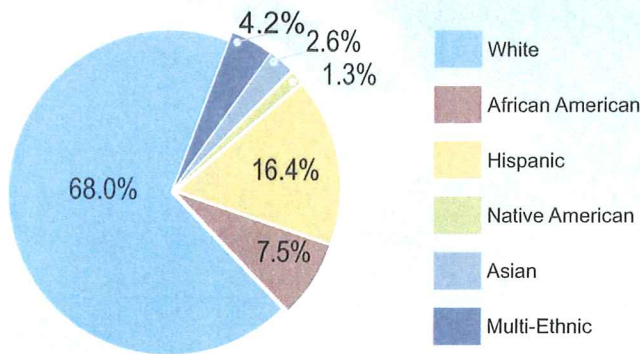


EDUCATION SUMMARY 2010-2011

Student Racial/Ethnic Background Student, School District Characteristics



Public School Students

Number enrolled	481,467*
Number of Title 1 Schools	685
Percent of Title 1 Schools making AYP	85.0%

* Headcount enrollment

School District Characteristics

Number of School Districts	289
Number of Schools	1,367

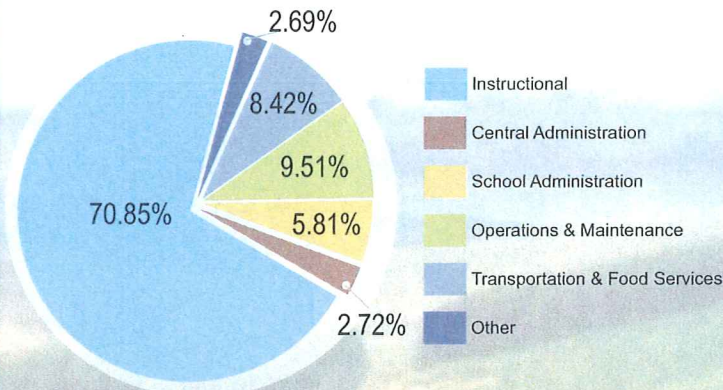
Teachers

Average Age	43.00
Average Years of Experience	14.00
Number of Full Time Equivalent (FTE) Teachers	34,331.5
Teachers' Average Salary	\$ 53,293*
Teacher/Pupil Ratio	14.0**

* Includes fringe benefits

** Number of public school students divided by number of FTE teachers

District Expenditures 2009-2010

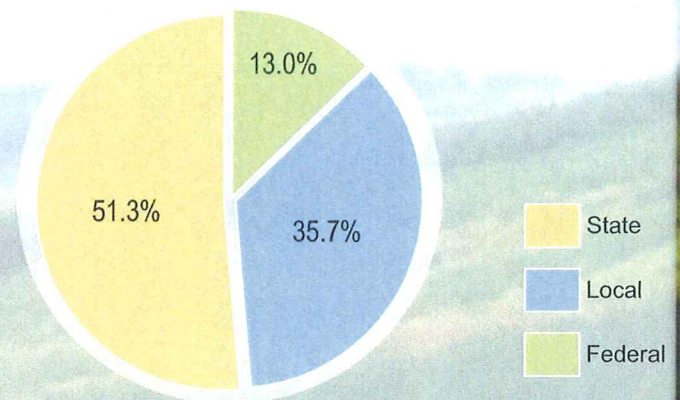


* Includes Student and Staff Support Services

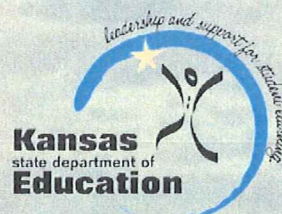
Total Operating Expenditures:	\$4,586,370,680
Total Operating Expenditures Per Pupil:	\$ 10,117*
Total Non-operating Expenditures: (ex: Bond, Interest, Capital Outlay)	\$ 1,003,178,455
Total Expenditures:	\$ 5,589,549,135
Total Expenditures Per Pupil:	\$ 12,330*

* Based on FTE of 453,324.3

District Revenue 2009-2010



State:	\$ 2,867,835,438
Local:	\$ 1,995,126,420
Federal:	\$ 726,587,277



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www.ksde.org

January, 2012

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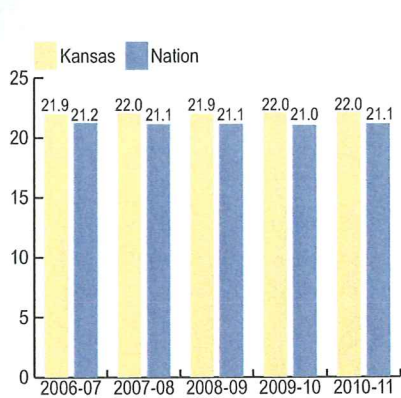
National Tests:

ACT and SAT

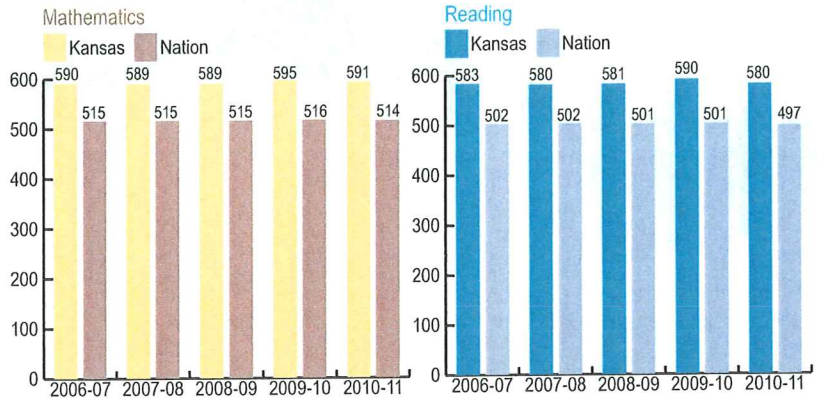
In 2011, Kansas students again surpassed national averages on both the ACT and SAT college entrance exams. The ACT and SAT are two measures used to compare Kansas students' performance with that of other students across the country. In Kansas, 79 percent of graduating seniors participate in the ACT. Just 7 percent participate in the SAT.

Kansas ranks in the top 25 percent in participation on the ACT exam, and a composite score of 22.0 ranks Kansas students among the best in the nation when compared with other states where at least 70 percent of graduating seniors participate.

ACT Composite Scores 2007-2011

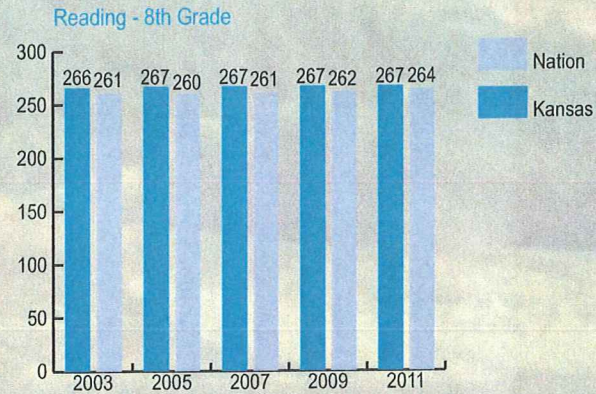
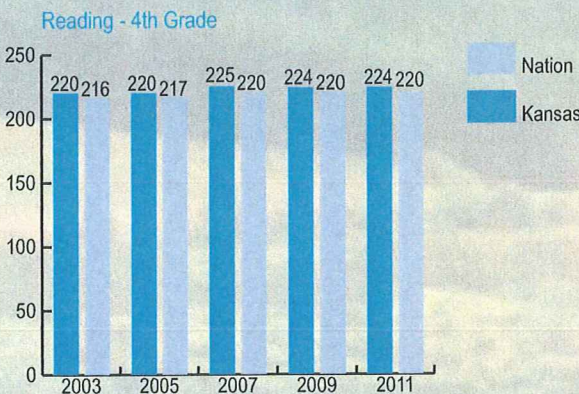
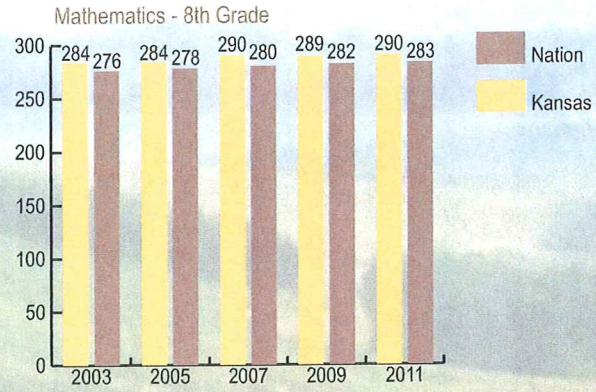
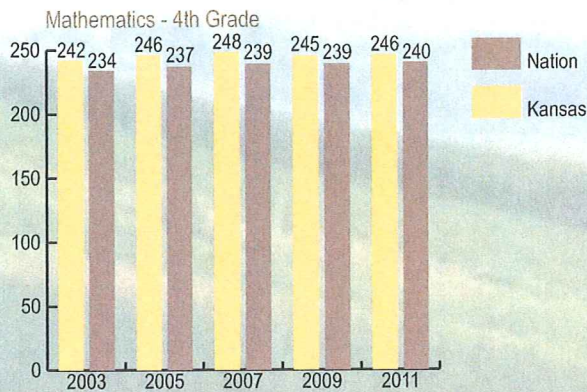


SAT Composite Scores 2007-2011



NAEP Mathematics and Reading Assessment

The 2011 National Assessment of Educational Progress (NAEP) Reading and Mathematics results show Kansas students continuing to achieve above the national average. Results are measured in two ways: by an average scale score (0-500) and by achievement level (basic, proficient, advanced).

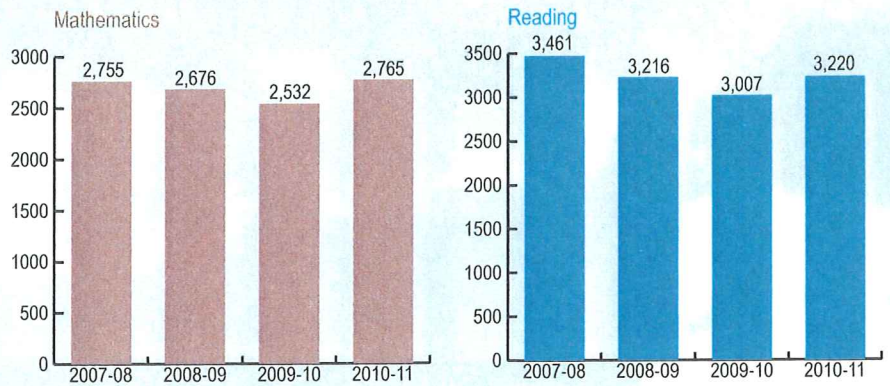


Information provided by National Center for Education Statistics, Institute of Education Sciences.

Standard of Excellence

Kansas recognizes schools with the Standard of Excellence in reading and mathematics as well as science based on the 2010-2011 state assessments. This award acknowledges an increase in the number of students performing at the highest level, along with a decrease in the number of students performing in the lowest level. The Standard of Excellence can be earned at individual grade levels as well as on a building wide basis.

The charts reflect the number of certificates issued in reading and mathematics for the 2010-2011 assessments as compared to previous years. For a list of schools receiving Standard of Excellence certificates please visit www.ksde.org/Default.aspx?tabid=2379.

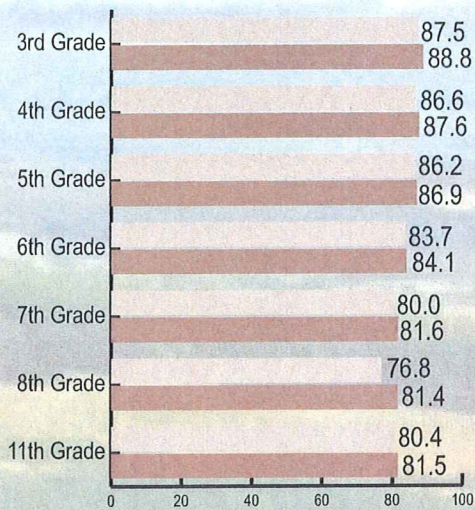


State Assessments

Mathematics 2010-2011

Percent scoring at meets standards, exceeds standards or exemplary on the State Mathematics Assessment.

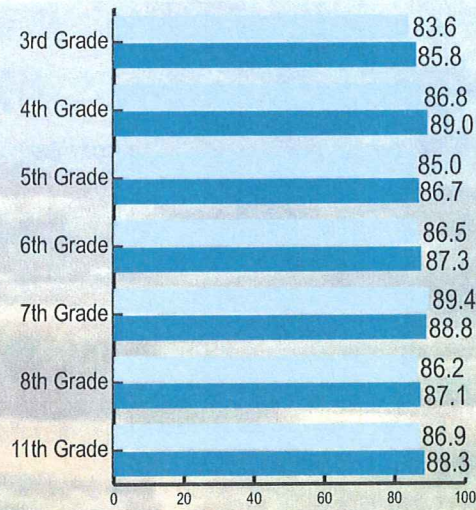
2010 2011



Reading 2010-2011

Percent scoring at meets standards, exceeds standards or exemplary on the State Reading Assessment.

2010 2011



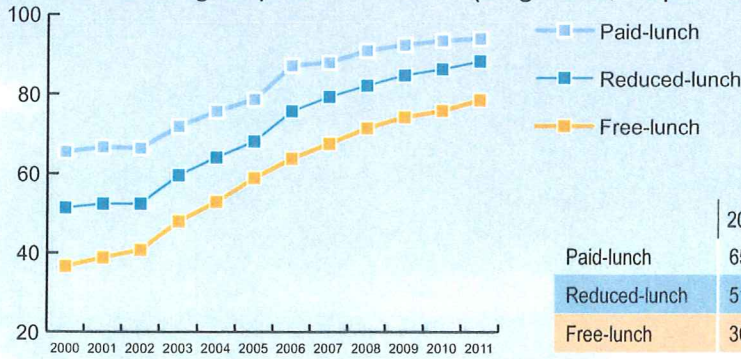
Levels of Proficiency in Kansas

- Exemplary
- Exceeding Standards
- Meeting Standards
- Approaching Standards
- Academic Warning

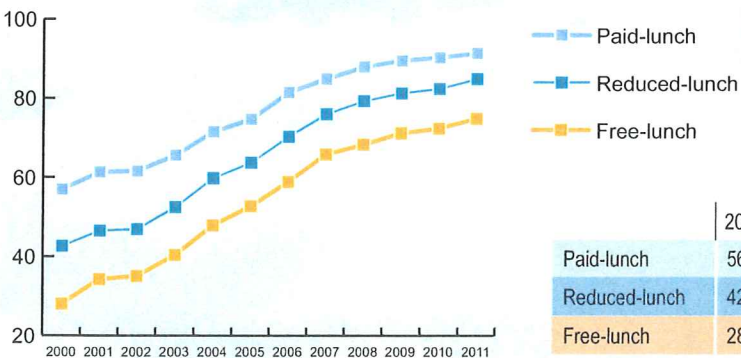
Information provided on KSDE Report Card.

Closing the Gap

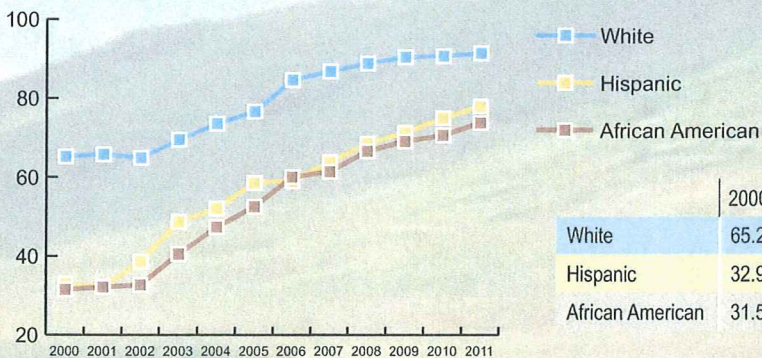
Kansas Reading Gap: 2000 – 2011 (all grades, Report Card population)



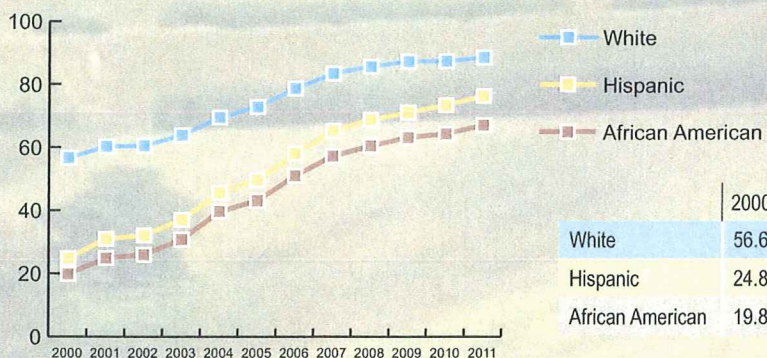
Kansas Mathematics Gap: 2000 – 2011 (all grades, Report Card population)



Reading Gap by Ethnicity: 2000 – 2011 (all grades, Report Card population)



Mathematics Gap by Ethnicity: 2000 – 2011 (all grades, Report Card population)



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Executive Summary



Kansas education saw much activity during the 2010-2011 school year. Among the more significant actions was the adoption of Common Core State Standards in English language arts and mathematics by our State Board of Education. The Board's action put Kansas on the path to implementing standards aligned with college- and career-ready expectations, helping to ensure all Kansas students are ready for their next steps following high school graduation.

The Kansas Education Commission, formed by the State Board in May 2010, published 56 recommendations for the future of Kansas education, based on the U.S. Department of Education's Blueprint for Reform. At the same time, the Governor's Commission on Graduation and Dropout Prevention and Recovery issued its recommendations, as did the Kansas P-20 Education Council. In all, more than 100 recommendations to improve Kansas education, increase graduation rates, decrease dropout rates and improve alignment throughout the state's educational system were received. Our State Board of Education used those recommendations to establish a strategic agenda for the next two years, centered on a flexible delivery system; effective educators; visionary leaders and collaboration with families, communities, constituent groups and policy partners.

Amidst it all, Kansas educators and students continued an 11-year growth trend on state assessments. The percentage of students meeting or exceeding standards in reading improved at all but one grade level and in math improvement was seen in all grade levels. On national measures of student achievement, Kansas maintained its performance on the ACT college entrance exam, continuing to outpace the nation on composite scores. SAT scores dropped slightly from the previous year, which can likely be attributed to a sharp increase in participation.

Student performance on the National Assessment of Educational Progress (NAEP) showed a nine-year growth trend. Although scores are static from the last year NAEP was tested, the trend from 2003, when Kansas adopted new curricular standards and the first time the state had 100 percent participation from schools identified to participate in NAEP, shows significant improvement in average scale scores in all areas except eighth grade reading.

I have to recognize and applaud the work of Kansas educators in helping Kansas students continue to grow in their performance toward meeting our state standards for learning, while also maintaining strong performance on national measures when compared with the nation and other states. At the same time, I have to caution the education community to keep their foot on the gas pedal, because we still have a lot of ground to cover. While our students' performance on the ACT remains strong, it has not improved over recent years. The number of Kansas students reaching college readiness benchmarks as measured by ACT is good when compared with the nation, but not nearly good enough. We must remain focused on preparing every student for college and career by the time they leave high school.

We will be helped in that effort by our new Kansas Common Core State Standards, and I'm excited to begin the process of transitioning to those new standards. I know Kansas educators, together with policy makers, parents and community members, will be working alongside us to ensure our students receive the very best education we can provide for them. The future holds many challenges, but also many opportunities. I look forward to tackling both.

Dr. Diane DeBacker
Kansas Commissioner of Education

The Challenges Ahead

In a state where there is so much positive education news, it's tempting to keep the focus on those accomplishments. While I would never want to lose sight of the progress being made in Kansas schools, I know we need to confront our challenges head on to continue to move forward and create the educational system our children need and deserve.

I am extremely proud of the progress Kansas students have made on our state assessments. At the same time, I'm troubled by a persistent achievement gap among our minority populations and between our advantaged and disadvantaged students. We have closed the gaps considerably over the past decade, but we can and must continue to focus our efforts on eliminating the disparities that still exist.

We also have a responsibility to our students to ensure they leave high school prepared for success in both college and career. Kansas students continue to perform well on college entrance measures such as the ACT exam when compared with the nation and other states with similar percentages of students participating in the exam. However, the percentage of Kansas students achieving ACT college readiness benchmarks is too low. The Kansas Common Core State Standards for English language arts and mathematics, adopted by our State Board in October 2010, have the potential to improve our students' performance toward college readiness benchmarks. Reaching that potential will require a commitment to making the instructional changes necessary to fully align with our new standards.

An additional opportunity to provide for effective instruction for Kansas students lies in the redesign of our state accountability system and school accreditation model. The ability to secure waivers from some of the No Child Left Behind accountability requirements provides an opportunity for our state to establish an accountability system that is a more accurate measure of how well our schools are educating students. We have a responsibility to make sure that the accountability system we ultimately adopt is fair to schools and results in a focus on effective instruction that leads to college and career readiness for all Kansas students by the time they leave high school.

Achieving that objective will require that we maintain our focus on keeping students in school. Increasing our state's graduation rate and reducing dropouts remains a priority. It will require ensuring a safe and productive environment for students at all levels, as well as engaging instruction that has relevance to students' lives.

These are not small challenges. Overcoming them will require strong collaboration, innovation, focused thought and tremendous effort. I look forward to working with educators, administrators, policy makers, parents and community members to ensure we continue to create an educational system that will support all students.

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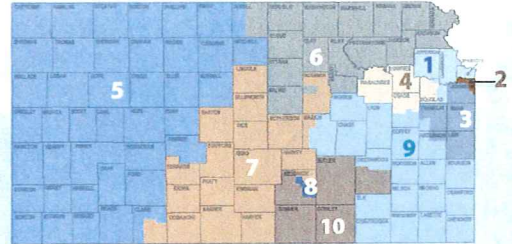
KANSAS STATE BOARD OF EDUCATION

Great students. Great teachers. Great leaders. Great citizens.

The mission of the Kansas State Board of Education is to prepare Kansas students for lifelong success through rigorous academic instruction, 21st century career training, and character development according to each student's gifts and talents. To accomplish this mission the State Board has identified four goals. They are as follows:

- Provide a flexible delivery system to meet our students' changing needs.
- Provide an effective educator in every classroom.
- Ensure effective, visionary leaders in every school.
- Collaborate with families, communities, constituent groups, and policy partners.

Adopted 5/2011



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An Equal Employment/Educational Opportunity Agency

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.

The following person has been designated to handle inquiries regarding the non-discrimination policies:

KSDE General Counsel, 120 SE 10th Ave., Topeka, KS 66612 (785) 296-3201