Kansas

Student Demographics

Per pupil expenditures
(CCD, 2000-01)
$6,925

Number of districts
(CCD, 2001-02)
304

Number of charter schools
(CCD, 2001-02)
10

Number of public schools
(CCD)
1993-94 2001-02
Elementary 866 812
Middle School 235 251
High School 351 357
Combined 1,453 1,422

Number of FTE teachers
(CCD)
1993-94 2001-02
Elementary 14,842 15,717
Middle School 5,691 6,496
High School 9,146 10,500
Combined 23 68
Total 29,702 32,781

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)
1994 2000
English 63% 66%
Math 63 58
Science 78 73
Social Studies 73 71

Student Demographics

Public school enrollment (CCD)
Pre-K 1993-94 2001-02
2,432 2,032
K-8 324,914 309,437
9-12 127,081 142,613
Total (K-12) 451,995 452,050

Race/ethnicity (CCD)
1993-94 2001-02
American Indian/Alaskan Natives 1% 1%
Asian/Pacific Islander 2 2
Black 8 9
Hispanic 5 10
White 84 78
Other — —

Students with disabilities (OSEP)
1993-94 2001-02
9% 11%

Migratory students (OME)
1993-94 2001-02
3% 6%

Students with limited English proficiency (ED/NCBE)
1993-94 2000-01
2% 3%

Sources of funding
District average
(CCD, 2000-01)
State 61%
Federal 6%
Intermediate 2%
Local 31%

North American Educational Progress Program (NAEP)

Grade 4 Grade 8
Reading, 2003
Proficient level and above 32% 35%
Basic level and above 66% 77%

Math, 2003
Proficient level and above 42% 34%
Basic level and above 86% 76%

(http://www.ksbe.state.ks.us)

Statewide Accountability Information
(Collected from states; January 2002 for 2001-02 school year)
Statewide Goal for Schools on State Assessment
Reading: Greater than 87 percent students proficient;
Math: greater than 60 percent proficient; Science: grade 4 greater than 76 percent proficient; grade 7 greater than 68 percent proficient; grade 10 greater than 61 percent proficient; Social Studies: grade 6 greater than 64 percent proficient; grades 8, 11 greater than 67 percent proficient.

Expected School Improvement on Assessment
Annual gain toward proficiency.

Title I Adequate Yearly Progress (AYP) for Schools
Same as statewide goal.

Title I 2001-02
Schoolwide Programs Targeted Assistance
Number of schools 214 456 670
Schools meeting AYP goal 145 407 552
Schools in need of improvement 69 49 118

Title I allocation
$75,850,056
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)
**Student Achievement 2001-02**

### Elementary School

#### Grade 5

**Reading**

<table>
<thead>
<tr>
<th>Students in:</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
<td>13%</td>
<td>25%</td>
<td>23%</td>
<td>25%</td>
<td>15%</td>
</tr>
<tr>
<td>Title I Schools</td>
<td>22</td>
<td>31</td>
<td>22</td>
<td>17</td>
<td>7</td>
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<tr>
<td>Economically Disadvantaged Students</td>
<td>27</td>
<td>32</td>
<td>19</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>Students with Limited English Proficiency</td>
<td>29</td>
<td>37</td>
<td>18</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Migratory Students</td>
<td>35</td>
<td>29</td>
<td>17</td>
<td>13</td>
<td>7</td>
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</table>

#### Grade 4

**Mathematics**

<table>
<thead>
<tr>
<th>Students in:</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
<td>12%</td>
<td>22%</td>
<td>22%</td>
<td>27%</td>
<td>18%</td>
</tr>
<tr>
<td>Title I Schools</td>
<td>20</td>
<td>29</td>
<td>22</td>
<td>21</td>
<td>9</td>
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<tr>
<td>Economically Disadvantaged Students</td>
<td>27</td>
<td>33</td>
<td>21</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>Students with Limited English Proficiency</td>
<td>25</td>
<td>31</td>
<td>22</td>
<td>17</td>
<td>6</td>
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<tr>
<td>Migratory Students</td>
<td>23</td>
<td>30</td>
<td>21</td>
<td>18</td>
<td>9</td>
</tr>
</tbody>
</table>

**Student Achievement Trend**

- **Reading 5th grade Meets or Exceeds Standards**
  - 2000: 62%
  - 2001: 63%
  - 2002: 63%

### Middle School

#### Grade 8

**Reading**

<table>
<thead>
<tr>
<th>Students in:</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
<td>12%</td>
<td>22%</td>
<td>29%</td>
<td>29%</td>
<td>9%</td>
</tr>
<tr>
<td>Title I Schools</td>
<td>21</td>
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<td>29</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>Economically Disadvantaged Students</td>
<td>28</td>
<td>31</td>
<td>20</td>
<td>16</td>
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<tr>
<td>Students with Limited English Proficiency</td>
<td>27</td>
<td>34</td>
<td>25</td>
<td>12</td>
<td>2</td>
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<tr>
<td>Migratory Students</td>
<td>39</td>
<td>30</td>
<td>18</td>
<td>10</td>
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</table>

#### Grade 7

**Mathematics**

<table>
<thead>
<tr>
<th>Students in:</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
<td>21%</td>
<td>23%</td>
<td>21%</td>
<td>21%</td>
<td>14%</td>
</tr>
<tr>
<td>Title I Schools</td>
<td>37</td>
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<td>18</td>
<td>12</td>
<td>5</td>
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<tr>
<td>Economically Disadvantaged Students</td>
<td>57</td>
<td>24</td>
<td>10</td>
<td>6</td>
<td>3</td>
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<tr>
<td>Students with Limited English Proficiency</td>
<td>57</td>
<td>24</td>
<td>13</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Migratory Students</td>
<td>46</td>
<td>25</td>
<td>15</td>
<td>9</td>
<td>5</td>
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</table>

### High School

#### Grade 11

**Reading**

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<tr>
<th>Students in:</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
<td>17%</td>
<td>27%</td>
<td>24%</td>
<td>21%</td>
<td>10%</td>
</tr>
<tr>
<td>Title I Schools</td>
<td>31</td>
<td>33</td>
<td>20</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Economically Disadvantaged Students</td>
<td>45</td>
<td>25</td>
<td>12</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Students with Limited English Proficiency</td>
<td>41</td>
<td>33</td>
<td>13</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Migratory Students</td>
<td>54</td>
<td>27</td>
<td>10</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Grade 10

**Mathematics**

<table>
<thead>
<tr>
<th>Students in:</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
<td>28%</td>
<td>28%</td>
<td>19%</td>
<td>12%</td>
<td>13%</td>
</tr>
<tr>
<td>Title I Schools</td>
<td>46</td>
<td>30</td>
<td>14</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Economically Disadvantaged Students</td>
<td>65</td>
<td>21</td>
<td>8</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Students with Limited English Proficiency</td>
<td>63</td>
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<td>7</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Migratory Students</td>
<td>60</td>
<td>24</td>
<td>8</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

**High School Indicators**

- **High school dropout rate (CCD, event)**: 1993-94 n/a, 2000-01 3%
- **Postsecondary enrollment (NCES, High school graduates enrolled in college)**: 1994-95 57%, 2000-01 68%

*KEY:* *= Less than 0.5 percent  
--- = Not applicable  
n/a = Not available  
# = Sample size too few to calculate  
High Poverty Schools = 75-100% of students qualify for lunch subsidies

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**F O R  M O R E  I N F O R M A T I O N,  R E F E R  T O  S O U R C E S,  P A G E  1 1 7**