

School and Teacher Demographics

Per pupil expenditures <small>(CCD, 2000-01)</small>	\$6,925
Number of districts <small>(CCD, 2001-02)</small>	304
Number of charter schools <small>(CCD, 2001-02)</small>	10

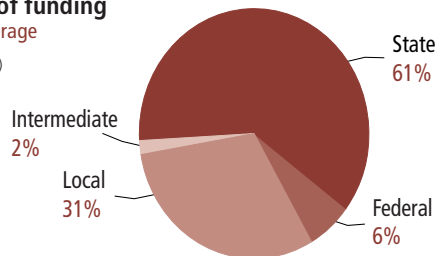
	Number of public schools <small>(CCD)</small>	
	1993-94	2001-02
Elementary	866	812
Middle	235	251
High	351	357
Combined	1	2
Total	1,453	1,422

	Number of FTE teachers <small>(CCD)</small>	
	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 <small>(SASS)</small>	
	1994	2000
English	63%	66%
Math	63	58
Science	78	73
Social Studies	73	71

Sources of funding

District average
(CCD, 2000-01)



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

Student Demographics

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

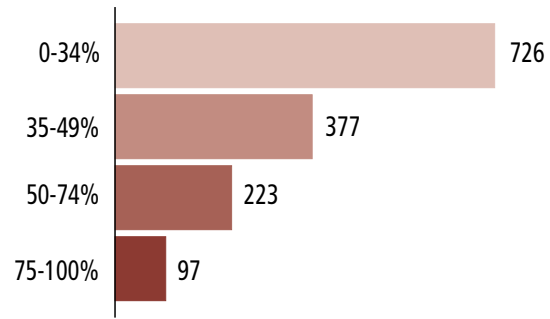
Race/ethnicity <small>(CCD)</small>	1993-94		2001-02	
	American Indian/Alaskan Natives	1%	1%	
Asian/Pacific Islander	2	2		
Black	8	9		
Hispanic	5	10		
White	84	78		
Other	—	—		

Students with disabilities <small>(OSEP)</small>	1993-94		2001-02	
		9%	11%	

Migratory students <small>(OME)</small>	1993-94		2001-02	
		3%	6%	

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

All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2001-02)



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 <small>(ED Consolidated Report, 2001-02)</small>	Schoolwide Programs	Targeted Assistance	Total
	Number of schools	214	456
Schools meeting AYP goal	32%	68%	100%
Schools in need of improvement	26%	74%	82%
	69	49	118
	58%	42%	18%

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)

NAEP State Results

Reading, 2003

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

Math, 2003

	Grade 4	Grade 8
Proficient level and above	42%	34%
Basic level and above	86	76

Student Achievement 2001-02

Assessment Kansas Math and Reading Assessment.

State Definition of Proficient

Reading: Grades 5, 8, 11: at least 87 percent.
Math: Grades 4, 7, 10: at least 60 percent.

Elementary School

Grade 5

Reading

Students in:	Proficient ⇨				
	Level 1	Level 2	Level 3	Level 4	Level 5
All Schools	13%	25%	23%	25%	15%
Title I Schools					
Economically Disadvantaged Students	22	31	22	17	7
Students with Limited English Proficiency					
Migratory Students	27	32	19	14	7
Students with Disabilities	29	37	18	12	4
Students with Disabilities	35	29	17	13	7

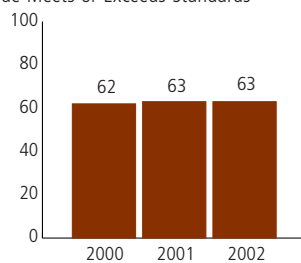
Grade 4

Mathematics

Students in:	Proficient ⇨				
	Level 1	Level 2	Level 3	Level 4	Level 5
All Schools	12%	22%	22%	27%	18%
Title I Schools					
Economically Disadvantaged Students	20	29	22	21	9
Students with Limited English Proficiency					
Migratory Students	27	33	21	14	6
Students with Disabilities	25	31	22	17	6
Students with Disabilities	23	30	21	18	9

Student Achievement Trend

Reading 5th grade Meets or Exceeds Standards



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= Sample size too few to calculate
High Poverty Schools = 75-100% of students qualify for lunch subsidies

Middle School

Grade 8

Reading

Students in:	Proficient ⇨				
	Level 1	Level 2	Level 3	Level 4	Level 5
All Schools	12%	22%	29%	29%	9%
Title I Schools					
Economically Disadvantaged Students	21	30	29	18	4
Students with Limited English Proficiency					
Migratory Students	28	31	20	16	5
Students with Disabilities	27	34	25	12	2
Students with Disabilities	39	30	18	10	3

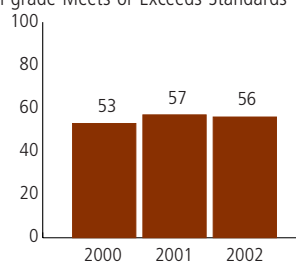
Grade 7

Mathematics

Students in:	Proficient ⇨				
	Level 1	Level 2	Level 3	Level 4	Level 5
All Schools	21%	23%	21%	21%	14%
Title I Schools					
Economically Disadvantaged Students	37	28	18	12	5
Students with Limited English Proficiency					
Migratory Students	57	24	10	6	3
Students with Disabilities	57	24	13	5	2
Students with Disabilities	46	25	15	9	5

Student Achievement Trend

Mathematics 7th grade Meets or Exceeds Standards



High School

Grade 11

Reading

Students in:	Proficient ⇨				
	Level 1	Level 2	Level 3	Level 4	Level 5
All Schools	17%	27%	24%	21%	10%
Title I Schools					
Economically Disadvantaged Students	31	33	20	12	4
Students with Limited English Proficiency					
Migratory Students	45	25	12	12	5
Students with Disabilities	41	33	13	10	4
Students with Disabilities	54	27	10	6	3

Grade 10

Mathematics

Students in:	Proficient ⇨				
	Level 1	Level 2	Level 3	Level 4	Level 5
All Schools	28%	28%	19%	12%	13%
Title I Schools					
Economically Disadvantaged Students	46	30	14	6	5
Students with Limited English Proficiency					
Migratory Students	65	21	8	4	2
Students with Disabilities	63	28	7	3	0
Students with Disabilities	60	24	8	4	4

High School Indicators

High school dropout rate (CCD, event)	1993-94	2000-01
	n/a	3%

Postsecondary enrollment	1994-95	2000-01
	57%	68%

(NCES, High school graduates enrolled in college)