

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by CHAIRMAN JOSEPH C. HARDER at
Chairperson

1:30 ^{xxx}_{a.m./p.m.} on THURSDAY, JANUARY 26, 1984 in room 254-E of the Capitol.

All members were present except:

Senator Angell, excused
Senator Bogina, excused

Committee staff present:

Mr. Ben Barrett, Legislative Research Department
Ms. Carolyn Rampey, Legislative Research Department
Ms. Avis Swartzman, Legislative Revisor's Office
Mrs. Millie Randell, Secretary

Conferees appearing before the committee:

SB 473 cont. - Schools, minimum competency assessment of basic skills of pupils; Re Proposal No. 14 (Spec. Committee on Education)

Proponents:

Dr. Bill Curtis, Assistant Executive Director, Kansas Association of School Boards
Ms. Chris Graves, Associated Students of Kansas

Opponents:

Dr. Jesse Goodman, Department of Education, Washburn University

SB 469 - School district equalization act, affecting the definition of pupil (Rehorn, by request)

Proponents:

Dr. O. L. Plucker, Superintendent of Schools, USD 500, Kansas City

SB 498 - Schools, compulsory attendance age of children (McCray, Gaines)

Proponents:

Senator Frank D. Gaines, co-author

Opponents:

Dr. Jerry Schreiner, Executive Director, United School Administrators

SB 473 cont.

Following a call to order by Chairman Joseph C. Harder, the Chairman announced that the Committee would continue its hearing of SB 473. He then recognized Dr. Bill Curtis of the Kansas Association of School Boards, who testified as a proponent of SB 473. Dr. Curtis also outlined recommendations for some modifications of the bill, and these are found in his testimony in Attachment 1.

Ms. Chris Graves of Associated Students of Kansas testified as a proponent of SB 473, and her testimony is found in Attachment 2.

Dr. Jesse Goodman of Washburn University explained his testimony in opposition to SB 473, and his testimony is found in Attachment 3.

SB 469

The Chair recognized Senator Rehorn, co-author of SB 469. Senator Rehorn explained that he introduced the bill on behalf of Dr. O. L. Plucker, Superintendent of Schools, USD 500, Kansas City. Senator Rehorn stressed the importance of early childhood education and distributed copies of an article from "Preschool - A Program that Works" (Attachment 4) to Committee members to reinforce his statements.

Dr. O. L. Plucker, Superintendent, USD 500, testified in support of SB 469 by stating that much concern and attention is given to educating students at the higher levels, such as those students in high school, but not enough attention is given to educating the very young children. He explained that SB 469 would effect a change in Kansas law whereby school districts would be allowed to count kindergarten children as one instead of one-half if those children attended kindergarten for a full day. Dr. Plucker pointed out the need for some school districts to offer a full day of kindergarten, such as to disadvantaged children, and he illustrated differences in achieve-

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

room 254-E, Statehouse, at 1:30 ~~xxx~~
~~xxx~~ p.m. on THURSDAY, JANUARY 26, 1984

ment and self-concept between children who have been on a full day and half-day kindergarten programs. He recommended that school districts be given the option for having a full or one-half day kindergarten program. Dr. Plucker acknowledged that he did not know the exact cost for implementing the bill.

SB 498

The Chairman recognized Senator Frank Gaines, co-author of SB 498, who explained the reason for his bill. Supplemental information from the State Department of Social and Rehabilitation Services was distributed to the Committee by the Chairman on behalf of Senator Gaines. (Attachments 5 and 6)

Senator Billy McCray read a copy of a letter (Attachment 7) he had sent to a constituent explaining the reason why he would encourage students to remain in school until age 18 instead of the present mandatory age of 16. Senator McCray said he believes SB498 would give added direction to young people who might otherwise drop out of school at age 16.

Dr. Jerry Schreiner, United School Administrators, who testified in opposition to SB 498, said he is opposed to an additional mandatory two years of school. He noted that there are alternatives, such as the work-study program, which would better address the needs of some students and provide more flexibility.

Copies of "Identifying Minimum Skills", a booklet prepared by the Kansas Department of Education, were distributed to Committee members for their perusal. (Attachment 8)

The Chairman adjourned the meeting at 2:30 p.m.

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 254-E DATE: Thursday, January 26, 1984

GUEST LIST

NAME

ADDRESS

ORGANIZATION

NAME	ADDRESS	ORGANIZATION
Ellen Zambrows	Topeka	Kansas Action for Children
D. L. Pletcher	Kansas City, Kan.	Board of Ed. - USD # 500
Jerry McNeill	Topeka	USA
Bill Mirks	Wichita	U.S.N. 259
Lynnda Cary	(Intern) for Sen. Angell - (Washington)	
Wynne Knudsen		AP - intern
James B. Hunt	Topeka	SAS youth services
Leah Gravelly	Berry KS	A @ @ H
Mary Linton	Topeka	USD 501
Bill Curtis	Topeka	KASB
M. Hawver	"	Capital - 1/20/84
R. McNeely	"	KIN
Ray Ford	"	UPI

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 254-E DATE: Thursday, January 26, 1984

GUEST LIST

NAME

ADDRESS

ORGANIZATION

NAME	ADDRESS	ORGANIZATION
Jesse Hodman	Washburn University	Topeka
Dale S. Yulkeny	"	"
Wiana Dentice	2516 Seabrook	Governors office
Kevin Warwick	St. Marys	
Jim Gill	2410 W 123rd Leawood KS	BU School Dist
Judy Bromick		sec. to Sen. Bogina
Chris Graves	Topeka	ASK
Harold Green	Topeka	sec. to Sen. Daniels
Dennis Denney	Lawrence	Inter to Sen Kerr
Jim Coder	Topeka	A.S.D. No. 501

KANSAS
ASSOCIATION



OF
SCHOOL
BOARDS

5401 S. W. 7th Avenue Topeka, Kansas 66606
913-273-3600

Testimony on S.B. 473

by

John W. Koepke, Executive Director
Kansas Association of School Boards

before the
Senate Education Committee
January 24, 1984

Mr. Chairman and members of the Committee, we appreciate the opportunity to appear before you on behalf of the 300 member boards of education which comprise the Kansas Association of School Boards. Our Delegate Assembly this past November took action to adopt a resolution supporting a continuation of the Kansas Minimum Competency Assessment Program. However, due to serious reservations about the purpose and nature of the existing MCA testing program, our delegates endorsed modifying the program along the lines suggested by the State Board of Education Skills Assessment Committee. A copy of the recommendations of this committee is appended to this testimony.

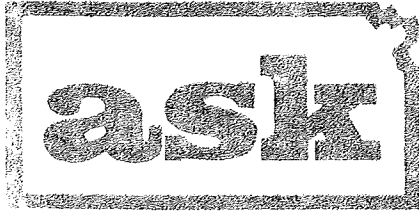
We believe adoption of the recommendations of this committee would significantly reduce objections to the MCA testing program which have developed over the years. It would give the testing program a clear purpose and focus. It would reduce the cost of the testing program to the State of Kansas. For these reasons, we would urge your favorable consideration of the changes suggested as you consider continuation of this important program.

STATE OF KANSAS EDUCATIONAL SKILLS ASSESSMENT PROGRAM

- Purpose:** (1) To provide educational decision-makers in Kansas with information about existing or potential strengths and weaknesses in selected curricular areas in Kansas schools and subsequently, (2) to determine levels of performance of students in the cognitive domain, (e.g. mathematics computation), (3) to identify the variables which account for variations in students performance, and (4) to provide assistance in improving local school districts' educational programs.
- Instrumentation:** Criterion-referenced tests should be used in the minimum competency testing areas of reading and mathematics. Each school district should have the opportunity to develop district minimum competency tests which can be used in lieu of a state minimum competency test. This option will allow for the expansion of local testing programs to include uniquely local goals and objectives that are above the required state program minimums. To ensure data comparability, however, each school district must follow the same state test development specifications as the prime contractor. The test specifications should be established by the Department of Education.
- Data Collection:** Every student in accredited public and private schools at grade levels 3, 7, and 11 would be tested every three years. The non-English speaking student would be exempted. This schedule will provide longitudinal data at important transition points in the student's education development.
- Printed reports and testing materials should be made available at cost to the local school districts to continue their accountability assessment during the interim years (1983-84).
- The interim years (1983-84) can be used to conduct research; develop tests; and, provide consultative assistance to local school districts.
- Test Costs:** The costs of testing over a period of years will prove to be cost effective and should reduce the current costs of testing by as much as thirty to fifty percent.

RECOMMENDATION

The assessment philosophy for state and local cooperation described above underscores the need to be accountable to the public. The Nation at Risk supports the accountability concept. The State Board of Education Skills Assessment Committee recommends that the State Board of Education give favorable consideration to this assessment concept.



ASSOCIATED STUDENTS OF KANSAS

1700 College
Topeka, Kansas 66621
(913) 354-1394

Statement by

CHRIS GRAVES

ASSOCIATED STUDENTS OF KANSAS

(ASK)

Before the

SENATE EDUCATION COMMITTEE

on

SB 473

An Act relating to minimum competency assessment of basic skills of pupils

January 24, 1984

Attachment 2

Representing the Students of:

Emporia State • Fort Hays State • Kansas State • Pittsburg State • University of Kansas • Washburn University • Wichita State

Mr. Chairman, members of the Senate Education Committee, my name is Chris Graves and I am the legislative director for the Associated Students of Kansas. I am here to express our support for SB 473. ASK represents the over 80,000 students at Kansas public universities. Although our constituency has already graduated from high school, we are concerned about the academic preparation high schools offer, because that preparation forms the foundation for post-secondary studies. As a result, ASK has followed with interest the recommendations of the National Commission on Excellence in Education, as well as the work of the Interim Education Committee regarding high school reforms. We have adopted positions on many of these proposals, including SB 473, which we support.

Statement

To begin with, let's first examine the idea of competency assessment. The very word "competency" suggests an ability to survive and carry on. It means a person has the skills necessary to "make it" in a society, which in America, certainly means being able to read and comprehend, to express oneself by speech and writing, and perform the simple math needed to shop, budget and balance a checkbook. There is rarely an opportunity for a child to learn these skills outside of school, and we believe the teaching of these basic skills is the most important mission of the public schools.

Further, we believe these minimum competencies should be society-wide, or at least state-wide, which is as much as we can expect. A child whose local school system expected less may well be at a disadvantage in the wider world.

We also believe that these skills can, to a great extent, be measured by tests. Therefore, it seems reasonable that a statewide, standardized competency test should be part of our educational system.

One thing that was made clear by hearings on this subject over the summer

was that these tests should only be given if the legislature can decide on the purpose they should serve. ASK believes these tests should be used for what the name implies: to measure whether or not a student has achieved a certain minimum level of competency in basic skills. If not, the student should receive the assistance necessary to reach that level. Given this goal, it is hard to see why anyone should oppose this testing.

Competency tests are not perfect indicators of achievement: nor should they be exclusive guides to a student's advancement. But they have the advantage of providing a uniform measure of achievement. Teachers, parents, and - it should not be forgotten - students, have the need, and the right, to see how their performance measures up to expected minimums. We believe competency tests can and should be used as a diagnostic tool, to identify problems so that solutions can be found.

There are those who fear that test results would be used to compare district to district, or even teacher to teacher. While there are many reasons why test results will vary, we shouldn't be afraid to ask why? There are very few things so perfect they cannot be improved, but without some means of evaluation, neither strengths or weaknesses can be identified. There are many ways to evaluate a district, but surely the competency attainment of its pupils is a valid area for scrutiny.

Conclusion

We believe competency-based testing, if used as a diagnostic tool, can benefit students by identifying problems and pointing the way for corrections; can help parents better know their children's progress; and can make the educational system more accountable to the public. We therefore support SB 473, and urge you to adopt it.

Thank you for this opportunity to come before you today. I'll be happy to answer any questions you might have.

A Case Against Senate Bill No. 473: State Mandated Competency Testing

JESSE GOODMAN, Ph.D. Department of Education, Washburn University

This bill (473) reflects a genuine concern by some for the improvement of our educational system. However, while having good intentions, instead of promoting improved education and insuring an educated student body, this bill, if passed, will promote continued mediocrity in our state's schools.

Why does competency testing of "basic skills" promote mediocrity in education? To answer this question, I will focus my comments on the "subject" of reading, since this subject seems to be of greatest concern to most people.

What do these tests test? Do they really test whether a child reads or not? These tests are based upon the highly disputed assumption that reading is the summation of discrete, separate skills. These skills are referred to as: phonics, comprehension, contextual, and structural analysis skills. Of these skills, these tests emphasize phonics and comprehension skills. Phonics skills suggest that a child can sound out the words printed on the page. Comprehension skills refer to the literal memorization of specific points found within a given series of sentences.

There are a number of reasons why this bill will promote mediocre education in our schools, but given the time constraints today I will focus my comments on two of these reasons. First, competency testing results in mediocrity because it dictates a very specific approach to reading instruction. This approach, known as a "Skills Development" approach to reading, breaks reading up into literally thousands of sub-skills and then teaches these sub-skills as separate lessons. The standard procedure is to pre-test/drill/post-test. Children "learn to read" by memorizing these skills which have been organized into a predetermined order.

The typical lesson has children read for five to ten minutes out of a basal textbook. Then the next twenty to thirty minutes is spent working on drills (found in workbooks and worksheets) to teach a particular skill for that day. This instructional procedure is followed very strictly in most settings. In my roles as consultant, supervisor, and researcher; I have spoken to many teachers who say they have children who can read, but because they don't pass the "post-test" at the end of a given unit, they can't go on to the next series of lessons. I have seen children who have memorized the stories in the basal texts, but since they have not passed their tests, they cannot read the next story. They keep reading the same story over and over again as they work on worksheets designed to teach them a given skill.

I have worked with teachers who have many creative, inventive ideas to help their children learn to read, but feel intimidated to try any of their ideas out in the classroom because they are afraid to stray from the standard curriculum of drills and tests. They are afraid to teach their children to read because they are not sure their efforts will result in higher test scores that measure successful memorization of certain skills. Is it really possible to teach children within an atmosphere of intimidation and fear?

While a Skill Development approach to reading is perhaps effective in raising the scores of "reading" tests, there is substantial research that suggests it fails to teach many children to read beyond a minimal level. In other words, minimum competency becomes maximum competency. More importantly, there is research that suggests this process of instruction (pre-test/drillwork/post-test) alienates the vast majority of children from the experience of reading. While children learn to technically read, they also learn to dislike reading. The result is a population of "literate" illiterates.

What is the experience of reading? What makes one want to read - to sit down with a book or article for a significant amount of time and decode symbols on a printed page? The two most crucial aspects of the experience of reading are the use of one's imagination and the ability to read for meaning. That is, good readers are individuals who, as they decode words on the page, are able to actively create images in their minds. They are able to picture characters, settings, and actions. They are able to empathize with individuals within a story and feel the suspense build as the plot unfolds. Good readers also read because their ideas are stimulated as they read. The author gives them some insight into a situation or problem, or tries to prove a point that will lead to terrible consequences in the reader's mind. Good readers also read because they have to increase their knowledge on a given topic. In each of these cases, good readers read because it is personally meaningful to them. In some way reading has a purpose that they can directly identify. In other words, reading is a means to an end, not an end in itself.

However, the Skill Development approach to reading and the competency tests that accompany this approach views reading as an end and totally ignores both the importance of imagination in the reading process and the value of reading for meaning. As Frank Smith, who is perhaps the most insightful reading specialist in the field today, says, we will not be able to significantly improve our children's reading ability until we have curriculum and instructors who understand the reading experience. While these approaches do exist (e.g. psycholinguistic, language experience, and/or individualized/literary approaches to reading instruction), it is almost impossible to find them in any of our schools today largely due to the misguided definition of reading as the memorization of discrete skills.

As a result, by requiring these competency tests, the state would be insuring a Skills Development approach to reading that already dominates classroom instruction. At best this continued instruction is mediocre and at worst it can permanently damage our children's reading potential.

The second reason why this bill would promote mediocre education is because, if passed, teachers will continue to emphasize only the teaching of reading and math, especially in grades 1-4. Because reading is viewed as an end in itself, the content areas will continue to be ignored. Without the content areas, children might learn to "read," but will not read to learn. Don't we want our children to learn about the social and physical world that surrounds them? Don't we want them to be curious about different areas of knowledge? Do we want our schools to be merely vocational? Do we want them to learn only utilitarian skills?

The real tragedy of this type of technical education is that it only emphasizes rote memorization of specific information and ignores more important mental abilities-abilities that are inherent in all children of average intelligence.

Children in our schools today are not being challenged. They are not taught to use their powers of wonder, speculation, or analysis. They are not taught to question, to synthesize, or to think creatively. In short, without the content areas, our children are not being truly educated.

You of all people know the importance of being able to look at a situation from many different perspectives. You know the necessity of synthesizing information and analyzing its quality in preparation for making a judgement. Unfortunately, our schools are not preparing our children for the complex world they will face.

We are not "falling behind the Japanese" or confused by national, international, and personal problems because our population can't read. We are having difficulty because we are not educating our population to think creatively and insightfully. I ask you, is this not the real purpose of education?

This bill, if passed, will not change what is happening in our schools today. I will merely reinforce the mediocrity that already exists.



From "Preschool—A Program that Works"

THE COST-EFFECTIVENESS OF HIGH QUALITY EARLY CHILDHOOD PROGRAMS

Brief summary report

Based on data from the High/Scope Perry Preschool Project and other research in the field, this four-page report clearly and succinctly presents research findings that demonstrate the payoffs for society from high quality early childhood programs. Originally prepared to accompany a presentation by High/Scope President David P. Weikart at the 1982 Southern Governors' Conference, the report is illustrated with easy-to-understand graphs presenting economic findings, delinquency findings, education findings and employment findings. Also presented are information on the essential elements of program quality that are the keys to success in early childhood programs and a suggested action agenda for early childhood advocates.

Some of the hard-hitting facts presented in this report:

- For every \$1,000 that was invested in the preschool program studied, at least \$4,130 (after inflation) has been or will be returned to society—better than the average rate of return for private investors.

- Among youngsters like those in the study, for every 100 with preschool, 22 have

been arrested by age 19; for every 100 with no preschool, 43 have been arrested by age 19.

- Among youngsters like those in the study, for every 100 with preschool, 35 drop out of high school; for every 100 with no preschool, 55 drop out of high school.

- Among youngsters like those in the study, for every 100 with preschool, 48 are employed at age 19; for every 100 with no preschool, 29 are employed at age 19.

This paper should be placed in the hands of anyone who makes decisions about public priorities affecting children—members of Congress, state legislators, agency officials, corporate decisionmakers, school administrators, civic leaders. Distribute this paper in personal meetings, public meetings, by mail at showings of the filmstrip *Preschool—A Program that Works*.

We know the facts about high quality early childhood education. Let's make sure everyone else does too!



This informational packet was distributed to the Council of Superintendents in October of 1983. It was also provided to SRS Chiefs of Social Services for distribution to their local school districts.

STATE OF KANSAS

JOHN CARLIN, GOVERNOR

STATE DEPARTMENT OF SOCIAL AND REHABILITATION SERVICES

ROBERT C. HARDER, SECRETARY

STATE OFFICE BUILDING
TOPEKA, KANSAS 66612

Dear Superintendent:

With the beginning of school approaching we would like to share with you information concerning common interests of your school district and our agency.

Every year there is some confusion regarding payment for text books and school lunches for foster children (Appendix A). Text books for foster children are to be provided at no cost to the foster child, foster parents or to S.R.S. by the school district. If the school provides non reusable items (such as workbooks) to the foster children and the foster parents do not pay for the items, please send an itemized statement to the child's social worker. We will review the statement and reimburse the school for necessary expenses. Foster parents are to complete the application for free lunches in behalf of the foster child. Foster children are considered one member households so, in all but very unusual cases, the foster child will be eligible for free lunches.

Each school district will receive, around the first of the school year, a list of children, including foster children, who are eligible for free text books. S.R.S. will be able to reimburse school expenses only for foster children. Not all foster children may appear on the list due to the time lapse between the time the list is prepared and when you receive it. Foster children may also be moved, due to their best interests, to a foster home in your district during the school year.

Appendix B contains excerpts of Senate Bill 105, amending the 1982 juvenile code, which was signed by Governor Carlin and went into effect July, 1983. We want to draw your attention first to 38-1522 which lists all school personnel as mandated to report suspected abuse and neglect.

38-1523(g) is regarding cooperation between school personnel and investigative agencies.

38-1526 protects reporters from proccusion, if they reported without malice, during the investigation and in any follow up activity.

Superintendent.

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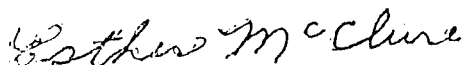
Appendix C contains procedures our agency social workers are to follow when interviewing a child in a school setting. We have written policies with some school districts. If you feel written policies would be helpful, please contact me.

Please share this information with your building principals.

If you have any questions, concerns or would like to schedule a conference to develop policy, please contact me at the above address or call me (phone 913-527-2274).

I would like to thank you for your cooperation in these matters.

Sincerely,



Esther McClure
Youth Supervisor

cc: Ted Mintun
Harlan Coatney
Dave Jacobs
Rick Radcliffe
Sherrie Radcliffe
Ed Tenney
Deb Pelter-Laman
Ann Young

EMCC;ks

Appendix D contains information on reporting of unexcused school absences and was added to the packet when central office updated this material.

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APPENDIX A

Information From

Kansas State Department of Education
(Jodi Mackey)

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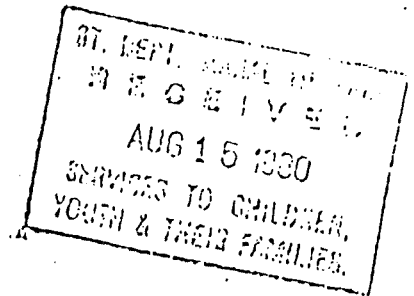
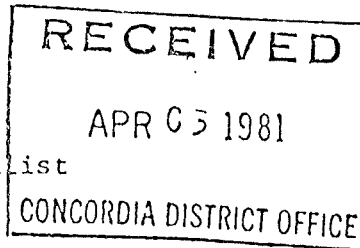
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Rick Cook
Kansas State Department of Education

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612

August 14, 1980



Mr. Russell Northrup
Foster Family Home Specialist
Smith-Wilson Bldg.
2700 W. 6th
Topeka, Kansas 66606

Dear Mr. Northrup:

I am writing you at the suggestion of Virginia Ochoa. I am seeking cooperation from appropriate Social and Rehabilitation Services personnel in providing income data for foster children to local school officials.

Each year, families wishing to apply for free or reduced price school meals and/or free milk for their children must complete an application form. Eligibility determinations cannot be made by categories or groups of children. Specific income and family size data must be obtained for each child in order to determine eligibility.

In cases where the welfare agency is legally responsible for the child and a foster home is, in fact, an extension of the welfare agency, the foster child is considered a one-member family. Welfare agency payments for the care of that foster child are considered the income of that one-member family. If the foster child's annual income is not above the income guidelines prescribed by the local school food authority for one-member family eligibility for free or reduced price meals or free milk, the foster child is entitled to those benefits.

We would appreciate having this information provided to regional SRS personnel who may be contacted by local school officials. The assistance of SRS in providing the necessary income information for foster children to school officials will greatly expedite making determinations of eligibility.

If you have any questions concerning this letter, please do not hesitate to contact me (296-2276).

Sincerely,

Jodi Mackey
Jodi Mackey, Coordinator
School Food Service

JM/dl

DETERMINING ELIGIBILITY

REQUIRED INFORMATION

Four specific pieces of information must appear on the application for free and reduced price meals prior to determining eligibility:

(1) the total household income; (2) the names of all household members; (3) social security numbers of all household members 21 years of age or older, or a notation that a household member does not possess one; and, (4) the signature of an adult household member.

If the returned application is missing one of the required items, an eligibility determination cannot be made. However, a reasonable effort should be made to obtain the missing items prior to actually denying the application. Such efforts could include calling the parent or having the student take the application home for the parent to complete the missing items.

If the returned application is missing information other than the four required items, an eligibility determination must be made. Local policies should be established for obtaining missing information beyond the four required items.

If there are inconsistencies in or questions concerning the information provided, the household should be contacted for clarification prior to the approval or denial of the application, e.g. the household should be contacted if the total names of all household members listed do not equal the total household size or if the individual income amounts listed do not add up to the total income figure. When the required information is complete and consistent, compare the total family size and income to the federal guidelines to determine eligibility for free or reduced price meals.

HOUSEHOLD SIZE DEFINITIONS

Economic unit generally means a group of related or unrelated people who share all significant income and expenses (e.g. food, housing, medical, and household insurance costs). More than one economic unit may live in the same residence. Separate economic units living in the same residence are characterized by prorating of expenses and economic independence from each other.

Family and household are used interchangeably to define a group of related or nonrelated individuals, who are not residents of an institution or boarding house, but are living as one economic unit. Within this guidance, the term household is generally used for consistency.

Household of one refers to an institutionalized child, some foster children, and children attending school who live on their own.

SPECIAL SITUATIONS

Two families living in one household

Because each situation varies, local officials must make determinations on a case by case basis. For guidance refer to the definitions of household and economic unit.

Students away at school

Students temporarily away at school who receive their primary support from the family should be counted as household members.

Military families

Military personnel not actually living with the household are not included when determining household size.

However, money he/she sends to the household is included in the household income. The value of military benefits other than cash, such as base housing, is not considered income.

Child living with one parent, relatives, or friends

When no welfare agency or court is legally responsible for the child, or the child lives with at least one natural parent, other relatives, or friends, the child is considered a member of the family with whom he/she resides. The size and total income of that household is used to determine the child's eligibility.

Foster child

A foster child lives with a family but remains the legal responsibility of the welfare agency or court.

For purposes of determining eligibility, a foster child is a household of one. Only the following income should be considered:

- (1) Funds provided by the welfare agency which are specifically identified for personal use by the child, such as those for clothing, school fees, allowances, etc. Welfare agency funds identified by category for shelter, care, and special needs are not considered as income. Where welfare agency funds cannot be identified by category, no portion of the provided funds shall be considered as income.
- (2) Funds personally received by the child. This includes, but is not limited to, funds received from trust accounts, monies provided by the child's family for personal use, and earnings for full-time employment. Occasional earnings from sources such as paper routes and babysitting which do not significantly affect the household's level of income, should not be considered as income.

Adopted child

An adopted child is a child for whom a family has accepted legal responsibility, and is considered to be a member of the household in which he/she resides.

Institutionalized child

An institutionalized child lives in a residential-type facility which the State has determined is not a boarding facility.

An institutionalized child is a household of one and, in most cases, has no income. Only income a child earns from full-time employment and/or personally receives while in residence at the institution, may be considered as income.

Student attending an institution

A student who attends but does not reside in an institution is considered a member of the household in which he/she resides. Eligibility must be determined by the household size and income.

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Information Brief

Kansas State Department of Education

ELIGIBILITY OF FOSTER CHILDREN FOR FREE LUNCHES
AND PROVISION OF TEXTBOOKS

In discussion with the State Department of Social and Rehabilitation Services, the question has arisen as to whether there may be some lack of effective communication between school staff and local welfare staff concerning standards and determining eligibility for free lunches and textbooks for foster children. The Department of Social and Rehabilitation Services has sent the following information to the local agency personnel. We feel that you need to have this information to transmit to school personnel who deal with them so that all parties will have a common understanding in communication with parents and children.

The children placed in foster homes by the Department of Social and Rehabilitation Services have been legally declared dependent and receive their support from funds allocated to the Department. The payment to the foster family is intended to meet the actual cost of his personal needs and does not constitute income to the family. The basic payment for foster care has not included an amount for purchase of textbooks from the public schools since the child is already totally dependent on public support. (Kansas Statutes Annotated 72-4107).

* The United States Department of Agriculture Instruction 782.12 dated November 21, 1972, states that the foster care payment shall be considered the income for a one-member family in determining each child's eligibility for free lunches. The maximum annual fee for care payment for a child in foster care is \$1,980, which is below the maximum income limit of \$2,740. This provision does not apply for children in subsidized adoption in which the child and his income must be considered as a part of the total family.

* 1983 Foster care cost = \$ 3240.00 (maximum annual fee)
Maximum income limit \$ 8991.00 (free meals)

* Based on 9.00/day 30 day month

Dear Parent:

The school which your child attends participates in the National School Lunch Program. All students are encouraged to enjoy this nutritious lunch each school day. Students may purchase lunch for:

SAMPLE COPY

Extra milk may be purchased for: _____

If your school participates in the School Breakfast Program, students may purchase breakfast for: _____

Students from families whose income is at or below the level shown on the income guidelines scale may be eligible for either free meals or meals at a reduced price of 40 cents for lunch and 30 cents for breakfast.

All students are treated the same regardless of ability to pay. In the operation of child feeding programs, no child will be discriminated against because of race, sex, color, national origin, age, or handicap. If you believe you have been discriminated against, write immediately to the Secretary of Agriculture, Washington, D.C. 20250.

To apply for free or reduced price meals at any time during the year, complete the attached application and return it to the school. *You are required to provide:*

- (1) the name and Social Security number of all adult household members and the name of all other household members under 21 (adults without a Social Security number must indicate they do not have one);
- (2) total household income (see explanation below);
- (3) the signature of an adult household member.

If any of the above information is missing, the application cannot be approved, and your child will be denied meal benefits. Eligibility status may be verified by the school or other officials at any time during the year.

The racial/ethnic category information will be helpful to the school so officials can be assured that everyone receives benefits on a fair basis. You are encouraged to complete that section, but it is not required.

If your child is approved for meal benefits, you must tell the school when your household income increases by more than \$50 per month (\$600 per year) or when your household size decreases. If you are not eligible now, you may wish to apply later if your household income decreases or your family size increases.

The following information is provided to assist you when completing the application.

- **TOTAL HOUSEHOLD INCOME** — Report *current income based on last month's income*. Attach an explanation if last month's income is not a good indicator due to unemployment or other causes.
- *Persons with steady monthly income* should multiply by twelve the income received last month to figure current annual income.
- *Persons with fluctuating monthly income* (seasonal and temporary workers, farmers, and self-employed persons) should refer to the attached guidelines for reporting income from private business operations.
- **FOSTER CHILDREN** - A foster child is considered a one-member family if the welfare agency is legally responsible for the child. Welfare payments which are specifically identified by category for personal use of the child and funds personally received by the child are considered the child's income.

Within 10 days of receiving your complete application, a school official will notify you whether or not your children are eligible. If you do not agree with the school's decision on your application, you may wish to discuss it with the school official. If you wish to review the decision further, you have a right to a fair hearing. This can be done by calling or writing.

(Name of Hearing Official)

(Address)

(Phone No.)

INCOME ELIGIBILITY GUIDELINES, School Year 1983-84

FAMILY SIZE

1	\$ 8,991
2	12,099
3	15,207
4	18,315
5	21,423
6	24,531
7	27,639
8	30,747
Each additional family member	3,108

If we can be of further assistance, please do not hesitate to contact us.

Sincerely,

SAMPLE COPY

APPENDIX B

Excerpts From Senate Bill 105
Amending 1982 Juvenile Code

commencement of the proceeding, or (B) had been the child's home state within six months before commencement of the proceeding and the child is absent from this state because of the child's removal or retention by a person claiming the child's custody or for other reasons, and a parent or person acting as parent continues to live in this state; or

(2) it is in the best interest of the child that a court of this state assume jurisdiction because (A) the child and the child's parents, or the child and at least one contestant, have a significant connection with this state, and (B) there is available in this state substantial evidence concerning the child's present or future care, protection, training, and personal relationships; or

(3) the child is physically present in this state and (A) the child has been abandoned or (B) it is necessary in an emergency to protect the child because the child has been subjected to or threatened with mistreatment or abuse or is otherwise dependent and neglected a child in need of care; or

(4) (A) it appears that no other state would have jurisdiction under prerequisites substantially in accordance with paragraphs (1), (2), or (3), or another state has declined to exercise jurisdiction on the ground that this state is the more appropriate forum to determine the custody of the child, and (B) it is in the best interest of the child that this court assume jurisdiction.

(b) Except under paragraphs (3) and (4) of subsection (a), physical presence in this state of the child, or of the child and one of the contestants, is not alone sufficient to confer jurisdiction on a court of this state to make a child custody determination.

(c) Physical presence of the child, while desirable, is not a prerequisite for jurisdiction to determine the child's custody.

Sec. 12. K.S.A. 1982 Supp. 38-1502 is hereby amended to read as follows: 38-1502. As used in this code, unless the context otherwise indicates:

(a) "Child in need of care" means a person less than 18 years of age who:

(1) Is without adequate parental care, control or subsistence and the condition is not due solely to the lack of financial means of the child's parents or other custodian;

(2) is without the care or control necessary for the child's physical, mental or emotional health;

(3) has been physically, mentally or emotionally abused or neglected or sexually abused;

(4) has been placed for care or adoption in violation of law;

(5) has been abandoned or does not have a known living parent;

(6) is not attending school as required by K.S.A. 72-977 or 72-1111, and amendments thereto;

(7) *except in the case of a violation of K.S.A. 41-715 or 41-2721, and amendments thereto*, does an act ~~the commission of which by a juvenile is specifically prohibited and made unlawful~~ which, when committed by a person under 18 years of age, is prohibited by state law, city ordinance or county resolution but which is not prohibited when done by an adult; or

(8) while less than 10 years of age, commits any act which if done by an adult would constitute the commission of a felony or misdemeanor as defined by K.S.A. 21-3105 and amendments thereto.

(b) "Physical, mental or emotional abuse or neglect" means the infliction of physical, mental or emotional injury or the causing of a deterioration of a child and may include, but shall not be limited to, failing to maintain reasonable care and treatment, negligent treatment or maltreatment or exploiting a child to the extent that the child's health or emotional well-being is endangered. A parent legitimately practicing religious beliefs who does not provide specified medical treatment for a child because of religious beliefs shall not for that reason be considered a negligent parent; however, this exception shall not preclude a court from entering an order pursuant to *subsection (a)(2) of K.S.A. 1982 Supp. 38-1513(a)(1) 38-1513 and amendments thereto*.

(c) "Sexual abuse" means any act committed with a child which is described in article 35, chapter 21 of the Kansas Statutes Annotated and those acts described in K.S.A. 21-3602 or 21-3603, and amendments thereto.

(d) "Parent," when used in relation to a child or children, includes a guardian, conservator and every person who is by law liable to maintain, care for or support the child.

(e) "Interested party" means the state, the petitioner, the child, any parent and any person found to be an interested party pursuant to K.S.A. 1982 Supp. 38-1541 and amendments thereto.

(f) "Law enforcement officer" means any person who by virtue of office or public employment is vested by law with a duty to maintain public order or to make arrests for crimes, whether that duty extends to all crimes or is limited to specific crimes.

(g) "Youth residential facility" means any home, foster home or structure which provides 24 hour a day care for children and which is licensed pursuant to article 5 of chapter 65 of the Kansas Statutes Annotated.

(h) "Shelter facility" means any public or private facility or

See
* Att.

(1) Direct or authorize *the county or district attorney* or the person supplying the information to file the application provided for in K.S.A. 1982 Supp. 59-2913 and amendments thereto and proceed to hear and determine the issues raised by the application as provided in the act for obtaining treatment for a mentally ill person; or

(2) authorize that the child seek voluntary admission to a treatment facility as provided in K.S.A. 1982 Supp. 59-2905 and amendments thereto.

The application to determine whether the child is a mentally ill person may be filed in the same proceedings as the petition alleging the child to be a child in need of care, or may be brought in separate proceedings. In either event the court may enter an order staying any further proceedings under this code until all proceedings have been concluded under the act for obtaining treatment for a mentally ill person.

Sec. 18. K.S.A. 1982 Supp. 38-1517 is hereby amended to read as follows: 38-1517. ~~If a child taken into custody pursuant to this code is placed in the custody of the secretary or to some other person or agency outside the child's home, the child shall not be placed in a facility other than a youth residential or shelter facility. No child taken into custody pursuant to this code shall be placed in a juvenile detention facility except as authorized by K.S.A. 1982 Supp. 38-1528, 38-1542 and 38-1543, and amendments thereto.~~

Sec. 19. K.S.A. 1982 Supp. 38-1522 is hereby amended to read as follows: 38-1522. (a) When any of the following persons has reason to suspect that a child has been injured as a result of physical, mental or emotional abuse or neglect or sexual abuse, the person shall report the matter promptly as provided in subsection (c): Persons licensed to practice the healing arts or dentistry; persons licensed to practice optometry; persons engaged in postgraduate training programs approved by the state board of healing arts; certified psychologists; Christian Science practitioners; licensed professional or practical nurses examining, attending or treating a child under the age of 18; teachers, school administrators or other employees of a school which the child is attending; chief administrative officers of medical care facilities; persons licensed by the secretary of health and environment to provide child care services or the employees of persons so licensed at the place where the child care services are being provided to the child; licensed social workers; firefighters; emergency medical services personnel; and law enforcement officers. The report may be made orally and shall be followed by

substantive
provision

*

a written report if requested. When the suspicion is the result of medical examination or treatment of a child by a member of the staff of a medical care facility or similar institution, that staff member shall immediately notify the superintendent, manager or other person in charge of the institution who shall make a written report forthwith. Every written report shall contain, if known, the names and addresses of the child and the child's parents or other persons responsible for the child's care, the child's age, the nature and extent of the child's injury (including any evidence of previous injuries) and any other information that the maker of the report believes might be helpful in establishing the cause of the injuries and the identity of the persons responsible for the injuries.

(b) Any other person who has reason to suspect that a child has been injured as a result of physical, mental or emotional abuse or neglect or sexual abuse may report the matter as provided in subsection (c).

(c) Reports made pursuant to this section shall be made to the state department of social and rehabilitation services. When the department is not open for business, the reports shall be made to the appropriate law enforcement agency. *On the next day that the state department of social and rehabilitation services is open for business, the law enforcement agency shall report to the department any report received and any investigation initiated pursuant to subsection (a) of K.S.A. 1982 Supp. 38-1522 and amendments thereto. The reports may be made orally or, on request of the department, in writing.*

(d) Any person required by this section to report an injury to a child and who has reasonable cause to suspect that a child died from injuries resulting from physical, mental or emotional abuse or neglect or sexual abuse shall notify the coroner or appropriate law enforcement agency of that suspicion.

(e) *Reports of child abuse or neglect by persons employed by or of children of persons employed by the state department of social and rehabilitation services shall be made to the appropriate law enforcement agency.*

(f) Willful and knowing failure to make a report required by this section is a class B misdemeanor.

Sec. 20. K.S.A. 1982 Supp. 38-1523 is hereby amended to read as follows: 38-1523. ~~(a) When a report to a law enforcement agency pursuant to K.S.A. 1982 Supp. 38-1522 indicates that a child has been or is being subjected to physical injury or sexual abuse, the law enforcement agency shall promptly initiate an investigation. On the next day that the department of social and rehabilitation services is open for business, the law enforcement~~

agency shall report to the department of social and rehabilitation services any report received and any investigation initiated. The reports may be made orally or, on request by the department, in writing on forms provided by the department.

(b) When it is apparent from a report made to the department of social and rehabilitation services pursuant to K.S.A. 1982 Supp. 38-1522 that a crime has been committed, the department shall promptly report the incident to the appropriate law enforcement agency.

(c) Investigations of reports which indicate that the alleged perpetrator of child abuse or neglect is a person other than the child's parent, stepparent, legal guardian or other custodian shall be conducted by the appropriate law enforcement agency. If the original report or the investigation by the law enforcement agency indicates that the child's parent, stepparent, legal guardian or other custodian is aware of the abuse or neglect or is not protecting the child from the abuse or neglect, the department of social and rehabilitation services shall also promptly investigate. Investigations involving a facility licensed by the secretary of health and environment shall be also reported to the department of health and environment.

(d) Reports concerning physical, mental or emotional abuse or neglect or sexual abuse either by persons employed by or of children of persons employed by the department of social and rehabilitation services shall be investigated by the appropriate law enforcement agency and not by the department of social and rehabilitation services.

(e) Nothing in this act shall be construed to prohibit or excuse a law enforcement agency from investigating crimes committed against a child by any person, notwithstanding the fact that the child may also be the subject of an investigation of child abuse or neglect.

(a) Investigation for child abuse or neglect. The state department of social and rehabilitation services shall have the primary duty to receive and investigate reports of child abuse or neglect for the purpose of determining whether the report is valid and whether action is required to protect the child from further abuse or neglect. If the department determines that no action is necessary to protect the child but that a criminal prosecution should be considered, the department shall make a report of the case to the appropriate law enforcement agency.

(b) Joint investigations. When a report of child abuse or neglect indicates (1) that there is serious physical injury to or serious deterioration or sexual abuse of the child and (2) that action may be required to protect the child, the investigation

shall be conducted as a joint effort between the department of social and rehabilitation services and the appropriate law enforcement agency or agencies, with a free exchange of information between them. If a statement of a suspect is obtained by the law enforcement agency, a copy of the statement shall be provided to the department of social and rehabilitation services on request.

(c) Investigation of certain cases. Suspected child abuse or neglect by persons employed by or of children of persons employed by the state department of social and rehabilitation services shall be investigated by the appropriate law enforcement agency under the direction of the appropriate county or district attorney, and not by the state department of social and rehabilitation services.

(d) Coordination of investigations by county or district attorney. If a dispute develops between agencies investigating a reported case of child abuse or neglect, the appropriate county or district attorney shall take charge of, direct and coordinate the investigation.

(e) Investigations concerning certain facilities. Any investigation involving a facility subject to licensing or regulation by the secretary of health and environment shall be promptly reported to the state secretary of health and environment.

(f) Cooperation between agencies. Law enforcement agencies and the department of social and rehabilitation services shall assist each other in taking action which is necessary to protect the child regardless of which party conducted the initial investigation.

(g) Cooperation between school personnel and investigative agencies. Elementary and secondary schools, the state department of social and rehabilitation services and law enforcement agencies shall cooperate with each other in the investigation of reports of suspected child abuse or neglect. Administrators of elementary and secondary schools shall provide to employees of the state department of social and rehabilitation services and law enforcement agencies access to a child in a setting on school premises determined by school personnel for the purpose of the investigation of a report of suspected child abuse or neglect.

Sec. 21. K.S.A. 1982 Supp. 38-1524 is hereby amended to read as follows: 38-1524. (a) When a report to a law enforcement agency indicates that a child may be in imminent danger, the law enforcement agency shall promptly initiate an investigation. If the law enforcement officer reasonably believes the child is in imminent danger, the officer shall remove the child

from the location where the child is found as authorized by K.S.A. 1982 Supp. 38-1527 and amendments thereto.

(b) Whenever any person furnishes information to the state department of social and rehabilitation services that a child appears to be a child in need of care, the department shall make a preliminary inquiry to determine whether the interests of the child require further action be taken. Whenever practicable, the inquiry shall include a preliminary investigation of the circumstances which were the subject of the information, including the home and environmental situation and the previous history of the child. If reasonable grounds to believe abuse or neglect exist, immediate steps shall be taken to protect the health and welfare of the abused or neglected child as well as that of any other child under the same care who may be in danger of abuse or neglect. After the inquiry, if the department determines it is not possible to provide otherwise those services necessary to protect the interests of the child, the department shall recommend to the county or district attorney that a petition be filed.

Sec. 22. K.S.A. 1982 Supp. 38-1526 is hereby amended to read as follows: 38-1526. Anyone participating without malice in the making of an oral or written report to a law enforcement agency or the department of social and rehabilitation services relating to injury inflicted upon a child under 18 years of age as a result of physical, mental or emotional abuse or neglect or sexual abuse or in any follow-up activity to or investigation of the report, shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed. Any such participant shall have the same immunity with respect to participation in any judicial proceedings resulting from the report.

Sec. 23. K.S.A. 1982 Supp. 38-1528 is hereby amended to read as follows: 38-1528. (a) When any law enforcement officer takes into custody a child under the age of 18 years, without a court order, the child shall forthwith be delivered to a facility or person designated by the secretary or to a court designated shelter facility, court services officer or other person. If, after delivery of the child to a shelter facility, the person in charge of the shelter facility at that time and the law enforcement officer determine that the child will not remain in the shelter facility, the law enforcement officer shall deliver the child to a juvenile detention facility, designated by the court, where the child shall be detained for not more than 24 hours. It shall be the duty of the law enforcement officer to furnish to the county or district attorney, without unnecessary delay, all the information in the possession of the officer pertaining to the child, the child's

parents or other persons interested in or likely to be interested in the child and all other facts and circumstances which caused the child to be taken into custody.

(b) Whenever a child under the age of 18 years is taken into custody by a law enforcement officer without a court order and thereafter placed in the custody of a court designated shelter facility, court services officer or other person as authorized by this code, the facility or person shall have physical custody and provide care and supervision for the child upon written application of the law enforcement officer. The application shall state:

(1) The name and address of the child, if known;
 (2) the names and addresses of the child's parents or nearest relatives and persons with whom the child has been residing, if known; and

(3) the officer's belief that the child is a child in need of care and that there are reasonable grounds to believe that the circumstances or condition of the child is such that, unless the child is placed in the immediate custody of the shelter facility or other person, an imminent danger to the child would exist.

(c) A copy of the application shall be furnished by the facility or person receiving the child to the county or district attorney without unnecessary delay.

(d) The shelter facility or other person designated by the court who has custody of the child pursuant to this section shall discharge the child not later than 48 hours following admission, excluding Saturdays, Sundays and legal holidays, unless a court has entered an order pertaining to temporary custody or release.

(e) In absence of a court order to the contrary, the county or district attorney or the placing law enforcement agency shall have the authority to direct release of the child prior to the time set out in subsection (d).

Sec. 24. K.S.A. 1982 Supp. 38-1533 is hereby amended to read as follows: 38-1533. (a) *Persons upon whom served.* The summons and a copy of the petition shall be served on the child alleged to be a child in need of care by serving the guardian *ad litem* appointed for the child, the parent or parents or parent having legal custody, the person with whom the child is residing and any other person designated by the county or district attorney.

(b) *Form of summons.* The summons shall be issued by the clerk, dated the day it is issued, contain the name of the court and the caption of the case and be in substantially the following form:

notated shall be provided for at no cost to the child or the lawful custodian of the child. The costs of any hearing provided for by a board shall be paid by the school district.

(c) The state board or any reviewing officer conducting a review under subsection (b) of K.S.A. 72-974, and amendments thereto, may hold a hearing to receive additional evidence. Every such hearing shall be conducted in accordance with requirements of subsection (a) of K.S.A. 72-973, and amendments thereto.

(f) No action described in subsection (a) of K.S.A. 72-972, and amendments thereto, shall be taken during the pendency of any proceedings conducted pursuant to the provisions of K.S.A. 72-972 to 72-975, inclusive, and amendments thereto, except that the proposed action may be taken before all such proceedings have been completed if the lawful custodian of the involved child gives written consent thereto.

History: L. 1974, ch. 290, § 16; L. 1974, ch. 291, § 2; L. 1977, ch. 241, § 4; L. 1978, ch. 286, § 4; L. 1980, ch. 216, § 5; July 1.

Law Review and Bar Journal References:

Section mentioned in "The Law and Handicapped Persons: Achieving Equality Through New Rights," Karl Menninger II and William J. Dittmeier, 47 J.B.A.K. 181, 183, 184 (1978).

72-976. Exceptions to mandatory special education services; conditions; admission to state institutions. A school district shall not be required to keep an exceptional child in regular school programs or to provide such exceptional child with special education services for exceptional children when it is determined pursuant to the provisions of K.S.A. 72-972 to 72-975, inclusive, and amendments thereto, that the education of such child cannot be satisfactorily achieved thereby and that such child requires housing, maintenance and special education services provided at a state institution. Nothing in this section shall be construed to authorize the state board or any board to function as an admitting agency to the state institutions or to limit or supersede or in any manner affect the requirements of each board to comply with the provisions of K.S.A. 72-933 and 72-966, and amendments thereto, to provide special education services for each exceptional child in the school district unless and until such child meets the

criteria for admission to a state institution and is so admitted by the state institution. Each state institution shall publish annually the criteria for admission to such state institution and shall furnish such criteria to each board upon request therefor.

History: L. 1974, ch. 290, § 17; L. 1975, ch. 365, § 3; L. 1977, ch. 240, § 3; July 1.

72-977. Enrollment of exceptional children by parent or guardian; compulsory attendance; nonapplicability to gifted children. (a) Except as otherwise provided in this section, when a school district or a state institution provides special education services for exceptional children as required by this act, and a determination has been made as provided in K.S.A. 72-972 to 72-975, inclusive, and amendments thereto, that a child is an exceptional child and special education services are necessary for such child, it shall be the duty of the lawful custodian of such exceptional child to require such child to enroll for and attend the special education services which are indicated by such determination.

(b) The provisions of subsection (a) do not apply to gifted children or to lawful custodians of gifted children.

History: L. 1974, ch. 290, § 18; L. 1980, ch. 216, § 6; July 1.

72-978. Reimbursement to school districts; transportation and other expenses; apportionment according to number of special teachers. In each school year, in accordance with appropriations for special education services provided under this act, each school district which has provided special education services in compliance with the requirements of the state plan and the provisions of this act, shall be entitled to receive: (a) Reimbursement for actual travel allowances paid to special teachers at not to exceed the rate specified in K.S.A. 1976 Supp. 75-3203 for each mile actually traveled during the school year in connection with teaching duties in providing special education services for exceptional children. Such reimbursement shall be computed by the state board by ascertaining the actual travel allowances paid to special teachers by the school district for the school year and shall be in an amount equal to eighty percent (80%) of such actual travel allowances; (b) reimbursement in an amount equal to eighty percent (80%) of the actual travel

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lies of children living in the district. Boards of education may use any other reasonable method of ascertaining such information.

History: L. 1951, ch. 395, § 73; L. 1957, ch. 394, § 1; L. 1961, ch. 337, § 1; L. 1965, ch. 410, § 13; L. 1969, ch. 310, § 10; July 1.

Revisor's Note:

Section transferred from 72-4807.

Research and Practice Aids:

Schools and School Districts—55.
C.J.S. Schools and School Districts § 119 et seq.

72-1111. Compulsory school attendance; exemptions. (a) Every parent, guardian or other person in the state of Kansas, having control over or charge of any child who has reached the age of seven years and is under the age of sixteen years, shall require such child to attend continuously each school year (1) a public school for the duration of the school term provided for in K.S.A. 72-1106, or (2) a private, denominational or parochial school taught by a competent instructor for a period of time which is substantially equivalent to the period of time public school is maintained in the school district in which the private, denominational or parochial school is located.

(b) Any child who is determined to be an exceptional child under the provisions of article 9 of chapter 72 of Kansas Statutes Annotated is exempt from the provisions of this section but is subject to the compulsory attendance provisions of such article 9.

(c) A child attending public school in this state shall not be required to participate in any activity which is contrary to the religious teachings of such child, if a written statement signed by one of the parents or the guardian of such child is filed with the proper authorities of the school attended, requesting that the child not be required to participate in such activities and stating the reason for such request.

(d) When a recognized church or religious denomination that objects to a regular public high school education provides, offers and teaches, either individually or in cooperation with another recognized church or religious denomination, a regularly supervised program of instruction which is approved by the state board of education for children of compulsory school attendance age who have successfully completed the eighth grade, participation in such a program of instruction by children who have

successfully completed the eighth grade and whose parents or guardians are members of the sponsoring church or religious denomination shall be regarded as acceptable school attendance within the meaning of this act. Approval of such programs shall be granted by the state board, for two year periods, upon application from recognized churches and religious denominations, under the following conditions: (1) Each participating child shall be engaged, during each day on which attendance is legally required in the public schools in the school district in which the child resides, in at least five hours of learning activities appropriate to the adult occupation that the child is likely to assume in later years;

(2) acceptable learning activities, for the purposes of this subsection, shall include, parent (or guardian)-supervised projects in agriculture and home-making, work-study programs in cooperation with local business and industry, and correspondence courses from schools accredited by the national home study council, recognized by the United States office of education as the competent accrediting agency for private home study schools;

(3) at least fifteen hours per week of classroom work shall be provided, at which time students shall be required to file written reports of the learning activities they have pursued since the time of the last class meeting, indicating the length of time spent on each one, and the teacher shall examine and evaluate such reports, approve plans for further learning activities, and provide necessary assignments and instruction;

(4) regular attendance reports shall be filed as required by law, and students shall be reported as absent for each school day on which they have not completed the prescribed minimum of five hours of learning activities;

(5) the teacher shall keep complete records concerning instruction provided, assignments made, and work pursued by the students, and these records shall be filed on the first day of each month with the state board of education, and the board of education of the school district in which such child resides;

(6) the teacher shall be capable of performing competently the functions entrusted to the teacher;

(7) in applying for approval under this

such other state, had entered and was in attendance in kindergarten in such state shall be eligible to attend kindergarten in this state, regardless of age.

History: L. 1919, ch. 258, § 1; R.S. 1923, 72-1107; L. 1943, ch. 248, § 39; L. 1965, ch. 405, § 1; L. 1981, ch. 278, § 1; L. 1982, ch. 294, § 1; July 1.

72-1113. Compulsory school attendance; reporting noncompliance; determination of excused absence. (a) Each board of education shall designate one or more employees who shall report to the secretary of social and rehabilitation services, or a designee of the secretary, all cases of children who are not attending school as required by K.S.A. 72-1111 and amendments thereto. The designation shall be made no later than September 1 of each school year and shall be certified to the secretary of social and rehabilitation services, or a designee of the secretary, no later than 10 days thereafter by the clerk of the board of education.

(b) Whenever a child is required by law to attend school and such child is not enrolled in a public or nonpublic school, such child shall be considered to be not attending school as required by K.S.A. 72-1111 and amendments thereto and a report thereof shall be made by the designee of the board of education of the public school district under subsection (a).

(c) Whenever a child is required by law to attend school and such child is inexcusably absent therefrom on either three consecutive days or five or more days in any semester, such child shall be considered to be not attending school as required by K.S.A. 72-1111 and amendments thereto. A child is inexcusably absent from school if the child is absent therefrom all or a significant part of a day without a valid excuse acceptable to the school employee designated by the board of education to have responsibility for the school attendance of such child.

(d) Each board of education shall adopt rules for determination of valid excuse for absence from school and for determination of what shall constitute a "significant part of a day" for the purpose of this section.

(e) Each board of education shall designate one or more employees, who shall each be responsible for determining the acceptability and validity of offered excuses for

absence of specified children, such that such a designee is responsible for making such determination for each child enrolled in school.

(f) As used in this section, "board of education" means the board of education of a school district or the governing authority of a nonpublic school. The provisions of this act shall apply to both public and nonpublic schools.

History: L. 1969, ch. 316, § 2; L. 1972, ch. 254, § 1; L. 1973, ch. 279, § 1; L. 1976, ch. 145, § 231; L. 1982, ch. 182, § 141; Jan. 1, 1983.

Article 12.—HEARING TESTING

Cross References to Related Sections:

Special education, see ch. 72, art. 9. Health programs, see ch. 72, art. 52. Auxiliary school services, see 72-5392. State school for the deaf, see ch. 76, art. 10.

72-1204. Hearing testing programs; definitions. As used in this act and the act of which this section is amendatory: (a) "Board of education" means the board of education of any school district or the governing authority of any accredited nonpublic school.

(b) "Accredited nonpublic school" means all nonpublic elementary and secondary schools accredited by the state board of education.

(c) "School district" means any school district organized under the laws of this state.

(d) "Basic hearing screening" means a hearing testing program conducted with a calibrated audiometer.

History: L. 1969, ch. 361, § 1; L. 1981, ch. 279, § 1; July 1.

72-1205. Free tests required; when and by whom tests performed; reports to parents. (a) Every pupil enrolled in a school district or an accredited nonpublic school shall be provided basic hearing screening without charge during the first year of admission and not less than once every three years thereafter.

(b) Every pupil enrolled in a school district shall be provided basic hearing screening by the board of education of the school district in which the pupil resides and is enrolled.

(c) Every pupil in an accredited nonpublic school shall be provided basic hearing screening either (1) by the board of education of the accredited nonpublic school in

APPENDIX C

Procedures Regarding Investigations
of Child Abuse/Neglect

2460 Interviewing a Child in a School Environment: A child's school provides a safe and neutral setting in which the child feels safe during an interview, and there is present a worker, counselor, school nurse, or other staff person in the school with whom the child feels protected and comfortable.

2461 An interview in a school setting is necessary when the report alleges that a child:

1. Has been injured by a parent or caretaker.
2. Is fearful that such an injury or further abuse might occur imminently.
3. Has been sexually abused or exploited.
4. Is the victim of serious neglect, the effects of which could be readily observed.

2462 A child suspected of being abused/neglected may be interviewed at school. K.S.A. 1982 Supp. 38-1523(g) as amended states:

"(g) Cooperation between school personnel and investigative agencies. Elementary and secondary schools, the state department of social and rehabilitation services and law enforcement agencies shall cooperate with each other in the investigation of reports of suspected child abuse or neglect. Administrators of elementary and secondary schools shall provide to employees of the state department of social and rehabilitation services and law enforcement agencies access to a child in a setting on school premises determined by school personnel for the purpose of the investigation of a report of suspected child abuse or neglect."

1. When a school refuses an interview with a child and such an interview is deemed necessary to ensure the safety or welfare of the child, the worker shall inform the district/county attorney of the situation.

2463 Each area office shall endeavor to establish written policies and procedures with each local school district regarding the interviewing of a child at school by a social services worker. Procedures for a school interview should include but are not limited to:

1. The name of the designated school administrator/designee a worker shall contact when requesting an interview.
2. The proper identification of the worker.
3. The method of scheduling the interview.
4. The designation of an appropriate school person to be present at the interview.
5. Notice when possible that law enforcement personnel will participate in the interview.
6. The appropriate school person will be advised of any immediate or planned action to assure the child's safety/welfare.
7. The need to ensure the privacy and confidentiality of the child and the family.
8. The procedures the worker will follow to see the parent/caretaker.
9. The procedures for a follow-up report to the school concerning action that may impact upon the school setting.

2464 The worker shall present the school administrator/designee a CY-2882, Suspected Child Abuse/Neglect Interview Request, when it is necessary to interview a child in a school setting.

2465 A joint interview with law enforcement personnel shall be conducted when there is serious physical injury to or serious deterioration or sexual abuse of the child, or when the report indicates a crime may have been committed.

Note: Refer to CINCM 2422.3 for procedures when law enforcement personnel is not available to conduct a joint investigation.

2470 Sexual Abuse Investigations

1. A joint investigation with appropriate law enforcement personnel shall be made according to local procedures of all reports of alleged sexual abuse. (Refer to CINCM 2422.3 for procedures when law enforcement personnel is not available.)
2. Either the worker or the law enforcement person, if at all possible and appropriate, should be of the same sex as the involved child.
3. If possible, the law enforcement person should tape the interview with the child so that the child will not be subjected to repeated interrogations.
4. The child allegedly sexually abused shall be interviewed apart from the alleged perpetrator in a protected, neutral setting, i.e., school, office. (Refer to CINCM 2460 regarding school interviews.)
5. When a child is alleged to have been sexually abused, no consent is required to medically examine the child to determine whether there has been sexual abuse. (K.S.A. 38-1513 as amended.)
 - a. The child may be taken for a medical examination by a consenting parent, caretaker, or custodian; or
 - b. Without parental consent, the worker shall, according to local procedures, request an appropriate law enforcement person to take the child for the medical examination. (Refer to CINCM 2550 regarding Emergency Medical Payment.)
6. The involved child shall be told, when age appropriate, of any action which is to be taken to protect the child and of any possible court action.



CY-2882
6-83

STATE OF KANSAS

JOHN CARLIN, GOVERNOR

STATE DEPARTMENT OF SOCIAL AND REHABILITATION SERVICES

YOUTH SERVICES

ROBERT C. HARDER, SECRETARY

2700 WEST 6TH STREET
TOPEKA, KANSAS 66606
(913) 296-3284
KANS-A-N 561-3284

_____ SRS Office

SUSPECTED CHILD ABUSE/NEGLECT INTERVIEW REQUEST

The Kansas Code for Care of Children K.S.A. 1982 Supp. 38-1523(g) as amended provides the Department of Social and Rehabilitation Services "Access to a child in a setting on school premises determined by school personnel for the purpose of the investigation of a report of suspected child abuse or neglect."

As a part of our investigation of a report concerning the child named below, we need to interview the child at school and separate from the child's home, parents or caretaker. We appreciate your assistance.

Name of Student: _____

U.S.D. No.: _____ School _____

SRS requests assistance in conducting an interview with this student.

This request is for the specific date(s) of _____;

Time: _____.

Please call the social worker named below, telephone number _____ if this date and time are not convenient.

SRS Social Worker

Youth Services Supervisor

DISTRIBUTION: WHITE, SCHOOL; YELLOW, LOCAL OFFICE

CY-2882 SUSPECTED CHILD ABUSE/NEGLECT INTERVIEW REQUEST

INSTRUCTIONS

1. SRS Office: Name of local office.
2. Name of Student: Self-explanatory.
3. U.S.D. No.: Self-explanatory.
4. School: Name of school child attends.
5. Date(s)/Time for interview: Self-explanatory.
6. Worker's telephone number: Self-explanatory.
7. Name of Social Worker: Self-explanatory.
8. Name of Youth Services Supervisor: Self-explanatory.

APPENDIX D

Reporting of Unexcused School Absences

REPORT OF UNEXCUSED SCHOOL ABSENCES
(As Defined in K.S.A. 72-1111 and 72-1113)

CY 28/1
1-83

1. USD No.: _____ 2. School: _____ 3. Telephone: _____
4. Contact Person: _____ 5. Title: _____

6. Student: _____ 7. Number of Previous Reports: _____
 Last First Middle

8. DOB: _____ 9. Sex: _____ 10. Race: _____ 11. Grade: _____

12. Parent/Custodian: _____

13. Address: _____ 14. Home Phone: _____

15. Work Address: _____ 16. Work Phone: _____

17. Comments Concerning Home Situation:

18. Dates Absent: _____ 19. Semester: 1st ___ 2nd ___

20. Planned Future Action/Comments:

21. _____ 22. Date: _____
 Signature of Designated Reporter

23. Student: _____ 24. DOB: _____

25. Grade: _____ 26. School: _____

The items checked below have been initiated by this school in an effort to correct this student's attendance problem:

27. _____ The student has been made aware of his/her attendance record and has been encouraged to attend school regularly.

28. _____ The student's parents or guardian have been notified that the child has an attendance problem. Date(s): _____

29. _____ The student has been referred to his/her counselor _____ times this semester regarding regular school attendance.

30. _____ conference(s) have been held with the student's parents or guardian regarding the student's attendance record. Date(s): _____

31. _____ The student's class schedule has been reviewed.

32. _____ A staff review has been held for this student. Date: _____

33. _____ The student's case has been referred to the school social worker.

34. _____ The student has been referred to the school psychologist.

35. _____ Someone from school has visited the home of the student.

36. _____ The student and/or his/her family has/have been referred to a community agency or organization for assistance in regular school attendance.

37. Date: _____ 38. _____
Principal or Designee

39. Additional Information:

Instructions for CY-2871 Report of Unexcused School Absences to be completed by school personnel.

Attention School Reporter: Please complete as many sections as you can.

1. School: Name of school that student attends.
 2. U.S.D. No.: Self-explanatory.
 3. Telephone: School telephone number.
 4. Contact Person: Name of person SRS should contact regarding this student.
(This person may or may not be the designated reporter.)
 5. Title: Self-explanatory.
 6. Student: Self-explanatory.
 7. Number of Previous Reports: Refers to reports to SRS on this student during current semester.
 8. DOB: Self-explanatory.
 9. Sex: Self-explanatory.
 10. Race: Self-explanatory.
 11. Grade: Self-explanatory.
 12. Parent/Custodian: Name of person(s) responsible for child attending school.
 13. Address: Self-explanatory.
 14. Home Phone: Self-explanatory.
 15. Work Address: Self-explanatory.
 16. Work Phone: Self-explanatory.
 17. Comments Concerning Home Situation: Briefly describe in general terms any circumstances in the home which relate to student's attendance problems, i.e. unemployment, illness, divorce, death in the family, etc.
 18. Dates Absent: Give dates of student's unexcused absences being reported on this report.
 19. Semester: Self-explanatory.
 20. Planned Future Action/Comments: Use this space to inform local SRS staff of any action steps being taken with the student/family to correct the attendance problem which may or may not require SRS participation.
-

21. Signature of Designated Reporter: Self-explanatory.
22. Date: Self-explanatory.
23. Student: Self-explanatory.
24. DOB: Self-explanatory.
25. Grade: Self-explanatory.
26. School: Self-explanatory.
27. Items No. 27 through No. 36: Check each item relevant to action taken by your school concerning this student/family. Some items may be inapplicable to your school and may be marked n/a. This information will be helpful to SRS staff in working with the family.
37. Date: Self-explanatory.
38. Principal or Designee: Self-explanatory.
39. Additional Information: Use this space to describe in detail any of the items checked above or to provide any other information which may be helpful in correcting this student's attendance problem.

NOTE TO SCHOOL PERSONNEL:

This is a trial form designed for your use during the Spring (2nd) semester of the 1982-83 school year. Please communicate comments or suggestions to your local SRS office as to any changes/additions you would like made in the form so that a revision can be made for the 1983-84 school year. Thank you for your efforts in this cooperative new venture in bringing service to children with school attendance problems.



CY-28,
1-83

STATE OF KANSAS

JOHN CARLIN, GOVERNOR

STATE DEPARTMENT OF SOCIAL AND REHABILITATION SERVICES

YOUTH SERVICES

ROBERT C. HARDER, SECRETARY

2700 WEST 6TH STREET
TOPEKA, KANSAS 66606
(913) 296-3284
KANS-A-N 561-3284

Re: _____
(Child's Name)

Dear

Our agency has received a report from your child's school that your child is not attending school as required by the Kansas School Attendance Law. State law requires that all schools report those children who are not attending school to the Department of Social and Rehabilitation Services.

Under the Kansas Code for Care of Children, effective January 1, 1983, the court can rule that your child is a child in need of care because of failure to attend school for the required number of days.

We strongly urge you to cooperate with the school to solve your child's attendance problems. Failure to do so can result in Youth Services and/or Juvenile Court Action.

If you have not already called or visited your child's school, we advise you to do so as soon as possible.

Sincerely,

Area Manager

Report on Truancy

The total number of unexcused absences reported to SRS from January to June 1983, was 1,757, and was lower than expected. It had been estimated that only 10% of cases would be opened on reports received, but 22% were opened after the Area Offices determined that the family/child were in need of services.

The total number of unexcused absences reported from July 19, 1983 through December 31, 1983, was 1,477. Of that number, 406 cases were opened which is 27%. This is five percent increase over the spring semester of last year. (See actual reports attached)

The most significant occurrence last year was the increase in child abuse/neglect reports due to the reporting of unexcused school absences. When checking on absence reports, staff found much abuse/neglect in the homes, and these were reported. One thing noticed is that in CINC petitions, one factor is that the child has not been attending school--parents have not been requiring attendance. Lack of school attendance is only one sign of family disfunction. The educators involved felt this was a very positive aspect to the reporting.

SRS staff have been pleasantly surprised at the neutrality of the reports from the schools regarding SRS procedures. Of course, some wanted to go back to the old procedures. But, considering there are over 300 independent school districts, the complaints were insignificant.

One change was made on the unexcused absence reporting form, at the request of the schools. This was in the comments section regarding the home situation. Administrators were uncomfortable with the section because a copy of the form goes to the parents. This section is to be deleted.

Robert C. Harder, Secretary
Office of the Secretary
Social and Rehabilitation Services
296-3271
January 24, 1984

SRS SUMMARY REPORT
REPORTING OF UNEXCUSED SCHOOL ABSENCES
JANUARY THRU JUNE 1983

1. A number of school districts are not using the SRS form CY-2871, Report of Unexcused School Absences (copy attached), to submit their reports to SRS. In order for SRS to carry out the legislative mandate, the use of this form is necessary and cannot be an option.
2. Field 17 of the CY-2871 was seen as inappropriate for commenting about the student's family because the family receives a copy of the form. The next printing of the form will caption that field as "Comments." This field would then be an appropriate space to describe the attendance requirements of special education students as set forth in an Individual Education Plan as well as any other type of comment the reporter might wish to make.
3. The effectiveness of the reporting procedures was questioned by some school districts. The reporting procedures were not always effective when reports were made to the courts, and it will take concerted effort by SRS and the schools to make the system effective.
4. SRS staff indicate that a number of schools delay making a first report until the student has been suspended or expelled. In some instances, SRS staff and school officials could not negotiate a plan for the suspended/expelled student to return to school even though the student was ready to return to school.
5. SRS staff reported a higher percentage of cases opened after receiving a first report than had been anticipated. Reasons given for the increase were:
 - a. The school had not reported the initial unexcused absences of the students but submitted a cumulative report of the absences, and the situation had deteriorated.
 - b. The school had done intensive work with the student/family previously and the first report would, then, recommend the filing of a petition.
6. A number of school districts and SRS staff felt the former reporting procedures to the Juvenile Court were the better system.
7. A number of school districts made reports too near the end of the school year for SRS to be effective in working with the student/family/school.
8. Local SRS staff reported mixed results from the initial SRS letter to parents after receiving a first report from the schools. For a number of families, however, the letter initiated sufficient action by the parents to solve the attendance problem.
9. SRS staff indicated that on many occasions when they followed up on a report of unexcused school absences they found abuse or neglect in the home situation. In addition, in many instances the child reported for unexcused school absences also could have been reported as a child in need of care due to other problems in the school or community, i.e., acting out behavior, breaking of other rules or regulations, etc.
10. All SRS staff indicated ongoing discussion with the schools and the courts concerning the reporting procedures, services, and alternatives to any legal action. The general tenor of the reports is that the procedures established since January 1, 1983, will operate more effectively in the coming school year. By and large there is every indication of good coordination between school districts and SRS field offices.

SOURCE: Youth Services
Division of Children in Need
of Care
August 26, 1983

CHILDREN IN NEED OF CARE: Non-Abused/Neglected
 January 1, 1983 through June 30, 1983

MONTH	Child Not Attending School				TOTAL		OTHER: CINC-NAN		TOTAL CINC-NAN	
	First Report		Second Report		No. of Reports	No. Cases Opened	No. of Reports	No. Cases Opened	TOTAL REPORTS	TOTAL CASES OPENED
	No. of Reports	No. Cases Opened	No. of Reports	No. Cases Opened						
January	253	47	23	15	276	62	173	145	449	207
February	271	46	40	22	311	68	165	140	476	208
March	377	45	52	38	429	83	239	157	668	240
April	322	42	88	42	410	84	240	108	650	192
May	260	35	58	43	318	78	228	145	546	223
June	9	9	4	5	13	14	154	112	167	126
GRAND TOTAL	1,492	224	265	165	1,757	389	1,199	807	2,956	1,196
						(22%)		(67%)		(40%)

SOURCE: Child Protection Services, Div. of CINC Youth Services, Smith/Wilson Bldg. 2700 W. 6th, Topeka, Ks. 66606

FY 1984

Children in Need of Care: Non-Abused/Neglected

Children Not Attending School

	<u>First Report</u>		<u>Second Report</u>		<u>Total</u>	
	<u>No. of Reports</u>	<u>No. of Cases Opened</u>	<u>No. of Reports</u>	<u>No. of Cases Opened</u>	<u>No. of Reports</u>	<u>No. of Cases Opened</u>
July	0	11	0	8	0	19
Aug.	18	11	2	2	20	13
Sept.	228	53	19	15	247	68
Oct.	352	55	74	49	426	111*
Nov.	358	52	47	44	405	96
Dec.	<u>310</u>	<u>57</u>	<u>69</u>	<u>30</u>	<u>379</u>	<u>99*</u>
Total	1,266	239	211	148	1,477	406

*Includes openings on reports received too late to process in previous month

Source: Area Office Reports
Child Protection Services
Div. of Children in Need of Care
Youth Services
Smith-Wilson Bldg.
2700 W. 6th Street
Topeka, KS 66606



TOPEKA

SENATE CHAMBER

BILLY Q. MCCRAY

SENATOR, TWENTY-NINTH DISTRICT

SEDGWICK COUNTY

1332 NORTH ASH

WICHITA, KANSAS 67214

COMMITTEE ASSIGNMENTS

CHAIRMAN: SUB-COMMITTEE ON CREDIT UNION

MEMBER: WAYS AND MEANS

EDUCATION

SPECIAL CLAIMS AGAINST THE STATE

COMMERCIAL AND FINANCIAL

INSTITUTIONS

(1982) COMMISSION

January 25, 1984

Ms. Leanna S. Scott
 256 North Millwood
 Wichita, Kansas 67203

Dear Ms. Scott:

I am in receipt of your letter of January 12 of this year concerning my co-sponsoring Senate Bill 498, and must let you know that I am grateful for your communication.

Up until this date I have received only two letters about S.B. 498 and although neither has been favorable, (yours was in opposition and the other was neutral) the lack of active opposition indicates that there may be some merit in this proposal.

You mention that the current law is not enforced; true perhaps, but that does not mean we should not use additional encouragements to keep our youngsters in school until graduation. Presently a student can drop out prior to sixteen years of age (illegally), but there is a law to encourage them to stay in until sixteen. They also have the opportunity to graduate before sixteen years of age, or graduate after sixteen years of age, but there is no law to encourage one to stay in until graduation or eighteen years of age. Both parents and children tend to respond favorably to laws whether they are enforced or not.

Many students attend school until they are seventeen or eighteen in order to graduate, but there are students who experience educational difficulties, personal problems or family problems during their sophomore or junior years and quickly tell their parents that "you cannot make me go to school after I am sixteen years of age because the law says so". Consequently, the youth drops out, but when they change their minds and want to return, after facing the tough real world for six months or a year, there are no societal expectations for that youth to go back and finish his education.

Ms. Leanna S. Scott
January 25, 1984
Page 2

S.B. 498 would first be a bulwark for that parent who wants to instill in their child the importance of getting a high school diploma. It would also point the direction of our government, community leaders, educators and families toward educational expectations. Generally speaking, not only would the parents and the child's extended family expect he or she to graduate from high school, but society would begin to expect and demand this from our youngsters.

I personally believe that there has been too much emphasis placed on the sixteen years of age or graduation. This tends to connote that if you do not graduate at sixteen or seventeen you may be considered slow and not academically bright.

With the emphasis on "upgrading" education (adding more science, mathematics and languages) many students will be pushed out or forced to repeat courses. This will increase the number of so-called "problem students" who will find themselves on the street with no saleable skills. They will attempt to develop "street savvy" and we know where they generally end up. My research has shown me that they either become welfare recipients or start matriculating through our prison system. Either place they cost the state taxpayers a considerable amount of money.

It may be better if all of society would spend a little more time and money at the beginning of this child's entrance into our educational system. (1) The parent during the formative years; (2) Elementary and secondary teachers until the child is eighteen, if necessary; (3) Counselors and administrators during the adolescent years when youngsters are desperately trying to find their place of realism in our complex society; and (4) State and federal legislators as they appropriate and spend money for classroom teachers and school administrators throughout this state.

Let me assure you Leanna that I am not at all sure that S.B. 498 is the answer to some of the complex problems in our educational system, but as this state and others run helter-skelter to fulfill some of the stated objectives of U. S. Commissioner of Education's (Mr. Bell) "A Nation at Risk Report", there will be more students "dropping out", being suspended and being expelled than there

Ms. Leanna S. Scott

January 25, 1984

Page 3

currently is. We need to do some planning as to what we are going to do with this new problem. Our prisons are already overcrowded, and in a high-tech job marketplace, there will be no need for the skills a high school dropout will bring.

As an eighteen year supporter of educational policy changes and proper funding of school finance, I wish you well in 1984 and if I can be of assistance at anytime, please write or call me.

Sincerely,

Billy Q. McCray, Senator
Twenty-ninth District

BQM:mjh

cc: Senator Frank Gaines
Senator Bill Morris
Senator Paul Feleciano
Senator Paul Hess
Mr. Theodore Shackelford

Identifying Minimum Skills



Kansas State Department of Education

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612

An Equal Employment/Educational Opportunity Agency

**Educational Assistance Section
Education Services Division**

Attachment 8

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INTRODUCTION

The Kansas minimum competency tests were designed to provide information about student performance on selected minimum competencies in the areas of reading and mathematics. Studies have shown test results (a) are valuable as indicators of statewide student achievement of selected minimum competencies in the areas of reading and mathematics, and (b) it is possible to equate student and school district performance between 1979/80 and 1982/83 school year tests results.

Kansas criterion-referenced testing (KMCT) has drawn the public's attention to the notion of successful schools in terms of achievement. However, much has been written on the inappropriateness of using only one test to make judgements about quality education in our schools, resulting in confusion in the minds of some about how valuable such tests are for gaining perspectives on educational progress of school students. "Identifying Minimum Skills" is designed to provide test data in a meaningful fashion so that: (a) the public can ascertain how students in various districts are meeting minimum educational objectives at district levels; and (b) parents and teachers can gain a general idea of how well students are doing in specific skill areas of reading and mathematics.

This publication does not rank school districts' students' performances, but organizes the districts' scores by numbers of students tested in 6th grade reading so that the effect of equating percentage scores from large and small classes does not mislead the reviewer.

The analysis of the Kansas Minimum Competency objectives was performed by Dr's. Deborah Cheves and Terry Parks, Shawnee Mission. Both served as subject area committee chairpersons on the minimum competency advisory committee from the inception of the program (1979). The mathematics analysis was first published in the *Bulletin of the Kansas Association of Teachers of Mathematics*, October, 1983.

Because of the working involvement and the curricular speciality backgrounds of Dr's. Cheves and Parks, their observations and recommendations provide invaluable information for effective use of the Kansas Minimum Competency Testing Program results.

Purpose

K.S.A. 1978 supp. 72-9401 et seq. provided the legislature with student test data which were used to determine if competency based education programs were desirable for the State of Kansas. The legislature's review of the data culminated in a bill amendment during the 1981 legislative session establishing a two-year minimum competency assessment program applicable to students enrolled in public and accredited nonpublic schools. The only students exempted from taking the test were those enrolled in special education programs which provide entirely nonacademic and nonvocational activities.

The program's purpose is to ensure all Kansas students similar opportunities for learning, emphasizing experiences that give students at least minimum competencies in skills necessary to function in today's society. The program is designed to provide the public, the State Board of Education, and the legislature with descriptive profiles of student performance relative to minimum competencies in reading and mathematics. The results are also to be used to assist the educational progress of each student through early identification of educational needs.

The Kansas minimum competency tests were criterion-referenced tests, specifically designed to measure whether a student had reached a set level of competency. Each item was keyed to a minimum competency objective; therefore, student performance was measured against a predetermined standard. (In standardized norm-referenced achievement tests, a student's performance level is compared to the performance levels of other students. Norm-referenced tests, then, usually discriminate between students of varying ranges of achievement, whereas, criterion-referenced tests do not.)

The criterion-referenced tests for grades two, four, and six focused on those minimum academic reading and mathematics skills considered to be necessary before a student could reasonably be expected to achieve success at the next grade level. In grades eight and eleven the focus of the tests was on the application of reading and mathematics skills in lifelike situations.

Total score standards of minimal performance were set by the State Board of Education for each reading and mathematics criterion-referenced test. These minimum standards are the number of items to be answered correctly on each test in order for a student to be considered minimally competent on the test.

KANSAS MINIMAL COMPETENCY TEST

Analysis of Student Performance

1983 Reading Performances

Deborah A. Cheves

Terry F. Parks

The results contained in this report reflect Kansas students' performance on the fourth minimum competency examination given in the state. This report is written to describe the reading component of the April, 1983 examination in a manner which, hopefully, teachers and other school officials will find useful.

Overall Summary

Objectives on the tests for all five grade levels represent four major categories often used to define reading. These categories are:

- Vocabulary: knowledge of word meanings
- Word Analysis: knowledge and use of phonics generalizations
- Comprehension: gaining meaning from print
- Study Skills: using reading tools to aid in finding and using information

Before analyzing student performance by grade level, all 95 objectives measured at grades 2, 4, 6, 8 and 11 have been identified by these four categories.

The discussion which follows provides a summary of the students' performance at all five grade levels in vocabulary, word analysis, comprehension, and study skills.

At grades 2, 4 and 6, student performance on word analysis/structural analysis objectives was very good. Fourteen word analysis objectives were included in the three levels. Only four were troublesome to students - troublesome defined as attained by less than 80% of the students. These were: short vowel sound, long vowel sound and initial consonant blends at second grade, and singular or plural nouns at fourth grade.

At the three elementary levels plus 8th grade, vocabulary was measured with items representing seven objectives. Five of the seven objectives were attained by at least ninety percent of the students. Expectations for the other two were attained by at least 80% of the students. Performance on objectives related to vocabulary appears to be excellent.

At all grade levels, study skills were measured either in an academic or life skill context. In fact, study skill objectives numbered 24 across the five grade levels. Nine of twenty-four objectives were attained by 90% of the students. Nine additional objectives were attained by at least 80% of the students. Objectives in six of these categories presented difficulty for students at particular grade levels. These were:

1. use of dictionary guide words (4th, 6th)
2. identify information from table of contents (4th)
3. identify key word to locate a topic in an encyclopedia (6th)
4. identify information from a map (8th)
5. identify information from the telephone book (11th)

At all grade levels, comprehension was measured with a large number (50) of objectives with either life skill or academic contexts. Expectations for twenty-two objectives were met by 90% of the students. Thirteen comprehension objectives (bringing the total to 35) were attained by at least 80% of the students.

Fifteen of the 50 comprehensive objectives across the five grade levels were attained by less than 80% of the students. They were:

1. identify main idea (2nd, 4th, 6th, 8th)
2. identify as fact or opinion (4th)
3. identify an appropriate summary (4th and 6th)
4. identify a logical conclusion (4th and 6th)
5. identify details (4th, 6th)
6. identify sequence (6th)
7. follow directions (8th)
8. identify information from a contract (11th)
9. identify information from an earnings statement (11th)

Analyses of student performance by grade level are presented in the following tables.

Grade 2 Results

Table 1 displays the grade 2 reading objectives, teacher expectation level, percent of students who met teacher expectations, and item numbers on the test which correspond to the objective. Objectives are ranked by the percent of students meeting teacher expectation.

STRAND	OBJECTIVE	OBJ. NO.	1983	1982%	1983%	1983
			TCHR. EXP.	MTG. EXP.	MTG. EXP.	ITEM NOS.
Comprehension	Use of Context Clues	10	2	97.4	97.0	28,29,30
Word Analysis	Initial Consonant Diagraph	5	3	94.9	96.8	16,17,18
Comprehension	Sequence of Events	14	2	91.6	95.6	40,41,42
Study Skills	Alphabetical Order	9	2	92.8	94.1	10,11,12
Vocabulary	Classification of Words	7	2	97.0	93.9	13,14,15
Comprehension	Fact vs. Fantasy	11	2	92.9	91.1	31,32,33
Vocabulary	Synonyms	6	2	91.4	88.0	19,20,21
Comprehension	Identify a Conclusion	12	2	88.5	85.7	34,35,36
Word Analysis	Identify a Compound Word	8	2	85.3	85.5	22,23,24
Word Analysis	Initial Consonant Blend	2	3	74.4	81.2	4,5,6
Comprehension	Identify Details	13	2	87.6	80.4	37,38,39
Word Analysis	Short Vowel Sound	4	2	83.4	77.9	25,26,27
Comprehension	Identify Main Idea	15	2	69.9	76.8	43,44,45
Word Analysis	Final Consonant Sound	1	3	80.0	75.9	1,2,3
Word Analysis	Long Vowel Sound	3	2	75.9	75.1	7,8,9

In summary, seventy-five percent of the students were able to meet teacher expectations on all fifteen reading objectives.

90% or more of the students met teacher expectations on 6 objectives.

80% or more of the students met expectations on an additional 5 objectives.

75% or more of the students met teacher expectations on all objectives.

Most second grade students were able to answer vocabulary items; to use context clues, sequence, and details to gain meaning; to distinguish between fact and fantasy; to identify conclusions; and to demonstrate skill with consonant diagraphs and initial consonant blends. Most could also identify a compound word and could identify the word which would be placed first if a list of words were alphabetized.

Skills which appeared more difficult were related to:

1. short vowel sounds
2. long vowel sounds
3. final consonant sounds
4. main idea of a selection

A total of 35 of 45 different items was required to meet the expectation set forth by teachers. Seventy-eight percent of second grade students attained a score of 35 or better.

Grade 4 Results

Table II presents a summary of fourth grade students' performance on twenty objectives. Objectives are ranked by the percentage of students meeting teacher expectations.

TABLE II. 1982 AND 1983 RESULTS FOR READING - GRADE 4

STRAND	OBJECTIVE	1983		1982%		1983%	
		OBJ. NO.	TCHR. EXP.	MTG. EXP.	MTG. EXP.	ITEM NOS.	ITEM NOS.
Vocabulary	Abbreviations	6	2	91.0	97.0	10,11,12	
Word Analysis	Sound/Silent Vowels	1	2	95.9	95.8	1,2,3	
Structural Analysis	Contractions	7	2	95.7	95.5	13,14,15	
Study Skills	Alphabetical Order	9	2	96.2	93.6	19,20,21	
Vocabulary	Antonyms	5	2	94.4	92.8	7,8,9	
Structural Analysis	Syllabication	2	2	90.2	92.5	4,5,6	
Vocabulary	Meaning of a Prefixed Word	3	2	95.6	92.4	22,23,24	
Comprehension	Use of Context to Determine Word Meanings	4	2	94.2	89.7	25,26,27	
Comprehension	Identify Sequence of Events	19	2	82.5	84.0	31,36,41	
Study Skills	Identify Appropriate Encyclopedia Volume	12	2	85.4	82.9	49,50,51	
Study Skills	Identify Information From Index	14	2	68.3	82.8	58,59,60	
Study Skills	Use Dictionary to Determine Word Meaning	11	2	42.8	81.6	52,53,54	
Comprehension	Identify as Fact or Opinion	15	2	77.2	79.3	16,17,18	
Structural Analysis	Identify Singular and Plural Nouns	8	2	92.6	76.6	46,47,48	
Comprehension	Identify Logical Conclusion	20	2	74.9	76.0	32,37,42	
Comprehension	Identify Main Idea	18	2	79.4	75.2	30,35,40	
Study Skills	Use of Dictionary Guide Words	10	2	63.4	65.3	43,44,45	
Study Skills	Identify Information From Table of Contents	13	2	69.8	59.3	55,56,57	
Comprehension	Identify Details	16	3	85.3	59.1	28,33,38	
Comprehension	Identify an Appropriate Summary	17	2	49.7	49.3	29,34,39	

Fourth-grade students exhibited areas of strength and weakness.

- 90% or more of the students met teacher expectations on 8 objectives.
- 80% or more of the students met teacher expectations on 12 objectives.
- 70% or more of the students met teacher expectations on 16 objectives.
- 60% or more of the students met teacher expectations on 1 additional objective.
- 40% or more of the students met teacher expectations on the final 3 objectives.

More students had difficulty with study skills and comprehension objectives. These objectives involve knowledge of how to read and use tables of contents and dictionary guide words. In addition, many fourth grade students were unable to identify an appropriate summary for a reading selection. The task involved determining the major idea of a selection and important supporting details. Students had difficulty identifying a singular or plural noun which agreed with the verb in a sentence.

Other objectives which should receive increased attention include identifying main ideas, identifying details, identifying conclusions, and distinguishing between fact and opinion.

Sixty-seven percent of the fourth grade students attained a total score of at least 45 which was deemed an acceptable score by teachers.

Grade 6 Results

Table III indicates how well sixth-grade students performed on twenty reading objectives. The results are, again, ordered in terms of student performance as compared to teacher expectations.

TABLE III. 1982 and 1983 RESULTS FOR READING - GRADE 6		1983		1982%		1983%		1983	
STRAND	OBJECTIVE	OBJ. NO.	TCHR. EXP.	MTG. EXP.	MTG. EXP.	ITEM NOS.			
Study Skills	Alphabetical Order	9	2	96.6	98.8	13,14,15			
Structural Analysis	Contractions	6	2	91.0	96.3	10,11,12			
Comprehension	Complete an Analogy	5	2	95.7	93.1	46,47,48			
Comprehension	Identify Extraneous Information	4	2	93.7	90.6	22,28,34			
Study Skills	Identify Information From Table of Contents	13	2	92.3	90.5	55,56,57			
Study Skills	Use of Dictionary To Determine Word Meanings	11	2	80.8	89.3	52,53,54			
Structural Analysis	Identify a Suffix	1	2	84.4	87.7	1,2,3			
Structural Analysis	Identify a Prefix	2	2	84.1	84.8	4,5,6			
Study Skills	Identify Information From Index	14	2	96.7	84.3	19,20,21			
Comprehension	Identify Meaning of Pronouns	15	2	93.8	83.9	58,59,60			
Structural Analysis	Identify Plural Form of a Noun	3	2	67.9	83.7	7,8,9			
Vocabulary	Identify Antonyms	8	2	88.2	82.8	16,17,18			
Comprehension	Use of Context to Determine Word Meanings	7	2	81.6	80.5	49,50,51			
Comprehension	Identify Logical Conclusion	20	2	76.8	75.2	27,33,39			
Study Skills	Identify Key Word to Locate Topic in an Encyclopedia	12	2	92.1	75.1	43,44,45			
Structural Analysis	Use of Dictionary Guide Words	10	2	72.5	74.5	40,41,42			
Comprehension	Identify Sequence of Events	17	2	90.0	72.1	23,29,36			
Comprehension	Identify Details	18	2	91.1	64.5	25,31,37			
Comprehension	Identify Summary	19	2	74.5	55.0	26,32,38			
Comprehension	Identify Implied Main Idea	16	2	78.7	47.2	24,30,35			

Sixth-grade students were generally able to meet teacher expectations on the twenty objectives.

90% or more of the students met teacher expectations on 5 objectives.

80% or more of the students met teacher expectations on 13 objectives.

70% or more of the students met teacher expectations on 17 objectives.

60% or more of the students met teacher expectations on 1 additional objective.

47% or more of the students met teacher expectations on 20 objectives.

The most difficult objective for sixth-grade students required that students identify the implied main idea. In addition, increased attention should be focused on student's ability to identify details, sequence, a conclusion, and a summary. Use of dictionary guide words and use of key words to locate information in an encyclopedia were difficult for 25% of the students.

Seventy-five percent of the students met the total score expectation of 45.

Grade 8 Results

Table IV reviews the percentages of eighth-grade students who met teacher expectations to reading.

TABLE IV. 1982 and 1983 RESULTS FOR READING - GRADE 8

STRAND	OBJECTIVE	1983 OBJ. TCHR. NO.	1982% EXP.	1983% MTG. EXP.	1983 ITEM NOS.	
Comprehension	Identify Meaning of Pronouns	14	2	94.4	98.5	10,11,12
Comprehension	Identify Cause and Effect	5	2	91.4	97.3	37,38,39
Comprehension	Use of Context To Determine Word Meanings	2	2	89.4	96.8	7,8,9
Study Skills	Select Information To Complete Application Form	13	2	75.3	95.9	55,56,57
Comprehension	Identify the Meaning of Common Signs	4	2	99.3	95.7	16,17,18
Study Skills	Identify Information From Telephone Book	11	2	93.2	92.9	43,44,45
Comprehension	Identify Meaning of a Common Warning	3	2	95.9	90.6	13,14,15
Comprehension	Identify as Fact or Opinion	18	2	92.5	90.2	1,2,3
Vocabulary	Identify Meaning of Prefixed Word	1	2	82.2	89.7	4,5,6
Study Skills	Use of Dictionary to Determine Word Meanings	8	2	85.6	88.6	22,23,24
Comprehension	Identify Logical Conclusion	17	2	85.9	88.4	30,33,36
Comprehension	Identify Information from a Printed List	20	2	96.9	86.9	52,53,54
Study Skills	Identify Information from an Index	10	2	94.6	86.4	40,41,42
Comprehension	Identify Sequence of Events	16	2	86.8	86.0	29,32,35
Study Skills	Identify Information from Table of Contents	9	2	97.9	85.6	25,26,27
Study Skills	Identify Author, Title, or Call Number of Book from a Library Catalog Card	6	2	53.0	84.2	19,20,21
Comprehension	Identify Facts in Advertising	12	2	89.8	82.8	49,50,51
Comprehension	Identify Implied Main Idea	15	2	93.8	79.2	28,31,34
Study Skills	Identify Information from a Map	7	2	95.7	76.6	46,47,48
Comprehension	Follow Directions	19	2	94.1	66.6	58,59,60

Eighth-grade students performed well on nearly all of the twenty objectives.

- 90% or more of the students met teacher expectations on 9 objectives.
- 80% or more of the students met teacher expectations on 17 objectives.
- 70% or more of the students met teacher expectations on 19 objectives.
- 65% or more of the students met teacher expectations on 20 objectives.

Eighth-grade students demonstrated difficulty with items measuring the ability to follow directions, identify main idea, and identify information from a map.

Eighty-one and seven tenths percent of the students demonstrated a total score of 43 or greater - the total score which was acceptable to teachers for demonstrating minimal competency.

Grade 11 Results

In Table V is the list of reading objectives for eleventh grade beginning with those attained by the highest percentage of students.

TABLE V. 1982 and 1983 RESULTS FOR READING - GRADE 11

STRAND	OBJECTIVE	1983		1982%		1983%		1983 ITEM NOS.
		OBJ. NO.	TCHR. EXP.	MTG. EXP.	MTG. EXP.	MTG. EXP.		
Comprehension	Identify Meaning of Instructions, Warnings, Medical Terms	2	2	95.8	99.3			4,5,6
Study Skills	Identify Information from Index or Table of Contents	9	2	90.2	96.2			37,38,39
Comprehension	Identify Information from Income Tax Forms	1	2	95.0	95.8			49,50,51
Study Skills	Identify Sources of Information	6	2	97.8	95.8			13,14,15
Comprehension	Identify Information from Memo, Announcement, or Ad	4	2	98.7	95.3			16,17,18
Comprehension	Identify an Author's Intent	14	2	92.8	95.1			43,44,45
Comprehension	Identify Correct Placement of Information on Order Form	13	2	91.8	93.9			31,32,33
Comprehension	Identify Information from Itemized Billing Statement	20	2	93.9	93.5			55,56,57
Comprehension	Identify as Fact or Opinion	11	2	90.3	93.3			10,11,12
Comprehension	Identify Details of Auto and Motorcycle Safety from Driver's Handbook	19	2	75.9	92.4			34,35,36
Study Skills	Identify Information to Complete Job Application Form	10	2	73.3	91.2			46,47,48
Comprehension	Identify Implied Main Idea	3	2	87.5	90.4			7,8,9
Comprehension	Identify Support for Conclusion	16	2	83.9	90.2			25,26,27
Comprehension	Follow Directions	12	2	80.4	88.2			58,59,60
Comprehension	Identify Meaning of Common Signs	5	2	88.4	86.7			1,2,3
Comprehension	Identify Conditions Imposed by a Document Promising Product or Service	18	2	97.1	86.4			40,41,42
Comprehension	Select Product Best Suited for Purpose	17	2	97.1	80.5			52,53,54
Comprehension	Identify Information from a Contract	8	2	96.7	75.6			22,23,24
Comprehension	Identify Information from Earning Statement	15	3	93.5	72.9			28,29,30
Study Skills	Identify Information from Telephone Book	7	3	74.9	62.4			19,20,21

Eleventh-grade students performed well on most objectives.

90% or more of the students met teacher expectations on 13 objectives.

80% or more of the students met teacher expectations on 17 objectives.

70% or more of the students met teacher expectations on 19 objectives.

60% or more of the students met teacher expectations on all 20 objectives.

The most difficult objectives for eleventh-grade students were those which focused on identifying details in materials of a practical nature such as the telephone book, earnings statement, and contract. These

objectives are among those which require students to use reading to accomplish other purposes. It is often assumed that if students can comprehend meaning from material then they can also use this meaning to seek other purposes or fulfill needs. It would be well to consider incorporating a number of activities into programs which allow students to use what they have learned from reading to accomplish practical ends. Eighty-two and six tenths percent of the students attained a score of 46 which was the required number of items correct for the minimum standard.

Recommendations

Recommendations addressing students' needs based on 1982 test results remain virtually unchanged in 1983. Students in second, fourth, sixth, eighth, and eleventh grades in 1983 demonstrated weaknesses in many of the same skills as was indicated the previous year. Although the student population was different and the test items were changed, the 1983 data suggest again that specific corrections in curriculum or instruction are necessary. The following recommendations should provide guidance as changes are considered.

1. Increase the amount of time devoted to explaining and applying the concept of main idea. To help students understand the concept, present pictures and discuss with students what one idea each picture illustrates. Students can title pictures, draw pictures, draw pictures to illustrate main ideas presented in words, and match pictures with stated main ideas. Comic strips offer a transitional activity which enable students to derive main ideas from both pictures and written statements. Finally, as intermediate students apply the concept of main idea, assist them to see the relationship between main idea and topic sentence in each paragraph. Before asking students to identify main idea, work with students in pre-writing activities to write paragraphs about an assigned main idea. After experiences such as these, students are better able to distinguish main idea from supporting details.
2. Recognizing or developing an appropriate summary continues to be difficult for students. Perhaps students would be helped by Webster's definition of summary - "covering the main points succinctly." Once the students have identified the main idea from a picture or reading selection, they need only to add a very few important details.
3. Performance on some study skills objectives continues to be a source of concern. Although more fourth grade students were able to use an index and to use a dictionary to determine word meanings than in 1982, many students (35%) were unable to use guide words in a dictionary or to use a table of contents. To motivate students to use the information presented about these skills, introduce the units with a clear statement of the purpose of each skill, which is to save time in finding information. Demonstrate to students how much more time is required to find a word on a page without the use of guide words, for instance. Once the concepts are established, provide many opportunities for students to practice these skills with dictionaries, encyclopedias, and context texts.
4. Comprehension which underlies both learning from reading and enjoying what is read is the central purpose of reading instruction. Plan for students to read several pieces (stories or content material) per week and discuss these pieces thoroughly. Use questions which address cause-effect, sequence, main idea, and details. Encourage students to learn to ask *important* comprehension questions.

KANSAS MINIMUM COMPETENCY TEST

1983 Mathematics Performance

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Terry E. Parks

The 1983 Kansas Minimum Competency Test represented the final activity set forth in a 1979 legislative mandate. It was preceded by pilot tests in 1979 and 1980 as well as a full scale testing effort in 1982.

In April, 1983, all Kansas students in grades 2, 4, 6, 8, and 11 took minimum competency tests in both reading and mathematics. This report is written in an effort to help educators whose students participated in the test analyze their results. All test results are from reports presented to the Kansas State Board of Education. (1,2)

Overall Summary

Kansas students can compute with whole numbers and decimals. Eleventh graders can use these skills in life skill applications. Also, at levels where they were tested, students were generally able to --

- interpret statistical data (graphs)
- estimate using a scale
- demonstrate knowledge of basic geometric properties

Application of geometric skills to find area and/or perimeter at grades 8 and 11 caused students difficulty. Determining best buy remained a difficult concept at grade 8, though 1983 performance increased over 1982 on this objective at grade 11. In addition to these broad generalizations, there are some overall observations at each grade level which are summarized in the following paragraphs.

2nd Grade

Second grade performance on the 1983 test showed a higher percent meeting teacher expectations than was observed in 1982. In fact, second grade's performance was substantially improved over the already good 1982 results. Teachers at this level deserve plaudits for the performance of their students on this test. Students at this level did learn what the 1982 and 1983 Kansas Minimum Competency Test measured.

4th Grade

In the 1982 analysis of 4th grade results prepared by these authors (3) the summary states that Kansas 4th graders were doing well. The same general statement can again be made. That summary noted that a bit more attention needed to be directed toward rounding numbers, multiplication and division word problems, making change, and line graphs. Reviewing 1983 results shows that 1983 performance was higher in graph interpretation and in making change. However, performance in rounding numbers remained constant while successful solution of word problems declined.

At the fourth grade problem solving needs attention as does numeration.

6th Grade

Relative to the 1982 test, sixth graders showed improvement in measurement and finding unit cost. Problem solving performance improved slightly in multiplication and division while suffering a small decline in subtraction and addition. Examination of all sixth grade data suggests there may have been a slight decline between 1982 and 1983. Again, as in the 1982 report (3), teachers should give attention to problem solving (all operations), area, finding average, and decimal place value. Added to this list from 1983 results must be perimeter and decimal subtraction. These latter two may have declined because of test item variations, but they still should be examined by teachers to determine their students' needs.

8th Grade

The 8th grade performance compared to 1982 was improved on 12 of the 20 objectives. There was an overall positive trend with greatest gains noted in describing equivalent relationships, making change, finding area-perimeter, and decimal-percent equivalence. These positive trends are worthy of note but should not lull teachers into a complacent attitude. There are several topics on which performance was still less than acceptable.

11th Grade

Eleventh graders in 1983 showed strong positive performance compared to their 1982 counterparts. The performance trend was definitely up for 1983 eleventh grade students. Teachers and schools did attend to the need for improved ability to apply mathematics identified during the 1982 testing.

The remaining sections of this report are devoted to ranking 1982 and 1983 data for use by educators in analyzing their own school results. In addition, some recommendations are offered for consideration.

Note that Tables I through V are all very similar in structure. They each contain the following information (from left to right across the tables):

- a. the objective (paraphrased),
- b. the objective number (objective numbers were the same in 1983 as in 1982),
- c. the 1983 teacher expectations for performance on the items for each objective (there were a total of three items per objective and expectations were the same in 1983 as in 1982),
- d. the percent of Kansas students who met expectations in 1983, and
- e. the item numbers corresponding to the objective on the 1983 test.

Grade 2 Results

Table I lists the results from grade 2 students. Examination of these data shows that essentially 79% of Kansas students met the expectations on all objectives. Major gains over 1982 were noted in the areas of subtraction (objective 6, 7 and 15), identifying fractional parts (objective 11), and telling time (objective 8). A slight decline was observed in making change (objective 13). All other performances remained essentially unchanged and quite high. It was especially notable that the performance on subtraction word problems increased to the same level as addition with regrouping.

Second grade results are improved over 1982 and should encourage parents, teachers, and administrators that second grade students are learning what this test measures.

TABLE I. 1982 and 1983 RESULTS FOR READING - GRADE 2

STRAND	OBJECTIVE	1983	1982%	1983%	1983	
		OBJ. TCHR. NO.	EXP.	MTG. EXP.	ITEM NOS.	
Identify Shapes		10	2	98.9	96.5	34,35,36
Read and Interpret Bar Graphs		9	2	94.0	97.8	37,38,39
Addition w/o Regrouping		4	2	97.3	97.6	4,5,6
Counting		1	2	96.4	96.9	16,17,18
Addition Word Problems		14	2	94.5	95.1	25,26,27
Identify Value of Coins		12	2	93.8	94.9	40,41,42
Subtraction w/o Regrouping		7	2	94.3	94.9	13,14,15
Addition Facts		3	3	94.1	91.6	1,2,3
Tell Time		8	2	86.7	91.0	31,32,33
Identify No. Represented by a Group of Objects		2	2	88.5	89.4	19,20,21
Subtraction Facts		6	3	84.9	86.3	10,11,12
Identify Fractional Parts		11	2	72.9	82.1	22,23,24
Make Change		13	2	87.4	81.5	43,44,45
Subtraction Word Problems		15	2	69.9	79.2	28,29,30
Addition with Regrouping		5	2	76.7	78.8	7,8,9

In conclusion, Kansas second graders are generally meeting teacher expectations for minimum competence in mathematics.

- 90% or more of the students at grade 2 met teacher expectations on 9 objectives (up from 8 in 1982)
- 80% or more of the students at grade 2 met teacher expectations on 13 objectives (up from 12 last year)
- 78% or more of the students at grade 2 met teacher expectations on all 15 objectives (the corresponding figure in 1982 was 69%).

Grade 4 Results

Table II contains the fourth grade results. Examination of these data reveal there were ten objectives on which increases in percent meeting expectation occurred (ranging from +0.3 to +8.1) and ten where decline is observed (ranging from -0.1 to -8.9).

TABLE II. 1982 and 1983 RESULTS FOR READING - GRADE 4						
STRAND	OBJECTIVE	1983	1982%	1983%	1983	
		OBJ. NO.	TCHR. EXP.	MTG. EXP.	MTG. EXP.	ITEM NOS.
Multiplication Facts		6	2	97.7	97.6	7,8,9
Congruency		12	2	94.1	96.6	55,56,57
Division Facts		8	2	94.2	94.5	13,14,15
Addition with Regrouping		4	2	94.6	93.4	1,2,3
Identify Word Name for a Number		1	2	83.8	91.9	22,23,24
Multiplication		7	2	92.5	91.3	10,11,12
Read and Interpret Bar Graphs		10	2	88.8	91.2	46,47,48
Identify Place Value		3	2	87.3	90.0	40,41,42
Measurement		17	2	94.3	89.6	52,53,54
Tell Time		9	2	83.7	89.2	58,59,60
Subtraction		5	2	85.6	87.7	4,5,6
Identify Fractional Parts		13	2	84.6	85.9	19,20,21
Addition with Money		14	2	86.4	85.6	25,26,27
Solve Addition/Subtraction Word Problems		18	2	85.8	83.7	31,32,33
Problems		18	2	85.8	83.7	31,32,33
Order Numbers		2	2	91.1	82.2	16,17,18
Make Change		15	2	73.4	75.5	28,29,30
Approximation of Number		16	2	74.8	74.3	43,44,45
Multiplication Word Problems		19	2	73.7	72.7	34,35,36
Interpret Line Graphs		11	2	67.7	72.4	49,50,51
Division Fact Word Problems		20	2	65.6	60.4	37,38,39

Viewing the above data, it can generally be stated that Kansas fourth grade students can:

- compute--performance on objectives 4, 5, 6, 7, 8, and 14 remains high,
- perform numeration related activities--performance on objectives 1 and 3 improved over 1982. However, objective 2 (ordering numbers) showed a drop and should be examined closely.
- tell time--objective 9 performance improved,
- analyze simple statistical data (objective 10),
- solve simple addition/subtraction word problems (objective 18).
- measure (objective 17),
- identify fractional parts (objective 13).

Some 5% - 20% of fourth graders experienced difficulty with the following objectives:

- approximation by rounding (objective 16),
- multiplication and division word problems (objectives 19, 20),
- making change (objective 15),
- interpreting line graphs (objective 11).

In conclusion, the grade four results are about the same as last year. As noted earlier, there was some growth in rounding, making change and graph interpretation. However, these still remain below acceptable levels.

The overall negative relationship between all 1983 word problem items and those in 1982 is a signal that teachers should examine their own students' results and reflect on needs that could appear.

- 90% or more of 4th graders met teacher expectations on 8 objectives (up from 7 in 1982)

- 80% or more of 4th graders met teacher expectations on 15 objectives (same as in 1982)
- 70% or more of 4th graders met teacher expectations on 19 objectives (up from 18 in 1982)
- 60% or more of 4th graders met teacher expectations on all 20 objectives (same as in 1982)

Grade 6 Results

The sixth grade results from the 1983 minimum competency test are shown in Table III. Analysis of these data shows a positive change from 1982 to 1983 on 6 objectives with a negative change on 14 objectives. Positive changes range from +0.6 to +8.5 while negative changes range from -0.4 to -20.4 with medians at +1.5 and -2.0 respectively.

TABLE III. 1982 and 1983 RESULTS FOR MATHEMATICS - GRADE 6

STRAND	OBJECTIVE	1983		1982%		1983
		OBJ. NO.	TCHR. EXP.	MTG. EXP.	MTG. EXP.	ITEM NOS.
Subtraction with Regrouping		3	2	94.0	92.3	7,8,9
Addition Word Problems		17	2	91.9	89.9	34,35,36
Multiplication		4	2	88.9	89.5	16,17,18
Division		5	2	88.1	87.2	13,14,15
Determine Unit Cost		12	2	82.7	86.7	28,29,30
Addition		2	3	87.5	85.5	1,2,3
Addition of Decimals		15	2	83.9	85.2	4,5,6
Multiply Fractions		11	2	85.5	85.1	19,20,21
Interpret Graphic Data (Except Line Graphs)		6	2	89.7	83.6	55,56,57
Approximate Numbers		13	2	81.0	82.6	22,23,24
Subtraction Word Problems		18	2	87.6	82.4	37,38,39
Interpret Line Graphs		7	2	85.2	80.4	58,59,60
Multiplication Word Problems		19	2	74.5	75.1	40,41,42
Division Word Problems		20	2	71.7	72.7	43,44,45
Determine Area		9	2	70.9	70.1	46,47,48
Measure (Nearest MM)		14	2	61.3	69.8	52,53,54
Calculate Perimeter		10	2	85.3	68.3	49,50,51
Subtract Decimals		16	2	88.6	67.2	10,11,12
Identify Place Value of Decimals		1	2	62.6	60.9	25,26,27
Find Average		8	2	58.7	58.3	31,32,33

In summary, Kansas sixth graders can generally:

- perform computation (objectives 2,3,4,5,11, and 15),
- solve addition and subtraction word problems (objectives 17 and 18),
- interpret graphic data (objectives 6 and 7),
- determine unit cost (objective 12),
- approximate numbers (objective).

In conclusion, sixth graders in Kansas demonstrated the following distribution relative to teacher expectations:

- 90% or more of the students met expectations on 1 objective (down from 2 in 1982)
- 80% or more of the students met expectations on 12 objectives (down from 14 in 1982)
- 70% or more of the students met expectations on 15 objectives (down from 17 in 1982)
- 60% or more of the students met expectations on 19 objectives (same as in 1982)
- 58% or more of the students met expectations on all 20 objectives (this was the same percentage as in 1982 for all 20 objectives).

Grade 8 Results

Table IV contains eighth grade results from the 1983 minimum competency examination. Review of these data shows positive gains on 4 of 6 application objectives, 3 of 3 concept objectives, and 5 of 11 computation objectives. Growth changes were most strong in areas which were notably weak in 1982. Though some negative changes occurred in computational objectives, it can be stated that 8th graders are able to compute with whole numbers and showed positive gains in computation with fractions.

TABLE IV. 1982 and 1983 RESULTS FOR MATHEMATICS - GRADE 8

STRAND	OBJECTIVE	1983		1982%		1983 ITEM NOS.
		OBJ. NO.	TCHR. EXP.	MTG. EXP.	MTG. EXP.	
Subtraction		1	2	97.1	97.0	1,2,3
Multiplication		2	2	97.2	96.5	4,5,6
Division		3	2	91.7	88.4	7,8,9
Multiplication of Decimals		17	2	91.6	87.8	22,23,24
Calculate Wages		12	2	86.6	87.3	43,44,45
Calculate Take-Home Pay		10	2	80.8	85.2	46,47,48
Find the Cost of a Set of Items		9	2	88.6	84.0	58,59,60
Percent/Decimal Equivalence		19	2	76.3	83.2	31,32,33
Estimate Using a Scale		15	2	87.1	80.3	55,56,57
Subtraction of Decimals		16	2	77.7	79.5	19,20,21
Subtraction of Fractions		7	2	73.5	79.3	13,14,15
Addition of Fractions		6	2	69.4	76.1	10,11,12
Finding Average		4	2	71.2	76.0	28,29,30
Rounding Decimal Numbers		13	2	78.8	75.5	34,35,36
Division of Fractions		8	2	68.8	74.1	16,17,18
Division of Decimals		18	2	69.0	69.7	25,26,27
Making Change		14	2	52.4	69.6	37,38,39
Describing Relationships in Equivalent Form		20	2	42.4	62.1	50,51,52
Computing Area/Perimeter		5	2	49.1	56.4	49,53,54
Determining Best Buy		11	2	51.4	48.8	40,41,42

The range of percent meeting expectations in 1983 decreased (48.8%-97.0%) compared to 1982 (42.4%-97.2%). The 1983 over 1982 increases noted for 12 objectives ranged from +0.7 (objectives 12 and 18) to +19.7 (objective 20) while the decreases on 8 objectives ranged from -0.1 (objective 1) to -6.8 (objective 15). The decreased range of scores coupled with the number of objectives on which growth occurred and the magnitude of the growth scores suggests 1983 eighth grade performance to have improved over that of 1982.

In summary, eighth graders in Kansas can generally:

- compute with whole numbers (objectives 1, 2, and 3),
- subtract and multiply with decimals (objectives 16 and 17),
- apply skills to calculate wages (objective 12), determine take-home pay (objective 10, find total cost (objective 19),
- determine %-decimal equivalence (objective 19),
- estimate using a scale (objective 15), and
- add and subtract fractions (objectives 6 and 7).

Approximately 15%-20% of the students found more difficulty with objectives related to the following topics:

- rounding and dividing decimals (objectives 13 and 18),
- dividing fractions (objective 8),
- determining best buy (objective 11) and making change (objective 14),

- determining equivalent relationships (objective 20), and
- finding area/perimeter (objective 5).

In conclusion, 8th grade students' performance can be viewed as below:

- 90% or more met expectations on 2 objectives (down from 4 in 1982)
- 80% or more met expectations on 9 objectives (up from 8 in 1982)
- 70% or more met expectations on 15 objectives (up from 13 last year)
- 60% or more met expectations on 18 objectives (there were 16 in this category last year)
- 50% or more met expectations on 19 objectives (up from 18 in 1982)
- 48% or more met expectations on all 20 objectives (only 42% achieved this level in 1982).

Grade 11 Results

The 1983 and 1982 eleventh grade Kansas Minimum Competency test results are shown in Table V. Study of these results show strong positive trends.

TABLE V. 1982 and 1983 RESULTS FOR MATHEMATICS --Grade 11

STRAND	OBJECTIVE	1983		1982%		1983%		1983 ITEM NOS.
		OBJ. NO.	TCHR. EXP.	MTG. EXP.	MTG. EXP.	MTG. EXP.		
Measurement		19	2	92.3	94.8	49,50,51		
Read and Interpret Graphs		1	2	97.1	92.8	34,35,36		
Savings for a Purchase		8	2	93.7	92.7	13,14,15		
Algebraic Rate Problem		20	2	82.4	91.7	1,2,3		
Total Cost of Items		7	2	93.8	90.5	40,41,42		
Find Average		2	2	82.7	89.9	7,8,9		
Apply Proportion		18	2	80.8	89.7	10,11,12		
Determine Take-Home Pay		5	2	73.3	85.7	55,56,57		
Check Sales Slip		12	2	80.2	84.7	46,47,48		
Recipe Conversion		15	2	66.6	84.0	22,23,24		
Estimate Using a Scale		16	2	86.6	83.3	58,59,60		
Reconcile Check Book		9	2	74.9	79.7	37,38,39		
Applications of Fractions		11	2	69.1	79.4	16,17,18		
Make Change		10	2	73.8	79.2	25,26,27		
Determine Monthly Payment		6	2	82.3	77.8	4,5,6		
Calculate Savings on Discount		13	2	70.6	77.4	31,32,33		
Simple Interest		14	2	76.5	75.4	19,20,21		
Application of Area		3	2	54.7	66.8	52,53,54		
Most Economical Buy		4	2	61.4	65.8	28,29,30		
Applying Formulas		17	2	58.7	62.8	43,44,45		

The range of percent meeting expectations decreased between 1982 and 1983 (58.7% to 92.3% in 1982 versus 62.8% to 94.8% in 1983) while the percent meeting expectations on one objective (measurement #19) increased from 92.3% to 94.8%. Similarly, topics found to have the greatest need in 1982 were significantly improved (note objectives 3, 4, 15, and 17). It should, however, be noted that an unacceptable number of 1983 eleventh grade students still have difficulty with the basic application of skills to find area, determine most economical buy, and use formulas.

In summary, Kansas 11th graders can generally:

- measure (objective 19) and estimate measurements (objective 16).
- handle statistical data (objectives 1 and 2),
- determine how much to save to make a purchase (objective 8), determine a monthly payment (objective 6), and calculate take-home pay (objective 5),

- determine total cost of a set of items (objective 7),
- deal with algebraic rate problems (objective 20) and apply proportion (objective 18),
- check a sales slip (objective 12) and reconcile a checkbook (objective 9),
- determine simple interest (objective 14) and find discount (objective 13),
- make change (objective 10).

Approximately 5%-15% of 11th grade students found more difficulty with objectives related to the following topics than with other objectives:

- applying formulas (objective 17),
- determining best buy (objective 4), and
- applying the concept of area (objective 3).

In conclusion, eleventh grade student performance can be viewed as below:

- 90% or more of the students met teacher expectations on 5 objectives (up from 4 in 1982)
- 80% or more of the students met teacher expectations on 11 objectives (up from 10 in 1982).
- 70% or more of the students met teacher expectations on 17 objectives (up from 15 in 1982)
- 62% or more of the students met teacher expectations on all 20 objectives (up from 54% on all 20 objectives last year).

Questions and Summary

Some questions about mathematics performance on the minimum competency test were raised but not answered last year. Some new questions now exist. Among these are:

1. Did performance improve since 1982?
2. Did performance improve since 1980?
3. Was performance on the 1983 test acceptable?
4. What should educators do with these test results?

Although answers to question one are implied in this paper, the definite response must await publication of a University of Kansas research study. However, from indicators here noted, it seems reasonable to posit that mathematics performance at grades 2, 8, and 11 may well have improved between 1982 and 1983. It also seems plausible to suggest that performance at grade 4 remained steady while that at grade 6 declined somewhat.

Response to the question about growth (or change) since 1980 must await the K.U. study. The authors of this paper have not attempted to compare 1980 to 1982 or 1983 in either this or last year's article (3). (ED. NOTE: See Pg. 16 for Growth Trends)

The question regarding acceptability of mathematics performance on the 1983 test can only be addressed from a judgmental perspective. These authors contend that mathematics performance should have been higher. This position arises (just as it did last year) from a comparison of reading and mathematics results on the Kansas Minimum Competency test. The comparison for 1983 is shown in Table VI.

**TABLE VI. Comparison of Reading and Mathematics Results
Kansas Minimum Competency Test -- 1983**

Level	Reading	Mathematics
2	77.9%	89.7%
4	67.4%	78.8%
6	61.3%	61.6%
8	81.7%	67.9%
11	82.6%	75.5%

From this comparison it can be seen that mathematics scores have exceeded reading scores at grades 2 and 4, approximately equalling reading at grade 6, and then falling relative to reading at grades 8 and 11. Why do these trends exist? The following are suggested for your consideration.

First, the number of mathematics application objectives in the CBE program increases from zero at grade 2 to all 20 at grade 11. Second, reading instruction is increasingly an applications approach as students move through their program. In mathematics, applications tend to be instructionally isolated at all levels. Third, the level of expectation for student performance in mathematics seems to decrease while remaining high in reading. It is, in other words, more socially acceptable to have difficulty in mathematics than in reading.

Recommendations

These observations lead to the following specific recommendations for use of your 1983 Kansas Minimum Competency Test data. Similar recommendations were made in a 1982 article and are here restated and expanded to reflect some changes since that paper was written.

1. Compare your school (or district) 1983 CBE test results with the results shown in Tables I through V. Analyze your data by comparison to the state results. Consider asking yourself the following questions:
 - a. How do the differences between my 1982 and 1983 test results compare to the state results?
 - b. Based upon these differences, did my school show growth or not?
 - c. If other group test data (ITBS, SRA, DAT, TAP, etc.) are included in my analysis, will it be possible to determine if my students performed to expectation?The state results are your main point of reference for determining strengths and weaknesses. However, additional data should be incorporated in your analysis when it is available.
2. Incorporate mathematics applications into instruction on a daily basis. Relate the mathematical concepts and skills you teach to the students' real world. Reading always relates. So does mathematics. Sometimes these relationships aren't as obvious in mathematics, but they are there.
3. Encourage students to practice mathematics applications just as they are encouraged to read the newspaper and library books.
4. Devote as much time to mathematics instruction in the intermediate grades as is spent on reading instruction.
5. Elevate your expectations for student performance in mathematics at all levels. Promote an "I can math" attitude just as strongly as you promote "I can read."
6. Build a mixed drill activity into your class schedule every day. It is perfectly legitimate to have students working on problems from previous lessons constantly. Five to ten mixed problems every day the first few minutes of the morning will create a positive change in mathematics learning.
7. Consider giving the 1982 or 1983 Minimum Competency Test to your students in 1984. Though the State will not be requiring administration of this test nor providing scoring and analysis services, the objectives and purpose of the test remain of importance to Kansans.

This article is submitted for your consideration. It can serve as a point from which you might view your CBE test results. The analysis you do for your own school or district results is the most important benefit from the test. The ultimate value of these past year's efforts with the program reside with each of us and how we use the data.

REFERENCES

1. *Kansas Minimum Competency Assessment Report, School Year 1981-1982*. Kansas State Department of Education, August, 1982.
2. *Kansas Minimum Competency Assessment Report, School Year 1982-1983*. Kansas State Department of Education, August, 1983.
3. Parks, T. E. and Deborah A. Cheves, "Kansas Minimum Competency Test 1982-Mathematics," *Bulletin of the Kansas Association of Teachers of Mathematics*. October, 1982.

**STATEWIDE TRENDS IN STUDENT PERFORMANCE
ON THE KANSAS MINIMUM COMPETENCY TEST 1980 to 1983***

Grade	Area	Change from 1980 to 1982	Change from 1982 to 1983	Net Change 1980 to 1983
2	Reading	+3.6%	+1.6%	+5.2%
	Mathematics	+1.5%	+1.6%	+3.1%
4	Reading	+6.7%	-2.7%	+4.0%
	Mathematics	+1.6%	+4.4%	+6.0%
6	Reading	+4.1%	+ .4%	+4.5%
	Mathematics	+2.0%	+2.5%	+4.5%
8	Reading	+3.2%	+1.3%	+4.5%
	Mathematics	+3.2%	+6.1%	+9.3%
11	Reading	-1.9%	+1.9%	- 0-
	Mathematics	+4.2%	+5.7%	+9.9%

All confounding factors related to standard setting and test difficulty have been statistically controlled. The values reported are *percents* and represent *actual* performance shifts. (i.e. 11th grade math experienced a net change of +9.9 percent from 1980 to 1983 in achievement of Kansas students)

* Prepared by John P. Poggio and Douglas R. Glasnapp, School of Education, University of Kansas.

Kansas Minimum Competency Tests Results

The tables found in the following pages indicate the scores for every public and private school district having students taking the April 1983 Kansas Minimum Competency Tests. *The tables of scores for the school districts are ordered from high to low by the number of 6th grade students taking the Reading test.* This provides for a grouping of school districts by size so the effect of equating percentage scores from large to small schools do not mislead the reviewer. For each table there are four columns which provide the following information:

USD NO: The first column indicate school district number. Private schools have been grouped into district configurations conforming to their affiliations (e.g. Kansas City Diocesan School, Kansas Lutheran Schools).

SCHOOL DISTRICT NAME: The school district name is presented in its abbreviated form. The school district names were ordered high to low by the number of students in the 6th grade class taking the Reading test.

NO. TESTED: This column indicates the number of students taking each test in April, 1983.

% MEETING STANDARD: The percentage of all of the districts tested who obtained a total score equal to or greater than the score established as indicating minimal competence. The total score standards of minimal performance were set by the State Board of Education. These minimum standards are the number of items to be answered correctly on each test in order for a student to be considered minimally competent on the test. The figures for the % meeting standard, have been rounded to the nearest whole number.

% TREND: The values reported are percents and represent actual performance shifts from the 1980 through 1983 testing program dates. The % trend figures have been rounded to the nearest whole number.

PUBLIC SCHOOLS
KANSAS MINIMUM COMPETENCY TEST RESULTS

Reading
Tested April, 1983

USD NO.	SCHOOL DISTRICT NAME	GRADE 2			GRADE 4			GRADE 6			GRADE 8			GRADE 11		
		NO.	%	%	NO.	%	%	NO.	%	%	NO.	%	%	NO.	%	%
		TSTD	MEETING STANDARD	TREND	TSTD	MEETING STANDARD	TREND	TSTD	MEETING STANDARD	TREND	TSTD	MEETING STANDARD	TREND	TSTD	MEETING STANDARD	TREND
259	Wichita	3096	66	-2	2810	57	1	3028	53	-0-	2888	72	-2	2411	78	2
512	Shawnee Mission	1922	93	7	2036	86	3	2369	76	3	2486	93	2	2309	92	2
500	Kansas City	1666	48	12	1571	37	7	1624	35	5	1574	56	10	1431	58	7
501	Topeka	1043	73	1	965	57	1	1068	60	8	985	79	12	818	79	8
233	Olathe	646	93	10	636	84	6	688	74	2	681	88	5	502	89	4
305	Salina	464	83	4	450	76	4	503	67	10	487	84	5	468	89	6
475	Junction City	565	62	3	456	47	3	476	46	-1	395	69	-0-	236	75	6
497	Lawrence	476	74	2	425	70	1	471	62	-2	505	85	8	406	88	10
383	Manhattan	409	87	8	372	66	-4	411	66	4	374	89	2	329	86	2
308	Hutchinson	334	75	5	373	62	-2	380	57	-2	326	72	-1	322	78	4
253	Emporia	333	83	12	289	79	8	351	56	7	318	78	-0-	227	82	3
457	Garden City	353	69	10	343	58	7	323	56	9	347	72	9	277	74	10
453	Leavenworth	246	67	-0-	277	54	7	312	52	-2	266	73	4	318	73	1
229	S.E. Johnson Co.	229	95	9	243	83	1	290	79	10	276	94	3	216	93	10
345	Seaman	212	78	-4	226	73	6	288	66	10	277	92	13	251	98	10
260	Derby	316	73	18	333	63	6	287	55	13	312	83	13	289	79	-2
202	Turner-Kansas City	263	78	19	260	53	7	282	39	6	285	74	11	195	77	17
445	Coffeyville	218	76	19	206	62	12	255	53	8	238	74	12	203	71	-2
428	Great Bend	241	86	8	207	73	2	249	76	7	248	81	-2	261	77	-1
450	Shawnee Heights	194	90	8	204	83	5	241	78	4	266	92	4	235	96	11
373	Newton	212	78	-1	208	69	3	240	60	-3	230	82	5	226	81	5
443	Dodge City	253	83	7	221	66	12	240	69	17	257	74	9	248	77	-1
480	Liberal	233	72	15	205	68	6	240	59	-1	233	76	8	169	79	9
489	Hays	222	91	-2	211	72	-0-	233	72	3	247	87	1	187	86	3
470	Arkansas City	200	85	12	225	61	13	219	64	9	221	76	3	180	75	5
250	Pittsburg	207	100	22	195	92	4	206	74	17	198	89	11	158	95	24
437	Auburn Washburn	135	89	10	160	74	6	197	72	10	219	84	-0-	171	88	3
261	Haysville	216	69	-9	232	59	-7	196	45	1	233	77	-7	181	88	4
446	Independence	163	77	5	158	68	6	194	59	7	169	71	-1	163	79	8
207	Ft. Leavenworth	189	81	1	185	74	3	176	70	2	138	92	7	DID NOT TEST	NO TREND	

PUBLIC SCHOOLS
KANSAS MINIMUM COMPETENCY TEST RESULTS

Reading
Tested April, 1983

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USD NO.	SCHOOL DISTRICT NAME	GRADE 2			GRADE 4			GRADE 6			GRADE 8			GRADE 11		
		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD	
			TREND	TREND		TREND	TREND		TREND	TREND		TREND	TREND			
313	Buhler	162	83	3	131	80	3	171	60	4	151	90	-1	156	88	10
413	Chanute	152	64	-5	146	65	9	169	53	8	160	82	16	141	73	2
503	Parsons	148	74	6	157	68	9	163	60	4	143	78	12	141	80	8
290	Ottawa	173	87	11	121	67	12	156	68	30	144	84	17	132	85	13
204	Bonner Springs	139	63	6	135	57	6	155	55	4	144	77	10	119	66	-9
257	Iola	124	79	2	148	66	8	149	66	5	119	88	18	121	87	20
262	Valley Center	128	89	-6	118	81	-9	149	59	-10	118	88	4	95	89	4
265	Goddard	95	95	14	95	77	6	148	70	-10	115	97	14	121	97	4
490	El Dorado	154	79	-1	153	78	5	146	66	10	125	89	10	135	79	3
234	Fort Scott	158	77	8	135	73	11	144	63	4	132	76	-0-	132	75	14
465	Winfield	148	72	-2	148	61	10	143	57	4	177	73	5	142	87	5
263	Mulvane	127	88	10	118	77	15	140	59	-2	120	83	8	111	94	12
418	McPherson	140	84	-0-	146	82	2	138	72	13	152	88	8	149	89	3
353	Wellington	156	74	1	111	63	3	133	65	10	116	81	4	105	88	10
407	Russell County	117	91	9	102	74	1	128	58	1	90	88	4	93	83	8
267	Renwick	106	86	-1	85	75	-3	127	66	-4	86	87	-3	110	92	12
409	Atchison	82	68	18	91	58	18	127	33	2	111	68	7	99	77	11
232	DeSoto	124	96	9	123	85	-1	125	81	2	119	87	2	121	89	10
402	Augusta	116	85	25	103	72	5	124	64	8	126	83	11	103	89	3
214	Ulysses	113	74	12	121	66	15	123	49	-4	97	73	6	84	81	11
231	Gardner-Edgerton	111	89	23	110	89	16	120	83	21	125	86	10	99	81	-3
379	Clay Center	108	75	-2	103	78	17	120	76	26	114	86	1	103	84	-1
506	Labette County	70	84	NO TREND	90	67	NO TREND	120	66	NO TREND	111	86	NO TREND	DID NOT TEST	NO TREND	
385	Andover	97	51	-13	94	60	-4	118	60	-1	110	93	12	79	86	7
352	Goodland	89	85	19	90	63	3	117	58	5	102	81	10	98	84	-0-
493	Columbus	133	53	-26	80	76	7	110	51	4	100	70	-12	96	79	1
333	Concordia	108	84	4	106	68	1	108	96	31	93	86	-0-	117	91	9
466	Scott County	87	85	10	87	71	-2	105	63	7	81	81	-0-	77	84	-0-
435	Abilene	100	73	-5	106	57	8	104	71	15	115	77	13	90	80	-1
248	Girard	78	81	16	75	69	1	103	69	24	93	94	19	81	88	0

PUBLIC SCHOOLS
KANSAS MINIMUM COMPETENCY TEST RESULTS

Reading
Tested April, 1983

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USD NO.	SCHOOL DISTRICT NAME	GRADE 2			GRADE 4			GRADE 6			GRADE 8			GRADE 11		
		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD	
			TREND	TREND		TREND	TREND		TREND	TREND		TREND	TREND			
469	Lansing	66	91	25	88	63	8	102	62	-5	90	89	13	72	78	1
434	Santa Fe Trail	90	78	-6	80	51	4	101	63	17	83	75	-5	75	84	9
464	Tonganoxie	78	83	15	79	53	-11	100	75	22	97	84	8	86	77	3
230	Spring Hill	91	73	-11	93	69	-5	98	63	7	85	89	4	67	90	11
368	Paola	85	84	6	93	52	15	98	74	27	96	98	15	115	81	5
394	Rose Hill	61	74	3	88	74	16	97	56	-3	88	86	10	76	91	5
309	Nickerson	114	75	5	107	84	14	96	77	31	106	94	13	103	90	16
375	Circle	65	78	11	82	62	5	95	55	-9	95	84	-2	79	92	19
458	Basehor-Linwood	55	96	14	75	91	6	95	47	-3	88	88	15	95	85	10
473	Chapman	94	76	-13	96	72	-1	95	72	7	85	80	-1	104	90	6
331	Kingman	83	87	-2	74	64	-4	92	58	-4	71	86	3	85	89	12
495	Ft. Larned	95	80	7	85	61	3	89	54	-6	98	86	2	88	83	15
101	Erie-St. Paul	76	84	8	82	46	-3	88	56	-3	106	83	6	99	75	6
382	Pratt	88	85	23	91	58	-10	84	48	-10	83	75	-2	98	86	4
266	Maize	79	70	17	79	70	11	83	52	13	79	71	-13	68	78	-7
321	Kaw Valley	60	77	-0-	65	72	3	83	55	1	105	88	4	80	88	6
416	Louisburg	75	75	9	81	63	-11	83	58	8	78	71	-6	74	88	10
312	Haven	87	85	9	77	77	5	82	62	-7	86	80	6	70	87	19
367	Osawatomie	82	73	-10	81	63	-2	81	49	-27	79	77	-1	77	88	-4
441	Sabetha	60	93	1	62	97	21	81	84	29	81	93	13	78	87	8
320	Wamego	78	82	-0-	89	88	17	80	71	-12	96	88	-5	54	78	3
436	Caney Valley	67	52	-14	78	62	10	80	40	-14	66	62	-15	55	76	-5
211	Norton	57	84	1	63	79	5	76	68	11	64	91	15	52	92	6
336	Holton	69	99	8	54	91	6	76	76	19	81	94	9	55	78	4
365	Garnett	73	67	-11	57	54	4	76	47	-10	82	73	2	86	79	-0-
340	Jefferson West	44	73	-4	49	71	5	75	64	21	60	97	28	72	79	11
203	Piper-Kansas City	56	77	4	62	50	-14	74	47	-0-	62	76	-3	53	79	-11
315	Colby	84	74	-5	86	71	2	74	66	1	86	80	-7	97	88	2
348	Baldwin City	66	76	-12	51	65	16	74	54	9	64	84	-5	58	90	11
400	Lindsborg	59	90	-0-	53	75	8	74	53	-0-	73	81	-7	43	84	-0-

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USD NO.	SCHOOL DISTRICT NAME	GRADE 2			GRADE 4			GRADE 6			GRADE 8			GRADE 11		
		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD	
			TREND			TREND			TREND			TREND			TREND	
377	Atchison	54	91	28	56	63	-1	73	49	-5	67	76	-2	76	78	4
415	Hiawatha	78	90	8	67	78	7	72	68	8	77	86	8	58	95	14
361	Anthony-Harper	78	86	13	71	68	-2	71	77	18	81	94	11	80	89	8
337	Mayetta	49	98	9	54	87	6	68	82	28	63	95	7	62	90	5
508	Baxter Springs	61	90	12	69	59	16	68	71	15	79	66	-2	54	69	-3
244	Burlington	74	80	3	60	57	-12	64	70	8	62	82	3	32	84	-2
247	Cherkee	48	85	14	53	70	17	64	75	14	46	85	13	60	75	-1
218	Elkhart	55	76	-13	43	74	5	63	57	-16	29	76	6	23	78	2
294	Oberlin	44	89	5	51	73	13	63	63	-12	50	82	-4	48	92	6
404	Riverton	39	90	23	46	65	2	63	48	-0-	51	82	9	49	78	8
417	Morris County	70	81	4	64	52	3	63	68	8	71	72	-11	81	78	2
460	Hesston	56	86	9	55	85	3	63	75	9	48	92	12	52	96	-2
405	Lyons	53	77	-0-	41	71	14	62	56	3	73	85	-4	63	95	18
210	Hugoton	60	78	6	64	67	4	61	48	-16	59	81	13	51	100	8
273	Beloit	60	73	5	62	61	3	61	56	1	54	78	-5	51	84	8
389	Eureka	60	80	-1	50	64	-4	61	72	-5	52	98	24	56	80	-6
461	Neodesha	50	80	14	58	55	4	61	57	10	66	74	7	47	68	2
447	Cherryvale	55	91	38	63	90	33	60	85	27	43	81	12	46	83	20
491	Eudora	49	69	-4	41	63	10	60	68	6	50	76	7	39	87	24
215	Lakin	45	84	15	42	64	2	59	64	-19	41	90	12	33	76	-0-
264	Clearwater	59	85	21	47	68	9	59	68	19	64	80	-5	74	89	6
364	Marysville	57	93	10	49	63	9	59	66	20	83	86	-1	88	85	2
254	Barber County North	55	64	3	45	56	-10	58	50	-20	38	84	-8	57	86	2
329	Alma	28	79	-3	32	63	9	57	63	5	48	85	3	40	83	4
251	North Lyon County	62	63	3	51	82	11	56	68	22	38	87	11	36	72	17
325	Phillipsburg	48	79	-8	44	89	6	56	63	-26	69	90	-6	51	90	-2
289	Wellsville	54	83	10	43	70	-1	55	65	12	52	75	-10	42	93	8
499	Galena	50	78	19	62	69	22	54	46	1	56	68	24	53	58	2
287	West Franklin	54	74	-3	60	82	10	53	58	-9	64	88	-3	53	89	4
335	North Jackson	31	94	2	32	72	4	53	62	3	48	88	2	39	95	14

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		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD	
			TREND	TREND		TREND	TREND		TREND	TREND		TREND				
343	Perry	43	72	-3	59	80	4	53	57	4	73	85	7	61	90	14
357	Belle Plaine	46	65	7	53	55	-1	53	64	5	44	75	-13	46	89	-3
372	Silver Lake	45	91	-2	53	77	-9	53	68	-9	38	92	-2	47	94	12
420	Osage City	41	76	16	42	69	2	53	70	8	47	89	12	42	71	7
235	Uniontown	42	88	-5	37	49	7	52	62	9	38	84	25	34	68	-0-
237	Smith Center	37	92	4	56	75	6	52	62	-10	43	84	4	45	78	12
362	Prairie View	58	81	7	52	75	20	52	54	-0-	50	74	-3	60	75	-6
484	Fredonia	66	70	9	53	72	28	52	67	19	66	85	21	83	69	-5
395	LaCrosse	34	76	-7	35	60	-17	51	53	-6	36	86	17	35	91	11
284	Chase County	39	64	-12	42	64	4	50	58	-7	48	79	-10	37	76	-3
323	Westmoreland	41	83	27	39	56	-18	50	62	18	44	84	1	40	83	7
380	Vermillion	39	87	8	44	64	8	50	64	13	45	80	-6	57	82	11
431	Hoisington	52	67	-7	60	65	4	49	51	-12	58	74	-15	58	83	5
449	Easton	42	76	1	41	61	-8	49	43	-15	42	71	9	31	61	-16
467	Leoti	36	81	-1	42	48	-18	49	59	3	46	78	1	44	73	-12
206	Remington-Whitewater	28	100	-19	39	74	11	48	54	-4	36	94	21	47	89	-2
208	WaKeeney	48	88	-3	39	100	10	48	85	15	49	94	-0-	52	96	14
330	Wabaunsee East	36	81	6	36	83	12	47	70	21	50	92	10	51	71	3
452	Stanton County	38	95	12	38	45	10	47	57	16	34	85	-3	31	90	3
243	Lebo-Waverly	42	98	30	39	69	24	46	59	10	49	71	5	38	89	10
271	Stockton	37	86	9	34	65	-2	46	57	-11	33	91	7	DID NOT TEST		NO TREND
412	Hoxie	35	97	-1	39	82	2	46	52	-14	37	86	-0-	41	90	-3
430	Brown County	43	98	23	51	73	16	46	63	2	51	78	-5	47	83	9
239	North Ottawa County	41	88	4	40	75	-7	45	64	2	40	93	-3	40	95	7
258	Humboldt	36	78	12	31	68	-1	45	64	-8	49	69	-9	46	85	-2
272	Waconda	49	84	-3	46	80	-7	45	49	9	59	90	17	52	81	-0-
306	Southeast of Saline	40	95	15	37	78	1	45	73	-1	50	98	8	54	93	11
366	Woodson	50	72	-3	40	58	-4	45	40	-12	38	79	10	50	64	-2
494	Syracuse	32	75	-3	31	61	5	45	56	20	33	67	1	34	82	-2
205	Leon	53	58	2	47	55	-7	44	27	-17	49	73	-0-	43	77	11

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		NO. TSTD	% MEETING STANDARD	% TREND	NO. TSTD	% MEETING STANDARD	% TREND	NO. TSTD	% MEETING STANDARD	% TREND	NO. TSTD	% MEETING STANDARD	% TREND	NO. TSTD	% MEETING STANDARD	% TREND
440	Halstead	54	85	-11	51	53	5	44	55	-13	66	91	10	39	69	-23
328	Lorraine	34	88	17	42	60	-13	43	70	-2	46	93	14	44	80	8
408	Marion	36	89	9	57	68	1	43	79	7	36	86	-3	47	87	6
346	Jayhawk	48	79	-1	36	67	-6	42	55	10	37	84	19	37	62	-17
504	Oswego	57	49	-16	37	54	-14	42	48	2	44	82	-12	32	72	10
281	Hill City	46	76	-5	31	71	-13	41	54	5	36	72	-5	32	84	14
363	Holcomb	44	84	5	32	94	37	41	59	20	38	71	5	33	70	-15
376	Sterling	44	89	14	31	68	6	41	66	16	36	86	2	34	76	13
427	Belleville	47	72	-3	42	69	8	41	51	4	52	92	1	53	92	7
310	Fairfield	31	65	-1	39	77	-5	40	68	-7	30	93	7	37	89	9
102	Cimarron-Ensign	36	89	20	44	80	9	39	54	-16	45	76	-4	45	84	6
406	Wathena	44	73	4	36	72	2	39	49	7	43	84	13	33	79	-3
410	Durham-Hillsboro	42	93	15	28	82	4	39	82	17	39	92	3	41	90	-2
432	Victoria	41	90	-3	29	90	4	39	69	-2	26	92	8	36	81	6
327	Ellsworth	49	92	-8	44	68	-0-	38	79	11	DID NOT TEST			63	81	-2
481	Rural Vista	38	82	25	30	80	6	38	63	1	25	76	11	17	188	7
341	Oskaloosa	30	70	-2	24	88	-6	37	57	-12	38	87	16	31	87	10
392	Osborne	46	74	-14	31	68	-10	37	54	4	32	94	10	37	97	2
439	Sedgwick	31	74	1	26	58	13	37	46	-8	19	89	23	29	83	11
463	Udall	26	35	4	25	76	13	37	43	9	29	83	7	39	79	12
224	Republican Valley	33	82	-1	29	79	4	36	78	12	37	68	-26	31	90	8
240	Twin Valley	32	66	-13	37	76	7	36	64	33	30	90	4	45	82	-7
286	Chautauqua	38	68	-25	32	75	21	36	58	-5	44	75	-6	34	82	5
396	Douglass	53	74	4	39	64	32	36	64	5	33	88	8	36	75	-17
255	South Barber	15	87	22	30	77	-9	35	60	-16	20	100	23	24	75	-4
268	Cheney	52	90	4	38	76	-11	35	57	-8	34	76	-14	37	89	11
282	West Elk	44	75	-9	37	73	-16	35	69	7	38	95	11	33	94	16
297	St. Francis	40	80	-9	38	74	-7	35	74	9	45	84	9	36	86	2
339	Jefferson Co. North	22	86	4	21	71	25	35	51	10	34	85	1	35	86	22
429	Troy	30	80	4	32	88	7	35	63	3	32	91	17	33	76	5

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		NO. TSTD	% MEETING STANDARD TREND		NO. TSTD	% MEETING STANDARD TREND		NO. TSTD	% MEETING STANDARD TREND		NO. TSTD	% MEETING STANDARD TREND		NO. TSTD	% MEETING STANDARD TREND	
252	Southern Lyon Co.	31	71	43	28	46	-7	34	65	20	41	90	20	48	71	4
419	Canton-Galva	31	81	5	29	79	28	34	79	16	31	81	7	34	71	-4
483	Kismet-Plains	36	100	2	42	79	-1	34	68	31	41	90	7	39	87	3
318	Atwood	38	79	-0-	33	85	17	33	48	-12	31	77	-5	34	88	3
355	Ellinwood	39	82	1	34	76	8	33	67	2	33	88	24	39	79	9
356	Conway Springs	23	83	-2	29	76	-10	33	73	33	36	78	5	30	80	12
358	Oxford	31	84	NO TREND	26	62	NO TREND	33	67	NO TREND	31	94	NO TREND	30	80	NO TREND
381	Spearville-Windthorst	18	100	22	18	56	16	33	88	10	19	89	-3	24	96	16
507	Satanta	26	69	3	27	44	7	33	52	-21	29	86	14	32	78	-9
246	Northeast	42	62	-6	40	45	-5	32	44	-2	40	85	7	37	68	-9
249	Frontenac	36	67	-6	27	59	-8	32	53	12	40	85	-1	39	74	-2
274	Oakley	23	91	10	24	88	-0-	32	72	-8	40	93	6	47	96	11
288	Central Heights	29	90	1	22	82	23	32	56	1	46	96	24	45	84	10
300	Comanche	27	85	-5	21	81	4	32	56	3	27	81	-1	34	74	4
374	Sublette	23	91	40	34	53	15	32	47	-0-	28	82	-5	26	88	15
462	Central	39	72	14	26	73	17	32	63	36	39	85	22	33	73	5
487	Herington	53	75	5	35	80	13	32	75	15	40	93	11	50	86	1
307	Ell-Saline	22	77	-8	24	88	-4	31	74	4	18	83	3	18	89	20
338	Valley Falls	35	86	-4	26	62	14	31	58	6	29	79	7	23	96	12
454	Burlingame	29	83	-5	24	33	-25	31	65	20	22	91	5	24	79	8
344	Pleasanton	23	96	28	22	82	40	30	83	54	22	73	5	23	91	13
350	St. John-Hudson	39	82	-16	22	86	4	30	63	-15	27	85	-2	29	90	-3
397	Centre	18	89	3	32	63	3	30	83	10	31	74	-15	32	88	25
423	Moundridge	26	92	12	22	68	2	30	63	-10	33	91	12	29	93	-0-
226	Meade	33	88	18	23	96	8	29	69	3	29	93	12	32	84	6
256	Marmaton Valley	21	76	1	21	62	-4	29	66	39	28	75	-11	36	69	-6
393	Solomon	19	47	-17	30	100	24	29	48	-13	28	68	-12	32	78	-4
398	Peabody-Burns	25	76	11	34	59	-14	29	55	7	38	76	-7	25	72	-7
422	Greensburg	38	66	-11	42	60	3	29	21	-48	24	100	13	24	92	2
298	Lincoln	34	100	3	26	85	-7	28	79	30	23	74	-6	37	95	-3

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		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD	
			MEETING	TREND		MEETING	TREND		MEETING	TREND		MEETING	TREND		MEETING	TREND
342	McLouth	33	76	20	33	55	12	28	79	31	36	83	10	31	77	-3
378	Riley County	28	93	20	31	77	-2	28	82	20	44	82	-0-	52	96	12
444	Little River	33	67	-19	33	70	9	28	64	10	30	90	-2	27	85	4
448	Iman	24	88	-2	25	84	-1	28	68	13	21	90	5	22	86	-2
498	Valley Heights	22	73	-1	30	50	-14	28	71	17	31	87	10	30	83	9
222	Washington	30	93	-1	28	54	-5	27	85	25	31	90	-1	35	89	11
227	Jetmore	22	91	18	23	43	-6	27	48	-8	19	89	2	23	96	14
386	Madison-Virgil	23	87	-14	39	74	10	27	41	-8	20	85	8	17	82	-5
456	Marais Des Cygnes	30	87	15	22	59	-3	27	33	-1	22	91	13	15	87	2
488	Axtell	16	94	6	14	86	-1	27	78	10	23	96	20	42	81	-10
270	Plainville	21	95	-4	22	91	-1	26	77	7	46	91	8	41	71	-7
278	Mankato	27	67	-15	26	54	6	26	81	20	23	96	13	20	90	1
322	Onaga-Havensville	25	72	7	25	60	7	26	58	-19	35	89	21	33	79	3
387	Altoona-Midway	37	76	13	29	69	6	26	73	6	26	85	-1	17	88	8
403	Otis-Bison	26	62	-14	21	95	-0-	26	85	7	25	92	-4	20	100	3
433	Midway	15	87	16	18	83	34	26	27	-21	17	65	-18	16	100	21
482	Dighton	29	62	-22	22	55	-18	26	73	-0-	40	78	-13	28	86	9
241	Wallace	24	50	-27	29	69	-6	25	60	6	34	97	5	25	88	13
421	Lyndon	25	92	16	23	83	23	25	56	11	24	83	2	20	95	6
220	Ashland	15	100	36	19	63	9	24	58	18	17	76	1	23	91	-1
245	Leroy-Gridley	27	81	12	40	80	6	24	88	18	33	85	1	30	80	-3
303	Ness City	24	83	-4	25	72	6	24	83	13	24	92	-4	29	90	5
438	Skyline	35	100	23	17	71	5	24	67	3	23	91	-2	18	94	21
459	Bucklin	19	79	26	14	57	11	24	58	7	18	94	26	14	86	18
486	Elwood	15	40	26	11	55	19	24	50	20	14	21	-20	15	53	-17
334	Southern Cloud	24	88	7	21	62	1	22	73	41	24	83	7	31	81	11
351	Macksville	28	68	-0-	16	69	5	22	68	3	24	75	-13	23	78	-0-
425	Highland	27	93	12	20	55	-6	22	32	-8	24	92	1	26	73	-2
311	Pretty Prairie	19	100	13	19	95	16	21	95	9	23	96	9	36	81	4
354	Claflin	45	89	26	27	63	-19	21	71	23	53	83	-1	161	80	-0-

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		NO.	%	%	NO.	%	%	NO.	%	%	NO.	%	%	NO.	%	%
		TSTD	MEETING STANDARD	TREND	TSTD	MEETING STANDARD	TREND	TSTD	MEETING STANDARD	TREND	TSTD	MEETING STANDARD	TREND	TSTD	MEETING STANDARD	TREND
479	Crest	23	65	-10	12	42	4	21	48	-6	19	63	-16	16	63	7
285	Cedar Vale	19	63	-18	13	46	-15	20	40	-8	13	92	28	13	54	-21
332	Cunningham	23	83	7	16	75	15	20	80	38	15	100	13	22	95	6
347	Kinsley-Offerle	20	100	36	22	68	12	20	55	2	23	70	-0-	28	82	-5
388	Ellis	11	91	-4	17	82	9	20	80	23	44	86	11	42	86	6
426	Pike Valley	26	85	27	19	84	5	20	60	32	18	78	-10	29	90	-2
477	Ingalls	12	100	16	11	73	1	20	70	-20	18	61	-27	21	95	11
492	Flinthills	16	63	-6	19	58	-16	20	70	22	19	79	1	22	91	5
505	Chetopa	19	100	50	22	95	31	20	85	50	31	81	13	38	92	23
103	Cheylin	13	69	-22	16	69	-5	19	42	-18	19	89	12	15	80	15
293	Quinter	26	96	1	19	89	-0-	19	89	18	23	87	-3	34	88	7
299	Sylvan Grove	20	100	-0-	10	90	29	19	74	-11	16	88	-11	11	82	-9
360	Caldwell	23	91	29	16	75	-8	19	84	16	25	76	-2	29	79	-3
511	Attica	17	76	-14	15	73	-7	19	47	-14	8	100	22	3	67	-33
269	Palco	21	90	10	13	69	12	18	50	28	15	93	12	14	64	-8
279	Jewell	23	100	17	11	100	6	18	50	-11	15	80	19	15	73	-12
302	Smoky Hill	16	69	28	13	92	7	18	78	6	11	100	-0-	15	93	5
349	Stafford	27	41	-34	29	72	20	18	72	10	21	71	-1	32	56	13
369	Burrton	22	73	-4	17	88	-0-	18	50	-0-	16	88	14	9	89	9
451	B & B	21	100	35	20	90	6	18	89	28	28	89	6	28	93	10
216	Deerfield	22	55	22	18	67	18	17	29	15	22	82	24	15	60	5
223	Barnes	25	100	6	24	83	24	17	59	-11	25	84	1	46	85	15
291	Grinnell	12	92	-4	12	75	-3	17	82	-7	16	100	4	22	95	9
411	Goessel	20	100	-0-	17	94	6	17	71	14	10	100	6	19	84	-1
442	Nemaha Valley	19	95	3	17	76	1	17	71	6	24	100	10	58	81	5
292	Grainfield	21	100	13	11	100	25	16	88	6	22	86	3	21	90	13
324	Eastern Heights	18	100	8	6	33	-15	16	56	-9	15	93	18	11	82	-2
359	Argonia	14	93	7	18	72	-1	16	81	17	16	56	-28	9	89	9
200	Greeley	21	90	30	27	63	-5	15	47	23	29	86	7	26	69	-2
314	Brewster	13	69	-24	16	69	11	15	67	9	11	91	3	9	89	27

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USD NO.	SCHOOL DISTRICT NAME	GRADE 2			GRADE 4			GRADE 6			GRADE 8			GRADE 11		
		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD	
			TREND	TREND		TREND	TREND		TREND	TREND		TREND				
401	Chase	20	85	29	19	58	18	15	53	21	22	77	-3	22	68	3
509	South Haven	14	64	1	8	50	-14	15	60	10	12	100	-0-	18	89	14
212	Northern Valley	12	75	6	20	70	2	14	71	12	23	96	20	18	89	7
221	North Central	12	83	-17	14	79	-0-	14	71	11	15	100	-0-	14	93	16
283	Elk Valley	8	75	-16	12	33	-0-	14	29	-3	16	63	-4	13	92	17
455	Cuba	12	83	-7	14	71	16	14	71	33	15	67	-7	12	92	14
225	Fowler	11	100	-0-	9	89	-11	13	54	-30	11	91	10	18	89	6
326	Logan	22	82	-6	14	64	-22	13	54	6	19	95	13	20	80	4
371	Montezuma	14	86	11	21	67	22	13	31	-4	9	78	-8	11	73	36
228	Hanston	9	100	9	13	85	43	12	42	17	3	100	38	7	86	10
236	Lebanon	11	64	-7	7	43	-36	12	58	4	3	100	40	4	25	-13
316	Golden Plains	15	93	13	8	75	19	12	83	7	22	86	-0-	17	94	-0-
399	Paradise	9	100	14	17	82	-3	12	67	-12	15	93	18	18	72	15
424	Mullinville	4	100	22	8	75	-3	12	75	8	9	100	7	14	86	-14
474	Haviland	11	91	12	7	100	25	12	75	-25	16	88	-13	11	91	-9
502	Lewis	11	100	47	15	80	2	12	25	6	14	79	-1	16	100	23
217	Rolla	9	89	22	13	38	9	11	55	45	8	63	-27	15	93	1
219	Minneola	12	100	36	17	71	20	11	91	23	17	94	9	15	100	14
238	West Smith County	17	100	-0-	8	88	3	11	55	11	20	75	6	14	64	-3
304	Bazine	11	82	12	11	73	13	11	82	13	7	100	17	2	50	33
496	Pawnee Heights	13	77	3	8	75	-0-	11	73	14	13	100	-0-	14	86	6
209	Moscow	15	87	3	8	100	-0-	10	60	-0-	10	80	-10	10	90	-0-
384	Blue Valley	9	100	6	6	83	20	10	90	5	15	87	5	16	94	13
280	West Graham-Morland	9	67	-17	8	100	27	9	89	28	12	83	4	16	88	8
390	Hamilton	11	73	2	4	50	23	9	56	16	11	91	27	6	67	-8
471	Dexter	11	55	-7	12	100	-0-	9	56	-24	11	73	-14	12	75	2
301	Nes Tres La Go	6	100	-0-	5	40	5	8	25	-59	8	100	11	9	100	25
468	Healy	1	100	25	3	100	43	8	75	-2	11	36	-33	8	75	2
242	Weskan	7	86	-14	8	75	50	7	86	52	11	82	9	8	38	13
476	Copeland	9	100	55	8	100	42	7	100	25	8	100	-0-	6	67	-8

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USD NO.	SCHOOL DISTRICT NAME	GRADE 2			GRADE 4			GRADE 6			GRADE 8			GRADE 11		
		NO. TSTD	% MEETING STANDARD TREND		NO. TSTD	% MEETING STANDARD TREND		NO. TSTD	% MEETING STANDARD TREND		NO. TSTD	% MEETING STANDARD TREND		NO. TSTD	% MEETING STANDARD TREND	
			MEETING STANDARD	TREND		MEETING STANDARD	TREND		MEETING STANDARD	TREND		MEETING STANDARD	TREND		MEETING STANDARD	TREND
276	Esbon	6	67	29	9	78	-0-	6	50	6	8	75	-15	5	100	17
295	Prairie Heights	6	67	-25	4	100	-0-	6	33	-17	8	75	-17	11	100	-0-
213	West Solomon Valley	16	88	23	13	77	23	5	20	-11	15	93	6	24	88	-0-
277	Burr Oak	5	100	44	13	54	30	5	60	4	10	60	27	7	29	-35
275	Triplains	11	73	39	6	33	7	4	50	8	9	78	5	9	89	-11
317	Herndon	4	100	20	6	83	25	4	50	25	8	63	-14	12	75	-14

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Mathematics
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USD NO.	SCHOOL DISTRICT NAME	GRADE 2			GRADE 4			GRADE 6			GRADE 8			GRADE 11		
		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD	
			TREND	TREND		TREND	TREND		TREND	TREND		TREND	TREND			
259	Wichita	3077	83	1	2802	70	3	3014	54	-1	2858	52	-5	2395	66	1
512	Shawnee Mission	1913	99	2	2038	93	5	2375	78	5	2487	86	12	2304	85	9
500	Kansas City	1649	75	6	1583	55	6	1622	40	5	1589	47	15	1428	46	7
501	Topeka	1038	86	3	972	72	5	1072	76	23	1021	76	30	823	79	24
233	Olathe	640	97	1	640	92	14	689	79	8	684	83	19	503	89	29
305	Salina	460	88	3	452	83	3	505	57	5	487	74	12	468	86	25
475	Junction City	562	85	8	456	61	-5	478	45	-5	382	46	-12	230	58	3
497	Lawrence	473	93	3	431	85	2	473	64	2	511	68	16	406	76	11
383	Manhattan	409	92	-0-	372	76	3	412	56	-0-	373	77	6	327	78	6
308	Hutchinson	334	90	3	373	76	2	380	60	1	325	46	-5	328	68	10
253	Emporia	331	97	6	289	89	11	353	48	7	318	60	-0-	227	74	3
457	Garden City	351	93	2	356	74	6	325	60	3	349	71	15	277	70	16
453	Leavenworth	239	87	5	282	70	13	320	45	2	267	74	19	324	64	3
229	Southeast Johnson Co.	228	99	2	243	92	9	292	81	6	276	87	10	214	84	16
345	Seaman	216	94	4	234	82	14	287	66	8	277	86	15	250	94	37
260	Derby	317	87	9	340	75	6	286	52	10	313	68	21	289	73	-3
202	Turner-Kansas City	264	89	6	257	64	7	284	43	2	284	43	3	195	65	17
445	Coffeyville	218	90	12	205	72	11	255	56	12	238	54	12	203	67	13
428	Great Bend	238	96	1	206	91	8	248	83	7	245	75	12	241	72	3
443	Dodge City	252	96	5	223	78	11	241	62	10	254	66	3	249	71	-6
450	Shawnee Heights	195	95	-1	203	94	6	239	73	4	266	84	11	232	84	20
373	Newton	212	89	-0-	209	84	12	239	61	8	231	70	20	226	79	14
480	Liberal	233	83	7	206	74	3	238	50	-8	233	65	20	168	81	33
489	Hays	222	96	-0-	210	79	-8	233	70	-4	247	70	4	187	80	1
470	Arkansas City	203	88	5	225	69	16	220	69	20	224	61	3	175	67	17
250	Pittsburg	207	100	4	195	95	12	205	84	13	199	88	37	158	91	44
437	Auburn Washburn	135	99	5	160	89	7	199	78	12	219	70	5	171	77	14
261	Haysville	215	93	5	231	74	6	195	43	-2	232	51	6	181	73	14
446	Independence	163	85	8	158	79	11	194	56	2	168	55	9	163	78	28
207	Ft. Leavenworth	187	91	9	181	85	4	175	69	8	138	83	5	DID	NOT	TEST

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USD NO.	SCHOOL DISTRICT NAME	GRADE 2			GRADE 4			GRADE 6			GRADE 8			GRADE 11		
		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD	
			TREND			TREND			TREND			TREND			TREND	
313	Buhler	163	94	4	131	82	-0-	170	51	6	152	81	6	155	82	28
413	Chanute	152	82	-0-	146	74	9	169	51	7	160	63	32	141	67	-3
503	Parsons	149	93	3	157	78	14	162	63	8	141	55	16	141	69	10
290	Ottawa	173	95	10	122	85	19	156	71	30	144	78	31	133	65	6
204	Bonner Springs	139	73	1	135	71	10	155	47	2	144	60	26	119	52	-6
262	Valley Center	127	94	2	119	83	-9	150	62	-3	119	71	4	94	82	11
257	Iola	123	87	5	148	75	14	149	76	18	120	78	22	121	87	23
265	Goddard	92	98	6	95	85	4	148	66	-4	115	81	17	121	83	2
490	El Dorado	154	97	6	153	82	15	146	63	11	125	78	33	135	70	5
234	Ft. Scott	155	95	1	135	77	13	144	53	-6	131	55	-1	132	69	23
465	Winfield	148	80	-0-	148	71	14	143	64	13	176	57	24	141	71	2
263	Mulvane	127	95	9	118	91	23	140	66	6	120	78	33	111	90	25
418	McPherson	140	94	3	145	94	16	137	73	6	152	84	24	149	82	-2
353	Wellington	157	90	2	110	75	6	134	80	30	114	64	15	105	93	41
407	Russell	116	96	2	102	83	1	128	61	4	90	81	9	94	61	-9
267	Renwick	105	99	3	85	93	8	127	75	-1	86	76	-6	110	85	24
409	Atchison	82	90	1	91	66	7	127	27	-9	111	56	17	99	69	18
232	DeSoto	124	98	1	123	93	7	125	89	-1	120	64	-0-	120	86	21
402	Augusta	116	100	10	103	83	11	124	71	19	126	50	20	102	62	2
214	Ulysses	113	88	5	121	84	14	123	50	-1	97	70	33	81	72	19
379	Clay Center	108	99	2	103	90	19	120	80	27	114	76	20	103	83	6
506	Labette County	69	96	NO TREND	89	85	NO TREND	120	73	NO TREND	110	78	NO TREND	DID	NOT TEST	
231	Gardner-Edgerton	114	96	7	116	93	24	119	82	31	125	79	15	100	83	22
385	Andover	97	61	-4	94	66	11	118	54	7	110	60	16	79	73	5
352	Goodland	89	82	4	90	72	2	117	54	-5	102	54	3	96	81	14
493	Columbus	133	75	-21	83	84	4	110	60	-6	103	66	-10	96	73	1
333	Concordia	108	94	4	106	88	5	108	75	9	93	78	-3	117	91	23
466	Scott County	86	78	1	88	75	-4	106	49	-8	81	64	-0-	77	84	10
248	Girard	76	95	-0-	75	95	10	103	77	16	93	76	13	81	79	10
469	Lansing	65	100	9	89	72	13	102	74	11	91	81	21	72	74	22

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435	Abilene	99	84	-2	105	70	1	101	87	28	117	73	26	89	66	-4
434	Santa Fe Trail	92	85	4	80	70	4	101	50	4	82	63	4	75	87	32
464	Tonganoxie	75	95	4	79	84	5	100	76	18	97	58	-3	86	80	31
368	Paola	84	98	4	92	67	14	98	90	44	95	86	29	115	71	24
230	Spring Hill	92	88	-0-	93	69	-20	96	68	7	85	69	19	66	74	10
394	Rose Hill	59	90	1	89	90	29	96	59	-1	87	57	31	76	72	-0-
309	Nickerson	115	95	7	108	88	21	96	79	28	106	91	16	104	87	20
473	Chapman	94	88	1	96	83	-2	96	68	12	85	78	12	103	82	15
375	Circle	65	97	11	82	80	7	94	53	4	97	60	2	79	86	40
458	Basehor-Linwood	55	100	4	75	96	19	94	76	20	88	67	22	96	73	10
331	Kingman	83	100	3	74	82	-0-	92	63	-9	71	69	-8	85	82	28
495	Ft. Larned	96	96	2	90	73	11	89	54	-1	98	54	-22	88	81	15
101	Erie-St. Paul	75	95	8	83	59	-3	88	38	-25	106	58	-5	99	74	17
382	Pratt	88	95	2	91	68	-10	84	62	13	84	63	18	94	77	22
321	Kaw Valley	61	79	5	65	77	8	84	38	-15	104	66	-1	79	86	15
266	Maize	79	78	3	78	85	23	83	53	14	79	49	10	68	62	-8
416	Louisburg	75	85	-3	80	81	2	83	46	-12	79	70	-11	74	81	15
312	Haven	87	85	5	78	87	1	82	50	-12	86	73	8	70	70	11
367	Osawatomie	83	84	-0-	79	75	1	82	52	-10	79	76	18	77	83	1
441	Sabetha	61	98	2	62	95	25	81	77	20	81	85	17	79	80	24
436	Caney Valley	68	62	-1	78	78	7	80	60	8	65	52	5	53	68	-5
320	Wamego	78	86	3	90	89	28	78	56	1	96	89	-3	54	69	22
211	Norton	57	88	3	64	95	3	76	70	9	64	89	20	52	83	25
336	Holton	69	100	2	53	94	15	76	80	31	81	96	24	55	65	-9
365	Garnett	72	79	-1	57	75	13	76	43	-26	82	63	-8	86	78	-19
340	Jefferson West	45	93	2	49	84	16	75	69	24	60	80	26	72	75	15
348	Baldwin City	66	89	2	51	73	8	75	56	13	64	64	8	58	86	18
203	Piper-Kansas City	56	89	4	62	63	-2	74	47	8	62	53	-0-	53	81	31
315	Colby	86	88	-0-	86	84	-0-	74	41	-16	85	51	-18	97	76	6
400	Lindsborg	59	93	1	53	85	3	74	45	-15	73	47	-1	43	70	-12

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			TREND	%		TREND	%		TREND	%		TREND	%		TREND	%
377	Atchison	53	85	6	56	70	-10	73	41	-20	67	81	11	76	72	8
415	Hiawatha	76	99	2	67	79	12	72	72	4	77	69	-0-	58	84	8
361	Anthony-Harper	77	95	-0-	71	82	-1	71	72	5	81	86	5	80	76	-2
337	Mayetta	50	100	6	54	98	15	68	93	20	65	94	21	61	80	23
508	Baxter Springs	61	85	-1	70	73	23	68	79	26	78	47	2	56	66	15
244	Burlington	74	95	7	58	69	-7	64	64	15	62	68	27	32	75	7
404	Riverton	39	95	4	46	67	14	64	39	-15	51	75	40	49	76	16
273	Beloit	59	86	7	63	73	-2	64	83	18	53	79	10	51	80	12
389	Eureka	60	92	-0-	50	84	3	64	59	-12	57	79	16	54	78	1
247	Cherokee	49	98	6	53	87	19	63	68	11	47	81	13	59	85	45
218	Elkhart	55	89	-4	43	74	2	63	44	-3	29	48	13	23	70	22
294	Oberlin	44	98	-0-	51	88	21	63	75	-9	50	68	8	48	90	17
417	Morris	69	96	3	66	73	9	63	60	1	72	69	7	81	63	-23
460	Hesston	55	98	4	54	94	12	63	57	-0-	48	81	9	53	85	2
405	Lyons	51	88	-2	42	81	25	62	63	-1	73	51	-14	63	73	7
210	Hugoton	59	90	4	64	86	3	62	63	15	59	61	3	51	96	34
461	Neodesha	50	88	4	58	71	1	61	72	12	65	72	9	46	72	-11
447	Cherryvale	55	98	12	63	94	53	60	90	44	43	91	44	47	74	25
329	Alma	29	93	-1	33	70	7	60	57	-12	47	62	-15	40	80	6
491	Eudora	51	92	2	40	93	28	59	58	-5	50	74	32	39	69	29
215	Lakin	44	86	7	42	74	9	59	49	-10	40	63	-3	33	73	15
264	Clearwater	58	97	11	47	85	14	59	44	2	64	61	-10	74	82	14
364	Marysville	56	96	-0-	49	94	7	59	73	12	84	68	-2	88	90	5
254	Barber County North	55	75	3	45	69	-8	58	48	-25	38	66	-2	55	80	4
251	North Lyon County	62	87	9	51	86	20	56	48	15	38	84	14	36	67	25
325	Phillipsburg	48	94	-2	44	89	2	56	57	-19	69	64	-17	51	84	-24
289	Wellsville	54	98	12	43	81	6	55	62	11	52	71	16	42	79	10
499	Galena	50	94	14	62	74	15	54	54	-5	56	73	39	53	43	-6
287	West Franklin	54	80	6	60	93	13	53	58	3	62	74	10	53	85	10
335	North Jackson	31	100	3	32	91	2	53	91	16	48	96	14	39	87	1

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Mathematics
Tested April, 1983

USD NO.	SCHOOL DISTRICT NAME	GRADE 2			GRADE 4			GRADE 6			GRADE 8			GRADE 11		
		NO.	%	%	NO.	%	%	NO.	%	%	NO.	%	%	NO.	%	%
		TSTD	MEETING STANDARD	TREND	TSTD	MEETING STANDARD	TREND	TSTD	MEETING STANDARD	TREND	TSTD	MEETING STANDARD	TREND	TSTD	MEETING STANDARD	TREND
357	Belle Plaine	46	85	3	56	71	-2	53	57	-8	43	37	6	46	70	-2
372	Silver Lake	46	85	2	53	83	-9	53	55	-6	38	74	4	47	85	8
420	Osage City	41	100	7	45	47	30	53	62	-4	47	89	18	42	79	-17
235	Uniontown	41	95	3	36	67	7	52	52	-3	37	59	-5	30	80	-8
237	Smith Center	37	100	-0-	56	86	7	52	54	4	43	72	15	45	69	3
362	Prairie View	58	84	7	52	85	22	52	60	23	50	48	-13	60	72	-2
484	Fredonia	66	85	7	53	83	31	52	79	28	66	65	1	83	75	15
343	Perry	43	93	5	59	92	24	51	76	15	72	50	5	61	80	13
395	LaCrosse	34	76	2	35	66	-9	51	43	-11	36	44	-13	35	80	32
284	Chase	38	92	-0-	42	93	8	50	50	-14	48	85	10	37	65	4
323	Westmoreland	41	95	-0-	39	64	-14	50	62	1	45	60	-12	40	83	1
380	Vermillion	38	92	5	44	70	-10	50	56	1	45	67	-9	56	84	17
431	Hoisington	52	83	10	59	80	-6	49	53	-27	58	66	-11	58	67	9
449	Easton	42	88	-4	44	66	-6	49	41	3	42	62	34	31	55	-4
467	Leoti	37	89	2	42	60	-10	49	51	-3	46	72	2	44	64	-16
206	Remington-Whitewater	27	100	-0-	39	87	31	48	71	23	35	83	28	47	81	22
208	WaKeeney	48	100	-0-	39	100	8	48	94	10	49	86	3	52	94	34
412	Hoxie	35	97	-0-	39	97	6	48	58	-3	39	69	-12	41	85	-6
330	Wabaunsee East	39	85	2	37	86	23	47	34	12	47	64	23	51	82	3
452	Stanton	38	95	6	38	71	22	47	51	15	34	88	5	31	97	20
243	Lebo-Waverly	42	100	5	39	90	19	46	57	2	49	67	17	38	74	25
271	Stockton	36	97	-0-	34	88	3	46	85	-8	33	73	16	38	74	-10
430	Brown	44	91	19	51	82	-7	45	64	7	51	80	32	47	66	-11
258	Humboldt	36	86	8	31	97	5	45	56	2	49	49	-2	46	65	-8
272	Waconda	49	90	-0-	46	76	-6	45	42	10	59	47	2	52	75	9
306	Southeast of Saline	40	100	8	37	78	-1	45	67	7	50	66	9	54	78	-2
366	Woodson	50	96	6	40	85	-6	45	40	-13	38	61	15	50	62	-24
494	Syracuse	32	94	3	31	81	8	45	53	8	33	58	20	34	74	3
205	Leon	55	91	1	46	70	-7	44	23	-21	49	47	6	43	65	20
440	Halstead	54	98	-0-	51	67	-3	44	32	-32	64	59	-6	37	62	-40

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USD NO.	SCHOOL DISTRICT NAME	GRADE 2			GRADE 4			GRADE 6			GRADE 8			GRADE 11			
		NO. TSTD	% MEETING STANDARD		TREND	NO. TSTD	% MEETING STANDARD		TREND	NO. TSTD	% MEETING STANDARD		TREND	NO. TSTD	% MEETING STANDARD		TREND
			MEETING STANDARD	%			MEETING STANDARD	%			MEETING STANDARD	%			MEETING STANDARD	%	
408	Marion	36	94	14	57	68	-18	44	55	-18	36	69	-9	47	83	22	
239	North Ottawa County	41	98	4	39	87	8	43	79	17	40	70	-3	40	88	25	
328	Lorraine	34	94	11	42	74	3	43	79	-3	46	83	19	44	73	10	
346	Jayhawk	47	89	3	36	69	-6	42	52	12	37	73	31	37	46	-12	
504	Oswego	57	68	-4	37	84	4	42	45	-10	44	61	-8	32	78	-15	
281	Hill City	45	91	14	30	77	-13	42	45	16	36	56	-2	32	75	6	
363	Holcomb	44	100	7	32	100	49	41	49	30	38	24	-18	33	55	-7	
376	Sterling	47	96	6	31	77	-0-	41	44	-6	36	78	20	34	76	6	
427	Belleville	47	87	-0-	42	81	-9	41	54	-11	52	60	-10	53	91	7	
310	Fairfield	31	90	4	39	82	1	40	60	-18	30	63	3	37	76	-9	
102	Cimarron-Ensign	36	97	5	44	93	5	39	62	-8	45	84	17	45	87	5	
406	Wathena	44	98	3	36	83	8	39	51	2	43	42	3	33	70	-17	
410	Durham-Hillsboro	42	98	3	28	96	17	39	74	2	39	79	19	41	83	4	
432	Victoria	41	100	-0-	30	90	2	39	95	13	26	42	21	36	78	16	
327	Ellsworth	49	96	-0-	44	93	5	38	55	-7	62	52	-13	63	81	25	
481	Rural Vista	38	89	-0-	28	86	4	38	47	-4	24	58	24	17	71	-0-	
341	Oskaloosa	30	90	6	24	88	4	38	39	-23	38	63	35	31	77	4	
392	Osborne	46	93	3	31	94	7	37	46	5	32	56	-17	37	89	23	
463	Udall	26	73	4	25	92	15	37	41	-2	29	72	26	39	85	26	
224	Republican Valley	33	97	0	29	100	29	36	69	-9	37	38	-37	31	90	18	
240	Twin Valley	31	74	3	37	73	-16	36	56	10	30	60	7	45	69	-7	
286	Chautauqua	38	84	-5	31	97	14	36	50	-0-	44	59	-9	34	76	11	
396	Douglass	53	94	10	39	97	42	36	64	-3	33	70	16	36	72	-18	
255	South Barber	16	75	2	28	79	-6	36	44	-24	20	65	1	24	75	25	
339	Jefferson Co. North	21	100	7	22	77	11	36	61	8	35	77	6	35	89	20	
318	Atwood	37	95	3	34	97	28	36	61	1	31	68	-3	34	94	22	
268	Cheney	52	96	-1	37	84	-4	35	40	-31	33	61	-10	37	92	37	
282	West Elk	44	91	-0-	37	76	-14	35	74	5	38	68	-2	33	85	59	
297	St. Francis	40	98	3	38	79	3	35	54	-11	45	78	22	36	81	7	
429	Troy	30	87	-0-	32	88	5	35	63	2	32	81	38	33	82	31	

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		NO. TSTD	% MEETING STANDARD	% TREND	NO. TSTD	% MEETING STANDARD	% TREND	NO. TSTD	% MEETING STANDARD	% TREND	NO. TSTD	% MEETING STANDARD	% TREND	NO. TSTD	% MEETING STANDARD	% TREND
		439	Sedgwick	32	91	4	24	75	25	34	50	-10	19	84	27	27
252	Southern Lyon	30	80	-1	28	57	-7	34	65	10	41	66	29	48	63	-10
483	Kismet-Plains	36	100	-0-	42	90	2	34	62	6	41	80	25	39	74	10
381	Spearville-Windthorst	18	83	9	18	61	3	34	76	2	19	79	-1	24	83	5
419	Canton-Galva	30	83	-3	29	93	25	33	61	3	31	77	31	34	76	-7
355	Ellinwood	39	95	6	34	82	2	33	76	5	33	73	46	39	79	24
356	Conway Springs	22	95	-0-	29	69	-7	33	82	30	37	65	19	31	74	-0-
358	Oxford	31	97	NO TREND	28	79	NO TREND	33	82	NO TREND	31	77	NO TREND	30	50	NO TREND
507	Satanta	26	88	3	27	56	6	33	42	-0-	29	28	-12	32	56	-23
249	Frontenac	37	84	10	28	71	-14	33	55	3	40	58	25	39	82	-1
274	Oakley	23	96	3	24	88	2	32	66	-8	40	80	13	47	96	35
288	Central Heights	30	97	2	22	95	25	32	78	-15	46	74	16	45	78	17
374	Sublette	23	91	6	34	79	45	32	81	27	28	68	-7	26	96	23
462	Central	39	90	14	27	96	17	32	75	28	38	42	5	33	76	24
487	Herington	52	88	5	35	97	15	32	78	23	40	63	12	50	92	38
246	Northeast	43	67	-4	39	64	-1	31	52	13	41	88	23	39	56	-7
307	Ell-Saline	24	71	7	24	96	2	31	48	-2	18	83	25	18	83	26
338	Valley Falls	35	71	4	26	65	9	31	42	-15	29	79	38	23	91	24
454	Burlingame	29	97	-0-	24	63	-10	31	55	8	22	91	12	24	92	24
300	Comanche	27	96	-0-	21	81	15	30	60	-18	27	85	11	34	79	-9
344	Pleasanton	23	100	11	22	86	38	30	80	54	22	91	32	23	83	33
350	St. John-Hudson	39	97	-0-	22	100	4	30	77	6	27	85	-7	29	97	-5
397	Centre	18	89	-0-	32	97	-3	30	100	18	31	65	-9	32	94	33
423	Moundridge	26	92	10	22	82	8	30	77	-0-	33	73	5	29	90	7
226	Meade	33	100	3	23	96	9	29	83	6	29	97	6	32	72	9
256	Marmaton Valley	21	81	-7	21	62	-12	29	41	16	28	36	-20	34	82	24
393	Solomon	19	42	-21	30	97	12	29	38	-26	29	62	-16	32	78	-8
398	Peabody-Burns	25	76	-4	34	74	-11	29	48	-4	38	66	11	25	64	-1
422	Greensburg	38	66	-0-	42	64	-9	29	28	-31	24	58	-8	24	88	20
298	Lincoln	34	100	3	26	88	-3	28	89	27	23	74	-14	37	86	13

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		%		%	%		%	%		%	%		%			
		NO. TSTD	MEETING STANDARD		NO. TSTD	MEETING STANDARD		NO. TSTD	MEETING STANDARD		NO. TSTD	MEETING STANDARD		NO. TSTD	MEETING STANDARD	
				TREND			TREND			TREND			TREND			TREND
342	McLouth	33	100	6	33	70	9	28	93	44	36	44	30	32	63	10
378	Riley	28	96	8	31	84	6	28	96	31	44	80	16	52	94	15
444	Little River	33	76	-9	33	79	8	28	61	-5	30	53	-9	27	85	17
448	Inman	24	100	4	25	100	6	28	82	15	21	90	14	22	82	7
498	Valley Heights	22	91	4	30	60	-7	28	61	-0-	31	55	2	30	87	13
222	Washington	27	93	6	28	68	-21	27	85	21	31	74	-12	35	94	31
227	Jetmore	22	91	6	22	59	-22	27	41	-17	19	58	-4	23	91	10
386	Madison-Virgil	23	91	5	39	77	21	27	52	8	20	75	21	17	82	-3
456	Marais Des Cygnes	30	100	-0-	22	82	-13	27	44	-15	22	86	-3	15	73	17
488	Axtell	16	81	-0-	14	93	23	27	89	5	23	78	26	42	76	-9
241	Wallace	24	79	-1	29	72	-17	27	37	-9	34	59	-4	25	76	2
270	Plainville	21	100	-0-	22	100	-0-	26	88	11	46	93	6	41	76	-8
278	Mankato	27	70	-0-	26	85	-3	26	73	2	23	87	32	20	80	6
387	Altoona-Midway	38	92	6	29	79	10	26	62	14	27	78	20	19	74	15
403	Otis-Bison	26	73	-0-	21	100	13	26	73	2	25	84	16	20	85	-12
433	Midway	13	100	8	18	72	1	26	19	14	17	24	-29	16	88	15
482	Dighton	29	76	-7	22	64	-25	26	69	5	40	73	-8	28	82	-3
322	Onaga-Havensville	25	80	7	25	64	-14	25	64	21	35	63	22	33	67	-10
421	Lyndon	25	88	5	23	96	21	24	58	25	24	63	34	20	70	-6
220	Ashland	15	100	7	19	79	31	24	63	13	17	47	6	23	91	12
245	Leroy-Gridley	27	100	7	40	93	15	24	88	11	33	58	-8	30	83	-8
303	Ness City	24	100	-0-	25	72	-3	24	75	-2	24	100	-0-	29	93	42
438	Skyline	35	97	8	17	88	2	24	67	-14	23	65	-14	18	83	21
459	Bucklin	19	84	-0-	14	93	5	24	58	35	18	72	13	14	100	14
486	Elwood	15	87	6	11	100	39	24	38	1	14	7	-25	15	27	-3
334	Southern Cloud	25	92	-4	21	67	-8	22	73	25	24	71	7	31	74	-3
351	Macksville	28	68	5	16	88	11	22	41	-6	24	54	-11	23	74	-1
425	Highland	26	92	8	20	75	-7	22	41	23	24	88	19	26	73	18
311	Pretty Prairie	19	100	4	19	89	9	21	90	18	23	74	4	36	75	-8
354	Claflin	41	100	17	27	85	-6	21	95	35	53	66	28	157	75	9

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		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD	
			%	TREND		%	TREND		%	TREND		%	TREND		%	TREND
479	Crest	23	78	-0-	12	75	-11	21	57	-0-	19	53	-13	16	44	-7
285	Cedar Vale	19	63	14	13	46	-4	20	25	5	13	54	-2	13	62	-22
332	Cunningham	23	91	-0-	16	94	5	20	85	43	15	87	4	22	82	18
347	Kinsley-Offerle	20	100	7	22	82	8	20	70	-1	23	61	-20	28	71	-4
388	Ellis	11	100	11	17	94	15	20	80	28	46	48	-14	42	76	-9
426	Pike Valley	26	100	5	19	95	9	20	65	4	18	78	-1	29	83	-2
477	Ingalls	11	100	5	11	64	-11	20	60	-3	18	28	-37	21	90	10
492	Flinthills	16	94	6	19	53	-25	20	60	18	19	58	-25	22	82	25
505	Chetopa	19	100	-0-	22	91	18	20	90	57	31	68	25	39	90	37
103	Cheylin	13	69	8	16	88	9	19	47	2	19	79	12	15	73	13
293	Quinter	26	96	-0-	19	84	-7	19	74	2	23	78	-13	34	88	31
299	Sylvan Grove	20	100	8	10	100	-0-	19	100	-0-	16	75	-3	11	82	11
360	Caldwell	22	100	5	16	81	-1	19	74	11	25	32	-32	29	69	1
511	Attica	17	76	-12	15	87	-11	19	47	-26	8	88	32	3	-0-	-67
269	Palco	21	95	12	13	92	8	18	72	2	15	87	13	14	71	-6
279	Jewell	23	100	8	11	82	-2	18	39	-39	15	27	15	15	67	-31
302	Smoky Hill	16	94	-0-	13	92	17	18	56	-10	11	82	28	15	80	22
349	Stafford	27	74	3	29	79	17	18	44	-9	21	90	32	32	63	-8
369	Burrton	22	86	-1	17	94	12	18	17	-31	17	76	41	9	100	1
451	B & B	21	100	6	20	100	39	18	94	16	28	79	-1	28	89	34
223	Barnes	26	92	-0-	24	96	24	17	71	-13	25	84	17	46	85	13
291	Grinnell	12	100	-0-	12	58	-27	17	88	-6	16	94	-2	22	91	19
411	Goessel	20	100	-0-	17	100	-0-	17	65	19	10	40	-28	18	72	3
442	Nemaha Valley	19	100	-0-	17	94	20	17	47	-0-	24	96	24	58	86	16
216	Deerfield	21	62	23	18	78	42	16	31	-13	22	50	34	15	53	-24
292	Grainfield	21	100	4	11	100	20	16	75	10	22	68	-3	21	86	3
324	Eastern Heights	18	100	-0-	6	67	-15	16	50	-11	15	73	7	11	64	-3
359	Argonia	14	100	7	18	89	20	16	44	5	16	50	19	9	56	-34
200	Greeley	21	100	12	27	81	-4	15	33	-19	29	55	-4	26	46	11
314	Brewster	13	77	-0-	16	81	-2	15	53	-2	11	64	2	9	78	12

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			% TREND	%		% TREND	%		% TREND	%		% TREND	%			
401	Chase	19	100	14	19	63	5	15	33	45	22	82	25	22	73	51
509	South Haven	14	79	7	9	22	-55	14	36	7	12	75	4	20	95	22
212	Northern Valley	12	83	5	20	65	-23	14	93	-0-	23	70	4	18	83	-3
221	North Central	12	100	-0-	14	93	-7	14	64	-6	15	100	20	14	57	-3
283	Elk Valley	8	88	9	12	67	-26	14	43	-14	16	38	-17	13	69	27
455	Cuba	12	83	-0-	14	86	17	14	79	10	15	53	-20	12	83	-2
225	Fowler	11	100	-0-	9	89	7	13	54	-22	11	64	-11	18	72	-3
326	Logan	21	90	-10	15	87	-0-	13	85	13	19	84	4	20	70	17
371	Montezuma	14	86	-0-	21	71	15	13	54	-6	9	67	17	11	82	18
236	Lebanon	11	73	-0-	7	57	-32	12	58	-4	3	67	17	4	25	-47
316	Golden Plains	15	93	13	8	75	6	12	67	-13	22	86	-3	17	94	15
399	Paradise	9	100	-0-	17	94	1	12	67	2	15	60	-10	18	72	-18
424	Mullinville	4	100	-0-	8	88	8	12	75	8	9	100	7	14	71	-8
474	Haviland	11	100	-0-	7	100	42	12	67	-0-	16	63	-14	DID NOT TEST		NO TREND
502	Lewis	11	100	20	15	73	-22	12	42	-23	14	50	20	16	63	27
217	Rolla	9	100	5	13	54	-3	12	58	18	8	50	-1	15	80	57
496	Pawnee Heights	13	85	-1	8	100	8	12	75	-17	13	92	19	14	71	-6
228	Hanston	9	100	-0-	13	77	34	11	18	3	3	67	29	7	57	-27
219	Minneola	12	100	14	17	82	37	11	100	25	17	76	-14	15	100	36
238	West Smith	17	94	-6	8	88	-2	11	64	17	20	50	18	14	71	8
304	Bazine	11	73	-10	11	91	-3	11	82	2	7	86	19	2	50	-17
209	Moscow	15	60	-7	8	88	-3	10	60	10	10	50	18	10	50	-10
384	Blue Valley	9	100	6	6	83	23	10	100	5	15	93	44	16	81	-0-
280	West Graham-Morland	9	89	-0-	8	100	36	9	89	27	12	92	10	16	88	-4
390	Hamilton	11	82	-0-	4	100	39	9	56	6	11	36	27	6	67	6
471	Dexter	11	73	-12	12	100	-0-	9	44	7	11	64	20	12	83	-18
301	Nes Tres La Go	6	100	-0-	5	80	5	8	50	17	8	75	54	9	67	17
468	Healy	1	100	-0-	3	100	57	8	75	-13	11	9	-70	8	88	17
242	Weskan	7	100	-0-	8	88	13	7	86	33	11	36	11	9	44	33
476	Copeland	9	100	18	8	100	42	7	100	25	8	88	13	6	67	-5

PUBLIC SCHOOLS
KANSAS MINIMUM COMPETENCY TEST RESULTS

Mathematics
Tested April, 1983

USD NO.	SCHOOL DISTRICT NAME	GRADE 2			GRADE 4			GRADE 6			GRADE 8			GRADE 11		
		NO. TSTD	% MEETING STANDARD	% TREND	NO. TSTD	% MEETING STANDARD	% TREND	NO. TSTD	% MEETING STANDARD	% TREND	NO. TSTD	% MEETING STANDARD	% TREND	NO. TSTD	% MEETING STANDARD	% TREND
276	Esbon	6	83	38	9	89	-2	7	43	8	8	63	-8	5	100	30
295	Prairie Heights	6	83	-17	4	100	-0-	6	50	-19	8	75	-8	11	91	-13
213	West Solomon Valley	16	88	3	13	77	38	5	40	-27	15	87	2	24	79	-5
277	Burr Oak	5	100	11	14	100	60	5	40	10	10	20	13	7	29	-19
275	Triplains	11	100	-0-	6	83	-17	4	50	-33	9	67	16	9	89	-10
317	Herndon	4	75	-5	6	100	25	4	50	-8	8	50	-22	12	67	-17

PRIVATE SCHOOLS
KANSAS MINIMUM COMPETENCY TEST RESULTS

Reading
Tested April, 1983

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USD NO.	SCHOOL DISTRICT NAME	GRADE 2			GRADE 4			GRADE 6			GRADE 8			GRADE 11					
		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD		NO. TSTD	% MEETING STANDARD				
			TREND			TREND			TREND			TREND			TREND				
822	Archdiocese of Kansas City	1071	85	6	1001	74	1	1028	67	-1	931	93	6	680	91	4			
856	Catholic Diocese of Wichita	713	86	3	656	79	3	691	68	-1	566	95	1	421	95	2			
843	Salina Diocesan	264	88	4	228	68	-1	206	71	5	152	89	-3	252	93	5			
801	Dodge City Diocesan	254	81	-1	208	63	-4	191	55	-8	111	92	9	DID NOT TEST		NO TREND			
867	Lutheran Elementary Schools	207	79	-4	159	69	6	172	56	-1	142	88	-0-	DID NOT TEST		NO TREND			
916	Wichita Christian Challenge	56	84	NO TREND	42	62	NO TREND	44	50	NO TREND	23	96	NO TREND	24	83	NO TREND			
963	Bethel Life School	47	60	-6	30	60	9	25	44	17	16	75	-11	24	96	-0-			
927	Kansas Seventh Day Adventist	21	86	17	16	75	9	16	63	8	20	75	4	24	67	-19			
920	Central Christian Schools	16	88	-8	9	78	13	14	57	-3	20	80	7	14	86	-0-			
948	The Hyman Brand Hebrew Academy	23	96	19	16	63	-19	13	69	-2	4	100	-0-	DID NOT TEST		NO TREND			
977	St. John's Military School	DID NOT TEST			NO TREND	1	0	8	13	46	-14	25	68	27	21	67	17		
981	Kansas College & Bible Elementary	9	100	NO TREND	4	50	NO TREND	11	27	20	11	82	NO TREND	6	83	NO TREND			
911	Independent Bible College	6	83	-0-	2	100	25	6	67	-33	7	71	5	11	82	13			
980	Shalom Elementary	16	94	-14	3	100	-8	5	60	NO TREND	6	83	NO TREND	DID NOT TEST		NO TREND			
941	Pleasant Green Community School	29	41	NO TREND	13	8	NO TREND	3	33	NO TREND	10	50	NO TREND	5	0	NO TREND			
892	Inst. of Logopedics	2	0	NO TREND	DID NOT TEST			NO TREND	1	0	NO TREND	DID NOT TEST			NO TREND	NO TREND			
934	Buther's Children's School	13	69	1	20	50	-19	DID NOT TEST			NO TREND	DID NOT TEST			NO TREND				
956	Berean Academy	DID NOT TEST			NO TREND	DID NOT TEST			NO TREND	DID NOT TEST			NO TREND	29	93	5	33	94	5
998	Jefferson Diocese	DID NOT TEST			NO TREND	DID NOT TEST			NO TREND	DID NOT TEST			NO TREND	7	57	NO TREND	DID NOT TEST		NO TREND

PRIVATE SCHOOLS
KANSAS MINIMUM COMPETENCY TEST RESULTS

Mathematics
Tested April, 1983

USD NO.	SCHOOL DISTRICT NAME	GRADE 2			GRADE 4			GRADE 6			GRADE 8			GRADE 11		
		NO.	%	%	NO.	%	%	NO.	%	%	NO.	%	%	NO.	%	%
		TSTD	MEETING STANDARD	TREND	TSTD	MEETING STANDARD	TREND	TSTD	MEETING STANDARD	TREND	TSTD	MEETING STANDARD	TREND	TSTD	MEETING STANDARD	TREND
822	Archdiocese of Kansas City	1062	94	4	1000	81	-0-	1031	66	3	930	78	6	692	84	10
856	Catholic Diocese of Wichita	711	91	3	655	85	6	688	63	-2	564	80	3	422	85	6
843	Salina Diocesan	264	89	3	228	79	2	206	60	-3	150	66	-2	252	91	6
801	Dodge City Diocesan	251	88	5	208	74	-6	191	50	-7	111	70	10	DID NOT TEST		NO TREND
867	Lutheran Elementary Schools	204	81	1	159	76	5	173	51	-7	141	70	3	DID NOT TEST		NO TREND
916	Wichita Christian Challenge	56	98	NO TREND	42	79	NO TREND	44	52	NO TREND	23	61	NO TREND	24	58	NO TREND
963	Bethel Life School	46	91	12	29	76	-6	25	32	-7	17	41	-26	24	88	-13
927	Kansas Seventh Day Adventist	21	86	-5	16	81	18	16	50	-9	20	50	12	45	31	-7
920	Central Christian Schools	16	100	-0-	9	100	-0-	14	57	-13	20	65	19	14	64	9
948	The Hyman Brand Hebrew Academy	21	95	-0-	16	69	-15	13	69	-6	4	100	18	DID NOT TEST		NO TREND
977	St. John's Military School	DID NOT TEST		NO TREND	1	-0-	-33	13	38	29	25	28	-2	21	81	35
981	Kansas College & Bible Elementary	9	100	NO TREND	4	75	NO TREND	11	73	-15	11	64	NO TREND	6	67	NO TREND
911	Independent Bible College	6	100	-0-	2	100	50	6	67	-33	7	71	-18	11	100	15
980	Shalom Elementary	14	100	-20	3	100	-8	5	60	NO TREND	6	67	NO TREND	DID NOT TEST		NO TREND
941	Pleasant Green Community School	29	72	NO TREND	13	23	NO TREND	3	-0-	NO TREND	10	10	NO TREND	5	-0-	NO TREND
892	Inst. of Logopedics	2	0	NO TREND	DID NOT TEST		NO TREND	1	-0-	NO TREND	DID NOT TEST		NO TREND	DID NOT TEST		NO TREND
934	Buther's Children's School	13	92	-0-	20	70	-23	DID NOT TEST		NO TREND	DID NOT TEST		NO TREND	DID NOT TEST		NO TREND
956	Berean Academy	DID NOT TEST		NO TREND	DID NOT TEST		NO TREND	DID NOT TEST		NO TREND	29	59	-10	33	79	-11
998	Jefferson Diocese	DID NOT TEST		NO TREND	DID NOT TEST		NO TREND	DID NOT TEST		NO TREND	7	43	NO TREND	DID NOT TEST		NO TREND

STATE BOARD OF EDUCATION GOALS

1. The Kansas State Board of Education will provide equal educational opportunity to encourage each student within his/her developmental ability in -
 - Attaining the optimum skills of reading, writing, speaking, listening, computation, and problem solving.
 - Developing an awareness of career opportunities and appropriate work habits to succeed in the world of work, including sheltered work environments.
 - Acquiring a general education.
 - Attaining knowledge and skills to qualify for further education, employment, re-employment, or rehabilitation.
 - Learning the rights and responsibilities of parents and family; the knowledge to achieve and maintain emotional, mental, and physical health; and the processes of effective citizenship.
 - Developing a literacy of technology and computers.
2. The Kansas State Board of Education will advocate quality education by:
 - Strengthening accreditation standards of schools.
 - Encouraging institutions of higher education to strengthen teacher preparation programs.
 - Formulating policies which provide programs, facilities, and institutions.
 - Implementing evaluation measures which will provide program and student information to decision makers at all levels.
3. The Kansas State Board of Education will encourage the professional growth of educators by:
 - Approving teacher preparation programs which meet the needs of the Kansas education community.
 - Providing certification procedures which reflect the needs of the teaching profession, school districts, and students.
 - Promoting the development of state approved inservice programs at the local school district level.
4. The Kansas State Board of Education will promote curriculum improvement by:
 - Providing technical assistance to local school districts.
 - Disseminating reports and information about applied research in education.
 - Identifying and recognizing outstanding local school district curriculum programs.
5. The Kansas State Board of Education will promote effective legislation and financial services to local education entities by:
 - Identifying areas of educational need.
 - Proposing legislation to meet identified educational needs.
 - Distributing fiscal resources fairly and equitably.
 - Adopting reporting and funding processes that encourage accountability at all levels.