

# Report Card 2004-2005

<b>Pretty Prairie High</b> PO Box 326 Pretty Prairie, KS 67570-0326	Current Accreditation Status: Accredited
USD 311 Pretty Prairie	

## ADEQUATE YEARLY PROGRESS

Adequate Yearly Progress (AYP) is a method for determining if schools, districts and the state have made adequate progress in improving student achievement. AYP is based on participation and performance on state assessments, as well as attendance rates for elementary and middle schools, and, for high schools, graduation rates. For the 2004-2005 school year, this school did make AYP. More information on this school's performance on the AYP measures is provided below.

Student Group	Reading		Math		Additional Academic Indicators	
	% Prof. & Above Goal: 58%	% Tested Goal: 95%	% Prof. & Above Goal: 46.8%	% Tested Goal: 95%	Grad Rt. High Sch. Goal: 75% or Improve.	Attend Rt. Goal: 90%
All Students	86.3%	100.0%	69.3%	100.0%	93.5%	N/A
Free/Reduced Lunch	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
English Language Learners	N/A	N/A	N/A	N/A	N/A	N/A
African Americans	N/A	N/A	N/A	N/A	N/A	N/A
Hispanics	N/A	N/A	N/A	N/A	N/A	N/A
Whites	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A
American Indians	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	N/A	N/A	N/A	N/A	N/A	N/A

## DEMOGRAPHICS

Race/Ethnicity	Bldg.	Dist.	State
African Americans	0.0%	0.3%	8.5%
Hispanics	0.0%	0.3%	11.2%
Whites	94.2%	94.1%	74.4%
Other	5.8%	5.2%	5.9%

Economically Disadvantaged Students	Bldg.	Dist.	State
Economically Disadvantaged	21.4%	28.3%	38.2%
Non-Economic. Disadvantaged	78.6%	71.7%	61.8%

Migrant Students	Bldg.	Dist.	State
Migrant Students	0.0%	0.0%	1.2%
Non-Migrant Students	100.0%	100.0%	98.8%

## TOTAL ENROLLMENT

Building: 103 District: 307 State: 464,102

## DEMOGRAPHICS

Limited English Proficiency	Bldg.	Dist.	State
LEP Students	0.0%	0.0%	5.5%
Non-LEP Students	100.0%	100.0%	94.5%

Gender	Bldg.	Dist.	State
Male	58.3%	60.3%	51.7%
Female	41.7%	39.7%	48.3%

Attendance	Bldg.	Dist.	State
2004	96.2%	95.1%	95.1%
2005	96.2%	95.7%	95.2%

Students with Disabilities	Bldg.	Dist.	State
Students with Disabilities	8.7%	5.8%	13.8%
Students without Disabilities	91.3%	94.2%	86.2%

Graduation Rate	Bldg.	Dist.	State
2003	89.2%	89.2%	89.5%
2004	93.5%	93.5%	87.7%

## TEACHER QUALIFICATIONS

State Qualification	All Schools	High Poverty	Low Poverty
Fully Licensed	86.66%	N/A	N/A
Not Fully Licensed	13.33%	N/A	N/A

Not Fully Licensed Teachers	All Schools	High Poverty	Low Poverty
Waivers	0.00%	N/A	N/A
Provisionally Licensed	6.66%	N/A	N/A
Not Licensed	0.00%	N/A	N/A
Not Qualified	6.66%	N/A	N/A

% of Core classes taught by highly qualified	All Schools	High Poverty	Low Poverty
Taught by highly qualified	86.84%	N/A	N/A
Not taught by not highly qualified	13.15%	N/A	N/A

- Teachers in Kansas are considered fully licensed when they hold a valid Kansas teaching certificate/license with the appropriate subject and grade level endorsement for the assignment they hold.
- Teachers in Kansas are considered not fully licensed when they do not hold a valid teaching certificate/license, when they are teaching in a subject area or grade level for which they are not endorsed, when they have a provisional teaching certificate/license, or when they are teaching on a waiver.
- Fully licensed data does not include administrators, librarians, counselors and other support personnel.
- Core Content Courses are defined as elementary, English/language arts, reading, mathematics, science, foreign language, civics and government, economics, arts, history, and geography.

**GRADE 11 READING**

**All**

	Exemplary		Advanced		Proficient		Basic		Unsatisfactory		Not Tested
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2005
Building	25.0%	12.5%	35.0%	41.6%	25.0%	33.3%	15.0%	8.3%	0.0%	4.1%	0.0%
District	25.0%	12.5%	35.0%	41.6%	25.0%	33.3%	15.0%	8.3%	0.0%	4.1%	0.0%
State	12.9%	12.4%	24.4%	26.7%	25.1%	25.0%	26.1%	25.0%	11.5%	10.6%	0.4%
<b>Economically Disadvantaged</b>											
State	6.6%	7.1%	16.3%	17.8%	21.7%	23.2%	33.7%	32.7%	21.7%	19.0%	0.9%
<b>Special Ed.</b>											
State	8.4%	9.1%	9.7%	10.2%	13.3%	16.3%	31.1%	29.6%	37.5%	34.6%	1.5%
<b>ELL</b>											
State	12.1%	21.6%	9.9%	15.8%	12.3%	14.2%	26.5%	25.8%	39.3%	22.3%	0.7%
<b>African Am.</b>											
State	3.8%	3.8%	11.4%	12.2%	19.4%	20.8%	35.3%	35.4%	30.0%	27.5%	1.6%
<b>Hispanic</b>											
State	6.0%	8.4%	13.4%	15.1%	21.7%	23.1%	35.7%	32.7%	23.3%	20.5%	1.0%
<b>White</b>											
Building	22.2%	9.0%	33.3%	45.4%	27.8%	31.8%	16.7%	9.0%	0.0%	4.5%	0.0%
District	22.2%	9.0%	33.3%	45.4%	27.8%	31.8%	16.7%	9.0%	0.0%	4.5%	0.0%
State	14.3%	13.4%	26.7%	29.2%	25.9%	25.6%	24.4%	23.4%	8.8%	8.2%	0.3%
<b>Asian</b>											
State	14.2%	15.9%	16.2%	25.4%	23.1%	22.3%	28.9%	26.3%	17.5%	9.9%	0.4%
<b>Am. Indian</b>											
State	5.6%	9.1%	20.2%	23.2%	29.5%	24.3%	29.2%	29.0%	15.4%	14.1%	1.3%
<b>Multi-Ethnic</b>											
State	12.2%	12.0%	22.3%	23.6%	23.2%	26.4%	28.0%	26.3%	11.6%	11.4%	0.7%
<b>Female</b>											
Building	0.0%	11.1%	0.0%	44.4%	0.0%	33.3%	0.0%	11.1%	0.0%	0.0%	0.0%
District	0.0%	11.1%	0.0%	44.4%	0.0%	33.3%	0.0%	11.1%	0.0%	0.0%	0.0%
State	13.8%	13.1%	25.2%	27.9%	25.8%	25.4%	25.8%	24.3%	9.4%	8.9%	0.4%
<b>Male</b>											
Building	16.7%	13.3%	25.0%	40.0%	41.7%	33.3%	16.7%	6.6%	0.0%	6.6%	0.0%
District	16.7%	13.3%	25.0%	40.0%	41.7%	33.3%	16.7%	6.6%	0.0%	6.6%	0.0%
State	12.1%	11.6%	23.6%	25.5%	24.5%	24.7%	26.4%	25.8%	13.5%	12.2%	0.5%
<b>Migrant</b>											
State	8.4%	12.4%	9.8%	16.2%	16.2%	17.2%	31.8%	30.2%	33.8%	23.7%	1.5%

**GRADE 10 MATH**

**All**

	Exemplary		Advanced		Proficient		Basic		Unsatisfactory		Not Tested
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2005
Building	34.8%	15.3%	21.7%	15.3%	17.4%	34.6%	13.0%	30.7%	13.0%	3.8%	0.0%
District	34.8%	15.3%	21.7%	15.3%	17.4%	34.6%	13.0%	30.7%	13.0%	3.8%	0.0%
State	17.2%	17.6%	12.9%	13.4%	20.2%	20.2%	29.0%	24.6%	20.6%	23.8%	0.5%
<b>Economically Disadvantaged</b>											
State	6.4%	7.7%	7.7%	8.1%	16.2%	16.3%	34.8%	27.7%	34.8%	39.9%	0.9%
<b>Special Ed.</b>											
State	6.1%	7.5%	6.5%	7.1%	12.3%	12.5%	32.8%	25.2%	42.3%	47.4%	1.3%
<b>ELL</b>											
State	2.7%	1.3%	2.8%	2.4%	9.0%	9.1%	36.4%	23.9%	49.1%	63.1%	1.0%
<b>African Am.</b>											
State	2.7%	3.9%	4.8%	4.6%	12.0%	13.5%	34.7%	27.2%	45.9%	50.6%	1.8%
<b>Hispanic</b>											
State	4.3%	4.5%	6.3%	6.7%	15.0%	14.1%	36.4%	27.4%	38.0%	47.1%	1.0%
<b>White</b>											
Building	35.0%	16.6%	20.0%	16.6%	15.0%	37.5%	15.0%	29.1%	15.0%	0.0%	0.0%
District	35.0%	16.6%	20.0%	16.6%	15.0%	37.5%	15.0%	29.1%	15.0%	0.0%	0.0%
State	19.8%	20.5%	14.3%	15.2%	21.6%	21.7%	27.7%	24.0%	16.5%	18.4%	0.2%
<b>Asian</b>											
State	26.0%	24.0%	12.9%	14.3%	20.0%	19.5%	23.4%	22.2%	17.8%	19.8%	0.8%
<b>Am. Indian</b>											
State	7.8%	10.0%	9.8%	7.5%	16.9%	18.0%	35.9%	29.7%	29.6%	34.5%	1.1%
<b>Multi-Ethnic</b>											
State	13.0%	12.5%	12.7%	11.8%	17.1%	18.5%	31.3%	26.0%	23.7%	31.0%	0.5%
<b>Female</b>											
Building	0.0%	15.3%	0.0%	15.3%	0.0%	30.7%	0.0%	38.4%	0.0%	0.0%	0.0%
District	0.0%	15.3%	0.0%	15.3%	0.0%	30.7%	0.0%	38.4%	0.0%	0.0%	0.0%
State	15.1%	15.3%	12.9%	13.4%	21.1%	20.9%	30.3%	25.9%	20.5%	24.1%	0.4%
<b>Male</b>											
Building	42.9%	15.3%	21.4%	15.3%	0.0%	38.4%	21.4%	23.0%	14.3%	7.6%	0.0%
District	42.9%	15.3%	21.4%	15.3%	0.0%	38.4%	21.4%	23.0%	14.3%	7.6%	0.0%
State	19.3%	19.8%	12.9%	13.5%	19.4%	19.6%	27.7%	23.4%	20.7%	23.5%	0.5%
<b>Migrant</b>											
State	4.6%	1.5%	4.4%	2.3%	11.4%	10.0%	35.6%	26.7%	44.1%	59.3%	0.3%