

## 2011 SUMMER ED*Facts* STATE TRENDS PROFILE - KANSAS

Districts and Schools (CCD/ED <i>Facts</i> SY 2007-08, 2008-09, 2009-10)		# in the state		
		2007-08	2008-09	2009-10
All districts		302	301	298
All schools		1,397	1,401	1,388
Title I schools		640	659	728
Charter schools		28	35	35
Student Enrollment CCD 2007-08, 2008-09, 2009-10		# in the state		
		2007-08	2008-09	2009-10
All students		468,295	471,060	474,489
Elem school grade students (PreK-5)		222,539	226,666	226,082
Middle school grade students (6-8)		102,659	102,127	103,735
High school grade students (9-12)		140,893	139,086	140,240
Adequate Yearly Progress (ED <i>Facts</i> /CSPR SY 2007-08, 2008-09, 2009-10)		# and % of schools		
		2007-08	2008-09	2009-10
Made AYP: All schools	#	1,255	1,219	1,127
	%	89.6	87.8	81.7
Made AYP: Title I schools	#	580	588	580
	%	90.6	89.2	79.7
Identified for improvement (Yr 1) -- Title I schools	#	18	11	18
	%	2.8	1.7	2.5
Identified for improvement (Yr 2) -- Title I schools	#	8	10	7
	%	1.3	1.5	1.0
State Assessment Performance: 4th Grade Reading (ED <i>Facts</i> /CSPR SY 2007-08, 2008-09, 2009-10) Administered every year.		% of students performing at or above Proficient level (AMO for 2010 is 84)		
		2007-08	2008-09	2009-10
All students		87	88	87
White		91	92	91
Black, non-Hispanic		73	71	72
Hispanic		75	76	77
Asian/Pacific Islander		90	88	88
American Indian/Alaskan Native		83	85	83
Economically disadvantaged		79	80	80
Limited English proficient		67	71	71
Children with disabilities		77	76	76
State Assessment Performance: 4th Grade Mathematics (ED <i>Facts</i> /CSPR SY 2007-08, 2008-09, 2009-10) Administered every year.		% of students performing at or above Proficient level (AMO for 2010 is 82)		
		2007-08	2008-09	2009-10
All students		87	87	87
White		90	91	90
Black, non-Hispanic		72	70	72
Hispanic		78	78	80
Asian/Pacific Islander		93	92	90
American Indian/Alaskan Native		81	83	83
Economically disadvantaged		79	80	80
Limited English proficient		73	75	77
Children with disabilities		76	74	74

Student Enrollment (CCD/ED <i>Facts</i> SY 2007-08, 2008-09, 2009-10)		% of state total		
		2007-08	2008-09	2009-10
White		73	71	69
Black, non-Hispanic		9	9	8
Hispanic		13	14	16
Asian/Pacific Islander		3	3	3
American Indian/Alaskan Native		2	2	1
Economically disadvantaged		40	43	45
Limited English proficient		7	7	8
Children with disabilities		14	14	14
Adequate Yearly Progress (ED <i>Facts</i> /CSPR SY 2007-08, 2008-09, 2009-10)		# and % of schools		
		2007-08	2008-09	2009-10
Corrective action -- Title I schools	#	3	4	2
	%	0.5	0.6	0.3
Restructuring/Planning -- Title I schools	#	3	3	5
	%	0.5	0.5	0.7
Restructuring/Implementation -- Title I schools	#	1	4	5
	%	0.2	0.6	0.7
Note: For AYP improvement status reporting for SY 2007-08, 2008-09 and 2009-10, data collected in each year (e.g., SY 2007-08) are used to determine the status of those schools in the following year (SY 2008-09). Dates provided in this report reflect the year in which data are collected.				
NAEP Achievement: 4th Grade Reading (NAEP 2005, 2007, 2009) Administered every other year.		% of students performing at or above Proficient level		
		2005	2007	2009
All students		32	36	35
White		37	41	40
Black, non-Hispanic		10	18	20
Hispanic		14	19	20
Asian/Pacific Islander		55	42	50
American Indian/Alaskan Native				
Economically disadvantaged		20	21	22
Limited English proficient		9	14	17
Children with disabilities		11	13	10
NAEP Achievement: 4th Grade Mathematics (NAEP 2005, 2007, 2009) Administered every other year.		% of students performing at or above Proficient level		
		2005	2007	2009
All students		47	51	46
White		52	58	55
Black, non-Hispanic		24	21	18
Hispanic		30	29	24
Asian/Pacific Islander		71	67	64
American Indian/Alaskan Native				
Economically disadvantaged		30	34	32
Limited English proficient			21	21
Children with disabilities		20	23	23

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<b>State Assessment Performance:</b> <b>8th Grade Reading</b> (ED <i>Facts</i> /CSPR SY 2007-08, 2008-09, 2009-10) Administered every year.	<b>% of students performing at or above Proficient level</b> (AMO for 2010 is 84)			<b>NAEP Achievement:</b> <b>8th Grade Reading</b> (NAEP 2005, 2007, 2009) Administered every other year.	<b>% of students performing at or above Proficient level</b>						
	2007-08	2008-09	2009-10		2005	2007	2009				
All students	83	85	87	All students	35	35	33				
White	88	90	91	White	39	40	39				
Black, non-Hispanic	64	68	71	Black, non-Hispanic	15	12	14				
Hispanic	65	68	75	Hispanic	14	17	16				
Asian/Pacific Islander	84	87	87	Asian/Pacific Islander			36				
American Indian/Alaskan Native	76	82	82	American Indian/Alaskan Native			25				
Economically disadvantaged	71	74	77	Economically disadvantaged	21	20	19				
Limited English proficient	45	53	60	Limited English proficient		5	5				
Children with disabilities	64	68	67	Children with disabilities	8	6	6				
<b>State Assessment Performance:</b> <b>8th Grade Mathematics</b> (ED <i>Facts</i> /CSPR SY 2007-08, 2008-09, 2009-10) Administered every year.	<b>% of students performing at or above Proficient level</b> (AMO for 2010 is 82)			<b>NAEP Achievement:</b> <b>8th Grade Mathematics</b> (NAEP 2005, 2007, 2009) Administered every other year.	<b>% of students performing at or above Proficient level</b>						
	2007-08	2008-09	2009-10		2005	2007	2009				
All students	75	78	77	All students	34	40	39				
White	81	83	82	White	39	46	45				
Black, non-Hispanic	52	58	57	Black, non-Hispanic	12	16	15				
Hispanic	56	61	62	Hispanic	14	16	22				
Asian/Pacific Islander	82	85	85	Asian/Pacific Islander		52					
American Indian/Alaskan Native	65	69	71	American Indian/Alaskan Native							
Economically disadvantaged	60	65	65	Economically disadvantaged	19	23	24				
Limited English proficient	40	50	51	Limited English proficient	3	8	10				
Children with disabilities	52	57	56	Children with disabilities	8	9	9				
<b>State Assessment Performance:</b> <b>HS Reading</b> (ED <i>Facts</i> /CSPR SY 2007-08, 2008-09, 2009-10) Administered every year.	<b>% of students performing at or above Proficient level</b> (AMO for 2010 is 81)										
	2007-08	2008-09	2009-10								
All students	82	85	87								
White	87	89	91								
Black, non-Hispanic	63	68	72								
Hispanic	64	68	74								
Asian/Pacific Islander	80	81	83								
American Indian/Alaskan Native	81	80	81								
Economically disadvantaged	69	74	78								
Limited English proficient	33	40	46								
Children with disabilities	61	66	69								
<b>State Assessment Performance:</b> <b>HS Mathematics</b> (ED <i>Facts</i> /CSPR SY 2007-08, 2008-09, 2009-10) Administered every year.	<b>% of students performing at or above Proficient level</b> (AMO for 2010 is 76)										
	2007-08	2008-09	2009-10								
All students	77	79	81								
White	82	84	86								
Black, non-Hispanic	51	52	56								
Hispanic	58	63	64								
Asian/Pacific Islander	82	85	87								
American Indian/Alaskan Native	66	69	71								
Economically disadvantaged	62	65	67								
Limited English proficient	44	51	53								
Children with disabilities	53	56	59								

## 2011 SUMMER ED*Facts* STATE TRENDS PROFILE - KANSAS

<b>AP Participation Rate</b> <small>(College Board 2008, 2009, 2010)</small>		State %				
		2008	2009	2010		
Took at least one examination		13.7	16.0	16.0		
<b>State Graduation Rate</b> <small>(ED<i>Facts</i>/CSPR SY2007-08, 2008-09, 2009-10 for SY2006-07, 2007-08, 2008-09)</small>		State graduation rate %				
		2006-07	2007-08	2008-09		
All students		90	90	90		
White		92	92	92		
Black, non-Hispanic		82	82	85		
Hispanic		78	81	81		
Asian/Pacific Islander		91	93	94		
American Indian/Alaskan Native		82	81	83		
Economically disadvantaged		84	82	82		
Limited English proficient		72	76	78		
Children with disabilities		86	84	85		
<b>Averaged Freshman Graduation Rate (AFGR)</b> <small>(NCES 2006-07, 2007-08, 2008-09)</small>		State %				
		2006-07	2007-08	2008-09		
All students		78.9	79.1	80.2		
<b>College Enrollment Rate</b> <small>(CCD/IPEDS 2004, 2006, 2008)</small>		State %				
		2004	2006	2008		
All students		61.3	65.6	65.4		
<b>Chief State School Officer</b> <small>(ED<i>Facts</i> 2011)</small>						
Name		Telephone				
Diane Debacker		(785) 296-2303				
<b>AP Participation Rate</b> <small>(College Board 2008, 2009, 2010)</small>		State %				
		2008	2009	2010		
Scored three or higher on an AP examination		8.6	9.3	9.5		
<b>State Dropout Rate</b> <small>(ED<i>Facts</i>/CSPR SY2007-08, 2008-09, 2009-10 for SY2006-07, 2007-08, 2008-09)</small>		State dropout rate %				
		2006-07	2007-08	2008-09		
All students		2	2	1		
White		2	1	1		
Black, non-Hispanic		3	3	2		
Hispanic		3	3	2		
Asian/Pacific Islander		2	1	1		
American Indian/Alaskan Native		4	3	2		
Economically disadvantaged		3	2	2		
Limited English proficient		2	3	3		
Children with disabilities		2	2	2		
<b>Economic Data</b> <small>(CCD FY 2007, 2008, 2009)</small>		2007	2008	2009		
		Per-pupil expenditure		9,243	9,894	10,201
		National \$		9,679	10,298	10,591
Funding for education (in thousands)		Federal \$		445,010	435,710	453,608
		State \$		2,980,534	3,176,570	3,323,346
		Local \$		1,833,684	1,915,792	1,980,973

This ED*Facts* State Trend Report was developed by the Performance Information Management Service staff at the U.S. Department of Education. Please contact 202-401-0091 for further information.

Notes: (1) The last year of data reported in this report represents the most recent year's data for each data source. Thus depending upon data sources, year of most recent data will vary. (2) Empty cells in this report indicate that either no data have been submitted by the states or data have been suppressed because of a small cell size. State suppression guidelines have been applied. Additionally, any calculated percentages greater than 97% will be reported as 97%, and 0 percentages will be blank-celled for the purpose of protecting individual identification.

## EXPLANATORY NOTES: 2011 SUMMER EDFACTS STATE TRENDS PROFILES

To protect individual identification, Common Core of Data (CCD) racial/ethnicity data reported in this profile are reported as 0 for calculated percentages less than 0.05%. For other student level data reported in this profile, any calculated percentages greater than 97% are reported as 97%, and any calculated percentages less than 0.05% are blank-celled to protect individual identification. Note that changes in proficiency data from one year to the next may be a reflection of factors other than actual increases or decreases in performance. Examples could include, but are not limited to, changes in state standards, realignment of state cut scores for proficiency, the implementation of new state assessment systems, etc. Therefore, interpreting state trends in proficiency requires knowledge of the metadata behind the proficiency data presented in this profile.

### Districts and Schools

The number of all districts and schools, Title I schools, and charter schools in the state. The counts in the profile include only the schools and districts that are operational (open, changed agency/changed boundary, new, added, or reopened) and that have student membership. The count of districts includes regular school districts and special local education agencies such as regional education service agencies (RESAs), supervisory unions, state-operated agencies, federally operated agencies, and independent charter districts with total student enrollment greater than zero. For 2009-10, the counts of schools are also restricted to schools that are not dually reported by the Bureau of Indian Education and the state. (Data source: Common Core of Data (CCD), "Local Education Agency Universe Survey," 2009-10, Version 1a; 2008-09, Version 1a; and 2007-08, Version 1 b; and "Public Elementary/ Secondary School Universe Survey," 2009-10, Version 1a; 2008-09, Version 1b; and 2007-08, Version 1b; and *EDFacts*, SY 2007-08, 2008-09, 2009-10.)

### Student Enrollment

The number and percentage of total students and subgroups of students enrolled in public school in the state as of October 1 of the reported year (or the closest school day to October 1) for all grade levels from pre-kindergarten through 12th grade, as well as ungraded students. In some cases, enrollment counts were imputed when missing or edited to align with other data reported by the state. The sum of elementary school students, middle school students, and high school students may be less than the total student enrollment for some states for states that classify some students as ungraded. Some states may not have submitted complete enrollment data, thereby affecting individual state data for the overall national numbers and percentage of students enrolled. Note that "Black, non-Hispanic" includes Black and African American students; "Hispanic" includes Hispanic and Latino students; and "Asian/Pacific Islander" includes Asian, Native Hawaiian, and Other Pacific Islander students. Percentages of students who are "Two or more races," for states that identify and report these students, are not shown in this report. Total student membership is used for the denominator in calculating the percentages of student enrollment by race/ethnicity, and may include students for whom race/ethnicity data was not reported by the state. Note that the percentages for enrollment race/ethnicity subgroups are rounded to whole numbers. (Data source: Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2009-10, Version 1a; 2008-09, Version 1c, and 2007-08, Version 1b; and *EDFacts*, SY 2007-08, 2008-09, 2009-10.)

Elementary school grade students (PreK-5) is the sum of students in Pre-K through 5th grade in operational schools with membership.

Middle school grade students (6-8) is the sum of students in grades 6 through 8 in operational schools with membership.

High school grade students (9-12) is the sum of students in grades 9 through 12 in operational schools with membership.

Economically disadvantaged students are students in schools determined to be eligible to participate in the Free Lunch Program under the National School Lunch Act.

Limited English proficient students are students in schools determined to be eligible to participate in ESEA Title III programs.

Children with disabilities (IDEA) are children with mental retardation, hearing impairment including deafness, speech, or language impairment, visual impairment including blindness, serious emotional disturbance (hereafter referred to as emotional disturbance), orthopedic impairment, autism, traumatic brain injury, developmental delay, other health impairment, specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an individualized education program (IEP), individual family service plan (IFSP), or a services plan provided under IDEA. Note that for state level data, this count includes children ages 3 through 21.

### Adequate Yearly Progress

The number and percentage of all schools and Title I schools in the state according to their adequate yearly progress (AYP) status. Adequate yearly progress is an individual state's measure of yearly progress toward achieving state academic standards based on criteria contained in the Elementary and Secondary Education Act (ESEA). Adequate yearly progress is the minimum level of improvement that states, school districts, and schools must achieve each year. (Data source: *EDFacts/CSPR* 2007-08, 2008-09, 2009-10.)

Made AYP is the number and percentage of all schools and Title I schools that achieved or exceeded the state standards. This percentage is calculated using the total number of schools reported in the Consolidated State Performance Report

Identified for improvement (Year 1) is the number and percentage of Title I schools that did not meet the state's definition of "adequate yearly progress" after two consecutive years in the same content area.

Identified for improvement (Year 2) is the number and percentage of Title I schools that did not meet the state's definition of "adequate yearly progress" for three consecutive years in the same content area.

Corrective action is the number and percentage of Title I schools that did not meet the state's definition of "adequate yearly progress" after four consecutive years in the same content area, including two years in improvement status.

Restructuring/Planning is the number and percentage of Title I schools that failed to meet the state's definition of "adequate yearly progress" after five consecutive years in the same content area.

Restructuring/Implementation is the number and percentage of Title I schools that failed to meet the state's definition of "adequate yearly progress" after six consecutive years in the same content area.

### State Assessment Performance

The percentage of students in the state performing at or above the Proficient level (as determined by each state) for all students as well as students by race and ethnicity and special populations. Beginning with SY 2005-06, tests are administered every year from grades 4 through 8 in mathematics and reading and one grade in high school. Note that "Black, non-Hispanic" includes Black and African American students; "Hispanic" includes Hispanic and Latino students; and "Asian/Pacific Islander" includes Asian, Native Hawaiian, and Other Pacific Islander students. (Data source: *EDFacts/CSPR* 2007-08, 2008-09, 2009-10.) Note: Changes in proficiency data from one year to the next can be a reflection of changes in state standards, state cut scores for proficiency, state assessments, and other factors. Therefore, interpreting state trends in proficiency requires knowledge of the metadata behind the proficiency data.

**AMO** stands for "annual measurable objective" and is the annual target percentage of students who perform at or above proficient on assessments relative to each subject area. Meeting AMO is the first step toward demonstrating adequate yearly progress under the Elementary and Secondary Education Act (ESEA). ESEA stipulates that all states demonstrate 100% proficiency by SY 2013-14. Several states have revised their AMOs with the development of new tests, which may account for a lapse in data or a jump in AMOs between or across years. States continue to revise their AMOs accordingly. Several states, including New York, Oklahoma, and Vermont, base their AMOs on a performance index; thus, these AMOs reflect index score points rather than the percentage of students who are at or above Proficient and are, therefore, not reported in the profiles. AMOs cannot be compared across states, content areas, or, necessarily, across grades. (Data source: OESE; State Accountability Plans, 2010.)

#### **NAEP Achievement**

The percentage of students in the state and nation who performed at or above the Proficient level on the state National Assessment of Educational Progress (NAEP), for all students as well as students by race and ethnicity and special populations. The Elementary and Secondary Education Act (ESEA) legislation requires states that receive Title I funding to participate in the state NAEP in reading and mathematics at grades 4 and 8 every two years. The state NAEP does not provide individual scores for the students or schools assessed. Instead, NAEP provides results about subject matter achievement, instructional experiences, and school environment, and reports these results for populations of students (e.g. fourth-graders) and subgroups of those populations (e.g. Hispanic students). (Data source: NAEP 2005, 2007, 2009.)

#### **Student Outcomes**

##### **Advanced Placement (AP) Participation Rate**

**Took at least one examination** is the percentage of students in the state who took one or more advanced placement examinations in public high schools in 2008, 2009, and 2010. (Data source: College Board, 2008, 2009, 2010.)

**Scored three or higher on an AP examination** is the percentage of students in the state and in the nation who scored 3 or higher on one AP examination during their public high school years for the high school class of 2008, 2009, and 2010. These data do not include Puerto Rico. (Data source: College Board 2008, 2009, 2010.)

##### **State Graduation Rate**

**State graduation rate** is the percentage of students measured from the beginning of high school who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the State's academic standards) in the standard number of years, or another definition developed by the state that more accurately measures the rate of students who graduate from high school with a regular diploma, which is approved by the Secretary in the state plan. This count does not calculate a dropout as a transfer. Note that "Black, non-Hispanic" includes Black and African-American students; "Hispanic" includes Hispanic and Latino students; and "Asia/Pacific Islander" includes Asian, Native Hawaiian, and Other Pacific Islander students. Graduation rate racial/ethnic data from states that provided 7 R/E categories in 2009-10 for SY 2008-09 instead of 5 categories are not reported in this profile. Rates cannot be aggregated and any reporting of 5 R/E categories reported in the comments field cannot be imported into the profiles. (Data source: EDFacts/CSPR SY 2007-08, 2008-09 and 2009-10 for SY 2006-07, 2007-08, 2008-09.)

##### **Averaged Freshman Graduation Rate**

**Averaged freshman graduation rate (AFGR)** is an estimate of the percentage of public school students in an entering high school freshman class who graduate within four years. For example, for SY 2008-09, the AFGR equals the total number of diploma recipients in SY 2008-09 divided by the average membership of the 8th grade class in 2004-05, the 9th grade class in 2005-06, and the 10th grade class in 2006-07. The national AFGR percentage reflects all states except South Carolina and Puerto Rico. (Data source: Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," SY 2006-07, Version 1b; 2007-08, Version 1b; and 2008-09, Version 1a.)

##### **College Enrollment Rate**

**College enrollment rate** is the estimated percentage of high school graduates attending public or private colleges, by state, in 2004, 2006 and 2008. The numerator for this rate is the number of freshman who graduated from high school in the previous 12 months (reported by IHEs on IPEDS) and the denominator is the number of high school graduates as reported by states (CCD). (Data source: Common Core of Data, Common Core of Data State Dropout and Completion Data File," 2004, 2006, 2008; and "Private School Survey (PSS)," 2004, 2006, 2008, and 2004, 2006, 2008 Integrated Postsecondary Education Data System (IPEDS), Spring 2005, 2007, 2009.)

##### **State Dropout Rate**

**State dropout rate** is calculated using the annual event school dropout rate for students leaving a school in a single year determined in accordance with NCES CCD guidelines. Note that "Black, non-Hispanic" includes Black and African-American students; "Hispanic" includes Hispanic and Latino students; and "Asian/Pacific Islander" includes Asian, Native Hawaiian, and Other Pacific Islander students. (Data source: ED Facts/CSPR SY 2007-08, 2008-09 and 2009-10 for SY 2006-07, 2007-08, 2008-09.)

##### **Chief State School Officer**

Name and telephone number of the Chief State School Officer. (Source: ED Facts 2011.)

##### **Economic Data**

(Data source: U.S. Department of Education, NCES, Common Core of Data (Fiscal). "National Public Education Financial Survey" (NPEFS) FY 2007, Version 1b; 2008, Version 1b; and 2009, Version 1a.)

**Current per-pupil expenditure (PPE)** data (in dollars) for each state and the nation and funding for education (in thousands of dollars) at the federal, state, and local levels. Student membership is used for the denominator in calculating PPE. Detail may not sum to totals because of rounding.

**State per-pupil expenditure** is calculated by dividing current expenditures by student membership.

**National per-pupil expenditure** is calculated by summing expenditures for the 50 states and DC and dividing that by the sum of average daily attendance for the 50 states and DC.

**Federal funding for education** (in thousands) - are funds provided from federal government agencies to a state or local education agency for education purposes.

**State funding for education** (in thousands) - are funds produced within the boundaries of the state education agency (SEA) that are available for the use of the SEA including allocation of funds to local education agencies (LEAs).

**Local funding for education** (in thousands) - are funds produced within the boundaries of an LEA that are available for the use of the LEA.