

KANSAS STATE DEPARTMENT OF EDUCATION

K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

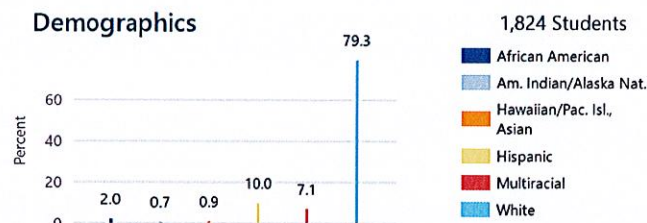
El Dorado USD 490



124 West Central Avenue, El Dorado, KS 67042-2138
(316) 322-4800
www.usd490.org

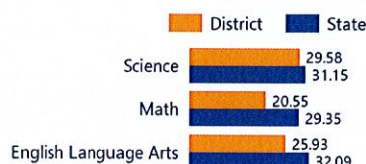
System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12,NG**
Superintendent: **Miles Harvey**

Demographics

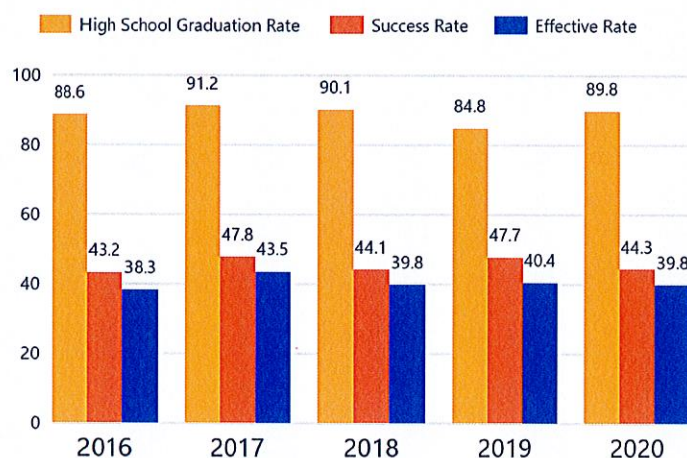


Academically Prepared for Postsecondary Success

The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Postsecondary Effectiveness



District Kansans Can Star Recognition

	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				



The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

Graduation Rate: The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

Success Rate: A student must meet one of the four following outcomes within two years of High School graduation.

1. Student earned an Industry Recognized Certification while in High School.
2. Student earned a Postsecondary Certificate.
3. Student earned a Postsecondary Degree.
4. Student enrolled in Postsecondary in both the first and second year following High School graduation.

Effective Rate: The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE

The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

ATTENDANCE RATE

Rate at which students are present at school, not including excused or unexcused absences.

CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

DROPOUT RATE

The dropout rate is calculated annually and reflects the number of seventh- twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

State: **85.7%**
89.3

State: **91.5%**
92.1

State: **32.7%**
25.4

State: **1.9%**
1.4

District ESSA Operating Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

\$11,745

State:
\$13,814

[Click here for State Financial Accountability.](#)

El Dorado USD 490

K.S.A. 72-5178 Accountability Report 2021-2022



District Academic Success

Academically Prepared for Postsecondary Success

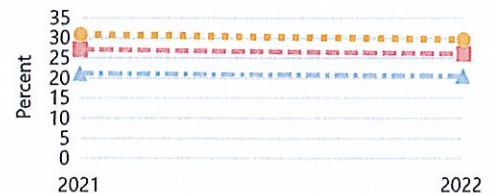
State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	42.78	37.82	37.30	41.87	38.64	41.58
Level 2	N/A	N/A	N/A	35.98	35.08	31.86	37.56	35.41	28.82
Level 3	N/A	N/A	N/A	15.69	21.28	23.05	16.57	21.52	19.13
Level 4	N/A	N/A	N/A	5.54	5.79	7.77	3.98	4.41	10.45

Legend
 Math ELA Science

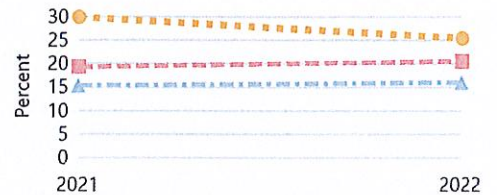
Percent at Levels 3 and 4



FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	48.40	45.98	39.81	48.35	44.60	43.89
Level 2	N/A	N/A	N/A	36.21	34.75	30.33	35.58	34.91	30.76
Level 3	N/A	N/A	N/A	11.30	15.86	21.80	14.41	17.91	18.55
Level 4	N/A	N/A	N/A	4.06	3.38	8.05	1.64	2.55	6.78

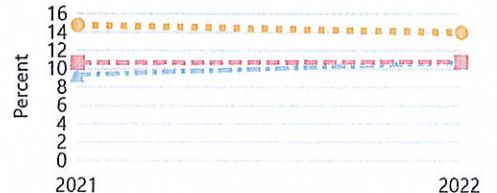
Percent at Levels 3 and 4



STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	69.95	69.69	63.93	65.42	65.88	61.62
Level 2	N/A	N/A	N/A	20.68	19.69	21.31	23.83	23.36	24.41
Level 3	N/A	N/A	N/A	6.40	8.08	13.11	6.54	7.00	8.13
Level 4	N/A	N/A	N/A	2.95	2.52	1.63	4.20	3.73	5.81

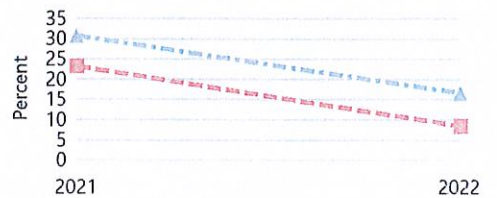
Percent at Levels 3 and 4



AFRICAN-AMERICAN STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	46.15	38.46	N/A	66.66	58.33	N/A
Level 2	N/A	N/A	N/A	23.07	38.46	N/A	16.66	33.33	N/A
Level 3	N/A	N/A	N/A	23.07	23.07	N/A	16.66	0.00	N/A
Level 4	N/A	N/A	N/A	7.69	0.00	N/A	0.00	8.33	N/A

Percent at Levels 3 and 4



HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	44.44	41.83	38.46	48.45	43.29	51.11
Level 2	N/A	N/A	N/A	37.37	31.63	20.51	38.14	36.08	24.44
Level 3	N/A	N/A	N/A	15.15	24.48	20.51	11.34	18.55	15.55
Level 4	N/A	N/A	N/A	3.03	2.04	20.51	2.06	2.06	8.88

Percent at Levels 3 and 4



N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

District	18.9
State	19.8



490 El Dorado State Assessment Review for Budget Considerations

490 El Dorado District Summary

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

Our teachers, students, and families face a number of challenges in ensuring student proficiency on assessments. Some of those challenges in our School District include:

- Declining enrollment that reduces funding and access to additional services and supports for students
- Lack of or limited access to community health services and mental health services
- Special Education funding shortfall has limited supports of our highest need students
- High percentage/number of free and reduced students and increased poverty rate
- Though not identified as at-risk using the free/reduced lunch calculation, a number of students are at a high risk of falling behind
- Increased student mobility affects instructional time and creates instructional issues throughout the school year
- Retention and recruitment of certified and support staff (at all levels in all capacities)
- Increased level of social emotional challenges and needs of students
- Upward trending student discipline issues, including suspensions and/or expulsions
- High levels of absenteeism (at times chronic) among students and in some cases staff
- Reduction in shared plan/collaboration times/professional development between departments and grade levels
- Access to reading materials and programs, school wide and community wide.

(B) Identify the budget actions that should be taken to address and remove those barriers.

Given an appropriate level of funding for both general education and special education, there are a number of budget actions we could take to remove some barriers. Some of them include:

- Improving the Classified Salary Schedule to recruit and retain high quality staff
- Improving the Certified Salary Schedule to recruit and retain high quality staff
- Increased funding and time towards Professional Development for classified and certified staff members (PBIS, SEL, Structured Literacy)
- Increased time for collaboration between classified and certified staff members (PBIS, SEL, Structured Literacy)
- Continued prioritization of Counselor supports for students and families
- Expansion of Behavior Specialist supports and trainings
- Expansion of Social Worker interventions for students and families
- Introduction of Chronic Absenteeism program / interventions for families
- Maintain low teacher/pupil ratio for greater individualized instruction
- Increased funding for credit recovery, truancy, and tutoring programs at the secondary level
- Increased funding for Special Education classified staff supports
- Expansion of reading programs and the genuine "love of reading" for early literacy students and parents
- Continued promotion and growth of secondary CTE Pathways based on student interest/skill data

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

- Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency.
- While assessment scores are one measure, our district does not believe that student assessment scores should be the sole measure of student proficiency.
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are influenced by factors that extend beyond the school day, so giving a time estimate on things that consistently change, is not a realistic practice.

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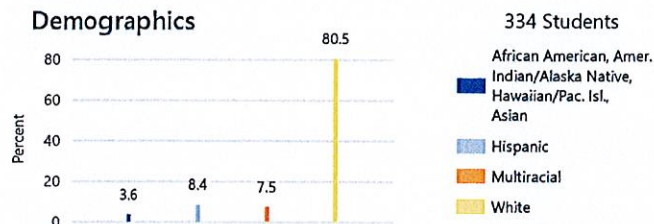


Blackmore Elementary - El Dorado USD 490

530 N. Orchard St., El Dorado, KS 67042
(316) 322-4850
www.usd490.org
Principal: **Chad Schuetz**

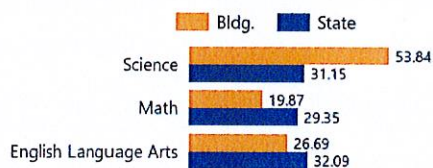
System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-5**
Superintendent: **Miles Harvey**

Demographics

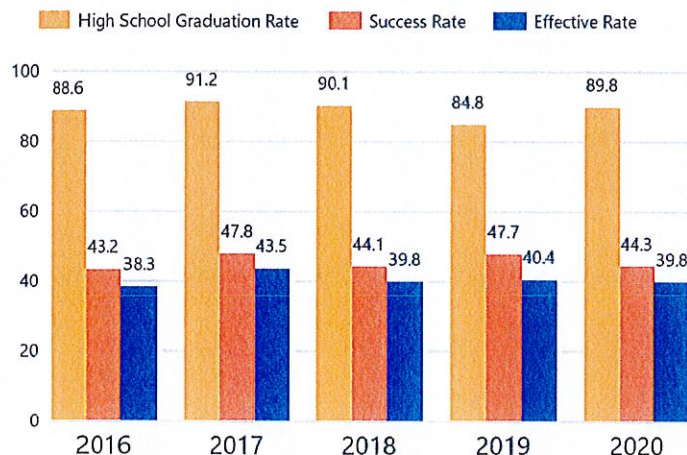


Academically Prepared for Postsecondary Success

The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Postsecondary Effectiveness



District Kansans Can Star Recognition

	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

Kansans CAN lead the world!

Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

88.9%

Five-Year Success Avg

45.4%

Five-Year Effective Avg

40.4%

95% Confidence Interval for the Predicted Effectiveness Rate

44.1 - 46.9%

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ATTENDANCE RATE

Rate at which students are present at school, not including excused or unexcused absences.

CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

DROPOUT RATE

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N/A

91.4%

32.6%

N/A

State: School ESSA Operating Expenditures Per Pupil

89.3

92.1

25.4

1.4

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

\$11,154

State:
\$13,814

[Click here for State Financial Accountability.](#)

Blackmore Elementary

K.S.A. 72-5178 Accountability Report 2021-2022



School Academic Success

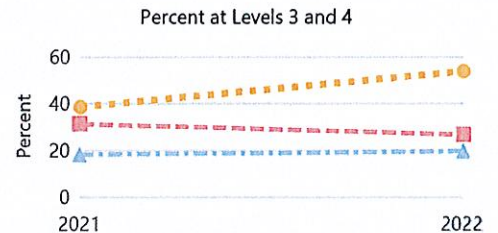
Academically Prepared for Postsecondary Success

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ALL STUDENTS

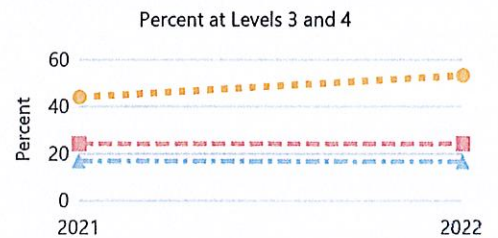
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	38.50	36.99	31.57	44.09	37.88	11.53
Level 2	N/A	N/A	N/A	43.10	31.79	29.82	36.02	35.40	34.61
Level 3	N/A	N/A	N/A	14.36	24.85	26.31	16.77	21.73	32.69
Level 4	N/A	N/A	N/A	4.02	6.35	12.28	3.10	4.96	21.15

Legend
 Math ELA Science



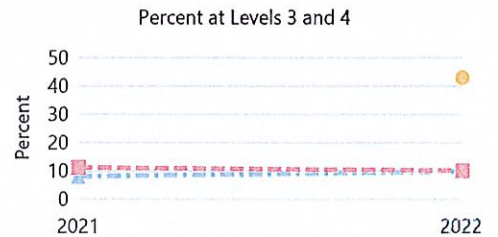
FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	43.07	42.63	26.82	44.44	40.74	12.50
Level 2	N/A	N/A	N/A	40.00	33.33	29.26	38.88	35.18	34.37
Level 3	N/A	N/A	N/A	13.07	18.60	26.82	14.81	21.29	37.50
Level 4	N/A	N/A	N/A	3.84	5.42	17.07	1.85	2.77	15.62



STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	62.16	63.88	N/A	70.00	62.50	21.42
Level 2	N/A	N/A	N/A	29.72	25.00	N/A	20.00	27.50	35.71
Level 3	N/A	N/A	N/A	2.70	11.11	N/A	5.00	7.50	35.71
Level 4	N/A	N/A	N/A	5.40	0.00	N/A	5.00	2.50	7.14



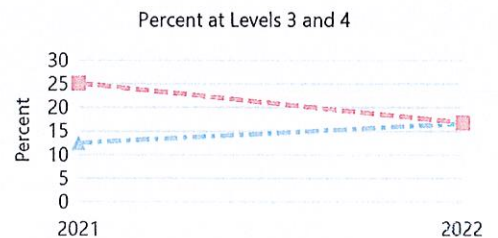
AFRICAN-AMERICAN STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Percent at Levels 3 and 4
 *To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	31.25	37.50	N/A	58.33	41.66	N/A
Level 2	N/A	N/A	N/A	56.25	37.50	N/A	25.00	41.66	N/A
Level 3	N/A	N/A	N/A	12.50	25.00	N/A	16.66	16.66	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	0.00	0.00	N/A



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ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

Building

State

19.8



Blackmore Elementary Building State Assessment Review

District: 490 El Dorado

School: Blackmore Elementary

Building Number: 8011

Grades Served: PreK-5th

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

The Blackmore staff has identified the following barriers for students to achieve grade level proficiency:

- Additional staff is needed to support the increased dysregulated student behavior that negatively impacts student learning and teaching
- Retention and recruitment of certified and support staff
- Professional Development for certified and support staff

(B) Identify the budget actions that should be taken to address and remove those barriers.

Our students face a growing number of barriers to success and this school continually works to support them. Current budget constraints that impact our ability to successfully remove barriers for our students include:

- Prioritizing Counseling/Social Work positions
- Improving Classified Salary Schedule to recruit and retain support staff
- Additional Certified Teaching Staff to lower class size

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

- The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria.
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency.
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are influenced by factors that extend beyond the school day, so giving a time estimate on things that consistently change, is not a realistic practice.

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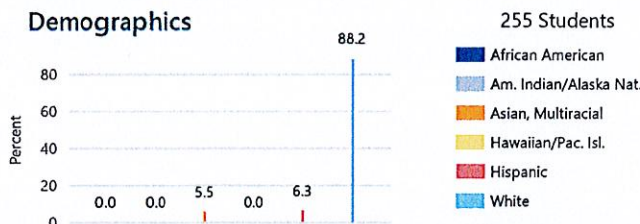


Grandview Elem -
El Dorado USD 490

2702 N. Country Club Rd., El Dorado, KS 67042
 (316) 322-4830
 www.eldoradoschools.org
 Principal: **Susan Holthaus**

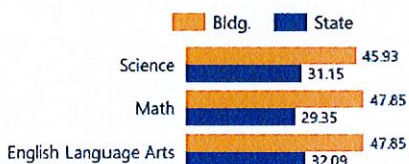
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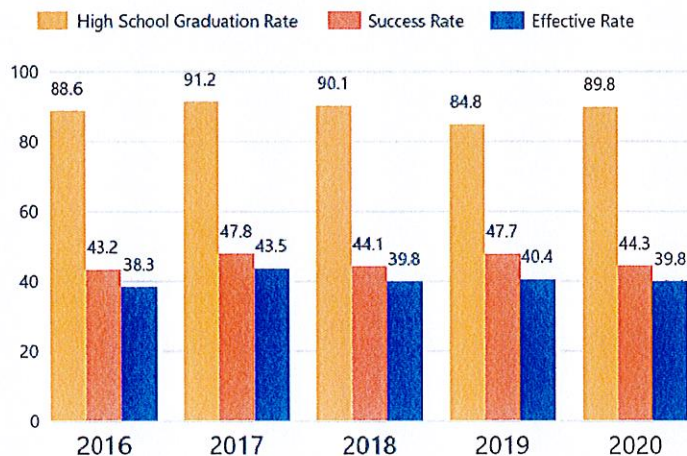


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The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Postsecondary Effectiveness



District Kansans Can Star Recognition

	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

Kansans CAN lead the world!

Graduation
95%
 Effective Rate 70-75%

Five-Year Graduation Avg
88.9%

Five-Year Success Avg
45.4%

Five-Year Effective Avg
40.4%

95% Confidence Interval for the Predicted Effectiveness Rate
44.1 - 46.9%

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State: **School ESSA Operating Expenditures Per Pupil**
N/A 89.3

State: **94.0%** 92.1
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State: **17.2%** 25.4
[Click here for State Financial Accountability.](#)

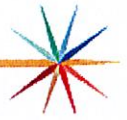
State: **N/A** 1.4

\$12,594

State:
\$13,814

Grandview Elem

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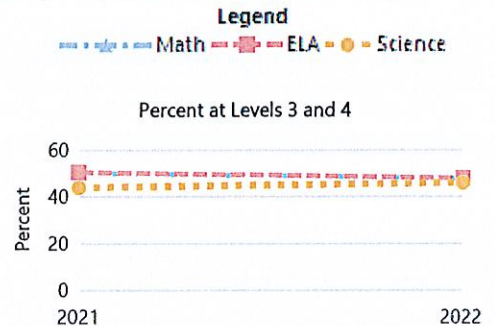
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Academically Prepared for Postsecondary Success

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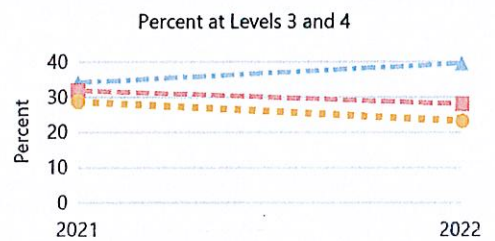
ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	17.35	17.35	31.70	14.52	17.09	24.32
Level 2	N/A	N/A	N/A	32.23	32.23	24.39	37.60	35.04	29.72
Level 3	N/A	N/A	N/A	33.05	28.92	29.26	31.62	33.33	29.72
Level 4	N/A	N/A	N/A	17.35	21.48	14.63	16.23	14.52	16.21



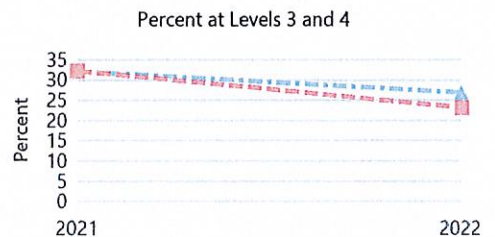
FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	29.26	31.70	35.71	23.25	23.25	46.15
Level 2	N/A	N/A	N/A	36.58	36.58	35.71	37.20	48.83	30.76
Level 3	N/A	N/A	N/A	21.95	19.51	21.42	30.23	23.25	7.69
Level 4	N/A	N/A	N/A	12.19	12.19	7.14	9.30	4.65	15.38



STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	35.71	28.57	N/A	30.76	38.46	N/A
Level 2	N/A	N/A	N/A	32.14	39.28	N/A	42.30	38.46	N/A
Level 3	N/A	N/A	N/A	25.00	25.00	N/A	15.38	11.53	N/A
Level 4	N/A	N/A	N/A	7.14	7.14	N/A	11.53	11.53	N/A



AFRICAN-AMERICAN STUDENTS

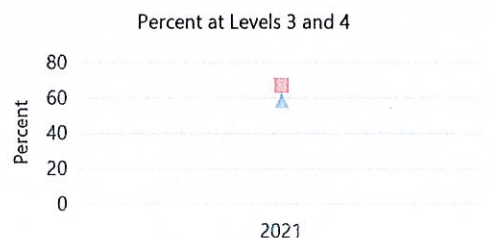
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	8.33	8.33	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	33.33	25.00	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	50.00	50.00	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	8.33	16.66	N/A	N/A	N/A	N/A



N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

Building

State 19.8



Grandview Elementary Building State Assessment Review

District: 490 El Dorado

School: Grandview Elementary

Building Number: 7990

Grades Served: PreK-5th

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

The Grandview staff has identified the following barriers for students to achieve grade level proficiency:

- Restructure small MTSS groups to be more stable with the addition of more support staff
- Low student confidence and high anxiety
- Increase in needed SEL supports
- Staff absences / quality and availability of substitutes

(B) Identify the budget actions that should be taken to address and remove those barriers.

Our students face a growing number of barriers to success and this school continually works to support them. Current budget constraints that impact our ability to successfully remove barriers for our students include:

- Improving Classified Salary Schedule and Certified salaries to recruit and retain support staff
- More in depth training of current resources and new resources, especially for classified staff
- Money for necessary supplies and materials

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

- The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria.
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency.
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are influenced by factors that extend beyond the school day, so giving a time estimate on things that consistently change, is not a realistic practice.

KANSAS STATE DEPARTMENT OF EDUCATION
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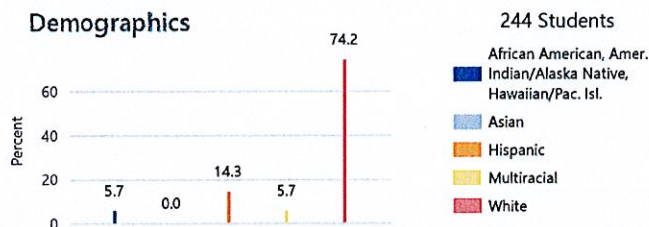


Skelly Elementary School -
El Dorado USD 490

951 Skelly Street, El Dorado, KS 67042
(316) 322-4860
www.usd490.org
Principal: Heath Henderson

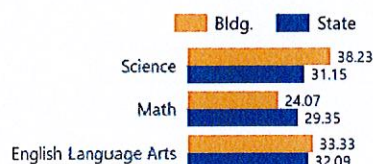
System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-5**
Superintendent: **Miles Harvey**

Demographics

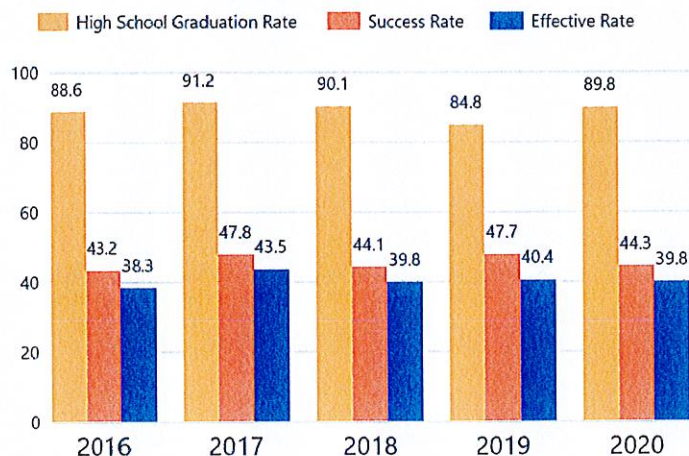


Academically Prepared for Postsecondary Success

The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Postsecondary Effectiveness



District Kansans Can Star Recognition

	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				



The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

Graduation Rate: The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

Success Rate: A student must meet one of the four following outcomes within two years of High School graduation.

1. Student earned an Industry Recognized Certification while in High School.
2. Student earned a Postsecondary Certificate.
3. Student earned a Postsecondary Degree.
4. Student enrolled in Postsecondary in both the first and second year following High School graduation.

Effective Rate: The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE

The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

ATTENDANCE RATE

Rate at which students are present at school, not including excused or unexcused absences.

CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

DROPOUT RATE

The dropout rate is calculated annually and reflects the number of seventh- twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

State: **N/A** School ESSA Operating Expenditures Per Pupil

State: **91.5%**

State: **38.1%**

State: **N/A**

\$13,594
State: **\$13,814**
Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

[Click here for State Financial Accountability.](#)

Skelly Elementary School

K.S.A. 72-5178 Accountability Report 2021-2022



School Academic Success

Academically Prepared for Postsecondary Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	32.03	33.33	21.56	39.81	34.25	20.58
Level 2	N/A	N/A	N/A	38.28	34.92	33.33	36.11	32.40	41.17
Level 3	N/A	N/A	N/A	21.87	24.60	35.29	20.37	26.85	32.35
Level 4	N/A	N/A	N/A	7.81	7.14	9.80	3.70	6.48	5.88

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	33.65	33.00	21.95	42.16	36.14	20.00
Level 2	N/A	N/A	N/A	36.53	35.92	34.14	33.73	30.12	43.33
Level 3	N/A	N/A	N/A	21.15	26.21	34.14	21.68	27.71	33.33
Level 4	N/A	N/A	N/A	8.65	4.85	9.75	2.40	6.02	3.33

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	59.45	63.88	50.00	53.57	46.42	N/A
Level 2	N/A	N/A	N/A	21.62	19.44	18.75	17.85	28.57	N/A
Level 3	N/A	N/A	N/A	13.51	8.33	25.00	17.85	10.71	N/A
Level 4	N/A	N/A	N/A	5.40	8.33	6.25	10.71	14.28	N/A

AFRICAN-AMERICAN STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

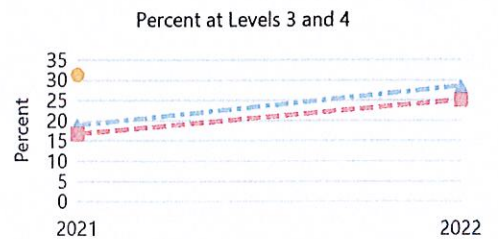
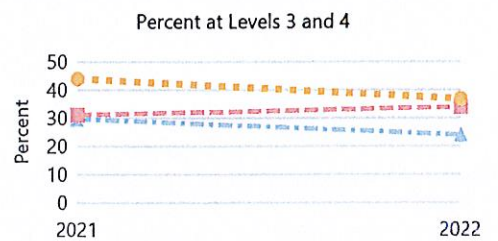
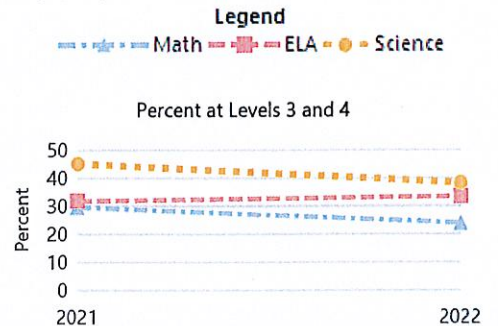
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	33.33	28.57	N/A	44.44	33.33	N/A
Level 2	N/A	N/A	N/A	53.33	42.85	N/A	38.88	38.88	N/A
Level 3	N/A	N/A	N/A	6.66	28.57	N/A	11.11	27.77	N/A
Level 4	N/A	N/A	N/A	6.66	0.00	N/A	5.55	0.00	N/A

N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

ACT Performance (2022 School Year)

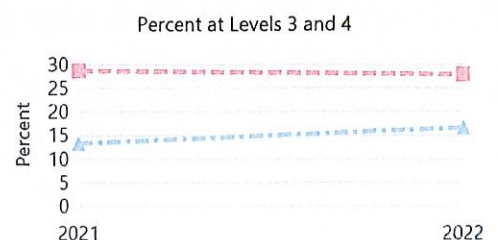
ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



Building

State **19.8**

Skelly Elementary Building State Assessment Review

District: 490 El Dorado

School: Skelly Elementary

Building Number: 8009

Grades Served: PreK-5th

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

The Skelly staff has identified the following barriers for students to achieve grade level proficiency:

- Increased SEL needs for students with mental health concerns
- PBIS challenges and supports
- PD for all certified and classified staff

(B) Identify the budget actions that should be taken to address and remove those barriers.

Our students face a growing number of barriers to success and this school continually works to support them. Current budget constraints that impact our ability to successfully remove barriers for our students include:

- PD for all certified and classified staff (yearly Champs refreshers, relative survey data)
- Full time social worker (SEL supports)
- District Behavioral Specialist to provide PBIS training for supports with student behaviors

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

- The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria.
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency.
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are influenced by factors that extend beyond the school day, so giving a time estimate on things that consistently change, is not a realistic practice.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

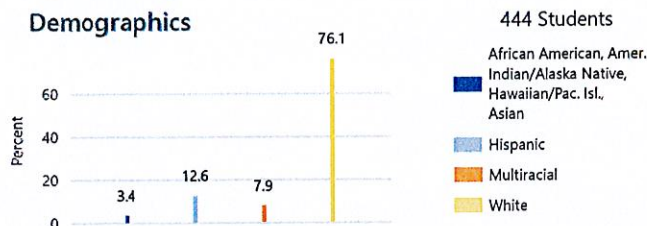


El Dorado Middle -
El Dorado USD 490

440 E Wildcat Way, El Dorado, KS 67042
 (316) 322-4820
 www.usd490.org
 Principal: **Karla King**

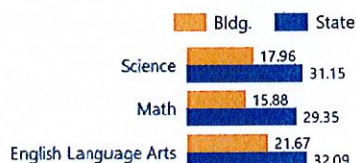
System Accreditation Status: **Accredited**
 ESSA Annual Meaningful Differentiation: **Meeting**
 Grades: **6-8**
 Superintendent: **Miles Harvey**

Demographics

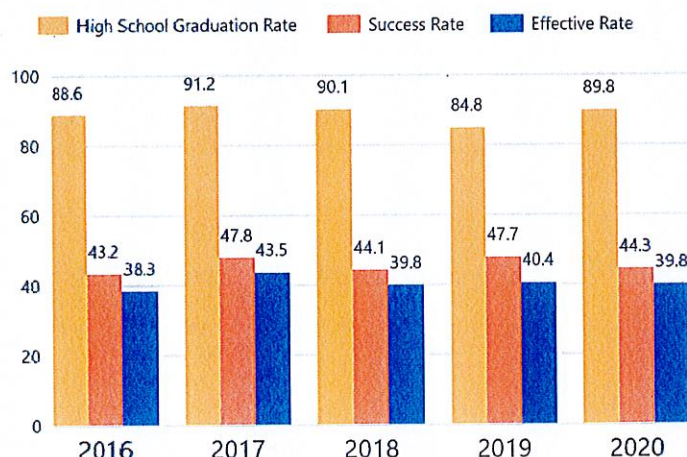


Academically Prepared for Postsecondary Success

The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Postsecondary Effectiveness



District Kansans Can Star Recognition

	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				



The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

Graduation Rate: The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

Success Rate: A student must meet one of the four following outcomes within two years of High School graduation.

1. Student earned an Industry Recognized Certification while in High School.
2. Student earned a Postsecondary Certificate.
3. Student earned a Postsecondary Degree.
4. Student enrolled in Postsecondary in both the first and second year following High School graduation.

Effective Rate: The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE

The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

ATTENDANCE RATE

Rate at which students are present at school, not including excused or unexcused absences.

CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

DROPOUT RATE

The dropout rate is calculated annually and reflects the number of seventh- through twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

State:	School ESSA Operating Expenditures Per Pupil
N/A	89.3
State:	Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.
91.6%	92.1
State:	Click here for State Financial Accountability.
33.8%	25.4
State:	
N/A	1.4

\$10,477

State:
\$13,814

El Dorado Middle

K.S.A. 72-5178 Accountability Report 2021-2022



School Academic Success

Academically Prepared for Postsecondary Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	51.59	47.78	50.83	44.15	42.89	50.00
Level 2	N/A	N/A	N/A	34.88	35.71	26.66	39.95	35.43	32.03
Level 3	N/A	N/A	N/A	10.81	15.27	18.33	14.48	19.81	11.71
Level 4	N/A	N/A	N/A	2.70	1.23	4.16	1.40	1.86	6.25

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	56.17	57.26	50.79	52.14	49.41	58.02
Level 2	N/A	N/A	N/A	36.17	32.05	26.98	36.18	35.01	27.16
Level 3	N/A	N/A	N/A	5.95	9.82	17.46	11.67	14.00	12.34
Level 4	N/A	N/A	N/A	1.70	0.85	4.76	0.00	1.55	2.46

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	83.13	86.74	92.30	71.13	75.25	86.66
Level 2	N/A	N/A	N/A	16.86	12.04	0.00	25.77	18.55	10.00
Level 3	N/A	N/A	N/A	0.00	1.20	7.69	3.09	6.18	0.00
Level 4	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	3.33

AFRICAN-AMERICAN STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	58.69	52.17	42.85	52.72	49.09	63.15
Level 2	N/A	N/A	N/A	26.08	30.43	28.57	38.18	36.36	10.52
Level 3	N/A	N/A	N/A	13.04	17.39	14.28	9.09	12.72	10.52
Level 4	N/A	N/A	N/A	2.17	0.00	14.28	0.00	1.81	15.78

N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

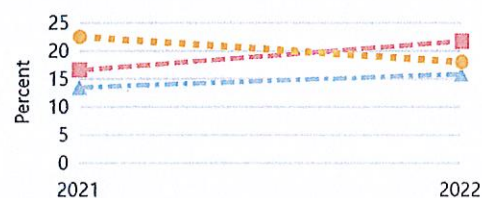
Note: Not all eligible students completed an ACT.



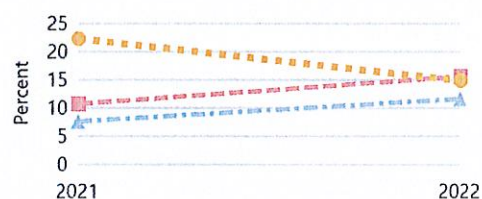
Legend

Math ELA Science

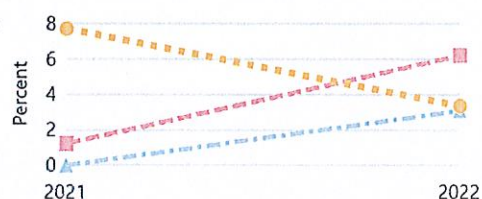
Percent at Levels 3 and 4



Percent at Levels 3 and 4



Percent at Levels 3 and 4



Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

Percent at Levels 3 and 4



Building

State 19.8

El Dorado Middle School Building State Assessment Review

District: 490 El Dorado

School: El Dorado Middle School

Building Number: 8000

Grades Served: 6-8th

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

The El Dorado Middle School staff has identified the following barriers for students to achieve grade level proficiency:

- Increased SEL needs for students with mental health concerns
- Adequate staff trained in structured literacy (certified and classified)
- Shared plan/collaboration between departments and grade levels

(B) Identify the budget actions that should be taken to address and remove those barriers.

Our students face a growing number of barriers to success and this school continually works to support them. Current budget constraints that impact our ability to successfully remove barriers for our students include:

- PD for all certified and classified staff (structured literacy, SEL)
- After school tutoring
- Increased salary to recruit and retain high quality certified and classified staff

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

- The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria.
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency.
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are influenced by factors that extend beyond the school day, so giving a time estimate on things that consistently change, is not a realistic practice.

KANSAS STATE DEPARTMENT OF EDUCATION K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

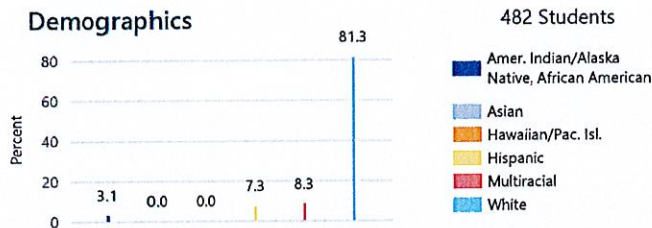


El Dorado High - El Dorado USD 490

401 McCollum Road, El Dorado, KS 67042
(316) 322-4810
www.usd490.org
Principal: Erin Nichols

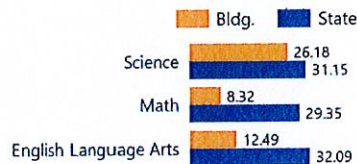
System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Approaching**
Grades: **9-12**
Superintendent: **Miles Harvey**

Demographics

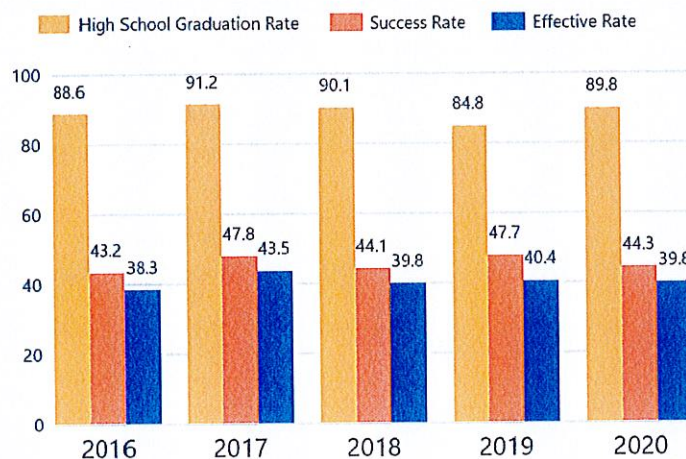


Academically Prepared for Postsecondary Success

The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Postsecondary Effectiveness



District Kansans Can Star Recognition

	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				



The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

Graduation Rate: The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

Success Rate: A student must meet one of the four following outcomes within two years of High School graduation.

1. Student earned an Industry Recognized Certification while in High School.
2. Student earned a Postsecondary Certificate.
3. Student earned a Postsecondary Degree.
4. Student enrolled in Postsecondary in both the first and second year following High School graduation.

Effective Rate: The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE

The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

ATTENDANCE RATE

Rate at which students are present at school, not including excused or unexcused absences.

CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

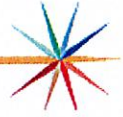
DROPOUT RATE

The dropout rate is calculated annually and reflects the number of seventh–twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

State: 87.3%	School ESSA Operating Expenditures Per Pupil	\$10,672
89.3	Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.	State: \$13,814
State: 89.5%		
92.1		
State: 39.2%	Click here for State Financial Accountability.	
25.4		
State: 1.7%		
1.4		

El Dorado High

K.S.A. 72-5178 Accountability Report 2021-2022



School Academic Success

Academically Prepared for Postsecondary Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	55.55	30.89	35.04	56.25	45.83	53.17
Level 2	N/A	N/A	N/A	30.95	40.65	40.17	35.41	41.66	20.63
Level 3	N/A	N/A	N/A	10.31	25.20	18.80	5.20	11.45	15.07
Level 4	N/A	N/A	N/A	3.17	3.25	5.98	3.12	1.04	11.11

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	69.64	40.74	51.92	64.44	55.55	50.90
Level 2	N/A	N/A	N/A	26.78	46.29	30.76	31.11	33.33	27.27
Level 3	N/A	N/A	N/A	3.57	12.96	13.46	2.22	11.11	12.72
Level 4	N/A	N/A	N/A	0.00	0.00	3.84	2.22	0.00	9.09

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	100.00	80.00	75.00	84.21	84.21	75.00
Level 2	N/A	N/A	N/A	0.00	13.33	18.75	10.52	15.78	20.00
Level 3	N/A	N/A	N/A	0.00	6.66	6.25	0.00	0.00	5.00
Level 4	N/A	N/A	N/A	0.00	0.00	0.00	5.26	0.00	0.00

AFRICAN-AMERICAN STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

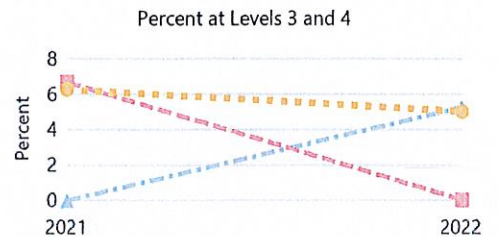
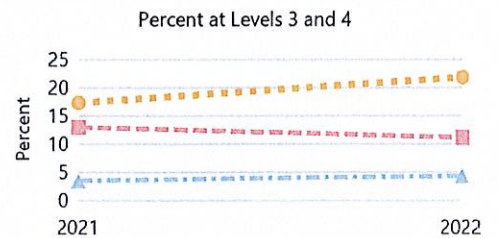
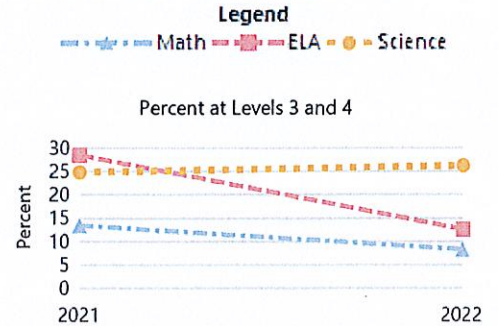
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	81.81
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	18.18
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.00
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.00

N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

ACT Performance (2022 School Year)

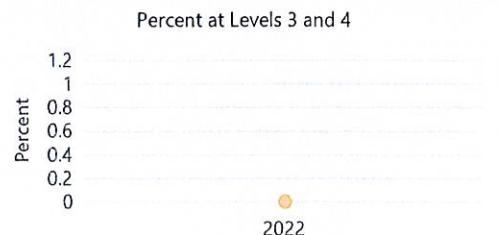
ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Percent at Levels 3 and 4

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Building	18.9
State	19.8

El Dorado High School Building State Assessment Review

District: 490 El Dorado

School: El Dorado High School

Building Number: 8002

Grades Served: 9-12th

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

The El Dorado High School staff has identified the following barriers for students to achieve grade level proficiency:

- High rates of chronic absenteeism
- Building assessments reflect state assessments
- Lack of consistent and significant rigor for courses No way to prep for state assessment
- Lack of formal MTSS tiered instruction Implementation of tiered reading strategies
- Need of cross-curricular connections
- Lack of formal vocabulary instruction and implementation
- Fewer teachers means larger class sizes
- Lower budget per student than the state average
- Apathy in engagement
- Lack of support for identified students
- Increased mental health needs not being met Support and availability of needs
- Interruptions during core classes
- Communication of testing schedules and importance
- Lack of formal study skills
- Improved testing environment for IEP and 504
- Interlocal funding for paras
- Lack of parent involvement
- Staff turnover

(B) Identify the budget actions that should be taken to address and remove those barriers.

Our students face a growing number of barriers to success and this school continually works to support them. Current budget constraints that impact our ability to successfully remove barriers for our students include:

- Additional paras through interlocal
- Additional building aides and increased pay for classified staff
- Building aides specific to core content areas
- Do not cut teaching staff
- More and local truancy support
- Additional interventions for absences to prevent chronic absenteeism and truancy
- Transportation and busing issues alleviation
- Decrease classroom size with more teaching staff
- Increased pay for social workers/psychologists for mental health
- Formal tutoring options
- Increased teacher pay
- Quality substitutes with clear expectations for the role

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

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- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency.
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are influenced by factors that extend beyond the school day, so giving a time estimate on things that consistently change, is not a realistic practice.

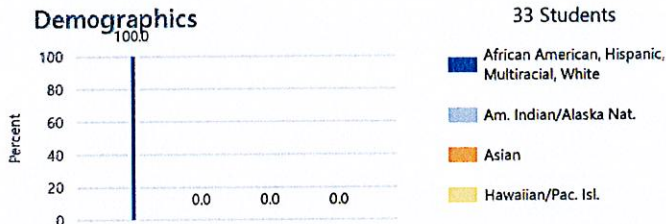
KANSAS STATE DEPARTMENT OF EDUCATION K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022



Rocket Online School KS (ROCS - El Dorado USD 490

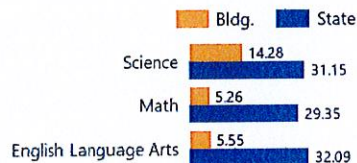
500 W. Central Ave., El Dorado, KS 67042
(316) 322-4800
www.usd490.org
Principal: Rhonda Trimble

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation:
Grades: **K-12**
Superintendent: **Miles Harvey**

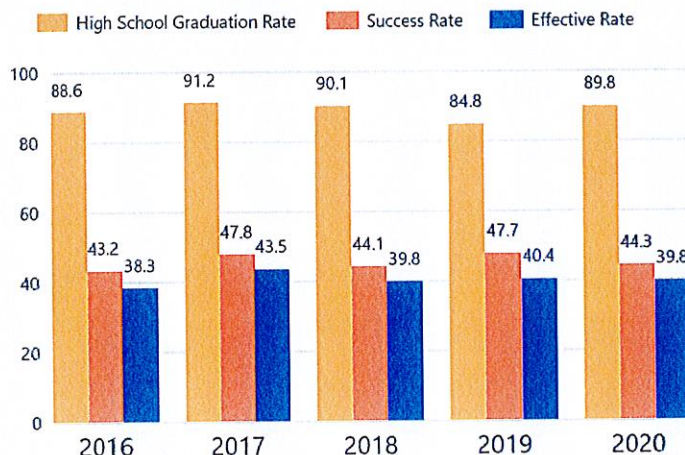


Academically Prepared for Postsecondary Success

The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Postsecondary Effectiveness



District Kansans Can Star Recognition

	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				



The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

Graduation Rate: The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

Success Rate: A student must meet one of the four following outcomes within two years of High School graduation.

1. Student earned an Industry Recognized Certification while in High School.
2. Student earned a Postsecondary Certificate.
3. Student earned a Postsecondary Degree.
4. Student enrolled in Postsecondary in both the first and second year following High School graduation.

Effective Rate: The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE

The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

ATTENDANCE RATE

Rate at which students are present at school, not including excused or unexcused absences.

CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

DROPOUT RATE

The dropout rate is calculated annually and reflects the number of seventh- through twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

N/A

95.2%

12.0%

25.0%

State: School ESSA Operating Expenditures Per Pupil

89.3

92.1

25.4

1.4

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

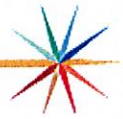
[Click here for State Financial Accountability.](#)

\$13,770

State:
\$13,814

Rocket Online School KS (ROCS)

K.S.A. 72-5178 Accountability Report 2021-2022



School Academic Success

Academically Prepared for Postsecondary Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	78.94	72.22	64.28
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	15.78	22.22	21.42
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	5.26	5.55	14.28
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	0.00	0.00	0.00

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	75.00	72.72	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	16.66	18.18	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	8.33	9.09	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	0.00	0.00	N/A

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

ACT Performance (2022 School Year)

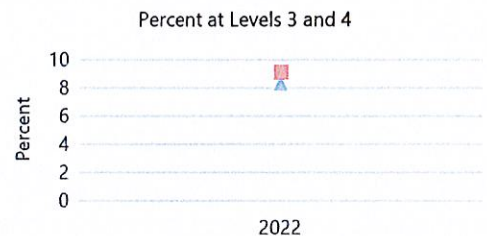
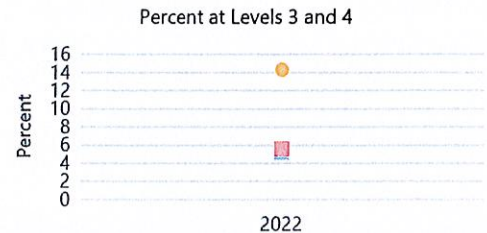
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Note: Not all eligible students completed an ACT.



Legend

Math ELA Science



Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

Percent at Levels 3 and 4

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Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

Building

State 19.8

El Dorado Virtual School Building State Assessment Review

District: 490 El Dorado

School: El Dorado Virtual School

Building Number: 8012

Grades Served: K-12th

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

The El Dorado Virtual School staff has identified the following barriers for students to achieve grade level proficiency:

- Increased SEL needs for students with mental health concerns
- Decreased engagement for virtual students and families, high chronic absenteeism rates
- Credit deficiency / lack of graduation progress

(B) Identify the budget actions that should be taken to address and remove those barriers.

Our students face a growing number of barriers to success and this school continually works to support them. Current budget constraints that impact our ability to successfully remove barriers for our students include:

- PD for all certified and classified staff (SEL, virtual engagement strategies)
- Virtual family engagement activities/nights/events
- Social Worker and Behavior Specialist supports for students and families

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

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- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency.
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are influenced by factors that extend beyond the school day, so giving a time estimate on things that consistently change, is not a realistic practice.