

## School and Teacher Demographics

Per Pupil Expenditures \$6,015

(CCD, 1998–1999)

Number of districts 304

(CCD, 1999–2000)

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
825	250	358	4	1,440

Number of charter schools 0

(CCD, 1999–2000)

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
15,760	5,431	10,777	116	33,084

Public school enrollment 1993–1994 1999–2000

	1993–1994	1999–2000
K–8	324,914	314,363
9–12	127,081	142,362
Total	457,614	465,223
Pre-K	2,432	4,691

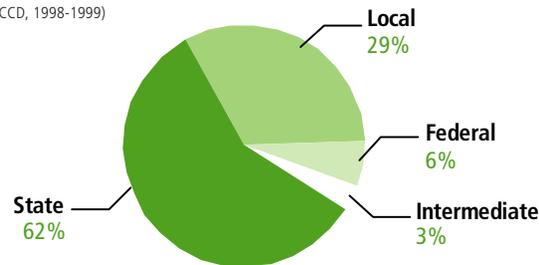
(CCD)

(By state definition)

## Sources of funding

District average

(CCD, 1998–1999)



## Student Demographics

Race/ethnicity 1993–1994 1999–2000

American Indian/Alaskan Natives	4,597	5,747
	1%	1%
Asian/Pacific Islander	8,325	9,768
	2%	2%
Black	38,169	40,609
	8%	9%
Hispanic	24,129	37,918
	5%	8%
White	382,394	371,176
	84%	80%
Other	n/a	n/a
	—	—

(CCD, K–12)

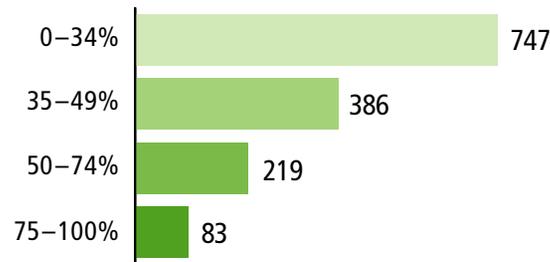
Students with disabilities (OSEP) 42,093 50,079  
9% 10%

Students with Limited English proficiency (ED /NCBE, K–12) 6,900 18,672  
2% 4%

Migratory students (OME, K–12) 14,482 n/a  
3% —

## All schools by percent of students eligible to participate in the Free Lunch Program†

(CCD, 1999–2000)



† 5 schools did not report.

KEY: \* = Less than 0.5 percent  
— = Not applicable  
n/a = Not available  
# = Sample size too small to calculate

## Statewide Accountability Information

(Collected from States, January 2002 for 2001–2002 school year)

### Statewide Goal for Schools on State Assessment

Reading: above 87% students at Proficient level, Math: >60%, Science: grade 4 >76%; grade 7 >68%; grade 10 >61%; Social Studies: grade 6 >64% or greater; grades 8, 11 >67%.

### Expected School Improvement on Assessment

Annual gain toward goal

### Indicators for School Accountability

Test scores

### Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide

Title I 1999–2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	188	489	677
Schools Meeting AYP Goal	28%	72%	100%
Schools Identified for Improvement	113	421	534
	60%	86%	79%
	75	68	143
	40%	14%	21%

(ED Consolidated Report, 1999–2000)

Title I allocation \$68,291,624

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999–2000)

## NAEP State Results

	Grade 4	Grade 8
<b>Reading, 1998:</b>		
Proficient level and above	34%	35%
Basic level and above	71%	81%
<b>Math, 2000:</b>		
Proficient level and above	30%	34%
Basic level and above	76%	77%

## Student Achievement 1999–2000

**Assessment** Kansas Math/Reading Assessment  
**State Definition of Proficient** Reading: Grades 5,8,11: >62%  
 Math: Grade 4 >60%; Grades 7,10: >50%

### Elementary School

#### Grade 5

##### Reading/Language Arts

Students in:	Proficient ↻				
	Unsatisfactory	Basic	Satisfactory	Proficient	Advanced
All Schools	14%	24%	22%	25%	15%
Title I Schools	17	27	22	22	12
High Poverty Schools	32	34	17	13	4
Students with Limited English Proficiency	46	35	14	5	*
Migratory Students	33	36	19	10	3
Students with Disabilities	44	30	14	9	3

#### Grade 4

##### Mathematics

Students in:	Proficient ↻				
	Unsatisfactory	Basic	Satisfactory	Proficient	Advanced
All Schools	14%	24%	23%	25%	14%
Title I Schools	17	26	23	23	10
High Poverty Schools	34	33	18	11	3
Students with Limited English Proficiency	39	34	16	8	3
Migratory Students	30	37	18	13	2
Students with Disabilities	35	30	18	13	4

### Middle School

#### Grade 8

##### Reading/Language Arts

Students in:	Proficient ↻				
	Unsatisfactory	Basic	Satisfactory	Proficient	Advanced
All Schools	12%	22%	29%	29%	8%
Title I Schools	14	23	29	28	7
High Poverty Schools	35	35	20	9	1
Students with Limited English Proficiency	48	36	13	3	*
Migratory Students	30	42	19	9	*
Students with Disabilities	47	32	15	6	1

#### Grade 7

##### Mathematics

Students in:	Proficient ↻				
	Unsatisfactory	Basic	Satisfactory	Proficient	Advanced
All Schools	24%	24%	21%	19%	13%
Title I Schools	27	24	21	18	11
High Poverty Schools	62	24	9	4	1
Students with Limited English Proficiency	66	23	8	3	*
Migratory Students	49	31	13	7	*
Students with Disabilities	61	23	9	4	2

### High School

#### Grade 11

##### Reading/Language Arts

Students in:	Proficient ↻				
	Unsatisfactory	Basic	Satisfactory	Proficient	Advanced
All Schools	15%	27%	25%	22%	11%
Title I Schools	12	32	24	23	10
High Poverty Schools					
Students with Limited English Proficiency	52	31	12	5	*
Migratory Students	31	36	20	10	3
Students with Disabilities	60	27	8	4	1

#### Grade 10

##### Mathematics

Students in:	Proficient ↻				
	Unsatisfactory	Basic	Satisfactory	Proficient	Advanced
All Schools	30%	29%	18%	11%	12%
Title I Schools	33	28	18	11	11
High Poverty Schools					
Students with Limited English Proficiency	66	24	7	*	3
Migratory Students	56	24	13	4	3
Students with Disabilities	71	21	4	2	2

### High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	5%	n/a

Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	15,427 61%	18,242 65%

**KEY:** \* = Less than 0.5 percent  
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 High Poverty Schools = 75-100% students receiving free/reduced lunch