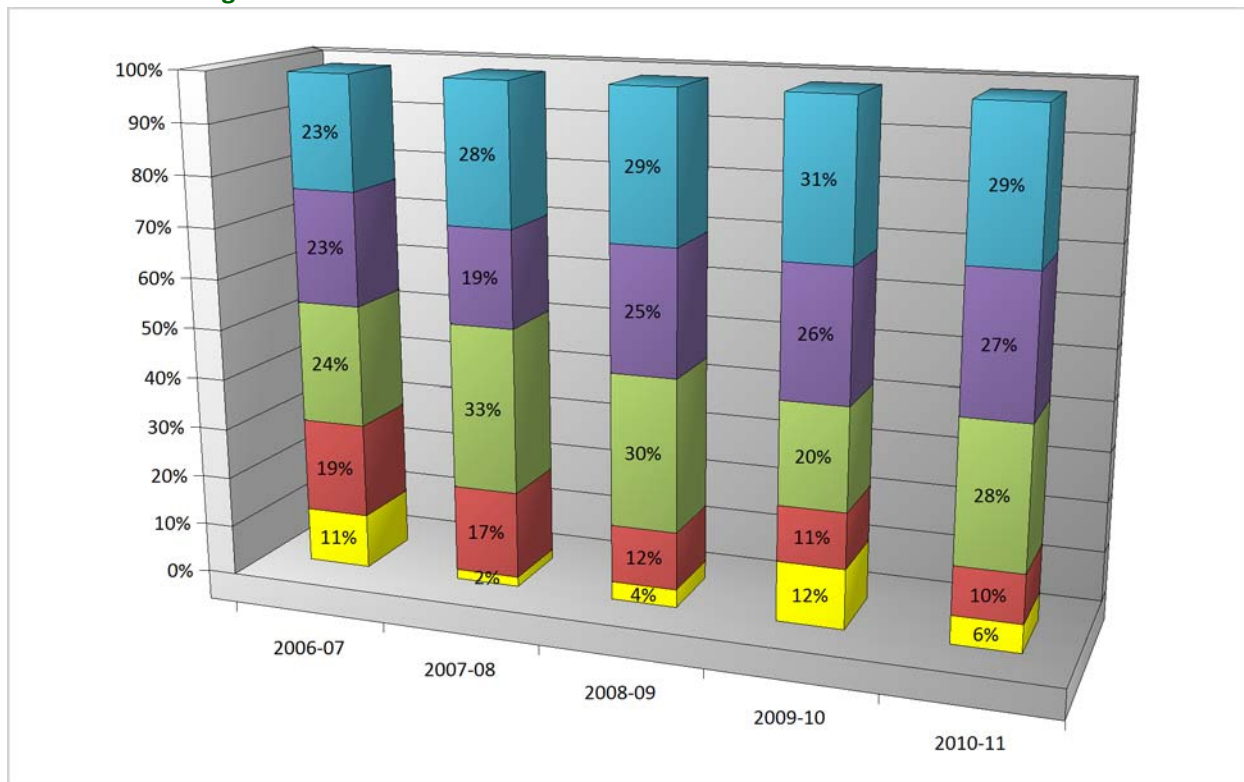
### 3rd Grade Reading:



### 4th Grade Reading:

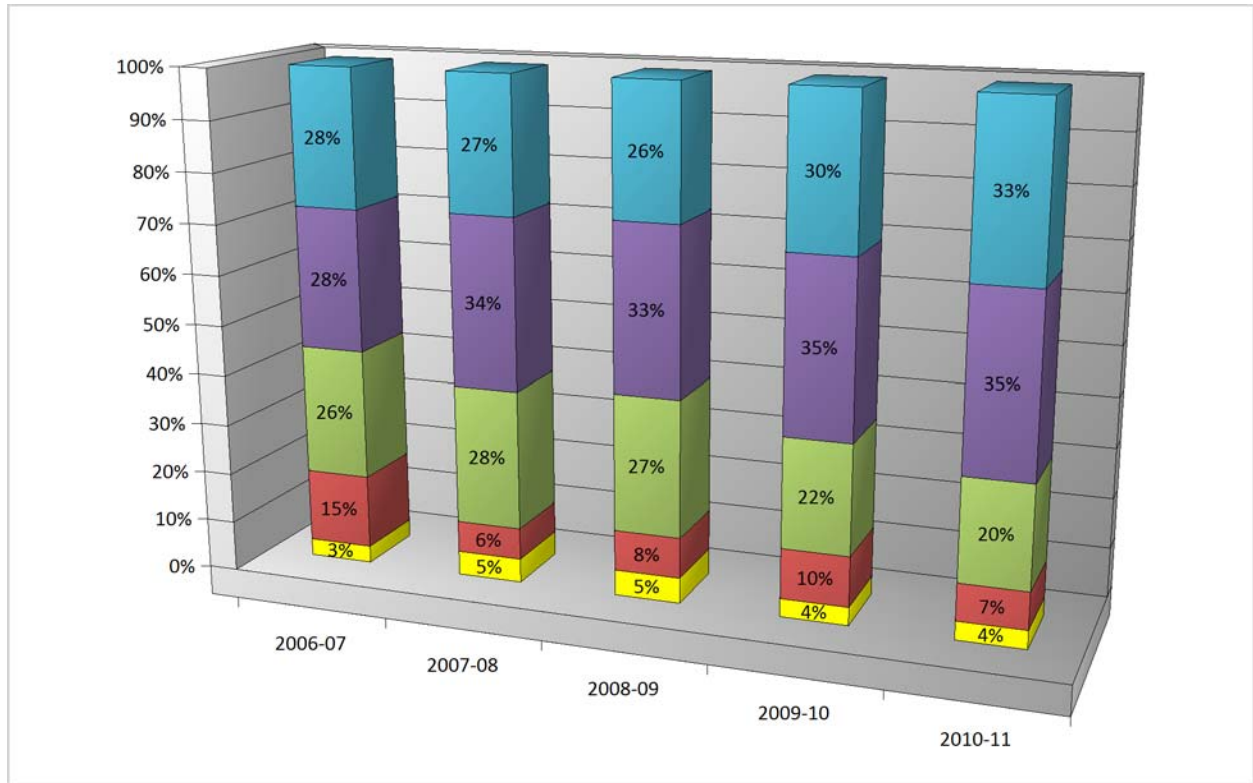


### 5th Grade Reading:

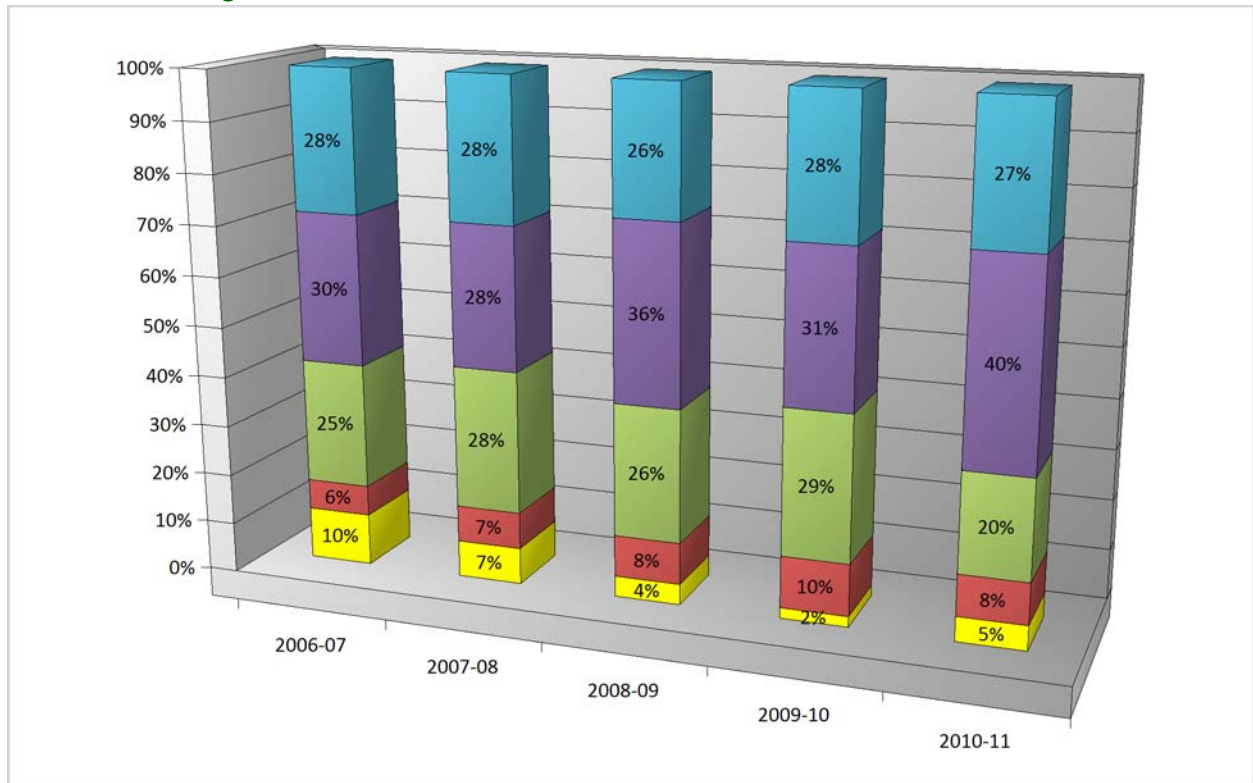




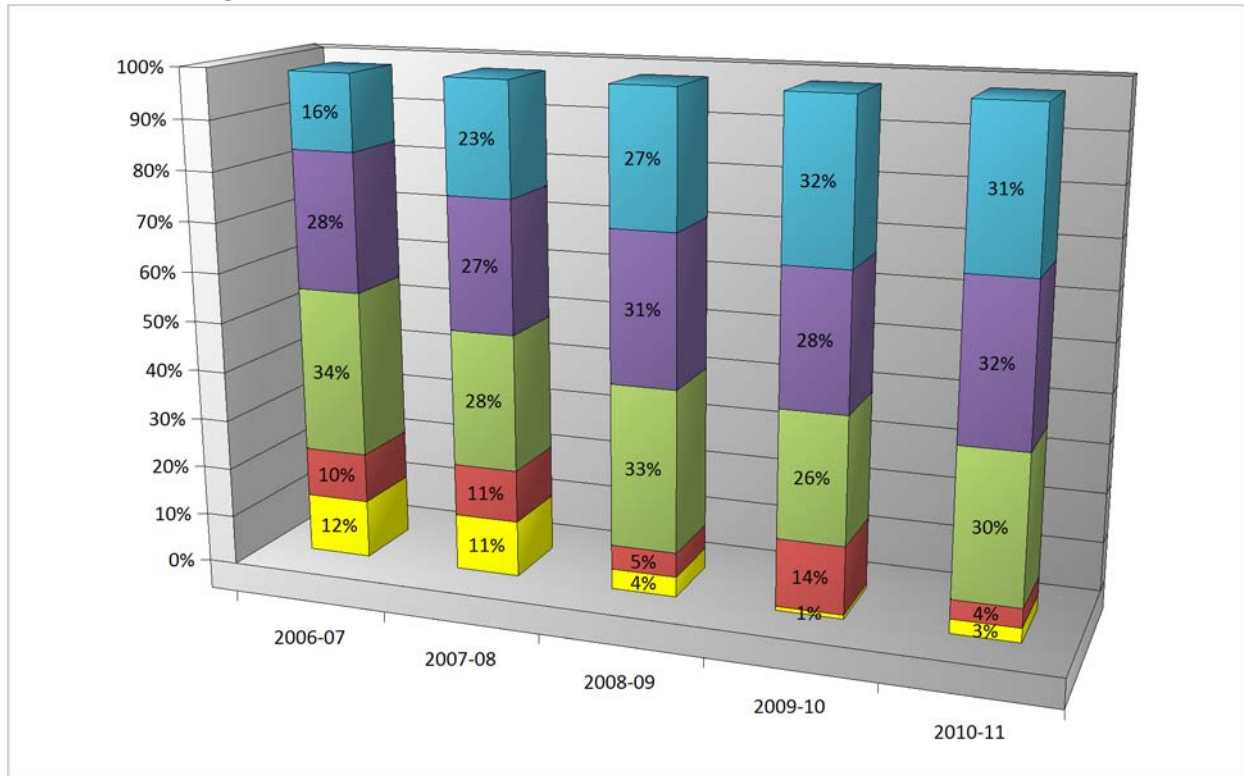
**6th Grade Reading:**



**7th Grade Reading:**

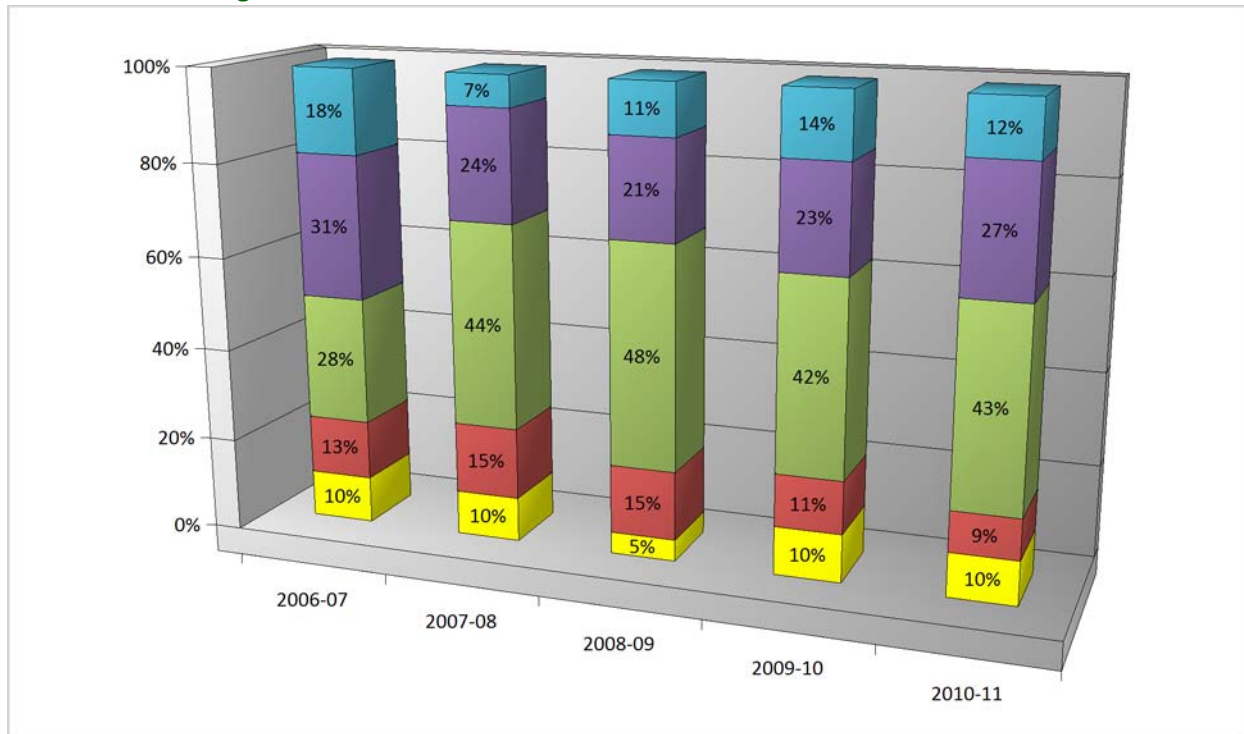


**8th Grade Reading:**



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

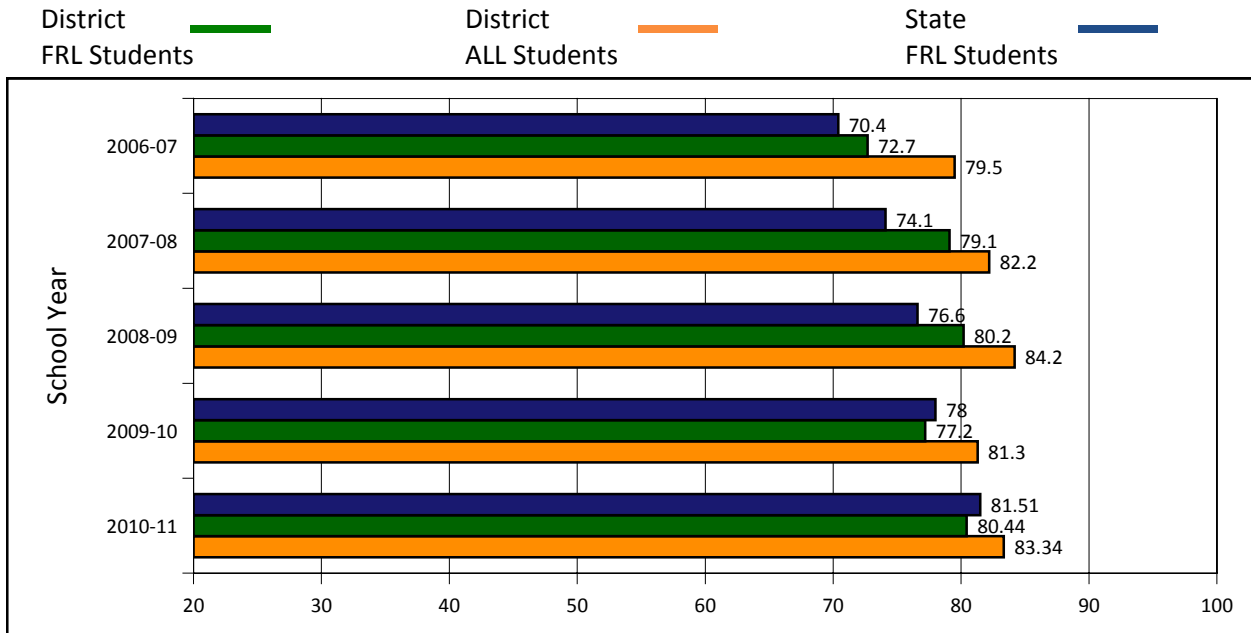
**11th Grade Reading:**



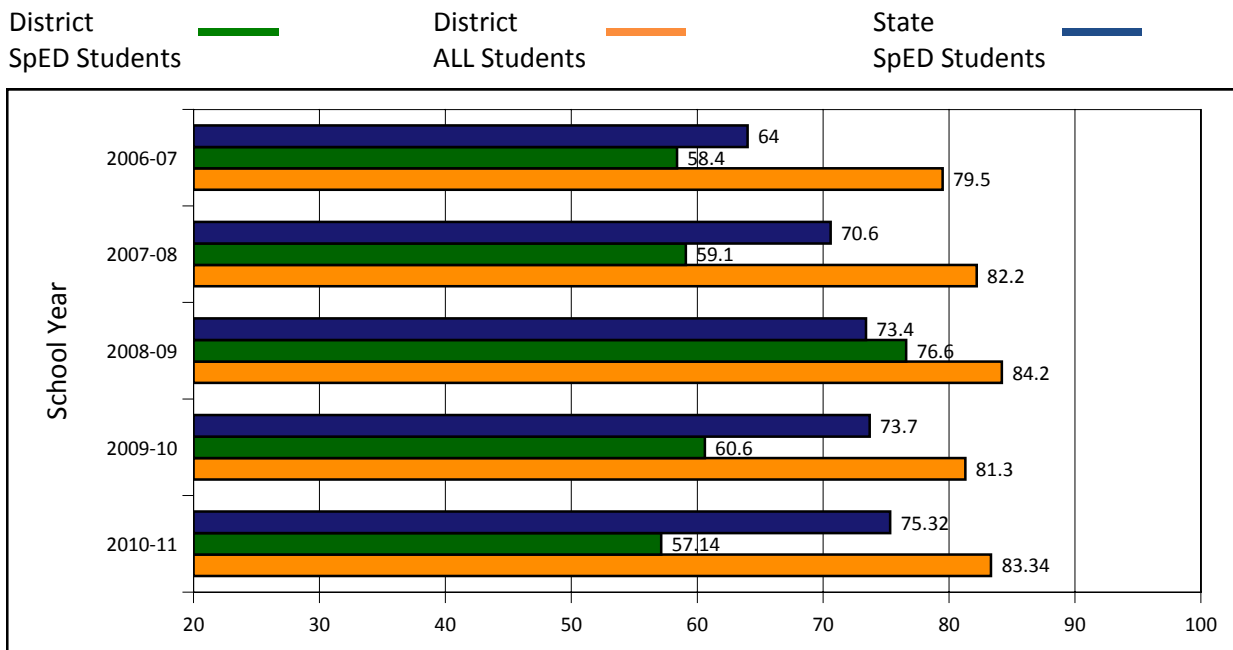
# Reading Scores - Disaggregated Groups

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:



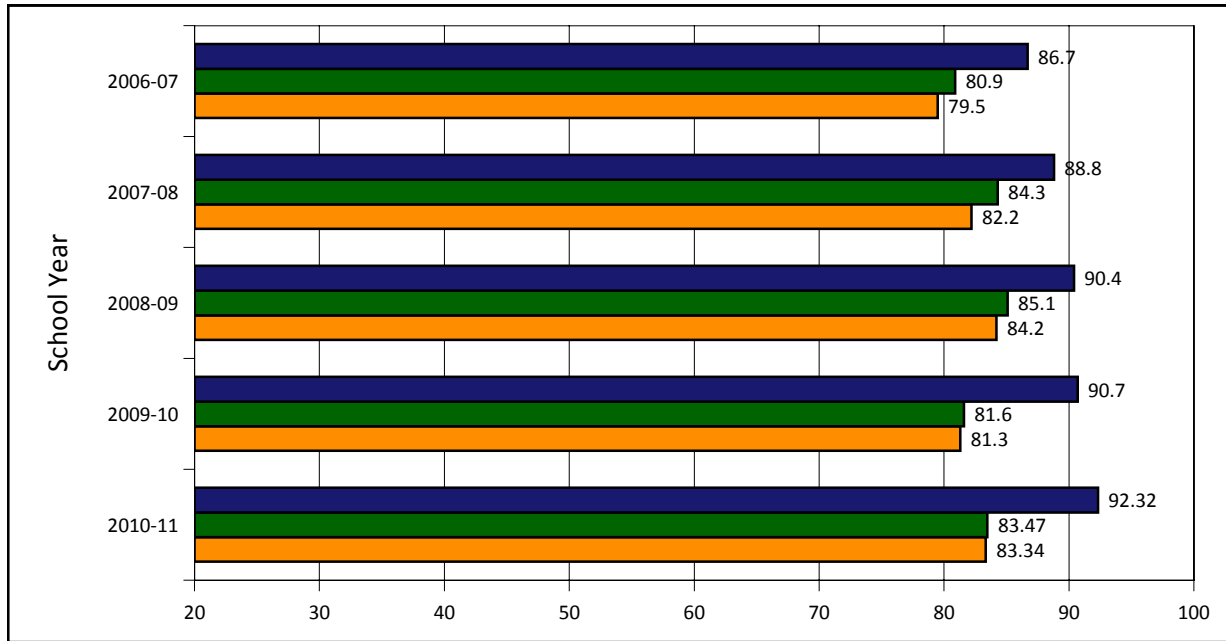
## STUDENTS WITH DISABILITIES:



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

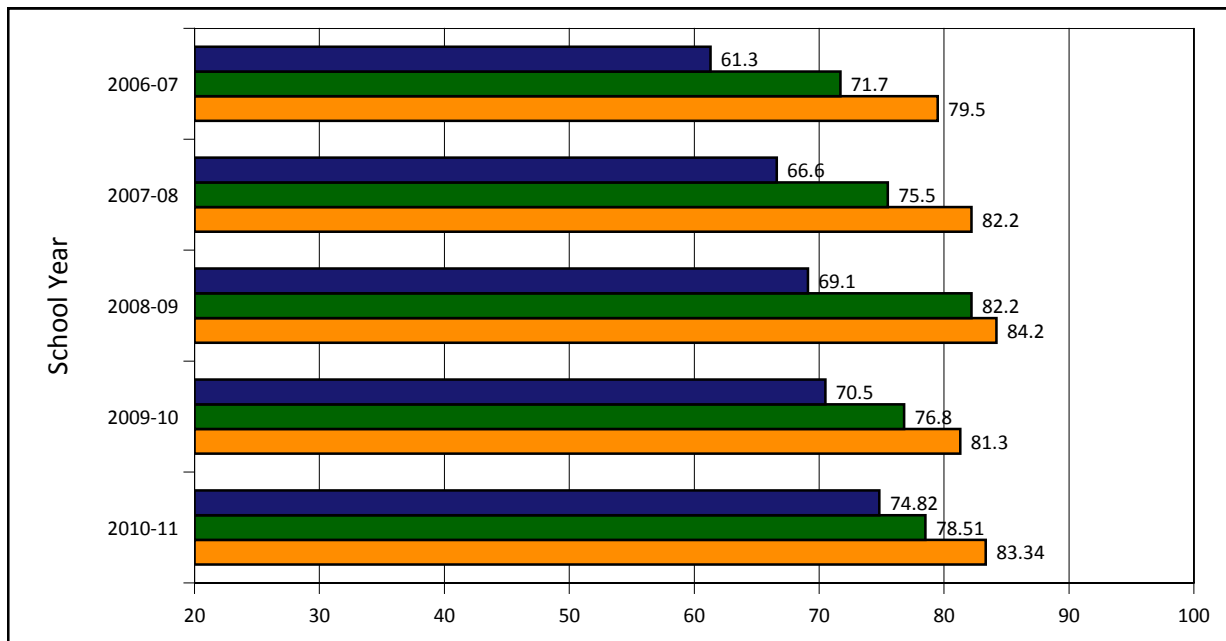
**DISSAGGREGATED GROUP: White Students**

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



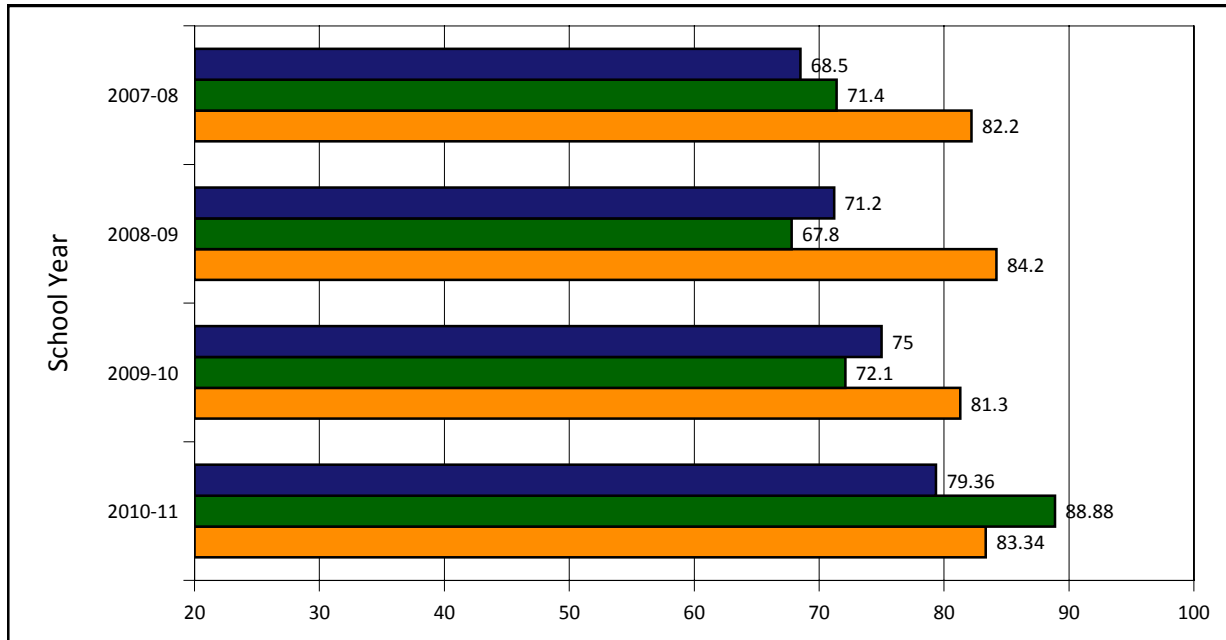
**DISSAGGREGATED GROUP: African-Americans Students**

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



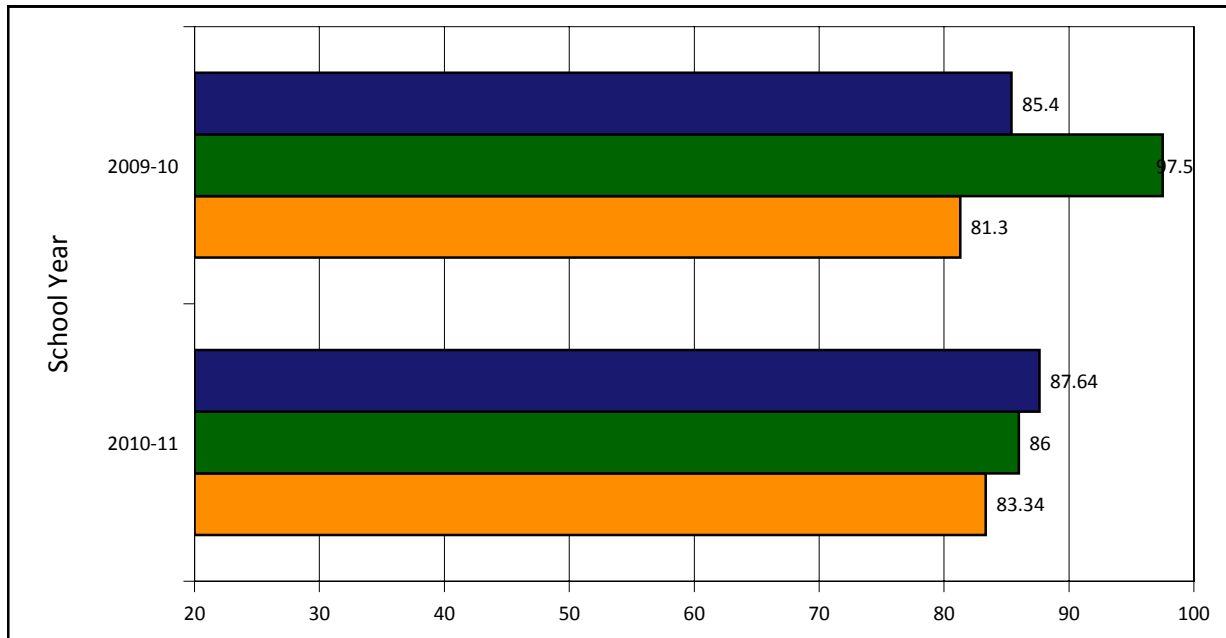
**DISSAGGREGATED GROUP: Hispanic Students**

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



**DISSAGGREGATED GROUP: Multi-Racial & Undeclared Students**

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



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