

Approved: _____
Date

4/28/99

MINUTES OF THE SENATE EDUCATION COMMITTEE.

The meeting was called to order by Chairperson Senator Barbara Lawrence at 9:00 a.m. on March 23, 1999 in Room 123-S of the Capitol.

All members were present except:

Committee staff present: Avis Swartzman, Revisor
 Ben Barrett, Legislative Research
 Jackie Breymeyer, Committee Secretary

Conferees appearing before the committee: Gary Price, Superintendent USD 308 Hutchinson

Others attending: See Attached List

Chairperson Lawrence called the meeting to order and directed attention to **HB 2357 - Kansas postsecondary education savings program**

Senator Emert moved to pass HB 2357 favorably as amended.
Senator Umbarger gave a second to the motion.

The Chairperson indicated the state treasurer had spoken with her and told her the tax credit could be capped at any amount up to \$6,000.

It was commented that most states cap below \$6,000.

The Chairperson stated the goal is to be reasonable and give opportunity for this kind of savings to those people who probably need it the most.

Senator Emert withdrew his motion and Senator Umbarger withdrew his second.

Senator Emert moved to amend HB 2357 with a tax credit cap at \$2,000.
Senator Umbarger gave a second to the motion.
The motion carried.

The Chairperson turned the committee's attention to **SB 344 - declining enrollment**

Dale Dennis, Deputy Education Commissioner, distributed four attachments. The first showed a ten year history by county (Attachment 1) He stated it is easy to see the challenges involved in making it equal and fair for everyone when it runs from 76 to 45,000 students.

The next printout contained the current year, prior year and three-year average and what it cost and who would benefit. The front page of this attachment (Attachment 2) showed a projected cost of \$3.1 million.

The third printout (Attachment 3) showed the usual comparisons that have been done the last couple of years. The Column Explanation showed L9902 - Governor's plan; L9909 - Senate plan and L9953, the three-year average.

Mr. Dennis was asked if this plan took in the Helgeson amendment guaranteeing 100 students.

Mr. Dennis responded that this was not in this plan.

The Chairperson stated this would certainly be more palatable than \$16.2 million. It will alleviate some of the problem; it won't do everything the schools would like, but it will help.

Mr. Dennis had an additional information for the committee entitled that involved a different bill that was entitled, "The Kansas Curricular Standards for Civics-Government, Economics, Geography and History" (Attachment 4)

CONTINUATION SHEET

MINUTES OF THE SENATE EDUCATION COMMITTEE, Room 123-S Statehouse, at 9:00 a.m. on March 22, 1999.

The Chairperson asked the committee's wishes on the bill.

Senator Lee moved to amend SB 344 with the \$3.1 million amendment plan.

Senator Downey gave a second to the motion.

In discussion it was commented that this really didn't solve the problem; the issue of declining enrollment is still there.

The Chairperson stated that she had an opportunity to discuss this with the Chairman of the House Education committee. It is his strong desire to have a summer interim on declining enrollment.

The Chairperson was asked with regard to the motion if this was considered a frozen number on the declining enrollment concept or will it be looked at as part of the conference committee. Would the conference committee be looking to put in additional dollars.

The response made by the Chairperson was that the House proposal will probably look somewhat similar. It might not be that difficult or that far apart as far as a conferencing issue. This is said not knowing what the House will do.

Another comment made cited the effect of the transportation proposal.

The response to that was that the transportation plan does not take any money away from the state general fund for the next two years, 2000 - 2001, but at the same time an additional \$3 million has not been built into the planning. The runs that have been done all the way through have been based on the 410 million dollars, and the Senate is presently money above the Governor.

The Chairperson called for action on the amendment.

The motion carried.

The Revisor referred to the section that had the numbers for low enrollment weighting and correlation weighting. She asked if the committee wanted an amendment that would make these numbers correspond to what was passed out in **SB 171**, the school finance bill.

Senator Emert moved to amend SB 344 to conform the numbers to SB 171.

Senator Downey gave a second to the motion. The motion carried.

Senator Emert moved to amend SB 344 by putting the provision for the current year 4 year old at risk. Senator Downey gave a second to the motion. The motion carried.

Senator Downey moved to pass SB 344 favorably as amended

Senator Emert gave a second to the motion.

The motion carried.

The Chairperson directed attention to **SB 328 - career teacher salary plan** and stated the bill has to do with a salary plan for teachers that would be a voluntary plan and one that would create an incentive for teachers. Ben Barrett, Legislative Research, gave an overview of the plan.

Mr. Barrett had a paper distributed to the committee (Attachment 5) and described the plan, beginning with the Overview and continuing with the State Funding, Participation, Core Provisions, Notice of Contract Nonrenewal on Contract Rejection by the Teacher and Nonrenewal Procedures. The Commissioner of Education would approve school district career teacher salary plans. The effective date of the bill would be July 1, 2000. The fiscal note has an estimated cost of \$55,628 in FY 2000.

The Chairperson thanked Mr. Barrett and called on Gary Price, Superintendent of Hutchinson public schools was the first proponent of the bill. (Attachment 6) He was representing the board of education in his district because they also support the concepts in the bill. He stated that he believes many teachers would prefer an option which would allow them higher financial compensation for teaching. If the issue

CONTINUATION SHEET

MINUTES OF THE SENATE EDUCATION COMMITTEE, Room 123-S Statehouse, at 9:00 a.m. on March 22, 1999.

is not addressed, many teachers will be lost to the private sector. It is more than a salary plan, it is an opportunity to improve the teaching and learning process in Kansas schools through the attraction and retention of high quality teachers in our schools.

After several further comments, Mr. Price drew attention to the attached position paper he wrote in November, 1998 and revised in February, 1999. The concepts in the paper are found in **SB 328**.

Mr. Price was asked if he had an opportunity to have any interaction with teachers to see what they thought about the bill.

Mr. Price replied he had talked informally with teachers in his own district after the first draft and asked them for some responses. He stated that he had received a mixed bag of responses. Generally they were favorable to the concept. Concerns were expressed about the issues relating to contract and tenure.

One of the committee commented that a typical career track involved some type of step movement toward a higher degree of professionalism, training, education, experience, advanced degrees and so forth. She asked Mr. Price if there was a way to develop a track that rewards professionalism without having to have that other piece tied to it or does he think it is essential.

Mr. Price responded that he is not tied to any particular segment of it. He expects that it would take away a lot of support of Kansans across the board because they would like to feel they have a little more control of their investment. He chose not to list the things she had mentioned because in most cases they were inputs rather than outcomes. He stated that one way to possibly tie these issues together is that the process for developing the plan in the district could become a part of the negotiating process.

Mr. Price was asked what it was about the plan that he thought increased teacher effectiveness.

Mr. Price stated that a lot of good teachers are being lost. The two options for them are usually to go to the private sector or become an administrator. He would like to see many of the best and brightest teachers compensated like administrators; they are on the line and making a significant impact on kids.

The comment was made that the hope is that a plan could be developed with these types of options without the control piece.

The fiscal amount of the plan was discussed. One of the members stated the reality of the financial situation and decisions the legislature has to make.

Mr. Price stated he wanted the legislature to give him permission to do what is stated in the bill and at this time he does not think that under current law he can do this.

As there were no further questions for Mr. Price the Chairperson asked the rest of the conferees to return tomorrow and adjourned the meeting.



Kansas State Department of Education

120 S.E. 10th Avenue
Topeka, Kansas 66612-1182

March 23, 1999

TO: Senate Education Committee
FROM: Dale M. Dennis, Deputy
Commissioner of Education
SUBJECT: Enrollment Data--1989-90 through 1998-99

Several questions have arisen concerning declining as well as increased enrollments in selected Kansas school districts. **Computer Printout L9864** provides FTE enrollments for the school years 1989-90 through 1998-99. These enrollments have been sorted in county order and low to high on Columns 10, 11, and 12.

**FTE ENROLLMENT
1998-99
(Column 10)**

<u>Lowest</u>	<u>Median</u>	<u>Highest</u>
76.0	579.8	45,138.0

**FTE ENROLLMENT COMPARISON
1989-90/1998-99
(Column 11)**

<u>Largest Enrollment Decline</u>	<u>Median Enrollment Inc./Dec.</u>	<u>Largest Enrollment Increase</u>
(1,425.0)	35.5	7,236.7

(Column 12)

<u>Largest Percent Decline</u>	<u>Median Percent Inc./Dec.</u>	<u>Largest Percent Increase</u>
27.27	6.80	122.77

*Senate Education
Attachment 1
3-23-99*

2-1

		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
		----- 1989-90 THRU 1998-99 FTE ENROLLMENTS -----											
COUNTY NAME	#											DIFF	%
DISTRICT NAME	#	9-20-89	9-20-90	9-20-91	9-20-92	9-20-93	9-20-94	9-20-95	9-20-96	9-20-97	9-20-98	(10 - 1)	INCR/ DECR

ALLEN	001												
MARMATON VALLEY	D0256	319.0	345.0	373.0	380.0	375.0	373.0	426.5	440.0	436.0	415.0	96.0	30.09
IOLA	D0257	1,775.1	1,813.1	1,788.6	1,800.2	1,833.5	1,819.5	1,746.6	1,740.0	1,717.4	1,674.0	-101.1	-5.70
HUMBOLDT	D0258	646.5	604.0	624.0	621.0	619.0	622.4	597.0	553.5	534.5	534.6	-111.9	-17.31
ANDERSON	002												
GARNETT	D0365	959.1	998.3	1,045.6	1,069.6	1,082.5	1,083.0	1,134.3	1,118.8	1,155.4	1,121.5	162.4	16.93
CREST	D0479	279.5	305.0	317.0	343.5	314.0	306.5	306.0	321.5	312.5	311.0	31.5	11.27
ATCHISON	003												
ATCHISON CO COM	D0377	783.0	747.6	769.0	787.5	819.5	836.5	810.0	778.0	770.5	806.0	23.0	2.94
ATCHISON PUBLIC	D0409	1,709.4	1,679.5	1,702.4	1,702.5	1,682.9	1,635.6	1,636.0	1,595.4	1,648.1	1,627.4	-82.0	-4.80
BARBER	004												
BARBER COUNTY N	D0254	787.0	778.5	765.0	759.5	758.8	742.0	769.6	754.0	772.5	758.9	-28.1	-3.57
SOUTH BARBER	D0255	311.5	305.0	328.5	348.3	357.0	371.3	376.4	367.5	345.5	325.0	13.5	4.33
BARTON	005												
CLAFLIN	D0354	240.0	265.6	281.3	307.4	329.0	341.0	353.1	358.5	353.5	324.3	84.3	35.13
ELLINWOOD PUBLI	D0355	559.1	547.7	565.0	567.2	576.8	575.8	565.3	571.5	599.9	604.6	45.5	8.14
GREAT BEND	D0428	3,321.4	3,298.2	3,369.9	3,425.3	3,393.5	3,356.5	3,304.2	3,225.3	3,176.9	3,158.5	-162.9	-4.90
HOISINGTON	D0431	716.6	751.8	781.3	812.9	821.9	835.5	822.1	803.3	771.8	746.0	29.4	4.10
BOURBON	006												
FT SCOTT	D0234	2,053.6	2,019.1	2,070.9	2,115.8	2,105.0	2,123.2	2,107.6	2,133.4	2,121.7	2,114.6	61.0	2.97
UNIONTOWN	D0235	500.5	481.5	493.0	458.5	458.5	458.6	475.5	501.3	521.0	498.5	-2.0	-0.40
BROWN	007												
HIAWATHA	D0415	1,215.5	1,198.5	1,214.4	1,232.0	1,228.2	1,210.8	1,218.9	1,195.0	1,146.9	1,096.2	-119.3	-9.81
BROWN COUNTY	D0430	633.9	659.7	685.8	660.5	697.7	703.9	724.5	757.1	740.2	725.3	91.4	14.42
BUTLER	008												
LEON	D0205	718.5	745.5	781.5	804.5	823.6	808.5	798.2	826.7	807.7	776.5	58.0	8.07
REMINGTON-WHITE	D0206	487.5	490.0	509.5	534.2	550.0	555.5	560.5	570.6	543.4	549.0	61.5	12.62
CIRCLE	D0375	1,259.0	1,264.5	1,286.8	1,362.2	1,384.5	1,379.9	1,417.6	1,421.0	1,452.2	1,408.0	149.0	11.83
ANDOVER	D0385	1,620.0	1,659.0	1,708.1	1,806.0	1,989.5	2,128.9	2,262.4	2,442.2	2,704.5	2,800.4	1,180.4	72.86
ROSE HILL PUBLI	D0394	1,333.0	1,422.0	1,437.9	1,503.5	1,589.2	1,634.1	1,672.5	1,723.0	1,744.0	1,757.0	424.0	31.81
DOUGLASS PUBLIC	D0396	725.6	741.5	753.1	786.5	782.1	844.5	857.0	883.5	898.7	901.9	176.3	24.30
AUGUSTA	D0402	1,904.4	1,942.5	2,074.0	2,155.3	2,193.1	2,108.9	2,137.1	2,179.2	2,210.2	2,220.7	316.3	16.61
EL DORADO	D0490	2,040.7	2,095.9	2,210.4	2,258.5	2,305.9	2,271.3	2,235.0	2,170.5	2,202.0	2,188.6	147.9	7.25
FLINTHILLS	D0492	230.0	227.5	239.5	235.3	255.5	275.5	287.0	294.0	310.5	339.0	109.0	47.39
CHASE	009												
CHASE COUNTY	D0284	548.5	571.0	563.0	556.1	556.7	567.2	566.1	534.0	528.0	493.2	-55.3	-10.08

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		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
		+----- 1989-90 THRU 1998-99 FTE ENROLLMENTS -----+											
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CHAUTAUQUA	010												
CEDAR VALE	D0285	199.0	194.0	177.3	172.6	174.0	193.3	196.5	184.5	219.0	206.7	7.7	3.87
CHAUTAUQUA COUN	D0286	483.5	479.0	500.0	490.9	470.4	491.5	527.0	555.0	538.0	512.0	28.5	5.89
CHEROKEE	011												
RIVERTON	D0404	701.8	702.5	717.5	723.5	743.5	763.0	747.5	778.5	803.5	828.3	126.5	18.03
COLUMBUS	D0493	1,265.5	1,291.0	1,305.4	1,321.7	1,370.5	1,370.9	1,385.9	1,407.9	1,421.5	1,379.5	114.0	9.01
GALENA	D0499	730.1	729.7	748.6	760.5	752.6	751.7	733.5	771.5	781.1	794.7	64.6	8.85
BAXTER SPRINGS	D0508	884.8	863.5	850.5	866.0	908.3	925.5	911.7	894.6	915.8	886.0	1.2	0.14
CHEYENNE	012												
CHEYLIN	D0103	209.5	224.5	222.0	216.5	222.5	219.0	200.8	199.0	188.0	192.0	-17.5	-8.35
ST FRANCIS COMM	D0297	418.0	422.0	428.5	433.5	435.0	437.0	425.0	439.5	439.5	441.0	23.0	5.50
CLARK	013												
MINNEOLA	D0219	200.0	196.5	201.8	242.0	258.5	267.5	279.0	286.5	279.0	277.5	77.5	38.75
ASHLAND	D0220	246.1	272.0	274.5	264.0	256.5	266.5	251.8	239.5	244.5	246.0	-0.1	-0.04
CLAY	014												
CLAY CENTER	D0379	1,530.6	1,607.5	1,646.4	1,675.7	1,699.8	1,702.6	1,729.8	1,684.7	1,628.1	1,588.0	57.4	3.75
CLOUD	015												
CONCORDIA	D0333	1,341.5	1,334.5	1,349.0	1,354.5	1,330.5	1,353.4	1,361.9	1,325.5	1,290.0	1,302.7	-38.8	-2.89
SOUTHERN CLOUD	D0334	258.0	259.0	256.5	261.0	263.0	267.5	284.0	297.5	292.5	274.0	16.0	6.20
COFFEY	016												
LEBO-WAVERLY	D0243	491.0	506.0	536.5	535.5	578.5	593.1	588.0	578.0	594.9	582.5	91.5	18.64
BURLINGTON	D0244	847.2	867.4	921.6	951.1	975.0	967.4	981.7	967.4	946.3	918.0	70.8	8.36
LEROY-GRIDLEY	D0245	322.5	349.0	340.5	348.5	351.0	368.5	381.0	355.0	351.5	365.5	43.0	13.33
COMANCHE	017												
COMMANCHE COUNT	D0300	413.5	431.5	430.9	427.5	410.5	416.7	400.0	373.0	385.5	357.0	-56.5	-13.66
COWLEY	018												
CENTRAL	D0462	388.0	362.3	368.1	413.0	366.2	363.9	408.6	409.7	412.9	405.2	17.2	4.43
UDALL	D0463	357.2	386.1	402.0	417.0	430.4	412.5	402.0	390.6	345.5	321.0	-36.2	-10.13
WINFIELD	D0465	2,360.1	2,394.1	2,414.0	2,497.2	2,566.2	2,609.3	2,635.9	2,626.7	2,703.9	2,675.5	315.4	13.36
ARKANSAS CITY	D0470	3,095.1	3,001.1	3,050.1	3,097.5	3,043.1	3,102.0	3,090.3	2,999.1	2,936.0	2,889.0	-206.1	-6.66
DEXTER	D0471	155.5	148.0	162.5	172.4	181.8	187.5	185.0	190.8	185.5	200.5	45.0	28.94
CRAWFORD	019												
NORTHEAST	D0246	587.0	562.0	571.7	595.0	605.7	631.7	591.5	597.7	592.0	577.0	-10.0	-1.70
CHEROKEE	D0247	774.4	789.1	790.3	821.0	835.5	822.6	851.0	858.2	839.3	842.8	68.4	8.83
GIRARD	D0248	1,075.0	1,094.5	1,108.5	1,117.6	1,125.5	1,121.0	1,102.1	1,105.5	1,125.0	1,130.5	55.5	5.16
FRONTENAC PUBLI	D0249	471.0	481.5	480.6	517.9	522.0	582.6	627.9	636.8	659.2	657.3	186.3	39.55
PITTSBURG	D0250	2,732.8	2,800.0	2,923.7	2,903.2	2,959.0	2,824.3	2,740.2	2,655.8	2,660.4	2,596.0	-136.8	-5.01

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		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
		1989-90 THRU 1998-99 FTE ENROLLMENTS											
COUNTY NAME	#											DIFF	%
DISTRICT NAME	#	9-20-89	9-20-90	9-20-91	9-20-92	9-20-93	9-20-94	9-20-95	9-20-96	9-20-97	9-20-98	(10 - 1)	INCR/ DECR

DECATUR	020												
OBERLIN	D0294	578.5	597.4	644.0	638.5	613.0	621.5	589.5	587.0	572.0	558.0	-20.5	-3.54
PRAIRIE HEIGHTS	D0295	122.5	101.5	103.0	106.5	96.5	89.5	98.0	94.5	92.0	91.5	-31.0	-25.31
DICKINSON	021												
SOLOMON	D0393	325.0	317.5	327.8	360.0	374.5	408.0	393.0	412.5	418.0	428.5	103.5	31.85
ABILENE	D0435	1,354.8	1,372.0	1,416.2	1,449.0	1,479.5	1,492.5	1,508.0	1,420.8	1,413.6	1,505.5	150.7	11.12
CHAPMAN	D0473	1,211.0	1,208.5	1,230.3	1,288.8	1,312.5	1,332.5	1,352.5	1,304.2	1,250.8	1,229.1	18.1	1.49
RURAL VISTA	D0481	362.5	363.8	372.1	381.0	395.0	403.0	405.0	432.0	423.0	451.5	89.0	24.55
HERINGTON	D0487	577.5	542.5	578.5	586.0	561.0	592.0	602.2	578.0	583.2	570.8	-6.7	-1.16
DONIPHAN	022												
WATHENA	D0406	489.0	509.6	513.0	512.0	485.0	455.0	469.0	444.0	429.5	401.0	-88.0	-18.00
HIGHLAND	D0425	275.0	301.0	285.5	284.4	292.5	290.5	296.5	294.5	295.0	278.5	3.5	1.27
TROY PUBLIC SCH	D0429	374.2	375.5	417.0	441.5	438.5	431.0	431.6	403.2	422.0	399.0	24.8	6.63
MIDWAY SCHOOLS	D0433	205.0	192.6	204.0	196.5	221.0	218.6	215.5	215.5	216.5	232.0	27.0	13.17
ELWOOD	D0486	254.0	225.4	224.5	233.5	193.5	208.0	217.0	251.4	273.5	318.0	64.0	25.20
DOUGLAS	023												
BALDWIN CITY	D0348	962.4	986.8	1,050.2	1,084.6	1,126.7	1,183.4	1,248.2	1,230.0	1,253.5	1,244.0	281.6	29.26
EUDORA	D0491	810.4	809.5	836.6	849.3	883.5	932.3	944.5	1,007.5	1,040.0	1,101.1	290.7	35.87
LAWRENCE	D0497	8,034.3	8,342.2	8,523.7	8,754.5	8,919.1	9,152.5	9,371.7	9,607.9	9,797.7	10,045.8	2,011.5	25.04
EDWARDS	024												
KINSLEY-OFFERLE	D0347	401.7	399.5	396.8	404.2	421.5	448.7	433.2	392.5	375.9	355.9	-45.8	-11.40
LEWIS	D0502	176.5	185.0	194.0	201.5	191.0	178.5	190.0	194.5	193.0	190.5	14.0	7.93
ELK	025												
WEST ELK	D0282	454.5	456.5	446.5	456.5	508.5	540.5	526.5	525.0	537.1	524.0	69.5	15.29
ELK VALLEY	D0283	176.5	194.5	190.0	218.4	206.1	236.8	241.0	262.6	263.0	222.5	46.0	26.06
ELLIS	026												
ELLIS	D0388	365.5	370.0	375.5	373.5	375.2	387.9	389.9	367.8	372.0	371.0	5.5	1.50
VICTORIA	D0432	397.0	395.0	391.5	396.0	369.0	348.0	344.5	326.5	315.5	302.0	-95.0	-23.93
HAYS	D0489	3,375.9	3,412.1	3,431.0	3,430.5	3,454.6	3,428.3	3,458.3	3,519.1	3,507.0	3,435.1	59.2	1.75
ELLSWORTH	027												
ELLSWORTH	D0327	740.7	769.0	764.7	775.0	869.0	875.0	884.5	867.0	831.5	753.5	12.8	1.73
LORRAINE	D0328	496.6	489.0	534.0	533.5	559.1	549.5	565.0	529.0	528.5	556.5	59.9	12.06
FINNEY	028												
HOLCOMB	D0363	659.5	659.0	678.5	709.0	727.5	748.0	807.0	829.0	834.0	872.0	212.5	32.22
GARDEN CITY	D0457	6,077.2	6,237.6	6,419.6	6,562.1	6,745.1	6,798.0	6,854.2	6,882.4	7,000.6	7,115.9	1,038.7	17.09
FORD	029												
SPEARVILLE-WIND	D0381	246.0	262.0	272.5	292.4	305.9	318.5	319.5	347.0	350.5	362.0	116.0	47.15
DODGE CITY	D0443	4,138.2	4,114.7	4,203.6	4,230.1	4,470.3	4,603.3	4,760.4	4,763.9	4,847.5	4,939.0	800.8	19.35
BUCKLIN	D0459	296.0	328.5	351.1	364.0	384.0	394.5	379.0	376.0	357.5	354.0	58.0	19.59

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		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
		1989-90 THRU 1998-99 FTE ENROLLMENTS											
COUNTY NAME	#											DIFF	%
DISTRICT NAME	#	9-20-89	9-20-90	9-20-91	9-20-92	9-20-93	9-20-94	9-20-95	9-20-96	9-20-97	9-20-98	(10 - 1)	INCR/ DECR

FRANKLIN	030												
WEST FRANKLIN	D0287	768.0	786.0	799.1	767.5	821.5	827.0	848.5	888.8	899.5	921.1	153.1	19.93
CENTRAL HEIGHTS	D0288	512.5	544.0	557.0	582.0	621.3	637.0	668.3	689.0	698.2	702.0	189.5	36.98
WELLSVILLE	D0289	709.9	736.4	725.2	763.1	763.5	748.9	732.0	743.5	746.6	768.0	58.1	8.18
OTTAWA	D0290	2,211.3	2,204.0	2,277.0	2,296.4	2,329.1	2,358.1	2,366.0	2,360.8	2,319.3	2,290.7	79.4	3.59
GEARY	031												
JUNCTION CITY	D0475	6,731.8	6,854.8	7,309.0	6,641.5	6,759.5	6,740.8	6,252.3	6,124.8	6,126.9	6,098.5	-633.3	-9.41
GOVE	032												
GRINNELL PUBLIC	D0291	145.5	143.5	151.5	149.5	165.0	164.0	170.5	171.5	165.0	160.0	14.5	9.97
GRAINFIELD	D0292	194.4	187.5	179.5	180.0	167.0	174.0	185.0	185.5	175.0	184.5	-9.9	-5.09
QUINTER PUBLIC	D0293	355.0	365.5	354.0	368.0	370.0	361.0	370.0	373.0	372.5	390.0	35.0	9.86
GRAHAM	033												
WEST GRAHAM-MOR	D0280	121.0	114.0	120.0	116.0	118.6	107.0	102.0	109.0	113.0	91.0	-30.0	-24.79
HILL CITY	D0281	518.0	523.0	533.0	522.0	536.3	519.3	518.6	464.5	434.0	423.0	-95.0	-18.34
GRANT	034												
ULYSSES	D0214	1,575.7	1,612.1	1,679.4	1,683.0	1,699.1	1,689.1	1,710.5	1,748.9	1,767.0	1,769.6	193.9	12.31
GRAY	035												
CIMARRON-ENSIGN	D0102	567.5	563.3	557.0	566.0	618.8	623.0	635.0	627.0	635.0	634.4	66.9	11.79
MONTEZUMA	D0371	212.0	195.0	197.5	186.0	181.5	182.5	176.0	181.5	198.0	214.0	2.0	0.94
COPELAND	D0476	124.0	113.0	113.0	126.5	112.0	112.5	113.5	123.5	130.0	121.5	-2.5	-2.02
INGALLS	D0477	225.5	260.0	271.5	262.7	276.0	267.0	279.0	294.5	308.5	293.0	67.5	29.93
GREELEY	036												
GREELEY COUNTY	D0200	351.5	368.0	335.5	356.5	352.5	353.5	347.0	347.0	343.0	318.5	-33.0	-9.39
GREENWOOD	037												
MADISON-VIRGIL	D0386	288.1	285.5	274.1	278.5	296.4	309.0	295.5	286.5	279.0	282.5	-5.6	-1.94
EUREKA	D0389	751.2	754.5	792.1	859.3	849.3	843.5	841.0	859.9	800.0	799.0	47.8	6.36
HAMILTON	D0390	126.5	110.5	114.5	115.0	125.5	129.2	133.5	139.1	138.5	122.0	-4.5	-3.56
HAMILTON	038												
SYRACUSE	D0494	400.5	423.0	412.5	396.5	398.5	420.5	445.0	447.0	478.5	509.0	108.5	27.09
HARPER	039												
ANTHONY-HARPER	D0361	1,049.0	1,058.7	1,082.0	1,089.4	1,052.8	1,042.0	1,050.7	1,039.4	1,092.0	1,087.2	38.2	3.64
ATTICA	D0511	217.5	224.5	208.5	200.5	182.0	212.5	205.5	210.5	184.0	162.4	-55.1	-25.33
HARVEY	040												
BURRTON	D0369	294.9	279.0	280.5	286.1	291.5	308.5	290.9	277.3	260.8	243.5	-51.4	-17.43
NEWTON	D0373	3,200.4	3,204.7	3,287.1	3,410.1	3,467.3	3,442.3	3,409.7	3,430.1	3,429.4	3,474.2	273.8	8.56
SEDGWICK PUBLIC	D0439	398.0	408.0	394.5	394.0	389.5	411.0	420.5	441.5	454.0	463.5	65.5	16.46
HALSTEAD	D0440	745.0	748.4	766.2	794.0	739.0	763.0	729.0	733.9	779.5	751.7	6.7	0.90
HESSTON	D0460	720.0	753.7	765.5	791.5	790.5	819.0	790.0	820.7	849.0	840.0	120.0	16.67

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		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
		----- 1989-90 THRU 1998-99 FTE ENROLLMENTS -----											
COUNTY NAME	#											DIFF	%
DISTRICT NAME	#	9-20-89	9-20-90	9-20-91	9-20-92	9-20-93	9-20-94	9-20-95	9-20-96	9-20-97	9-20-98	(10 - 1)	INCR/ DECR

HASKELL	041												
SUBLETTE	D0374	504.5	477.0	486.0	505.5	517.0	492.0	485.5	502.5	490.5	494.0	-10.5	-2.08
SATANTA	D0507	356.1	373.7	377.0	358.0	371.5	361.1	345.8	389.5	423.0	438.0	81.9	23.00
HODGEMAN	042												
JETMORE	D0227	235.5	263.0	264.0	265.6	294.5	302.0	296.5	329.5	339.0	330.0	94.5	40.13
HANSTON	D0228	150.5	147.7	141.2	142.4	151.0	140.0	133.0	139.5	146.5	138.5	-12.0	-7.97
JACKSON	043												
NORTH JACKSON	D0335	415.0	426.5	422.5	421.0	411.5	414.5	433.5	445.5	420.9	428.6	13.6	3.28
HOLTON	D0336	934.5	957.7	993.1	994.0	1,001.0	1,005.5	1,011.5	1,019.0	1,061.3	1,087.0	152.5	16.32
MAYETTA	D0337	766.5	773.5	816.5	789.2	822.5	826.5	832.5	857.5	864.5	857.0	90.5	11.81
JEFFERSON	044												
VALLEY FALLS	D0338	483.0	488.0	492.5	492.5	483.0	499.0	481.0	474.0	469.5	462.0	-21.0	-4.35
JEFFERSON COUNT	D0339	446.0	442.7	451.8	454.0	453.7	479.5	481.0	487.0	482.5	482.2	36.2	8.12
JEFFERSON WEST	D0340	695.5	712.0	744.5	768.9	846.1	886.7	908.5	919.8	937.5	945.5	250.0	35.95
OSKALOOSA PUBLI	D0341	546.5	561.0	630.5	671.8	706.5	727.9	775.6	756.8	768.7	726.4	179.9	32.92
MCLOUTH	D0342	518.5	520.5	532.0	543.8	564.5	552.0	568.0	591.7	598.5	573.5	55.0	10.61
PERRY PUBLIC SC	D0343	872.0	924.5	930.0	932.0	995.6	1,052.3	1,064.5	1,051.5	1,078.0	1,046.1	174.1	19.97
JEWELL	045												
WHITE ROCK	D0104	177.0	172.0	178.5	191.0	194.0	187.0	188.5	180.0	162.0	199.5	22.5	12.71
MANKATO	D0278	292.5	285.8	279.0	295.5	303.0	304.5	301.5	297.0	300.0	275.0	-17.5	-5.98
JEWELL	D0279	198.5	202.0	203.0	208.0	203.0	209.0	203.5	192.5	186.0	186.0	-12.5	-6.30
JOHNSON	046												
SOUTHEAST JOHNS	D0229	8,193.9	9,036.8	9,748.6	10,584.4	11,569.6	12,237.9	13,012.7	13,854.1	14,591.3	15,430.6	7,236.7	88.32
SPRING HILL	D0230	1,234.4	1,247.0	1,217.2	1,236.0	1,245.8	1,260.9	1,288.0	1,296.2	1,305.0	1,356.0	121.6	9.85
GARDNER-EDGERTO	D0231	1,625.3	1,619.5	1,690.4	1,731.9	1,803.6	1,909.9	2,029.2	2,170.4	2,261.4	2,388.6	763.3	46.96
DESOTO	D0232	1,697.5	1,707.8	1,774.1	1,795.0	1,829.5	1,942.8	1,998.3	2,145.0	2,283.5	2,510.1	812.6	47.87
OLATHE	D0233	13,300.2	14,179.7	14,622.1	15,180.9	15,831.7	16,371.4	16,875.7	17,555.9	17,980.4	18,662.5	5,362.3	40.32
SHAWNEE MISSION	D0512	28,885.3	29,196.2	29,656.1	30,273.8	30,537.1	30,645.4	30,501.0	30,477.5	30,606.8	30,337.5	1,452.2	5.03
KEARNY	047												
LAKIN	D0215	649.3	650.8	685.5	703.2	734.3	730.8	746.0	745.7	738.5	729.5	80.2	12.35
DEERFIELD	D0216	250.5	277.5	302.0	329.0	337.7	367.8	363.2	386.1	389.4	367.8	117.3	46.83
KINGMAN	048												
KINGMAN	D0331	1,056.2	1,081.0	1,117.8	1,198.0	1,227.4	1,214.4	1,232.8	1,211.6	1,201.8	1,220.8	164.6	15.58
CUNNINGHAM	D0332	315.0	309.0	305.5	321.0	316.5	320.5	305.5	328.0	341.0	332.5	17.5	5.56
KIOWA	049												
GREENSBURG	D0422	404.5	390.0	386.6	359.5	352.0	371.0	350.5	346.0	316.9	296.0	-108.5	-26.82
MULLINVILLE	D0424	112.0	90.0	104.0	93.5	100.5	101.0	103.0	98.0	109.6	109.0	-3.0	-2.68
HAVILAND PUBLIC	D0474	159.0	178.3	170.5	173.2	187.9	186.5	175.0	157.4	177.5	179.5	20.5	12.89

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COUNTY NAME DISTRICT NAME	#	1989-90 THRU 1998-99 FTE ENROLLMENTS										DIFF (10 - 1)	%	
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)			(11)

LABETTE	050													
PARSONS	D0503	1,915.6	1,850.5	1,877.1	1,910.8	1,936.0	1,881.8	1,845.8	1,811.3	1,773.7	1,718.5	-197.1	-10.29	
OSWEGO	D0504	459.0	471.0	464.5	450.0	467.5	499.0	480.5	474.5	474.5	497.5	38.5	8.39	
CHETOPA	D0505	313.2	308.0	292.6	290.0	285.0	269.0	267.5	260.1	271.0	270.5	-42.7	-13.63	
LABETTE COUNTY	D0506	1,625.1	1,608.5	1,656.0	1,700.1	1,663.6	1,747.6	1,782.6	1,790.0	1,814.0	1,785.0	159.9	9.84	
LANE	051													
HEALY PUBLIC SC	D0468	110.5	109.0	98.5	105.0	117.0	101.5	105.0	110.0	115.5	103.5	-7.0	-6.33	
DIGHTON	D0482	387.7	392.0	403.0	404.0	405.3	400.9	375.6	366.5	343.0	344.4	-43.3	-11.17	
LEAVENWORTH	052													
FT LEAVENWORTH	D0207	1,774.0	1,790.5	1,785.5	1,815.5	1,845.5	1,857.0	1,742.0	1,747.0	1,740.0	1,685.0	-89.0	-5.02	
EASTON	D0449	652.5	623.5	631.5	614.0	609.9	656.5	656.5	654.5	706.5	704.5	52.0	7.97	
LEAVENWORTH	D0453	4,265.1	4,209.5	4,210.9	4,191.0	4,324.3	4,344.4	4,321.5	4,240.8	4,179.3	4,065.9	-199.2	-4.67	
BASEHOR-LINWOOD	D0458	1,210.5	1,243.5	1,326.0	1,428.0	1,506.4	1,558.3	1,596.0	1,632.8	1,639.5	1,694.5	484.0	39.98	
TONGANOXIE	D0464	1,312.8	1,360.5	1,433.0	1,484.5	1,517.5	1,523.6	1,507.0	1,496.1	1,493.0	1,474.0	161.2	12.28	
LANSING	D0469	1,594.5	1,637.5	1,708.0	1,824.6	1,916.1	1,941.5	1,927.5	1,922.4	1,928.5	1,916.5	322.0	20.19	
LINCOLN	053													
LINCOLN	D0298	424.5	406.5	413.0	408.5	405.0	410.0	409.0	397.0	412.5	411.0	-13.5	-3.18	
SYLVAN GROVE	D0299	217.0	206.5	212.0	205.5	195.0	188.0	199.0	203.0	208.5	206.0	-11.0	-5.07	
LINN	054													
PLEASANTON	D0344	424.7	420.5	409.5	429.5	420.5	420.9	405.5	429.7	418.5	426.0	1.3	0.31	
JAYHAWK	D0346	548.5	525.5	540.5	545.0	563.5	558.5	600.0	605.0	591.5	600.5	52.0	9.48	
PRAIRIE VIEW	D0362	821.3	812.2	853.6	864.9	887.4	888.5	964.2	943.1	955.4	922.9	101.6	12.37	
LOGAN	055													
OAKLEY	D0274	472.7	487.0	523.2	519.9	503.9	528.9	513.7	517.5	531.0	509.5	36.8	7.79	
TRIPLAINS	D0275	110.0	116.0	123.0	107.5	110.5	120.1	108.0	107.0	104.0	92.5	-17.5	-15.91	
LYON	056													
NORTH LYON COUN	D0251	695.1	718.4	738.6	737.6	733.0	733.6	728.5	725.5	753.0	715.5	20.4	2.93	
SOUTHERN LYON C	D0252	525.0	547.0	585.1	600.3	599.0	654.9	645.5	661.0	666.0	658.5	133.5	25.43	
EMPORIA	D0253	4,550.0	4,658.6	4,732.2	4,728.6	4,622.0	4,544.0	4,535.6	4,550.1	4,476.2	4,593.2	43.2	0.95	
MARION	057													
CENTRE	D0397	306.1	308.1	290.5	287.0	288.0	299.8	291.5	317.2	305.0	306.9	0.8	0.26	
PEABODY-BURNS	D0398	403.5	406.5	383.5	427.6	442.8	443.5	446.8	461.0	456.0	466.5	63.0	15.61	
MARION	D0408	572.0	573.3	579.5	639.5	645.0	685.7	716.0	717.0	716.9	719.7	147.7	25.82	
DURHAM-HILLSBOR	D0410	589.0	625.5	620.4	627.0	641.6	680.5	695.7	721.3	759.9	737.4	148.4	25.20	
GOESSEL	D0411	245.5	260.5	273.5	272.5	283.5	322.3	326.0	339.4	325.0	318.0	72.5	29.53	
MARSHALL	058													
MARYSVILLE	D0364	976.0	981.5	991.3	1,054.5	1,025.5	1,037.5	1,047.5	1,016.1	997.3	968.3	-7.7	-0.79	
VERMILLION	D0380	592.9	619.0	619.5	635.0	645.5	654.0	645.0	649.0	636.5	628.3	35.4	5.97	
AXTELL	D0488	328.5	345.0	342.5	363.5	365.5	371.3	355.0	357.0	378.0	374.0	45.5	13.85	
VALLEY HEIGHTS	D0498	425.0	439.0	447.9	448.9	464.8	472.0	456.3	477.1	487.0	513.0	88.0	20.71	

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		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
		1989-90 THRU 1998-99 FTE ENROLLMENTS											
COUNTY NAME	#											DIFF	%
DISTRICT NAME	#	9-20-89	9-20-90	9-20-91	9-20-92	9-20-93	9-20-94	9-20-95	9-20-96	9-20-97	9-20-98	(10 - 1)	INCR/ DECR

MCPHERSON	059												
LINDSBORG	D0400	845.0	813.0	855.0	890.5	933.0	989.5	1,013.3	1,007.5	998.6	990.6	145.6	17.23
MCPHERSON	D0418	2,370.2	2,447.2	2,554.1	2,648.8	2,652.3	2,654.5	2,682.5	2,733.6	2,755.7	2,716.9	346.7	14.63
CANTON-GALVA	D0419	402.7	410.0	412.0	424.0	476.5	473.6	496.0	463.5	431.8	426.9	24.2	6.01
MOUNDRIDGE	D0423	427.5	452.0	450.5	460.0	469.0	454.0	458.5	469.5	459.2	452.2	24.7	5.78
INMAN	D0448	410.5	441.0	447.5	460.0	463.5	479.0	472.5	501.0	489.4	487.0	76.5	18.64
MEADE	060												
FOWLER	D0225	143.9	151.5	148.7	155.5	153.5	163.0	170.0	171.0	179.0	168.5	24.6	17.10
MEADE	D0226	403.5	399.5	396.5	401.5	427.5	411.0	421.5	436.0	427.5	441.0	37.5	9.29
MIAMI	061												
OSAWATOMIE	D0367	1,112.9	1,126.5	1,116.7	1,141.0	1,137.5	1,173.0	1,172.1	1,206.0	1,228.0	1,253.0	140.1	12.59
PAOLA	D0368	1,576.5	1,612.0	1,637.6	1,695.5	1,776.6	1,873.6	1,919.0	1,941.2	2,049.4	2,058.7	482.2	30.59
LOUISBURG	D0416	1,071.0	1,104.5	1,110.0	1,112.0	1,140.0	1,180.0	1,201.8	1,256.5	1,271.0	1,307.0	236.0	22.04
MITCHELL	062												
WACONDA	D0272	568.5	560.0	580.0	571.0	581.0	579.5	581.5	583.5	585.5	560.5	-8.0	-1.41
BELOIT	D0273	773.3	800.1	778.1	788.1	817.0	826.4	852.3	833.5	801.6	811.6	38.3	4.95
MONTGOMERY	063												
CANEY VALLEY	D0436	765.7	780.0	779.5	807.5	804.0	810.5	888.5	914.2	932.4	959.5	193.8	25.31
COFFEYVILLE	D0445	2,712.1	2,709.3	2,640.8	2,586.8	2,540.6	2,492.9	2,354.9	2,413.2	2,356.6	2,244.9	-467.2	-17.23
INDEPENDENCE	D0446	2,357.5	2,329.6	2,335.3	2,279.6	2,326.9	2,322.1	2,309.5	2,246.1	2,283.2	2,228.8	-128.7	-5.46
CHERRYVALE	D0447	626.5	643.5	612.8	617.0	644.0	645.5	695.3	703.6	683.5	677.5	51.0	8.14
MORRIS	064												
MORRIS COUNTY	D0417	1,023.0	1,079.5	1,075.3	1,066.6	1,078.0	1,099.2	1,110.7	1,087.0	1,069.9	1,037.1	14.1	1.38
MORTON	065												
ROLLA	D0217	215.0	206.0	198.0	207.3	196.5	197.5	193.0	175.5	194.0	206.3	-8.7	-4.05
ELKHART	D0218	563.5	562.4	542.0	549.9	529.5	538.0	545.0	544.0	549.0	550.5	-13.0	-2.31
NEMAHA	066												
SABETHA	D0441	1,006.1	1,021.6	1,074.0	1,064.5	1,064.0	1,067.5	1,068.5	1,081.5	1,042.0	1,038.5	32.4	3.22
NEMAHA VALLEY S	D0442	376.1	401.6	443.8	478.5	497.2	517.6	527.1	509.4	520.3	519.3	143.2	38.07
B & B	D0451	218.5	236.5	234.5	241.0	245.5	249.0	250.0	257.5	266.0	270.0	51.5	23.57
NEOSHO	067												
ERIE-ST PAUL	D0101	1,091.5	1,094.0	1,141.0	1,142.0	1,168.5	1,168.0	1,135.5	1,179.5	1,206.5	1,184.5	93.0	8.52
CHANUTE PUBLIC	D0413	1,856.8	1,892.4	1,981.5	1,979.5	1,995.3	1,977.7	1,962.5	2,004.7	1,991.0	1,954.5	97.7	5.26
NESS	068												
NES TRES LA GO	D0301	85.0	88.0	84.0	73.5	79.5	75.5	72.5	76.1	88.6	76.0	-9.0	-10.59
SMOKY HILL	D0302	197.5	204.5	197.5	197.5	193.5	182.5	181.0	173.5	170.5	160.5	-37.0	-18.73
NESS CITY	D0303	333.5	352.5	362.5	365.0	357.5	341.6	330.5	320.0	301.2	288.5	-45.0	-13.49
BAZINE	D0304	116.5	120.5	131.5	127.5	135.5	128.5	131.5	117.0	114.5	112.0	-4.5	-3.86

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		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
		+----- 1989-90 THRU 1998-99 FTE ENROLLMENTS -----+											
COUNTY NAME	#											DIFF	%
DISTRICT NAME	#	9-20-89	9-20-90	9-20-91	9-20-92	9-20-93	9-20-94	9-20-95	9-20-96	9-20-97	9-20-98	(10 - 1)	INCR/ DECR

NORTON 069													
NORTON COMMUNIT	D0211	712.9	718.0	741.5	734.5	752.0	781.9	771.5	790.5	776.1	748.5	35.6	4.99
NORTHERN VALLEY	D0212	180.5	191.0	189.0	189.0	205.0	205.0	187.0	193.0	200.0	196.5	16.0	8.86
WEST SOLOMON VA	D0213	113.0	108.0	95.5	104.5	96.5	99.0	100.8	90.5	103.5	95.0	-18.0	-15.93
OSAGE 070													
OSAGE CITY	D0420	600.6	606.6	592.1	613.5	626.5	642.5	632.0	676.1	739.0	745.0	144.4	24.04
LYNDON	D0421	400.5	401.5	429.0	456.5	463.5	501.5	511.5	528.5	511.0	507.0	106.5	26.59
SANTA FE TRAIL	D0434	1,219.7	1,252.7	1,245.1	1,271.0	1,291.6	1,353.5	1,355.4	1,334.3	1,353.5	1,317.0	97.3	7.98
BURLINGAME PUBL	D0454	346.4	331.0	346.0	368.0	368.5	366.2	373.8	375.0	358.4	366.4	20.0	5.77
MARAIS DES CYGN	D0456	295.5	311.5	301.0	290.5	272.0	292.0	280.0	302.0	292.5	289.5	-6.0	-2.03
OSBORNE 071													
OSBORNE COUNTY	D0392	455.0	462.0	472.5	495.5	483.5	515.0	511.0	516.0	497.6	496.5	41.5	9.12
OTTAWA 072													
NORTH OTTAWA CO	D0239	652.0	639.0	661.5	716.0	728.0	734.6	746.0	765.7	728.0	687.6	35.6	5.46
TWIN VALLEY	D0240	470.5	471.0	474.3	467.7	468.5	560.0	552.3	604.5	632.0	628.5	158.0	33.58
PAWNEE 073													
FT LARNED	D0495	1,106.6	1,103.7	1,147.8	1,150.4	1,175.7	1,208.1	1,154.5	1,127.0	1,085.3	1,068.9	-37.7	-3.41
PAWNEE HEIGHTS	D0496	152.5	150.5	162.0	170.0	168.5	174.0	185.5	161.5	172.0	159.0	6.5	4.26
PHILLIPS 074													
EASTERN HEIGHTS	D0324	159.0	163.5	169.5	161.5	172.0	173.0	171.5	177.0	195.0	194.5	35.5	22.33
PHILLIPSBURG	D0325	700.6	684.0	699.0	714.0	729.2	737.0	743.6	723.6	725.0	698.5	-2.1	-0.30
LOGAN	D0326	226.5	240.0	240.0	225.5	221.0	221.0	215.0	220.0	210.0	208.5	-18.0	-7.95
POTTAWATOMIE 075													
WAMEGO	D0320	1,262.0	1,292.1	1,309.4	1,356.4	1,386.9	1,406.1	1,384.7	1,405.8	1,420.9	1,412.0	150.0	11.89
KAW VALLEY	D0321	979.0	986.5	1,016.0	1,046.5	1,029.0	1,056.5	1,046.5	1,049.8	1,050.5	1,069.5	90.5	9.24
ONAGA-HAVENSVIL	D0322	428.5	442.0	443.0	451.5	461.5	448.0	427.0	441.5	447.5	422.2	-6.3	-1.47
WESTMORELAND	D0323	591.5	594.5	635.0	676.0	698.8	749.5	758.1	740.0	772.7	775.2	183.7	31.06
PRATT 076													
PRATT	D0382	1,344.2	1,352.5	1,338.1	1,349.0	1,350.0	1,405.5	1,421.5	1,415.8	1,389.0	1,375.0	30.8	2.29
SKYLINE SCHOOLS	D0438	358.0	357.5	350.0	347.5	371.0	360.5	348.5	337.5	351.5	346.0	-12.0	-3.35
RAWLINS 077													
HERNDON	D0317	72.0	74.5	76.5	75.5	86.5	113.0	111.5	110.0	108.0	100.0	28.0	38.89
ATWOOD	D0318	482.5	501.5	490.2	474.0	478.0	466.0	468.0	456.5	440.6	433.0	-49.5	-10.26
RENO 078													
HUTCHINSON PUBL	D0308	4,932.6	4,971.8	5,007.5	5,135.2	5,156.0	5,017.8	5,048.8	4,984.1	4,991.0	4,904.5	-28.1	-0.57
NICKERSON	D0309	1,418.5	1,432.9	1,400.3	1,411.0	1,421.8	1,440.8	1,438.1	1,413.3	1,367.6	1,355.8	-62.7	-4.42
FAIRFIELD	D0310	482.5	452.5	470.1	469.0	477.5	470.0	469.7	466.6	448.0	449.5	-33.0	-6.84
PRETTY PRAIRIE	D0311	257.5	291.0	287.5	297.5	306.5	321.5	310.5	313.0	329.7	328.7	71.2	27.65
HAVEN PUBLIC SC	D0312	1,164.7	1,190.5	1,216.4	1,161.5	1,165.5	1,184.0	1,186.6	1,189.8	1,122.5	1,125.1	-39.6	-3.40

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		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
		-----+----- 1989-90 THRU 1998-99 FTE ENROLLMENTS -----+-----											
COUNTY NAME	#											DIFF	%
DISTRICT NAME	#	9-20-89	9-20-90	9-20-91	9-20-92	9-20-93	9-20-94	9-20-95	9-20-96	9-20-97	9-20-98	(10 - 1)	INCR/ DECR

RENO	078												
BUHLER	D0313	2,117.5	2,157.2	2,143.5	2,190.0	2,199.0	2,200.1	2,184.0	2,208.3	2,214.6	2,217.7	100.2	4.73
REPUBLIC	079												
PIKE VALLEY	D0426	260.5	287.0	288.5	275.5	281.0	293.5	316.5	305.0	308.0	300.0	39.5	15.16
BELLEVILLE	D0427	619.5	653.0	658.5	656.0	671.0	664.0	634.5	636.5	625.5	606.0	-13.5	-2.18
HILLCREST RURAL	D0455	128.5	138.0	143.0	157.5	152.0	169.0	165.2	156.5	171.5	152.6	24.1	18.75
RICE	080												
STERLING	D0376	533.0	555.0	546.8	549.7	549.0	557.0	553.7	563.0	556.5	531.5	-1.5	-0.28
CHASE	D0401	180.5	183.2	182.5	193.5	194.5	203.0	201.1	198.0	194.0	182.0	1.5	0.83
LYONS	D0405	785.5	797.5	837.0	848.8	880.8	863.6	912.3	927.2	953.1	933.9	148.4	18.89
LITTLE RIVER	D0444	378.5	380.5	376.5	376.0	279.5	284.5	282.4	270.6	280.5	275.3	-103.2	-27.27
RILEY	081												
RILEY COUNTY	D0378	550.4	579.8	577.6	613.4	645.5	665.1	646.5	662.8	648.7	628.4	78.0	14.17
MANHATTAN	D0383	6,010.1	6,142.6	6,336.2	6,439.8	6,456.6	6,425.2	6,283.8	6,034.1	5,913.8	5,830.7	-179.4	-2.98
BLUE VALLEY	D0384	273.0	284.8	282.7	302.0	293.5	307.5	314.0	326.0	304.9	303.5	30.5	11.17
ROOKS	082												
PALCO	D0269	178.0	186.5	185.5	171.5	178.6	168.5	166.5	190.5	178.5	178.5	0.5	0.28
PLAINVILLE	D0270	488.0	495.6	481.9	490.1	485.7	513.0	495.3	473.2	451.1	452.0	-36.0	-7.38
STOCKTON	D0271	400.5	408.0	420.0	439.5	439.0	435.0	441.0	441.0	453.5	436.6	36.1	9.01
RUSH	083												
LACROSSE	D0395	342.4	339.5	346.0	353.0	357.0	365.5	366.0	341.5	354.5	357.5	15.1	4.41
OTIS-BISON	D0403	344.0	354.5	370.0	370.0	357.0	358.5	375.5	371.3	347.8	335.5	-8.5	-2.47
RUSSELL	084												
PARADISE	D0399	172.4	157.0	143.0	143.0	109.8	120.5	120.5	150.5	147.0	154.0	-18.4	-10.67
RUSSELL COUNTY	D0407	1,211.5	1,197.1	1,161.5	1,189.5	1,204.6	1,232.8	1,273.4	1,239.0	1,201.5	1,162.0	-49.5	-4.09
SALINE	085												
SALINA	D0305	6,787.4	6,998.2	7,151.1	7,348.6	7,334.7	7,233.7	7,229.2	7,315.5	7,307.0	7,298.8	511.4	7.53
SOUTHEAST OF SA	D0306	581.5	590.5	588.5	612.0	609.5	618.5	655.5	681.9	655.9	677.0	95.5	16.42
ELL-SALINE	D0307	359.0	365.0	383.0	385.0	403.1	421.0	432.0	428.2	451.4	461.8	102.8	28.64
SCOTT	086												
SCOTT COUNTY	D0466	1,059.2	1,043.1	1,065.5	1,076.0	1,072.6	1,114.0	1,116.0	1,115.4	1,147.7	1,123.0	63.8	6.02
SEDGWICK	087												
WICHITA	D0259	43,941.8	44,773.1	45,582.8	45,356.5	44,792.0	43,727.4	43,265.6	43,983.8	44,242.0	45,138.0	1,196.2	2.72
DERBY	D0260	5,693.7	5,899.6	5,925.7	5,967.8	6,198.1	6,351.5	6,385.1	6,495.8	6,521.3	6,673.0	979.3	17.20
HAYSVILLE	D0261	3,281.9	3,407.3	3,438.1	3,483.9	3,582.9	3,620.3	3,773.1	3,968.4	4,039.3	4,231.1	949.2	28.92
VALLEY CENTER P	D0262	2,004.6	2,050.1	2,092.3	2,161.0	2,146.9	2,200.5	2,197.5	2,235.6	2,252.0	2,298.5	293.9	14.66
MULVANE	D0263	1,802.9	1,843.7	1,904.6	1,919.6	1,918.2	1,879.1	1,908.9	1,880.5	1,910.5	1,939.0	136.1	7.55
CLEARWATER	D0264	974.0	950.0	1,019.5	1,022.5	1,038.0	1,048.3	1,048.4	1,054.4	1,126.1	1,144.0	170.0	17.45
GODDARD	D0265	1,921.9	1,984.0	2,108.5	2,268.9	2,349.0	2,477.4	2,578.5	2,773.2	3,076.0	3,282.0	1,360.1	70.77

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		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
		----- 1989-90 THRU 1998-99 FTE ENROLLMENTS -----											
COUNTY NAME	#											DIFF	%
DISTRICT NAME	#	9-20-89	9-20-90	9-20-91	9-20-92	9-20-93	9-20-94	9-20-95	9-20-96	9-20-97	9-20-98	(10 - 1)	INCR/DECR

SEDGWICK	087												
MAIZE	D0266	2,197.3	2,468.5	2,803.2	3,215.1	3,542.4	3,805.2	4,117.7	4,459.3	4,679.3	4,895.0	2,697.7	122.77
RENWICK	D0267	1,374.0	1,394.5	1,414.5	1,453.1	1,469.0	1,517.1	1,559.0	1,647.5	1,747.5	1,807.0	433.0	31.51
CHENEY	D0268	527.2	551.6	574.1	616.0	666.2	687.6	703.0	690.0	706.5	709.6	182.4	34.60
SEWARD	088												
LIBERAL	D0480	3,400.6	3,493.1	3,534.6	3,628.9	3,803.8	3,978.5	4,041.6	4,142.5	4,096.3	4,065.0	664.4	19.54
KISMET-PLAINS	D0483	567.5	580.5	598.0	605.0	613.5	631.3	670.5	686.1	696.3	693.5	126.0	22.20
SHAWNEE	089												
SEAMAN	D0345	3,247.7	3,271.0	3,293.5	3,339.8	3,379.5	3,399.3	3,415.3	3,335.7	3,230.1	3,181.7	-66.0	-2.03
SILVER LAKE	D0372	605.5	585.5	610.5	642.5	660.1	658.5	671.0	680.5	686.6	696.8	91.3	15.08
AUBURN WASHBURN	D0437	3,749.3	3,892.8	4,235.5	4,472.5	4,690.7	4,860.9	4,904.6	4,988.5	4,975.8	4,967.0	1,217.7	32.48
SHAWNEE HEIGHTS	D0450	3,303.1	3,353.4	3,357.5	3,392.0	3,380.5	3,395.9	3,393.7	3,419.5	3,420.3	3,385.3	82.2	2.49
TOPEKA PUBLIC S	D0501	14,095.2	14,310.3	14,166.0	14,051.3	13,955.1	13,649.4	13,430.5	13,375.2	13,469.7	13,586.0	-509.2	-3.61
SHERIDAN	090												
HOXIE COMMUNITY	D0412	527.0	512.5	511.5	493.0	492.5	480.0	464.5	477.8	467.0	446.5	-80.5	-15.28
SHERMAN	091												
GOODLAND	D0352	1,206.0	1,169.5	1,172.0	1,208.3	1,195.1	1,207.1	1,214.5	1,201.2	1,176.0	1,156.8	-49.2	-4.08
SMITH	092												
SMITH CENTER	D0237	637.9	616.4	622.5	624.0	631.5	636.3	612.5	604.4	620.5	585.5	-52.4	-8.21
WEST SMITH COUN	D0238	213.0	197.5	195.0	202.0	191.5	201.5	206.1	197.5	198.5	195.5	-17.5	-8.22
STAFFORD	093												
STAFFORD	D0349	272.5	285.0	281.6	293.0	316.5	329.2	325.5	332.5	330.0	337.8	65.3	23.96
ST JOHN-HUDSON	D0350	426.0	439.5	452.0	465.1	472.5	471.0	487.8	505.0	468.0	443.0	17.0	3.99
MACKSVILLE	D0351	284.5	289.0	284.5	289.3	278.5	286.0	317.0	311.2	309.5	295.0	10.5	3.69
STANTON	094												
STANTON COUNTY	D0452	521.5	524.8	538.5	521.5	537.8	548.4	531.7	522.3	523.8	539.5	18.0	3.45
STEVENS	095												
MOSCOW PUBLIC S	D0209	159.0	139.5	160.1	168.0	180.5	200.0	197.5	216.7	206.6	193.1	34.1	21.45
HUGOTON PUBLIC	D0210	890.0	936.5	990.1	1,026.5	976.5	1,008.5	1,024.3	979.8	1,000.0	963.5	73.5	8.26
SUMNER	096												
WELLINGTON	D0353	1,910.5	1,942.4	2,031.3	2,043.0	2,028.4	2,013.2	2,034.2	2,024.9	1,996.0	1,971.7	61.2	3.20
CONWAY SPRINGS	D0356	448.1	470.4	452.8	458.4	485.2	480.7	510.4	503.7	536.9	553.3	105.2	23.48
BELLE PLAINE	D0357	709.0	720.0	743.0	746.6	773.5	802.7	789.0	793.3	799.0	836.5	127.5	17.98
OXFORD	D0358	424.0	435.0	454.0	443.0	465.5	430.0	471.0	463.5	499.0	457.0	33.0	7.78
ARGONIA PUBLIC	D0359	224.0	220.5	215.0	227.0	243.0	257.5	253.0	245.0	239.5	270.0	46.0	20.54
CALDWELL	D0360	329.0	317.5	311.5	327.0	337.5	346.0	341.0	328.0	336.5	344.0	15.0	4.56
SOUTH HAVEN	D0509	233.0	223.5	227.5	227.0	237.5	241.5	243.5	252.0	260.5	263.5	30.5	13.09

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		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
		+----- 1989-90 THRU 1998-99 FTE ENROLLMENTS -----+											
COUNTY NAME	#											DIFF	%
DISTRICT NAME	#	9-20-89	9-20-90	9-20-91	9-20-92	9-20-93	9-20-94	9-20-95	9-20-96	9-20-97	9-20-98	(10 - 1)	INCR/ DECR

THOMAS	097												
BREWSTER	D0314	141.5	152.5	141.5	147.0	146.5	148.5	155.0	155.5	163.0	160.5	19.0	13.43
COLBY PUBLIC SC	D0315	1,241.5	1,240.0	1,273.2	1,280.0	1,300.5	1,322.6	1,268.3	1,224.6	1,161.8	1,123.5	-118.0	-9.50
GOLDEN PLAINS	D0316	143.0	142.0	158.5	152.5	151.5	164.0	173.5	184.0	186.0	176.0	33.0	23.08
TREGO	098												
WAKEENEY	D0208	630.5	622.9	606.0	646.0	677.1	645.0	622.0	613.6	599.5	574.5	-56.0	-8.88
WABAUNSEE	099												
ALMA	D0329	531.9	533.6	570.5	585.9	585.3	580.5	594.3	610.6	558.2	558.5	26.6	5.00
WABAUNSEE EAST	D0330	580.9	570.5	621.0	608.5	616.0	651.4	682.0	657.5	638.0	636.0	55.1	9.49
WALLACE	100												
WALLACE COUNTY	D0241	286.1	289.5	293.0	297.5	298.5	292.0	279.0	281.5	313.5	306.0	19.9	6.96
WESKAN	D0242	101.0	106.0	103.5	102.0	119.5	126.8	114.0	113.5	113.0	125.0	24.0	23.76
WASHINGTON	101												
NORTH CENTRAL	D0221	180.5	178.5	182.0	170.5	164.5	161.0	160.0	163.0	159.5	160.5	-20.0	-11.08
WASHINGTON SCHO	D0222	418.5	423.0	388.0	404.5	396.2	418.5	413.5	410.5	374.7	378.0	-40.5	-9.68
BARNES	D0223	396.0	393.0	390.1	395.9	371.3	354.4	357.4	335.0	375.7	392.1	-3.9	-0.98
REPUBLICAN VALL	D0224	388.0	390.5	409.0	390.8	392.0	377.5	390.4	405.4	401.5	389.0	1.0	0.26
WICHITA	102												
LEOTI	D0467	581.0	570.5	593.0	605.0	607.5	590.5	566.9	512.0	514.5	476.0	-105.0	-18.07
WILSON	103												
ALTOONA-MIDWAY	D0387	387.9	378.0	382.1	389.5	375.0	379.5	398.0	375.5	350.0	359.5	-28.4	-7.32
NEODESHA	D0461	726.0	713.5	713.1	741.5	759.8	808.7	832.8	831.7	807.0	764.0	38.0	5.23
FREDONIA	D0484	881.0	857.8	894.5	899.2	927.0	916.8	921.5	906.0	925.1	885.0	4.0	0.45
WOODSON	104												
WOODSON	D0366	574.0	569.5	619.5	620.8	631.5	639.0	633.9	638.0	659.0	621.5	47.5	8.28
WYANDOTTE	105												
TURNER-KANSAS C	D0202	3,812.3	3,839.4	3,816.1	3,834.3	3,786.4	3,854.0	3,871.7	3,759.5	3,773.4	3,665.3	-147.0	-3.86
PIPER-KANSAS CI	D0203	1,014.5	1,086.0	1,137.5	1,182.0	1,212.6	1,247.4	1,272.0	1,266.2	1,269.5	1,282.0	267.5	26.37
BONNER SPRINGS	D0204	2,047.5	2,056.9	2,104.0	2,057.6	2,013.0	1,989.7	2,071.2	2,036.6	2,095.6	2,131.1	83.6	4.08
KANSAS CITY	D0500	21,520.6	21,118.1	20,925.9	20,941.8	21,001.5	20,793.1	20,573.3	20,404.8	20,234.1	20,095.6	-1,425.0	-6.62

STATE TOTALS		409,656.1	416,383.2	424,737.4	431,320.5	437,210.1	440,684.2	442,465.9	445,767.3	448,609.0	450,150.4	40,494.3	2,749.62

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		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
+----- 1989-90 THRU 1998-99 FTE ENROLLMENTS -----+													
DISTRICT NAME	#	9-20-89	9-20-90	9-20-91	9-20-92	9-20-93	9-20-94	9-20-95	9-20-96	9-20-97	9-20-98	DIFF (10 - 1)	% INCR/ DECR
NES TRES LA GO	D0301	85.0	88.0	84.0	73.5	79.5	75.5	72.5	76.1	88.6	76.0	-9.0	-10.59
WEST GRAHAM-MOR	D0280	121.0	114.0	120.0	116.0	118.6	107.0	102.0	109.0	113.0	91.0	-30.0	-24.79
PRAIRIE HEIGHTS	D0295	122.5	101.5	103.0	106.5	96.5	89.5	98.0	109.0	94.5	91.5	-31.0	-25.31
TRIPPLAINS	D0275	110.0	116.0	123.0	107.5	110.5	120.1	108.0	107.0	104.0	92.5	-17.5	-15.91
WEST SOLOMON VA	D0213	113.0	108.0	95.5	104.5	96.5	99.0	100.8	90.5	103.5	95.0	-18.0	-15.93
HERNDON	D0317	72.0	74.5	76.5	75.5	86.5	113.0	111.5	110.0	108.0	100.0	28.0	38.89
HEALY PUBLIC SC	D0468	110.5	109.0	98.5	105.0	117.0	101.5	105.0	110.0	115.5	103.5	-7.0	-6.33
MULLINVILLE	D0424	112.0	90.0	104.0	93.5	100.5	101.0	103.0	98.0	109.6	109.0	-3.0	-2.68
BAZINE	D0304	116.5	120.5	131.5	127.5	135.5	128.5	131.5	117.0	114.5	112.0	-4.5	-3.86
COPELAND	D0476	124.0	113.0	113.0	126.5	112.0	112.5	113.5	123.5	130.0	121.5	-2.5	-2.02
HAMILTON	D0390	126.5	110.5	114.5	115.0	125.5	129.2	133.5	139.1	138.5	122.0	-4.5	-3.56
WESKAN	D0242	101.0	106.0	103.5	102.0	119.5	126.8	114.0	113.5	113.0	125.0	24.0	23.76
HANSTON	D0228	150.5	147.7	141.2	142.4	151.0	140.0	133.0	139.5	146.5	138.5	-12.0	-7.97
HILLCREST RURAL	D0455	128.5	138.0	143.0	157.5	152.0	169.0	165.2	156.5	171.5	152.6	24.1	18.75
PARADISE	D0399	172.4	157.0	143.0	143.0	109.8	120.5	120.5	150.5	147.0	154.0	-18.4	-10.67
PAWNEE HEIGHTS	D0496	152.5	150.5	162.0	170.0	168.5	174.0	185.5	161.5	172.0	159.0	6.5	4.26
GRINNELL PUBLIC	D0291	145.5	143.5	151.5	149.5	165.0	164.0	170.5	171.5	165.0	160.0	14.5	9.97
NORTH CENTRAL	D0221	180.5	178.5	182.0	170.5	164.5	161.0	160.0	163.0	159.5	160.5	-20.0	-11.08
SMOKY HILL	D0302	197.5	204.5	197.5	197.5	193.5	182.5	181.0	173.5	170.5	160.5	-37.0	-18.73
BREWSTER	D0314	141.5	152.5	141.5	147.0	146.5	148.5	155.0	155.5	163.0	160.5	19.0	13.43
ATTICA	D0511	217.5	224.5	208.5	200.5	182.0	212.5	205.5	210.5	184.0	162.4	-55.1	-25.33
FOWLER	D0225	143.9	151.5	148.7	155.5	153.5	163.0	170.0	171.0	179.0	168.5	24.6	17.10
GOLDEN PLAINS	D0316	143.0	142.0	158.5	152.5	151.5	164.0	173.5	173.5	184.0	176.0	33.0	23.08
PALCO	D0269	178.0	186.5	185.5	171.5	178.6	168.5	166.5	190.5	178.5	178.5	0.5	0.28
HAVILAND PUBLIC	D0474	159.0	178.3	170.5	173.2	187.9	186.5	175.0	157.4	177.5	179.5	20.5	12.89
CHASE	D0401	180.5	183.2	182.5	193.5	194.5	203.0	201.1	198.0	194.0	182.0	1.5	0.83
GRAINFIELD	D0292	194.4	187.5	179.5	180.0	167.0	174.0	185.0	185.5	175.0	184.5	-9.9	-5.09
JEWELL	D0279	198.5	202.0	203.0	208.0	203.0	209.0	203.5	192.5	186.0	186.0	-12.5	-6.30
LEWIS	D0502	176.5	185.0	194.0	201.5	191.0	178.5	190.0	194.5	193.0	190.5	14.0	7.93
CHEYLIN	D0103	209.5	224.5	222.0	216.5	222.5	219.0	200.8	199.0	188.0	192.0	-17.5	-8.35
MOSCOW PUBLIC S	D0209	159.0	139.5	160.1	168.0	180.5	200.0	197.5	216.7	206.6	193.1	34.1	21.45
EASTERN HEIGHTS	D0324	159.0	163.5	169.5	161.5	172.0	173.0	171.5	177.0	195.0	194.5	35.5	22.33
WEST SMITH COUN	D0238	213.0	197.5	195.0	202.0	191.5	201.5	206.1	197.5	198.5	195.5	-17.5	-8.22
NORTHERN VALLEY	D0212	180.5	191.0	189.0	189.0	205.0	205.0	187.0	193.0	200.0	196.5	16.0	8.86
WHITE ROCK	D0104	177.0	172.0	178.5	191.0	194.0	187.0	188.5	180.0	162.0	199.5	22.5	12.71
DEXTER	D0471	155.5	148.0	162.5	172.4	181.8	187.5	185.0	190.8	185.5	200.5	45.0	28.94
SYLVAN GROVE	D0299	217.0	206.5	212.0	205.5	195.0	188.0	199.0	203.0	208.5	206.0	-11.0	-5.07
ROLLA	D0217	215.0	206.0	198.0	207.3	196.5	197.5	193.0	175.5	194.0	206.3	-8.7	-4.05
CEDAR VALE	D0285	199.0	194.0	177.3	172.6	174.0	193.3	196.5	184.5	219.0	206.7	7.7	3.87
LOGAN	D0326	226.5	240.0	240.0	225.5	221.0	221.0	215.0	220.0	210.0	208.5	-18.0	-7.95
MONTEZUMA	D0371	212.0	195.0	197.5	186.0	181.5	182.5	176.0	181.5	198.0	214.0	2.0	0.94
ELK VALLEY	D0283	176.5	194.5	190.0	218.4	206.1	236.8	241.0	262.6	263.0	222.5	46.0	26.06
MIDWAY SCHOOLS	D0433	205.0	192.6	204.0	196.5	221.0	218.6	215.5	215.5	216.5	232.0	27.0	13.17
BURRTON	D0369	294.9	279.0	280.5	286.1	291.5	308.5	290.9	277.3	260.8	243.5	-51.4	-17.43
ASHLAND	D0220	246.1	272.0	274.5	264.0	256.5	266.5	251.8	239.5	244.5	246.0	-0.1	-0.04
SOUTH HAVEN	D0509	233.0	223.5	227.5	227.0	237.5	241.5	243.5	252.0	260.5	263.5	30.5	13.09

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----- 1989-90 THRU 1998-99 FTE ENROLLMENTS -----													
DISTRICT NAME	#	9-20-89	9-20-90	9-20-91	9-20-92	9-20-93	9-20-94	9-20-95	9-20-96	9-20-97	9-20-98	DIFF (10 - 1)	% INCR/ DECR
ARGONIA PUBLIC	D0359	224.0	220.5	215.0	227.0	243.0	257.5	253.0	245.0	239.5	270.0	46.0	20.54
B & B	D0451	218.5	236.5	234.5	241.0	245.5	249.0	250.0	257.5	266.0	270.0	51.5	23.57
CHETOPA	D0505	313.2	308.0	292.6	290.0	285.0	269.0	267.5	260.1	271.0	270.5	-42.7	-13.63
SOUTHERN CLOUD	D0334	258.0	259.0	256.5	261.0	263.0	267.5	284.0	297.5	292.5	274.0	16.0	6.20
MANKATO	D0278	292.5	285.8	279.0	295.5	303.0	304.5	301.5	297.0	300.0	275.0	-17.5	-5.98
LITTLE RIVER	D0444	378.5	380.5	376.5	376.0	279.5	284.5	282.4	270.6	280.5	275.3	-103.2	-27.27
MINNEOLA	D0219	200.0	196.5	201.8	242.0	258.5	267.5	279.0	286.5	279.0	277.5	77.5	38.75
HIGHLAND	D0425	275.0	301.0	285.5	284.4	292.5	290.5	296.5	294.5	295.0	278.5	3.5	1.27
MADISON-VIRGIL	D0386	288.1	285.5	274.1	278.5	296.4	309.0	295.5	286.5	279.0	282.5	-5.6	-1.94
NESS CITY	D0303	333.5	352.5	362.5	365.0	357.5	341.6	330.5	320.0	301.2	288.5	-45.0	-13.49
MARAIS DES CYGN	D0456	295.5	311.5	301.0	290.5	272.0	292.0	280.0	302.0	292.5	289.5	-6.0	-2.03
INGALLS	D0477	225.5	260.0	271.5	262.7	276.0	267.0	279.0	294.5	308.5	293.0	67.5	29.93
MACKSVILLE	D0351	284.5	289.0	284.5	289.3	278.5	286.0	317.0	311.2	309.5	295.0	10.5	3.69
GREENSBURG	D0422	404.5	390.0	386.6	359.5	352.0	371.0	350.5	346.0	316.9	296.0	-108.5	-26.82
PIKE VALLEY	D0426	260.5	287.0	288.5	275.5	281.0	293.5	316.5	305.0	308.0	300.0	39.5	15.16
VICTORIA	D0432	397.0	395.0	391.5	396.0	369.0	348.0	344.5	326.5	315.5	302.0	-95.0	-23.93
BLUE VALLEY	D0384	273.0	284.8	282.7	302.0	293.5	307.5	314.0	326.0	304.9	303.5	30.5	11.17
WALLACE COUNTY	D0241	286.1	289.5	293.0	297.5	298.5	292.0	279.0	281.5	313.5	306.0	19.9	6.96
CENTRE	D0397	306.1	308.1	290.5	287.0	288.0	299.8	291.5	317.2	305.0	306.9	0.8	0.26
CREST	D0479	279.5	305.0	317.0	343.5	314.0	306.5	306.0	321.5	312.5	311.0	31.5	11.27
GOESSEL	D0411	245.5	260.5	273.5	272.5	283.5	322.3	326.0	339.4	325.0	318.0	72.5	29.53
ELWOOD	D0486	254.0	225.4	224.5	233.5	193.5	208.0	217.0	251.4	273.5	318.0	64.0	25.20
GREELEY COUNTY	D0200	351.5	368.0	335.5	356.5	352.5	353.5	347.0	347.0	343.0	318.5	-33.0	-9.39
UDALL	D0463	357.2	386.1	402.0	417.0	430.4	412.5	402.0	390.6	345.5	321.0	-36.2	-10.13
CLAFLIN	D0354	240.0	265.6	281.3	307.4	329.0	341.0	353.1	358.5	353.5	324.3	84.3	35.13
SOUTH BARBER	D0255	311.5	305.0	328.5	348.3	357.0	371.3	376.4	367.5	345.5	325.0	13.5	4.33
PRETTY PRAIRIE	D0311	257.5	291.0	287.5	297.5	306.5	321.5	310.5	313.0	329.7	328.7	71.2	27.65
JETMORE	D0227	235.5	263.0	264.0	265.6	294.5	302.0	296.5	329.5	339.0	330.0	94.5	40.13
CUNNINGHAM	D0332	315.0	309.0	305.5	321.0	316.5	320.5	305.5	328.0	341.0	332.5	17.5	5.56
OTIS-BISON	D0403	344.0	354.5	370.0	370.0	357.0	358.5	375.5	371.3	347.8	335.5	-8.5	-2.47
STAFFORD	D0349	272.5	285.0	281.6	293.0	316.5	329.2	325.5	332.5	330.0	337.8	65.3	23.96
FLINTHILLS	D0492	230.0	227.5	239.5	235.3	255.5	275.5	287.0	294.0	310.5	339.0	109.0	47.39
CALDWELL	D0360	329.0	317.5	311.5	327.0	337.5	346.0	341.0	328.0	336.5	344.0	15.0	4.56
DIGHTON	D0482	387.7	392.0	403.0	404.0	405.3	400.9	375.6	366.5	343.0	344.4	-43.3	-11.17
SKYLINE SCHOOLS	D0438	358.0	357.5	350.0	347.5	371.0	360.5	348.5	337.5	351.5	346.0	-12.0	-3.35
BUCKLIN	D0459	296.0	328.5	351.1	364.0	384.0	394.5	379.0	376.0	357.5	354.0	58.0	19.59
KINSLEY-OFFERLE	D0347	401.7	399.5	396.8	404.2	421.5	448.7	433.2	392.5	375.9	355.9	-45.8	-11.40
COMMANCHE COUNT	D0300	413.5	431.5	430.9	427.5	410.5	416.7	400.0	373.0	385.5	357.0	-56.5	-13.66
LACROSSE	D0395	342.4	339.5	346.0	353.0	357.0	365.5	366.0	341.5	354.5	357.5	15.1	4.41
ALTOONA-MIDWAY	D0387	387.9	378.0	382.1	389.5	375.0	379.5	398.0	375.5	350.0	359.5	-28.4	-7.32
SPEARVILLE-WIND	D0381	246.0	262.0	272.5	292.4	305.9	318.5	319.5	347.0	350.5	362.0	116.0	47.15
LEROY-GRIDLEY	D0245	322.5	349.0	340.5	348.5	351.0	368.5	381.0	355.0	351.5	365.5	43.0	13.33
BURLINGAME PUBL	D0454	346.4	331.0	346.0	368.0	368.5	366.2	373.8	375.0	358.4	366.4	20.0	5.77
DEERFIELD	D0216	250.5	277.5	302.0	329.0	337.7	367.8	363.2	386.1	389.4	367.8	117.3	46.83
ELLIS	D0388	365.5	370.0	375.5	373.5	375.2	387.9	389.9	367.8	372.0	371.0	5.5	1.50
AXTELL	D0488	328.5	345.0	342.5	363.5	365.5	371.3	355.0	357.0	378.0	374.0	45.5	13.85
WASHINGTON SCHO	D0222	418.5	423.0	388.0	404.5	396.2	418.5	413.5	410.5	374.7	378.0	-40.5	-9.68
REPUBLICAN VALL	D0224	388.0	390.5	409.0	390.8	392.0	377.5	390.4	405.4	401.5	389.0	1.0	0.26

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		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
----- 1989-90 THRU 1998-99 FTE ENROLLMENTS -----													
DISTRICT NAME	#	9-20-89	9-20-90	9-20-91	9-20-92	9-20-93	9-20-94	9-20-95	9-20-96	9-20-97	9-20-98	DIFF (10 - 1)	% INCR/ DECR
QUINTER PUBLIC	D0293	355.0	365.5	354.0	368.0	370.0	361.0	370.0	373.0	372.5	390.0	35.0	9.86
BARNES	D0223	396.0	393.0	390.1	395.9	371.3	354.4	357.4	335.0	375.7	392.1	-3.9	-0.98
TROY PUBLIC SCH	D0429	374.2	375.5	417.0	441.5	438.5	431.0	431.6	403.2	422.0	399.0	24.8	6.63
WATHENA	D0406	489.0	509.6	513.0	512.0	485.0	455.0	469.0	444.0	429.5	401.0	-88.0	-18.00
CENTRAL	D0462	388.0	362.3	368.1	413.0	366.2	363.9	408.6	409.7	412.9	405.2	17.2	4.43
LINCOLN	D0298	424.5	406.5	413.0	408.5	405.0	410.0	409.0	397.0	412.5	411.0	-13.5	-3.18
MARMATON VALLEY	D0256	319.0	345.0	373.0	380.0	375.0	373.0	426.5	440.0	436.0	415.0	96.0	30.09
ONAGA-HAVENSVIL	D0322	428.5	442.0	443.0	451.5	461.5	448.0	427.0	441.5	447.5	422.2	-6.3	-1.47
HILL CITY	D0281	518.0	523.0	533.0	522.0	536.3	519.3	518.6	464.5	434.0	423.0	-95.0	-18.34
PLEASANTON	D0344	424.7	420.5	409.5	429.5	420.5	420.9	405.5	429.7	418.5	426.0	1.3	0.31
CANTON-GALVA	D0419	402.7	410.0	412.0	424.0	476.5	473.6	496.0	463.5	431.8	426.9	24.2	6.01
SOLOMON	D0393	325.0	317.5	327.8	360.0	374.5	408.0	393.0	412.5	418.0	428.5	103.5	31.85
NORTH JACKSON	D0335	415.0	426.5	422.5	421.0	411.5	414.5	433.5	445.5	420.9	428.6	13.6	3.28
ATWOOD	D0318	482.5	501.5	490.2	474.0	478.0	466.0	468.0	456.5	440.6	433.0	-49.5	-10.26
STOCKTON	D0271	400.5	408.0	420.0	439.5	439.0	435.0	441.0	441.0	453.5	436.6	36.1	9.01
SATANTA	D0507	356.1	373.7	377.0	358.0	371.5	361.1	345.8	389.5	423.0	438.0	81.9	23.00
MEADE	D0226	403.5	399.5	396.5	401.5	427.5	411.0	421.5	436.0	427.5	441.0	37.5	9.29
ST FRANCIS COMM	D0297	418.0	422.0	428.5	433.5	435.0	437.0	425.0	439.5	439.5	441.0	23.0	5.50
ST JOHN-HUDSON	D0350	426.0	439.5	452.0	465.1	472.5	471.0	487.8	505.0	468.0	443.0	17.0	3.99
HOXIE COMMUNITY	D0412	527.0	512.5	511.5	493.0	492.5	480.0	464.5	477.8	467.0	446.5	-80.5	-15.28
FAIRFIELD	D0310	482.5	452.5	470.1	469.0	477.5	470.0	469.7	466.6	448.0	449.5	-33.0	-6.84
RURAL VISTA	D0481	362.5	363.8	372.1	381.0	395.0	403.0	405.0	432.0	423.0	451.5	89.0	24.55
PLAINVILLE	D0270	488.0	495.6	481.9	490.1	485.7	513.0	495.3	473.2	451.1	452.0	-36.0	-7.38
MOUNDRIDGE	D0423	427.5	452.0	450.5	460.0	469.0	454.0	458.5	469.5	459.2	452.2	24.7	5.78
OXFORD	D0358	424.0	435.0	454.0	443.0	465.5	430.0	471.0	463.5	499.0	457.0	33.0	7.78
ELL-SALINE	D0307	359.0	365.0	383.0	385.0	403.1	421.0	432.0	428.2	451.4	461.8	102.8	28.64
VALLEY FALLS	D0338	483.0	488.0	492.5	492.5	483.0	499.0	481.0	474.0	469.5	462.0	-21.0	-4.35
SEDGWICK PUBLIC	D0439	398.0	408.0	394.5	394.0	389.5	411.0	420.5	441.5	454.0	463.5	65.5	16.46
PEABODY-BURNS	D0398	403.5	406.5	383.5	427.6	442.8	443.5	446.8	461.0	456.0	466.5	63.0	15.61
LEOTI	D0467	581.0	570.5	593.0	605.0	607.5	590.5	566.9	512.0	514.5	476.0	-105.0	-18.07
JEFFERSON COUNT	D0339	446.0	442.7	451.8	454.0	453.7	479.5	481.0	487.0	482.5	482.2	36.2	8.12
INMAN	D0448	410.5	441.0	447.5	460.0	463.5	479.0	472.5	501.0	489.4	487.0	76.5	18.64
CHASE COUNTY	D0284	548.5	571.0	563.0	556.1	556.7	567.2	566.1	534.0	528.0	493.2	-55.3	-10.08
SUBLETTE	D0374	504.5	477.0	486.0	505.5	517.0	492.0	485.5	502.5	490.5	494.0	-10.5	-2.08
OSBORNE COUNTY	D0392	455.0	462.0	472.5	495.5	483.5	515.0	511.0	516.0	497.6	496.5	41.5	9.12
OSWEGO	D0504	459.0	471.0	464.5	450.0	467.5	499.0	480.5	474.5	474.5	497.5	38.5	8.39
UNIONTOWN	D0235	500.5	481.5	493.0	458.5	458.5	458.6	475.5	501.3	521.0	498.5	-2.0	-0.40
LYNDON	D0421	400.5	401.5	429.0	456.5	463.5	501.5	511.5	528.5	511.0	507.0	106.5	26.59
SYRACUSE	D0494	400.5	423.0	412.5	396.5	398.5	420.5	445.0	447.0	478.5	509.0	108.5	27.09
OAKLEY	D0274	472.7	487.0	523.2	519.9	503.9	528.9	513.7	517.5	531.0	509.5	36.8	7.79
CHAUTAUQUA COUN	D0286	483.5	479.0	500.0	490.9	470.4	491.5	527.0	555.0	538.0	512.0	28.5	5.89
VALLEY HEIGHTS	D0498	425.0	439.0	447.9	448.9	464.8	472.0	456.3	477.1	487.0	513.0	88.0	20.71
NEMAHA VALLEY S	D0442	376.1	401.6	443.8	478.5	497.2	517.6	527.1	509.4	520.3	519.3	143.2	38.07
WEST ELK	D0282	454.5	456.5	446.5	456.5	508.5	540.5	526.5	525.0	537.1	524.0	69.5	15.29
STERLING	D0376	533.0	555.0	546.8	549.7	549.0	557.0	553.7	563.0	556.5	531.5	-1.5	-0.28
HUMBOLDT	D0258	646.5	604.0	624.0	621.0	619.0	622.4	597.0	553.5	534.5	534.6	-111.9	-17.31
STANTON COUNTY	D0452	521.5	524.8	538.5	521.5	537.8	548.4	531.7	522.3	523.8	539.5	18.0	3.45
REMINGTON-WHITE	D0206	487.5	490.0	509.5	534.2	550.0	555.5	560.5	570.6	543.4	549.0	61.5	12.62

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		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
----- 1989-90 THRU 1998-99 FTE ENROLLMENTS -----													
DISTRICT NAME	#	9-20-89	9-20-90	9-20-91	9-20-92	9-20-93	9-20-94	9-20-95	9-20-96	9-20-97	9-20-98	DIFF (10 - 1)	% INCR/ DECR
ELKHART	D0218	563.5	562.4	542.0	549.9	529.5	538.0	545.0	544.0	549.0	550.5	-13.0	-2.31
CONWAY SPRINGS	D0356	448.1	470.4	452.8	458.4	485.2	480.7	510.4	503.7	536.9	553.3	105.2	23.48
LORRAINE	D0328	496.6	489.0	534.0	533.5	559.1	549.5	565.0	529.0	528.5	556.5	59.9	12.06
OBERLIN	D0294	578.5	597.4	644.0	638.5	613.0	621.5	589.5	587.0	572.0	558.0	-20.5	-3.54
ALMA	D0329	531.9	533.6	570.5	585.9	585.3	580.5	594.3	610.6	558.2	558.5	26.6	5.00
WACONDA	D0272	568.5	560.0	580.0	571.0	581.0	579.5	581.5	583.5	585.5	560.5	-8.0	-1.41
HERINGTON	D0487	577.5	542.5	578.5	586.0	561.0	592.0	602.2	578.0	583.2	570.8	-6.7	-1.16
MCLOUTH	D0342	518.5	520.5	532.0	543.8	564.5	552.0	568.0	591.7	598.5	573.5	55.0	10.61
WAKEENEY	D0208	630.5	622.9	606.0	646.0	677.1	645.0	622.0	613.6	599.5	574.5	-56.0	-8.88
NORTHEAST	D0246	587.0	562.0	571.7	595.0	605.7	631.7	591.5	597.7	592.0	577.0	-10.0	-1.70
LEBO-WAVERLY	D0243	491.0	506.0	536.5	535.5	578.5	593.1	588.0	578.0	594.9	582.5	91.5	18.64
SMITH CENTER	D0237	637.9	616.4	622.5	624.0	631.5	636.3	612.5	604.4	620.5	585.5	-52.4	-8.21
JAYHAWK	D0346	548.5	525.5	540.5	545.0	563.5	558.5	600.0	605.0	591.5	600.5	52.0	9.48
ELLINWOOD PUBLI	D0355	559.1	547.7	565.0	567.2	576.8	575.8	565.3	571.5	599.9	604.6	45.5	8.14
BELLEVILLE	D0427	619.5	653.0	658.5	656.0	671.0	664.0	634.5	636.5	625.5	606.0	-13.5	-2.18
WOODSON	D0366	574.0	569.5	619.5	620.8	631.5	639.0	633.9	638.0	659.0	621.5	47.5	8.28
VERMILLION	D0380	592.9	619.0	619.5	635.0	645.5	654.0	645.0	649.0	636.5	628.3	35.4	5.97
RILEY COUNTY	D0378	550.4	579.8	577.6	613.4	645.5	665.1	646.5	662.8	648.7	628.4	78.0	14.17
TWIN VALLEY	D0240	470.5	471.0	474.3	467.7	468.5	560.0	552.3	604.5	632.0	628.5	158.0	33.58
CIMARRON-ENSIGN	D0102	567.5	563.3	557.0	566.0	618.8	623.0	635.0	627.0	635.0	634.4	66.9	11.79
WABAUNSEE EAST	D0330	580.9	570.5	621.0	608.5	616.0	651.4	682.0	657.5	638.0	636.0	55.1	9.49
FRONTENAC PUBLI	D0249	471.0	481.5	480.6	517.9	522.0	582.6	627.9	636.8	659.2	657.3	186.3	39.55
SOUTHERN LYON C	D0252	525.0	547.0	585.1	600.3	599.0	654.9	645.5	661.0	666.0	658.5	133.5	25.43
SOUTHEAST OF SA	D0306	581.5	590.5	588.5	612.0	609.5	618.5	655.5	681.9	655.9	677.0	95.5	16.42
CHERRYVALE	D0447	626.5	643.5	612.8	617.0	644.0	645.5	695.3	703.6	683.5	677.5	51.0	8.14
NORTH OTTAWA CO	D0239	652.0	639.0	661.5	716.0	728.0	734.6	746.0	765.7	728.0	687.6	35.6	5.46
KISMET-PLAINS	D0483	567.5	580.5	598.0	605.0	613.5	631.3	670.5	686.1	696.3	693.5	126.0	22.20
SILVER LAKE	D0372	605.5	585.5	610.5	642.5	660.1	658.5	671.0	680.5	686.6	696.8	91.3	15.08
PHILLIPSBURG	D0325	700.6	684.0	699.0	714.0	729.2	737.0	743.6	723.6	725.0	698.5	-2.1	-0.30
CENTRAL HEIGHTS	D0288	512.5	544.0	557.0	582.0	621.3	637.0	668.3	689.0	698.2	702.0	189.5	36.98
EASTON	D0449	652.5	623.5	631.5	614.0	609.9	656.5	656.5	654.5	706.5	704.5	52.0	7.97
CHENEY	D0268	527.2	551.6	574.1	616.0	666.2	687.6	703.0	690.0	706.5	709.6	182.4	34.60
NORTH LYON COUN	D0251	695.1	718.4	738.6	737.6	733.0	733.6	728.5	725.5	753.0	715.5	20.4	2.93
MARION	D0408	572.0	573.3	579.5	639.5	645.0	685.7	716.0	717.0	716.9	719.7	147.7	25.82
BROWN COUNTY	D0430	633.9	659.7	685.8	660.5	697.7	703.9	724.5	757.1	740.2	725.3	91.4	14.42
OSKALOOSA PUBLI	D0341	546.5	561.0	630.5	671.8	706.5	727.9	775.6	756.8	768.7	726.4	179.9	32.92
LAKIN	D0215	649.3	650.8	685.5	703.2	734.3	730.8	746.0	745.7	738.5	729.5	80.2	12.35
DURHAM-HILLSBOR	D0410	589.0	625.5	620.4	627.0	641.6	680.5	695.7	721.3	759.9	737.4	148.4	25.20
OSAGE CITY	D0420	600.6	606.6	592.1	613.5	626.5	642.5	632.0	676.1	739.0	745.0	144.4	24.04
HOISINGTON	D0431	716.6	751.8	781.3	812.9	821.9	835.5	822.1	803.3	771.8	746.0	29.4	4.10
NORTON COMMUNIT	D0211	712.9	718.0	741.5	734.5	752.0	781.9	771.5	790.5	776.1	748.5	35.6	4.99
HALSTEAD	D0440	745.0	748.4	766.2	794.0	739.0	763.0	729.0	733.9	779.5	751.7	6.7	0.90
ELLSWORTH	D0327	740.7	769.0	764.7	775.0	869.0	875.0	884.5	867.0	831.5	753.5	12.8	1.73
BARBER COUNTY N	D0254	787.0	778.5	765.0	759.5	758.8	742.0	769.6	754.0	772.5	758.9	-28.1	-3.57
NEODESHA	D0461	726.0	713.5	713.1	741.5	759.8	808.7	832.8	831.7	807.0	764.0	38.0	5.23
WELLSVILLE	D0289	709.9	736.4	725.2	763.1	763.5	748.9	732.0	743.5	746.6	768.0	58.1	8.18
WESTMORELAND	D0323	591.5	594.5	635.0	676.0	698.8	749.5	758.1	740.0	772.7	775.2	183.7	31.06
LEON	D0205	718.5	745.5	781.5	804.5	823.6	808.5	798.2	826.7	807.7	776.5	58.0	8.07

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----- 1989-90 THRU 1998-99 FTE ENROLLMENTS -----													
DISTRICT NAME	#	(1) 9-20-89	(2) 9-20-90	(3) 9-20-91	(4) 9-20-92	(5) 9-20-93	(6) 9-20-94	(7) 9-20-95	(8) 9-20-96	(9) 9-20-97	(10) 9-20-98	(11) DIFF (10 - 1)	(12) % INCR/ DECR
GALENA	D0499	730.1	729.7	748.6	760.5	752.6	751.7	733.5	771.5	781.1	794.7	64.6	8.85
EUREKA	D0389	751.2	754.5	792.1	859.3	849.3	843.5	841.0	859.9	800.0	799.0	47.8	6.36
ATCHISON CO COM	D0377	783.0	747.6	769.0	787.5	819.5	836.5	810.0	778.0	770.5	806.0	23.0	2.94
BELOIT	D0273	773.3	800.1	778.1	788.1	817.0	826.4	852.3	833.5	801.6	811.6	38.3	4.95
RIVERTON	D0404	701.8	702.5	717.5	723.5	743.5	763.0	747.5	778.5	803.5	828.3	126.5	18.03
BELLE PLAINE	D0357	709.0	720.0	743.0	746.6	773.5	802.7	789.0	793.3	799.0	836.5	127.5	17.98
HESSTON	D0460	720.0	753.7	765.5	791.5	790.5	819.0	790.0	820.7	849.0	840.0	120.0	16.67
CHEROKEE	D0247	774.4	789.1	790.3	821.0	835.5	822.6	851.0	858.2	839.3	842.8	68.4	8.83
MAYETTA	D0337	766.5	773.5	816.5	789.2	822.5	826.5	832.5	857.5	864.5	857.0	90.5	11.81
HOLCOMB	D0363	659.5	659.0	678.5	709.0	727.5	748.0	807.0	829.0	834.0	872.0	212.5	32.22
FREDONIA	D0484	881.0	857.8	894.5	899.2	927.0	916.8	921.5	906.0	925.1	885.0	4.0	0.45
BAXTER SPRINGS	D0508	884.8	863.5	850.5	866.0	908.3	925.5	911.7	894.6	915.8	886.0	1.2	0.14
DOUGLASS PUBLIC	D0396	725.6	741.5	753.1	786.5	782.1	844.5	857.0	883.5	898.7	901.9	176.3	24.30
BURLINGTON	D0244	847.2	867.4	921.6	951.1	975.0	967.4	981.7	967.4	946.3	918.0	70.8	8.36
WEST FRANKLIN	D0287	768.0	786.0	799.1	767.5	821.5	827.0	848.5	888.8	899.5	921.1	153.1	19.93
PRAIRIE VIEW	D0362	821.3	812.2	853.6	864.9	887.4	888.5	964.2	943.1	955.4	922.9	101.6	12.37
LYONS	D0405	785.5	797.5	837.0	848.8	880.8	863.6	912.3	927.2	953.1	933.9	148.4	18.89
JEFFERSON WEST	D0340	695.5	712.0	744.5	768.9	846.1	886.7	908.5	919.8	937.5	945.5	250.0	35.95
CANEY VALLEY	D0436	765.7	780.0	779.5	807.5	804.0	810.5	888.5	914.2	932.4	959.5	193.8	25.31
HUGOTON PUBLIC	D0210	890.0	936.5	990.1	1,026.5	976.5	1,008.5	1,024.3	979.8	1,000.0	963.5	73.5	8.26
MARYSVILLE	D0364	976.0	981.5	991.3	1,054.5	1,025.5	1,037.5	1,047.5	1,016.1	997.3	968.3	-7.7	-0.79
LINDSBORG	D0400	845.0	813.0	855.0	890.5	933.0	989.5	1,013.3	1,007.5	998.6	990.6	145.6	17.23
MORRIS COUNTY	D0417	1,023.0	1,079.5	1,075.3	1,066.6	1,078.0	1,099.2	1,110.7	1,087.0	1,069.9	1,037.1	14.1	1.38
SABETHA	D0441	1,006.1	1,021.6	1,074.0	1,064.5	1,064.0	1,067.5	1,068.5	1,081.5	1,042.0	1,038.5	32.4	3.22
PERRY PUBLIC SC	D0343	872.0	924.5	930.0	932.0	995.6	1,052.3	1,064.5	1,051.5	1,078.0	1,046.1	174.1	19.97
FT LARNED	D0495	1,106.6	1,103.7	1,147.8	1,150.4	1,175.7	1,208.1	1,154.5	1,127.0	1,085.3	1,068.9	-37.7	-3.41
KAW VALLEY	D0321	979.0	986.5	1,016.0	1,046.5	1,029.0	1,056.5	1,046.5	1,049.8	1,050.5	1,069.5	90.5	9.24
HOLTON	D0336	934.5	957.7	993.1	994.0	1,001.0	1,005.5	1,011.5	1,019.0	1,061.3	1,087.0	152.5	16.32
ANTHONY-HARPER	D0361	1,049.0	1,058.7	1,082.0	1,089.4	1,052.8	1,042.0	1,050.7	1,039.4	1,092.0	1,087.2	38.2	3.64
HIAWATHA	D0415	1,215.5	1,198.5	1,214.4	1,232.0	1,228.2	1,210.8	1,218.9	1,195.0	1,146.9	1,096.2	-119.3	-9.81
EUDORA	D0491	810.4	809.5	836.6	849.3	883.5	932.3	944.5	1,007.5	1,040.0	1,101.1	290.7	35.87
GARNETT	D0365	959.1	998.3	1,045.6	1,069.6	1,082.5	1,083.0	1,134.3	1,118.8	1,155.4	1,121.5	162.4	16.93
SCOTT COUNTY	D0466	1,059.2	1,043.1	1,065.5	1,076.0	1,072.6	1,114.0	1,116.0	1,115.4	1,147.7	1,123.0	63.8	6.02
COLBY PUBLIC SC	D0315	1,241.5	1,240.0	1,273.2	1,280.0	1,300.5	1,322.6	1,268.3	1,224.6	1,161.8	1,123.5	-118.0	-9.50
HAVEN PUBLIC SC	D0312	1,164.7	1,190.5	1,216.4	1,161.5	1,165.5	1,184.0	1,186.6	1,189.8	1,122.5	1,125.1	-39.6	-3.40
GIRARD	D0248	1,075.0	1,094.5	1,108.5	1,117.6	1,125.5	1,121.0	1,102.1	1,105.5	1,125.0	1,130.5	55.5	5.16
CLEARWATER	D0264	974.0	950.0	1,019.5	1,022.5	1,038.0	1,048.3	1,048.4	1,054.4	1,126.1	1,144.0	170.0	17.45
GOODLAND	D0352	1,206.0	1,169.5	1,172.0	1,208.3	1,195.1	1,207.1	1,214.5	1,201.2	1,176.0	1,156.8	-49.2	-4.08
RUSSELL COUNTY	D0407	1,211.5	1,197.1	1,161.5	1,189.5	1,204.6	1,232.8	1,273.4	1,239.0	1,201.5	1,162.0	-49.5	-4.09
ERIE-ST PAUL	D0101	1,091.5	1,094.0	1,141.0	1,142.0	1,168.5	1,168.0	1,135.5	1,179.5	1,206.5	1,184.5	93.0	8.52
KINGMAN	D0331	1,056.2	1,081.0	1,117.8	1,198.0	1,227.4	1,214.4	1,232.8	1,211.6	1,201.8	1,220.8	164.6	15.58
CHAPMAN	D0473	1,211.0	1,208.5	1,230.3	1,288.8	1,312.5	1,332.5	1,352.5	1,304.2	1,250.8	1,229.1	18.1	1.49
BALDWIN CITY	D0348	962.4	986.8	1,050.2	1,084.6	1,126.7	1,183.4	1,248.2	1,230.0	1,253.5	1,244.0	281.6	29.26
OSAWATOMIE	D0367	1,112.9	1,126.5	1,116.7	1,141.0	1,137.5	1,173.0	1,172.1	1,206.0	1,228.0	1,253.0	140.1	12.59
PIPER-KANSAS CI	D0203	1,014.5	1,086.0	1,137.5	1,182.0	1,212.6	1,247.4	1,272.0	1,266.2	1,269.5	1,282.0	267.5	26.37
CONCORDIA	D0333	1,341.5	1,334.5	1,349.0	1,354.5	1,330.5	1,353.4	1,361.9	1,325.5	1,290.0	1,302.7	-38.8	-2.89
LOUISBURG	D0416	1,071.0	1,104.5	1,110.0	1,112.0	1,140.0	1,180.0	1,201.8	1,256.5	1,271.0	1,307.0	236.0	22.04
SANTA FE TRAIL	D0434	1,219.7	1,252.7	1,245.1	1,271.0	1,291.6	1,353.5	1,355.4	1,334.3	1,353.5	1,317.0	97.3	7.98

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		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
----- 1989-90 THRU 1998-99 FTE ENROLLMENTS -----													
DISTRICT NAME	#	9-20-89	9-20-90	9-20-91	9-20-92	9-20-93	9-20-94	9-20-95	9-20-96	9-20-97	9-20-98	DIFF (10 - 1)	% INCR/ DECR
NICKERSON	D0309	1,418.5	1,432.9	1,400.3	1,411.0	1,421.8	1,440.8	1,438.1	1,413.3	1,367.6	1,355.8	-62.7	-4.42
SPRING HILL	D0230	1,234.4	1,247.0	1,217.2	1,236.0	1,245.8	1,260.9	1,288.0	1,296.2	1,305.0	1,356.0	121.6	9.85
PRATT	D0382	1,344.2	1,352.5	1,338.1	1,349.0	1,350.0	1,405.5	1,421.5	1,415.8	1,389.0	1,375.0	30.8	2.29
COLUMBUS	D0493	1,265.5	1,291.0	1,305.4	1,321.7	1,370.5	1,370.9	1,385.9	1,407.9	1,421.5	1,379.5	114.0	9.01
CIRCLE	D0375	1,259.0	1,264.5	1,286.8	1,362.2	1,384.5	1,379.9	1,417.6	1,421.0	1,452.2	1,408.0	149.0	11.83
WAMEGO	D0320	1,262.0	1,292.1	1,309.4	1,356.4	1,386.9	1,406.1	1,384.7	1,405.8	1,420.9	1,412.0	150.0	11.89
TONGANOXIE	D0464	1,312.8	1,360.5	1,433.0	1,484.5	1,517.5	1,523.6	1,507.0	1,496.1	1,493.0	1,474.0	161.2	12.28
ABILENE	D0435	1,354.8	1,372.0	1,416.2	1,449.0	1,479.5	1,492.5	1,508.0	1,420.8	1,413.6	1,505.5	150.7	11.12
CLAY CENTER	D0379	1,530.6	1,607.5	1,646.4	1,675.7	1,699.8	1,702.6	1,729.8	1,684.7	1,628.1	1,588.0	57.4	3.75
ATCHISON PUBLIC	D0409	1,709.4	1,679.5	1,702.4	1,702.5	1,682.9	1,635.6	1,636.0	1,595.4	1,648.1	1,627.4	-82.0	-4.80
IOLA	D0257	1,775.1	1,813.1	1,788.6	1,800.2	1,833.5	1,819.5	1,746.6	1,740.0	1,717.4	1,674.0	-101.1	-5.70
FT LEAVENWORTH	D0207	1,774.0	1,790.5	1,785.5	1,815.5	1,845.5	1,857.0	1,742.0	1,747.0	1,740.0	1,685.0	-89.0	-5.02
BASEHOR-LINWOOD	D0458	1,210.5	1,243.5	1,326.0	1,428.0	1,506.4	1,558.3	1,596.0	1,632.8	1,639.5	1,694.5	484.0	39.98
PARSONS	D0503	1,915.6	1,850.5	1,877.1	1,910.8	1,936.0	1,881.8	1,845.8	1,811.3	1,773.7	1,718.5	-197.1	-10.29
ROSE HILL PUBLI	D0394	1,333.0	1,422.0	1,437.9	1,503.5	1,589.2	1,634.1	1,672.5	1,723.0	1,744.0	1,757.0	424.0	31.81
ULYSSES	D0214	1,575.7	1,612.1	1,679.4	1,683.0	1,699.1	1,689.1	1,710.5	1,748.9	1,767.0	1,769.6	193.9	12.31
LABETTE COUNTY	D0506	1,625.1	1,608.5	1,656.0	1,700.1	1,663.6	1,747.6	1,782.6	1,790.0	1,814.0	1,785.0	159.9	9.84
RENWICK	D0267	1,374.0	1,394.5	1,414.5	1,453.1	1,469.0	1,517.1	1,559.0	1,647.5	1,747.5	1,807.0	433.0	31.51
LANSING	D0469	1,594.5	1,637.5	1,708.0	1,824.6	1,916.1	1,941.5	1,927.5	1,922.4	1,928.5	1,916.5	322.0	20.19
MULVANE	D0263	1,802.9	1,843.7	1,904.6	1,919.6	1,918.2	1,879.1	1,908.9	1,880.5	1,910.5	1,939.0	136.1	7.55
CHANUTE PUBLIC	D0413	1,856.8	1,892.4	1,981.5	1,979.5	1,995.3	1,977.7	1,962.5	2,004.7	1,991.0	1,954.5	97.7	5.26
WELLINGTON	D0353	1,910.5	1,942.4	2,031.3	2,043.0	2,028.4	2,013.2	2,034.2	2,024.9	1,996.0	1,971.7	61.2	3.20
PAOLA	D0368	1,576.5	1,612.0	1,637.6	1,695.5	1,776.6	1,873.6	1,919.0	1,941.2	2,049.4	2,058.7	482.2	30.59
FT SCOTT	D0234	2,053.6	2,019.1	2,070.9	2,115.8	2,105.0	2,123.2	2,107.6	2,133.4	2,121.7	2,114.6	61.0	2.97
BONNER SPRINGS	D0204	2,047.5	2,056.9	2,104.0	2,057.6	2,013.0	1,989.7	2,071.2	2,036.6	2,095.6	2,131.1	83.6	4.08
EL DORADO	D0490	2,040.7	2,095.9	2,210.4	2,258.5	2,305.9	2,271.3	2,235.0	2,170.5	2,202.0	2,188.6	147.9	7.25
BUHLER	D0313	2,117.5	2,157.2	2,143.5	2,190.0	2,199.0	2,200.1	2,184.0	2,208.3	2,214.6	2,217.7	100.2	4.73
AUGUSTA	D0402	1,904.4	1,942.5	2,074.0	2,155.3	2,193.1	2,108.9	2,137.1	2,179.2	2,210.2	2,220.7	316.3	16.61
INDEPENDENCE	D0446	2,357.5	2,329.6	2,335.3	2,279.6	2,326.9	2,322.1	2,309.5	2,246.1	2,283.2	2,228.8	-128.7	-5.46
COFFEYVILLE	D0445	2,712.1	2,709.3	2,640.8	2,586.8	2,540.6	2,492.9	2,354.9	2,413.2	2,356.6	2,244.9	-467.2	-17.23
OTTAWA	D0290	2,211.3	2,204.0	2,277.0	2,296.4	2,329.1	2,358.1	2,366.0	2,360.8	2,319.3	2,290.7	79.4	3.59
VALLEY CENTER P	D0262	2,004.6	2,050.1	2,092.3	2,161.0	2,146.9	2,200.5	2,197.5	2,235.6	2,252.0	2,298.5	293.9	14.66
GARDNER-EDGERTO	D0231	1,625.3	1,619.5	1,690.4	1,731.9	1,803.6	1,909.9	2,029.2	2,170.4	2,261.4	2,388.6	763.3	46.96
DESOTO	D0232	1,697.5	1,707.8	1,774.1	1,795.0	1,829.5	1,942.8	1,998.3	2,145.0	2,283.5	2,510.1	812.6	47.87
PITTSBURG	D0250	2,732.8	2,800.0	2,923.7	2,903.2	2,959.0	2,824.3	2,740.2	2,655.8	2,660.4	2,596.0	-136.8	-5.01
WINFIELD	D0465	2,360.1	2,394.1	2,414.0	2,497.2	2,566.2	2,609.3	2,635.9	2,626.7	2,703.9	2,675.5	315.4	13.36
MCPHERSON	D0418	2,370.2	2,447.2	2,554.1	2,648.8	2,652.3	2,654.5	2,682.5	2,733.6	2,755.7	2,716.9	346.7	14.63
ANDOVER	D0385	1,620.0	1,659.0	1,708.1	1,806.0	1,989.5	2,128.9	2,262.4	2,442.2	2,704.5	2,800.4	1,180.4	72.86
ARKANSAS CITY	D0470	3,095.1	3,001.1	3,050.1	3,097.5	3,043.1	3,102.0	3,090.3	2,999.1	2,936.0	2,889.0	-206.1	-6.66
GREAT BEND	D0428	3,321.4	3,298.2	3,369.9	3,425.3	3,393.5	3,356.5	3,304.2	3,225.3	3,176.9	3,158.5	-162.9	-4.90
SEAMAN	D0345	3,247.7	3,271.0	3,293.5	3,339.8	3,379.5	3,399.3	3,415.3	3,335.7	3,230.1	3,181.7	-66.0	-2.03
GODDARD	D0265	1,921.9	1,984.0	2,108.5	2,268.9	2,349.0	2,477.4	2,578.5	2,773.2	3,076.0	3,282.0	1,360.1	70.77
SHAWNEE HEIGHTS	D0450	3,303.1	3,353.4	3,357.5	3,392.0	3,380.5	3,395.9	3,393.7	3,419.5	3,420.3	3,385.3	82.2	2.49
HAYS	D0489	3,375.9	3,412.1	3,431.0	3,430.5	3,454.6	3,428.3	3,458.3	3,519.1	3,507.0	3,435.1	59.2	1.75
NEWTON	D0373	3,200.4	3,204.7	3,287.1	3,410.1	3,467.3	3,442.3	3,409.7	3,430.1	3,429.4	3,474.2	273.8	8.56
TURNER-KANSAS C	D0202	3,812.3	3,839.4	3,816.1	3,834.3	3,786.4	3,854.0	3,871.7	3,759.5	3,773.4	3,665.3	-147.0	-3.86
LIBERAL	D0480	3,400.6	3,493.1	3,534.6	3,628.9	3,803.8	3,978.5	4,041.6	4,142.5	4,096.3	4,065.0	664.4	19.54
LEAVENWORTH	D0453	4,265.1	4,209.5	4,210.9	4,191.0	4,324.3	4,344.4	4,321.5	4,240.8	4,179.3	4,065.9	-199.2	-4.67

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	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	
----- 1989-90 THRU 1998-99 FTE ENROLLMENTS -----													
DISTRICT NAME	#	9-20-89	9-20-90	9-20-91	9-20-92	9-20-93	9-20-94	9-20-95	9-20-96	9-20-97	9-20-98	DIFF (10 - 1)	% INCR/ DECR
HAYSVILLE	D0261	3,281.9	3,407.3	3,438.1	3,483.9	3,582.9	3,620.3	3,773.1	3,968.4	4,039.3	4,231.1	949.2	28.92
EMPORIA	D0253	4,550.0	4,658.6	4,732.2	4,728.6	4,622.0	4,544.0	4,535.6	4,550.1	4,476.2	4,593.2	43.2	0.95
MAIZE	D0266	2,197.3	2,468.5	2,803.2	3,215.1	3,542.4	3,805.2	4,117.7	4,459.3	4,679.3	4,895.0	2,697.7	122.77
HUTCHINSON PUBL	D0308	4,932.6	4,971.8	5,007.5	5,135.2	5,156.0	5,017.8	5,048.8	4,984.1	4,991.0	4,904.5	-28.1	-0.57
DODGE CITY	D0443	4,138.2	4,114.7	4,203.6	4,230.1	4,470.3	4,603.3	4,760.4	4,763.9	4,847.5	4,939.0	800.8	19.35
AUBURN WASHBURN	D0437	3,749.3	3,892.8	4,235.5	4,472.5	4,690.7	4,860.9	4,904.6	4,988.5	4,975.8	4,967.0	1,217.7	32.48
MANHATTAN	D0383	6,010.1	6,142.6	6,336.2	6,439.8	6,456.6	6,425.2	6,283.8	6,034.1	5,913.8	5,830.7	-179.4	-2.98
JUNCTION CITY	D0475	6,731.8	6,854.8	7,309.0	6,641.5	6,759.5	6,740.8	6,252.3	6,124.8	6,126.9	6,098.5	-633.3	-9.41
DERBY	D0260	5,693.7	5,899.6	5,925.7	5,967.8	6,198.1	6,351.5	6,385.1	6,495.8	6,521.3	6,673.0	979.3	17.20
GARDEN CITY	D0457	6,077.2	6,237.6	6,419.6	6,562.1	6,745.1	6,798.0	6,854.2	6,882.4	7,000.6	7,115.9	1,038.7	17.09
SALINA	D0305	6,787.4	6,998.2	7,151.1	7,348.6	7,334.7	7,233.7	7,229.2	7,315.5	7,307.0	7,298.8	511.4	7.53
LAWRENCE	D0497	8,034.3	8,342.2	8,523.7	8,754.5	8,919.1	9,152.5	9,371.7	9,607.9	9,797.7	10,045.8	2,011.5	25.04
TOPEKA PUBLIC S	D0501	14,095.2	14,310.3	14,166.0	14,051.3	13,955.1	13,649.4	13,430.5	13,375.2	13,469.7	13,586.0	-509.2	-3.61
SOUTHEAST JOHNS	D0229	8,193.9	9,036.8	9,748.6	10,584.4	11,569.6	12,237.9	13,012.7	13,854.1	14,591.3	15,430.6	7,236.7	88.32
OLATHE	D0233	13,300.2	14,179.7	14,622.1	15,180.9	15,831.7	16,371.4	16,875.7	17,555.9	17,980.4	18,662.5	5,362.3	40.32
KANSAS CITY	D0500	21,520.6	21,118.1	20,925.9	20,941.8	21,001.5	20,793.1	20,573.3	20,404.8	20,234.1	20,095.6	-1,425.0	-6.62
SHAWNEE MISSION	D0512	28,885.3	29,196.2	29,656.1	30,273.8	30,537.1	30,645.4	30,501.0	30,477.5	30,606.8	30,337.5	1,452.2	5.03
WICHITA	D0259	43,941.8	44,773.1	45,582.8	45,356.5	44,792.0	43,727.4	43,265.6	43,983.8	44,242.0	45,138.0	1,196.2	2.72

STATE TOTALS		409,656.1	416,383.2	424,737.4	431,320.5	437,210.1	440,684.2	442,465.9	445,767.3	448,609.0	450,150.4	40,494.3	2,749.62

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----- 1989-90 THRU 1998-99 FTE ENROLLMENTS -----												DIFF	%
DISTRICT NAME	#	9-20-89	9-20-90	9-20-91	9-20-92	9-20-93	9-20-94	9-20-95	9-20-96	9-20-97	9-20-98	(10 - 1)	INCR/ DECR
KANSAS CITY	D0500	21,520.6	21,118.1	20,925.9	20,941.8	21,001.5	20,793.1	20,573.3	20,404.8	20,234.1	20,095.6	-1,425.0	-6.62
JUNCTION CITY	D0475	6,731.8	6,854.8	7,309.0	6,641.5	6,759.5	6,740.8	6,252.3	6,124.8	6,126.9	6,098.5	-633.3	-9.41
TOPEKA PUBLIC S	D0501	14,095.2	14,310.3	14,166.0	14,051.3	13,955.1	13,649.4	13,430.5	13,375.2	13,469.7	13,586.0	-509.2	-3.61
COFFEYVILLE	D0445	2,712.1	2,709.3	2,640.8	2,586.8	2,540.6	2,492.9	2,354.9	2,413.2	2,356.6	2,244.9	-467.2	-17.23
ARKANSAS CITY	D0470	3,095.1	3,001.1	3,050.1	3,097.5	3,043.1	3,102.0	3,090.3	2,999.1	2,936.0	2,889.0	-206.1	-6.66
LEAVENWORTH	D0453	4,265.1	4,209.5	4,210.9	4,191.0	4,324.3	4,344.4	4,321.5	4,240.8	4,179.3	4,065.9	-199.2	-4.67
PARSONS	D0503	1,915.6	1,850.5	1,877.1	1,910.8	1,936.0	1,881.8	1,845.8	1,811.3	1,773.7	1,718.5	-197.1	-10.29
MANHATTAN	D0383	6,010.1	6,142.6	6,336.2	6,439.8	6,456.6	6,425.2	6,283.8	6,034.1	5,913.8	5,830.7	-179.4	-2.98
GREAT BEND	D0428	3,321.4	3,298.2	3,369.9	3,425.3	3,393.5	3,356.5	3,304.2	3,225.3	3,176.9	3,158.5	-162.9	-4.90
TURNER-KANSAS C	D0202	3,812.3	3,839.4	3,816.1	3,834.3	3,786.4	3,854.0	3,871.7	3,759.5	3,773.4	3,665.3	-147.0	-3.86
PITTSBURG	D0250	2,732.8	2,800.0	2,923.7	2,903.2	2,959.0	2,824.3	2,740.2	2,655.8	2,660.4	2,596.0	-136.8	-5.01
INDEPENDENCE	D0446	2,357.5	2,329.6	2,335.3	2,279.6	2,326.9	2,322.1	2,309.5	2,246.1	2,283.2	2,228.8	-128.7	-5.46
HIAWATHA	D0415	1,215.5	1,198.5	1,214.4	1,232.0	1,228.2	1,210.8	1,218.9	1,195.0	1,146.9	1,096.2	-119.3	-9.81
COLBY PUBLIC SC	D0315	1,241.5	1,240.0	1,273.2	1,280.0	1,300.5	1,322.6	1,268.3	1,224.6	1,161.8	1,123.5	-118.0	-9.50
HUMBOLDT	D0258	646.5	604.0	624.0	621.0	619.0	622.4	597.0	553.5	534.5	534.6	-111.9	-17.31
GREENSBURG	D0422	404.5	390.0	386.6	359.5	352.0	371.0	350.5	346.0	316.9	296.0	-108.5	-26.82
LEOTI	D0467	581.0	570.5	593.0	605.0	607.5	590.5	566.9	512.0	514.5	476.0	-105.0	-18.07
LITTLE RIVER	D0444	378.5	380.5	376.5	376.0	279.5	284.5	282.4	270.6	280.5	275.3	-103.2	-27.27
IOLA	D0257	1,775.1	1,813.1	1,788.6	1,800.2	1,833.5	1,819.5	1,746.6	1,740.0	1,717.4	1,674.0	-101.1	-5.70
HILL CITY	D0281	518.0	523.0	533.0	522.0	536.3	519.3	518.6	464.5	434.0	423.0	-95.0	-18.34
VICTORIA	D0432	397.0	395.0	391.5	396.0	369.0	348.0	344.5	326.5	315.5	302.0	-95.0	-23.93
FT LEAVENWORTH	D0207	1,774.0	1,790.5	1,785.5	1,815.5	1,845.5	1,857.0	1,742.0	1,747.0	1,740.0	1,685.0	-89.0	-5.02
WATHENA	D0406	489.0	509.6	513.0	512.0	485.0	455.0	469.0	444.0	429.5	401.0	-88.0	-18.00
ATCHISON PUBLIC	D0409	1,709.4	1,679.5	1,702.4	1,702.5	1,682.9	1,635.6	1,636.0	1,595.4	1,648.1	1,627.4	-82.0	-4.80
HOXIE COMMUNITY	D0412	527.0	512.5	511.5	493.0	492.5	480.0	464.5	477.8	467.0	446.5	-80.5	-15.28
SEAMAN	D0345	3,247.7	3,271.0	3,293.5	3,339.8	3,379.5	3,399.3	3,415.3	3,335.7	3,230.1	3,181.7	-66.0	-2.03
NICKERSON	D0309	1,418.5	1,432.9	1,400.3	1,411.0	1,421.8	1,440.8	1,438.1	1,413.3	1,367.6	1,355.8	-62.7	-4.42
COMMANCHE COUNT	D0300	413.5	431.5	430.9	427.5	410.5	416.7	400.0	373.0	385.5	357.0	-56.5	-13.66
WAKEENEY	D0208	630.5	622.9	606.0	646.0	677.1	645.0	622.0	613.6	599.5	574.5	-56.0	-8.88
CHASE COUNTY	D0284	548.5	571.0	563.0	556.1	556.7	567.2	566.1	534.0	528.0	493.2	-55.3	-10.08
ATTICA	D0511	217.5	224.5	208.5	200.5	182.0	212.5	205.5	210.5	184.0	162.4	-55.1	-25.33
SMITH CENTER	D0237	637.9	616.4	622.5	624.0	631.5	636.3	612.5	604.4	620.5	585.5	-52.4	-8.21
BURRTON	D0369	294.9	279.0	280.5	286.1	291.5	308.5	290.9	277.3	260.8	243.5	-51.4	-17.43
ATWOOD	D0318	482.5	501.5	490.2	474.0	478.0	466.0	468.0	456.5	440.6	433.0	-49.5	-10.26
RUSSELL COUNTY	D0407	1,211.5	1,197.1	1,161.5	1,189.5	1,204.6	1,232.8	1,273.4	1,239.0	1,201.5	1,162.0	-49.5	-4.09
GOODLAND	D0352	1,206.0	1,169.5	1,172.0	1,208.3	1,195.1	1,207.1	1,214.5	1,201.2	1,176.0	1,156.8	-49.2	-4.08
KINSLEY-OFFERLE	D0347	401.7	399.5	396.8	404.2	421.5	448.7	433.2	392.5	375.9	355.9	-45.8	-11.40
NESS CITY	D0303	333.5	352.5	362.5	365.0	357.5	341.6	330.5	320.0	301.2	288.5	-45.0	-13.49
DIGHTON	D0482	387.7	392.0	403.0	404.0	405.3	400.9	375.6	366.5	343.0	344.4	-43.3	-11.17
CHETOPA	D0505	313.2	308.0	292.6	290.0	285.0	269.0	267.5	260.1	271.0	270.5	-42.7	-13.63
WASHINGTON SCHO	D0222	418.5	423.0	388.0	404.5	396.2	418.5	413.5	410.5	374.7	378.0	-40.5	-9.68
HAVEN PUBLIC SC	D0312	1,164.7	1,190.5	1,216.4	1,161.5	1,165.5	1,184.0	1,186.6	1,189.8	1,122.5	1,125.1	-39.6	-3.40
CONCORDIA	D0333	1,341.5	1,334.5	1,349.0	1,354.5	1,330.5	1,353.4	1,361.9	1,325.5	1,290.0	1,302.7	-38.8	-2.89
FT LARNED	D0495	1,106.6	1,103.7	1,147.8	1,150.4	1,175.7	1,208.1	1,154.5	1,127.0	1,085.3	1,068.9	-37.7	-3.41
SMOKY HILL	D0302	197.5	204.5	197.5	197.5	193.5	182.5	181.0	173.5	170.5	160.5	-37.0	-18.73
UDALL	D0463	357.2	386.1	402.0	417.0	430.4	412.5	402.0	390.6	345.5	321.0	-36.2	-10.13

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----- 1989-90 THRU 1998-99 FTE ENROLLMENTS -----															
DISTRICT NAME	#	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	DIFF (10 - 1)	% INCR/ DECR
PLAINVILLE	D0270	488.0	495.6	481.9	490.1	485.7	513.0	495.3	473.2	451.1	452.0	-36.0	-7.38		
GREELEY COUNTY	D0200	351.5	368.0	335.5	356.5	352.5	353.5	347.0	347.0	343.0	318.5	-33.0	-9.39		
FAIRFIELD	D0310	482.5	452.5	470.1	469.0	477.5	470.0	469.7	466.6	448.0	449.5	-33.0	-6.84		
PRAIRIE HEIGHTS	D0295	122.5	101.5	103.0	106.5	96.5	89.5	98.0	94.5	92.0	91.5	-31.0	-25.31		
WEST GRAHAM-MOR	D0280	121.0	114.0	120.0	116.0	118.6	107.0	102.0	109.0	113.0	91.0	-30.0	-24.79		
ALTOONA-MIDWAY	D0387	387.9	378.0	382.1	389.5	375.0	379.5	398.0	375.5	350.0	359.5	-28.4	-7.32		
BARBER COUNTY N	D0254	787.0	778.5	765.0	759.5	758.8	742.0	769.6	754.0	772.5	758.9	-28.1	-3.57		
HUTCHINSON PUBL	D0308	4,932.6	4,971.8	5,007.5	5,135.2	5,156.0	5,017.8	5,048.8	4,984.1	4,991.0	4,904.5	-28.1	-0.57		
VALLEY FALLS	D0338	483.0	488.0	492.5	492.5	483.0	499.0	481.0	474.0	469.5	462.0	-21.0	-4.35		
OBERLIN	D0294	578.5	597.4	644.0	638.5	613.0	621.5	589.5	587.0	572.0	558.0	-20.5	-3.54		
NORTH CENTRAL	D0221	180.5	178.5	182.0	170.5	164.5	161.0	160.0	163.0	159.5	160.5	-20.0	-11.08		
PARADISE	D0399	172.4	157.0	143.0	143.0	109.8	120.5	120.5	150.5	147.0	154.0	-18.4	-10.67		
WEST SOLOMON VA	D0213	113.0	108.0	95.5	104.5	96.5	99.0	100.8	90.5	103.5	95.0	-18.0	-15.93		
LOGAN	D0326	226.5	240.0	240.0	225.5	221.0	221.0	215.0	220.0	210.0	208.5	-18.0	-7.95		
CHEYLIN	D0103	209.5	224.5	222.0	216.5	222.5	219.0	200.8	199.0	188.0	192.0	-17.5	-8.35		
WEST SMITH COUN	D0238	213.0	197.5	195.0	202.0	191.5	201.5	206.1	197.5	198.5	195.5	-17.5	-8.22		
TRIPPLAINS	D0275	110.0	116.0	123.0	107.5	110.5	120.1	108.0	107.0	104.0	92.5	-17.5	-15.91		
MANKATO	D0278	292.5	285.8	279.0	295.5	303.0	304.5	301.5	297.0	300.0	275.0	-17.5	-5.98		
LINCOLN	D0298	424.5	406.5	413.0	408.5	405.0	410.0	409.0	397.0	412.5	411.0	-13.5	-3.18		
BELLEVILLE	D0427	619.5	653.0	658.5	656.0	671.0	664.0	634.5	636.5	625.5	606.0	-13.5	-2.18		
ELKHART	D0218	563.5	562.4	542.0	549.9	529.5	538.0	545.0	544.0	549.0	550.5	-13.0	-2.31		
JEWELL	D0279	198.5	202.0	203.0	208.0	203.0	209.0	203.5	192.5	186.0	186.0	-12.5	-6.30		
HANSTON	D0228	150.5	147.7	141.2	142.4	151.0	140.0	133.0	139.5	146.5	138.5	-12.0	-7.97		
SKYLINE SCHOOLS	D0438	358.0	357.5	350.0	347.5	371.0	360.5	348.5	337.5	351.5	346.0	-12.0	-3.35		
SYLVAN GROVE	D0299	217.0	206.5	212.0	205.5	195.0	188.0	199.0	203.0	208.5	206.0	-11.0	-5.07		
SUBLETTE	D0374	504.5	477.0	486.0	505.5	517.0	492.0	485.5	502.5	490.5	494.0	-10.5	-2.08		
NORTHEAST	D0246	587.0	562.0	571.7	595.0	605.7	631.7	591.5	597.7	592.0	577.0	-10.0	-1.70		
GRAINFIELD	D0292	194.4	187.5	179.5	180.0	167.0	174.0	185.0	185.5	175.0	184.5	-9.9	-5.09		
NES TRES LA GO	D0301	85.0	88.0	84.0	73.5	79.5	75.5	72.5	76.1	88.6	76.0	-9.0	-10.59		
ROLLA	D0217	215.0	206.0	198.0	207.3	196.5	197.5	193.0	175.5	194.0	206.3	-8.7	-4.05		
OTIS-BISON	D0403	344.0	354.5	370.0	370.0	357.0	358.5	375.5	371.3	347.8	335.5	-8.5	-2.47		
WACONDA	D0272	568.5	560.0	580.0	571.0	581.0	579.5	581.5	583.5	585.5	560.5	-8.0	-1.41		
MARYSVILLE	D0364	976.0	981.5	991.3	1,054.5	1,025.5	1,037.5	1,047.5	1,016.1	997.3	968.3	-7.7	-0.79		
HEALY PUBLIC SC	D0468	110.5	109.0	98.5	105.0	117.0	101.5	105.0	110.0	115.5	103.5	-7.0	-6.33		
HERINGTON	D0487	577.5	542.5	578.5	586.0	561.0	592.0	602.2	578.0	583.2	570.8	-6.7	-1.16		
ONAGA-HAVENSVIL	D0322	428.5	442.0	443.0	451.5	461.5	448.0	427.0	441.5	447.5	422.2	-6.3	-1.47		
MARAIS DES CYGN	D0456	295.5	311.5	301.0	290.5	272.0	292.0	280.0	302.0	292.5	289.5	-6.0	-2.03		
MADISON-VIRGIL	D0386	288.1	285.5	274.1	278.5	296.4	309.0	295.5	286.5	279.0	282.5	-5.6	-1.94		
BAZINE	D0304	116.5	120.5	131.5	127.5	135.5	128.5	131.5	117.0	114.5	112.0	-4.5	-3.86		
HAMILTON	D0390	126.5	110.5	114.5	115.0	125.5	129.2	133.5	139.1	138.5	122.0	-4.5	-3.56		
BARNES	D0223	396.0	393.0	390.1	395.9	371.3	354.4	357.4	335.0	375.7	392.1	-3.9	-0.98		
MULLINVILLE	D0424	112.0	90.0	104.0	93.5	100.5	101.0	103.0	98.0	109.6	109.0	-3.0	-2.68		
COPELAND	D0476	124.0	113.0	113.0	126.5	112.0	112.5	113.5	123.5	130.0	121.5	-2.5	-2.02		
PHILLIPSBURG	D0325	700.6	684.0	699.0	714.0	729.2	737.0	743.6	723.6	725.0	698.5	-2.1	-0.30		
UNIONTOWN	D0235	500.5	481.5	493.0	458.5	458.5	458.6	475.5	501.3	521.0	498.5	-2.0	-0.40		
STERLING	D0376	533.0	555.0	546.8	549.7	549.0	557.0	553.7	563.0	556.5	531.5	-1.5	-0.28		
ASHLAND	D0220	246.1	272.0	274.5	264.0	256.5	266.5	251.8	239.5	244.5	246.0	-0.1	-0.04		
PALCO	D0269	178.0	186.5	185.5	171.5	178.6	168.5	166.5	190.5	178.5	178.5	0.5	0.28		

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----- 1989-90 THRU 1998-99 FTE ENROLLMENTS -----												DIFF (10 - 1)	% INCR/ DECR
DISTRICT NAME	#	9-20-89	9-20-90	9-20-91	9-20-92	9-20-93	9-20-94	9-20-95	9-20-96	9-20-97	9-20-98		
CENTRE	D0397	306.1	308.1	290.5	287.0	288.0	299.8	291.5	317.2	305.0	306.9	0.8	0.26
REPUBLICAN VALL	D0224	388.0	390.5	409.0	390.8	392.0	377.5	390.4	405.4	401.5	389.0	1.0	0.26
BAXTER SPRINGS	D0508	884.8	863.5	850.5	866.0	908.3	925.5	911.7	894.6	915.8	886.0	1.2	0.14
PLEASANTON	D0344	424.7	420.5	409.5	429.5	420.5	420.9	405.5	429.7	418.5	426.0	1.3	0.31
CHASE	D0401	180.5	183.2	182.5	193.5	194.5	203.0	201.1	198.0	194.0	182.0	1.5	0.83
MONTEZUMA	D0371	212.0	195.0	197.5	186.0	181.5	182.5	176.0	181.5	198.0	214.0	2.0	0.94
HIGHLAND	D0425	275.0	301.0	285.5	284.4	292.5	290.5	296.5	294.5	295.0	278.5	3.5	1.27
FREDONIA	D0484	881.0	857.8	894.5	899.2	927.0	916.8	921.5	906.0	925.1	885.0	4.0	0.45
ELLIS	D0388	365.5	370.0	375.5	373.5	375.2	387.9	389.9	367.8	372.0	371.0	5.5	1.50
PAWNEE HEIGHTS	D0496	152.5	150.5	162.0	170.0	168.5	174.0	185.5	161.5	172.0	159.0	6.5	4.26
HALSTEAD	D0440	745.0	748.4	766.2	794.0	739.0	763.0	729.0	733.9	779.5	751.7	6.7	0.90
CEDAR VALE	D0285	199.0	194.0	177.3	172.6	174.0	193.3	196.5	184.5	219.0	206.7	7.7	3.87
MACKSVILLE	D0351	284.5	289.0	284.5	289.3	278.5	286.0	317.0	311.2	309.5	295.0	10.5	3.69
ELLSWORTH	D0327	740.7	769.0	764.7	775.0	869.0	875.0	884.5	867.0	831.5	753.5	12.8	1.73
SOUTH BARBER	D0255	311.5	305.0	328.5	348.3	357.0	371.3	376.4	367.5	345.5	325.0	13.5	4.33
NORTH JACKSON	D0335	415.0	426.5	422.5	421.0	411.5	414.5	433.5	445.5	420.9	428.6	13.6	3.28
LEWIS	D0502	176.5	185.0	194.0	201.5	191.0	178.5	190.0	194.5	193.0	190.5	14.0	7.93
MORRIS COUNTY	D0417	1,023.0	1,079.5	1,075.3	1,066.6	1,078.0	1,099.2	1,110.7	1,087.0	1,069.9	1,037.1	14.1	1.38
GRINNELL PUBLIC	D0291	145.5	143.5	151.5	149.5	165.0	164.0	170.5	171.5	165.0	160.0	14.5	9.97
CALDWELL	D0360	329.0	317.5	311.5	327.0	337.5	346.0	341.0	328.0	336.5	344.0	15.0	4.56
LACROSSE	D0395	342.4	339.5	346.0	353.0	357.0	365.5	366.0	341.5	354.5	357.5	15.1	4.41
NORTHERN VALLEY	D0212	180.5	191.0	189.0	189.0	205.0	205.0	187.0	193.0	200.0	196.5	16.0	8.86
SOUTHERN CLOUD	D0334	258.0	259.0	256.5	261.0	263.0	267.5	284.0	297.5	292.5	274.0	16.0	6.20
ST JOHN-HUDSON	D0350	426.0	439.5	452.0	465.1	472.5	471.0	487.8	505.0	468.0	443.0	17.0	3.99
CENTRAL	D0462	388.0	362.3	368.1	413.0	366.2	363.9	408.6	409.7	412.9	405.2	17.2	4.43
CUNNINGHAM	D0332	315.0	309.0	305.5	321.0	316.5	320.5	305.5	328.0	341.0	332.5	17.5	5.56
STANTON COUNTY	D0452	521.5	524.8	538.5	521.5	537.8	548.4	531.7	522.3	523.8	539.5	18.0	3.45
CHAPMAN	D0473	1,211.0	1,208.5	1,230.3	1,288.8	1,312.5	1,332.5	1,352.5	1,304.2	1,250.8	1,229.1	18.1	1.49
BREWSTER	D0314	141.5	152.5	141.5	147.0	146.5	148.5	155.0	155.5	163.0	160.5	19.0	13.43
WALLACE COUNTY	D0241	286.1	289.5	293.0	297.5	298.5	292.0	279.0	281.5	313.5	306.0	19.9	6.96
BURLINGAME PUBL	D0454	346.4	331.0	346.0	368.0	368.5	366.2	373.8	375.0	358.4	366.4	20.0	5.77
NORTH LYON COUN	D0251	695.1	718.4	738.6	737.6	733.0	733.6	728.5	725.5	753.0	715.5	20.4	2.93
HAVILAND PUBLIC	D0474	159.0	178.3	170.5	173.2	187.9	186.5	175.0	157.4	177.5	179.5	20.5	12.89
WHITE ROCK	D0104	177.0	172.0	178.5	191.0	194.0	187.0	188.5	180.0	162.0	199.5	22.5	12.71
ST FRANCIS COMM	D0297	418.0	422.0	428.5	433.5	435.0	437.0	425.0	439.5	439.5	441.0	23.0	5.50
ATCHISON CO COM	D0377	783.0	747.6	769.0	787.5	819.5	836.5	810.0	778.0	770.5	806.0	23.0	2.94
WESKAN	D0242	101.0	106.0	103.5	102.0	119.5	126.8	114.0	113.5	113.0	125.0	24.0	23.76
HILLCREST RURAL	D0455	128.5	138.0	143.0	157.5	152.0	169.0	165.2	156.5	171.5	152.6	24.1	18.75
CANTON-GALVA	D0419	402.7	410.0	412.0	424.0	476.5	473.6	496.0	463.5	431.8	426.9	24.2	6.01
FOWLER	D0225	143.9	151.5	148.7	155.5	153.5	163.0	170.0	171.0	179.0	168.5	24.6	17.10
MOUNDRIDGE	D0423	427.5	452.0	450.5	460.0	469.0	454.0	458.5	469.5	459.2	452.2	24.7	5.78
TROY PUBLIC SCH	D0429	374.2	375.5	417.0	441.5	438.5	431.0	431.6	403.2	422.0	399.0	24.8	6.63
ALMA	D0329	531.9	533.6	570.5	585.9	585.3	580.5	594.3	610.6	558.2	558.5	26.6	5.00
MIDWAY SCHOOLS	D0433	205.0	192.6	204.0	196.5	221.0	218.6	215.5	215.5	216.5	232.0	27.0	13.17
HERNDON	D0317	72.0	74.5	76.5	75.5	86.5	113.0	111.5	110.0	108.0	100.0	28.0	38.89
CHAUTAUQUA COUN	D0286	483.5	479.0	500.0	490.9	470.4	491.5	527.0	555.0	538.0	512.0	28.5	5.89
HOISINGTON	D0431	716.6	751.8	781.3	812.9	821.9	835.5	822.1	803.3	771.8	746.0	29.4	4.10
BLUE VALLEY	D0384	273.0	284.8	282.7	302.0	293.5	307.5	314.0	326.0	304.9	303.5	30.5	11.17

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----- 1989-90 THRU 1998-99 FTE ENROLLMENTS -----													
DISTRICT NAME	#	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
		9-20-89	9-20-90	9-20-91	9-20-92	9-20-93	9-20-94	9-20-95	9-20-96	9-20-97	9-20-98	DIFF (10 - 1)	% INCR/ DECR
SOUTH HAVEN	D0509	233.0	223.5	227.5	227.0	237.5	241.5	243.5	252.0	260.5	263.5	30.5	13.09
PRATT	D0382	1,344.2	1,352.5	1,338.1	1,349.0	1,350.0	1,405.5	1,421.5	1,415.8	1,389.0	1,375.0	30.8	2.29
CREST	D0479	279.5	305.0	317.0	343.5	314.0	306.5	306.0	321.5	312.5	311.0	31.5	11.27
SABETHA	D0441	1,006.1	1,021.6	1,074.0	1,064.5	1,064.0	1,067.5	1,068.5	1,081.5	1,042.0	1,038.5	32.4	3.22
GOLDEN PLAINS	D0316	143.0	142.0	158.5	152.5	151.5	164.0	173.5	184.0	186.0	176.0	33.0	23.08
OXFORD	D0358	424.0	435.0	454.0	443.0	465.5	430.0	471.0	463.5	499.0	457.0	33.0	7.78
MOSCOW PUBLIC S	D0209	159.0	139.5	160.1	168.0	180.5	200.0	197.5	216.7	206.6	193.1	34.1	21.45
QUINTER PUBLIC	D0293	355.0	365.5	354.0	368.0	370.0	361.0	370.0	373.0	372.5	390.0	35.0	9.86
VERMILLION	D0380	592.9	619.0	619.5	635.0	645.5	654.0	645.0	649.0	636.5	628.3	35.4	5.97
EASTERN HEIGHTS	D0324	159.0	163.5	169.5	161.5	172.0	173.0	171.5	177.0	195.0	194.5	35.5	22.33
NORTON COMMUNIT	D0211	712.9	718.0	741.5	734.5	752.0	781.9	771.5	790.5	776.1	748.5	35.6	4.99
NORTH OTTAWA CO	D0239	652.0	639.0	661.5	716.0	728.0	734.6	746.0	765.7	728.0	687.6	35.6	5.46
STOCKTON	D0271	400.5	408.0	420.0	439.5	439.0	435.0	441.0	441.0	453.5	436.6	36.1	9.01
JEFFERSON COUNT	D0339	446.0	442.7	451.8	454.0	453.7	479.5	481.0	487.0	482.5	482.2	36.2	8.12
OAKLEY	D0274	472.7	487.0	523.2	519.9	503.9	528.9	513.7	517.5	531.0	509.5	36.8	7.79
MEADE	D0226	403.5	399.5	396.5	401.5	427.5	411.0	421.5	436.0	427.5	441.0	37.5	9.29
NEODESHA	D0461	726.0	713.5	713.1	741.5	759.8	808.7	832.8	831.7	807.0	764.0	38.0	5.23
ANTHONY-HARPER	D0361	1,049.0	1,058.7	1,082.0	1,089.4	1,052.8	1,042.0	1,050.7	1,039.4	1,092.0	1,087.2	38.2	3.64
BELOIT	D0273	773.3	800.1	778.1	788.1	817.0	826.4	852.3	833.5	801.6	811.6	38.3	4.95
OSWEGO	D0504	459.0	471.0	464.5	450.0	467.5	499.0	480.5	474.5	474.5	497.5	38.5	8.39
PIKE VALLEY	D0426	260.5	287.0	288.5	275.5	281.0	293.5	316.5	305.0	308.0	300.0	39.5	15.16
OSBORNE COUNTY	D0392	455.0	462.0	472.5	495.5	483.5	515.0	511.0	516.0	497.6	496.5	41.5	9.12
LEROY-GRIDLEY	D0245	322.5	349.0	340.5	348.5	351.0	368.5	381.0	355.0	351.5	365.5	43.0	13.33
EMPORIA	D0253	4,550.0	4,658.6	4,732.2	4,728.6	4,622.0	4,544.0	4,535.6	4,550.1	4,476.2	4,593.2	43.2	0.95
DEXTER	D0471	155.5	148.0	162.5	172.4	181.8	187.5	185.0	190.8	185.5	200.5	45.0	28.94
ELLINWOOD PUBLI	D0355	559.1	547.7	565.0	567.2	576.8	575.8	565.3	571.5	599.9	604.6	45.5	8.14
AXTELL	D0488	328.5	345.0	342.5	363.5	365.5	371.3	355.0	357.0	378.0	374.0	45.5	13.85
ELK VALLEY	D0283	176.5	194.5	190.0	218.4	206.1	236.8	241.0	262.6	263.0	222.5	46.0	26.06
ARGONIA PUBLIC	D0359	224.0	220.5	215.0	227.0	243.0	257.5	253.0	245.0	239.5	270.0	46.0	20.54
WOODSON	D0366	574.0	569.5	619.5	620.8	631.5	639.0	633.9	638.0	659.0	621.5	47.5	8.28
EUREKA	D0389	751.2	754.5	792.1	859.3	849.3	843.5	841.0	859.9	800.0	799.0	47.8	6.36
CHERRYVALE	D0447	626.5	643.5	612.8	617.0	644.0	645.5	695.3	703.6	683.5	677.5	51.0	8.14
B & B	D0451	218.5	236.5	234.5	241.0	245.5	249.0	250.0	257.5	266.0	270.0	51.5	23.57
JAYHAWK	D0346	548.5	525.5	540.5	545.0	563.5	558.5	600.0	605.0	591.5	600.5	52.0	9.48
EASTON	D0449	652.5	623.5	631.5	614.0	609.9	656.5	656.5	654.5	706.5	704.5	52.0	7.97
MCLOUTH	D0342	518.5	520.5	532.0	543.8	564.5	552.0	568.0	591.7	598.5	573.5	55.0	10.61
WABAUNSEE EAST	D0330	580.9	570.5	621.0	608.5	616.0	651.4	682.0	657.5	638.0	636.0	55.1	9.49
GIRARD	D0248	1,075.0	1,094.5	1,108.5	1,117.6	1,125.5	1,121.0	1,102.1	1,105.5	1,125.0	1,130.5	55.5	5.16
CLAY CENTER	D0379	1,530.6	1,607.5	1,646.4	1,675.7	1,699.8	1,702.6	1,729.8	1,684.7	1,628.1	1,588.0	57.4	3.75
LEON	D0205	718.5	745.5	781.5	804.5	823.6	808.5	798.2	826.7	807.7	776.5	58.0	8.07
BUCKLIN	D0459	296.0	328.5	351.1	364.0	384.0	394.5	379.0	376.0	357.5	354.0	58.0	19.59
WELLSVILLE	D0289	709.9	736.4	725.2	763.1	763.5	748.9	732.0	743.5	746.6	768.0	58.1	8.18
HAYS	D0489	3,375.9	3,412.1	3,431.0	3,430.5	3,454.6	3,428.3	3,458.3	3,519.1	3,507.0	3,435.1	59.2	1.75
LORRAINE	D0328	496.6	489.0	534.0	533.5	559.1	549.5	565.0	529.0	528.5	556.5	59.9	12.06
FT SCOTT	D0234	2,053.6	2,019.1	2,070.9	2,115.8	2,105.0	2,123.2	2,107.6	2,133.4	2,121.7	2,114.6	61.0	2.97
WELLINGTON	D0353	1,910.5	1,942.4	2,031.3	2,043.0	2,028.4	2,013.2	2,034.2	2,024.9	1,996.0	1,971.7	61.2	3.20
REMLINGTON-WHITE	D0206	487.5	490.0	509.5	534.2	550.0	555.5	560.5	570.6	543.4	549.0	61.5	12.62
PEABODY-BURNS	D0398	403.5	406.5	383.5	427.6	442.8	443.5	446.8	461.0	456.0	466.5	63.0	15.61

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----- 1989-90 THRU 1998-99 FTE ENROLLMENTS -----													
DISTRICT NAME	#	9-20-89	9-20-90	9-20-91	9-20-92	9-20-93	9-20-94	9-20-95	9-20-96	9-20-97	9-20-98	DIFF (10 - 1)	% INCR/ DECR
SCOTT COUNTY	D0466	1,059.2	1,043.1	1,065.5	1,076.0	1,072.6	1,114.0	1,116.0	1,115.4	1,147.7	1,123.0	63.8	6.02
ELWOOD	D0486	254.0	225.4	224.5	233.5	193.5	208.0	217.0	251.4	273.5	318.0	64.0	25.20
GALENA	D0499	730.1	729.7	748.6	760.5	752.6	751.7	733.5	771.5	781.1	794.7	64.6	8.85
STAFFORD	D0349	272.5	285.0	281.6	293.0	316.5	329.2	325.5	332.5	330.0	337.8	65.3	23.96
SEDGWICK PUBLIC	D0439	398.0	408.0	394.5	394.0	389.5	411.0	420.5	441.5	454.0	463.5	65.5	16.46
CIMARRON-ENSIGN	D0102	567.5	563.3	557.0	566.0	618.8	623.0	635.0	627.0	635.0	634.4	66.9	11.79
INGALLS	D0477	225.5	260.0	271.5	262.7	276.0	267.0	279.0	294.5	308.5	293.0	67.5	29.93
CHEROKEE	D0247	774.4	789.1	790.3	821.0	835.5	822.6	851.0	858.2	839.3	842.8	68.4	8.83
WEST ELK	D0282	454.5	456.5	446.5	456.5	508.5	540.5	526.5	525.0	537.1	524.0	69.5	15.29
BURLINGTON	D0244	847.2	867.4	921.6	951.1	975.0	967.4	981.7	967.4	946.3	918.0	70.8	8.36
PRETTY PRAIRIE	D0311	257.5	291.0	287.5	297.5	306.5	321.5	310.5	313.0	329.7	328.7	71.2	27.65
GOESSEL	D0411	245.5	260.5	273.5	272.5	283.5	322.3	326.0	339.4	325.0	318.0	72.5	29.53
HUGOTON PUBLIC	D0210	890.0	936.5	990.1	1,026.5	976.5	1,008.5	1,024.3	979.8	1,000.0	963.5	73.5	8.26
INMAN	D0448	410.5	441.0	447.5	460.0	463.5	479.0	472.5	501.0	489.4	487.0	76.5	18.64
MINNEOLA	D0219	200.0	196.5	201.8	242.0	258.5	267.5	279.0	286.5	279.0	277.5	77.5	38.75
RILEY COUNTY	D0378	550.4	579.8	577.6	613.4	645.5	665.1	646.5	662.8	648.7	628.4	78.0	14.17
OTTAWA	D0290	2,211.3	2,204.0	2,277.0	2,296.4	2,329.1	2,358.1	2,366.0	2,360.8	2,319.3	2,290.7	79.4	3.59
LAKIN	D0215	649.3	650.8	685.5	703.2	734.3	730.8	746.0	745.7	738.5	729.5	80.2	12.35
SATANTA	D0507	356.1	373.7	377.0	358.0	371.5	361.1	345.8	389.5	423.0	438.0	81.9	23.00
SHAWNEE HEIGHTS	D0450	3,303.1	3,353.4	3,357.5	3,392.0	3,380.5	3,395.9	3,393.7	3,419.5	3,420.3	3,385.3	82.2	2.49
BONNER SPRINGS	D0204	2,047.5	2,056.9	2,104.0	2,057.6	2,013.0	1,989.7	2,071.2	2,036.6	2,095.6	2,131.1	83.6	4.08
CLAFLIN	D0354	240.0	265.6	281.3	307.4	329.0	341.0	353.1	358.5	353.5	324.3	84.3	35.13
VALLEY HEIGHTS	D0498	425.0	439.0	447.9	448.9	464.8	472.0	456.3	477.1	487.0	513.0	88.0	20.71
RURAL VISTA	D0481	362.5	363.8	372.1	381.0	395.0	403.0	405.0	432.0	423.0	451.5	89.0	24.55
KAW VALLEY	D0321	979.0	986.5	1,016.0	1,046.5	1,029.0	1,056.5	1,046.5	1,049.8	1,050.5	1,069.5	90.5	9.24
MAYETTA	D0337	766.5	773.5	816.5	789.2	822.5	826.5	832.5	857.5	864.5	857.0	90.5	11.81
SILVER LAKE	D0372	605.5	585.5	610.5	642.5	660.1	658.5	671.0	680.5	686.6	696.8	91.3	15.08
BROWN COUNTY	D0430	633.9	659.7	685.8	660.5	697.7	703.9	724.5	757.1	740.2	725.3	91.4	14.42
LEBO-WAVERLY	D0243	491.0	506.0	536.5	535.5	578.5	593.1	588.0	578.0	594.9	582.5	91.5	18.64
ERIE-ST PAUL	D0101	1,091.5	1,094.0	1,141.0	1,142.0	1,168.5	1,168.0	1,135.5	1,179.5	1,206.5	1,184.5	93.0	8.52
JETMORE	D0227	235.5	263.0	264.0	265.6	294.5	302.0	296.5	329.5	339.0	330.0	94.5	40.13
SOUTHEAST OF SA	D0306	581.5	590.5	588.5	612.0	609.5	618.5	655.5	681.9	655.9	677.0	95.5	16.42
MARMATON VALLEY	D0256	319.0	345.0	373.0	380.0	375.0	373.0	426.5	440.0	436.0	415.0	96.0	30.09
SANTA FE TRAIL	D0434	1,219.7	1,252.7	1,245.1	1,271.0	1,291.6	1,353.5	1,355.4	1,334.3	1,353.5	1,317.0	97.3	7.98
CHANUTE PUBLIC	D0413	1,856.8	1,892.4	1,981.5	1,979.5	1,995.3	1,977.7	1,962.5	2,004.7	1,991.0	1,954.5	97.7	5.26
BUHLER	D0313	2,117.5	2,157.2	2,143.5	2,190.0	2,199.0	2,200.1	2,184.0	2,208.3	2,214.6	2,217.7	100.2	4.73
PRAIRIE VIEW	D0362	821.3	812.2	853.6	864.9	887.4	888.5	964.2	943.1	955.4	922.9	101.6	12.37
ELL-SALINE	D0307	359.0	365.0	383.0	385.0	403.1	421.0	432.0	428.2	451.4	461.8	102.8	28.64
SOLOMON	D0393	325.0	317.5	327.8	360.0	374.5	408.0	393.0	412.5	418.0	428.5	103.5	31.85
CONWAY SPRINGS	D0356	448.1	470.4	452.8	458.4	485.2	480.7	510.4	503.7	536.9	553.3	105.2	23.48
LYNDON	D0421	400.5	401.5	429.0	456.5	463.5	501.5	511.5	528.5	511.0	507.0	106.5	26.59
SYRACUSE	D0494	400.5	423.0	412.5	396.5	398.5	420.5	445.0	447.0	478.5	509.0	108.5	27.09
FLINTHILLS	D0492	230.0	227.5	239.5	235.3	255.5	275.5	287.0	294.0	310.5	339.0	109.0	47.39
COLUMBUS	D0493	1,265.5	1,291.0	1,305.4	1,321.7	1,370.5	1,370.9	1,385.9	1,407.9	1,421.5	1,379.5	114.0	9.01
SPEARVILLE-WIND	D0381	246.0	262.0	272.5	292.4	305.9	318.5	319.5	347.0	350.5	362.0	116.0	47.15
DEERFIELD	D0216	250.5	277.5	302.0	329.0	337.7	367.8	363.2	386.1	389.4	367.8	117.3	46.83
HESSTON	D0460	720.0	753.7	765.5	791.5	790.5	819.0	790.0	820.7	849.0	840.0	120.0	16.67
SPRING HILL	D0230	1,234.4	1,247.0	1,217.2	1,236.0	1,245.8	1,260.9	1,288.0	1,296.2	1,305.0	1,356.0	121.6	9.85

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		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
----- 1989-90 THRU 1998-99 FTE ENROLLMENTS -----													
DISTRICT NAME	#	9-20-89	9-20-90	9-20-91	9-20-92	9-20-93	9-20-94	9-20-95	9-20-96	9-20-97	9-20-98	DIFF (10 - 1)	% INCR/ DECR
KISMET-PLAINS	D0483	567.5	580.5	598.0	605.0	613.5	631.3	670.5	686.1	696.3	693.5	126.0	22.20
RIVERTON	D0404	701.8	702.5	717.5	723.5	743.5	763.0	747.5	778.5	803.5	828.3	126.5	18.03
BELLE PLAINE	D0357	709.0	720.0	743.0	746.6	773.5	802.7	789.0	793.3	799.0	836.5	127.5	17.98
SOUTHERN LYON C	D0252	525.0	547.0	585.1	600.3	599.0	654.9	645.5	661.0	666.0	658.5	133.5	25.43
MULVANE	D0263	1,802.9	1,843.7	1,904.6	1,919.6	1,918.2	1,879.1	1,908.9	1,880.5	1,910.5	1,939.0	136.1	7.55
OSAWATOMIE	D0367	1,112.9	1,126.5	1,116.7	1,141.0	1,137.5	1,173.0	1,172.1	1,206.0	1,228.0	1,253.0	140.1	12.59
NEMAHA VALLEY S	D0442	376.1	401.6	443.8	478.5	497.2	517.6	527.1	509.4	520.3	519.3	143.2	38.07
OSAGE CITY	D0420	600.6	606.6	592.1	613.5	626.5	642.5	632.0	676.1	739.0	745.0	144.4	24.04
LINDSBORG	D0400	845.0	813.0	855.0	890.5	933.0	989.5	1,013.3	1,007.5	998.6	990.6	145.6	17.23
MARION	D0408	572.0	573.3	579.5	639.5	645.0	685.7	716.0	717.0	716.9	719.7	147.7	25.82
EL DORADO	D0490	2,040.7	2,095.9	2,210.4	2,258.5	2,305.9	2,271.3	2,235.0	2,170.5	2,202.0	2,188.6	147.9	7.25
LYONS	D0405	785.5	797.5	837.0	848.8	880.8	863.6	912.3	927.2	953.1	933.9	148.4	18.89
DURHAM-HILLSBOR	D0410	589.0	625.5	620.4	627.0	641.6	680.5	695.7	721.3	759.9	737.4	148.4	25.20
CIRCLE	D0375	1,259.0	1,264.5	1,286.8	1,362.2	1,384.5	1,379.9	1,417.6	1,421.0	1,452.2	1,408.0	149.0	11.83
WAMEGO	D0320	1,262.0	1,292.1	1,309.4	1,356.4	1,386.9	1,406.1	1,384.7	1,405.8	1,420.9	1,412.0	150.0	11.89
ABILENE	D0435	1,354.8	1,372.0	1,416.2	1,449.0	1,479.5	1,492.5	1,508.0	1,420.8	1,413.6	1,505.5	150.7	11.12
HOLTON	D0336	934.5	957.7	993.1	994.0	1,001.0	1,005.5	1,011.5	1,019.0	1,061.3	1,087.0	152.5	16.32
WEST FRANKLIN	D0287	768.0	786.0	799.1	767.5	821.5	827.0	848.5	888.8	899.5	921.1	153.1	19.93
TWIN VALLEY	D0240	470.5	471.0	474.3	467.7	468.5	560.0	552.3	604.5	632.0	628.5	158.0	33.58
LABETTE COUNTY	D0506	1,625.1	1,608.5	1,656.0	1,700.1	1,663.6	1,747.6	1,782.6	1,790.0	1,814.0	1,785.0	159.9	9.84
TONGANOXIE	D0464	1,312.8	1,360.5	1,433.0	1,484.5	1,517.5	1,523.6	1,507.0	1,496.1	1,493.0	1,474.0	161.2	12.28
GARNETT	D0365	959.1	998.3	1,045.6	1,069.6	1,082.5	1,083.0	1,134.3	1,118.8	1,155.4	1,121.5	162.4	16.93
KINGMAN	D0331	1,056.2	1,081.0	1,117.8	1,198.0	1,227.4	1,214.4	1,232.8	1,211.6	1,201.8	1,220.8	164.6	15.58
CLEARWATER	D0264	974.0	950.0	1,019.5	1,022.5	1,038.0	1,048.3	1,048.4	1,054.4	1,126.1	1,144.0	170.0	17.45
PERRY PUBLIC SC	D0343	872.0	924.5	930.0	932.0	995.6	1,052.3	1,064.5	1,051.5	1,078.0	1,046.1	174.1	19.97
DOUGLASS PUBLIC	D0396	725.6	741.5	753.1	786.5	782.1	844.5	857.0	883.5	898.7	901.9	176.3	24.30
OSKALOOSA PUBLI	D0341	546.5	561.0	630.5	671.8	706.5	727.9	775.6	756.8	768.7	726.4	179.9	32.92
CHENEY	D0268	527.2	551.6	574.1	616.0	666.2	687.6	703.0	690.0	706.5	709.6	182.4	34.60
WESTMORELAND	D0323	591.5	594.5	635.0	676.0	698.8	749.5	758.1	740.0	772.7	775.2	183.7	31.06
FRONTENAC PUBLI	D0249	471.0	481.5	480.6	517.9	522.0	582.6	627.9	636.8	659.2	657.3	186.3	39.55
CENTRAL HEIGHTS	D0288	512.5	544.0	557.0	582.0	621.3	637.0	668.3	689.0	698.2	702.0	189.5	36.98
CANEY VALLEY	D0436	765.7	780.0	779.5	807.5	804.0	810.5	888.5	914.2	932.4	959.5	193.8	25.31
ULYSSES	D0214	1,575.7	1,612.1	1,679.4	1,683.0	1,699.1	1,689.1	1,710.5	1,748.9	1,767.0	1,769.6	193.9	12.31
HOLCOMB	D0363	659.5	659.0	678.5	709.0	727.5	748.0	807.0	829.0	834.0	872.0	212.5	32.22
LOUISBURG	D0416	1,071.0	1,104.5	1,110.0	1,112.0	1,140.0	1,180.0	1,201.8	1,256.5	1,271.0	1,307.0	236.0	22.04
JEFFERSON WEST	D0340	695.5	712.0	744.5	768.9	846.1	886.7	908.5	919.8	937.5	945.5	250.0	35.95
PIPER-KANSAS CI	D0203	1,014.5	1,086.0	1,137.5	1,182.0	1,212.6	1,247.4	1,272.0	1,266.2	1,269.5	1,282.0	267.5	26.37
NEWTON	D0373	3,200.4	3,204.7	3,287.1	3,410.1	3,467.3	3,442.3	3,409.7	3,430.1	3,429.4	3,474.2	273.8	8.56
BALDWIN CITY	D0348	962.4	986.8	1,050.2	1,084.6	1,126.7	1,183.4	1,248.2	1,230.0	1,253.5	1,244.0	281.6	29.26
EUDORA	D0491	810.4	809.5	836.6	849.3	883.5	932.3	944.5	1,007.5	1,040.0	1,101.1	290.7	35.87
VALLEY CENTER P	D0262	2,004.6	2,050.1	2,092.3	2,161.0	2,146.9	2,200.5	2,197.5	2,235.6	2,252.0	2,298.5	293.9	14.66
WINFIELD	D0465	2,360.1	2,394.1	2,414.0	2,497.2	2,566.2	2,609.3	2,635.9	2,626.7	2,703.9	2,675.5	315.4	13.36
AUGUSTA	D0402	1,904.4	1,942.5	2,074.0	2,155.3	2,193.1	2,108.9	2,137.1	2,179.2	2,210.2	2,220.7	316.3	16.61
LANSING	D0469	1,594.5	1,637.5	1,708.0	1,824.6	1,916.1	1,941.5	1,927.5	1,922.4	1,928.5	1,916.5	322.0	20.19
MCPHERSON	D0418	2,370.2	2,447.2	2,554.1	2,648.8	2,652.3	2,654.5	2,682.5	2,733.6	2,755.7	2,716.9	346.7	14.63
ROSE HILL PUBLI	D0394	1,333.0	1,422.0	1,437.9	1,503.5	1,589.2	1,634.1	1,672.5	1,723.0	1,744.0	1,757.0	424.0	31.81
RENWICK	D0267	1,374.0	1,394.5	1,414.5	1,453.1	1,469.0	1,517.1	1,559.0	1,647.5	1,747.5	1,807.0	433.0	31.51
PAOLA	D0368	1,576.5	1,612.0	1,637.6	1,695.5	1,776.6	1,873.6	1,919.0	1,941.2	2,049.4	2,058.7	482.2	30.59

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		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
+----- 1989-90 THRU 1998-99 FTE ENROLLMENTS -----+													
DISTRICT NAME	#	9-20-89	9-20-90	9-20-91	9-20-92	9-20-93	9-20-94	9-20-95	9-20-96	9-20-97	9-20-98	DIFF (10 - 1)	% INCR/ DECR
BASEHOR-LINWOOD	D0458	1,210.5	1,243.5	1,326.0	1,428.0	1,506.4	1,558.3	1,596.0	1,632.8	1,639.5	1,694.5	484.0	39.98
SALINA	D0305	6,787.4	6,998.2	7,151.1	7,348.6	7,334.7	7,233.7	7,229.2	7,315.5	7,307.0	7,298.8	511.4	7.53
LIBERAL	D0480	3,400.6	3,493.1	3,534.6	3,628.9	3,803.8	3,978.5	4,041.6	4,142.5	4,096.3	4,065.0	664.4	19.54
GARDNER-EDGERTO	D0231	1,625.3	1,619.5	1,690.4	1,731.9	1,803.6	1,909.9	2,029.2	2,170.4	2,261.4	2,388.6	763.3	46.96
DODGE CITY	D0443	4,138.2	4,114.7	4,203.6	4,230.1	4,470.3	4,603.3	4,760.4	4,763.9	4,847.5	4,939.0	800.8	19.35
DESOTO	D0232	1,697.5	1,707.8	1,774.1	1,795.0	1,829.5	1,942.8	1,998.3	2,145.0	2,283.5	2,510.1	812.6	47.87
HAYSVILLE	D0261	3,281.9	3,407.3	3,438.1	3,483.9	3,582.9	3,620.3	3,773.1	3,968.4	4,039.3	4,231.1	949.2	28.92
DERBY	D0260	5,693.7	5,899.6	5,925.7	5,967.8	6,198.1	6,351.5	6,385.1	6,495.8	6,521.3	6,673.0	979.3	17.20
GARDEN CITY	D0457	6,077.2	6,237.6	6,419.6	6,562.1	6,745.1	6,798.0	6,854.2	6,882.4	7,000.6	7,115.9	1,038.7	17.09
ANDOVER	D0385	1,620.0	1,659.0	1,708.1	1,806.0	1,989.5	2,128.9	2,262.4	2,442.2	2,704.5	2,800.4	1,180.4	72.86
WICHITA	D0259	43,941.8	44,773.1	45,582.8	45,356.5	44,792.0	43,727.4	43,265.6	43,983.8	44,242.0	45,138.0	1,196.2	2.72
AUBURN WASHBURN	D0437	3,749.3	3,892.8	4,235.5	4,472.5	4,690.7	4,860.9	4,904.6	4,988.5	4,975.8	4,967.0	1,217.7	32.48
GODDARD	D0265	1,921.9	1,984.0	2,108.5	2,268.9	2,349.0	2,477.4	2,578.5	2,773.2	3,076.0	3,282.0	1,360.1	70.77
SHAWNEE MISSION	D0512	28,885.3	29,196.2	29,656.1	30,273.8	30,537.1	30,645.4	30,501.0	30,477.5	30,606.8	30,337.5	1,452.2	5.03
LAWRENCE	D0497	8,034.3	8,342.2	8,523.7	8,754.5	8,919.1	9,152.5	9,371.7	9,607.9	9,797.7	10,045.8	2,011.5	25.04
MAIZE	D0266	2,197.3	2,468.5	2,803.2	3,215.1	3,542.4	3,805.2	4,117.7	4,459.3	4,679.3	4,895.0	2,697.7	122.77
OLATHE	D0233	13,300.2	14,179.7	14,622.1	15,180.9	15,831.7	16,371.4	16,875.7	17,555.9	17,980.4	18,662.5	5,362.3	40.32
SOUTHEAST JOHNS	D0229	8,193.9	9,036.8	9,748.6	10,584.4	11,569.6	12,237.9	13,012.7	13,854.1	14,591.3	15,430.6	7,236.7	88.32

STATE TOTALS		409,656.1	416,383.2	424,737.4	431,320.5	437,210.1	440,684.2	442,465.9	445,767.3	448,609.0	450,150.4	40,494.3	2,749.62

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		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
----- 1989-90 THRU 1998-99 FTE ENROLLMENTS -----												DIFF	%
DISTRICT NAME	#	9-20-89	9-20-90	9-20-91	9-20-92	9-20-93	9-20-94	9-20-95	9-20-96	9-20-97	9-20-98	(10 - 1)	INCR/ DECR
LITTLE RIVER	D0444	378.5	380.5	376.5	376.0	279.5	284.5	282.4	270.6	280.5	275.3	-103.2	-27.27
GREENSBURG	D0422	404.5	390.0	386.6	359.5	352.0	371.0	350.5	346.0	316.9	296.0	-108.5	-26.82
ATTICA	D0511	217.5	224.5	208.5	200.5	182.0	212.5	205.5	210.5	184.0	162.4	-55.1	-25.33
PRAIRIE HEIGHTS	D0295	122.5	101.5	103.0	106.5	96.5	89.5	98.0	94.5	92.0	91.5	-31.0	-25.31
WEST GRAHAM-MOR	D0280	121.0	114.0	120.0	116.0	118.6	107.0	102.0	109.0	113.0	91.0	-30.0	-24.79
VICTORIA	D0432	397.0	395.0	391.5	396.0	369.0	348.0	344.5	326.5	315.5	302.0	-95.0	-23.93
SMOKY HILL	D0302	197.5	204.5	197.5	197.5	193.5	182.5	181.0	173.5	170.5	160.5	-37.0	-18.73
HILL CITY	D0281	518.0	523.0	533.0	522.0	536.3	519.3	518.6	464.5	434.0	423.0	-95.0	-18.34
LEOTI	D0467	581.0	570.5	593.0	605.0	607.5	590.5	566.9	512.0	514.5	476.0	-105.0	-18.07
WATHENA	D0406	489.0	509.6	513.0	512.0	485.0	455.0	469.0	444.0	429.5	401.0	-88.0	-18.00
BURRTON	D0369	294.9	279.0	280.5	286.1	291.5	308.5	290.9	277.3	260.8	243.5	-51.4	-17.43
HUMBOLDT	D0258	646.5	604.0	624.0	621.0	619.0	622.4	597.0	553.5	534.5	534.6	-111.9	-17.31
COFFEYVILLE	D0445	2,712.1	2,709.3	2,640.8	2,586.8	2,540.6	2,492.9	2,354.9	2,413.2	2,356.6	2,244.9	-467.2	-17.23
WEST SOLOMON VA	D0213	113.0	108.0	95.5	104.5	96.5	99.0	100.8	90.5	103.5	95.0	-18.0	-15.93
TRIPPLAINS	D0275	110.0	116.0	123.0	107.5	110.5	120.1	108.0	107.0	104.0	92.5	-17.5	-15.91
HOXIE COMMUNITY	D0412	527.0	512.5	511.5	493.0	492.5	480.0	464.5	477.8	467.0	446.5	-80.5	-15.28
COMMANCHE COUNT	D0300	413.5	431.5	430.9	427.5	410.5	416.7	400.0	373.0	385.5	357.0	-56.5	-13.66
CHETOPA	D0505	313.2	308.0	292.6	290.0	285.0	269.0	267.5	260.1	271.0	270.5	-42.7	-13.63
NESS CITY	D0303	333.5	352.5	362.5	365.0	357.5	341.6	330.5	320.0	301.2	288.5	-45.0	-13.49
KINSLEY-OFFERLE	D0347	401.7	399.5	396.8	404.2	421.5	448.7	433.2	392.5	375.9	355.9	-45.8	-11.40
DIGHTON	D0482	387.7	392.0	403.0	404.0	405.3	400.9	375.6	366.5	343.0	344.4	-43.3	-11.17
NORTH CENTRAL	D0221	180.5	178.5	182.0	170.5	164.5	161.0	160.0	163.0	159.5	160.5	-20.0	-11.08
PARADISE	D0399	172.4	157.0	143.0	143.0	109.8	120.5	120.5	150.5	147.0	154.0	-18.4	-10.67
NES TRES LA GO	D0301	85.0	88.0	84.0	73.5	79.5	75.5	72.5	76.1	88.6	76.0	-9.0	-10.59
PARSONS	D0503	1,915.6	1,850.5	1,877.1	1,910.8	1,936.0	1,881.8	1,845.8	1,811.3	1,773.7	1,718.5	-197.1	-10.29
ATWOOD	D0318	482.5	501.5	490.2	474.0	478.0	466.0	468.0	456.5	440.6	433.0	-49.5	-10.26
UDALL	D0463	357.2	386.1	402.0	417.0	430.4	412.5	402.0	390.6	345.5	321.0	-36.2	-10.13
CHASE COUNTY	D0284	548.5	571.0	563.0	556.1	556.7	567.2	566.1	534.0	528.0	493.2	-55.3	-10.08
HIAWATHA	D0415	1,215.5	1,198.5	1,214.4	1,232.0	1,228.2	1,210.8	1,218.9	1,195.0	1,146.9	1,096.2	-119.3	-9.81
WASHINGTON SCHO	D0222	418.5	423.0	388.0	404.5	396.2	418.5	413.5	410.5	374.7	378.0	-40.5	-9.68
COLBY PUBLIC SC	D0315	1,241.5	1,240.0	1,273.2	1,280.0	1,300.5	1,322.6	1,268.3	1,224.6	1,161.8	1,123.5	-118.0	-9.50
JUNCTION CITY	D0475	6,731.8	6,854.8	7,309.0	6,641.5	6,759.5	6,740.8	6,252.3	6,124.8	6,126.9	6,098.5	-633.3	-9.41
GREELEY COUNTY	D0200	351.5	368.0	335.5	356.5	352.5	353.5	347.0	347.0	343.0	318.5	-33.0	-9.39
WAKEENEY	D0208	630.5	622.9	606.0	646.0	677.1	645.0	622.0	613.6	599.5	574.5	-56.0	-8.88
CHEYLIN	D0103	209.5	224.5	222.0	216.5	222.5	219.0	200.8	199.0	188.0	192.0	-17.5	-8.35
WEST SMITH COUN	D0238	213.0	197.5	195.0	202.0	191.5	201.5	206.1	197.5	198.5	195.5	-17.5	-8.22
SMITH CENTER	D0237	637.9	616.4	622.5	624.0	631.5	636.3	612.5	604.4	620.5	585.5	-52.4	-8.21
HANSTON	D0228	150.5	147.7	141.2	142.4	151.0	140.0	133.0	139.5	146.5	138.5	-12.0	-7.97
LOGAN	D0326	226.5	240.0	240.0	225.5	221.0	221.0	215.0	220.0	210.0	208.5	-18.0	-7.95
PLAINVILLE	D0270	488.0	495.6	481.9	490.1	485.7	513.0	495.3	473.2	451.1	452.0	-36.0	-7.38
ALTOONA-MIDWAY	D0387	387.9	378.0	382.1	389.5	375.0	379.5	398.0	375.5	350.0	359.5	-28.4	-7.32
FAIRFIELD	D0310	482.5	452.5	470.1	469.0	477.5	470.0	469.7	466.6	448.0	449.5	-33.0	-6.84
ARKANSAS CITY	D0470	3,095.1	3,001.1	3,050.1	3,097.5	3,043.1	3,102.0	3,090.3	2,999.1	2,936.0	2,889.0	-206.1	-6.66
KANSAS CITY	D0500	21,520.6	21,118.1	20,925.9	20,941.8	21,001.5	20,793.1	20,573.3	20,404.8	20,234.1	20,095.6	-1,425.0	-6.62
HEALY PUBLIC SC	D0468	110.5	109.0	98.5	105.0	117.0	101.5	105.0	110.0	115.5	103.5	-7.0	-6.33
JEWELL	D0279	198.5	202.0	203.0	208.0	203.0	209.0	203.5	192.5	186.0	186.0	-12.5	-6.30

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DISTRICT NAME	#	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
		1989-90 THRU 1998-99 FTE ENROLLMENTS										DIFF	%
		9-20-89	9-20-90	9-20-91	9-20-92	9-20-93	9-20-94	9-20-95	9-20-96	9-20-97	9-20-98	(10 - 1)	INCR/ DECR
MANKATO	D0278	292.5	285.8	279.0	295.5	303.0	304.5	301.5	297.0	300.0	275.0	-17.5	-5.98
IOLA	D0257	1,775.1	1,813.1	1,788.6	1,800.2	1,833.5	1,819.5	1,746.6	1,740.0	1,717.4	1,674.0	-101.1	-5.70
INDEPENDENCE	D0446	2,357.5	2,329.6	2,335.3	2,279.6	2,326.9	2,322.1	2,309.5	2,246.1	2,283.2	2,228.8	-128.7	-5.46
GRAINFIELD	D0292	194.4	187.5	179.5	180.0	167.0	174.0	185.0	185.5	175.0	184.5	-9.9	-5.09
SYLVAN GROVE	D0299	217.0	206.5	212.0	205.5	195.0	188.0	199.0	203.0	208.5	206.0	-11.0	-5.07
FT LEAVENWORTH	D0207	1,774.0	1,790.5	1,785.5	1,815.5	1,845.5	1,857.0	1,742.0	1,747.0	1,740.0	1,685.0	-89.0	-5.02
PITTSBURG	D0250	2,732.8	2,800.0	2,923.7	2,903.2	2,959.0	2,824.3	2,740.2	2,655.8	2,660.4	2,596.0	-136.8	-5.01
GREAT BEND	D0428	3,321.4	3,298.2	3,369.9	3,425.3	3,393.5	3,356.5	3,304.2	3,225.3	3,176.9	3,158.5	-162.9	-4.90
ATCHISON PUBLIC	D0409	1,709.4	1,679.5	1,702.4	1,702.5	1,682.9	1,635.6	1,636.0	1,595.4	1,648.1	1,627.4	-82.0	-4.80
LEAVENWORTH	D0453	4,265.1	4,209.5	4,210.9	4,191.0	4,324.3	4,344.4	4,321.5	4,240.8	4,179.3	4,065.9	-199.2	-4.67
NICKERSON	D0309	1,418.5	1,432.9	1,400.3	1,411.0	1,421.8	1,440.8	1,438.1	1,413.3	1,367.6	1,355.8	-62.7	-4.42
VALLEY FALLS	D0338	483.0	488.0	492.5	492.5	483.0	499.0	481.0	474.0	469.5	462.0	-21.0	-4.35
RUSSELL COUNTY	D0407	1,211.5	1,197.1	1,161.5	1,189.5	1,204.6	1,232.8	1,273.4	1,239.0	1,201.5	1,162.0	-49.5	-4.09
GOODLAND	D0352	1,206.0	1,169.5	1,172.0	1,208.3	1,195.1	1,207.1	1,214.5	1,201.2	1,176.0	1,156.8	-49.2	-4.08
ROLLA	D0217	215.0	206.0	198.0	207.3	196.5	197.5	193.0	175.5	194.0	206.3	-8.7	-4.05
TURNER-KANSAS C	D0202	3,812.3	3,839.4	3,816.1	3,834.3	3,786.4	3,854.0	3,871.7	3,759.5	3,773.4	3,665.3	-147.0	-3.86
BAZINE	D0304	116.5	120.5	131.5	127.5	135.5	128.5	131.5	117.0	114.5	112.0	-4.5	-3.86
TOPEKA PUBLIC S	D0501	14,095.2	14,310.3	14,166.0	14,051.3	13,955.1	13,649.4	13,430.5	13,375.2	13,469.7	13,586.0	-509.2	-3.61
BARBER COUNTY N	D0254	787.0	778.5	765.0	759.5	758.8	742.0	769.6	754.0	772.5	758.9	-28.1	-3.57
HAMILTON	D0390	126.5	110.5	114.5	115.0	125.5	129.2	133.5	139.1	138.5	122.0	-4.5	-3.56
OBERLIN	D0294	578.5	597.4	644.0	638.5	613.0	621.5	589.5	587.0	572.0	558.0	-20.5	-3.54
FT LARNED	D0495	1,106.6	1,103.7	1,147.8	1,150.4	1,175.7	1,208.1	1,154.5	1,127.0	1,085.3	1,068.9	-37.7	-3.41
HAVEN PUBLIC SC	D0312	1,164.7	1,190.5	1,216.4	1,161.5	1,165.5	1,184.0	1,186.6	1,189.8	1,122.5	1,125.1	-39.6	-3.40
SKYLINE SCHOOLS	D0438	358.0	357.5	350.0	347.5	371.0	360.5	348.5	337.5	351.5	346.0	-12.0	-3.35
LINCOLN	D0298	424.5	406.5	413.0	408.5	405.0	410.0	409.0	397.0	412.5	411.0	-13.5	-3.18
MANHATTAN	D0383	6,010.1	6,142.6	6,336.2	6,439.8	6,456.6	6,425.2	6,283.8	6,034.1	5,913.8	5,830.7	-179.4	-2.98
CONCORDIA	D0333	1,341.5	1,334.5	1,349.0	1,354.5	1,330.5	1,353.4	1,361.9	1,325.5	1,290.0	1,302.7	-38.8	-2.89
MULLINVILLE	D0424	112.0	90.0	104.0	93.5	100.5	101.0	103.0	98.0	109.6	109.0	-3.0	-2.68
OTIS-BISON	D0403	344.0	354.5	370.0	370.0	357.0	358.5	375.5	371.3	347.8	335.5	-8.5	-2.47
ELKHART	D0218	563.5	562.4	542.0	549.9	529.5	538.0	545.0	544.0	549.0	550.5	-13.0	-2.31
BELLEVILLE	D0427	619.5	653.0	658.5	656.0	671.0	664.0	634.5	636.5	625.5	606.0	-13.5	-2.18
SUBLETTE	D0374	504.5	477.0	486.0	505.5	517.0	492.0	485.5	502.5	490.5	494.0	-10.5	-2.08
SEAMAN	D0345	3,247.7	3,271.0	3,293.5	3,339.8	3,379.5	3,399.3	3,415.3	3,335.7	3,230.1	3,181.7	-66.0	-2.03
MARAIS DES CYGN	D0456	295.5	311.5	301.0	290.5	272.0	292.0	280.0	302.0	292.5	289.5	-6.0	-2.03
COPELAND	D0476	124.0	113.0	113.0	126.5	112.0	112.5	113.5	123.5	130.0	121.5	-2.5	-2.02
MADISON-VIRGIL	D0386	288.1	285.5	274.1	278.5	296.4	309.0	295.5	286.5	279.0	282.5	-5.6	-1.94
NORTHEAST	D0246	587.0	562.0	571.7	595.0	605.7	631.7	591.5	597.7	592.0	577.0	-10.0	-1.70
ONAGA-HAVENSVIL	D0322	428.5	442.0	443.0	451.5	461.5	448.0	427.0	441.5	447.5	422.2	-6.3	-1.47
WACONDA	D0272	568.5	560.0	580.0	571.0	581.0	579.5	581.5	583.5	585.5	560.5	-8.0	-1.41
HERINGTON	D0487	577.5	542.5	578.5	586.0	561.0	592.0	602.2	578.0	583.2	570.8	-6.7	-1.16
BARNES	D0223	396.0	393.0	390.1	395.9	371.3	354.4	357.4	335.0	375.7	392.1	-3.9	-0.98
MARYSVILLE	D0364	976.0	981.5	991.3	1,054.5	1,025.5	1,037.5	1,047.5	1,016.1	997.3	968.3	-7.7	-0.79
HUTCHINSON PUBL	D0308	4,932.6	4,971.8	5,007.5	5,135.2	5,156.0	5,017.8	5,048.8	4,984.1	4,991.0	4,904.5	-28.1	-0.57
UNIONTOWN	D0235	500.5	481.5	493.0	458.5	458.5	458.5	475.5	501.3	521.0	498.5	-2.0	-0.40
PHILLIPSBURG	D0325	700.6	684.0	699.0	714.0	729.2	737.0	743.6	723.6	725.0	698.5	-2.1	-0.30
STERLING	D0376	533.0	555.0	546.8	549.7	549.0	557.0	553.7	563.0	556.5	531.5	-1.5	-0.28
ASHLAND	D0220	246.1	272.0	274.5	264.0	256.5	266.5	251.8	239.5	244.5	246.0	-0.1	-0.04
BAXTER SPRINGS	D0508	884.8	863.5	850.5	866.0	908.3	925.5	911.7	894.6	915.8	886.0	1.2	0.14

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		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
----- 1989-90 THRU 1998-99 FTE ENROLLMENTS -----													
DISTRICT NAME	#	9-20-89	9-20-90	9-20-91	9-20-92	9-20-93	9-20-94	9-20-95	9-20-96	9-20-97	9-20-98	DIFF (10 - 1)	% INCR/ DECR
REPUBLICAN VALL	D0224	388.0	390.5	409.0	390.8	392.0	377.5	390.4	405.4	401.5	389.0	1.0	0.26
CENTRE	D0397	306.1	308.1	290.5	287.0	288.0	299.8	291.5	317.2	305.0	306.9	0.8	0.26
PALCO	D0269	178.0	186.5	185.5	171.5	178.6	168.5	166.5	190.5	178.5	178.5	0.5	0.28
PLEASANTON	D0344	424.7	420.5	409.5	429.5	420.5	420.9	405.5	429.7	418.5	426.0	1.3	0.31
FREDONIA	D0484	881.0	857.8	894.5	899.2	927.0	916.8	921.5	906.0	925.1	885.0	4.0	0.45
CHASE	D0401	180.5	183.2	182.5	193.5	194.5	203.0	201.1	198.0	194.0	182.0	1.5	0.83
HALSTEAD	D0440	745.0	748.4	766.2	794.0	739.0	763.0	729.0	733.9	779.5	751.7	6.7	0.90
MONTEZUMA	D0371	212.0	195.0	197.5	186.0	181.5	182.5	176.0	181.5	198.0	214.0	2.0	0.94
EMPORIA	D0253	4,550.0	4,658.6	4,732.2	4,728.6	4,622.0	4,544.0	4,535.6	4,550.1	4,476.2	4,593.2	43.2	0.95
HIGHLAND	D0425	275.0	301.0	285.5	284.4	292.5	290.5	296.5	294.5	295.0	278.5	3.5	1.27
MORRIS COUNTY	D0417	1,023.0	1,079.5	1,075.3	1,066.6	1,078.0	1,099.2	1,110.7	1,087.0	1,069.9	1,037.1	14.1	1.38
CHAPMAN	D0473	1,211.0	1,208.5	1,230.3	1,288.8	1,312.5	1,332.5	1,352.5	1,304.2	1,250.8	1,229.1	18.1	1.49
ELLIS	D0388	365.5	370.0	375.5	373.5	375.2	387.9	389.9	367.8	372.0	371.0	5.5	1.50
ELLSWORTH	D0327	740.7	769.0	764.7	775.0	869.0	875.0	884.5	867.0	831.5	753.5	12.8	1.73
HAYS	D0489	3,375.9	3,412.1	3,431.0	3,430.5	3,454.6	3,428.3	3,458.3	3,519.1	3,507.0	3,435.1	59.2	1.75
PRATT	D0382	1,344.2	1,352.5	1,338.1	1,349.0	1,350.0	1,405.5	1,421.5	1,415.8	1,389.0	1,375.0	30.8	2.29
SHAWNEE HEIGHTS	D0450	3,303.1	3,353.4	3,357.5	3,392.0	3,380.5	3,395.9	3,393.7	3,419.5	3,420.3	3,385.3	82.2	2.49
WICHITA	D0259	43,941.8	44,773.1	45,582.8	45,356.5	44,792.0	43,727.4	43,265.6	43,983.8	44,242.0	45,138.0	1,196.2	2.72
NORTH LYON COUN	D0251	695.1	718.4	738.6	737.6	733.0	733.6	728.5	725.5	753.0	715.5	20.4	2.93
ATCHISON CO COM	D0377	783.0	747.6	769.0	787.5	819.5	836.5	810.0	778.0	770.5	806.0	23.0	2.94
FT SCOTT	D0234	2,053.6	2,019.1	2,070.9	2,115.8	2,105.0	2,123.2	2,107.6	2,133.4	2,121.7	2,114.6	61.0	2.97
WELLINGTON	D0353	1,910.5	1,942.4	2,031.3	2,043.0	2,028.4	2,013.2	2,034.2	2,024.9	1,996.0	1,971.7	61.2	3.20
SABETHA	D0441	1,006.1	1,021.6	1,074.0	1,064.5	1,064.0	1,067.5	1,068.5	1,081.5	1,042.0	1,038.5	32.4	3.22
NORTH JACKSON	D0335	415.0	426.5	422.5	421.0	411.5	414.5	433.5	445.5	420.9	428.6	13.6	3.28
STANTON COUNTY	D0452	521.5	524.8	538.5	521.5	537.8	548.4	531.7	522.3	523.8	539.5	18.0	3.45
OTTAWA	D0290	2,211.3	2,204.0	2,277.0	2,296.4	2,329.1	2,358.1	2,366.0	2,360.8	2,319.3	2,290.7	79.4	3.59
ANTHONY-HARPER	D0361	1,049.0	1,058.7	1,082.0	1,089.4	1,052.8	1,042.0	1,050.7	1,039.4	1,092.0	1,087.2	38.2	3.64
MACKSVILLE	D0351	284.5	289.0	284.5	289.3	278.5	286.0	317.0	311.2	309.5	295.0	10.5	3.69
CLAY CENTER	D0379	1,530.6	1,607.5	1,646.4	1,675.7	1,699.8	1,702.6	1,729.8	1,684.7	1,628.1	1,588.0	57.4	3.75
CEDAR VALE	D0285	199.0	194.0	177.3	172.6	174.0	193.3	196.5	184.5	219.0	206.7	7.7	3.87
ST JOHN-HUDSON	D0350	426.0	439.5	452.0	465.1	472.5	471.0	487.8	505.0	468.0	443.0	17.0	3.99
BONNER SPRINGS	D0204	2,047.5	2,056.9	2,104.0	2,057.6	2,013.0	1,989.7	2,071.2	2,036.6	2,095.6	2,131.1	83.6	4.08
HOISINGTON	D0431	716.6	751.8	781.3	812.9	821.9	835.5	822.1	803.3	771.8	746.0	29.4	4.10
PAWNEE HEIGHTS	D0496	152.5	150.5	162.0	170.0	168.5	174.0	185.5	161.5	172.0	159.0	6.5	4.26
SOUTH BARBER	D0255	311.5	305.0	328.5	348.3	357.0	371.3	376.4	367.5	345.5	325.0	13.5	4.33
LACROSSE	D0395	342.4	339.5	346.0	353.0	357.0	365.5	366.0	341.5	354.5	357.5	15.1	4.41
CENTRAL	D0462	388.0	362.3	368.1	413.0	366.2	363.9	408.6	409.7	412.9	405.2	17.2	4.43
CALDWELL	D0360	329.0	317.5	311.5	327.0	337.5	346.0	341.0	328.0	336.5	344.0	15.0	4.56
BUHLER	D0313	2,117.5	2,157.2	2,143.5	2,190.0	2,199.0	2,200.1	2,184.0	2,208.3	2,214.6	2,217.7	100.2	4.73
BELOIT	D0273	773.3	800.1	778.1	788.1	817.0	826.4	852.3	833.5	801.6	811.6	38.3	4.95
NORTON COMMUNIT	D0211	712.9	718.0	741.5	734.5	752.0	781.9	771.5	790.5	776.1	748.5	35.6	4.99
ALMA	D0329	531.9	533.6	570.5	585.9	585.3	580.5	594.3	610.6	558.2	558.5	26.6	5.00
SHAWNEE MISSION	D0512	28,885.3	29,196.2	29,656.1	30,273.8	30,537.1	30,645.4	30,501.0	30,477.5	30,606.8	30,337.5	1,452.2	5.03
GIRARD	D0248	1,075.0	1,094.5	1,108.5	1,117.6	1,125.5	1,121.0	1,102.1	1,105.5	1,125.0	1,130.5	55.5	5.16
NEODESHA	D0461	726.0	713.5	713.1	741.5	759.8	808.7	832.8	831.7	807.0	764.0	38.0	5.23
CHANUTE PUBLIC	D0413	1,856.8	1,892.4	1,981.5	1,979.5	1,995.3	1,977.7	1,962.5	2,004.7	1,991.0	1,954.5	97.7	5.26
NORTH OTTAWA CO	D0239	652.0	639.0	661.5	716.0	728.0	734.6	746.0	765.7	728.0	687.6	35.6	5.46
ST FRANCIS COMM	D0297	418.0	422.0	428.5	433.5	435.0	437.0	425.0	439.5	439.5	441.0	23.0	5.50

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		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
----- 1989-90 THRU 1998-99 FTE ENROLLMENTS -----													
DISTRICT NAME	#	9-20-89	9-20-90	9-20-91	9-20-92	9-20-93	9-20-94	9-20-95	9-20-96	9-20-97	9-20-98	DIFF (10 - 1)	% INCR/ DECR
CUNNINGHAM	D0332	315.0	309.0	305.5	321.0	316.5	320.5	305.5	328.0	341.0	332.5	17.5	5.56
BURLINGAME PUBL	D0454	346.4	331.0	346.0	368.0	368.5	366.2	373.8	375.0	358.4	366.4	20.0	5.77
MOUNDRIDGE	D0423	427.5	452.0	450.5	460.0	469.0	454.0	458.5	469.5	459.2	452.2	24.7	5.78
CHAUTAQUA COUN	D0286	483.5	479.0	500.0	490.9	470.4	491.5	527.0	555.0	538.0	512.0	28.5	5.89
VERMILLION	D0380	592.9	619.0	619.5	635.0	645.5	654.0	645.0	649.0	636.5	628.3	35.4	5.97
CANTON-GALVA	D0419	402.7	410.0	412.0	424.0	476.5	473.6	496.0	463.5	431.8	426.9	24.2	6.01
SCOTT COUNTY	D0466	1,059.2	1,043.1	1,065.5	1,076.0	1,072.6	1,114.0	1,116.0	1,115.4	1,147.7	1,123.0	63.8	6.02
SOUTHERN CLOUD	D0334	258.0	259.0	256.5	261.0	263.0	267.5	284.0	297.5	292.5	274.0	16.0	6.20
EUREKA	D0389	751.2	754.5	792.1	859.3	849.3	843.5	841.0	859.9	800.0	799.0	47.8	6.36
TROY PUBLIC SCH	D0429	374.2	375.5	417.0	441.5	438.5	431.0	431.6	403.2	422.0	399.0	24.8	6.63
WALLACE COUNTY	D0241	286.1	289.5	293.0	297.5	298.5	292.0	279.0	281.5	313.5	306.0	19.9	6.96
EL DORADO	D0490	2,040.7	2,095.9	2,210.4	2,258.5	2,305.9	2,271.3	2,235.0	2,170.5	2,202.0	2,188.6	147.9	7.25
SALINA	D0305	6,787.4	6,998.2	7,151.1	7,348.6	7,334.7	7,233.7	7,229.2	7,315.5	7,307.0	7,298.8	511.4	7.53
MULVANE	D0263	1,802.9	1,843.7	1,904.6	1,919.6	1,918.2	1,879.1	1,908.9	1,880.5	1,910.5	1,939.0	136.1	7.55
OXFORD	D0358	424.0	435.0	454.0	443.0	465.5	430.0	471.0	463.5	499.0	457.0	33.0	7.78
OAKLEY	D0274	472.7	487.0	523.2	519.9	503.9	528.9	513.7	517.5	531.0	509.5	36.8	7.79
LEWIS	D0502	176.5	185.0	194.0	201.5	191.0	178.5	190.0	194.5	193.0	190.5	14.0	7.93
EASTON	D0449	652.5	623.5	631.5	614.0	609.9	656.5	656.5	654.5	706.5	704.5	52.0	7.97
SANTA FE TRAIL	D0434	1,219.7	1,252.7	1,245.1	1,271.0	1,291.6	1,353.5	1,355.4	1,334.3	1,353.5	1,317.0	97.3	7.98
LEON	D0205	718.5	745.5	781.5	804.5	823.6	808.5	798.2	826.7	807.7	776.5	58.0	8.07
JEFFERSON COUNT	D0339	446.0	442.7	451.8	454.0	453.7	479.5	481.0	487.0	482.5	482.2	36.2	8.12
ELLINWOOD PUBLI	D0355	559.1	547.7	565.0	567.2	576.8	575.8	565.3	571.5	599.9	604.6	45.5	8.14
CHERRYVALE	D0447	626.5	643.5	612.8	617.0	644.0	645.5	695.3	703.6	683.5	677.5	51.0	8.14
WELLSVILLE	D0289	709.9	736.4	725.2	763.1	763.5	748.9	732.0	743.5	746.6	768.0	58.1	8.18
HUGOTON PUBLIC	D0210	890.0	936.5	990.1	1,026.5	976.5	1,008.5	1,024.3	979.8	1,000.0	963.5	73.5	8.26
WOODSON	D0366	574.0	569.5	619.5	620.8	631.5	639.0	633.9	638.0	659.0	621.5	47.5	8.28
BURLINGTON	D0244	847.2	867.4	921.6	951.1	975.0	967.4	981.7	967.4	946.3	918.0	70.8	8.36
OSWEGO	D0504	459.0	471.0	464.5	450.0	467.5	499.0	480.5	474.5	474.5	497.5	38.5	8.39
ERIE-ST PAUL	D0101	1,091.5	1,094.0	1,141.0	1,142.0	1,168.5	1,168.0	1,135.5	1,179.5	1,206.5	1,184.5	93.0	8.52
NEWTON	D0373	3,200.4	3,204.7	3,287.1	3,410.1	3,467.3	3,442.3	3,409.7	3,430.1	3,429.4	3,474.2	273.8	8.56
CHEROKEE	D0247	774.4	789.1	790.3	821.0	835.5	822.6	851.0	858.2	839.3	842.8	68.4	8.83
GALENA	D0499	730.1	729.7	748.6	760.5	752.6	751.7	733.5	771.5	781.1	794.7	64.6	8.85
NORTHERN VALLEY	D0212	180.5	191.0	189.0	189.0	205.0	205.0	187.0	193.0	200.0	196.5	16.0	8.86
STOCKTON	D0271	400.5	408.0	420.0	439.5	439.0	435.0	441.0	441.0	453.5	436.6	36.1	9.01
COLUMBUS	D0493	1,265.5	1,291.0	1,305.4	1,321.7	1,370.5	1,370.9	1,385.9	1,407.9	1,421.5	1,379.5	114.0	9.01
OSBORNE COUNTY	D0392	455.0	462.0	472.5	495.5	483.5	515.0	511.0	516.0	497.6	496.5	41.5	9.12
KAW VALLEY	D0321	979.0	986.5	1,016.0	1,046.5	1,029.0	1,056.5	1,046.5	1,049.8	1,050.5	1,069.5	90.5	9.24
MEADE	D0226	403.5	399.5	396.5	401.5	427.5	411.0	421.5	436.0	427.5	441.0	37.5	9.29
JAYHAWK	D0346	548.5	525.5	540.5	545.0	563.5	558.5	600.0	605.0	591.5	600.5	52.0	9.48
WABAUNSEE EAST	D0330	580.9	570.5	621.0	608.5	616.0	651.4	682.0	657.5	638.0	636.0	55.1	9.49
LABETTE COUNTY	D0506	1,625.1	1,608.5	1,656.0	1,700.1	1,663.6	1,747.6	1,782.6	1,790.0	1,814.0	1,785.0	159.9	9.84
SPRING HILL	D0230	1,234.4	1,247.0	1,217.2	1,236.0	1,245.8	1,260.9	1,288.0	1,296.2	1,305.0	1,356.0	121.6	9.85
QUINTER PUBLIC	D0293	355.0	365.5	354.0	368.0	370.0	361.0	370.0	373.0	372.5	390.0	35.0	9.86
GRINNELL PUBLIC	D0291	145.5	143.5	151.5	149.5	165.0	164.0	170.5	171.5	165.0	160.0	14.5	9.97
MCLOUTH	D0342	518.5	520.5	532.0	543.8	564.5	552.0	568.0	591.7	598.5	573.5	55.0	10.61
ABILENE	D0435	1,354.8	1,372.0	1,416.2	1,449.0	1,479.5	1,492.5	1,508.0	1,420.8	1,413.6	1,505.5	150.7	11.12
BLUE VALLEY	D0384	273.0	284.8	282.7	302.0	293.5	307.5	314.0	326.0	304.9	303.5	30.5	11.17
CREST	D0479	279.5	305.0	317.0	343.5	314.0	306.5	306.0	321.5	312.5	311.0	31.5	11.27

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		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
		----- 1989-90 THRU 1998-99 FTE ENROLLMENTS -----											
DISTRICT NAME	#	9-20-89	9-20-90	9-20-91	9-20-92	9-20-93	9-20-94	9-20-95	9-20-96	9-20-97	9-20-98	DIFF (10 - 1)	% INCR/ DECR
CIMARRON-ENSIGN	D0102	567.5	563.3	557.0	566.0	618.8	623.0	635.0	627.0	635.0	634.4	66.9	11.79
MAYETTA	D0337	766.5	773.5	816.5	789.2	822.5	826.5	832.5	857.5	864.5	857.0	90.5	11.81
CIRCLE	D0375	1,259.0	1,264.5	1,286.8	1,362.2	1,384.5	1,379.9	1,417.6	1,421.0	1,452.2	1,408.0	149.0	11.83
WAMEGÓ	D0320	1,262.0	1,292.1	1,309.4	1,356.4	1,386.9	1,406.1	1,384.7	1,405.8	1,420.9	1,412.0	150.0	11.89
LORRAINE	D0328	496.6	489.0	534.0	533.5	559.1	549.5	565.0	529.0	528.5	556.5	59.9	12.06
TONGANOXIE	D0464	1,312.8	1,360.5	1,433.0	1,484.5	1,517.5	1,523.6	1,507.0	1,496.1	1,493.0	1,474.0	161.2	12.28
ULYSSES	D0214	1,575.7	1,612.1	1,679.4	1,683.0	1,699.1	1,689.1	1,710.5	1,748.9	1,767.0	1,769.6	193.9	12.31
LAKIN	D0215	649.3	650.8	685.5	703.2	734.3	730.8	746.0	745.7	738.5	729.5	80.2	12.35
PRAIRIE VIEW	D0362	821.3	812.2	853.6	864.9	887.4	888.5	964.2	943.1	955.4	922.9	101.6	12.37
OSAWATOMIE	D0367	1,112.9	1,126.5	1,116.7	1,141.0	1,137.5	1,173.0	1,172.1	1,206.0	1,228.0	1,253.0	140.1	12.59
REMINGTON-WHITE	D0206	487.5	490.0	509.5	534.2	550.0	555.5	560.5	570.6	543.4	549.0	61.5	12.62
WHITE ROCK	D0104	177.0	172.0	178.5	191.0	194.0	187.0	188.5	180.0	162.0	199.5	22.5	12.71
HAVILAND PUBLIC	D0474	159.0	178.3	170.5	173.2	187.9	186.5	175.0	157.4	177.5	179.5	20.5	12.89
SOUTH HAVEN	D0509	233.0	223.5	227.5	227.0	237.5	241.5	243.5	252.0	260.5	263.5	30.5	13.09
MIDWAY SCHOOLS	D0433	205.0	192.6	204.0	196.5	221.0	218.6	215.5	215.5	216.5	232.0	27.0	13.17
LEROY-GRIDLEY	D0245	322.5	349.0	340.5	348.5	351.0	368.5	381.0	355.0	351.5	365.5	43.0	13.33
WINFIELD	D0465	2,360.1	2,394.1	2,414.0	2,497.2	2,566.2	2,609.3	2,635.9	2,626.7	2,703.9	2,675.5	315.4	13.36
BREWSTER	D0314	141.5	152.5	141.5	147.0	146.5	148.5	155.0	155.5	163.0	160.5	19.0	13.43
AXTELL	D0488	328.5	345.0	342.5	363.5	365.5	371.3	355.0	357.0	378.0	374.0	45.5	13.85
RILEY COUNTY	D0378	550.4	579.8	577.6	613.4	645.5	665.1	646.5	662.8	648.7	628.4	78.0	14.17
BROWN COUNTY	D0430	633.9	659.7	685.8	660.5	697.7	703.9	724.5	757.1	740.2	725.3	91.4	14.42
MCPHERSON	D0418	2,370.2	2,447.2	2,554.1	2,648.8	2,652.3	2,654.5	2,682.5	2,733.6	2,755.7	2,716.9	346.7	14.63
VALLEY CENTER P	D0262	2,004.6	2,050.1	2,092.3	2,161.0	2,146.9	2,200.5	2,197.5	2,235.6	2,252.0	2,298.5	293.9	14.66
SILVER LAKE	D0372	605.5	585.5	610.5	642.5	660.1	658.5	671.0	680.5	686.6	696.8	91.3	15.08
PIKE VALLEY	D0426	260.5	287.0	288.5	275.5	281.0	293.5	316.5	305.0	308.0	300.0	39.5	15.16
WEST ELK	D0282	454.5	456.5	446.5	456.5	508.5	540.5	526.5	525.0	537.1	524.0	69.5	15.29
KINGMAN	D0331	1,056.2	1,081.0	1,117.8	1,198.0	1,227.4	1,214.4	1,232.8	1,211.6	1,201.8	1,220.8	164.6	15.58
PEABODY-BURNS	D0398	403.5	406.5	383.5	427.6	442.8	443.5	446.8	461.0	456.0	466.5	63.0	15.61
HOLTON	D0336	934.5	957.7	993.1	994.0	1,001.0	1,005.5	1,011.5	1,019.0	1,061.3	1,087.0	152.5	16.32
SOUTHEAST OF SA	D0306	581.5	590.5	588.5	612.0	609.5	618.5	655.5	681.9	655.9	677.0	95.5	16.42
SEDGWICK PUBLIC	D0439	398.0	408.0	394.5	394.0	389.5	411.0	420.5	441.5	454.0	463.5	65.5	16.46
AUGUSTA	D0402	1,904.4	1,942.5	2,074.0	2,155.3	2,193.1	2,108.9	2,137.1	2,179.2	2,210.2	2,220.7	316.3	16.61
HESSTON	D0460	720.0	753.7	765.5	791.5	790.5	819.0	790.0	820.7	849.0	840.0	120.0	16.67
GARNETT	D0365	959.1	998.3	1,045.6	1,069.6	1,082.5	1,083.0	1,134.3	1,118.8	1,155.4	1,121.5	162.4	16.93
GARDEN CITY	D0457	6,077.2	6,237.6	6,419.6	6,562.1	6,745.1	6,798.0	6,854.2	6,882.4	7,000.6	7,115.9	1,038.7	17.09
FOWLER	D0225	143.9	151.5	148.7	155.5	153.5	163.0	170.0	171.0	179.0	168.5	24.6	17.10
DERBY	D0260	5,693.7	5,899.6	5,925.7	5,967.8	6,198.1	6,351.5	6,385.1	6,495.8	6,521.3	6,673.0	979.3	17.20
LINDSBORG	D0400	845.0	813.0	855.0	890.5	933.0	989.5	1,013.3	1,007.5	998.6	990.6	145.6	17.23
CLEARWATER	D0264	974.0	950.0	1,019.5	1,022.5	1,038.0	1,048.3	1,048.4	1,054.4	1,126.1	1,144.0	170.0	17.45
BELLE PLAINE	D0357	709.0	720.0	743.0	746.6	773.5	802.7	789.0	793.3	799.0	836.5	127.5	17.98
RIVERTON	D0404	701.8	702.5	717.5	723.5	743.5	763.0	747.5	778.5	803.5	828.3	126.5	18.03
LEBO-WAVERLY	D0243	491.0	506.0	536.5	535.5	578.5	593.1	588.0	578.0	594.9	582.5	91.5	18.64
INMAN	D0448	410.5	441.0	447.5	460.0	463.5	479.0	472.5	501.0	489.4	487.0	76.5	18.64
HILLCREST RURAL	D0455	128.5	138.0	143.0	157.5	152.0	169.0	165.2	156.5	171.5	152.6	24.1	18.75
LYONS	D0405	785.5	797.5	837.0	848.8	880.8	863.6	912.3	927.2	953.1	933.9	148.4	18.89
DODGE CITY	D0443	4,138.2	4,114.7	4,203.6	4,230.1	4,470.3	4,603.3	4,760.4	4,763.9	4,847.5	4,939.0	800.8	19.35
LIBERAL	D0480	3,400.6	3,493.1	3,534.6	3,628.9	3,803.8	3,978.5	4,041.6	4,142.5	4,096.3	4,065.0	664.4	19.54
BUCKLIN	D0459	296.0	328.5	351.1	364.0	384.0	394.5	379.0	376.0	357.5	354.0	58.0	19.59

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		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
----- 1989-90 THRU 1998-99 FTE ENROLLMENTS -----													
DISTRICT NAME	#	9-20-89	9-20-90	9-20-91	9-20-92	9-20-93	9-20-94	9-20-95	9-20-96	9-20-97	9-20-98	DIFF (10 - 1)	% INCR/ DECR
WEST FRANKLIN	D0287	768.0	786.0	799.1	767.5	821.5	827.0	848.5	888.8	899.5	921.1	153.1	19.93
PERRY PUBLIC SC	D0343	872.0	924.5	930.0	932.0	995.6	1,052.3	1,064.5	1,051.5	1,078.0	1,046.1	174.1	19.97
LANSING	D0469	1,594.5	1,637.5	1,708.0	1,824.6	1,916.1	1,941.5	1,927.5	1,922.4	1,928.5	1,916.5	322.0	20.19
ARGONIA PUBLIC	D0359	224.0	220.5	215.0	227.0	243.0	257.5	253.0	245.0	239.5	270.0	46.0	20.54
VALLEY HEIGHTS	D0498	425.0	439.0	447.9	448.9	464.8	472.0	456.3	477.1	487.0	513.0	88.0	20.71
MOSCOW PUBLIC S	D0209	159.0	139.5	160.1	168.0	180.5	200.0	197.5	216.7	206.6	193.1	34.1	21.45
LOUISBURG	D0416	1,071.0	1,104.5	1,110.0	1,112.0	1,140.0	1,180.0	1,201.8	1,256.5	1,271.0	1,307.0	236.0	22.04
KISMET-PLAINS	D0483	567.5	580.5	598.0	605.0	613.5	631.3	670.5	686.1	696.3	693.5	126.0	22.20
EASTERN HEIGHTS	D0324	159.0	163.5	169.5	161.5	172.0	173.0	171.5	177.0	195.0	194.5	35.5	22.33
SATANTA	D0507	356.1	373.7	377.0	358.0	371.5	361.1	345.8	389.5	423.0	438.0	81.9	23.00
GOLDEN PLAINS	D0316	143.0	142.0	158.5	152.5	151.5	164.0	173.5	184.0	186.0	176.0	33.0	23.08
CONWAY SPRINGS	D0356	448.1	470.4	452.8	458.4	485.2	480.7	510.4	503.7	536.9	553.3	105.2	23.48
B & B	D0451	218.5	236.5	234.5	241.0	245.5	249.0	250.0	257.5	266.0	270.0	51.5	23.57
WESKAN	D0242	101.0	106.0	103.5	102.0	119.5	126.8	114.0	113.5	113.0	125.0	24.0	23.76
STAFFORD	D0349	272.5	285.0	281.6	293.0	316.5	329.2	325.5	332.5	330.0	337.8	65.3	23.96
OSAGE CITY	D0420	600.6	606.6	592.1	613.5	626.5	642.5	632.0	676.1	739.0	745.0	144.4	24.04
DOUGLASS PUBLIC	D0396	725.6	741.5	753.1	786.5	782.1	844.5	857.0	883.5	898.7	901.9	176.3	24.30
RURAL VISTA	D0481	362.5	363.8	372.1	381.0	395.0	403.0	405.0	432.0	423.0	451.5	89.0	24.55
LAWRENCE	D0497	8,034.3	8,342.2	8,523.7	8,754.5	8,919.1	9,152.5	9,371.7	9,607.9	9,797.7	10,045.8	2,011.5	25.04
DURHAM-HILLSBOR	D0410	589.0	625.5	620.4	627.0	641.6	680.5	695.7	721.3	759.9	737.4	148.4	25.20
ELWOOD	D0486	254.0	225.4	224.5	233.5	193.5	208.0	217.0	251.4	273.5	318.0	64.0	25.20
CANEY VALLEY	D0436	765.7	780.0	779.5	807.5	804.0	810.5	888.5	914.2	932.4	959.5	193.8	25.31
SOUTHERN LYON C	D0252	525.0	547.0	585.1	600.3	599.0	654.9	645.5	661.0	666.0	658.5	133.5	25.43
MARION	D0408	572.0	573.3	579.5	639.5	645.0	685.7	716.0	717.0	716.9	719.7	147.7	25.82
ELK VALLEY	D0283	176.5	194.5	190.0	218.4	206.1	236.8	241.0	262.6	263.0	222.5	46.0	26.06
PIPER-KANSAS CI	D0203	1,014.5	1,086.0	1,137.5	1,182.0	1,212.6	1,247.4	1,272.0	1,266.2	1,269.5	1,282.0	267.5	26.37
LYNDON	D0421	400.5	401.5	429.0	456.5	463.5	501.5	511.5	528.5	511.0	507.0	106.5	26.59
SYRACUSE	D0494	400.5	423.0	412.5	396.5	398.5	420.5	445.0	447.0	478.5	509.0	108.5	27.09
PRETTY PRAIRIE	D0311	257.5	291.0	287.5	297.5	306.5	321.5	310.5	313.0	329.7	328.7	71.2	27.65
ELL-SALINE	D0307	359.0	365.0	383.0	385.0	403.1	421.0	432.0	428.2	451.4	461.8	102.8	28.64
HAYSVILLE	D0261	3,281.9	3,407.3	3,438.1	3,483.9	3,582.9	3,620.3	3,773.1	3,968.4	4,039.3	4,231.1	949.2	28.92
DEXTER	D0471	155.5	148.0	162.5	172.4	181.8	187.5	185.0	190.8	185.5	200.5	45.0	28.94
BALDWIN CITY	D0348	962.4	986.8	1,050.2	1,084.6	1,126.7	1,183.4	1,248.2	1,230.0	1,253.5	1,244.0	281.6	29.26
GOESSEL	D0411	245.5	260.5	273.5	272.5	283.5	322.3	326.0	339.4	325.0	318.0	72.5	29.53
INGALLS	D0477	225.5	260.0	271.5	262.7	276.0	267.0	279.0	294.5	308.5	293.0	67.5	29.93
MARMATON VALLEY	D0256	319.0	345.0	373.0	380.0	375.0	373.0	426.5	440.0	436.0	415.0	96.0	30.09
PAOLA	D0368	1,576.5	1,612.0	1,637.6	1,695.5	1,776.6	1,873.6	1,919.0	1,941.2	2,049.4	2,058.7	482.2	30.59
WESTMORELAND	D0323	591.5	594.5	635.0	676.0	698.8	749.5	758.1	740.0	772.7	775.2	183.7	31.06
RENWICK	D0267	1,374.0	1,394.5	1,414.5	1,453.1	1,469.0	1,517.1	1,559.0	1,647.5	1,747.5	1,807.0	433.0	31.51
ROSE HILL PUBLI	D0394	1,333.0	1,422.0	1,437.9	1,503.5	1,589.2	1,634.1	1,672.5	1,723.0	1,744.0	1,757.0	424.0	31.81
SOLOMON	D0393	325.0	317.5	327.8	360.0	374.5	408.0	393.0	412.5	418.0	428.5	103.5	31.85
HOLCOMB	D0363	659.5	659.0	678.5	709.0	727.5	748.0	807.0	829.0	834.0	872.0	212.5	32.22
AUBURN WASHBURN	D0437	3,749.3	3,892.8	4,235.5	4,472.5	4,690.7	4,860.9	4,904.6	4,988.5	4,975.8	4,967.0	1,217.7	32.48
OSKALOOSA PUBLI	D0341	546.5	561.0	630.5	671.8	706.5	727.9	775.6	756.8	768.7	726.4	179.9	32.92
TWIN VALLEY	D0240	470.5	471.0	474.3	467.7	468.5	560.0	552.3	604.5	632.0	628.5	158.0	33.58
CHENEY	D0268	527.2	551.6	574.1	616.0	666.2	687.6	703.0	690.0	706.5	709.6	182.4	34.60
CLAFLIN	D0354	240.0	265.6	281.3	307.4	329.0	341.0	353.1	358.5	353.5	324.3	84.3	35.13
EUDORA	D0491	810.4	809.5	836.6	849.3	883.5	932.3	944.5	1,007.5	1,040.0	1,101.1	290.7	35.87

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		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
		----- 1989-90 THRU 1998-99 FTE ENROLLMENTS -----											
DISTRICT NAME	#	9-20-89	9-20-90	9-20-91	9-20-92	9-20-93	9-20-94	9-20-95	9-20-96	9-20-97	9-20-98	DIFF (10 - 1)	% INCR/ DECR
JEFFERSON WEST	D0340	695.5	712.0	744.5	768.9	846.1	886.7	908.5	919.8	937.5	945.5	250.0	35.95
CENTRAL HEIGHTS	D0288	512.5	544.0	557.0	582.0	621.3	637.0	668.3	689.0	698.2	702.0	189.5	36.98
NEMAHA VALLEY S	D0442	376.1	401.6	443.8	478.5	497.2	517.6	527.1	509.4	520.3	519.3	143.2	38.07
MINNEOLA	D0219	200.0	196.5	201.8	242.0	258.5	267.5	279.0	286.5	279.0	277.5	77.5	38.75
HERNDON	D0317	72.0	74.5	76.5	75.5	86.5	113.0	111.5	110.0	108.0	100.0	28.0	38.89
FRONTENAC PUBLI	D0249	471.0	481.5	480.6	517.9	522.0	582.6	627.9	636.8	659.2	657.3	186.3	39.55
BASEHOR-LINWOOD	D0458	1,210.5	1,243.5	1,326.0	1,428.0	1,506.4	1,558.3	1,596.0	1,632.8	1,639.5	1,694.5	484.0	39.98
JETMORE	D0227	235.5	263.0	264.0	265.6	294.5	302.0	296.5	329.5	339.0	330.0	94.5	40.13
OLATHE	D0233	13,300.2	14,179.7	14,622.1	15,180.9	15,831.7	16,371.4	16,875.7	17,555.9	17,980.4	18,662.5	5,362.3	40.32
DEERFIELD	D0216	250.5	277.5	302.0	329.0	337.7	367.8	363.2	386.1	389.4	367.8	117.3	46.83
GARDNER-EDGERTO	D0231	1,625.3	1,619.5	1,690.4	1,731.9	1,803.6	1,909.9	2,029.2	2,170.4	2,261.4	2,388.6	763.3	46.96
SPEARVILLE-WIND	D0381	246.0	262.0	272.5	292.4	305.9	318.5	319.5	347.0	350.5	362.0	116.0	47.15
FLINTHILLS	D0492	230.0	227.5	239.5	235.3	255.5	275.5	287.0	294.0	310.5	339.0	109.0	47.39
DESOTO	D0232	1,697.5	1,707.8	1,774.1	1,795.0	1,829.5	1,942.8	1,998.3	2,145.0	2,283.5	2,510.1	812.6	47.87
GODDARD	D0265	1,921.9	1,984.0	2,108.5	2,268.9	2,349.0	2,477.4	2,578.5	2,773.2	3,076.0	3,282.0	1,360.1	70.77
ANDOVER	D0385	1,620.0	1,659.0	1,708.1	1,806.0	1,989.5	2,128.9	2,262.4	2,442.2	2,704.5	2,800.4	1,180.4	72.86
SOUTHEAST JOHNS	D0229	8,193.9	9,036.8	9,748.6	10,584.4	11,569.6	12,237.9	13,012.7	13,854.1	14,591.3	15,430.6	7,236.7	88.32
MAIZE	D0266	2,197.3	2,468.5	2,803.2	3,215.1	3,542.4	3,805.2	4,117.7	4,459.3	4,679.3	4,895.0	2,697.7	122.77

STATE TOTALS		409,656.1	416,383.2	424,737.4	431,320.5	437,210.1	440,684.2	442,465.9	445,767.3	448,609.0	450,150.4	40,494.3	2,749.62



Kansas State Department of Education

120 S.E. 10th Avenue
Topeka, Kansas 66612-1182

March 23, 1999

TO: Senate Education Committee

FROM: State Department of Education and
Legislative Research Department

SUBJECT: School Finance--Comparison of Current Law, Senate Bill 171, as approved by the Senate,
and a Proposed Plan

Attached is a computer printout (L9953) which shows the 1999-2000 general fund budget under current law, Senate Bill 171, as approved by the Senate, and a proposed plan. Please review the column explanation carefully. This information has been provided in county order.

Listed below is a summary of **Senate Bill 171, as approved by the Senate**

- Decreases correlation weighting from 1,750 to 1,725
- Increase base state aid per pupil from \$3,720 to \$3,770
- Includes \$1,000,000 for four-year-old at-risk preschool students. This is a permissive program and such students would be counted at .5 similar to the counting of kindergarten students under current law. This increases the number of students to 1,794.
- Increases at-risk weighting from 8.0 percent to 9.0 percent.
- Counts four-year-old at-risk children in addition to regular enrollment count

Listed below is a summary of a **proposed school finance plan.**

- Same as Senate Bill 171, as approved by Senate except:
- Amends enrollment count by adding three-year average to current law

	1999-2000		Difference S.B. 171/ <u>Current Law</u>	Proposed <u>Plan</u>	Difference S.B. 171/ <u>Proposed Plan</u>
	<u>Current Law</u>	<u>S.B. 171 Plan</u>			
At-Risk Weighting	8.0%	9.0%	\$ 4,100,000	Same as Gov.	0
Correlation Weighting	5.4183% 1750 FTE	6.3211% 1725 FTE	\$ 10,300,000	Same as Gov.	0
Base State Aid Per Pupil	\$ 3,720	\$ 3,770	\$ 28,717,000	\$ 3,770	0
4-Year-Old At-Risk	\$ 3,000,000	*\$ 4,000,000	\$ 1,000,000	Same as S.B. 171	0
Enrollment Adjustment				Cur. yr./prior yr./3-yr. aver.	\$ 3,103,087
NET COST			\$ 44,117,000		\$ 3,103,087

*Adds 444 students to program (1,350 to 1,794)

Division of Fiscal & Administrative Services

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Senate Education
Attachment 2
3-23-99

COLUMN EXPLANATION

COLUMN	1 --	September 20, 1998, Estimated FTE enrollment
	2 --	September 20, 1999, Estimated FTE enrollment (based on school district estimates)
	3 --	Percentage increase/decrease(Column 2 - 1 ÷ 1)
	4 --	September 20, 1998, Estimated FTE weighted enrollment (based on current law)
	5 --	1998-1999 Estimated general fund budget (current law--\$3,720)
	6 --	September 20, 1999, Estimated FTE weighted enrollment (based on current law)
	7 --	1999-2000 Estimated general fund budget (current law--\$3,720)
	8 --	September 20, 1999, Estimated FTE weighted enrollment (Senate Bill 171 as approved by Senate)
	9 --	1999-2000 Estimated general fund budget (S.B. 171, as approved by Senate--\$3,770)
	10 --	September 20, 1999, Estimated FTE weighted enrollment (includes a three-year average of enrollment or current year or prior year, whichever is higher) (proposed plan)
	11 --	1999-2000 Estimated general fund budget (proposed plan--\$3,770)
	12 --	Difference (Column 7 - 5)
	13 --	Difference (Column 11 - 5)
	14 --	Difference (Column 11 - 7)
	15 --	Difference (Column 11 - 9)

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RUN# L9953-I PROCESSED ON 03/22/99

PAGE 1

COUNTY NAME DISTRICT NAME	#	FTE ENROLLMENT		INCR/ DEC	FTE 9-20-98	1998-99		1999-00 CURRENT LAW		1999-00 SB-171		PLAN		1999-00 PROPOSED PLAN		DIFF (7 - 5)	DIFF (11 - 5)	DIFF (11 - 7)	DIFF (11 - 9)
		9-20-98	9-20-99			GEN FUND BUDGET	FTE WEIGHTED	GEN FUND BUDGET	FTE WEIGHTED	GEN FUND BUDGET	FTE WEIGHTED	GEN FUND BUDGET	FTE WEIGHTED	GEN FUND BUDGET	GEN FUND BUDGET				
ALLEN	001																		
MARMATON VALLEY	D0256	415.0	415.0	0.0	732.3	2,724,156	702.7	2,614,044	703.2	2,651,064	712.9	2,687,633	-110,112	-36,523	73,589	36,569			
IOLA	D0257	1,674.0	1,650.0	-1.4	1,968.1	7,321,332	1,950.8	7,256,976	1,954.9	7,369,973	1,957.9	7,381,283	-64,356	59,951	124,307	11,310			
HUMBOLDT	D0258	534.6	520.0	-2.7	832.2	3,095,784	835.0	3,106,200	835.6	3,150,212	835.6	3,150,212	10,416	54,428	44,012	0			
ANDERSON	002																		
GARNETT	D0365	1,121.5	1,113.0	-0.8	1,584.7	5,895,084	1,556.5	5,790,180	1,557.9	5,873,283	1,565.3	5,901,181	-104,904	6,097	111,001	27,898			
CREST	D0479	311.0	320.0	2.9	542.9	2,019,588	553.8	2,060,136	554.5	2,090,465	554.5	2,090,465	40,548	70,877	30,329	0			
ATCHISON	003																		
ATCHISON CO COM	D0377	806.0	779.0	-3.3	1,247.5	4,640,700	1,243.9	4,627,308	1,244.2	4,690,634	1,244.2	4,690,634	-13,392	49,934	63,326	0			
ATCHISON PUBLIC	D0409	1,627.4	1,627.4	0.0	1,911.8	7,111,896	1,901.3	7,072,836	1,906.7	7,188,259	1,910.2	7,201,454	-39,060	89,558	128,618	13,195			
BARBER	004																		
BARBER COUNTY N	D0254	758.9	757.5	-0.2	1,163.5	4,328,220	1,147.9	4,270,188	1,149.0	4,331,730	1,153.7	4,349,449	-58,032	21,229	79,261	17,719			
SOUTH BARBER	D0255	325.0	327.5	0.8	584.9	2,175,828	559.5	2,081,340	559.6	2,109,692	567.1	2,137,967	-94,488	-37,861	56,627	28,275			
BARTON	005																		
CLAFLIN	D0354	324.3	324.8	0.2	583.5	2,170,620	542.7	2,018,844	542.7	2,045,979	556.3	2,097,251	-151,776	-73,369	78,407	51,272			
ELLINWOOD PUBLI	D0355	604.6	602.0	-0.4	929.8	3,458,856	929.1	3,456,252	930.1	3,506,477	930.1	3,506,477	-2,604	47,621	50,225	0			
GREAT BEND	D0428	3,158.5	3,136.5	-0.7	3,574.2	13,296,024	3,972.3	14,776,956	4,011.2	15,122,224	4,011.2	15,122,224	1,480,932	1,826,200	345,268	0			
HOISINGTON	D0431	746.0	746.0	0.0	1,137.8	4,232,616	1,108.5	4,123,620	1,110.2	4,185,454	1,120.0	4,222,400	-108,996	-10,216	98,780	36,946			
BOURBON	006																		
FORT SCOTT	D0234	2,114.6	2,118.0	0.2	2,405.7	8,949,204	2,396.9	8,916,468	2,421.8	9,130,186	2,421.9	9,130,563	-32,736	181,359	214,095	377			
UNIONTOWN	D0235	498.5	515.0	3.3	859.7	3,198,084	856.0	3,184,320	856.8	3,230,136	856.8	3,230,136	-13,764	32,052	45,816	0			
BROWN	007																		
HIAWATHA	D0415	1,096.2	1,052.7	-4.0	1,602.0	5,959,440	1,559.9	5,802,828	1,562.2	5,889,494	1,564.3	5,897,411	-156,612	-62,029	94,583	7,917			
SOUTH BROWN COU	D0430	725.3	725.3	0.0	1,148.8	4,273,536	1,131.6	4,209,552	1,133.2	4,272,164	1,139.0	4,294,030	-63,984	20,494	84,478	21,866			
BUTLER	008																		
BLUESTEM	D0205	776.5	800.0	3.0	1,220.5	4,540,260	1,214.2	4,516,824	1,214.4	4,578,288	1,214.4	4,578,288	-23,436	38,028	61,464	0			
REMINGTON-WHITE	D0206	549.0	563.0	2.6	895.0	3,329,400	915.0	3,403,800	914.9	3,449,173	914.9	3,449,173	74,400	119,773	45,373	0			
CIRCLE	D0375	1,408.0	1,437.0	2.1	1,823.3	6,782,676	1,813.5	6,746,220	1,814.1	6,839,157	1,814.1	6,839,157	-36,456	56,481	92,937	0			
ANDOVER	D0385	2,800.4	2,960.0	5.7	3,155.9	11,739,948	3,325.2	12,369,744	3,351.4	12,634,778	3,351.4	12,634,778	629,796	894,830	265,034	0			
ROSE HILL PUBLI	D0394	1,757.0	1,800.0	2.4	1,944.0	7,231,680	1,986.8	7,390,896	2,003.3	7,552,441	2,003.3	7,552,441	159,216	320,761	161,545	0			
DOUGLASS PUBLIC	D0396	901.9	910.0	0.9	1,295.2	4,818,144	1,305.4	4,856,088	1,305.8	4,922,866	1,305.8	4,922,866	37,944	104,722	66,778	0			
AUGUSTA	D0402	2,220.7	2,220.7	0.0	2,453.3	9,126,276	2,453.3	9,126,276	2,476.1	9,334,897	2,476.1	9,334,897	0	208,621	208,621	0			
EL DORADO	D0490	2,188.6	2,188.0	0.0	2,446.5	9,100,980	2,432.4	9,048,528	2,457.2	9,263,644	2,461.8	9,280,986	-52,452	180,006	232,458	17,342			
FLINTHILLS	D0492	339.0	340.0	0.3	580.0	2,157,600	591.5	2,200,380	591.2	2,228,824	591.2	2,228,824	42,780	71,224	28,444	0			
CHASE	009																		
CHASE COUNTY	D0284	493.2	487.0	-1.3	870.5	3,238,260	825.7	3,071,604	825.9	3,113,643	838.5	3,161,145	-166,656	-77,115	89,541	4			

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2-4

COUNTY NAME DISTRICT NAME	#	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)		
		FTE ENROLLMENT				1998-99		1999-00 CURRENT LAW		1999-00 SB-171		1999-00 PROPOSED PLAN		DIFF	DIFF	DIFF	DIFF	
		EST	INCR/	FTE	GEN	FTE	GEN	FTE	GEN	FTE	GEN	FTE	GEN					
		9-20-98	9-20-99	DECR	9-20-98	9-20-99	9-20-98	9-20-99	9-20-98	9-20-99	9-20-98	9-20-99	9-20-99	9-20-99	(7 - 5)	(11 - 5)	(11 - 7)	(11 - 9)
		BUDGET	BUDGET		BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET					
CHAUTAUQUA	010																	
CEDAR VALE	D0285	206.7	206.7	0.0	419.8	1,561,656	404.7	1,505,484	405.4	1,528,358	410.5	1,547,585	-56,172	-14,071	42,101	19,227		
CHAUTAUQUA COUN	D0286	512.0	522.0	2.0	878.1	3,266,532	859.6	3,197,712	860.4	3,243,708	863.0	3,253,510	-68,820	-13,022	55,798	9,802		
CHEROKEE	011																	
RIVERTON	D0404	828.3	832.5	0.5	1,241.9	4,619,868	1,257.0	4,676,040	1,259.4	4,747,938	1,259.4	4,747,938	56,172	128,070	71,898	0		
COLUMBUS	D0493	1,379.5	1,385.0	0.4	1,845.4	6,864,888	1,824.1	6,785,652	1,827.9	6,891,183	1,835.0	6,917,950	-79,236	53,062	132,298	26,767		
GALENA	D0499	794.7	785.0	-1.2	1,158.7	4,310,364	1,154.2	4,293,624	1,157.5	4,363,775	1,157.5	4,363,775	-16,740	53,411	70,151	0		
BAXTER SPRINGS	D0508	886.0	900.0	1.6	1,285.4	4,781,688	1,270.1	4,724,772	1,273.5	4,801,095	1,274.1	4,803,357	-56,916	21,669	78,585	2,262		
CHEYENNE	012																	
CHEYLIN	D0103	192.0	179.0	-6.8	403.7	1,501,764	400.3	1,489,116	400.3	1,509,131	400.3	1,509,131	-12,648	7,367	20,015	0		
ST FRANCIS COMM	D0297	441.0	423.0	-4.1	723.4	2,691,048	721.4	2,683,608	722.1	2,722,317	722.1	2,722,317	-7,440	31,269	38,709	0		
CLARK	013																	
MINNEOLA	D0219	277.5	273.0	-1.6	479.5	1,783,740	477.8	1,777,416	478.1	1,802,437	478.1	1,802,437	-6,324	18,697	25,021	0		
ASHLAND	D0220	246.0	245.0	-0.4	455.2	1,693,344	453.5	1,687,020	453.7	1,710,449	453.7	1,710,449	-6,324	17,105	23,429	0		
CLAY	014																	
CLAY CENTER	D0379	1,588.0	1,580.0	-0.5	1,942.6	7,226,472	1,912.6	7,114,872	1,914.6	7,218,042	1,920.3	7,239,531	-111,600	13,059	124,659	21,489		
CLOUD	015																	
CONCORDIA	D0333	1,302.7	1,260.0	-3.3	1,705.7	6,345,204	1,699.9	6,323,628	1,702.4	6,418,048	1,702.4	6,418,048	-21,576	72,844	94,420	0		
SOUTHERN CLOUD	D0334	274.0	268.0	-2.2	488.8	1,818,336	473.5	1,761,420	474.2	1,787,734	477.9	1,801,683	-56,916	-16,653	40,263	13,949		
COFFEY	016																	
LEBO-WAVERLY	D0243	582.5	580.0	-0.4	927.7	3,451,044	912.0	3,392,640	912.6	3,440,502	916.8	3,456,336	-58,404	5,292	63,696	15,834		
BURLINGTON	D0244	918.0	897.0	-2.3	1,340.9	4,988,148	1,310.9	4,876,548	1,311.9	4,945,863	1,314.4	4,955,288	-111,600	-32,860	78,740	9,425		
LEROUY-GRIDLEY	D0245	365.5	364.0	-0.4	596.8	2,220,096	596.8	2,220,096	597.4	2,252,198	597.4	2,252,198	0	32,102	32,102	0		
COMANCHE	017																	
COMANCHE COUNTY	D0300	357.0	339.5	-4.9	637.2	2,370,384	589.3	2,192,196	589.3	2,221,661	594.6	2,241,642	-178,188	-128,742	49,446	19,981		
COWLEY	018																	
CENTRAL	D0462	405.2	406.0	0.2	695.9	2,588,748	686.3	2,553,036	686.4	2,587,728	689.2	2,598,284	-35,712	9,536	45,248	10,556		
UDALL	D0463	321.0	320.0	-0.3	571.6	2,126,352	535.7	1,992,804	536.1	2,021,097	547.4	2,063,698	-133,548	-62,654	70,894	42,601		
WINFIELD	D0465	2,675.5	2,675.5	0.0	3,038.0	11,301,360	3,008.1	11,190,132	3,036.6	11,447,982	3,046.7	11,486,059	-111,228	184,699	295,927	38,077		
ARKANSAS CITY	D0470	2,889.0	2,865.0	-0.8	3,338.6	12,419,592	3,287.6	12,229,872	3,322.4	12,525,448	3,330.6	12,556,362	-189,720	136,770	326,490	30,914		
DEXTER	D0471	200.5	205.0	2.2	394.5	1,467,540	400.9	1,491,348	401.2	1,512,524	401.2	1,512,524	23,808	44,984	21,176	0		
CRAWFORD	019																	
NORTHEAST	D0246	577.0	575.0	-0.3	932.7	3,469,644	913.9	3,399,708	915.3	3,450,681	920.8	3,471,416	-69,936	1,772	71,708	20,735		
CHEROKEE	D0247	842.8	843.2	0.0	1,257.2	4,676,784	1,257.1	4,676,412	1,259.3	4,747,561	1,259.3	4,747,561	-372	70,777	71,149	0		
GIRARD	D0248	1,130.5	1,115.0	-1.4	1,552.1	5,773,812	1,551.7	5,772,324	1,552.9	5,854,433	1,552.9	5,854,433	-1,488	80,621	82,109	0		
FRONTENAC PUBLI	D0249	657.3	660.0	0.4	978.8	3,641,136	979.4	3,643,368	980.7	3,697,239	980.7	3,697,239	2,232	56,103	53,871	0		
ITTSBURG	D0250	2,596.0	2,557.0	-1.5	2,974.8	11,066,256	2,907.7	10,816,644	2,940.1	11,084,177	2,949.1	11,118,107	-249,612	51,851	301,463			

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2-5

COUNTY NAME	#	FTE ENROLLMENT			1998-99		1999-00 CURRENT LAW		1999-00 SB-171		1999-00 PROPOSED PLAN		DIFF (7 - 5)	DIFF (11 - 5)	DIFF (11 - 7)	DIFF (11 - 9)
		9-20-98	9-20-99	EST INCR/DECR	FTE WEIGHTED	GEN FUND BUDGET	FTE WEIGHTED	GEN FUND BUDGET	FTE WEIGHTED	GEN FUND BUDGET	FTE WEIGHTED	GEN FUND BUDGET				
DECATUR	020															
OBERLIN	D0294	558.0	540.0	-3.2	909.7	3,384,084	898.9	3,343,908	899.4	3,390,738	899.4	3,390,738	-40,176	6,654	46,830	0
PRAIRIE HEIGHTS	D0295	91.5	87.0	-4.9	212.7	791,244	210.4	782,688	210.6	793,962	210.6	793,962	-8,556	2,718	11,274	0
DICKINSON	021															
SOLOMON	D0393	428.5	427.7	-0.2	691.7	2,573,124	692.0	2,574,240	692.6	2,611,102	692.6	2,611,102	1,116	37,978	36,862	0
ABILENE	D0435	1,505.5	1,495.0	-0.7	1,803.8	6,710,136	1,804.1	6,711,252	1,806.5	6,810,505	1,806.5	6,810,505	1,116	100,369	99,253	0
CHAPMAN	D0473	1,229.1	1,188.0	-3.3	1,735.8	6,457,176	1,714.9	6,379,428	1,715.7	6,468,189	1,715.7	6,468,189	-77,748	11,013	88,761	0
RURAL VISTA	D0481	451.5	446.5	-1.1	747.6	2,781,072	747.3	2,779,956	747.8	2,819,206	747.8	2,819,206	-1,116	38,134	39,250	0
HERINGTON	D0487	570.8	569.7	-0.2	891.2	3,315,264	874.8	3,254,256	875.8	3,301,766	880.6	3,319,862	-61,008	4,598	65,606	18,096
DONIPHAN	022															
WATHENA	D0406	401.0	400.0	-0.2	693.0	2,577,960	654.0	2,432,880	654.7	2,468,219	667.5	2,516,475	-145,080	-61,485	83,595	48,256
HIGHLAND	D0425	278.5	281.0	0.9	499.1	1,856,652	487.8	1,814,616	488.1	1,840,137	491.3	1,852,201	-42,036	-4,451	37,585	12,064
TROY PUBLIC SCH	D0429	399.0	397.0	-0.5	681.2	2,534,064	649.2	2,415,024	649.6	2,448,992	659.4	2,485,938	-119,040	-48,126	70,914	36,946
MIDWAY SCHOOLS	D0433	232.0	223.0	-3.9	442.7	1,646,844	442.8	1,647,216	443.1	1,670,487	443.1	1,670,487	372	23,643	23,271	0
ELWOOD	D0486	318.0	340.0	6.9	516.2	1,920,264	548.4	2,040,048	549.6	2,071,992	549.6	2,071,992	119,784	151,728	31,944	0
DOUGLAS	023															
BALDWIN CITY	D0348	1,244.0	1,250.0	0.5	1,648.3	6,131,676	1,645.9	6,122,748	1,646.6	6,207,682	1,646.6	6,207,682	-8,928	76,006	84,934	0
EUDORA	D0491	1,101.1	1,134.1	3.0	1,464.0	5,446,080	1,494.4	5,559,168	1,495.7	5,638,789	1,495.7	5,638,789	113,088	192,709	79,621	0
LAWRENCE	D0497	10,045.8	10,140.0	0.9	11,308.5	42,067,620	11,116.9	41,354,868	11,227.1	42,326,167	11,227.1	42,326,167	-712,752	258,547	971,299	0
EDWARDS	024															
KINSLEY-OFFERLE	D0347	355.9	340.0	-4.5	627.9	2,335,788	599.5	2,230,140	600.1	2,262,377	602.1	2,269,917	-105,648	-65,871	39,777	7,540
LEWIS	D0502	190.5	191.0	0.3	379.8	1,412,856	375.8	1,397,976	376.3	1,418,651	376.9	1,420,913	-14,880	8,057	22,937	2,262
ELK	025															
WEST ELK	D0282	524.0	524.0	0.0	892.7	3,320,844	874.0	3,251,280	875.0	3,298,750	880.8	3,320,616	-69,564	-228	69,336	21,866
ELK VALLEY	D0283	222.5	250.0	12.4	475.3	1,768,116	464.0	1,726,080	465.5	1,754,935	465.5	1,754,935	-42,036	-13,181	28,855	0
ELLIS	026															
ELLIS	D0388	371.0	368.0	-0.8	603.7	2,245,764	601.0	2,235,720	601.6	2,268,032	601.6	2,268,032	-10,044	22,268	32,312	0
VICTORIA	D0432	302.0	285.0	-5.6	526.5	1,958,580	506.2	1,883,064	506.4	1,909,128	506.4	1,909,128	-75,516	-49,452	26,064	0
HAYS	D0489	3,435.1	3,422.0	-0.4	3,983.4	14,818,248	3,905.6	14,528,832	3,940.6	14,856,062	3,961.5	14,934,855	-289,416	116,607	406,023	78,793
ELLSWORTH	027															
ELLSWORTH	D0327	753.5	748.0	-0.7	1,246.1	4,635,492	1,158.3	4,308,876	1,158.9	4,369,053	1,186.4	4,472,728	-326,616	-162,764	163,852	103,675
LORRAINE	D0328	556.5	549.0	-1.3	907.9	3,377,388	907.0	3,374,040	907.4	3,420,898	907.4	3,420,898	-3,348	43,510	46,858	0
FINNEY	028															
HOLCOMB	D0363	872.0	898.0	3.0	1,257.3	4,677,156	1,286.4	4,785,408	1,288.4	4,857,268	1,288.4	4,857,268	108,252	180,112	71,860	0
GARDEN CITY	D0457	7,115.9	7,215.9	1.4	8,349.9	31,061,628	8,455.4	31,454,088	8,543.6	32,209,372	8,543.6	32,209,372	392,460	1,147,744	755,284	0
FORD	029															
PEARVILLE	D0381	362.0	360.0	-0.6	585.1	2,176,572	586.1	2,180,292	586.3	2,210,351	586.3	2,210,351	3,720	33,779	30,059	0
EDGE CITY	D0443	4,939.0	4,954.0	0.3	5,810.4	21,614,688	5,791.8	21,545,496	5,855.3	22,074,481	5,855.3	22,074,481	-69,192	459,793	528,985	0
WACKLIN	D0459	354.0	333.0	-5.9	600.1	2,232,372	591.8	2,201,496	592.3	2,232,971	592.3	2,232,971	-30,876	599	31,475	0

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COUNTY NAME	#	FTE ENROLLMENT				1998-99		1999-00 CURRENT LAW		1999-00 SB-171		PLAN		1999-00 PROPOSED PLAN		DIFF (7 - 5)	DIFF (11 - 5)	DIFF (11 - 7)	DIFF (11 - 9)
		9-20-98	9-20-99	EST INCR/	DECR	FTE WEIGHTED	GEN FUND BUDGET	FTE WEIGHTED	GEN FUND BUDGET	FTE WEIGHTED	GEN FUND BUDGET	FTE WEIGHTED	GEN FUND BUDGET	FTE WEIGHTED	GEN FUND BUDGET				
FRANKLIN 030																			
WEST FRANKLIN	D0287	921.1	930.0	1.0	1,368.6	5,091,192	1,379.1	5,130,252	1,380.4	5,204,108	1,380.4	5,204,108	39,060	112,916	73,856			0	
CENTRAL HEIGHTS	D0288	702.0	702.0	0.0	1,097.2	4,081,584	1,120.2	4,167,144	1,120.6	4,224,662	1,120.6	4,224,662	85,560	143,078	57,518			0	
WELLSVILLE	D0289	768.0	796.0	3.6	1,147.8	4,269,816	1,181.9	4,396,668	1,182.3	4,457,271	1,182.3	4,457,271	126,852	187,455	60,603			0	
OTTAWA	D0290	2,290.7	2,300.0	0.4	2,561.9	9,530,268	2,545.9	9,470,748	2,571.6	9,694,932	2,575.1	9,708,127	-59,520	177,859	237,379			13,195	
GEARY 031																			
JUNCTION CITY	D0475	6,098.5	6,248.5	2.5	6,820.0	25,370,400	6,953.7	25,867,764	7,031.5	26,508,755	7,031.5	26,508,755	497,364	1,138,355	640,991			0	
GOVE 032																			
GRINNELL PUBLIC	D0291	160.0	160.0	0.0	351.0	1,305,720	339.0	1,261,080	339.1	1,278,407	341.7	1,288,209	-44,640	-17,511	27,129			9,802	
WHEATLAND	D0292	184.5	180.0	-2.4	393.5	1,463,820	392.2	1,458,984	392.4	1,479,348	392.4	1,479,348	-4,836	15,528	20,364			0	
QUINTER PUBLIC	D0293	390.0	390.0	0.0	642.1	2,388,612	642.1	2,388,612	642.4	2,421,848	642.4	2,421,848	0	33,236	33,236			0	
GRAHAM 033																			
WEST GRAHAM-MOR	D0280	91.0	86.0	-5.5	249.1	926,652	206.1	766,692	206.2	777,374	218.4	823,368	-159,960	-103,284	56,676			45,994	
HILL CITY	D0281	423.0	418.0	-1.2	701.3	2,608,836	686.4	2,553,408	687.2	2,590,744	689.9	2,600,923	-55,428	-7,913	47,515			10,179	
GRANT 034																			
ULYSSES	D0214	1,769.6	1,775.0	0.3	2,032.1	7,559,412	2,022.6	7,524,072	2,042.7	7,700,979	2,042.7	7,700,979	-35,340	141,567	176,907			0	
GRAY 035																			
CIMARRON-ENSIGN	D0102	634.4	640.0	0.9	985.3	3,665,316	989.5	3,680,940	989.8	3,731,546	989.8	3,731,546	15,624	66,230	50,606			0	
MONTEZUMA	D0371	214.0	215.5	0.7	423.3	1,574,676	425.2	1,581,744	425.5	1,604,135	425.5	1,604,135	7,068	29,459	22,391			0	
COPELAND	D0476	121.5	129.0	6.2	286.0	1,063,920	285.8	1,063,176	286.0	1,078,220	286.0	1,078,220	-744	14,300	15,044			0	
INGALLS	D0477	293.0	293.0	0.0	517.4	1,924,728	499.7	1,858,884	500.0	1,885,000	504.0	1,900,080	-65,844	-24,648	41,196			15,080	
GREELEY 036																			
GREELEY COUNTY	D0200	318.5	300.0	-5.8	580.5	2,159,460	544.1	2,024,052	544.3	2,052,011	547.3	2,063,321	-135,408	-96,139	39,269			11,310	
GREENWOOD 037																			
MADISON-VIRGIL	D0386	282.5	280.0	-0.9	495.7	1,844,004	495.0	1,841,400	495.3	1,867,281	495.3	1,867,281	-2,604	23,277	25,881			0	
EUKEKA	D0389	799.0	790.0	-1.1	1,215.1	4,520,172	1,214.2	4,516,824	1,215.9	4,583,943	1,215.9	4,583,943	-3,348	63,771	67,119			0	
HAMILTON	D0390	122.0	120.0	-1.6	294.2	1,094,424	266.3	990,636	266.8	1,005,836	275.1	1,037,127	-103,788	-57,297	46,491			31,291	
HAMILTON 038																			
SYRACUSE	D0494	509.0	515.0	1.2	820.0	3,050,400	830.9	3,090,948	832.2	3,137,394	832.2	3,137,394	40,548	86,994	46,446			0	
HARPER 039																			
ANTHONY-HARPER	D0361	1,087.2	1,080.0	-0.7	1,545.7	5,750,004	1,539.0	5,725,080	1,540.7	5,808,439	1,540.7	5,808,439	-24,924	58,435	83,359			0	
ATTICA	D0511	162.4	165.0	1.6	363.3	1,351,476	336.1	1,250,292	336.4	1,268,228	344.6	1,299,142	-101,184	-52,334	48,850			30,914	
HARVEY 040																			
MURRTON	D0369	243.5	238.0	-2.3	454.5	1,690,740	437.2	1,626,384	437.6	1,649,752	441.7	1,665,209	-64,356	-25,531	38,825			15,457	
HEWTON	D0373	3,474.2	3,422.2	-1.5	3,836.9	14,273,268	3,833.0	14,258,760	3,872.8	14,600,456	3,872.8	14,600,456	-14,508	327,188	341,696			0	
LEDGWICK PUBLIC	D0439	463.5	463.0	-0.1	733.1	2,727,132	731.6	2,721,552	732.0	2,759,640	732.0	2,759,640	-5,580	32,508	38,088			0	
ALSTEAD	D0440	751.7	751.7	0.0	1,170.0	4,352,400	1,138.5	4,235,220	1,139.3	4,295,161	1,149.9	4,335,123	-117,180	-17,277	99,903			0	
ESSTON	D0460	840.0	840.0	0.0	1,219.7	4,537,284	1,210.0	4,501,200	1,210.9	4,565,093	1,214.2	4,577,534	-36,084	40,250	76,334			0	

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COUNTY NAME DISTRICT NAME	#	FTE ENROLLMENT				1998-99		1999-00 CURRENT LAW		1999-00 SB-171		PLAN		1999-00 PROPOSED PLAN		DIFF (7 - 5)	DIFF (11 - 5)	DIFF (11 - 7)	DIFF (11 - 9)
		EST	INCR/ DEC	FTE	GEN FUND	FTE	GEN FUND	FTE	GEN FUND	FTE	GEN FUND	FTE	GEN FUND	FTE	GEN FUND				
		9-20-98	9-20-99	9-20-98	BUDGET	9-20-99	BUDGET	9-20-99	BUDGET	9-20-99	BUDGET	9-20-99	BUDGET	9-20-99	BUDGET				

HASKELL	041																		
SUBLETTE	D0374	494.0	487.0	-1.4	802.4	2,984,928	803.5	2,989,020	804.8	3,034,096	804.8	3,034,096	4,092	49,168	45,076	0			
SATANTA	D0507	438.0	440.0	0.5	730.3	2,716,716	734.0	2,730,480	735.2	2,771,704	735.2	2,771,704	13,764	54,988	41,224	0			

HODGEMAN	042																		
JETMORE	D0227	330.0	317.0	-3.9	572.2	2,128,584	558.6	2,077,992	558.9	2,107,053	558.9	2,107,053	-50,592	-21,531	29,061	0			
HANSTON	D0228	138.5	135.0	-2.5	311.6	1,159,152	299.5	1,114,140	299.5	1,129,115	301.9	1,138,163	-45,012	-20,989	24,023	9,048			

JACKSON	043																		
NORTH JACKSON	D0335	428.6	430.0	0.3	720.3	2,679,516	721.5	2,683,980	721.5	2,720,055	721.5	2,720,055	4,464	40,539	36,075	0			
HOLTON	D0336	1,087.0	1,080.0	-0.6	1,496.3	5,566,236	1,495.0	5,561,400	1,495.9	5,639,543	1,495.9	5,639,543	-4,836	73,307	78,143	0			
ROYAL VALLEY	D0337	857.0	855.0	-0.2	1,309.0	4,869,480	1,297.3	4,825,956	1,298.1	4,893,837	1,300.0	4,901,000	-43,524	31,520	75,044	7,163			

JEFFERSON	044																		
VALLEY FALLS	D0338	462.0	465.0	0.6	750.8	2,792,976	745.3	2,772,516	745.6	2,810,912	746.3	2,813,551	-20,460	20,575	41,035	2,639			
JEFFERSON COUNT	D0339	482.2	476.0	-1.3	787.8	2,930,616	788.4	2,932,848	788.6	2,973,022	788.6	2,973,022	2,232	42,406	40,174	0			
JEFFERSON WEST	D0340	945.5	950.0	0.5	1,354.5	5,038,740	1,362.7	5,069,244	1,362.8	5,137,756	1,362.8	5,137,756	30,504	99,016	68,512	0			
OSKALOOSA PUBLI	D0341	726.4	735.0	1.2	1,171.4	4,357,608	1,134.8	4,221,456	1,135.6	4,281,212	1,145.3	4,317,781	-136,152	-39,827	96,325	36,569			
MCLOUTH	D0342	573.5	573.5	0.0	936.3	3,483,036	904.8	3,365,856	904.9	3,411,473	915.4	3,451,058	-117,180	-31,978	85,202	39,585			
PERRY PUBLIC SC	D0343	1,046.1	1,055.0	0.9	1,524.3	5,670,396	1,504.3	5,595,996	1,504.7	5,672,719	1,509.0	5,688,930	-74,400	18,534	92,934	16,211			

JEWELL	045																		
WHITE ROCK	D0104	199.5	189.5	-5.0	408.4	1,519,248	451.1	1,678,092	457.3	1,724,021	457.3	1,724,021	158,844	204,773	45,929	0			
MANKATO	D0278	275.0	252.0	-8.4	508.0	1,889,760	480.3	1,786,716	480.5	1,811,485	481.1	1,813,747	-103,044	-76,013	27,031	2,262			
JEWELL	D0279	186.0	186.0	0.0	387.3	1,440,756	387.3	1,440,756	387.5	1,460,875	387.5	1,460,875	0	20,119	20,119	0			

JOHNSON	046																		
BLUE VALLEY	D0229	15,430.6	16,030.6	3.9	19,048.4	70,860,048	19,473.4	72,441,048	19,594.8	73,872,396	19,594.8	73,872,396	1,581,000	3,012,348	1,431,348	0			
SPRING HILL	D0230	1,356.0	1,376.0	1.5	1,731.0	6,439,320	1,745.2	6,492,144	1,745.5	6,580,535	1,745.5	6,580,535	52,824	141,215	88,391	0			
GARDNER-EDGERTO	D0231	2,388.6	2,438.6	2.1	2,669.2	9,929,424	2,722.0	10,125,840	2,745.9	10,352,043	2,745.9	10,352,043	196,416	422,619	226,203	0			
DESOTO	D0232	2,510.1	2,761.0	10.0	3,176.3	11,815,836	3,456.7	12,858,924	3,482.0	13,127,140	3,482.0	13,127,140	1,043,088	1,311,304	268,216	0			
OLATHE	D0233	18,662.5	19,104.0	2.4	21,011.1	78,161,292	21,480.7	79,908,204	21,654.0	81,635,580	21,654.0	81,635,580	1,746,912	3,474,288	1,727,376	0			
SHAMNEE MISSION	D0512	30,337.5	30,088.0	-0.8	33,512.2	124,665,384	33,204.0	123,518,880	33,489.0	126,253,530	33,496.0	126,279,920	-1,146,504	1,614,536	2,761,040	26,390			

KEARNY	047																		
LAKIN	D0215	729.5	735.0	0.8	1,114.4	4,145,568	1,111.1	4,133,292	1,112.6	4,194,502	1,112.6	4,194,502	-12,276	48,934	61,210	0			
DEERFIELD	D0216	367.8	374.0	1.7	666.0	2,477,520	644.9	2,399,028	646.6	2,437,682	650.9	2,453,893	-78,492	-23,627	54,865	16,211			

KINGMAN	048																		
KINGMAN-NORWICH	D0331	1,220.8	1,225.0	0.3	1,636.6	6,088,152	1,641.3	6,105,636	1,642.6	6,192,602	1,642.6	6,192,602	17,484	104,450	86,966	0			
SUNNINGHAM	D0332	332.5	330.0	-0.8	579.7	2,156,484	569.5	2,118,540	570.1	2,149,277	573.0	2,160,210	-37,944	3,726	41,670	10,933			

KIOWA	049																		
GREENSBURG	D0422	296.0	284.0	-4.1	520.2	1,935,144	492.3	1,831,356	492.7	1,857,479	494.9	1,865,773	-103,788	-69,371	34,417	8,294			
MULLINVILLE	D0424	109.0	105.0	-3.7	246.9	918,468	246.1	915,492	246.1	927,797	246.1	927,797	-2,976	9,329	12,305	0			
AVILAND	D0474	179.5	175.0	-2.5	359.1	1,335,852	359.2	1,336,224	359.4	1,354,938	359.4	1,354,938	372	19,086	18,714	0			

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COUNTY NAME DISTRICT NAME	#	FTE ENROLLMENT			1998-99		1999-00 CURRENT LAW		1999-00 SB-171		1999-00 PROPOSED PLAN		DIFF (7 - 5)	DIFF (11 - 5)	DIFF (11 - 7)	DIFF (11 - 9)
		9-20-98	9-20-99	INCR/ DECR	FTE WEIGHTED	GEN FUND BUDGET	FTE WEIGHTED	GEN FUND BUDGET	FTE WEIGHTED	GEN FUND BUDGET	FTE WEIGHTED	GEN FUND BUDGET				
LABETTE	050															
PARSONS	D0503	1,718.5	1,718.5	0.0	1,972.3	7,336,956	1,933.8	7,193,736	1,939.8	7,313,046	1,955.3	7,371,481	-143,220	34,525	177,745	58,435
OSWEGO	D0504	497.5	497.5	0.0	770.8	2,867,376	771.4	2,869,608	772.8	2,913,456	772.8	2,913,456	2,232	46,080	43,848	0
CHESTOPA	D0505	270.5	276.5	2.2	468.2	1,741,704	473.5	1,761,420	475.0	1,790,750	475.0	1,790,750	19,716	49,046	29,330	0
LABETTE COUNTY	D0506	1,785.0	1,780.0	-0.3	2,175.2	8,091,744	2,144.7	7,978,284	2,161.4	8,148,478	2,169.9	8,180,523	-113,460	88,779	202,239	32,045
LANE	051															
HEALY PUBLIC SC	D0468	103.5	97.0	-6.3	250.3	931,116	236.0	877,920	236.1	890,097	239.4	902,538	-53,196	-28,578	24,618	12,441
DIGHTON	D0482	344.4	328.0	-4.8	570.8	2,123,376	569.1	2,117,052	569.5	2,147,015	569.5	2,147,015	-6,324	23,639	29,963	0
LEAVENWORTH	052															
FT LEAVENWORTH	D0207	1,685.0	1,700.0	0.9	1,845.0	6,863,400	1,828.3	6,801,276	1,829.0	6,895,330	1,832.8	6,909,656	-62,124	46,256	108,380	14,326
EASTON	D0449	704.5	700.0	-0.6	1,101.0	4,095,720	1,105.9	4,113,948	1,106.0	4,169,620	1,106.0	4,169,620	18,228	73,900	55,672	0
LEAVENWORTH	D0453	4,065.9	4,065.9	0.0	4,573.2	17,012,304	4,453.7	16,567,764	4,502.8	16,975,556	4,543.0	17,127,110	-444,540	114,806	559,346	151,554
BASEHOR-LINWOOD	D0458	1,694.5	1,700.0	0.3	1,955.9	7,275,948	1,976.2	7,351,464	1,976.0	7,449,520	1,976.0	7,449,520	75,516	173,572	98,056	0
TONGANOXIE	D0464	1,474.0	1,460.0	-0.9	1,844.3	6,860,796	1,832.5	6,816,900	1,833.3	6,911,541	1,834.4	6,915,688	-43,896	54,892	98,788	4,147
LANSING	D0469	1,916.5	1,877.0	-2.1	2,111.1	7,853,292	2,098.4	7,806,048	2,115.9	7,976,943	2,115.9	7,976,943	-47,244	123,651	170,895	0
LINCOLN	053															
LINCOLN	D0298	411.0	412.0	0.2	697.3	2,593,956	692.6	2,576,472	692.1	2,609,217	692.1	2,609,217	-17,484	15,261	32,745	0
SYLVAN GROVE	D0299	206.0	205.0	-0.5	413.3	1,537,476	409.5	1,523,340	409.6	1,544,192	410.3	1,546,831	-14,136	9,355	23,491	2,639
LINN	054															
PLEASANTON	D0344	426.0	420.0	-1.4	688.3	2,560,476	687.3	2,556,756	688.2	2,594,514	688.2	2,594,514	-3,720	34,038	37,758	0
JAYHAWK	D0346	600.5	590.0	-1.7	960.3	3,572,316	957.5	3,561,900	958.5	3,613,545	958.5	3,613,545	-10,416	41,229	51,645	0
PRAIRIE VIEW	D0362	922.9	930.0	0.8	1,429.0	5,315,880	1,404.1	5,223,252	1,404.6	5,295,342	1,410.8	5,318,716	-92,628	2,836	95,464	23,374
LOGAN	055															
OAKLEY	D0274	509.5	510.0	0.1	860.2	3,199,944	834.9	3,105,828	835.8	3,150,966	844.7	3,184,519	-94,116	-15,425	78,691	33,553
TRIPLAINS	D0275	92.5	88.5	-4.3	239.7	891,684	215.9	803,148	215.9	813,943	221.2	833,924	-88,536	-57,760	30,776	19,981
LYON	056															
NORTH LYON COUN	D0251	715.5	705.0	-1.5	1,164.1	4,330,452	1,120.6	4,168,632	1,121.0	4,226,170	1,131.5	4,265,755	-161,820	-64,697	97,123	39,585
SOUTHERN LYON C	D0252	658.5	653.0	-0.8	1,050.7	3,908,604	1,041.3	3,873,636	1,041.8	3,927,586	1,042.6	3,930,602	-34,968	21,998	56,966	3,016
EMPORIA	D0253	4,593.2	4,550.0	-0.9	5,274.9	19,622,628	5,322.3	19,798,956	5,379.0	20,278,830	5,379.0	20,278,830	176,328	656,202	479,874	0
MARION	057															
CENTRE	D0397	306.9	298.0	-2.9	552.6	2,055,672	550.5	2,047,860	550.6	2,075,762	550.6	2,075,762	-7,812	20,090	27,902	0
PEABODY-BURNS	D0398	466.5	465.0	-0.3	755.0	2,808,600	753.9	2,804,508	754.5	2,844,465	754.5	2,844,465	-4,092	35,865	39,957	0
MARION	D0408	719.7	720.0	0.0	1,102.4	4,100,928	1,096.7	4,079,724	1,097.4	4,137,198	1,097.4	4,137,198	-21,204	36,270	57,474	0
DURHAM-HILLSBOR	D0410	737.4	735.0	-0.3	1,141.4	4,246,008	1,116.2	4,152,264	1,116.7	4,209,959	1,124.4	4,238,988	-93,744	-7,020	86,724	29,029
GOESSEL	D0411	318.0	293.0	-7.9	539.3	2,006,196	526.0	1,956,720	525.9	1,982,643	525.9	1,982,643	-49,476	-23,553	25,923	0
MARSHALL	058															
MARYSVILLE	D0364	968.3	941.0	-2.8	1,434.8	5,337,456	1,404.8	5,225,856	1,405.3	5,297,981	1,405.9	5,300,243	-111,600	-37,213	74,387	0
VERMILLION	D0380	628.3	610.0	-2.9	1,014.1	3,772,452	1,000.3	3,721,116	1,000.8	3,773,016	1,000.8	3,773,016	-51,336	564	51,900	0
WATTELL	D0488	374.0	351.5	-6.0	629.4	2,341,368	622.0	2,313,840	622.0	2,344,940	622.0	2,344,940	-27,528	3,572	31,100	0
ALLEY HEIGHTS	D0498	513.0	513.0	0.0	838.6	3,119,592	838.6	3,119,592	839.2	3,163,784	839.2	3,163,784	0	44,192	44,192	0

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COUNTY NAME	#	FTE ENROLLMENT			1998-99		1999-00 CURRENT LAW		1999-00 SB-171		PLAN		1999-00 PROPOSED PLAN		DIFF (7 - 5)	DIFF (11 - 5)	DIFF (11 - 7)	DIFF (11 - 9)
		9-20-98	9-20-99	INCR/ DECR	FTE WEIGHTED	GEN FUND	FTE WEIGHTED	GEN FUND	FTE WEIGHTED	GEN FUND	FTE WEIGHTED	GEN FUND	FTE WEIGHTED	GEN FUND				
MCPHERSON	059																	
SMOKY VALLEY	D0400	990.6	985.0	-0.6	1,430.7	5,322,204	1,421.8	5,289,096	1,421.9	5,360,563	1,422.7	5,363,579	-33,108	41,375	74,483	3,016		
MCPHERSON	D0418	2,716.9	2,670.0	-1.7	3,179.2	11,826,624	2,995.4	11,142,888	3,022.5	11,394,825	3,022.5	11,394,825	-683,736	-431,799	251,937	0		
CANTON-GALVA	D0419	426.9	430.2	0.8	697.1	2,593,212	697.9	2,596,188	698.0	2,631,460	698.0	2,631,460	2,976	38,248	35,272	0		
MOUNDRIDGE	D0423	452.2	452.2	0.0	737.3	2,742,756	727.8	2,707,416	727.7	2,743,429	730.8	2,755,116	-35,340	12,360	47,700	11,687		
INMAN	D0448	487.0	485.0	-0.4	777.2	2,891,184	773.7	2,878,164	773.8	2,917,226	773.9	2,917,603	-13,020	26,419	39,439	377		
MEADE	060																	
FOWLER	D0225	168.5	164.0	-2.7	361.2	1,343,664	345.7	1,286,004	346.1	1,304,797	349.1	1,316,107	-57,660	-27,557	30,103	11,310		
MEADE	D0226	441.0	450.0	2.0	714.8	2,659,056	727.7	2,707,044	728.1	2,744,937	728.1	2,744,937	47,988	85,881	37,893	0		
MIAMI	061																	
OSAWATOMIE	D0367	1,253.0	1,284.0	2.5	1,641.4	6,106,008	1,667.8	6,204,216	1,671.3	6,300,801	1,671.3	6,300,801	98,208	194,793	96,585	0		
PAOLA	D0368	2,058.7	2,060.0	0.1	2,350.9	8,745,348	2,352.7	8,752,044	2,372.8	8,945,456	2,372.8	8,945,456	6,696	200,108	193,412	0		
LOUISBURG	D0416	1,307.0	1,357.0	3.8	1,704.0	6,338,880	1,741.9	6,479,868	1,742.0	6,567,340	1,742.0	6,567,340	140,988	228,460	87,472	0		
MITCHELL	062																	
WACONDA	D0272	560.5	534.5	-4.6	926.2	3,445,464	891.2	3,315,264	891.9	3,362,463	891.9	3,362,463	-130,200	-83,001	47,199	0		
BELOIT	D0273	811.6	815.0	0.4	1,201.2	4,468,464	1,206.6	4,488,552	1,207.7	4,553,029	1,207.7	4,553,029	20,088	84,565	64,477	0		
MONTGOMERY	063																	
CANEY VALLEY	D0436	959.5	959.0	-0.1	1,367.7	5,087,844	1,367.6	5,087,472	1,369.0	5,161,130	1,369.0	5,161,130	-372	73,286	73,658	0		
COFFEYVILLE	D0445	2,244.9	2,244.0	0.0	2,684.2	9,985,224	2,564.8	9,541,056	2,593.6	9,777,872	2,632.8	9,925,656	-444,168	-59,568	384,600	147,784		
INDEPENDENCE	D0446	2,228.8	2,228.8	0.0	2,552.6	9,495,672	2,495.3	9,282,516	2,521.2	9,504,924	2,540.4	9,577,308	-213,156	81,636	294,792	72,384		
CHERRYVALE	D0447	677.5	670.0	-1.1	1,029.5	3,829,740	1,020.6	3,796,632	1,022.7	3,855,579	1,022.7	3,855,579	-33,108	25,839	58,947	0		
MORRIS	064																	
MORRIS COUNTY	D0417	1,037.1	1,009.6	-2.7	1,522.7	5,664,444	1,491.4	5,548,008	1,492.7	5,627,479	1,494.3	5,633,511	-116,436	-30,933	85,503	6,032		
MORTON	065																	
ROLLA	D0217	206.3	214.3	3.9	416.9	1,550,868	422.4	1,571,328	423.0	1,594,710	423.0	1,594,710	20,460	43,842	23,382	0		
ELKHART	D0218	550.5	540.0	-1.9	862.5	3,208,500	887.1	3,300,012	888.4	3,349,268	888.4	3,349,268	91,512	140,768	49,256	0		
NEMAHA	066																	
SABETHA	D0441	1,038.5	1,010.0	-2.7	1,475.3	5,488,116	1,472.2	5,476,584	1,472.8	5,552,456	1,472.8	5,552,456	-11,532	64,340	75,872	0		
NEMAHA VALLEY S	D0442	519.3	514.0	-1.0	833.8	3,101,736	832.0	3,095,040	832.5	3,138,525	832.5	3,138,525	-6,696	36,789	43,485	0		
B & B	D0451	270.0	269.0	-0.4	489.3	1,820,196	488.9	1,818,708	489.2	1,844,284	489.2	1,844,284	-1,488	24,088	25,576	0		
NEOSHO	067																	
ERIE-ST PAUL	D0101	1,184.5	1,162.5	-1.9	1,640.7	6,103,404	1,620.4	6,027,888	1,621.8	6,114,186	1,621.8	6,114,186	-75,516	10,782	86,298	0		
CHANNUTE PUBLIC	D0413	1,954.5	1,956.0	0.1	2,214.9	8,239,428	2,178.0	8,102,160	2,201.2	8,298,524	2,213.1	8,343,387	-137,268	103,959	241,227	44,863		
NESS	068																	
NESS TRE LA GO	D0301	76.0	72.0	-5.3	195.1	725,772	168.6	627,192	168.7	635,999	174.9	659,373	-98,580	-66,399	32,181	23,374		
SMOKY HILL	D0302	160.5	144.5	-10.0	355.5	1,322,460	337.7	1,256,244	337.8	1,273,506	337.8	1,273,506	-66,216	-48,954	17,262	0		
NESS CITY	D0303	288.5	260.5	-9.7	499.5	1,858,140	486.0	1,807,920	486.1	1,832,597	486.1	1,832,597	-50,220	-25,543	24,677	0		
BAZINE	D0304	112.0	112.0	0.0	253.1	941,532	248.7	925,164	248.8	937,976	250.2	943,254	-16,368	1,722	18,090	0		

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		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)		
		1998-99				1999-00 CURRENT LAW				1999-00 SB-171 PLAN				1999-00 PROPOSED PLAN				
COUNTY NAME	#	EST	INCR/	FTE	GEN	FTE	GEN	FTE	GEN	FTE	GEN	FTE	GEN	DIFF	DIFF	DIFF	DIFF	
DISTRICT NAME	#	9-20-98	9-20-99	DECR	WEIGHTED	FUND	WEIGHTED	FUND	WEIGHTED	BUDGET	WEIGHTED	BUDGET	WEIGHTED	BUDGET	(7 - 5)	(11 - 5)	(11 - 7)	(11 - 9)
NORTON	069																	
NORTON COMMUNIT	D0211	748.5	745.0	-0.5	1,129.7	4,202,484	1,094.8	4,072,656	1,095.7	4,130,789	1,104.9	4,165,473	-129,828	-37,011	92,817	34,684		
NORTHERN VALLEY	D0212	196.5	193.5	-1.5	401.4	1,493,208	396.9	1,476,468	397.1	1,497,067	397.3	1,497,821	-16,740	4,613	21,353	754		
WEST SOLOMON VA	D0213	95.0	85.0	-10.5	236.2	878,664	217.7	809,844	217.9	821,483	217.9	821,483	-68,820	-57,181	11,639	0		
OSAGE	070																	
OSAGE CITY	D0420	745.0	727.0	-2.4	1,102.2	4,100,184	1,099.5	4,090,140	1,100.6	4,149,262	1,100.6	4,149,262	-10,044	49,078	59,122	0		
LYNDON	D0421	507.0	505.0	-0.4	813.7	3,026,964	807.7	3,004,644	808.0	3,046,160	808.9	3,049,553	-22,320	22,589	44,909	3,393		
SANTA FE TRAIL	D0434	1,317.0	1,317.0	0.0	1,767.3	6,574,356	1,741.2	6,477,264	1,742.8	6,570,356	1,751.8	6,604,286	-97,092	29,930	127,022	33,930		
BURLINGAME	D0454	366.4	365.0	-0.4	607.6	2,260,272	606.8	2,257,296	607.7	2,291,029	607.7	2,291,029	-2,976	30,757	33,733	0		
MARAIS DES CYGN	D0456	289.5	290.0	0.2	513.2	1,909,104	507.3	1,887,156	508.2	1,915,914	508.7	1,917,799	-21,948	8,695	30,643	1,885		
OSBORNE	071																	
OSBORNE COUNTY	D0392	496.5	496.0	-0.1	815.2	3,032,544	813.4	3,025,848	814.0	3,068,780	814.3	3,069,911	-6,696	37,367	44,063	1,131		
OTTAWA	072																	
NORTH OTTAWA CO	D0239	687.6	681.0	-1.0	1,142.3	4,249,356	1,108.3	4,122,876	1,108.7	4,179,799	1,122.1	4,230,317	-126,480	-19,039	107,441	50,518		
TWIN VALLEY	D0240	628.5	628.5	0.0	991.0	3,686,520	986.7	3,670,524	987.1	3,721,367	988.5	3,726,645	-15,996	40,125	56,121	5,278		
PAWNEE	073																	
FT LARNED	D0495	1,068.9	1,055.0	-1.3	1,503.7	5,593,764	1,488.4	5,536,848	1,490.1	5,617,677	1,490.8	5,620,316	-56,916	26,552	83,468	2,639		
PAWNEE HEIGHTS	D0496	159.0	161.0	1.3	359.8	1,338,456	345.9	1,286,748	346.1	1,304,797	350.6	1,321,762	-51,708	-16,694	35,014	16,965		
PHILLIPS	074																	
EASTERN HEIGHTS	D0324	194.5	195.0	0.3	398.9	1,483,908	399.0	1,484,280	399.5	1,506,115	399.5	1,506,115	372	22,207	21,835	0		
PHILLIPSBURG	D0325	698.5	669.0	-4.2	1,100.9	4,095,348	1,062.3	3,951,756	1,063.0	4,007,510	1,063.0	4,007,510	-143,592	-87,838	55,754	0		
LOGAN	D0326	208.5	206.0	-1.2	411.4	1,530,408	410.0	1,525,200	410.4	1,547,208	410.4	1,547,208	-5,208	16,800	22,008	0		
POTTAWATOMIE	075																	
WAMEGO	D0320	1,412.0	1,402.0	-0.7	1,777.7	6,613,044	1,771.8	6,591,096	1,772.8	6,683,456	1,772.8	6,683,456	-21,948	70,412	92,360	0		
XAW VALLEY	D0321	1,069.5	1,070.0	0.0	1,481.0	5,509,320	1,481.7	5,511,924	1,482.4	5,588,648	1,482.4	5,588,648	2,604	79,328	76,724	0		
ONAGA-HAVENSVIL	D0322	422.2	388.5	-8.0	745.0	2,771,400	705.1	2,622,972	705.2	2,658,604	705.2	2,658,604	-148,428	-112,796	35,632	0		
ROCK CREEK	D0323	775.2	792.0	2.2	1,201.7	4,470,324	1,225.4	4,558,488	1,225.7	4,620,889	1,225.7	4,620,889	88,164	150,565	62,401	0		
PRATT	076																	
PRATT	D0382	1,375.0	1,350.0	-1.8	1,749.9	6,509,628	1,737.6	6,463,872	1,740.1	6,560,177	1,740.1	6,560,177	-45,596	50,549	96,305	0		
SKYLINE SCHOOLS	D0438	346.0	339.0	-2.0	607.1	2,258,412	598.4	2,226,048	598.6	2,256,722	598.6	2,256,722	-32,364	-1,690	30,674	0		
RAWLINS	077																	
HERNDON	D0317	100.0	96.0	-4.0	242.9	903,588	227.6	846,672	227.8	858,806	230.2	867,854	-56,916	-35,734	21,182	9,048		
ATWOOD	D0318	433.0	383.0	-11.5	726.7	2,703,324	712.1	2,649,012	712.5	2,686,125	712.5	2,686,125	-54,312	-17,199	37,113	0		
RENO	078																	
HUTCHINSON PUBL	D0308	4,904.5	4,900.0	-0.1	5,474.0	20,363,280	5,383.6	20,026,992	5,444.9	20,527,273	5,473.9	20,636,603	-336,288	273,323	609,611	109,330		
NICKERSON	D0309	1,355.8	1,340.0	-1.2	1,745.5	6,493,260	1,735.1	6,454,572	1,737.5	6,550,375	1,737.5	6,550,375	-38,688	57,115	95,803	0		
FAIRFIELD	D0310	449.5	445.0	-1.0	764.5	2,843,940	763.4	2,839,848	763.8	2,879,526	763.8	2,879,526	-4,092	35,586	39,678	0		
BETTY PRAIRIE	D0311	328.7	335.0	1.9	554.1	2,061,252	562.7	2,093,244	562.9	2,122,133	562.9	2,122,133	31,992	60,881	28,889	0		
AVEN PUBLIC SC	D0312	1,125.1	1,130.0	0.4	1,558.0	5,795,760	1,563.2	5,815,104	1,563.7	5,895,149	1,563.7	5,895,149	19,344	99,389	80,045	0		

COUNTY NAME DISTRICT NAME	#	FTE ENROLLMENT		%	INCR/ DECR	FTE WEIGHTED 9-20-98	1998-99		1999-00 CURRENT LAW		1999-00 SB-171		PLAN		1999-00 PROPOSED PLAN		DIFP (7 - 5)	DIFP (11 - 5)	DIFP (11 - 7)	DIFP (11 - 9)
		9-20-98	9-20-99				GEN FUND BUDGET	FTE WEIGHTED 9-20-99	GEN FUND BUDGET	FTE WEIGHTED 9-20-99	GEN FUND BUDGET	FTE WEIGHTED 9-20-99	GEN FUND BUDGET	FTE WEIGHTED 9-20-99	GEN FUND BUDGET	DIFP				
RENO	078																			
BUHLER	D0313	2,217.7	2,204.0	-0.6	2,523.1	9,385,932	2,522.4	9,383,328	2,543.4	9,588,618	2,543.4	9,588,618	-2,604	202,686	205,290	0				
REPUBLIC	079																			
PIKE VALLEY	D0426	300.0	298.0	-0.7	530.5	1,973,460	516.7	1,922,124	516.9	1,948,713	519.8	1,959,646	-51,336	-13,814	37,522	10,933				
BELLEVILLE	D0427	606.0	610.0	0.7	980.2	3,646,344	961.2	3,575,664	961.9	3,626,363	966.7	3,644,459	-70,680	-1,885	68,795	18,096				
HILLCREST RURAL	D0455	152.6	140.0	-8.3	361.6	1,345,152	331.4	1,232,808	331.6	1,250,132	334.9	1,262,573	-112,344	-82,579	29,765	12,441				
RICE	080																			
STERLING	D0376	531.5	540.0	1.6	861.8	3,205,896	841.6	3,130,752	842.7	3,176,979	846.2	3,190,174	-75,144	-15,722	59,422	13,195				
CHASE	D0401	182.0	185.0	1.6	388.6	1,445,592	376.8	1,401,696	377.3	1,422,421	380.0	1,432,600	-43,896	-12,992	30,904	10,179				
LYONS	D0405	933.9	930.0	-0.4	1,341.0	4,988,520	1,324.3	4,926,396	1,326.9	5,002,413	1,332.0	5,021,640	-62,124	33,120	95,244	19,227				
LITTLE RIVER	D0444	275.3	270.0	-1.9	501.5	1,865,580	496.9	1,848,468	496.8	1,872,936	496.8	1,872,936	-17,112	7,356	24,468	0				
RILEY	081																			
RILEY COUNTY	D0378	628.4	620.0	-1.3	1,025.5	3,814,860	1,001.4	3,725,208	1,001.4	3,775,278	1,006.4	3,794,128	-89,652	-20,732	68,920	18,850				
MANHATTAN	D0383	5,830.7	5,879.4	0.8	6,590.1	24,515,172	6,550.3	24,367,116	6,612.0	24,927,240	6,612.0	24,927,240	-148,056	412,068	560,124	0				
BLUE VALLEY	D0384	303.5	305.0	0.5	543.9	2,023,308	543.6	2,022,192	543.6	2,049,372	543.6	2,049,372	-1,116	26,064	27,180	0				
ROOKS	082																			
PALCO	D0269	178.5	178.0	-0.3	374.5	1,393,140	372.7	1,386,444	373.0	1,406,210	373.0	1,406,210	-6,696	13,070	19,766	0				
PLAINVILLE	D0270	452.0	445.0	-1.5	715.4	2,661,288	718.1	2,671,332	718.7	2,709,499	718.7	2,709,499	10,044	48,211	38,167	0				
STOCKTON	D0271	436.6	432.0	-1.1	740.0	2,752,800	715.7	2,662,404	716.2	2,700,074	721.8	2,721,186	-90,396	-31,614	58,782	21,112				
RUSH	083																			
LACROSSE	D0395	357.5	355.0	-0.7	609.5	2,267,340	608.3	2,262,876	608.6	2,294,422	608.6	2,294,422	-4,464	27,082	31,546	0				
OTIS-BISON	D0403	335.5	317.0	-5.5	596.9	2,220,468	576.8	2,145,696	577.4	2,176,798	577.4	2,176,798	-74,772	-43,670	31,102	0				
RUSSELL	084																			
PARADISE	D0399	154.0	154.0	0.0	330.5	1,229,460	330.4	1,229,088	330.7	1,246,739	330.7	1,246,739	-372	17,279	17,651	0				
RUSSELL COUNTY	D0407	1,162.0	1,106.0	-4.8	1,599.5	5,950,140	1,558.2	5,796,504	1,559.9	5,880,823	1,559.9	5,880,823	-153,636	-69,317	84,319	0				
SALINE	085																			
SALINA	D0305	7,298.8	7,220.0	-1.1	8,001.0	29,763,720	8,002.1	29,767,812	8,086.9	30,487,613	8,086.9	30,487,613	4,092	723,893	719,801	0				
SOUTHEAST OF SA	D0306	677.0	675.0	-0.3	1,080.8	4,020,576	1,081.4	4,022,808	1,081.0	4,075,370	1,081.0	4,075,370	2,232	54,794	52,562	0				
ELL-SALINE	D0307	461.8	463.0	0.3	770.6	2,866,632	772.1	2,872,212	772.2	2,911,194	772.2	2,911,194	5,580	44,562	38,982	0				
SCOTT	086																			
SCOTT COUNTY	D0466	1,123.0	1,117.0	-0.5	1,552.7	5,776,044	1,531.4	5,696,808	1,532.9	5,779,033	1,538.3	5,799,391	-79,236	23,347	102,583	20,358				
SEDGWICK	087																			
WICHITA	D0259	45,138.0	44,922.7	-0.5	51,567.3	191,830,356	51,551.4	191,771,208	52,132.8	196,540,656	52,132.8	196,540,656	-59,148	4,710,300	4,769,448	0				
DERBY	D0260	6,673.0	6,750.0	1.2	7,406.6	27,552,552	7,488.7	27,857,964	7,557.9	28,493,283	7,557.9	28,493,283	305,412	940,731	635,319	0				
HAYSVILLE	D0261	4,231.1	4,443.0	5.0	4,749.2	17,667,024	4,974.2	18,504,024	5,018.9	18,921,253	5,018.9	18,921,253	837,000	1,254,229	417,229	0				
VALLEY CENTER P	D0262	2,298.5	2,328.0	1.3	2,560.4	9,524,688	2,593.3	9,647,076	2,615.5	9,860,435	2,615.5	9,860,435	122,388	335,747	213,359	0				
MULVANE	D0263	1,939.0	1,958.0	1.0	2,154.0	8,012,880	2,174.3	8,088,396	2,192.7	8,266,479	2,192.7	8,266,479	75,516	253,599	178,083	0				
CLEARWATER	D0264	1,144.0	1,164.0	1.7	1,545.8	5,750,376	1,565.2	5,822,544	1,565.2	5,900,804	1,565.2	5,900,804	72,168	150,428	78,260	0				
ADDARD	D0265	3,282.0	3,560.0	8.5	3,737.2	13,902,384	4,028.3	14,985,276	4,059.2	15,303,184	4,059.2	15,303,184	1,082,892	1,400,800	317,908	0				

2-12

COUNTY NAME	#	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
		DISTRICT NAME	FTE ENROLLMENT	EST	INCR/DECR	FTE WEIGHTED	GEN FUND BUDGET	FTE WEIGHTED	CURRENT LAW GEN FUND BUDGET	FTE WEIGHTED	1999-00 SB-171 GEN FUND BUDGET	1999-00 PROPOSED PLAN GEN FUND BUDGET	FTE WEIGHTED	DIFF (7 - 5)	DIFF (11 - 5)	DIFF (11 - 7)
SEDGWICK	087															
MAIZE	D0266	4,895.0	5,095.0	4.1	5,581.3	20,762,436	5,805.9	21,597,948	5,848.3	22,048,091	5,848.3	22,048,091	835,512	1,285,655	450,143	0
RENWICK	D0267	1,807.0	1,867.0	3.3	2,019.2	7,511,424	2,083.3	7,749,876	2,100.0	7,917,000	2,100.0	7,917,000	238,452	405,576	167,124	0
CHENEY	D0268	709.6	720.0	1.5	1,058.2	3,936,504	1,071.5	3,985,980	1,071.6	4,039,932	1,071.6	4,039,932	49,476	103,428	53,952	0
SEWARD	088															
LIBERAL	D0480	4,065.0	4,150.0	2.1	4,650.4	17,299,488	4,719.3	17,555,796	4,775.3	18,002,881	4,775.3	18,002,881	256,308	703,393	447,085	0
KISMET-PLAINS	D0483	693.5	668.0	-3.7	1,122.3	4,174,956	1,115.6	4,150,032	1,116.5	4,209,205	1,116.5	4,209,205	-24,924	34,249	59,173	0
SHAWNEE	089															
SEAMAN	D0345	3,181.7	3,158.0	-0.7	3,599.0	13,388,280	3,548.0	13,198,560	3,578.4	13,490,568	3,587.1	13,523,367	-189,720	135,087	324,807	32,799
SILVER LAKE	D0372	696.8	700.0	0.5	1,045.3	3,888,516	1,049.0	3,902,280	1,049.0	3,954,730	1,049.0	3,954,730	13,764	66,214	52,450	0
AUBURN WASHBURN	D0437	4,967.0	4,967.0	0.0	5,628.3	20,937,276	5,619.1	20,903,052	5,665.7	21,359,689	5,668.8	21,371,376	-34,224	434,100	468,324	11,687
SHAWNEE HEIGHTS	D0450	3,385.3	3,285.3	-3.0	3,902.2	14,516,184	3,865.3	14,378,916	3,896.1	14,688,297	3,896.1	14,688,297	-137,268	172,113	309,381	0
TOPEKA PUBLIC S	D0501	13,586.0	13,595.0	0.1	15,192.6	56,516,472	15,164.4	56,411,568	15,350.9	57,872,893	15,350.9	57,872,893	-104,904	1,356,421	1,461,325	0
SHERIDAN	090															
HOXIE COMMUNITY	D0412	446.5	427.0	-4.4	763.5	2,840,220	734.3	2,731,596	734.4	2,768,688	734.8	2,770,196	-108,624	-70,024	38,600	1,508
SHERMAN	091															
WOODLAND	D0352	1,156.8	1,150.0	-0.6	1,605.7	5,973,204	1,585.9	5,899,548	1,588.1	5,987,137	1,591.6	6,000,332	-73,656	27,128	100,784	13,195
SMITH	092															
SMITH CENTER	D0237	585.5	582.0	-0.6	986.0	3,667,920	942.2	3,504,984	943.0	3,555,110	956.2	3,604,874	-162,936	-63,046	99,890	49,764
WEST SMITH COUN	D0238	195.5	197.0	0.8	394.9	1,469,028	392.5	1,460,100	392.6	1,480,102	392.6	1,480,102	-8,928	11,074	20,002	0
STAFFORD	093															
STAFFORD	D0349	337.8	335.0	-0.8	560.2	2,083,944	560.9	2,086,548	562.1	2,119,117	562.1	2,119,117	2,604	35,173	32,569	0
ET JOHN-HUDSON	D0350	443.0	425.0	-4.1	760.0	2,827,200	725.0	2,697,000	725.6	2,735,512	728.8	2,747,576	-130,200	-79,624	50,576	12,064
MACKSVILLE	D0351	295.0	285.0	-3.4	530.1	1,971,972	511.4	1,902,408	511.9	1,929,863	513.1	1,934,387	-69,564	-37,585	31,979	4,524
STANTON	094															
STANTON COUNTY	D0452	539.5	538.6	-0.2	912.2	3,393,384	913.0	3,396,360	914.0	3,445,780	914.0	3,445,780	2,976	52,396	49,420	0
STEVENS	095															
MOSCOW PUBLIC S	D0209	193.1	194.0	0.5	418.6	1,557,192	402.9	1,498,788	403.3	1,520,441	408.4	1,539,668	-58,404	-17,524	40,880	19,227
HUGOTON PUBLIC	D0210	963.5	963.5	0.0	1,394.2	5,186,424	1,358.5	5,053,620	1,360.3	5,128,331	1,372.4	5,173,948	-132,804	-12,476	120,328	45,617
SUMNER	096															
YELLINGTON	D0353	1,971.7	1,980.0	0.4	2,230.9	8,298,948	2,213.2	8,233,104	2,235.7	8,428,589	2,238.4	8,438,768	-65,844	139,820	205,664	10,179
CONWAY SPRINGS	D0356	553.3	560.0	1.2	869.5	3,234,540	878.6	3,268,392	878.9	3,313,453	878.9	3,313,453	33,852	78,913	45,061	0
BELLE PLAINE	D0357	836.5	840.0	0.4	1,244.2	4,628,424	1,248.6	4,644,792	1,249.7	4,711,369	1,249.7	4,711,369	16,368	82,945	66,577	0
OXFORD	D0358	457.0	470.0	2.8	792.7	2,948,844	730.3	2,716,716	731.1	2,756,247	738.2	2,783,014	-232,128	-165,830	66,298	26,767
ARGONIA PUBLIC	D0359	270.0	280.0	3.7	480.5	1,787,460	491.1	1,826,892	491.2	1,851,824	491.2	1,851,824	39,432	64,364	24,932	0
CALDWELL	D0360	344.0	330.0	-4.1	559.3	2,080,596	559.1	2,079,852	559.6	2,109,692	559.6	2,109,692	-744	29,096	29,840	0
SOUTH HAVEN	D0509	263.5	257.0	-2.5	468.5	1,742,820	468.5	1,742,820	468.9	1,767,753	468.9	1,767,753	0	24,933	24,933	0

2-12

COUNTY NAME DISTRICT NAME	#	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)		
		FTE ENROLLMENT				1998-99		1999-00 CURRENT LAW		1999-00 SB-171		1999-00 PROPOSED PLAN		DIFF	DIFF	DIFF	DIFF	
		EST	EST	INCR/ DECR	FTE WEIGHTED	GEN FUND BUDGET	FTE WEIGHTED	GEN FUND BUDGET	FTE WEIGHTED	GEN FUND BUDGET	FTE WEIGHTED	GEN FUND BUDGET	FTE WEIGHTED	GEN FUND BUDGET	(7 - 5)	(11 - 5)	(11 - 7)	(11 - 9)
THOMAS	097																	
BREWSTER	D0314	160.5	160.0	-0.3	341.1	1,268,892	336.1	1,250,292	336.1	1,267,097	337.1	1,270,867	-18,600	1,975	20,575	3,770		
COLBY PUBLIC SC	D0315	1,123.5	1,084.0	-3.5	1,592.1	5,922,612	1,555.0	5,784,600	1,556.1	5,866,497	1,556.1	5,866,497	-138,012	-56,115	81,897	0		
GOLDEN PLAINS	D0316	176.0	170.0	-3.4	384.9	1,431,828	369.7	1,375,284	370.0	1,394,900	371.9	1,402,063	-56,544	-29,765	26,779	7,163		
TREGO	098																	
WAKEENEY	D0208	574.5	523.5	-8.9	947.7	3,525,444	915.8	3,406,776	916.2	3,454,074	916.2	3,454,074	-118,668	-71,370	47,298	0		
WABAUNSEE	099																	
MILL CREEK VALL	D0329	558.5	560.0	0.3	917.7	3,413,844	916.8	3,410,496	917.0	3,457,090	917.0	3,457,090	-3,348	43,246	46,594	0		
WABAUNSEE EAST	D0330	636.0	620.0	-2.5	1,020.7	3,797,004	1,016.2	3,780,264	1,016.4	3,831,828	1,016.4	3,831,828	-16,740	34,824	51,564	0		
WALLACE	100																	
WALLACE COUNTY	D0241	306.0	293.5	-4.1	532.7	1,981,644	520.3	1,935,516	520.8	1,963,416	520.8	1,963,416	-46,128	-18,228	27,900	0		
WESKAN	D0242	125.0	128.0	2.4	272.6	1,014,072	298.9	1,111,908	301.5	1,136,655	301.5	1,136,655	97,836	122,583	24,747	0		
WASHINGTON	101																	
NORTH CENTRAL	D0221	160.5	158.0	-1.6	348.7	1,297,164	348.6	1,296,792	348.9	1,315,353	348.9	1,315,353	-372	18,189	18,561	0		
WASHINGTON SCHO	D0222	378.0	355.0	-6.1	619.7	2,305,284	619.4	2,304,168	619.7	2,336,269	619.7	2,336,269	-1,116	30,985	32,101	0		
BARNES	D0223	392.1	393.0	0.2	676.8	2,517,696	679.3	2,526,996	679.6	2,562,092	679.6	2,562,092	9,300	44,396	35,096	0		
CLIFTON-CLYDE	D0224	389.0	380.0	-2.3	672.2	2,500,584	650.5	2,419,860	651.1	2,454,647	652.8	2,461,056	-80,724	-39,528	41,196	6,409		
WICHITA	102																	
LEOTI	D0467	476.0	470.0	-1.3	842.1	3,132,612	789.6	2,937,312	790.1	2,978,677	804.6	3,033,342	-195,300	-99,270	96,030	54,665		
WILSON	103																	
ALTOONA-MIDWAY	D0387	359.5	350.0	-2.6	617.9	2,298,588	615.2	2,288,544	615.6	2,320,812	615.6	2,320,812	-10,044	22,224	32,268	0		
TEODESHA	D0461	764.0	764.0	0.0	1,175.8	4,373,976	1,127.7	4,195,044	1,129.8	4,259,346	1,145.9	4,320,043	-178,932	-53,933	124,999	60,697		
FREDONIA	D0484	885.0	872.0	-1.5	1,347.8	5,013,816	1,303.3	4,848,276	1,305.1	4,920,227	1,314.5	4,955,665	-165,540	-58,151	107,389	35,438		
WOODSON	104																	
WOODSON	D0366	621.5	610.0	-1.9	1,025.5	3,814,860	979.3	3,642,996	980.7	3,697,239	991.4	3,737,578	-171,864	-77,282	94,582	40,339		
WYANDOTTE	105																	
TURNER-KANSAS C	D0202	3,665.3	3,672.0	0.2	4,227.9	15,727,788	4,118.9	15,322,308	4,162.5	15,692,625	4,196.1	15,819,297	-405,480	91,509	496,989	126,672		
PIPER-KANSAS CI	D0203	1,282.0	1,300.0	1.4	1,673.4	6,225,048	1,692.9	6,297,588	1,692.2	6,379,594	1,692.2	6,379,594	72,540	154,546	82,006	0		
BONNER SPRINGS	D0204	2,131.1	2,181.1	2.3	2,389.1	8,887,452	2,442.7	9,086,844	2,465.6	9,295,312	2,465.6	9,295,312	199,392	407,860	208,468	0		
KANSAS CITY	D0500	20,095.6	20,234.1	0.7	23,065.6	85,804,032	23,089.7	85,893,684	23,384.6	88,159,942	23,384.6	88,159,942	89,652	2,355,910	2,266,258	0		
STATE TOTALS		450,150.4	451,333.5	-207.0	570,259.6	2,121,365,712	569,258.8	2,117,642,736	572,845.6	2,159,627,912	573,668.7	2,162,730,999	-3,722,976	41,365,287	45,088,263	3,103,087		



March 23, 1999

TO: Senate Education Committee

FROM: Dale M. Dennis, Deputy
Commissioner of Education

SUBJECT: Comparison of School Finance Proposals

Attached is a computer printout (L9954) which compares three different school finance proposals. Listed below is a column explanation of this printout.

COLUMN EXPLANATION

- Column 1 -- 1999-2000 Estimated general fund budget as per Senate Bill 171, as recommended by the Governor (Computer printout **L9902**)
- Increases at-risk weighting from 8% to 9%
 - Increases correlation weighting from 5.4183% (1750 FTE) to 6.321% (1725 FTE)
 - Increases base state aid per pupil from \$3,720 to \$3,755
 - Increases the number of four-year-old at-risk preschool students by 444 students.
- Column 2 -- 1999-2000 Estimated general fund budget (Computer printout **L9909**)
- Same as Column 1 (L9902) except BSAPP increased by \$50 (\$3,720 to \$3,770)
 - Counts four-year-old at-risk preschool students in addition to regular enrollment count
- Column 3 -- 1999-2000 Estimated general fund budget (Computer printout **L9953**)
- Same as Column 2 (L9909) except enrollment count is based upon the current year or prior year, whichever is higher. This plan adds another option which is a three-year average.
- Column 4 -- Difference (Column 3 - 1)
- Column 5 -- Difference (Column 3 - 2)

Senate Education
Attachment 3
3-23-99

RUN# L9954

PROCESSED ON 03/22/99

PAGE 1

(1) (2) (3) (4) (5)

+-----1999-00 PROPOSED BUDGET -----+						
COUNTY NAME	#				DIFF	DIFF
DISTRICT NAME	#	L9902	L9909	L9953	(3 - 1)	(3 - 2)

ALLEN	001					
MARMATON VALLEY	D0256	2,640,892	2,651,064	2,687,633	46,741	36,569
IOLA	D0257	7,341,776	7,369,973	7,381,283	39,507	11,310
HUMBOLDT	D0258	3,138,054	3,150,212	3,150,212	12,158	0
ANDERSON	002					
GARNETT	D0365	5,851,041	5,873,283	5,901,181	50,140	27,898
CREST	D0479	2,082,899	2,090,465	2,090,465	7,566	0
ATCHISON	003					
ATCHISON CO COM	D0377	4,673,473	4,690,634	4,690,634	17,161	0
ATCHISON PUBLIC	D0409	7,160,410	7,188,259	7,201,454	41,044	13,195
BARBER	004					
BARBER COUNTY N	D0254	4,315,246	4,331,730	4,349,449	34,203	17,719
SOUTH BARBER	D0255	2,102,049	2,109,692	2,137,967	35,918	28,275
BARTON	005					
CLAFLIN	D0354	2,038,214	2,045,979	2,097,251	59,037	51,272
ELLINWOOD PUBLI	D0355	3,492,526	3,506,477	3,506,477	13,951	0
GREAT BEND	D0428	15,063,183	15,122,224	15,122,224	59,041	0
HOISINGTON	D0431	4,169,177	4,185,454	4,222,400	53,223	36,946
BOURBON	006					
FORT SCOTT	D0234	9,095,361	9,130,186	9,130,563	35,202	377
UNIONTOWN	D0235	3,218,411	3,230,136	3,230,136	11,725	0
BROWN	007					
HIAWATHA	D0415	5,867,563	5,889,494	5,897,411	29,848	7,917
SOUTH BROWN COU	D0430	4,255,917	4,272,164	4,294,030	38,113	21,866
BUTLER	008					
BLUESTEM	D0205	4,561,199	4,578,288	4,578,288	17,089	0
REMINGTON-WHITE	D0206	3,436,576	3,449,173	3,449,173	12,597	0
CIRCLE	D0375	6,813,448	6,839,157	6,839,157	25,709	0
ANDOVER	D0385	12,586,385	12,634,778	12,634,778	48,393	0
ROSE HILL PUBLI	D0394	7,523,518	7,552,441	7,552,441	28,923	0
DOUGLASS PUBLIC	D0396	4,904,030	4,922,866	4,922,866	18,836	0
AUGUSTA	D0402	9,298,882	9,334,897	9,334,897	36,015	0
EL DORADO	D0490	9,227,537	9,263,644	9,280,986	53,449	17,342
FLINTHILLS	D0492	2,220,707	2,228,824	2,228,824	8,117	0
CHASE	009					
CHASE COUNTY	D0284	3,102,381	3,113,643	3,161,145	58,764	47,502

(1) (2) (3) (4) (5)

		+-----1999-00 PROPOSED BUDGET -----+			DIFF	DIFF
COUNTY NAME	#	L9902	L9909	L9953	(3 - 1)	(3 - 2)
DISTRICT NAME	#					

CHAUTAUQUA	010					
CEDAR VALE	D0285	1,522,653	1,528,358	1,547,585	24,932	19,227
CHAUTAUQUA COUN	D0286	3,231,553	3,243,708	3,253,510	21,957	9,802
CHEROKEE	011					
RIVERTON	D0404	4,729,798	4,747,938	4,747,938	18,140	0
COLUMBUS	D0493	6,865,267	6,891,183	6,917,950	52,683	26,767
GALENA	D0499	4,346,413	4,363,775	4,363,775	17,362	0
BAXTER SPRINGS	D0508	4,781,993	4,801,095	4,803,357	21,364	2,262
CHEYENNE	012					
CHEYLIN	D0103	1,503,502	1,509,131	1,509,131	5,629	0
ST FRANCIS COMM	D0297	2,711,861	2,722,317	2,722,317	10,456	0
CLARK	013					
MINNEOLA	D0219	1,795,641	1,802,437	1,802,437	6,796	0
ASHLAND	D0220	1,704,019	1,710,449	1,710,449	6,430	0
CLAY	014					
CLAY CENTER	D0379	7,190,825	7,218,042	7,239,531	48,706	21,489
CLOUD	015					
CONCORDIA	D0333	6,393,263	6,418,048	6,418,048	24,785	0
SOUTHERN CLOUD	D0334	1,780,997	1,787,734	1,801,683	20,686	13,949
COFFEY	016					
LEBO-WAVERLY	D0243	3,427,564	3,440,502	3,456,336	28,772	15,834
BURLINGTON	D0244	4,926,560	4,945,863	4,955,288	28,728	9,425
LEROY-GRIDLEY	D0245	2,243,613	2,252,198	2,252,198	8,585	0
COMANCHE	017					
COMANCHE COUNTY	D0300	2,213,573	2,221,661	2,241,642	28,069	19,981
COWLEY	018					
CENTRAL	D0462	2,578,559	2,587,728	2,598,284	19,725	10,556
UDALL	D0463	2,013,431	2,021,097	2,063,698	50,267	42,601
WINFIELD	D0465	11,403,935	11,447,982	11,486,059	82,124	38,077
ARKANSAS CITY	D0470	12,477,114	12,525,448	12,556,362	79,248	30,914
DEXTER	D0471	1,506,882	1,512,524	1,512,524	5,642	0
CRAWFORD	019					
NORTHEAST	D0246	3,437,703	3,450,681	3,471,416	33,713	20,735
CHEROKEE	D0247	4,729,423	4,747,561	4,747,561	18,138	0
GIRARD	D0248	5,831,891	5,854,433	5,854,433	22,542	0
FRONTENAC PUBLI	D0249	3,682,529	3,697,239	3,697,239	14,710	0
PITTSBURG	D0250	11,040,827	11,084,177	11,118,107	77,280	33,930

(1) (2) (3) (4) (5)

+-----1999-00 PROPOSED BUDGET -----+						
COUNTY NAME	#				DIFF	DIFF
DISTRICT NAME	#	L9902	L9909	L9953	(3 - 1)	(3 - 2)

DECATUR 020						
OBERLIN	D0294	3,377,998	3,390,738	3,390,738	12,740	0
PRAIRIE HEIGHTS	D0295	790,803	793,962	793,962	3,159	0
DICKINSON 021						
SOLOMON	D0393	2,601,089	2,611,102	2,611,102	10,013	0
ABILENE	D0435	6,783,783	6,810,505	6,810,505	26,722	0
CHAPMAN	D0473	6,443,956	6,468,189	6,468,189	24,233	0
RURAL VISTA	D0481	2,808,365	2,819,206	2,819,206	10,841	0
HERINGTON	D0487	3,288,629	3,301,766	3,319,862	31,233	18,096
DONIPHAN 022						
WATHENA	D0406	2,458,774	2,468,219	2,516,475	57,701	48,256
HIGHLAND	D0425	1,833,191	1,840,137	1,852,201	19,010	12,064
TROY PUBLIC SCH	D0429	2,439,624	2,448,992	2,485,938	46,314	36,946
MIDWAY SCHOOLS	D0434	1,664,216	1,670,487	1,670,487	6,271	0
ELWOOD	D0486	2,063,748	2,071,992	2,071,992	8,244	0
DOUGLAS 023						
BALDWIN CITY	D0348	6,183,734	6,207,682	6,207,682	23,948	0
EUDORA	D0491	5,616,729	5,638,789	5,638,789	22,060	0
LAWRENCE	D0497	42,160,389	42,326,167	42,326,167	165,778	0
EDWARDS 024						
KINSLEY-OFFERLE	D0347	2,253,751	2,262,377	2,269,917	16,166	7,540
LEWIS	D0502	1,413,007	1,418,651	1,420,913	7,906	2,262
ELK 025						
WEST ELK	D0282	3,286,752	3,298,750	3,320,616	33,864	21,866
ELK VALLEY	D0283	1,748,328	1,754,935	1,754,935	6,607	0
ELLIS 026						
ELLIS	D0388	2,259,384	2,268,032	2,268,032	8,648	0
VICTORIA	D0432	1,901,908	1,909,128	1,909,128	7,220	0
HAYS	D0489	14,799,206	14,856,062	14,934,855	135,649	78,793
ELLSWORTH 027						
ELLSWORTH	D0327	4,352,796	4,369,053	4,472,728	119,932	103,675
LORRAINE	D0328	3,408,414	3,420,898	3,420,898	12,484	0
FINNEY 028						
HOLCOMB	D0363	4,838,318	4,857,268	4,857,268	18,950	0
GARDEN CITY	D0457	32,086,851	32,209,372	32,209,372	122,521	0
FORD 029						
SPEARVILLE	D0381	2,201,932	2,210,351	2,210,351	8,419	0
DODGE CITY	D0443	21,989,280	22,074,481	22,074,481	85,201	0
BUCKLIN	D0459	2,224,462	2,232,971	2,232,971	8,509	0

(1) (2) (3) (4) (5)

		+-----1999-00 PROPOSED BUDGET -----+			DIFF	DIFF
COUNTY NAME	#	L9902	L9909	L9953	(3 - 1)	(3 - 2)
DISTRICT NAME	#					

FRANKLIN	030					
WEST FRANKLIN	D0287	5,184,904	5,204,108	5,204,108	19,204	0
CENTRAL HEIGHTS	D0288	4,208,980	4,224,662	4,224,662	15,682	0
WELLSVILLE	D0289	4,439,912	4,457,271	4,457,271	17,359	0
OTTAWA	D0290	9,657,109	9,694,932	9,708,127	51,018	13,195
GEARY	031					
JUNCTION CITY	D0475	26,405,160	26,508,755	26,508,755	103,595	0
GOVE	032					
GRINNELL PUBLIC	D0291	1,273,321	1,278,407	1,288,209	14,888	9,802
WHEATLAND	D0292	1,473,838	1,479,348	1,479,348	5,510	0
QUINTER PUBLIC	D0293	2,412,588	2,421,848	2,421,848	9,260	0
GRAHAM	033					
WEST GRAHAM-MOR	D0280	774,281	777,374	823,368	49,087	45,994
HILL CITY	D0281	2,580,812	2,590,744	2,600,923	20,111	10,179
GRANT	034					
ULYSSES	D0214	7,671,841	7,700,979	7,700,979	29,138	0
GRAY	035					
CIMARRON-ENSIGN	D0102	3,717,075	3,731,546	3,731,546	14,471	0
MONTEZUMA	D0371	1,598,128	1,604,135	1,604,135	6,007	0
COPELAND	D0476	1,074,306	1,078,220	1,078,220	3,914	0
INGALLS	D0477	1,877,876	1,885,000	1,900,080	22,204	15,080
GREELEY	036					
GREELEY COUNTY	D0200	2,044,598	2,052,011	2,063,321	18,723	11,310
GREENWOOD	037					
MADISON-VIRGIL	D0386	1,860,227	1,867,281	1,867,281	7,054	0
EUREKA	D0389	4,566,456	4,583,943	4,583,943	17,487	0
HAMILTON	D0390	1,001,834	1,005,836	1,037,127	35,293	31,291
HAMILTON	038					
SYRACUSE	D0494	3,125,287	3,137,394	3,137,394	12,107	0
HARPER	039					
ANTHONY-HARPER	D0361	5,786,831	5,808,439	5,808,439	21,608	0
ATTICA	D0511	1,263,182	1,268,228	1,299,142	35,960	30,914
HARVEY	040					
BURRTON	D0369	1,643,188	1,649,752	1,665,209	22,021	15,457
NEWTON	D0373	14,543,115	14,600,456	14,600,456	57,341	0
SEDGWICK PUBLIC	D0439	2,748,660	2,759,640	2,759,640	10,980	0
HALSTEAD	D0440	4,278,823	4,295,161	4,335,123	56,300	39,962
HESSTON	D0460	4,547,305	4,565,093	4,577,534	30,229	12,441

(1) (2) (3) (4) (5)

+-----1999-00 PROPOSED BUDGET -----+						
COUNTY NAME	#				DIFF	DIFF
DISTRICT NAME	#	L9902	L9909	L9953	(3 - 1)	(3 - 2)

HASKELL	041					
SUBLETTE	D0374	3,022,400	3,034,096	3,034,096	11,696	0
SATANTA	D0507	2,761,052	2,771,704	2,771,704	10,652	0
HODGEMAN	042					
JETMORE	D0227	2,099,045	2,107,053	2,107,053	8,008	0
HANSTON	D0228	1,124,623	1,129,115	1,138,163	13,540	9,048
JACKSON	043					
NORTH JACKSON	D0335	2,709,984	2,720,055	2,720,055	10,071	0
HOLTON	D0336	5,617,856	5,639,543	5,639,543	21,687	0
ROYAL VALLEY	D0337	4,875,868	4,893,837	4,901,000	25,132	7,163
JEFFERSON	044					
VALLEY FALLS	D0338	2,800,104	2,810,912	2,813,551	13,447	2,639
JEFFERSON COUNT	D0339	2,961,944	2,973,022	2,973,022	11,078	0
JEFFERSON WEST	D0340	5,118,441	5,137,756	5,137,756	19,315	0
OSKALOOSA PUBLI	D0341	4,264,929	4,281,212	4,317,781	52,852	36,569
MCLOUTH	D0342	3,398,651	3,411,473	3,451,058	52,407	39,585
PERRY PUBLIC SC	D0343	5,651,651	5,672,719	5,688,930	37,279	16,211
JEWELL	045					
WHITE ROCK	D0104	1,717,537	1,724,021	1,724,021	6,484	0
MANKATO	D0278	1,804,653	1,811,485	1,813,747	9,094	2,262
JEWELL	D0279	1,455,438	1,460,875	1,460,875	5,437	0
JOHNSON	046					
BLUE VALLEY	D0229	73,605,510	73,872,396	73,872,396	266,886	0
SPRING HILL	D0230	6,555,479	6,580,535	6,580,535	25,056	0
GARDNER-EDGERTO	D0231	10,312,357	10,352,043	10,352,043	39,686	0
DESOTO	D0232	13,076,788	13,127,140	13,127,140	50,352	0
OLATHE	D0233	81,324,288	81,635,580	81,635,580	311,292	0
SHAWNEE MISSION	D0512	125,758,330	126,253,530	126,279,920	521,590	26,390
KEARNY	047					
LAKIN	D0215	4,178,564	4,194,502	4,194,502	15,938	0
DEERFIELD	D0216	2,427,983	2,437,682	2,453,893	25,910	16,211
KINGMAN	048					
KINGMAN-NORWICH	D0331	6,169,090	6,192,602	6,192,602	23,512	0
CUNNINGHAM	D0332	2,141,477	2,149,277	2,160,210	18,733	10,933
KIOWA	049					
GREENSBURG	D0422	1,850,089	1,857,479	1,865,773	15,684	8,294
MULLINVILLE	D0424	924,481	927,797	927,797	3,316	0
HAVILAND	D0474	1,349,923	1,354,938	1,354,938	5,015	0

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+-----1999-00 PROPOSED BUDGET -----+						
COUNTY NAME	#				DIFF	DIFF
DISTRICT NAME	#	L9902	L9909	L9953	(3 - 1)	(3 - 2)

LABETTE	050					
PARSONS	D0503	7,284,325	7,313,046	7,371,481	87,156	58,435
OSWEGO	D0504	2,901,864	2,913,456	2,913,456	11,592	0
CHECTOPA	D0505	1,783,625	1,790,750	1,790,750	7,125	0
LABETTE COUNTY	D0506	8,118,310	8,148,478	8,180,523	62,213	32,045
LANE	051					
HEALY PUBLIC SC	D0468	886,556	890,097	902,538	15,982	12,441
DIGHTON	D0482	2,138,848	2,147,015	2,147,015	8,167	0
LEAVENWORTH	052					
FT LEAVENWORTH	D0207	6,867,895	6,895,330	6,909,656	41,761	14,326
EASTON	D0449	4,154,157	4,169,620	4,169,620	15,463	0
LEAVENWORTH	D0453	16,908,390	16,975,556	17,127,110	218,720	151,554
BASEHOR-LINWOOD	D0458	7,421,382	7,449,520	7,449,520	28,138	0
TONGANOXIE	D0464	6,885,168	6,911,541	6,915,688	30,520	4,147
LANSING	D0469	7,945,956	7,976,943	7,976,943	30,987	0
LINCOLN	053					
LINCOLN	D0298	2,599,587	2,609,217	2,609,217	9,630	0
SYLVAN GROVE	D0299	1,538,424	1,544,192	1,546,831	8,407	2,639
LINN	054					
PLEASANTON	D0344	2,584,567	2,594,514	2,594,514	9,947	0
JAYHAWK	D0346	3,600,294	3,613,545	3,613,545	13,251	0
PRAIRIE VIEW	D0362	5,276,151	5,295,342	5,318,716	42,565	23,374
LOGAN	055					
OAKLEY	D0274	3,139,180	3,150,966	3,184,519	45,339	33,553
TRIPLAINS	D0275	810,705	813,943	833,924	23,219	19,981
LYON	056					
NORTH LYON COUN	D0251	4,210,482	4,226,170	4,265,755	55,273	39,585
SOUTHERN LYON C	D0252	3,912,710	3,927,586	3,930,602	17,892	3,016
EMPORIA	D0253	20,200,774	20,278,830	20,278,830	78,056	0
MARION	057					
CENTRE	D0397	2,068,254	2,075,762	2,075,762	7,508	0
PEABODY-BURNS	D0398	2,833,523	2,844,465	2,844,465	10,942	0
MARION	D0408	4,121,488	4,137,198	4,137,198	15,710	0
DURHAM-HILLSBOR	D0410	4,193,960	4,209,959	4,238,988	45,028	29,029
GOESSEL	D0411	1,974,755	1,982,643	1,982,643	7,888	0
MARSHALL	058					
MARYSVILLE	D0364	5,277,653	5,297,981	5,300,243	22,590	2,262
VERMILLION	D0380	3,759,131	3,773,016	3,773,016	13,885	0
AXTELL	D0488	2,335,986	2,344,940	2,344,940	8,954	0
VALLEY HEIGHTS	D0498	3,151,947	3,163,784	3,163,784	11,837	0

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		+-----1999-00 PROPOSED BUDGET -----+				
COUNTY NAME	#				DIFF	DIFF
DISTRICT NAME	#	L9902	L9909	L9953	(3 - 1)	(3 - 2)

MCPHERSON	059					
SMOKY VALLEY	D0400	5,340,361	5,360,563	5,363,579	23,218	3,016
MCPHERSON	D0418	11,349,863	11,394,825	11,394,825	44,962	0
CANTON-GALVA	D0419	2,621,366	2,631,460	2,631,460	10,094	0
MOUNDRIDGE	D0423	2,733,265	2,743,429	2,755,116	21,851	11,687
INMAN	D0448	2,905,995	2,917,226	2,917,603	11,608	377
MEADE	060					
FOWLER	D0225	1,299,606	1,304,797	1,316,107	16,501	11,310
MEADE	D0226	2,734,391	2,744,937	2,744,937	10,546	0
MIAMI	061					
OSAWATOMIE	D0367	6,276,483	6,300,801	6,300,801	24,318	0
PAOLA	D0368	8,911,742	8,945,456	8,945,456	33,714	0
LOUISBURG	D0416	6,542,712	6,567,340	6,567,340	24,628	0
MITCHELL	062					
WACONDA	D0272	3,349,460	3,362,463	3,362,463	13,003	0
BELOIT	D0273	4,535,289	4,553,029	4,553,029	17,740	0
MONTGOMERY	063					
CANEY VALLEY	D0436	5,141,346	5,161,130	5,161,130	19,784	0
COFFEYVILLE	D0445	9,739,719	9,777,872	9,925,656	185,937	147,784
INDEPENDENCE	D0446	9,468,233	9,504,924	9,577,308	109,075	72,384
CHERRYVALE	D0447	3,840,239	3,855,579	3,855,579	15,340	0
MORRIS	064					
MORRIS COUNTY	D0417	5,606,215	5,627,479	5,633,511	27,296	6,032
MORTON	065					
ROLLA	D0217	1,588,741	1,594,710	1,594,710	5,969	0
ELKHART	D0218	3,336,318	3,349,268	3,349,268	12,950	0
NEMAHA	066					
SABETHA	D0441	5,531,491	5,552,456	5,552,456	20,965	0
NEMAHA VALLEY S	D0442	3,126,413	3,138,525	3,138,525	12,112	0
B & B	D0451	1,837,322	1,844,284	1,844,284	6,962	0
NEOSHO	067					
ERIE-ST PAUL	D0101	6,091,361	6,114,186	6,114,186	22,825	0
CHANUTE PUBLIC	D0413	8,266,257	8,298,524	8,343,387	77,130	44,863
NESS	068					
NES TRE LA GO	D0301	633,469	635,999	659,373	25,904	23,374
SMOKY HILL	D0302	1,268,815	1,273,506	1,273,506	4,691	0
NESS CITY	D0303	1,825,681	1,832,597	1,832,597	6,916	0
BAZINE	D0304	934,620	937,976	943,254	8,634	5,278

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COUNTY NAME	#				DIFF	DIFF
DISTRICT NAME	#	L9902	L9909	L9953	(3 - 1)	(3 - 2)

NORTON 069						
NORTON COMMUNIT	D0211	4,114,729	4,130,789	4,165,473	50,744	34,684
NORTHERN VALLEY	D0212	1,491,486	1,497,067	1,497,821	6,335	754
WEST SOLOMON VA	D0213	818,215	821,483	821,483	3,268	0
OSAGE 070						
OSAGE CITY	D0420	4,133,129	4,149,262	4,149,262	16,133	0
LYNDON	D0421	3,034,416	3,046,160	3,049,553	15,137	3,393
SANTA FE TRAIL	D0434	6,545,341	6,570,356	6,604,286	58,945	33,930
BURLINGAME	D0454	2,282,289	2,291,029	2,291,029	8,740	0
MARAIS DES CYGN	D0456	1,908,667	1,915,914	1,917,799	9,132	1,885
OSBORNE 071						
OSBORNE COUNTY	D0392	3,057,321	3,068,780	3,069,911	12,590	1,131
OTTAWA 072						
NORTH OTTAWA CO	D0239	4,164,671	4,179,799	4,230,317	65,646	50,518
TWIN VALLEY	D0240	3,707,312	3,721,367	3,726,645	19,333	5,278
PAWNEE 073						
FT LARNED	D0495	5,596,077	5,617,677	5,620,316	24,239	2,639
PAWNEE HEIGHTS	D0496	1,299,981	1,304,797	1,321,762	21,781	16,965
PHILLIPS 074						
EASTERN HEIGHTS	D0324	1,500,498	1,506,115	1,506,115	5,617	0
PHILLIPSBURG	D0325	3,992,316	4,007,510	4,007,510	15,194	0
LOGAN	D0326	1,541,428	1,547,208	1,547,208	5,780	0
POTTAWATOMIE 075						
WAMEGO	D0320	6,657,615	6,683,456	6,683,456	25,841	0
KAW VALLEY	D0321	5,567,163	5,588,648	5,588,648	21,485	0
ONAGA-HAVENSVIL	D0322	2,648,402	2,658,604	2,658,604	10,202	0
ROCK CREEK	D0323	4,604,006	4,620,889	4,620,889	16,883	0
PRATT 076						
PRATT	D0382	6,534,451	6,560,177	6,560,177	25,726	0
SKYLINE SCHOOLS	D0438	2,248,494	2,256,722	2,256,722	8,228	0
RAWLINS 077						
HERNDON	D0317	855,765	858,806	867,854	12,089	9,048
ATWOOD	D0318	2,676,189	2,686,125	2,686,125	9,936	0
RENO 078						
HUTCHINSON PUBL	D0308	20,445,600	20,527,273	20,636,603	191,003	109,330
NICKERSON	D0309	6,525,439	6,550,375	6,550,375	24,936	0
FAIRFIELD	D0310	2,869,196	2,879,526	2,879,526	10,330	0
PETTY PRAIRIE	D0311	2,114,065	2,122,133	2,122,133	8,068	0
HAVEN PUBLIC SC	D0312	5,872,820	5,895,149	5,895,149	22,329	0

(1) (2) (3) (4) (5)

+-----1999-00 PROPOSED BUDGET -----+						
COUNTY NAME	#				DIFF	DIFF
DISTRICT NAME	#	L9902	L9909	L9953	(3 - 1)	(3 - 2)

RENO	078					
BUHLER	D0313	9,552,345	9,588,618	9,588,618	36,273	0
REPUBLIC	079					
PIKE VALLEY	D0426	1,941,711	1,948,713	1,959,646	17,935	10,933
BELLEVILLE	D0427	3,612,686	3,626,363	3,644,459	31,773	18,096
HILLCREST RURAL	D0455	1,245,534	1,250,132	1,262,573	17,039	12,441
RICE	080					
STERLING	D0376	3,164,714	3,176,979	3,190,174	25,460	13,195
CHASE	D0401	1,416,762	1,422,421	1,432,600	15,838	10,179
LYONS	D0405	4,982,510	5,002,413	5,021,640	39,130	19,227
LITTLE RIVER	D0444	1,866,235	1,872,936	1,872,936	6,701	0
RILEY	081					
RILEY COUNTY	D0378	3,761,008	3,775,278	3,794,128	33,120	18,850
MANHATTAN	D0383	24,831,815	24,927,240	24,927,240	95,425	0
BLUE VALLEY	D0384	2,041,969	2,049,372	2,049,372	7,403	0
ROOKS	082					
PALCO	D0269	1,400,991	1,406,210	1,406,210	5,219	0
PLAINVILLE	D0270	2,699,094	2,709,499	2,709,499	10,405	0
STOCKTON	D0271	2,689,707	2,700,074	2,721,186	31,479	21,112
RUSH	083					
LACROSSE	D0395	2,286,044	2,294,422	2,294,422	8,378	0
OTIS-BISON	D0403	2,168,513	2,176,798	2,176,798	8,285	0
RUSSELL	084					
PARADISE	D0399	1,242,154	1,246,739	1,246,739	4,585	0
RUSSELL COUNTY	D0407	5,858,176	5,880,823	5,880,823	22,647	0
SALINE	085					
SALINA	D0305	30,367,061	30,487,613	30,487,613	120,552	0
SOUTHEAST OF SA	D0306	4,060,657	4,075,370	4,075,370	14,713	0
ELL-SALINE	D0307	2,899,987	2,911,194	2,911,194	11,207	0
SCOTT	086					
SCOTT COUNTY	D0466	5,757,166	5,779,033	5,799,391	42,225	20,358
SEDGWICK	087					
WICHITA	D0259	195,775,562	196,540,656	196,540,656	765,094	0
DERBY	D0260	28,382,168	28,493,283	28,493,283	111,115	0
HAYSVILLE	D0261	18,848,223	18,921,253	18,921,253	73,030	0
VALLEY CENTER P	D0262	9,823,080	9,860,435	9,860,435	37,355	0
MULVANE	D0263	8,235,091	8,266,479	8,266,479	31,388	0
CLEARWATER	D0264	5,878,453	5,900,804	5,900,804	22,351	0
GODDARD	D0265	15,245,676	15,303,184	15,303,184	57,508	0

(1) (2) (3) (4) (5)

+-----1999-00 PROPOSED BUDGET -----+						
COUNTY NAME	#				DIFF	DIFF
DISTRICT NAME	#	L9902	L9909	L9953	(3 - 1)	(3 - 2)

SEDGWICK 087						
MAIZE	D0266	21,965,624	22,048,091	22,048,091	82,467	0
RENWICK	D0267	7,887,378	7,917,000	7,917,000	29,622	0
CHENEY	D0268	4,024,609	4,039,932	4,039,932	15,323	0
SEWARD 088						
LIBERAL	D0480	17,931,627	18,002,881	18,002,881	71,254	0
KISMET-PLAINS	D0483	4,193,960	4,209,205	4,209,205	15,245	0
SHAWNEE 089						
SEAMAN	D0345	13,438,394	13,490,568	13,523,367	84,973	32,799
SILVER LAKE	D0372	3,939,746	3,954,730	3,954,730	14,984	0
AUBURN WASHBURN	D0437	21,278,083	21,359,689	21,371,376	93,293	11,687
SHAWNEE HEIGHTS	D0450	14,632,484	14,688,297	14,688,297	55,813	0
TOPEKA PUBLIC S	D0501	57,643,756	57,872,893	57,872,893	229,137	0
SHERIDAN 090						
HOXIE COMMUNITY	D0412	2,758,423	2,768,688	2,770,196	11,773	1,508
SHERMAN 091						
GOODLAND	D0352	5,964,442	5,987,137	6,000,332	35,890	13,195
SMITH 092						
SMITH CENTER	D0237	3,542,092	3,555,110	3,604,874	62,782	49,764
WEST SMITH COUN	D0238	1,474,589	1,480,102	1,480,102	5,513	0
STAFFORD 093						
STAFFORD	D0349	2,111,061	2,119,117	2,119,117	8,056	0
ST JOHN-HUDSON	D0350	2,725,004	2,735,512	2,747,576	22,572	12,064
MACKSVILLE	D0351	1,922,936	1,929,863	1,934,387	11,451	4,524
STANTON 094						
STANTON COUNTY	D0452	3,432,821	3,445,780	3,445,780	12,959	0
STEVENS 095						
MOSCOW PUBLIC S	D0209	1,514,767	1,520,441	1,539,668	24,901	19,227
HUGOTON PUBLIC	D0210	5,108,302	5,128,331	5,173,948	65,646	45,617
SUMNER 096						
WELLINGTON	D0353	8,395,805	8,428,589	8,438,768	42,963	10,179
CONWAY SPRINGS	D0356	3,301,021	3,313,453	3,313,453	12,432	0
BELLE PLAINE	D0357	4,693,375	4,711,369	4,711,369	17,994	0
OXFORD	D0358	2,745,281	2,756,247	2,783,014	37,733	26,767
ARGONIA PUBLIC	D0359	1,844,832	1,851,824	1,851,824	6,992	0
CALDWELL	D0360	2,101,674	2,109,692	2,109,692	8,018	0
SOUTH HAVEN	D0509	1,760,720	1,767,753	1,767,753	7,033	0

(1) (2) (3) (4) (5)

		+-----1999-00 PROPOSED BUDGET -----+				
COUNTY NAME	#				DIFF	DIFF
DISTRICT NAME	#	L9902	L9909	L9953	(3 - 1)	(3 - 2)

THOMAS	097					
BREWSTER	D0314	1,262,056	1,267,097	1,270,867	8,811	3,770
COLBY PUBLIC SC	D0315	5,843,907	5,866,497	5,866,497	22,590	0
GOLDEN PLAINS	D0316	1,389,726	1,394,900	1,402,063	12,337	7,163
TREGO	098					
WAKEENEY	D0208	3,440,707	3,454,074	3,454,074	13,367	0
WABAUNSEE	099					
MILL CREEK VALL	D0329	3,444,086	3,457,090	3,457,090	13,004	0
WABAUNSEE EAST	D0330	3,817,709	3,831,828	3,831,828	14,119	0
WALLACE	100					
WALLACE COUNTY	D0241	1,955,980	1,963,416	1,963,416	7,436	0
WESKAN	D0242	1,132,508	1,136,655	1,136,655	4,147	0
WASHINGTON	101					
NORTH CENTRAL	D0221	1,310,495	1,315,353	1,315,353	4,858	0
WASHINGTON SCHO	D0222	2,327,349	2,336,269	2,336,269	8,920	0
BARNES	D0223	2,552,649	2,562,092	2,562,092	9,443	0
CLIFTON-CLYDE	D0224	2,445,256	2,454,647	2,461,056	15,800	6,409
WICHITA	102					
LEOTI	D0467	2,967,577	2,978,677	3,033,342	65,765	54,665
WILSON	103					
ALTOONA-MIDWAY	D0387	2,312,329	2,320,812	2,320,812	8,483	0
NEODESHA	D0461	4,242,399	4,259,346	4,320,043	77,644	60,697
FREDONIA	D0484	4,901,402	4,920,227	4,955,665	54,263	35,438
WOODSON	104					
WOODSON	D0366	3,683,280	3,697,239	3,737,578	54,298	40,339
WYANDOTTE	105					
TURNER-KANSAS C	D0202	15,630,939	15,692,625	15,819,297	188,358	126,672
PIPER-KANSAS CI	D0203	6,355,338	6,379,594	6,379,594	24,256	0
BONNER SPRINGS	D0204	9,259,455	9,295,312	9,295,312	35,857	0
KANSAS CITY	D0500	87,814,055	88,159,942	88,159,942	345,887	0

STATE TOTALS		2,151,336,834	2,162,730,999		11,394,165	3,103,087
			2,159,627,912			

*The Kansas
Curricular Standards
for
Civics-Government,
Economics,
Geography
and History*

March 1, 1999

THIRD DRAFT

**Kansas State Board of Education
120 SE 10th Ave.
Topeka, KS 66612-1182**

Additional copies available at:
<http://www.ksbe.state.ks.us/outcomes/socialstudies.html>

*Senate Education
Attachment 4
3-23-99*

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MISSION STATEMENT

Social studies education will empower students to positively contribute to our society through an understanding of civics and government, economics, geography, and history.

PREFACE

The Kansas State Board of Education determined the necessity for clear and specific standards outlining what Kansas students should know and be able to do within the disciplines of civics-government, economics, geography, and history. In order to meet this request and provide Kansas educators with sound and comprehensive standards, a committee of professionals, community members, parents, and teachers has prepared this document. The primary purpose of *The Kansas Curricular Standards for Civics-Government, Economics, Geography, and History* is to provide meaningful guidelines by which to align curriculum, instruction, and assessment.

The document uses a format, which includes standards, benchmarks, and indicators.

Standard: a curricular standard is a general statement of what a student should know and be able to do in academic subjects.

Benchmark: a benchmark is a specific statement of what a student should know at a specified time.

Indicator: an indicator is a statement of knowledge or skills, which a student demonstrates in order to meet a benchmark.

To help in using the document, indicators are marked for assessment according to the key below. Also, glossary terms are in bold print.

Key:

- * Recommended indicators to be assessed by the Kansas Social Studies Assessment. Grade level may also be indicated
- L Indicators suggested for local assessment
- K Essential indicators for Kansas History and Government

DISCIPLINE INTRODUCTIONS

CIVICS & GOVERNMENT

Civics and government are central to the major purpose of social studies education: the preparation of informed citizens. Study of political processes and structures of government, grounded in understanding constitutional government under the rule of law, provides students with the knowledge and skills needed to become effective, participatory citizens in our democratic republic.

ECONOMICS

Economics is essential to an important goal of social studies education: the preparation of citizens who make well-reasoned decisions. Study of the production, distribution and consumption of goods and services, accompanied by practice in economic thinking, provides students with the knowledge and skills needed to make thoughtful decisions as individuals and as citizens of their communities, Kansas and our country.

GEOGRAPHY

Geography is essential to an important goal of social studies education: the preparation of citizens who make well-informed decisions. Study of people, places and environments, accompanied by practice in using geographic thinking, provides students with the knowledge and skills needed to clearly understand issues facing citizens in their communities, Kansas, our country and our world.

HISTORY

History is essential to an important goal of social studies education: the preparation of citizens who make well-informed and well-reasoned decisions. Study of traditions, continuity and change in the history of their communities, Kansas, the United States and the world, accompanied by practice in weighing evidence and drawing reasonable conclusions, provides students with the knowledge and skills needed to understand issues facing citizens locally, in Kansas, nationally, and in the world.

USE OF THIS DOCUMENT

A group of educators, administrators, and community members were appointed by the State Board of Education to create specific standards in civics-government, economics, geography and history. The committee engaged in a standards writing process which included research, recognition of current best practice, gathering of statewide public input, and writing and revisions of several sets of draft standards. The document focuses on the knowledge and skills related to the human experience and is intended as a framework for instruction. In democratic societies, a working knowledge of civics-government, economics, geography, and history is essential to citizen participation and contribution.

A major feature of this document is its organization by disciplines and how it reflects many state and national standards. Each discipline embodies a distinctive mode of thought and every effort has been made to respect and reinforce the integrity of these disciplines. In this document, the standards are included in two forms: by discipline and by grade level. Local districts should use these standards to design and deliver curriculum and instruction. The standards are specific and therefore rich in content. As such, they serve as a guide for instruction across the state and bring uniformity to education for Kansas students. At the same time, they do not restrict how and when the content is taught, leaving this function to the local districts.

Beyond shaping student instruction and assessment, these standards are intended to set direction and guidance for staff development, for the undergraduate and graduate preparation of teachers and for recertification. Underlying this document is the belief that both subject knowledge and expertise in teaching methodologies are essential for effective instruction. To this end,

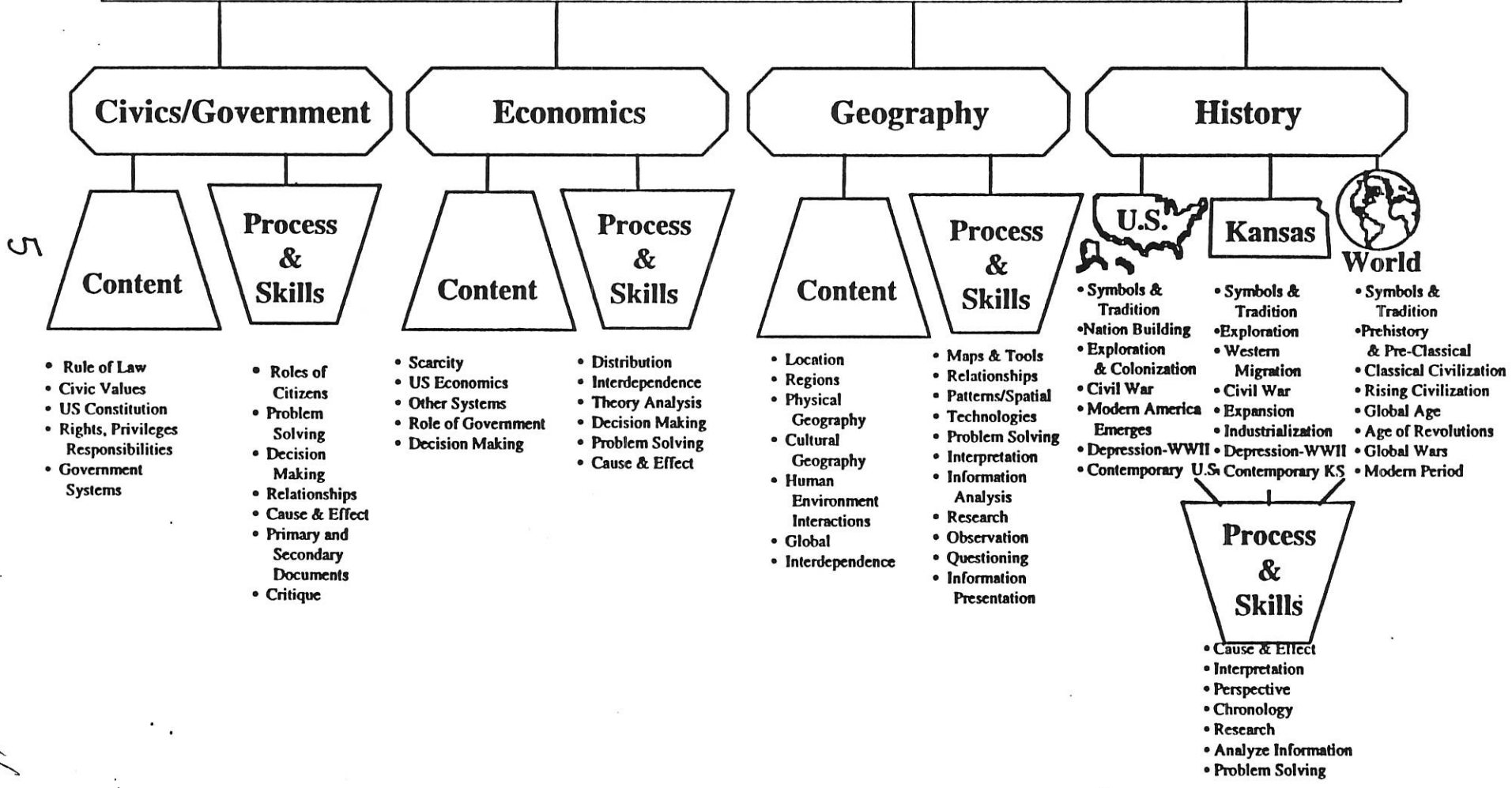
If you are a teacher, the document will help you understand the state standards and how they can be used in your classroom. The document clearly spells out the indicators marked for State assessment. Instructional suggestions and other tips for teaching the standards are interspersed throughout the document and will help planning instruction.

If you are an administrator or curriculum specialist this document will guide the design and delivery of your local curriculum. The standards will assist with the alignment of the local district curriculum to the state standards and to the indicators marked for assessment. The indicators marked for assessment provide additional guidance to the district; besides the indicators marked for state assessment, suggestions for local assessment are also made. The K-12 scope and sequence of content and skills for each of the disciplines will facilitate teaching and learning. In addition, they can be shared with patrons and board members to illustrate the expectations for Kansas students.

If you are a preservice educator the document provides a guide for teacher preparation K-12. The standards document clearly spells out the critical content and process skills needed at the various grade levels for each of the disciplines.

If you are a parent or community member, the document outlines the expectations for students in Kansas and the content they will be held accountable for.

The Kansas Curricular Standards Program Scope for Civics-Government, Economics, Geography, and History



5

6-9

4-10.

**PROGRAM SCOPE
ESSENTIAL CONCEPTS
K-2**

Civics/ Government	Economics	Geography	History	Suggested Skills/Processes
<ul style="list-style-type: none">• Rules around us• Citizenship• US Constitution: the rules for our country• Patriot rights, responsibilities, holidays• The making of rules	<ul style="list-style-type: none">• Scarcity of resources• Producers and consumers• Goods and services• Local government services• Personal economic decisions	<ul style="list-style-type: none">• Exploring our neighborhood• Plants, Animals, and Habitats - local• Elements of maps• Weather, Climate, Seasons• Where people live and work• People and their environment	<ul style="list-style-type: none">• Symbols: Famous People, Landmarks, Documents• Holidays and Traditions• Communities, Places	<ul style="list-style-type: none">• Chronological order• Locate information using a variety of sources• Map skills• Money/exchange• Compare/contrast• Respond to literature• Story retelling• Speak to present ideas

8

4-30

4-11

**PROGRAM SCOPE
ESSENTIAL CONCEPTS
3-4**

Civics/ Government	Economics	Geography	History	Suggested Skills/Processes
<ul style="list-style-type: none"> • Reasons for rules • Diversity within our democracy • Three branches of government • Rights and roles of a citizen • Different governments 	<ul style="list-style-type: none"> • Producing and consuming goods and services • Economic interdependence among communities • Exchange of goods and services • State and local government services and revenue • Opportunity cost of decisions 	<ul style="list-style-type: none"> • Terminology and tools • US and World Regions (climate, geographic and political) • US States • Earth's physical components and processes • Natural resources • Migration and Effects of Immigration • Human activities and the environment 	<ul style="list-style-type: none"> • Settlement • Local History • Traditional cultures: Local, state, national and world • Impact of individuals and inventions 	<ul style="list-style-type: none"> • Creating and using timelines • Locating main ideas and details • Story retelling • Comprehension and composition skills • Illustration and Map Drawing • Reading various types of maps • Graphic organizers • Problem solving • Introductory computer research skills • Collecting, organizing, and presenting data • Observing • Memorizing

7

4
11

4-12

**PROGRAM SCOPE
ESSENTIAL CONCEPTS
5-6**

Civics/ Government	Economics	Geography	History	Suggested Skills/Processes
<ul style="list-style-type: none">• Consequences of not following rules• Democratic system• How the federal/state government works• Citizenship in action• Government systems	<ul style="list-style-type: none">• Choice and opportunity cost• Entrepreneurs and productivity• Basic supply and demand• Banking and trade• Costs and benefits	<ul style="list-style-type: none">• Maps and globe• Physical and political regions• Distribution of ecosystems• Sense of place• Resource use• Cause and effect of changes on the earth	<ul style="list-style-type: none">• Exploration• Colonization• Revolution• US Constitution• Ancient and Medieval Civilizations	<ul style="list-style-type: none">• Differentiating between primary and secondary resources• Locate and evaluate sources• Problem solving• Computer research (Internet, etc.)• Recognize historical perspectives• Present historical information• Collecting, organizing, presenting data• Compare cost and benefits• Analyze supply and demand• Memorizing• Interpret maps

8

5-12

**PROGRAM SCOPE
ESSENTIAL CONCEPTS
7-8**

4-13

Civics/ Government	Economics	Geography	History	Suggested Skills/Processes
<ul style="list-style-type: none"> • Purpose, Function, and Limits • The US Constitution and individual rights and responsibilities • Checks and balances in governments • Evolution of the US Government • Evolution of our political systems • Structure and function of the US Government 	<ul style="list-style-type: none"> • Scarcity, substitutes, and complements • Market economy • Economic institutions • Role of government in the economy • Credit and economic decision making 	<ul style="list-style-type: none"> • Tools of Geographers • World Regions • Physical processes and patterns • Spatial patterns of culture, population, trade • Population demographics • Economic interdependence • Man, Nature, and Technology 	<ul style="list-style-type: none"> • Kansas Studies • US History 1800-1900 	<ul style="list-style-type: none"> • Evaluating written and non-written sources • Evaluating historical events, perspectives then and now • Compare/Contrast/Analyze • Cause/Effect • Decision making • Organize information (outlining and summarizing) • Collect, organize, and present data using primary and secondary sources • Frame historical questions • Graphic organizers • Map making skills • Computer research • Utilizing local resources - museums, libraries, etc. • Multi-media presentations (i.e., computer presentations) • Problem solving • Inquiry/Research skills • Analyze maps

6

4-13

**PROGRAM SCOPE
ESSENTIAL CONCEPTS
9-12**

Civics/ Government	Economics	Geography	History	Suggested Skills/Processes
<ul style="list-style-type: none"> • Restrictions of Civil Rights • Individual Freedom vs. Public Good • In-depth US Constitution study • Civil Rights and the political process • Comparative political systems 	<ul style="list-style-type: none"> • Supply and demand • Gross domestic product • Economic systems and international trade • Role U.S. government and Federal Reserve System • Work, income, spending, saving, credit and taxes 	<ul style="list-style-type: none"> • Geographic tools • Geographic issues: Explaining the past, present, and future • Dynamics of physical processes • Conflict and cooperation • Population changes: trends and impacts 	<ul style="list-style-type: none"> • US Twentieth Century • Attitudes and changes throughout US History • World History 	<ul style="list-style-type: none"> • Evaluating the objectivity and validity of sources • Presenting a well-supported historical argument • Analyzing issues • Compare/Contrast • Drawing conclusions • Graphic organizers • Specialized map making and interpretation • Problem solving • Collecting, organizing, presenting, and evaluating data • Research skills • Computer research skills • Create and analyze a supply/demand graph

01

41-17

Kansas

Standards

by

Discipline

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4-15

CIVICS-GOVERNMENT

Civics-Government Standard: The student will understand and have a working knowledge of governmental systems of the United States and other nations with an emphasis on the U.S. Constitution, the necessity for the rule of law, the civic values of the American Constitutional democracy, and the rights, privileges, and responsibilities to become active participants in the democratic process.

Benchmark 1: The student understands the rule of law as it applies to family, school, local, state and national governments.

By the end of Second Grade

Indicators:

The student:

- * 6 1. describes the need for rules in the family, school, and community.
- 2. discusses safety rules (e.g. poison, traffic, fire, playground, etc.)

By the end of Fourth Grade

Indicators:

The student:

- 1. explains the purpose of rules and laws and why they are important in school, community, state and nation.
- *6 2. applies criteria useful in evaluating rules and laws (e.g. common good vs. individual rights, possible to follow, etc.)
- 3. understands the purpose of the state and national capitals (e.g. representatives take care of the business of government).

By the end of Sixth Grade

Indicators:

The student:

- 1. explains the possible consequences of the absence of government, rules, and laws (e.g. community safety, courtesy, rules and referees of games, playground rules, etc.)
- 2. understands the function of the state and national capitals (e.g. lawmaking, seat of government, home of leader, home of supreme courts).

By the end of Eighth Grade

Indicators:

The student:

- K* 8 1. analyzes the purpose and function of state and federal law as it applies to individual citizens (criminal, civil, juvenile, and adult).
- K* 11 2. knows the importance of the rule of law in establishing limits on both state and federal government and the governed, protecting individual rights and promoting the common good.

CIVICS-GOVERNMENT

By the end of Twelfth Grade

Indicators:

The student:

1. evaluates the purpose and function of law.
- * 11 2. analyzes how the rule of law can be used to restrict the action of private citizens and government officials in order to protect the rights of individuals and to promote the common good.
3. explains the meaning of the terms civic life, politics, and governments.
- L 4. explains when individual political and economic freedoms can be sacrificed for the public well being (e.g. eminent domain, martial law during disasters, health and safety issues).
5. explains competing ideas regarding the relationship between political and economic freedoms.

Benchmark 2: The student identifies and demonstrates how using civic values will increase his/her citizenship skills.

By the end of Second Grade

Indicators:

The student:

1. understands that civics values are influenced by people's beliefs and needs (need for safety, health, and well-being, etc.).
- * 6 2. describes the benefits and problems of cultural diversity in the United States.

By the end of Fourth Grade

Indicators:

The student:

1. understands that civics values are influenced by people's beliefs and needs (need for safety, health, and well-being, etc.).
- * 6 2. describes the benefits and problems of cultural diversity in the United States.

By the end of Sixth Grade

Indicators:

The student:

- * 6 1. recognizes how the Declaration of Independence and the Constitution of the U.S. and the Bill of Rights are the concepts which form the basis for democratic values in the U.S.
2. recognizes that The Magna Carta, Mayflower Compact, Articles of Confederation, and other similar documents influenced the development of American Constitutional government.
3. recognizes the consequences of violating the rights of others (e.g. new interpretations or laws imposed, loss of privileges).
- * 8 4. analyzes the principles and ideals of the American democratic system (e.g. liberty, justice, equality, and human dignity (individual rights to life, liberty, property, and the pursuit of happiness; the public or common good, justice, equality of opportunity, diversity, truth, and patriotism)
5. recognizes the important founding fathers and their contributions (e.g. Mason, Jefferson, Washington, Franklin, Paine, S. Adams, J. Adams)

CIVICS-GOVERNMENT

By the end of Eighth Grade

Indicators:

The student:

- K*8 1. defines the rights guaranteed by the state and federal constitution and the amendments including the Bill of Rights.
- *11 2. examines the recurring issues and solutions involving the rights and responsibilities of the individual (e.g. affirmative action, gender equity, etc.)
- 3. explains the importance of respect for the law, a good education, work ethic, equal opportunity, and volunteerism.

By the end of Twelfth Grade

Indicators

The student:

- * 11 1. recognizes that a nation's values are embodied in its constitution, statutes, and important court cases (e.g. *Dred Scott v. Sanford*, *Plessy v. Ferguson*, *Brown v. Topeka Board of Education*, acknowledging court interpretation).
- 2. describes how citizens' responsibilities require subordination of their personal rights and interests for public good (justice, fairness, equity).
- * 11 3. knows core civics values inherent in the founding documents that have been the focus for unity in American society.
- * 11 4. explains the importance of shared political and civic beliefs and values to the maintenance of constitutional democracy in an ever increasing diverse American society (e.g. freedoms within the Bill of Rights, civil rights amendments and other documents that lead to a constitutional government).
- 5. evaluates positions about issues concerning the disparities between American ideals and realities.
- 6. explains the meaning of citizenship in the United States.

Benchmark 3: The student identifies and explains fundamental concepts of the U.S. Constitution.

By the end of Second Grade

Indicators:

The student:

- * 6 1. knows how various symbols are used to depict American's shared values, principles, and beliefs (eagle, flag, seals, pledge).
- 2. knows the qualities of a good, law-abiding citizen (e.g. honesty, courage, patriotism, respect, etc.)

By the end of Fourth Grade

Indicators:

The student:

- 1. identifies the leadership roles as defined by the Constitution.
- * 6 2. identifies the three branches of government and their primary functions (e.g. legislative, judicial, executive).

CIVICS-GOVERNMENT

By the end of Sixth Grade

Indicators:

The student:

- * 8 1. defines federalism.
- * 8 2. defines democracy and republic.
- * 11 3. explains Constitutional powers (expressed, reserved, concurrent, implied, and prohibited powers).
- * 11 4. knows how the United States Constitution supports majority rule but also protects the rights of the minority.
- * 8 5. knows the function of the three branches of government.

By the end of Eighth Grade

Indicators:

The student:

- K 1. compares and contrasts the U.S. and Kansas constitutions.
- K * 8 2. knows how powers are distributed among the legislative, executive, and judicial branches at the state and national levels (e.g. checks and balances, separation of powers, etc.)
- * 8 3. describes the steps of how a bill becomes a law at state and national levels.
- 4. describes the amendment procedure.
- * 11 5. knows budgeting procedure and major areas of government spending (e.g. defense, social security, social programs).

By the end of Twelfth Grade

Indicators:

The student:

- 1. describes the purposes, organization, and function of the three branches of government and independent regulatory agencies in relation to the U.S. Constitution.
- * 11 2. understands the relationship between federalism and states' rights.
- 3. explains the central idea that the written Constitution sets forth the organization creating a republican form of government.

Benchmark 4: The student identifies and examines the rights, privileges and responsibilities in becoming an active participant in the democratic process.

By the end of Second Grade

Indicators:

The student:

- 1. discusses the rules, rights, and responsibilities students have at home, in the classroom, at school, and in the community.
- * 6 2. knows that citizenship includes the honoring of holidays and celebrations (Independence Day, Labor Day, Thanksgiving Day, Veterans Day, special leader days, etc.).
- 3. identifies basic rights and privileges that students have and those they will acquire with age (e.g. driving, voting, etc.).

CIVICS-GOVERNMENT

By the end of Fourth Grade

Indicators:

The student:

- * 6 1. knows the responsibilities and rights of the individual in groups; such as, family, peer group, class, school, and local, state, and national governments.
- * 6 2. knows that effective informed citizenship is a duty of each citizen, demonstrated by jury service, voting, running for office, and community service.

By the end of Sixth Grade

Indicators:

The student:

- 1. recognizes the rights of citizens in other parts of the world and determines how they are similar to and different from the rights of American citizens.
- * 8 2. identifies the steps taken by an immigrant to attain American citizenship.
- * 8 3. knows that a citizen is a legally recognized member of the U.S. who has certain rights, privileges, and certain responsibilities (e.g. privileges such as the right to vote and hold public office and responsibilities such as respecting the law, voting, paying taxes, and serving on juries).
- * 4 4. understands the methods by which we elect government officials (e.g. Electoral College, popular vote).
- * 8 5. understands the steps necessary to become an informed voter (e.g. recognize issues and candidates, stands taken by candidates on issues, personal choice, and voting).

By the end of Eighth Grade

Indicators:

The student:

- K 1. knows that American citizenship is a legally recognized full membership in the state and any other self-governing community that confers equal rights under the law.
- K*11 2. knows the criteria determining when and why limits are placed on rights (e.g. clear and present danger, national security risk, etc.)
- K 3. understands current issues involving rights that affect local, state, national, or international political, social, and economic systems.
- K 4. knows the correct procedures for contacting appropriate representatives for the purpose of expressing opinions or asking for help at local, state, and national levels.

CIVICS-GOVERNMENT

By the end of Twelfth Grade

Indicators:

The student:

1. explains the role of political parties in channeling public opinion, allowing people to act jointly, nominating candidates, conducting campaigns, and training future leaders.
2. evaluates positions about the formation of public policy (e.g. regulatory commissions, administrative law).
- * 11 3. analyzes issues regarding personal rights (e.g. Brown vs Topeka Board of Education, American Disabilities Act, etc.)
4. examines issues regarding political rights (e.g. to be an informed voter, participant in the political process).
- * 11 5. analyzes issues regarding economic rights within the United States (e.g. free enterprise, rights of choice, government regulation, etc.)
6. analyzes issues regarding the proper scope and limits of rights (e.g. eminent domain, clear and present danger, national security risk).
7. defines issues regarding civic responsibilities of citizens in the American constitutional democracy (e.g. obeying the law, paying taxes, voting, jury duty, serving our country, involved in the political process, etc.).
8. evaluates the influence of special interest groups on the political process and public policy (e.g. lobbyist, political action committees, campaign funding, etc.).

Benchmark 5: The student identifies and analyzes the advantages and disadvantages of various government systems.

By the end of Second Grade

Indicators:

The student:

1. describes governments in terms of people and groups who make, apply and enforce rules and laws for others in their family, school, and community (parent, teacher, principal, mayor, governor, president, etc.).

By the end of Fourth Grade

Indicators:

The student:

- * 8 1. recognizes how and why the world is divided into nations and what kinds of governments other nations have (e.g. democracy, dictatorship).
2. describes the basic purposes of government (e.g. provides rules for a society to live by, protect rights).
- * 6 3. knows the meaning of key terms and concepts related to government (e.g. democracy, power, citizenship, nation-state, and justice).

CIVICS-GOVERNMENT

By the end of Sixth Grade

Indicators:

The student:

- * 6 1. knows that the type of government and its functions influences the treatment of its citizens (e.g. democracy, dictatorship).
- * 8 2. identifies the structure and function of local American Indian tribal government, Kansas, and federal governments (e.g. make laws, carry out laws, enforce laws, manage conflicts, and provide for the defense of the nation).

By the end of Eighth Grade

Indicators:

The student:

- K* 8 1. identifies the basic features of state and national political systems how each system meets the needs and wants of its citizens (e.g. democracy, monarchy, dictatorship, tribal government, etc.)
- K* 8 2. knows the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, the Federalist Papers, the Kansas Constitution and other writings.
 - 3. understands major ideas about why government is necessary and the purposes government should serve (check Preamble).
- K* 11 4. knows the major parts of the federal system including the national government, state government, and other governmental units.
 - 5. describes how powers are acquired, used, and justified at state and national levels (of, by, for the people).
- K* 8 6. identifies the major responsibilities of state and local governments

By the end of Twelfth Grade

Indicators:

The student:

- * 11 1. compares various political systems/economic systems with that of the U.S. in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles and political culture (e.g. constitutional monarchy, democracies, dictatorships, capitalism, fascism, socialism, communism, tribal government, etc.)
 - 2. compares positions about issues regarding the proper relationship between the national government and the state and local governments (e.g. limited and reserved powers, jurisdiction, etc.)
- * 11 3. identifies the major forms and responsibilities of the state and local governments city, county, state).
 - 4. discusses the purpose of international relations both regional and world wide (trade, defense, economic and defense alliances, regional security, etc.)
 - 5. describes the purposes and functions of major governmental international organizations (e.g. International Red Cross, Amnesty International, United Nations, etc.)
 - 6. evaluates positions about how U.S. foreign policy is made and the means by which it is carried out (agricultural products as bargaining tool, sanctions, trade agreements, etc.)

ECONOMICS

Economics Standard: The student understands major economic concepts, issues, and systems of the United States and other nations; and applies decision making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.

Benchmark 1: The student understands how scarcity of resources requires choices.

By the end of Second Grade

Indicators:

The student:

- * L 1. identifies an example of a producer and consumer.
- * 2. provides examples of goods and services.
- 3. identifies the opportunity cost of an activity (e.g., the opportunity cost of swinging at recess might be missing a game of soccer).

By the end of Fourth Grade

Indicators:

The student:

- * 1. knows that goods and services are scarce because there are not enough productive resources to satisfy all the wants.
- 2. identifies examples of how natural, capital and human resources are used in production of a good or service. [e.g. land resources (natural) are used to produce wheat (good) which is harvested by skilled farmers (human) using combines (capital).]
- * L 3. traces the production, distribution, and consumption of a particular good.
- * L 4. compares the cost to the benefit of making a choice. (e.g. doing homework has both a cost and a benefit; cost is the time spent, the benefit is completion of the assignment.)
- 5. gives an example of economic interdependence. (e.g. state of Kansas depends on states like Florida, Texas, and California for some fruits and vegetables.)
- 6. identifies the entrepreneur as a human resource and describes at least one characteristic of an entrepreneur (e.g., risk taker, driving force in a business, etc.).

By the end of Sixth Grade

Indicators:

The student:

- 1. illustrates how scarcity of resources requires choices at both the personal and societal levels.
- * 2. determines how unlimited wants and limited resources lead to choices that involve opportunity cost.
- 3. analyzes how labor productivity can be increased as a result of specialization, division of labor, and more capital goods.
- 4. determines how invention may lead to innovations that have economic value.

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- * 5. give examples of economic interdependence of at least two of the following levels: local, state, regional, national and international.
- 6. identifies the entrepreneur as the one who organizes other economic resources to produce goods and services.

By the end of Eighth Grade

Indicators:

The student:

- * 11 1. analyzes the effect of scarcity on the price, production, consumption, and distribution of goods or services.
- 2. identifies substitutes and complements for selected goods and services.
- 3. describes the incentives and disincentives entrepreneurs respond to (e.g., profits, opportunity to be their own boss, the chance to achieve recognition, the satisfaction of creating a new product).

By the end of Twelfth Grade

Indicators:

The student:

- * 1. describes ways people respond to incentives in order to allocate scarce resources to provide the highest possible return.
- 2. understands that choices have present and future consequences (e.g. drinking and driving; choosing location for new airport creates noise pollution and influences community growth).

Benchmark 2: The student understands the U.S. Economic System (Market Economy).

By the end of Second Grade

Indicators:

The student:

- 1. explains how barter can be used to exchange goods and services.
- * L 2. explains the role of money in everyday life.

By the end of Fourth Grade

Indicators:

The student:

- * 1. explains how barter or money are used to exchange goods and services.
- 2. knows that a market is when buyers and sellers exchange goods and services.

By the end of Sixth Grade

Indicators:

The student:

- *L 1. uses a supply and demand graph to illustrate the equilibrium point.
- *L 2. describes the relationship of price to supply and demand.

ECONOMICS

- * 3. gives examples that illustrate the effect of supply and demand on prices (e.g. an increase in the cost of raising cattle eventually reduced the supply of cattle and the price of beef will increase).

By the end of Eighth Grade

Indicators:

The student:

- * L 1. analyzes the impact of inflation (or deflation) on the value of money and people's purchasing power.
- 2. determines how relative price and the people's economic decisions influence the market system.
- * L 3. describes the four basic types of earned income (wages and salaries, rent, interest, and profit).
- * L 4. explains the factors that cause unemployment (e.g. people changing jobs, seasonal demand for jobs, changes in skills needed by employers, business cycle).
- * 5. uses a diagram to explain the importance of the circular flow to a market economy (e.g. firms make products, sell the products, households earn income and buy the products, the money goes to the firms who use the money to pay for the resources they use or hire (workers), who take the money back to the households, and so on).

By the end of Twelfth Grade

Indicators:

The student:

- 1. defines Gross Domestic Product (GDP).
- * L 2. explains why GDP is tracked over time.
- * L 3. explains the factors that could change the supply or demand for a product.
- * 4. analyzes how prices change when either a shortage or surplus of a good or service develops.
- 5. describes what happens to the level of competition when there is collusion by buyers or sellers.
- * L 6. describes the advantages and disadvantages of forming a partnership, proprietorship, and corporation.
- 7. analyzes the role the Federal Reserve System plays in the economy and the banking industry (e.g., money supply and interest rates).

Benchmark 3: The student analyzes the role and impact of various economic systems (international economies), institutions, and incentives.

By the end of Second Grade

Indicators:

The student:

- 1. gives examples of different markets for various goods and services.

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By the end of Fourth Grade

Indicators:

The student:

1. show how markets are created through trade.
- * 2. defines imports and exports and gives examples of each.
- * 6 3. knows that different countries use different currencies.

By the end of Sixth Grade

Indicators:

The student:

- *L 1. explains the function of banks for individuals and businesses (borrowing, saving, interest, profit).
2. gives examples of positive and negative incentives.
3. compares and contrasts the advantages and disadvantages of trade between two nations.
- * 4. predicts how competition affects price.

By the end of Eighth Grade

Indicators:

The student:

- * 11 1. explains how economic incentives affect the way people behave (e.g. lowered interest rates encourage businesses to expand, higher wages attract workers).
2. understands the types of specialized economic institutions found in the market economies (e.g., corporations, partnerships, labor unions, banks, nonprofit organizations).
3. gives examples of changes that might influence international trade.
4. compares the exchange rates for different currencies.

By the end of Twelfth Grade

Indicators:

The student:

- * 1. provides examples of absolute and comparative advantage between nations.
- * L 2. understands that trade based on comparative advantage is mutually advantageous.
3. compares the benefits and costs of different allocation methods.
4. explains how a change in exchange rates affects the flow of trade between nations and a nation's domestic economy.
- * 5. compares characteristics of traditional, command, mixed, and market economies.

ECONOMICS

Benchmark 4: The student analyzes the role of the government in the economy.

By the end of Second Grade

Indicators:

The student:

1. identifies goods and services provided by the government (e.g. streets, parks, police officers, public school teachers).

By the end of Fourth Grade

Indicators:

The student:

1. identifies goods and services provided by two different levels of government (e.g., firefighters, highways, space exploration).

By the end of Sixth Grade

Indicators:

The student:

- * 1. describes revenue sources for different levels of government (e.g. personal income taxes, property taxes, sales tax, interest, borrowing).
2. distinguishes among goods and services provided by the different levels of government.
3. gives an example of a decision made by the U.S. government that affected the economy of another nation (e.g. embargo on Cuba, opening of trade with China, NAFTA agreement, etc.)

By the end of Eighth Grade

Indicators:

The student:

- * 1. gives examples of choices the government must make with limited resources (e.g. highways, welfare, defense, education, social security).
2. compares and contrasts government revenues and expenditures.
3. distinguishes between debt and deficits.
4. gives examples of how tariffs and quotas affect consumers and the prices of domestic goods.

ECONOMICS

By the end of Twelfth Grade

Indicators:

The student:

- * L 1. explains why some goods and services are provided by the government (infrastructure).
- * 2. explains how the federal government uses the fiscal policies to influence the U.S. economy.
- * 3. explains the impact of national debt on a nation's economy.
- * L 4. analyzes how trade treaties (GATT, NAFTA, etc.) affect international trade and society's welfare..
- 5. discusses government policies and methods used to regulate the economy (e.g. business, monopolies, externalities).

Benchmark 5: The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

By the end of Second Grade

Indicators:

The student:

- * 1. demonstrates that spending is exchanging money for goods and services.
- * L 2. explains why it is important to plan spending decisions.
- 3. lists reasons why people save (e.g. buy a bike, go to college, buy a house, purchase a toy, etc.)

By the end of Fourth Grade

Indicators:

The student:

- 1. determines how wants for goods and services are met through spending and saving.
- 2. identifies examples of borrowing and lending.

By the end of Sixth Grade

Indicators:

The student:

- * L 1. determines the costs and benefits of a spending, saving, or borrowing decision.
- 2. explains that budgeting requires trade-offs in managing income and spending.
- * 3. compares the opportunity cost of consumer spending decisions.

ECONOMICS

By the end of Eighth Grade

Indicators:

The student:

- * L 1. uses product information (e.g. Consumer Reports, etc.) to identify costs and benefits to make informed choices among alternatives.
- * 2. uses the concept of trade-offs to make a decision.
- 3. calculates interest earned and account balances for checking and savings accounts.
- 4. explains how savings accumulation is influenced by the amount saved, the rate of return, and time.
- * L 5. applies the opportunity cost of decisions related to a spending/budget plan.

By the end of Twelfth Grade

Indicators:

The student:

- 1. describes the impact of changes in the economy on personal income.
- * L 2. evaluates his or her potential in the labor market through a personal assessment of their skills, abilities, and education.
- * 3. illustrates how the demand and supply of labor is influenced by productivity, education, skills, and retraining.
- * 4. recognizes that wages differ depending on supply and demand conditions in different markets.
- * L 5. develops a personal budget that identifies sources of income and expenditures (e.g., rent, payments, savings, taxes, insurance).
- 6. determines the relationship between taxes and government services.
- * L 7. determines the costs and benefits of using a credit card.
- 8. analyzes the costs and benefits of investment alternatives (e.g. stock market, bonds, certificates of deposit, etc.)

GEOGRAPHY

Geography Standard: The student understands and uses a working knowledge of the spatial organization and relationships among people, places, physical and cultural environments, and the effects of these interactions in an interconnected world.

Benchmark 1 - Maps and Location: The student uses maps and other geographic representations, tools, and technologies to locate and use information about people, places, and environments.

By the end of Second Grade

Indicators:

The student:

- L 1. knows the characteristics and purposes of maps and globes (e.g. title, legend, compass rose).
- 2. uses maps of classroom, school, and neighborhood to locate familiar locations (e.g. school, home, or neighborhood).
- 3. identifies the locations of places within the community and suggests why particular locations are used for certain human activities (e.g. parks, schools, shopping, housing).
- L 4. knows and uses terms related to location, direction, and distance (e.g. up/down, left/right, near/far, here/there, north, south, east, west).

By the end of Fourth Grade

Indicators:

The student:

- 1. identifies major landforms and bodies of water on maps, globes, aerial photos, or satellite images, and asks geographic questions about them (e.g. continents, mountains, islands, peninsulas, rivers, oceans).
- * 6 2. locates major physical and human features of the Earth from memory (e.g. listed in appendix).
- 3. observes and compares patterns of land use in urban, suburban, and rural areas.
- L 4. analyzes the locations of places and suggests why particular locations are used for certain human activities (e.g. commercial activities, recreational, community services).
- L 5. uses grid system to locate places on maps and globes (basic latitude/longitude and alpha-numeric coordinates).
- * 6 6. uses map legends, scale and distance to answer geographic questions

GEOGRAPHY

By the end of Sixth Grade

Indicators:

The student:

- * 6 1. explains and uses map essentials (e.g., scale, directional indicators, symbols, legend, latitude, and longitude).
- L 2. constructs maps and globes from memory showing the relative locations of major physical and human features of the Earth (e.g. listed in appendix).
- * 6 3. analyzes and explains the spatial patterns and densities of places and features on Earth's surface (mountain ranges, river systems, fast food restaurants, urban areas).

By the end of Eighth Grade

Indicators:

The student:

- L 1. evaluates the relative merits of maps and other geographic representations, tools, and technologies in terms of their value in solving geographic problems (e.g., map projections, aerial photographs, satellite images).
- 2. uses mental maps to answer geographic questions, and recognizes that people's mental maps reflect an individual's attitudes toward places.
- 3. develops and uses different kinds of maps, globes, graphs, charts, databases, and models.
- * 8 4. uses geographic tools and technologies to pose and answer questions about spatial distributions and patterns on Earth.
- * 8 5. identifies and compares relative locations of physical and human features of the Earth (e.g. listed in appendix).

By the end of Eleventh Grade

Indicators:

The student:

- L 1. produces and interprets maps and other graphic representations, using data from a variety of sources, to solve geographic problems (e.g., census data, interviews, GIS databases, questionnaires).
- * 11 2. uses maps and other geographic representations to analyze world events and suggest solutions to world problems (e.g. residential areas vs. inner cities, development vs. conservation, land use in Africa, nuclear waste disposal, relocation of refugees).
- 3. identifies the ways in which mental maps influence past, present, and future human decisions about location, settlement, and public policy (e.g. building sites, planned communities, pioneer settlement sites).
- * 11 4. uses geographic tools and technology to make decisions concerning future spatial organization (e.g. zoning laws, industrial/commercial development, transportation systems).

GEOGRAPHY

Benchmark 2 - Region: The student analyzes the spatial organization of people, places, and environments that form regions on the earth's surface.

By the end of Second Grade

Indicators:

The student:

1. describes the human and physical characteristics of the local region (e.g. water sources, vegetation, types of housing, languages spoken).
- L 2. compares local regions using physical and human criteria (e.g. house size, presence of sidewalks, age of residents, recreation areas).
3. identifies physical and human changes that have taken place over time in the local region (e.g. new shopping center, tearing down houses, tornado/flood damage).

By the end of Fourth Grade

Indicators:

The student:

1. describes and compares the physical characteristics of regions (e.g. vegetation, climate, landforms).
- L 2. describes the physical and human processes that shape the characteristics of regions.
- * 6 3. compares U.S. regions using human characteristics (e.g. population distribution, languages, ethnicity, agricultural usage and urban areas).
4. describes changes in the physical and human characteristics of regions that occur over time, and identifies the consequences of those changes (e.g., new manufacturing plant, how people earn a living, transportation routes and means).
- L 4 * 6 5. recognizes and locates U.S. states and knows their capitals.

By the end of Sixth Grade

Indicators:

The student:

1. identifies types of regions (e.g., school district, legislative, states of the U.S., climate, economic, and culture).
2. describes how places and regions serve as cultural symbols (e.g. Gateway Arch in St. Louis, Arrowhead Stadium in Kansas City).
- * 6 3. explains how U.S. regions are connected (e.g., food, language use, customs, trade patterns).

GEOGRAPHY

By the end of Eighth Grade

Indicators:

The student:

- * 8 1. analyzes the physical and human characteristics of regions of the world (U.S., Canada, Latin America, Europe, Middle East, Asia, Africa, Oceania).
- 2. identifies and explains the changing criteria that can be used to define a region.
- * 8 3. identifies ways technology and culture influence people's perceptions and use of places and regions (e.g. development of the southwestern U.S. aided by air conditioning, religion and other beliefs influence land use).
- 4. evaluates the influences and effects of regional labels and images (e.g. Rust Belt, Tornado Alley, Sun Belt).

By the end of Eleventh Grade

Indicators:

The student:

- 1. describes the types and organization of regional systems.
- 2. identifies human and physical changes in regions and explains the factors that contribute to those changes.
- * 11 3. uses regions to analyze past and present geographic issues and answer geographic questions.
- L 4. explains why regions are important to individual and group identities and as symbols for unifying or fragmenting society (e.g. Arab world, Bible Belt, Japanese during W.W. II, Chinatown).
- L 5. analyzes the ways in which people's views of places and regions reflect individual perspective and cultural change (e.g. use of land, property value, settlement patterns, job opportunities).

Benchmark 3 - Physical Systems: The student understands the Earth's physical systems and how physical processes shape the Earth's surface.

By the end of Second Grade

Indicators:

The student:

- L 1. describes the essential elements of a successful ecosystem (e.g. fresh air, clean water, food supply, habitat).
- 2. observes local weather patterns.
- L 3. describes the effects of seasonal change on the local environment.

GEOGRAPHY

By the end of Fourth Grade

Indicators:

The student:

- L 1. identifies and describes the physical components of Earth's atmosphere, landforms, water bodies, and ecosystems.
- L 2. explains how physical processes help to shape features and patterns on Earth's surface (e.g. weathering, freezing and thawing, soil-building processes).
- 3. describes how Earth's position relative to the Sun affects events and conditions on Earth (e.g. length of day, seasons, summer and winter activities, clothing, housing).
- L 4. describes and illustrates ecosystems in terms of their bio-diversity and productivity (e.g. webs of food chains, marine environments, plant and animal communities).

By the end of Sixth Grade

Indicators:

The student:

- * 6 1. locates and describes the physical characteristics of Earth's atmosphere, landforms, water bodies, and ecosystems (e.g. mountains, plateaus, islands, oceans).
- 2. explains how Earth-Sun relationships produce day and night, time zones, seasons, and major climatic variations.
- L 3. explains the functions and dynamics of ecosystems (e.g., food chain, hydrologic cycle, link between flora and fauna).
- 4. identifies and explains the distribution and patterns of ecosystems (e.g. temperate zones, tropical rainforests, arctic regions, desert regions).
- * 6 5. evaluates the importance of healthy ecosystems to human life.

By the end of Eighth Grade

Indicators:

The student:

- * 8 1. uses physical processes to explain patterns in the physical environment (e.g. plate tectonics, glaciation, erosion).
- * 8 2. explains how Earth-Sun relationships affect Earth's physical processes and create physical patterns (e.g. climate regions, latitude regions, distribution of solar energy).
- * 8 3. identifies renewable and nonrenewable resources and their patterns of distribution.
- 4. predicts the consequences of a specific physical process operating on Earth's surface (e.g. hurricanes, forest fires, volcanic activity, monsoons).
- * 8 5. explains the distribution of ecosystems from local to global scales (e.g. desert, wetland, mountain, prairie, forest, tundra).

GEOGRAPHY

By the end of Eleventh Grade

Indicators:

The student:

- * 11 1. describes how physical processes affect different regions of the world (e.g. desertification in the Sahel, earthquakes in Pacific Rim, drought and dust storms in the Plains, soil degradation in Haiti).
- L 2. explains Earth's physical processes, patterns, and cycles using concepts of physical geography (e.g. folding, faulting, volcanism, atmospheric and ocean circulation).
- 3. evaluates ecosystems in terms of their bio-diversity and productivity (analyzes the distribution of ecosystems by interpreting relationships between soil, climate, and plant and animal life).
- * 11 4. describes the ways in which Earth's physical processes are dynamic and interactive (e.g. rising ocean levels, sea floor spreading, wind and water deposition).
- * 11 5. applies the concept of ecosystems to understand and solve problems regarding environmental issues (e.g., biological magnification, reduction of species diversity, acid rain, ozone depletion).

Benchmark 4 - Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

By the end of Second Grade

Indicators:

The student:

- 1. understands the concept of neighborhood, town, and state.
- L 2. identifies the settlement patterns of the community (e.g. close to downtown vs. far away, close to jobs).
- 3. identifies how people in the community earn a living.
- L 4. explains why conflicts arise over control of territory (e.g. space in line, seat in car, area of playground).

By the end of Fourth Grade

Indicators:

The student:

- L 1. identifies and describes the types of territorial units (e.g. boundaries, city, county, state, country, province).
- * 6 2. describes and explains characteristics, distribution, and migration of populations in the U.S. (e.g. density differences, recent immigrants, Ellis Island, Trail of Tears).
- L 3. describes and compares cultural characteristics and patterns within the U.S. and how these change over time (e.g. beliefs and customs, ethnic groups).
- L 4. identifies factors important in the location of economic activities (e.g. population concentration, environmental resources, transportation access, technology).
- * 6 5. explains why people compete for control of Earth's surface and how they resolve the resulting conflicts.

GEOGRAPHY

By the end of Sixth Grade

Indicators:

The student:

- L 1. explains reasons for variation in population distribution.
- * 6 2. analyzes the causes and types of human migration and its effect on places.
- 3. compares and contrasts elements of culture on the landscape (e.g. language, religion, housing types, agriculture methods).
- 4. explains reasons for patterns of world economic activities and how changes in technology, transportation, communication, and resources affect the location of those activities.
- 5. describes the forces and processes of conflict and cooperation that divide or unite people across Earth's surface (e.g. European Union, uneven distribution of resources, land disputes between white settlers and American Indians, American Revolution).

By the end of Eighth Grade

Indicators:

The student:

- * 8 1. describes and analyzes the characteristics, structure, and patterns of different populations through the use of demographic concepts (e.g. population pyramids, birth/death rates, population growth rates, migration patterns).
- L 2. identifies and describes the patterns of cultural diffusion and the resulting distinctive cultural landscapes (e.g. foreign language newspapers, ethnic neighborhoods, surnames, foods).
- * 8 3. identifies and explains the primary geographic causes for world trade and economic interdependence (e.g. location advantage, resource distribution, labor cost, trade networks and organizations).
- 4. examines the consequences of industrialization and urbanization patterns.
- L 5. identifies and compares how cooperation and conflict among peoples contribute to political, economic, and social divisions of Earth's surface (e.g. Russia, Bosnia, Rwanda, Canada, European Union).

By the end of Eleventh Grade

Indicators:

The student:

- * 11 1. predicts trends in spatial distribution of populations on Earth.
- 11 2. evaluates the impact of population growth and migration on physical and human systems (e.g. stress on infrastructure, impact on environment).
- L 3. explains why and how present-day incidents of cultural cooperation and conflict are involved in shaping the distribution of and connections between cultural, political, and economic spaces on Earth, and vice versa (e.g. boundary disputes: North and South Korea, Euro currency, American Indian land claims).

GEOGRAPHY

Benchmark 5 - Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.

By the end of Second Grade

Indicators:

The student:

- L 1. identifies ways in which people depend on the physical environment (e.g. water, food, fuel, natural resources).
- L 2. describes how humans adapt to variations in the physical environment (e.g. choices of clothing, housing, crops).

By the end of Fourth Grade

Indicators:

The student:

- L 1. identifies and assesses the impact of past, present, and future human activities, positive and negative, on the physical environment (e.g. loss of habitat, mining, farming, chemical uses, community development).
- L 2. identifies ways in which human activities are enhanced or constrained by the physical environment (e.g. housing, clothing, recreation, jobs, resource availability, effects of weather and climate, natural hazards).
- * 6 3. identifies critical present-day issues related to the use of natural resources (e.g. depletion, conservation, pollution).

By the end of Sixth Grade

Indicators:

The student:

- * 6 1. identifies and explains the ways in which human modifications to the physical environment in one place often lead to changes in other places (e.g., acid rain, pesticides, flood control).
- 2. analyzes why people have different viewpoints regarding resource use.
- * 6 3. identifies the role of technology in resource acquisition (e.g. earth-moving machinery, exploration equipment).

By the end of Eighth Grade

Indicators:

The student:

- * 8 1. explains and analyzes the role of technology in past, present, and future human modifications of the physical environment (e.g. damming of rivers, irrigation, air-conditioning, fossil fuel consumption, invention of the steel plow).
- 2. analyzes ways in which human systems (past and present) develop in response to conditions in the physical environment (e.g. Mesopotamia, Nile Valley, transportation routes, field patterns).
- * 8 3. describes the consequences (local, national, and international) of the use or misuse of resources in the contemporary world.

GEOGRAPHY

- L 4. evaluates different viewpoints regarding resource use (e.g. attitudes toward electric cars, water-rationing, urban public transportation, use of fossil fuels).
- 5. identifies and develops plans for the management and use of renewable and nonrenewable resources (e.g. water, fossil fuels, land usage).

By the end of Eleventh Grade

Indicators:

The student:

- * 11 1. compares and contrasts how changes in the physical environment can increase or diminish its capacity to support human activity (e.g. clear cut logging, construction on flood plains, technological advances).
- 2. identifies and evaluates alternative strategies to respond to constraints placed on human systems by the physical environment (e.g. irrigation, terracing, diversion of water, aquaculture).
- L 3. evaluates policies and programs for resource use and management (e.g. EPA, building restrictions, mandated recycling).
- * 11 4. explains the relationship between resources and the exploration, colonization, and settlement of different regions of the world (e.g. mercantilism, 19th century imperialism, Gold Rush, Alaskan pipeline).

Using the History Standards

History poses a difficult problem. The chronological and geographic scope of United States and World History presents what seems to be infinite content. This seemingly unlimited scope forces educators to make hard and arbitrary choices. In this document, indicators outline the key concepts in history; every attempt has been made to select enduring and essential concepts for assessment. It would be possible to justify emphasizing many other topics, but that could easily result in a long and unachievable list of indicators. The hard choices in this document reflect the understanding that a rigorous but unrealistic set of standards is like having no standards at all.

Teachers are encouraged to emphasize deep understanding and critical thinking over simple memorization. While considerable factual knowledge is a prerequisite to historical understanding, history should never be reduced to a collection of trivia. Teachers may refer to the "Standards for Historical Thinking" found in the National History Standards to enhance instruction of critical thinking. *The teaching examples provided in this document also reflect higher order thinking, but it should be remembered that these are only examples and are in no way considered to be a mandate.* It is not the purpose of this document to tell teachers how to teach. It is the purpose of this document to suggest to teachers what to teach and to provide guidance in preparing students for the state assessment.

The United States history portion of the standards recognizes the conflict between coverage versus in-depth knowledge. To respond to this concern the Kansas Curricular Standards, like the National Standards, have focused on specific eras at different grade levels. The benchmarks and indicators at the K-4 level are designed to build a foundation of knowledge and skills that will be added to in following years. The 5-6 indicators focus on the years up to 1800. At the 7-8th grade level, the focus is on the 1800s. The primary focus at the high school level is the 20th century with an understanding of the how United States history has evolved over time. The focus on particular eras at the grade levels allows districts to combine their local curriculum with the standards.

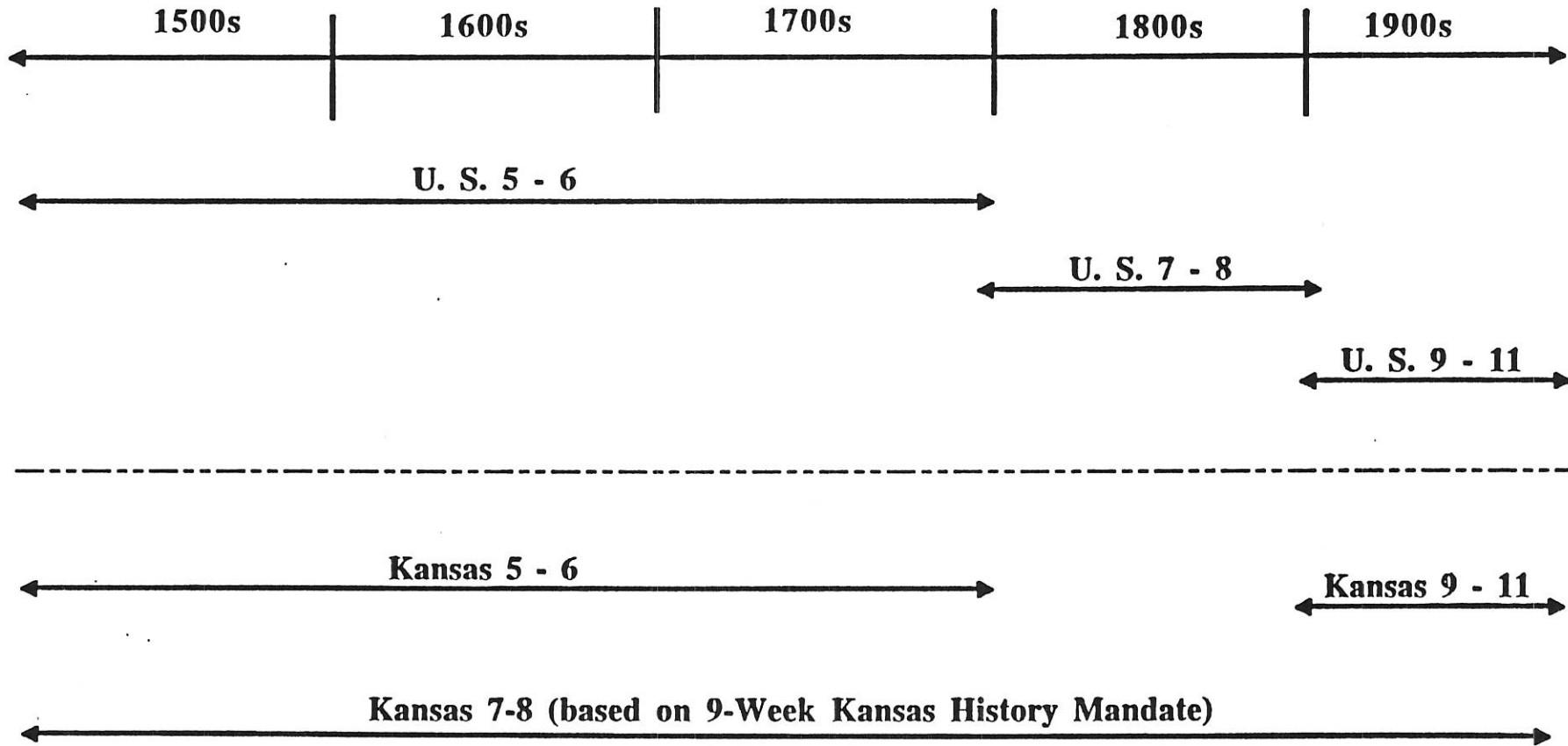
The world history standards are written to be flexible but substantial. The K-4 indicators are designed to provide a foundation in World History that can be integrated with instruction in communications, science, and math. The 5-6 indicators are designed to be consistent with the United States History and Ancient Civilization courses most often taught at the fifth and sixth grade. The 7-8 indicators line up with the World Geography often taught at the seventh or eighth grade. The 9-11 grade indicators reflect the content of World History courses taught at ninth or tenth grade.

With the exception of the items marked for state assessment, the history indicators are rather general. A more detailed version of the world history indicators appears in the appendix. It should be made clear that the indicators associated with the World History Content Outline are not a mandate and it is not expected that all would be taught in a yearlong or even a two-year course. *These benchmarks and indicators are provided as a resource for teachers developing curriculum, courses, and lessons. Selection of topics and decisions about depth and breadth of coverage are local decisions.*

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Kansas and United States History Timeline

Instructional Focus and Assessment



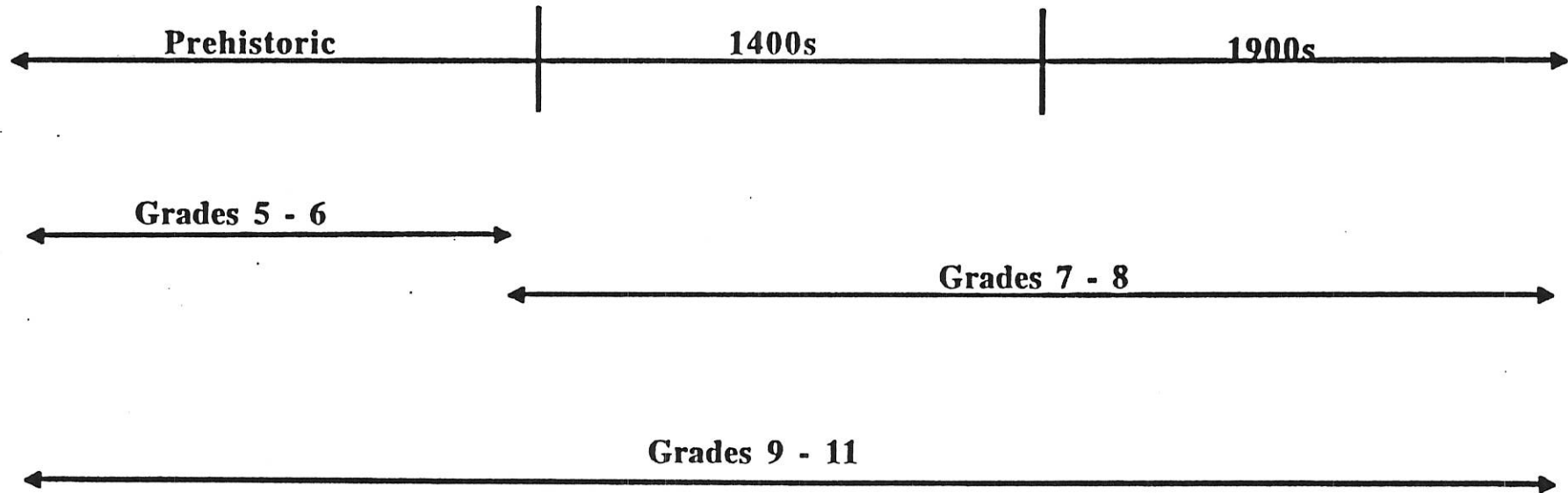
37

The benchmarks and indicators at K-4 are designed to build a foundation of knowledge and skills in U.S. History.

4-41

World History Timeline

Instructional Focus and Assessment



38

The benchmarks and indicators at K-4 are designed to build a foundation of knowledge and skills in World History.

77-77

HISTORY

By the end of Second Grade

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1: The student understands the significance of the contributions of important individuals and major developments in history.

Indicators:

The student:

- *6 1. retells the stories of explorers, inventors, and scientists (Christopher Columbus, Marco Polo, Benjamin Franklin, and others).
- *6 2. knows the importance of United States social and political leaders. (Washington, Jefferson, Lincoln, Benjamin Franklin, and others).

Benchmark 2: The student understands the importance of the experiences of groups of people who have contributed to the richness of heritage.

Indicators:

The student:

- *6 1. compares and contrasts the life conditions of the earliest settlements to the present (American Indian, plains pioneers, early English and Spanish settlements, and others).
- L 2. retells the story of the settlement of his/her own community, drawing upon primary sources (e.g. maps, photos, oral histories, newspapers, and letters).
- L 3. compares at least two different types of shelter used by American Indians in Kansas from 1500 to 1700 (e.g. grass lodge, tipi, earth lodge).
- 4. uses stories, artifacts, and/or traditional music to interpret some aspect of daily life for early American Indians in Kansas.
- L 5. uses historical photographs to identify two types of housing early Kansas immigrants built (e.g. dugouts, sod houses, log cabins, frame houses).

Benchmark 3: The student understands the significance of events, holidays, documents, landmarks, and symbols which are important in United States history.

Indicators:

The student:

- *6 1. recognize the United States flag, the Pledge of Allegiance, The Declaration of Independence, and The Star Spangled Banner as national symbols.
- *6 2. understands the meaning of national holidays (Columbus Day, Independence Day, Martin Luther King Jr. Day, Presidents Day, Thanksgiving, Veterans Day).
- 3. explains the customs related to important holidays and ceremonies in various countries in the past.
- * 6 4. locates the state of Kansas using a political map of the United States.
- * 6 5. names and locates the capital of Kansas using a state map.

HISTORY

6. identifies three official symbols of the state of Kansas (e.g. the state song - "Home on the Range", the state bird - the meadowlark, the state flower - the sunflower).
- * 6 7. explains the origin of the name "Kansas" (from the (Kansa) American Indians).

Benchmark 4: The student understands the variety of ways land has been used in Kansas over time.

Indicators:

The student:

1. describes the different food sources produced in Kansas (e.g. wheat, beef, soybeans, sunflowers).

KANSAS HISTORY

Grades Third through Fourth

Kansas History Standard: The student demonstrates a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1: The student understands the importance of the experiences of groups of people who have contributed to the richness of the heritage of Kansas.

By the end of Fourth Grade

Indicators:

The student:

- L 1. gathers data to analyze geographic, political, economic, and religious reasons that brought settlers to Kansas.
- *8 2. identifies at least five immigrant groups that settled in Kansas (e.g. English, German, German-Russian, French, Swedish, Croatian, Serbian, Mexican, African American, Vietnamese).
- 3. explains one contribution made by one immigrant group to Kansas.
- L 4. uses literature, letter, and/or diaries to describe the everyday life of a Kansas settler.

Benchmark 2: The student understands the significance of events, holidays, documents, landmarks, and symbols which are important in Kansas history.

By the end of Fourth Grade

Indicators:

The student:

- 1. explains how important buildings, statues, monuments, and place names are associated with the state's history.
- 2. describes regional folk heroes, stories, or songs that have contributed to the development of the history of Kansas and the United States.
- 3. uses local resources to explain the origin of their town.

Benchmark 3: The student understands the variety of ways land has been used in Kansas over time.

By the end of Fourth Grade

Indicators:

The student:

- 1. compares the changes in land usage of his/her geographic region over time using local documents.

KANSAS HISTORY

Benchmark 4: The student understands the impact of exploration and westward migration upon the history of Kansas.

By the end of Fourth Grade

Indicators:

The student:

1. researches to describe the experiences of an explorer who came to Kansas before statehood (e.g. Lewis and Clark, Pike, and Long).
- * 8 2. compares and contrasts the purposes of the Santa Fe and Oregon-California Trails.
3. describes the interactions between different cultural groups on the Santa Fe and Oregon-California Trails (e.g. Mexican, American, and American Indian).
4. lists three major hardships that travelers on the Oregon-California Trail encountered (e.g. lack of water, mountains and rivers to cross, weather, need for medical care, size of wagon).

Benchmark 5: The student understands the significance of famous individuals and their contributions in history.

By the end of Fourth Grade

Indicators:

The student:

1. researches to describe the contributions made by notable Kansans to the history of the United States (e.g. Dwight David Eisenhower, Alf Landon, Amelia Earhart, George Washington Carver, Carry Nation, Black Bear Bosin, Gordon Parks).

KANSAS HISTORY Grades Fifth through Sixth

Benchmark 1: The student understands the individuals, groups, ideas, events, and developments during the period of exploration in Kansas (1541 - 1820).

By the end of Sixth Grade

Indicators:

The student:

- * 8 1. summarizes the reasons Coronado, Pike, and Long explored Kansas.
2. understands the impact of the exploration of Coronado, Pike and Long on the American Indians of Kansas.

KANSAS HISTORY

Grades Seventh through Eighth

Benchmark 1: The student understands the individuals, groups, ideas, events, and developments during the period of exploration in Kansas (1541 - 1820).

By the end of Eighth Grade

Indicators:

The student:

- *8 1. compares and contrasts the foods, housing styles, and traditional arts of early American Indian nations (e.g. Kansa, Osage, Wichita, Pawnee, Cheyenne, Arapaho, Apache, Comanche, and Kiowa).
- 2. explains how Long's classification of Kansas as the "Great American Desert" influenced later U.S. government policy on Indian relocation.

Benchmark 2: The student understands individuals, groups, ideas, events, and developments during the era of western migration.

By the end of Eighth Grade

Indicators:

The student:

- * L 1. explains the effect of removal to Kansas on the way of life for at least one Indian nation, (e.g. Kickapoo, Sac and Fox, Delaware, Potawatomi, or Shawnee).
- L 2. uses diaries and journals to analyze why families migrated west.
- * 8 3. compares and contrasts the U.S. military's view of the Kansas frontier with that of the American Indians.
- 4. interprets life at a frontier military fort in Kansas (e.g. Fort Leavenworth, Fort Scott, Fort Larned, Fort Hayes).
- 5. describes the role of the Buffalo Soldiers on the Kansas frontiers and the impact on American Indian peoples.

Benchmark 3: The student understands individuals, groups, ideas, events, and developments of the territorial period and the Civil War in Kansas.

By the end of Eighth Grade

Indicators:

The student:

- * 8 1. understands the concept of popular sovereignty under the Kansas-Nebraska Act.
- * 8 2. understands how control of the Kansas territorial government was affected by the Kansas-Nebraska Act.
- 3. describes the influence of pro- and anti- slavery ideas on territorial Kansas.
 - a. defines "border ruffians," "bushwhackers," "jayhawkers," and the Underground Railroad, free-state, and abolitionist.
 - b. understands the role of important individuals during the territorial period (e.g. Charles Robinson, James Lane, John Brown, Clarina Nichols, Samuel Jones, John W. Geary, David Atchison, and Judge Lecompt).
- 4. evaluates the Wyandotte Constitution with respect to the civil rights of women and African Americans.

KANSAS HISTORY

- * 8 5. knows the date Kansas became a state and the events associated with Kansas' admission that occurred in the U.S. Congress and throughout the nation.
- 6. describes the causes and the consequences of Quantrill's raid of Lawrence during the Civil War.
- 7. describes the economic effects of the Civil War on the people of Kansas.

Benchmark 4: The student understands individuals, groups, ideas, events, and developments during the period of expansion and development in Kansas (1860's - 1890's).

By the end of Eighth Grade

Indicators:

The student:

- 1. understands why difficulties between American Indians and whites in western Kansas increased after the Civil War.
- 2. traces the migration patterns of the English, French, Germans, German-Russians, and Swedes to Kansas.
- * 8 3. understands the reasons for the Exoduster movement out of the South to Kansas.
- L 4. explains one process of acquiring land in Kansas outlined in the land laws.
- 5. uses primary source documents to interpret how settlers to Kansas adapted to the physical environment.
- * 8 6. understands the development of Populism in Kansas.
- * 8 7. evaluates the impact of the railroad extension in Kansas on town development, the cattle industry, and agricultural settlement.

Benchmark 5: The student understands individuals, groups, ideas, events, and developments in the period of industrialization and modernization in Kansas (1890s - 1920s).

By the end of Eighth Grade

Indicators:

The student:

- * 8 1. explains the accomplishments of the Progressive movement in Kansas (e.g. regulating the sale of stocks and bonds, workman's compensation, inspection of meat processing plants, public health campaigns).
- * 8 2. evaluates the impact of the prohibition campaign of Carry A. Nation on future legislation in Kansas and the United States.
- * 8 3. describes the significance of farm mechanization in Kansas.
- 4. understands the impact of the growth of mining in southeast Kansas on the population and economic conditions of the region.
- 5. explains the significance of the work of Kansans on the future of the aviation industry (e.g. Earhart, Longren, Cessna, Beech).
- 6. understands the movement for women's suffrage and its effect on Kansas politics.
- L 7. understands the challenges German Americans faced in Kansas during World War I (e.g. discrimination, movement against German languages).
- L 8. explains the connection between immigrants from Mexico and the expansion of the railroad.

Benchmark 6: The student understands individuals, groups, ideas, events, and developments of the Depression and World War II in Kansas (1920s -1940s).

KANSAS HISTORY

By the end of Eighth Grade

Indicators:

The student:

1. describes how William Allen White fought against the Ku Klux Klan in Kansas during the 1920s.
- * 8 2. compares agricultural practices before and after the dust storms of the 1930s.
3. uses local resources to describe conditions in his/her community during the Great Depression.
- L 4. summarizes the effects of the New Deal programs on Kansas life.
- L 5. explains how World War II acted as a catalyst for change in Kansas (e.g. women entering work force, increased mobility, changing manufacturing practices).
6. describes the differences between John Steuart Curry and the Kansas legislature over depiction of Kansas values in the statehouse murals.

Benchmark 7: The student understands individuals, groups, ideas, events, and developments in contemporary Kansas. (1950s -).

By the end of Eighth Grade

Indicators:

The student:

- * 8 1. uses a time line to trace the events that led to the Supreme Court decision in *Brown v. Topeka Board of Education*.
- L 2. understands the reasons Southeast Asians migrated to Kansas after 1975.
3. describes the impact of the change from family farms to agribusiness on Kansas culture.
- * 11 4. recognizes the effects of the depopulation of rural areas and an increase in urbanization on the politics of Kansas.
5. describes the reasons for major flood control projects in the 1950s.
6. identifies issues facing Kansas state government in the 1980s and beyond.
7. gathers information using resource people to analyze the impact of a recent historical event upon the local community.

KANSAS HISTORY

Grades Ninth through Eleventh

Benchmark 1: The student understands the individuals, groups, ideas, events, and developments during the exploration in Kansas (1541-1820).

By the end of Eleventh Grade

Indicators:

The student:

1. describes the social and economic impact of Spanish and French ownership on Kansas before the Louisiana Purchase.

KANSAS HISTORY

Benchmark 2: The student understands individuals, groups, ideas, events, and developments during the era of western migration.

By the end of Eleventh Grade

Indicators:

The student:

1. analyzes the impact of Manifest Destiny on the settlement of Kansas.
2. compares and contrasts the perspectives of white and American Indians with regard to land usage on the Kansas frontier.

Benchmark 3: The student understands individuals, groups, ideas, events, and developments of the territorial period and the Civil War in Kansas.

By the end of Eleventh Grade

Indicators:

The student:

1. understands the development of towns on the Missouri River in relationship to the slavery issue in the Kansas Territory.
2. evaluates the role of women in advancing the anti-slavery cause in the Kansas Territory.
3. analyzes how the debate between Northern and Southern states on the issue of secession affected Kansas becoming a state.

Benchmark 4: The student understands individuals, groups, ideas, events, and developments during the period of expansion and development in Kansas (1860's - 1890's).

By the end of Eleventh Grade

Indicators:

The student:

1. traces the impact of the 14th and 15th Amendments to the U.S. Constitution on the later Brown v. Board of Education decision.
2. evaluates the social and economic factors that led to the Exoduster movement of African Americans out of the South to Kansas.
3. describes challenges faced by immigrants to Kansas during the 19th century.
4. analyzes the ways the Populist Platform of 1892 proposed to address the social and economic issues facing Kansas and the nation.

Benchmark 5: The student understands individuals, groups, ideas, events, and developments in the period of industrialization and modernization in Kansas (1890s - 1920s).

By the end of Eleventh Grade

Indicators:

The student:

1. explains how the course of progressivism can be traced through the editorials of William Allen White in the Emporia Gazette.

KANSAS HISTORY

2. understands the significance of the Girard newspaper Appeal to Reason to the Socialist movement in the U.S.

Benchmark 6: The student understands individuals, groups, ideas, events, and developments of the Depression and World War II in Kansas (1920s -1940s).

By the end of Eleventh Grade

Indicators:

The student:

1. describes the impact the Kansas Dust Bowl made on the social and economic conditions in the western United States.
2. researches WPA or other records to describe the impact of the New Deal programs on the local area.
3. analyze the opposition to the New Deal Programs by Alf Landon and the Republican Party.
4. understands the influence of Kansas writers and artists on the Harlem Renaissance (e.g. Langston Hughes, Frank Marshall Davis, Aaron Douglas, Coleman Hawkins, and Gordon Parks).

Benchmark 7: The student understands individuals, groups, ideas, events, and developments in contemporary Kansas. (1950s -).

By the end of Eleventh Grade

Indicators:

The student:

1. researches a contemporary issue in Kansas and constructs a well-developed argument in support or opposition (e.g. education, health care, environment).
2. explains how Kansans have responded to the effects of increasing urbanization and industrialization (e.g. shift in populations, school unification, municipal services).

UNITED STATES AND WORLD HISTORY

Grades Third through Fourth

History Standard: The student demonstrates a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1: The student understands the significance of the contributions of important individuals and major developments in history.

By the end of Fourth Grade

Indicators:

The student:

1. Explains the significance of important individuals of the past (e.g. Alexander the Great, Augustus Caesar, Marco Polo, Christopher Columbus, Thomas Edison).
2. describes changes over time in exploration, technology, communication, and transportation and their impact on the US, and:
 - *6 a) identifies European explorers of the 15th and 16th centuries and explains their reasons for exploring and the results of their travels.
 - b) draws upon visual data to illustrate development of various forms of transportation now and long ago.
 - L c) compares and contrasts ways people communicate with each other now and long ago.
 - L d) describes the development and influence of tools on work and behavior.

Benchmark 2: The student understands the importance of the experiences of groups of people who have contributed to the richness of heritage.

By the end of Fourth Grade

Indicators:

The student:

- *6 1. describes the experiences of cultural groups who settled in various parts of the United States (Puritans and other groups of English, French, Spanish, and Dutch):
 - L 2. compares and contrasts various aspects of family life, structures, and rules in different cultures and in many eras with a students' own lives.
 - L 3. describes various cultures by studying dance, music, folklore, and arts of various cultures around the world.
 4. traces the history of a family through the use of primary and secondary sources (e.g. artifacts, photographs, interviews, and documents).
 5. describes how historians and archeologists use different methods to study the past.

UNITED STATES AND WORLD HISTORY

Benchmark 3: The student understands the significance of events, holidays, documents, landmarks, and symbols which are important in United States history.

By the end of Fourth Grade

Indicators:

The student:

- *6 1. describes the purpose of the Mayflower Compact, The Declaration of Independence, and The U.S. Constitution, and their significance.
- 2. describes the historical events that led to important U.S. holidays (Columbus Day, Independence Day, Martin Luther King Jr. Day, Presidents Day, Thanksgiving, Veterans Day).
- * 3. identifies the significance of national and local landmarks (Jefferson Memorial, Lincoln Memorial, Plymouth Rock, U.S. Capitol, Washington Monument, White House, Yorktown Battlefield, and others).

UNITED STATES HISTORY Grades Fifth through Sixth

Benchmark 1: The student demonstrates a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the exploration, colonization, and settlement of the United States (to 1763).

By the end of Sixth Grade

Indicators:

The student:

- 1. understands the impact of European exploration and colonization, and is able to:
 - a) retell the stories of Columbus, Ponce de Leon, Cortes, DeSoto, Hudson, LaSalle, and Pizzaro.
 - *6 b) understands the stories of Roanoke, Jamestown, Plymouth, and Williamsburg, New Amsterdam, St. Augustine, Quebec.
 - *6 c) compares and contrasts features of life in the New England, Middle, and Southern colonies.
 - d) compares and contrasts the impact of European settlement from an American Indian and European point of view.

Benchmark 2: The student demonstrates a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the American Revolution and the United States becoming a nation (1763-1800).

By the end of Sixth Grade

Indicators:

The student:

- 1. understands the importance of the American Revolution, and is able to:

UNITED STATES HISTORY

- *6 a) describe the importance of George Washington, Thomas Jefferson, Alexander Hamilton, Benjamin Franklin, Patrick Henry, John Hancock, Paul Revere, George III, and Lafayette in events of this era.
 - *6 b) using colonial grievances and British policies, describe the causes of the American Revolution.
 - c) explains the significance of Trenton, Valley Forge, Yorktown, and Saratoga as turning points in the American Revolution.
 - *6 d) identifies the ideas included in The Declaration of Independence.
2. The student understands the government system created during the American Revolution and how the system was revised to create the foundation of the American political system, and is able to:
- *8 a) list the problems with the Articles of Confederation.
 - *8 b) understand that the U.S. Constitution is fundamental law, the structure of government it describes, the key ideas in the Preamble, and the importance of the Bill of Rights.
 - *8 c) understand the importance of the presidency of George Washington.

UNITED STATES HISTORY Grades Seventh through Eighth

Benchmark 1: The student demonstrates a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the beginnings of the Republic (1800-1850).

By the end of Eighth Grade

Indicators:

The student:

- L 1. summarizes territorial expansion of the United States between 1801 and 1861, and how it affected relations with external powers and American Indians.
- 2. analyzes the changes in American lives due to the industrial revolution, and the expansion of slavery, and:
 - *8 a) explains how technological developments that influenced transportation, the economy, and the environment impacted different parts of American society between 1801 and 1860.
 - b) interprets the experiences of the Irish and German immigrants to the United States and how communities changed due to immigration.
- 3. recognizes the changes in United States politics due to the advent of Jacksonian Democracy, and:
 - *8 a) describes how Andrew Jackson's presidency reflected an expansion of democracy.
 - *8 b) compares the issues of nationalism and sectionalism.
- *8 4. analyzes causes and long term results of the War of 1812 and the Mexican War.

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5. explains the impact on American society of religious, social, and philosophical reform movements of the 19th century (abolitionism, transcendentalism, and others).

Benchmark 2: The student demonstrates a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the Civil War through the Industrial era of American history (1850-1900).

By the end of Eighth Grade

Indicators:

The student:

- *8 1. retraces events that led to sectionalism and eventually secession prior to the Civil War (Compromise of 1820, Compromise of 1850, Kansas-Nebraska Act, and others).
2. explains the circumstances that shaped the Civil War and its outcome, and:
 - *8 a) contrasts the economic, technological, and human resources of the North and the South.
 - b) describes the contributions of individuals and groups in the Civil War.
3. compares and contrasts different plans for Reconstruction, including plans advocated by President Lincoln, congressional leaders, and President Johnson.
- *11 4. describes changes in economic, political, and social structure in different regions during Reconstruction.
5. describes changes in political and economic positions of African Americans in the North and South, including challenges to freedmen.
6. explains how the rise of big business, heavy industry, and mechanized farming transformed American society, and:
 - a) explains the concept of the "American Dream" from different perspectives and the influences of new inventions and advances in transportation.
 - *11 b) summarizes from different perspectives the influences of limited competition, business organizations, and the leadership of industrialists on business and industry in the 19th century.
7. describes the experiences of immigrants of the late 19th century and how cultural groups affected American society, and interprets data from written and non-written sources to describe the experiences of diverse groups and minorities in different regions of the country from different perspectives.
8. explains the rise of the American labor movement and how political issues reflected social and economic changes, and:
 - *11 a) uses data from written and non-written sources to describe conditions affecting employment and labor in the late 19th century.
 - b) explains reactions to development in labor in late 19th century America from different perspectives.
9. describes federal Indian policy after the Civil War, and:
 - *11 a) describes the attitudes and policies of government officials, the Army, missionaries, settlers, and the general public toward American Indians.

UNITED STATES HISTORY

- *11 b) explains American Indians responses to increased white settlement, mining activities, and railroad construction.
- 10. explains United States foreign policy after the Civil War, and:
 - a) explains geographic, economic and social factors that influenced U.S. expansionism in the late 19th century.
 - b) lists arguments used to justify expansion, and those used to oppose expansion.
- 11. describes the causes and consequences of the Spanish-American War.

UNITED STATES HISTORY

Grades Ninth through Eleventh

Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the exploration, colonization, and settlement of the United States (to 1763).

By the end of Eleventh Grade

Indicators:

The student:

1. explains how political institutions and religious freedom emerged in the North American colonies, and analyzes political factors that contributed to the development of representative government.
2. explains how the values and institutions of European economic life took root in the colonies, and:
 - a) uses cause and effect to show how slavery reshaped European and African life in the Americas.
 - b) analyzes the elements of slavery in the colonies.

Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the American Revolution and the United States becoming a nation (1763-1850).

By the end of Eleventh Grade

Indicators:

The student:

1. understands the causes of the American Revolution, the ideas and interests involved in shaping the revolutionary movement, and reasons for the American victory, and:
 - a) describes how the principles of the Declaration of Independence justified American independence.
 - b) analyzes the major political and strategic factors that led to the American victory in the Revolutionary War.
 - c) explains the military and diplomatic factors that helped produce the Treaty of Paris.
2. analyzes the government system created during the American Revolution and how the system was revised to create the foundation of the United States political system, and:
 - a) analyzes the ideas established by the Constitution, and events that led to its adoption.
 - b) explains the Bill of Rights and the reasons for the challenges registered against it.
3. summarizes territorial expansion of the United States between 1801 and 1861, and how it affected relations with external powers and American Indians, and:
 - a) analyzes political interests and views regarding the War of 1812.
 - b) describes the shifts in the U.S. government's policy toward American Indians in the first half of the 19th century.

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- c) evaluates the religious, political, and social ideas that contributed to the 19th century belief in Manifest Destiny .
4. analyzes the changes in American lives and increased regional tensions due to the industrial revolution, the expansion of slavery, and westward expansion, and:
 - a) explain the impact of the Industrial Revolution during the early and later 19th century.
 - b) analyze how slavery influenced economic and social elements of Southern society.
 - c) evaluate the major historical events in the context of their own time that promoted sectional conflicts and strained national cohesiveness in the ante-bellum period.

Benchmark 3: The student demonstrates a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the Civil War through the Industrial era of United States history (1850-1900).

By the end of Eleventh Grade

Indicators:

The student:

1. constructs a well supported historical argument explaining the Union victory in the Civil War.
2. understands why various Reconstruction plans succeeded or failed , and:
 - a) explains the 14th and 15th amendments to the U.S. Constitution.
 - b) analyzes different perspectives of Reconstruction.
3. explains how the rise of big business, heavy industry, and mechanized farming transformed American society, and analyzes issues associated with urban growth in the late 19th century.
4. evaluates massive migration and immigration after 1870 and:
 - a) evaluates new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.
 - b) analyzes changes in social and class development in the late 19th century.
5. explains the rise of the American labor movement and how political issues reflected social and economic changes and:
 - a) analyzes influences on the workforce during the late 19th century.
6. analyzes elements that contributed to late 19th century expansionist foreign policy, and evaluates the objectivity of newspaper accounts of political and military actions during this period.

Benchmark 4: The student demonstrates a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the emergence of modern United States (1900-1930).

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By the end of Eleventh Grade

Indicators:

The student:

1. compares and contrasts how progressives and others addressed issues of industrial capitalism, urbanization, and political corruption and:
 - *11 a) describes the spread of Progressive ideas and the successes of the Progressive movement.
 - b) compares and contrasts the influence of events and individuals on the Progressive movement.
2. explains the changing role of the United States in world affairs through World War I, and:
 - a) evaluates U.S. foreign policy and involvement in foreign countries in the early 20th century.
 - *11 b) uses immediate, long range, and multiple causation to explain the causes of World War I.
 - c) understands how the home front influenced and was influenced by U.S. involvement in World War I.
3. describes changes in the United States during the 1920's and:
 - *11 a) analyzes factors that contributed to changes in work, production, and the rise of a consumer culture.
 - *11 b) describes the various social conflicts that took place in the early 1920's.
 - *11 c) explains the changes in the role of women in American society.
 - d) frames historical questions that address changes in the social and cultural life of American society in the 1920's.
 - L e) explores how the arts, music, and literature reflect social change.

Benchmark 5: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the Great Depression through World War II in United States history (1930-1945).

By the end of Eleventh Grade

Indicators:

The student:

1. understands the causes and impact of the Great Depression and how it affected American society.
- *11 2. relates how the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state and evaluate the New Deal for its impact on peoples' lives including the relationship between state and federal government.
- *11 3. analyzes the causes and course of World War II, the effects of the war at home and abroad, and the emergence of the United States as a superpower, and is able to:
 - a) explains the events that led to the Japanese attack on Pearl Harbor.
 - *11 b) evaluates how World War II influenced the home front (role of women, government, minorities, popular media).

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- *11 c) evaluates the dimensions of Hitler's "Final Solution" and the Allies' response to the Holocaust.
- d) constructs a well supported argument that analyzes the Truman administrations' decision to drop the first atomic bomb.

Benchmark 6: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of contemporary United States history (since 1945).

By the end of Eleventh Grade

Indicators:

The student:

1. explains the economic boom and social transformation of post-World War II United States, and:
 - a) describes the legacy of the New Frontier and the Great Society domestic programs.
 - L b) analyzes the shift from industrial to service to information economies.
2. analyzes the Cold War and the Korean and Vietnam conflicts in domestic and international politics, and:
 - L a) analyzes the origins of the Cold War and the advent of nuclear politics.
 - b) analyzes the significance of McCarthyism.
 - c) explains the social issues that resulted from U.S. involvement in the Vietnam War.
3. describes the struggle for racial and gender equality and for the extension of civil rights, and:
 - L a) evaluates significant influences on the various civil rights movements (legislation, court decisions, individuals).
4. describes developments in foreign and domestic policies between the Nixon and current presidencies, and:
 - a) explains the events and legacy of the Watergate break-in.
 - b) evaluates how the Ford and Carter administrations dealt with major domestic issues of the 1970's.
 - c) traces the changes in U.S. foreign policy from Nixon to the present.
5. describes the major social and economic developments in contemporary United States, and:
 - a) analyzes major contemporary social issues and the groups involved.
 - b) describes how changes in the national and global economy have influenced the workplace.

Benchmark 7: The student uses the skills of history to demonstrate an understanding of groups, ideas, and significant developments which have emerged and endured throughout United States History.

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By the end of Eleventh Grade

Indicators:

The student:

- L 1. describes how the United States has changed since the inception.
- L 2. analyzes the roles played by the United States in international domestic situations throughout time.
- L 3. creates charts, graphs, or maps that illustrate change in the United States over time.
- L 4. gathers, evaluates, and presents historical data.

WORLD HISTORY

Grades Fifth through Sixth

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world from prehistoric times through the pre-classical civilizations.

By End of Sixth Grade

Indicators:

The student:

1. explains the importance of Neolithic Agricultural Revolution.
2. describes how historians and archeologists use different methods to study the past.
3. describes the importance of the ancient civilizations of Egypt and Mesopotamia.
4. describes the civilization of Ancient India (Hinduism, caste system).
5. explains the origin and major beliefs of major world religions of this era (Judaism, Hinduism, Buddhism).

Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world during the period of great classical civilizations of Greece, Rome, India, and China.

By End of Sixth Grade

Indicators:

The student:

- * 1. explains how the civilizations of Ancient Greece and Rome influenced later cultures.
- * 2. explains how the teachings and concept of Confucius have influenced Chinese and East Asian culture.

Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the rising new civilization of AD 500-1450.

By End of Sixth Grade

Indicators:

The student:

- * 1. describes the political, social, and economic institutions and innovations of Medieval Europe (feudalism, Magna Carta, Christendom, rise of towns and trade).

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2. describes basic political and military elements of life in Feudal Japan (Japanese feudalism, samurai warriors, ritual suicide).
- * 3. describes the development and major beliefs of major world religions of this era (Christianity and Islam).
4. describes the scope and influence of the Islamic Empire.
5. describes the accomplishments of the empires of sub-Saharan Africa (Ghana, Mali).

WORLD HISTORY Grades Seventh through Eighth

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1: The student demonstrates a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world during the emerging global age 1400-1750.

By the end of the Eighth Grade

Indicators:

The student:

1. knows the Renaissance began in Italy and:
 - * a) explains that the Renaissance was a transition period from the Medieval to the modern age.
 - * b) identifies major artists of the Italian Renaissance.
 - * c) describes the contributions of Michelangelo, Leonardo Da Vinci, Raphael, and Donatello.
2. knows that the Reformation began in Germany and:
 - * a) distinguishes between Roman Catholic, Orthodox, and Protestant Christianity.
 - * b) identifies Martin Luther and John Calvin as major figures of the Protestant Reformation

Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world during the Age of Revolutions 1650-1914.

By the end of the Eighth Grade

Indicators:

The student:

- * 1. knows that England developed a constitutional monarchy and describes the parliamentary system of government.
- * 2. knows that China fell under Western influence and explains the significance of the Opium Wars, the Boxer

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- Rebellion, and the Chinese Revolution of 1911.
- * 3. knows that Africa was subject to European colonization and analyzes the impact of colonization on African culture.
- * 4. knows that most of South America gained independence from colonial rule and describes the roles played by Toussaint L'Ouverture and Simon Bolivar.

Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world during the Era of Global Wars 1914-1945.

By the end of the Eighth Grade

Indicators:

The student:

1. knows that Europe played a central part in World War I and World War II and:
 - *a) lists the major participants in each war.
 - *b) describes the outcome of each war.
- * 2. knows that Russia went through a period of revolution and describes the economic and political nature of the Soviet Union.
3. knows that atrocities occurred during World War II and:
 - *a) describes the Holocaust
 - *b) describes atrocities in the Pacific (e.g. Nanking)

Benchmark 4: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world since World War II.

By the end of the Eighth Grade

Indicators:

The student:

- * 1. knows that ideological differences led to the Cold War and describes tension between the Communist and non-Communist nations (Iron Curtain, NATO)
2. knows that conflict developed in the Middle East and:
 - * a) explains the territorial dispute between Israel and the Palestinian Arabs.
3. knows that Africa went through a period of de-colonization and:
 - * a) explains that Africa has undergone significant political and economic turmoil in newly independent nations.

Benchmark 5: The student engages in historical thinking skills.

WORLD HISTORY **By the end of the Eighth Grade**

Indicators:

The student:

1. understands chronological thinking (e.g. interprets and creates timelines, explains change and continuity over time).
2. understands historical analysis and interpretation (e.g. differential between fact and interpretation, considering different perspectives).
3. understands historical research (e.g. finds and evaluates sources, uses advanced referenced works).

WORLD HISTORY **Grades Ninth through Eleventh**

Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world from prehistoric times through the pre-classical civilizations.

By the end of the Eleventh Grade

Indicators:

The student:

1. describes the physical and cultural development of mankind from the Paleolithic through the Neolithic Agricultural Revolution.
2. understands the accomplishments and significance of the Ancients Near Eastern civilizations, and:
 - * a) explains the origins, beliefs, and significance of Judaism as the world first monotheistic religion.
3. understands the accomplishments and significance of the early civilizations in India and China.

Benchmark 2: The student demonstrates a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world during the time of the great classical civilizations of Greece, Rome, India, and China.

By the end of the Eleventh Grade

Indicators:

The student:

1. understands the political, economic, religious, social, intellectual, and aesthetic significance of Hellenic and Hellenistic culture, and:
 - * a) describes the enduring contributions of important Greek figures (Homer, Sappho, Herodotus, Thucydides, Socrates,

WORLD HISTORY

- Plato, Aristotle, Sophocles, Archimedes, Hippocrates, and Euclid).
2. understands the history of the Roman Republic and the Roman Empire and their impact on Western Civilization and:
 - * a) analyzes the fall of the Roman Empire in terms of both internal problems (economic, social, military, political) and external problems (provincial disorder, loss to trade and revenue, tribal migrations and attacks).
 3. understands the history of the development and spread of early Christianity and:
 - * a) describes the origins of Christianity, the contributions of Paul the Apostle, and the structure of the early Catholic Church (Pope, bishops, priests, etc).
 4. knows the historical, cultural, and religious traditions of Classical India and China and:
 - * a) compare and contrast Hinduism and Buddhism.
 - * b) compare and contrast the philosophies of Confucianism, Taoism, and legalism.

Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the rising new civilizations of AD 500-1450.

By the end of the Eleventh Grade

Indicators:

The student:

1. understands the enduring legacy of Rome and the Byzantine Empire.
2. understands the rise and influence of Islam, and:
 - * a) compares and contrasts Islamic achievements in science, mathematics, medicine, the arts, and literature with those of medieval Europe.
3. understands the nature of the political and social order in early medieval Europe.
4. understands the history of China from the Tang through the Ming dynasties.
5. understands the history of feudal Japan.
6. understands the history of Medieval Russia.
7. understands the civilization of the High Middle Ages in Europe, and:
 - * a) describes the origins of representative government in England including the Magna Carta and the Model Parliament.

Benchmark 4: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world during the emerging global age 1400-1750.

WORLD HISTORY

By the end of the Eleventh Grade

Indicators:

The student:

1. understands the history of Renaissance civilization, and:
 - * a) explains the significance and accomplishments of Petrarch, Leonardo De Vinci, Michelangelo, Machiavelli, Shakespeare, and Guttenburg.
2. understands the history of the Ottoman and Mogul Empires.
3. understands the development of the Commercial Revolution and early capitalism in Europe.
4. understands the history of the Reformation, and:
 - * a) explain the ideas of Martin Luther and John Calvin.
5. understands the history of Japan and China in the early global age.
6. understands the rise of European colonial empires.

Benchmark 5: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world during the Age of revolutions 1650-1914.

By the end of the Eleventh Grade

Indicators:

The student:

1. understands the history and significance of the Scientific Revolution, and:
 - * a) describes the advances made by Copernicus, Bacon, and Galileo.
2. understands the history of the Enlightenment, and:
 - * a) summarizes the ideas of significant thinkers including Hobbes, Locke, Voltaire, Montesquieu, Rosseau, and Wollstonecraft.
3. understands the history of the Age of Absolutism.
4. understands the history of great political revolutions, and:
 - * a) explains the significance of The English Civil War and the Glorious Revolution.
 - * b) compares and contrast the American and French Revolution.
5. understands the history of the Industrial Revolution, and:
 - * a) describes social changes caused by industrialism, particularly those effecting the urban working class.
6. understands the search for political democracy and social justice.
7. understands the history of Western nationalism and imperialism.
8. understands the history of major developments in Japan and China, and:
 - * a) assesses the significance of the Meijji Era, including the rise of Japan as an industrial and military power, the significance of the Sino-Japanese War, and the Russo-Japanese War.

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9. understands the development of nationalism, resistance, and rebellion in India and Africa.
10. understands the history of progress and its limits during the 19th and early 20th centuries, and:
 - * a) describes progress in science and medicine (including the Curies, Einstein, Lister, Pasteur, Darwin, and Freud).

Benchmark 6: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world during the Era of Global Wars 1914 - 1945.

By the end of the Eleventh Grade

Indicators:

The student:

1. understands the history of World War I.
2. understands the history of the Russian Revolutions of 1917 and their aftermath.
3. understands the aftereffects of war and colonialism, and:
 - * a) evaluates the role of Gandhi as a leader of Indian nationalism.
4. understands the rise and development of totalitarian states, and:
 - * a) describes development and nature of totalitarian states in Italy, Germany, and the Soviet Union.
5. understands the origins and course of World War II.

Benchmark 7: The student demonstrates a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world since World War II.

By the end of the Eleventh Grade

Indicators:

The student:

1. understands the history of the Cold War.
2. knows the history of the major regional conflicts in the period since World War II.
3. understands the economic military and demographic shifts which have taken place in the world since 1945.
4. understands the impact of technological changes since the mid-Twentieth century.

Benchmark 8: The student engages in historical thinking skills.

By the end of the Eleventh Grade

WORLD HISTORY

Indicators:

The student:

1. understands chronological thinking (e.g. interprets and creates timelines, explains change and continuity over time).
2. understands historical analysis and interpretation (e.g. differentiates between fact and interpretation, considers different perspectives).
3. understands historical research (e.g. finds and evaluates sources, uses advanced referenced works).

Kansas

Standards

by

Grade Level

By the end of Second Grade CIVICS-GOVERNMENT

Civics-Government Standard: The student understands and has a working knowledge of governmental systems of the United States and other nations with an emphasis on the U.S. Constitution, the necessity for the rule of law, the civic values of the American Constitutional democracy, and the rights, privileges, and responsibilities to become active participants in the democratic process.

Benchmark 1: The student understands the rule of law as it applies to family, school, local, state and national governments.

Indicators:

The student:

- * 6 1. describes the need for rules in the family, school, and community.
- 2. discusses safety rules (e.g. poison, traffic, fire, playground, etc.)

Benchmark 2: The student identifies and demonstrates how using civic values will increase his/her citizenship skills.

Indicators:

The student:

- * 6 1. knows how various symbols are used to depict American's shared values, principles, and beliefs (eagle, flag, seals, pledge).
- 2. knows the qualities of a good, law-abiding citizen (e.g. honesty, courage, patriotism, respect, etc.)

Benchmark 3: The student identifies and explains fundamental concepts of the U.S. Constitution.

Indicators:

The student:

- * 6 1. recognizes that the U.S. Constitution is a written plan for the rules of government (e.g. know that the Constitution is the name of the rules of our country, comparing it to family, classroom, and school rules).

Benchmark 4: The student identifies and examines the rights, privileges and responsibilities in becoming an active participant in the democratic process.

Indicators:

The student:

- 1. discusses the rules, rights, and responsibilities students have at home, in the classroom, at school, and in the community.
- * 6 2. knows that citizenship includes the honoring of holidays and celebrations (Independence Day, Labor Day, Thanksgiving Day, Veterans Day, special leader days, etc.).
- 3. identifies basic rights and privileges that students have and those they will acquire with age (e.g. driving, voting, etc.).

Benchmark 5: The student identifies and analyzes the advantages and disadvantages of various government systems.

Indicators:

The student:

1. describes governments in terms of people and groups who make, apply and enforce rules and laws for others in their family, school, and community (parent, teacher, principal, mayor, governor, president, etc.).

By the end of Second Grade ECONOMICS

Economics Standard: The student understands major economic concepts, issues, and systems of the United States and other nations; and applies decision making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.

Benchmark 1: The student understands how scarcity of resources requires choices.

Indicators:

The student:

- * L 1. identifies an example of a producer and consumer.
- * 2. provides examples of goods and services.
- 3. identifies the opportunity cost of an activity (e.g., the opportunity cost of swinging at recess might be missing a game of soccer).

Benchmark 2: The student understands the U.S. Economic System (Market Economy).

Indicators:

The student:

1. explains how barter can be used to exchange goods and services.
- * L 2. explains the role of money in everyday life.

Benchmark 3: The student analyzes the role and impact of various economic systems (international economies), institutions, and incentives.

Indicators:

The student:

1. gives examples of different markets for various goods and services.

Benchmark 4: The student analyzes the role of the government in the economy.

Indicators:

The student:

1. identifies goods and services provided by the government (e.g. streets, parks, police officers, public school teachers).

Benchmark 5: The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

Indicators:

The student:

- * 1. demonstrates that spending is exchanging money for goods and services.
- * L 2. explains why it is important to plan spending decisions.
- 3. lists reasons why people save (e.g. buy a bike, go to college, buy a house, purchase a toy, etc.)

By the end of Second Grade GEOGRAPHY

Geography Standard: The student understands and uses a working knowledge of the spatial organization and relationships among people, places, physical and cultural environments, and the effects of these interactions in an interconnected world.

Benchmark 1 - Maps and Location: The student uses maps and other geographic representations, tools, and technologies to locate and use information about people, places, and environments.

Indicators:

The student:

- L 1. knows the characteristics and purposes of maps and globes (e.g. title, legend, compass rose).
- 2. uses maps of classroom, school, and neighborhood to locate familiar locations (e.g. school, home, or neighborhood).
- 3. identifies the locations of places within the community and suggests why particular locations are used for certain human activities (e.g. parks, schools, shopping, housing).
- L 4. knows and uses terms related to location, direction, and distance (e.g. up/down, left/right, near/far, here/there, north, south, east, west).

Benchmark 2 - Region: The student analyzes the spatial organization of people, places, and environments that form regions on the earth's surface.

Indicators:

The student:

- 1. describes the human and physical characteristics of the local region (e.g. water sources, vegetation, types of housing, languages spoken).
- L 2. compares local regions using physical and human criteria (e.g. house size, presence of sidewalks, age of residents, recreation areas).
- 3. identifies physical and human changes that have taken place over time in the local region (e.g. new shopping center, tearing down houses, tornado/flood damage).

Benchmark 3 - Physical Systems: The student understands the Earth's physical systems and how physical processes shape the Earth's surface.

Indicators:

The student:

- L 1. describes the essential elements of a successful ecosystem (e.g. fresh air, clean water, food supply, habitat).
- L 2. observes local weather patterns.
- L 3. describes the effects of seasonal change on the local environment.

Benchmark 4 - Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

Indicators:

The student:

- L 1. understands the concept of neighborhood, town, and state.
- L 2. identifies the settlement patterns of the community (e.g. close to downtown vs. far away, close to jobs).
- L 3. identifies how people in the community earn a living.
- L 4. explains why conflicts arise over control of territory (e.g. space in line, seat in car, area of playground).

Benchmark 5 - Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.

Indicators:

The student:

- L 1. identifies ways in which people depend on the physical environment (e.g. water, food, fuel, natural resources).
- L 2. describes how humans adapt to variations in the physical environment (e.g. choices of clothing, housing, crops).

By the end of Second Grade HISTORY

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1: The student understands the significance of the contributions of important individuals and major developments in history.

Indicators:

The student:

- *6 1. retells the stories of explorers, inventors, and scientists (Christopher Columbus, Marco Polo, Benjamin Franklin, and others).

- *6 2. knows the importance of United States social and political leaders. (Washington, Jefferson, Lincoln, Benjamin Franklin, and others).

Benchmark 2: The student understands the importance of the experiences of groups of people who have contributed to the richness of heritage.

Indicators:

The student:

- *6 1. compares and contrasts the life conditions of the earliest settlements to the present (American Indian, plains pioneers, early English and Spanish settlements, and others).
- L 2. retells the story of the settlement of his/her own community, drawing upon primary sources (e.g. maps, photos, oral histories, newspapers, and letters).
- L 3. compares at least two different types of shelter used by American Indians in Kansas from 1500 to 1700 (e.g. grass lodge, tipi, earth lodge).
- 4. uses stories, artifacts, and/or traditional music to interpret some aspect of daily life for early American Indians in Kansas.
- L 5. uses historical photographs to identify two types of housing early Kansas immigrants built (e.g. dugouts, sod houses, log cabins, frame houses).

Benchmark 3: The student understands the significance of events, holidays, documents, landmarks, and symbols which are important in United States history.

Indicators:

The student:

- *6 1. recognize the United States flag, the Pledge of Allegiance, The Declaration of Independence, and The Star Spangled Banner as national symbols.
- *6 2. understands the meaning of national holidays (Columbus Day, Independence Day, Martin Luther King Jr. Day, Presidents Day, Thanksgiving, Veterans Day).
- 3. explains the customs related to important holidays and ceremonies in various countries in the past.
- * 6 4. locates the state of Kansas using a political map of the United States.
- * 6 5. names and locates the capital of Kansas using a state map.
- 6. identifies three official symbols of the state of Kansas (e.g. the state song - "Home on the Range", the state bird - the meadowlark, the state flower - the sunflower).
- * 6 7. explains the origin of the name "Kansas" (from the (Kansa) American Indians).

Benchmark 4: The student understands the variety of ways land has been used in Kansas over time.

Indicators:

The student:

- 1. describes the different food sources produced in Kansas (e.g. wheat, beef, soybeans, sunflowers).

By the end of Fourth Grade CIVICS-GOVERNMENT

Civics-Government Standard: The student understands and has a working knowledge of governmental systems of the United States and other nations with an emphasis on the U.S. Constitution, the necessity for the rule of law, the civic values of the American Constitutional democracy, and the rights, privileges, and responsibilities to become active participants in the democratic process.

Benchmark 1: The student understands the rule of law as it applies to family, school, local, state and national governments.

Indicators:

The student:

1. explains the purpose of rules and laws and why they are important in school, community, state and nation.
- *6 2. applies criteria useful in evaluating rules and laws (e.g. common good vs. individual rights, possible to follow, etc.)
3. understands the purpose of the state and national capitals (e.g. representatives take care of the business of government).

Benchmark 2: The student identifies and demonstrates how using civic values will increase their citizenship skills.

Indicators:

The student:

1. understands that civics values are influenced by people's beliefs and needs (need for safety, health, and well-being, etc.).
- * 6 2. describes the benefits and problems of cultural diversity in the United States.

Benchmark 3: The student identifies and explains fundamental concepts of the U.S. Constitution.

Indicators:

The student:

1. identifies the leadership roles as defined by the Constitution.
- * 6 2. identifies the three branches of government and their primary functions (e.g. legislative, judicial, executive).

Benchmark 4: The student identifies and examines the rights, privileges and responsibilities in becoming an active participant in the democratic process.

Indicators:

The student:

- * 6 1. knows the responsibilities and rights of the individual in groups; such as, family, peer group, class, school, and local, state, and national governments.

- * 6 2. knows that effective informed citizenship is a duty of each citizen, demonstrated by jury service, voting, running for office, and community service.

Benchmark 5: The student identifies and analyzes the advantages and disadvantages of various government systems.

Indicators:

The student:

- * 8 1. recognizes how and why the world is divided into nations and what kinds of governments other nations have (e.g. democracy, dictatorship).
- 2. describes the basic purposes of government (e.g. provides rules for a society to live by, protect rights).
- * 6 3. knows the meaning of key terms and concepts related to government (e.g. democracy, power, citizenship, nation-state, and justice).

By the end of Fourth Grade **ECONOMICS**

Economics Standard: The student understands major economic concepts, issues, and systems of the United States and other nations; and applies decision making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.

Benchmark 1: The student understands how scarcity of resources requires choices.

Indicators:

The student:

- * 1. knows that goods and services are scarce because there are not enough productive resources to satisfy all the wants.
- 2. identifies examples of how natural, capital and human resources are used in production of a good or service. [e.g. land resources (natural) are used to produce wheat (good) which is harvested by skilled farmers (human) using combines (capital).]
- * L 3. traces the production, distribution, and consumption of a particular good.
- * L 4. compares the cost to the benefit of making a choice. (e.g. doing homework has both a cost and a benefit; cost is the time spent, the benefit is completion of the assignment.)
- 5. gives an example of economic interdependence. (e.g. state of Kansas depends on states like Florida, Texas, and California for some fruits and vegetables.)
- 6. identifies the entrepreneur as a human resource and describes at least one characteristic of an entrepreneur (e.g., risk taker, driving force in a business, etc.).

Benchmark 2: The student understands the U.S. Economic System (market economy).

Indicators:

The student:

- * 1. explains how barter or money are used to exchange goods and services.
- 2. knows that a market is when buyers and sellers exchange goods and services.

Benchmark 3: The student analyzes the role and impact of various economic systems (international economies), institutions, and incentives.

Indicators:

The student:

- 1. show how markets are created through trade.
- * 2. defines imports and exports and gives examples of each.
- * 6 3. knows that different countries use different currencies.

Benchmark 4: The student analyzes the role of the government in the economy.

Indicators:

The student:

- 1. identifies goods and services provided by two different levels of government (e.g., firefighters, highways, space exploration).

Benchmark 5: The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

Indicators:

The student:

- 1. determines how wants for goods and services are met through spending and saving.
- 2. identifies examples of borrowing and lending.

By the end of Fourth Grade GEOGRAPHY

Geography Standard: The student understands and uses a working knowledge of the spatial organization and relationships among people, places, physical and cultural environments, and the effects of these interactions in an interconnected world.

Benchmark 1 - Maps and Location: The student uses maps and other geographic representations, tools, and technologies to locate and use information about people, places, and environments.

Indicators:

The student:

- 1. identifies major landforms and bodies of water on maps, globes, aerial photos, or satellite images, and asks geographic questions about them (e.g. continents, mountains, islands, peninsulas, rivers, oceans).
- * 6 2. locates major physical and human features of the Earth from memory (e.g. listed in appendix).

- 3. observes and compares patterns of land use in urban, suburban, and rural areas.
- L 4. analyzes the locations of places and suggests why particular locations are used for certain human activities (e.g. commercial activities, recreational, community services).
- L 5. uses grid system to locate places on maps and globes (basic latitude/longitude and alpha-numeric coordinates).
- * 6 6. uses map legends, scale and distance to answer geographic questions.

Benchmark 2 - Region: The student analyzes the spatial organization of people, places, and environments that form regions on the earth's surface.

Indicators:

The student:

- 1. describes and compares the physical characteristics of regions (e.g. vegetation, climate, landforms).
- L 2. describes the physical and human processes that shape the characteristics of regions.
- * 6 3. compares U.S. regions using human characteristics (e.g. population distribution, languages, ethnicity, agricultural usage and urban areas).
- 4. describes changes in the physical and human characteristics of regions that occur over time, and identifies the consequences of those changes (e.g., new manufacturing plant, how people earn a living, transportation routes and means).
- L 4 * 6 5. recognizes and locates U.S. states and knows their capitals.

Benchmark 3 - Physical Systems: The student understands the Earth's physical systems and show physical processes shape the Earth's surface.

Indicators:

The student:

- L 1. identifies and describes the physical components of Earth's atmosphere, landforms, water bodies, and ecosystems.
- L 2. explains how physical processes help to shape features and patterns on Earth's surface (e.g. weathering, freezing and thawing, soil-building processes).
- 3. describes how Earth's position relative to the Sun affects events and conditions on Earth (e.g. length of day, seasons, summer and winter activities, clothing, housing).
- L 4. describes and illustrates ecosystems in terms of their bio-diversity and productivity (e.g. webs of food chains, marine environments, plant and animal communities).

Benchmark 4 - Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

Indicators:

The student:

- L 1. identifies and describes the types of territorial units (e.g. boundaries, city, county, state, country, province).

- * 6 2. describes and explains characteristics, distribution, and migration of populations in the U.S. (e.g. density differences, recent immigrants, Ellis Island, Trail of Tears).
- L 3. describes and compares cultural characteristics and patterns within the U.S. and how these change over time (e.g. beliefs and customs, ethnic groups).
- L 4. identifies factors important in the location of economic activities (e.g. population concentration, environmental resources, transportation access, technology).
- * 6 5. explains why people compete for control of Earth's surface and how they resolve the resulting conflicts.

Benchmark 5 - Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.

Indicators:

The student:

- L 1. identifies and assesses the impact of past, present, and future human activities, positive and negative, on the physical environment (e.g. loss of habitat, mining, farming, chemical uses, community development).
- L 2. identifies ways in which human activities are enhanced or constrained by the physical environment (e.g. housing, clothing, recreation, jobs, resource availability, effects of weather and climate, natural hazards).
- * 6 3. identifies critical present-day issues related to the use of natural resources (e.g. depletion, conservation, pollution).

By the end of Fourth Grade KANSAS HISTORY

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1: The student understands the importance of the experiences of groups of people who have contributed to the richness of the heritage of Kansas.

Indicators:

The student:

- L 1. gathers data to analyze geographic, political, economic, and religious reasons that brought settlers to Kansas.
- * 8 2. identifies at least five immigrant groups that settled in Kansas (e.g. African American, Croatian, English, French, German, German-Russian, Mexican, Serbian, Swedish, Vietnamese).
- 3. explains one contribution made by one immigrant group to Kansas.
- L 4. uses literature, letters, and/or diaries to describe the everyday life of a Kansas settler.

Benchmark 2: The student understands the significance of events, holidays, documents, landmarks, and symbols which are important in Kansas history.

Indicators:

The student:

1. explains how important buildings, statues, monuments, and place names are associated with the state's history.
2. describes regional folk heroes, stories, or songs that have contributed to the development of the history of Kansas and the United States.
3. uses local resources to explain the origin of their town.

Benchmark 3: The student understands the variety of ways land has been used in Kansas over time.

Indicators:

The student:

1. compares the changes in land usage of his/her geographic region over time using local documents.documentation.

Benchmark 4: The student understands the impact of exploration and westward migration upon the history of Kansas.

Indicators:

The student:

1. researches to describe the experiences of an explorer who came to Kansas before statehood (e.g. Lewis and Clark, Pike, and Long).
- * 8 2. compares and contrasts the purposes of the Santa Fe and Oregon-California Trails.
3. describes the interactions between different cultural groups on the Santa Fe and Oregon-California Trails (e.g. Mexican, American, and American Indian).
4. lists three major hardships that travelers on the Oregon-California Trail encountered (e.g. lack of water, mountains and rivers to cross, weather, need for medical care, size of wagon).

INSTRUCTIONAL SUGGESTIONS:

- *Make up a riddle or a rhyme to describe and explorer. (1)*
- *Draw a Venn diagram showing similarities and differences between the Santa Fe and Oregon-California Trails. (2)*
- *Research the importance of stations along both the Santa Fe and Oregon-California trails and create a map showing their location (e.g. Olathe, Council Grove, Hanover) and discuss the criteria for an ideal location for a station. (3)*
- *In the classroom measure off the size of a typical immigrant wagon and as a class determine what food and household items you would be able to move West and discuss the limitations and what choices must be made. (4)*

Benchmark 5: The student understands the significance of famous individuals and their contributions in history.

Indicators:

The student:

1. researches to describe the contributions made by notable Kansans to the history of the United States (e.g. Dwight David Eisenhower, Alf Landon, Amelia Earhart, George Washington Carver, Carry Nation, Black Bear Bosin, Gordon Parks).

By the end of Fourth Grade UNITED STATES AND WORLD HISTORY

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1: The student understands the significance of the contributions of important individuals and major developments in history.

Indicators:

The student:

1. Explains the significance of important individuals of the past (e.g. Alexander the Great, Augustus Caesar, Marco Polo, Christopher Columbus, Thomas Edison).
2. describes changes over time in exploration, technology, communication, and transportation and their impact on the US, and:
 - *6 a) identifies European explorers of the 15th and 16th centuries and explains their reasons for exploring and the results of their travels.
 - b) draws upon visual data to illustrate development of various forms of transportation now and long ago.
 - L c) compares and contrasts ways people communicate with each other now and long ago.
 - L d) describes the development and influence of tools on work and behavior.

Benchmark 2: The student understands the importance of the experiences of groups of people who have contributed to the richness of heritage.

Indicators:

The student:

- *6 1. describes the experiences of cultural groups who settled in various parts of the United States (Puritans and other groups of English, French, Spanish, and Dutch):
- L 2. compares and contrasts various aspects of family life, structures, and rules in different cultures and in many eras with a students' own lives.
- L 3. describes various cultures by studying dance, music, folklore, and arts of various cultures around the world.

4. traces the history of a family through the use of primary and secondary sources (e.g. artifacts, photographs, interviews, and documents).
5. describes how historians and archeologists use different methods to study the past.

Benchmark 3: The student understands the significance of events, holidays, documents, landmarks, and symbols which are important in United States history.

Indicators:

The student:

- *6 1. describes the purpose of the Mayflower Compact, The Declaration of Independence, and The U.S. Constitution, and their significance.
2. describes the historical events that led to important U.S. holidays (Columbus Day, Independence Day, Martin Luther King Jr. Day, Presidents Day, Thanksgiving, Veterans Day).
- * 3. identifies the significance of national and local landmarks (Jefferson Memorial, Lincoln Memorial, Plymouth Rock, U.S. Capitol, Washington Monument, White House, Yorktown Battlefield, and others).

By the end of Sixth Grade CIVICS-GOVERNMENT

Civics-Government Standard: The student understands and uses a working knowledge of governmental systems of the United States and other nations with an emphasis on the U.S. Constitution, the necessity for the rule of law, the civic values of the American Constitutional democracy, and the rights, privileges, and responsibilities to become active participants in the democratic process.

Benchmark 1: The student understands the rule of law as it applies to family, school, local, state and national governments.

Indicators:

The student:

1. explains the possible consequences of the absence of government, rules, and laws (e.g. community safety, courtesy, rules and referees of games, playground rules, etc.)
2. understands the function of the state and national capitals (e.g. lawmaking, seat of government, home of leader, home of supreme courts).

Benchmark 2: The student identifies and demonstrates how using civic values will increase their citizenship skills.

Indicators:

The student:

- * 6 1. recognizes how the Declaration of Independence and the Constitution of the U.S. and the Bill of Rights are the concepts which form the basis for democratic values in the U.S.
- 2. recognizes that The Magna Carta, Mayflower Impact, Articles of Confederation, and other similar documents influenced the development of American Constitutional government.
- 3. recognizes the consequences of violating the rights of others (e.g. new interpretations or laws imposed, loss of privileges).
- * 8 4. analyzes the principles and ideals of the American democratic system (e.g. liberty, justice, equality, and human dignity (individual rights to life, liberty, property, and the pursuit of happiness; the public or common good, justice, equality of opportunity, diversity, truth, and patriotism)
- 5. recognizes the important founding fathers and their contributions (e.g. Mason, Jefferson, Washington, Franklin, Paine, S. Adams, J. Adams)

Benchmark 3: The student identifies and explains fundamental concepts of the U.S. Constitution.

Indicators:

The student:

- * 8 1. defines federalism.
- * 8 2. defines democracy and republic.
- * 11 3. explains Constitutional powers (expressed, reserved, concurrent, implied, and prohibited powers).
- * 11 4. knows how the United States Constitution supports majority rule but also protects the rights of the minority.
- * 8 5. knows the function of the three branches of government.

Benchmark 4: The student identifies and examines the rights, privileges and responsibilities in becoming active participants in the democratic process.

Indicators:

The student:

- 1. recognizes the rights of citizens in other parts of the world and determines how they are similar to and different from the rights of American citizens.
- * 8 2. identifies the steps taken by an immigrant to attain American citizenship.
- * 8 3. knows that a citizen is a legally recognized member of the U.S. who has certain rights, privileges, and certain responsibilities (e.g. privileges such as the right to vote and hold public office and responsibilities such as respecting the law, voting, paying taxes, and serving on juries).
- * 4 4. understands the methods by which we elect government officials (e.g. Electoral College, popular vote).
- * 8 5. understands the steps necessary to become an informed voter (e.g. recognize issues and candidates, stands taken by candidates on issues, personal choice, and voting).

Benchmark 5: The student identifies and analyzes the advantages and disadvantages of various government systems.

Indicators:

The student:

- * 6 1. knows that the type of government and its functions influences the treatment of its citizens (e.g. democracy, dictatorship).
- * 8 2. identifies the structure and function of local American Indian tribal government, Kansas, and federal governments (e.g. make laws, carry out laws, enforce laws, manage conflicts, and provide for the defense of the nation).

By the end of Sixth Grade **ECONOMICS**

Economics Standard: The student understands major economic concepts, issues, and systems of the United States and other nations; and applies decision making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.

Benchmark 1: The student understands how scarcity of resources requires choices.

Indicators:

The student:

- 1. illustrates how scarcity of resources requires choices at both the personal and societal levels.
- * 2. determines how unlimited wants and limited resources lead to choices that involve opportunity cost.
- 3. analyzes how labor productivity can be increased as a result of specialization, division of labor, and more capital goods.
- 4. determines how invention may lead to innovations that have economic value.
- * 5. give examples of economic interdependence of at least two of the following levels: local, state, regional, national and international.
- 6. identifies the entrepreneur as the one who organizes other economic resources to produce goods and services.

Benchmark 2: The students understands the U.S. Economic System (Market Economy).

Indicators:

The student:

- *L 1. uses a supply and demand graph to illustrate the equilibrium point.
- *L 2. describes the relationship of price to supply and demand.
- * 3. gives examples that illustrate the effect of supply and demand on prices (e.g. an increase in the cost of raising cattle eventually reduced the supply of cattle and the price of beef will increase).

Benchmark 3: The student analyzes the role and impact of various economic systems (international economies), institutions, and incentives.

Indicators:

The student:

- *L 1. explains the function of banks for individuals and businesses (borrowing, saving, interest, profit).
- 2. gives examples of positive and negative incentives.
- 3. compares and contrasts the advantages and disadvantages of trade between two nations.
- * 4. predicts how competition affects price.

Benchmark 4: The student analyzes the role of the government in the economy.

Indicators:

The student:

- * 1. describes revenue sources for different levels of government (e.g. personal income taxes, property taxes, sales tax, interest, borrowing).
- 2. distinguishes among goods and services provided by the different levels of government.
- 3. gives an example of a decision made by the U.S. government that affected the economy of another nation (e.g. embargo on Cuba, opening of trade with China, NAFTA agreement, etc.)

Benchmark 5: The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

Indicators:

The student:

- * L 1. determines the costs and benefits of a spending, saving, or borrowing decision.
- 2. explains that budgeting requires trade-offs in managing income and spending.
- * 3. compares the opportunity cost of consumer spending decisions.

By the end of Sixth Grade GEOGRAPHY

Geography Standard: The student understands and uses a working knowledge of the spatial organization and relationships among people, places, physical and cultural environments, and the effects of these interactions in an interconnected world.

Benchmark 1 - Maps and Location: The student uses maps and other geographic representations, tools, and technologies to locate and use information about people, places, and environments.

Indicators:

The student:

- * 6 1. explains and uses map essentials (e.g., scale, directional indicators, symbols, legend, latitude, and longitude).

- L 2. constructs maps and globes from memory showing the relative locations of major physical and human features of the Earth (e.g. listed in appendix).
- * 6 3. analyzes and explains the spatial patterns and densities of places and features on Earth's surface (mountain ranges, river systems, fast food restaurants, urban areas).

Benchmark 2 - Region: The student analyzes the spatial organization of people, places, and environments that form regions on the earth's surface.

Indicators:

The student:

- 1. identifies types of regions (e.g., school district, legislative, states of the U.S., climate, economic, and culture).
- 2. describes how places and regions serve as cultural symbols (e.g. Gateway Arch in St. Louis, Arrowhead Stadium in Kansas City).
- * 6 3. explains how U.S. regions are connected (e.g., food, language use, customs, trade patterns).

Benchmark 3 – Physical Systems: The student understands the Earth's physical systems and how physical processes shape the Earth's surface.

Indicators:

The student:

- * 6 1. locates and describes the physical characteristics of Earth's atmosphere, landforms, water bodies, and ecosystems (e.g. mountains, plateaus, islands, oceans).
- 2. explains how Earth-Sun relationships produce day and night, time zones, seasons, and major climatic variations.
- L 3. explains the functions and dynamics of ecosystems (e.g., food chain, hydrologic cycle, link between flora and fauna).
- 4. identifies and explains the distribution and patterns of ecosystems (e.g. temperate zones, tropical rainforests, arctic regions, desert regions).
- * 6 5. evaluates the importance of healthy ecosystems to human life.

Benchmark 4 - Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

Indicators:

The student:

- L 1. explains reasons for variation in population distribution.
- * 6 2. analyzes the causes and types of human migration and its effect on places.
- 3. compares and contrasts elements of culture on the landscape (e.g. language, religion, housing types, agriculture methods).
- 4. explains reasons for patterns of world economic activities and how changes in technology, transportation, communication, and resources affect the location of those activities.
- 5. describes the forces and processes of conflict and cooperation that divide or unite people across Earth's surface (e.g. European Union, uneven distribution of resources, land disputes between white settlers and American Indians, American Revolution).

Benchmark 5 - Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.

Indicators:

The student:

- * 6 1. identifies and explains the ways in which human modifications to the physical environment in one place often lead to changes in other places (e.g., acid rain, pesticides, flood control).
- 2. analyzes why people have different viewpoints regarding resource use.
- * 6 3. identifies the role of technology in resource acquisition (e.g. earth-moving machinery, exploration equipment).

By the end of Sixth Grade KANSAS HISTORY

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1: The student understands the individuals, groups, ideas, events, and developments during the period of exploration in Kansas (1541 - 1820).

Indicators:

The student:

- * 8 1. summarizes the reasons Coronado, Pike, and Long explored Kansas.
- 2. understands the impact of the exploration of Coronado, Pike and Long on the American Indians of Kansas.

By the end of Sixth Grade UNITED STATES HISTORY

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the exploration, colonization, and settlement of the United States (to 1763).

Indicators:

The student:

- 1. understands the impact of European exploration and colonization, and is able to:

- a) retell the stories of Columbus, Ponce de Leon, Cortes, DeSoto, Hudson, LaSalle, and Pizzaro.
- *6 b) understands the stories of Roanoke, Jamestown, Plymouth, and Williamsburg, New Amsterdam, St. Augustine, Quebec.
- *6 c) compares and contrasts features of life in the New England, Middle, and Southern colonies.
- d) compares and contrasts the impact of European settlement from an American Indian and European point of view.

INSTRUCTIONAL SUGGESTIONS:

- *Research the stories and impact of a European explorer such as Columbus, Ponce de Leon, Cortes, DeSoto, Hudson, and LaSalle. Prepare a two-minute, first-person talk. Dress in costume, and pretend you are a "talking statue." (1a)*
- *As part of a group, create a series of displays that show the founding and development of a colonial community, such as Roanoke, Jamestown, Plymouth, and Williamsburg. (1b)*
- *Identify key features of life in the New England, Middle, and Southern colonies. Create a poster that shows similarities and differences between life in the three sections. (1c)*
- *Assume the role of either a European or a Native American during this period. In a brief letter, describe how expanding European settlement has changed your life. Exchange your letter with a student who has assumed the other role. Make a list of similarities and differences between these points of view. (1d)*

Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the American Revolution and the United States becoming a nation (1763-1800).

Indicators:

The student:

1. understands the importance of the American Revolution, and is able to:
 - *6 a) describe the importance of George Washington, Thomas Jefferson, Alexander Hamilton, Benjamin Franklin, Patrick Henry, John Hancock, Paul Revere, George III, and Lafayette in events of this era.
 - *6 b) using colonial grievances and British policies, describe the causes of the American Revolution.
 - c) explains the significance of Trenton, Valley Forge, Yorktown, and Saratoga as turning points in the American Revolution.
 - *6 d) identifies the ideas included in The Declaration of Independence.
2. The student understands the government system created during the American Revolution and how the system was revised to create the foundation of the American political system, and is able to:
 - *8 a) list the problems with the Articles of Confederation.
 - *8 b) understand that the U.S. Constitution is fundamental law, the structure of government it describes, the key ideas in the Preamble, and the importance of the Bill of Rights.
 - *8 c) understand the importance of the presidency of George Washington.

By the end of Sixth Grade WORLD HISTORY

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world from prehistoric times through the pre-classical civilizations.

Indicators:

The student:

1. explains the importance of Neolithic Agricultural Revolution.
2. describes how historians and archeologists use different methods to study the past.
3. describes the importance of the ancient civilizations of Egypt and Mesopotamia.
4. describes the civilization of Ancient India (Hinduism, caste system).
5. explains the origin and major beliefs of major world religions of this era (Judaism, Hinduism, Buddhism).

Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world during the period of great classical civilizations of Greece, Rome, India, and China.

Indicators:

The student:

- * 1. explains how the civilizations of Ancient Greece and Rome influenced later cultures.
- * 2. explains how the teachings and concept of Confucius have influenced Chinese and East Asian culture.

Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the rising new civilization of AD 500-1450.

Indicators:

The student:

- * 1. describes the political, social, and economic institutions and innovations of Medieval Europe (feudalism, Magna Carta, Christendom, rise of towns and trade).
- 2. describes basic political and military elements of life in Feudal Japan (Japanese feudalism, samurai warriors, ritual suicide).
- * 3. describes the development and major beliefs of major world religions of this era (Christianity and Islam).
- 4. describes the scope and influence of the Islamic Empire.
- 5. describes the accomplishments of the empires of sub-Saharan Africa (Ghana, Mali).

By the end of Eighth Grade CIVICS-GOVERNMENT

Civics-Government Standard: The student understands and uses a working knowledge of governmental systems of the United States and other nations with an emphasis on the U.S. Constitution, the necessity for the rule of law, the civic values of the American Constitutional democracy, and the rights, privileges, and responsibilities to become active participants in the democratic process.

Benchmark 1: The student understands the rule of law as it applies to family, school, local, state and national governments.

Indicators:

The student:

- K* 8 1. analyzes the purpose and function of state and federal law as it applies to individual citizens (criminal, civil, juvenile, and adult).
- K* 11 2. knows the importance of the rule of law in establishing limits on both state and federal government and the governed, protecting individual rights and promoting the common good.

Benchmark 2: The student identifies and demonstrate how using civic values will increase their citizenship skills.

Indicators:

The student:

- K*8 1. defines the rights guaranteed by the state and federal constitution and the amendments including the Bill of Rights.
- *11 2. examines the recurring issues and solutions involving the rights and responsibilities of the individual (e.g. affirmative action, gender equity, etc.)
- 3. explains the importance of respect for the law, a good education, work ethic, equal opportunity, and volunteerism.

Benchmark 3: The student identifies and explains fundamental concepts of the U.S. Constitution.

Indicators:

The student:

- K 1. compares and contrasts the U.S. and Kansas constitutions.
- K* 8 2. knows how powers are distributed among the legislative, executive, and judicial branches at the state and national levels (e.g. checks and balances, separation of powers, etc.)
- * 8 3. describes the steps of how a bill becomes a law at state and national levels.
- 4. describes the amendment procedure.
- * 11 5. knows budgeting procedure and major areas of government spending (e.g. defense, social security, social programs).

Benchmark 4: The student identifies and examines the rights, privileges and responsibilities in becoming active participants in the democratic process.

Indicators:

The student:

- K 1. knows that American citizenship is a legally recognized full membership in the state and any other self-governing community that confers equal rights under the law.
- K*11 2. knows the criteria determining when and why limits are placed on rights (e.g. clear and present danger, national security risk, etc.)
- K 3. understands current issues involving rights that affect local, state, national, or international political, social, and economic systems.
- K 4. knows the correct procedures for contacting appropriate representatives for the purpose of expressing opinions or asking for help at local, state, and national levels.

Benchmark 5: The student identifies and analyzes the advantages and disadvantages of various government systems.

Indicators:

The student:

- K* 8 1. identifies the basic features of state and national political systems — how each system meets the needs and wants of its citizens (e.g. democracy, monarchy, dictatorship, tribal government, etc.)
- K* 8 2. knows the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, the Federalist Papers, the Kansas Constitution and other writings.
- 3. understands major ideas about why government is necessary and the purposes government should serve (check Preamble).
- K* 11 4. knows the major parts of the federal system including the national government, state government, and other governmental units.
- 5. describes how powers are acquired, used, and justified at state and national levels (of, by, for the people).
- K* 8 6. identifies the major responsibilities of state and local governments.

By the end of Eighth Grade ECONOMICS

Economics Standard: The student understands major economic concepts, issues, and systems of the United States and other nations; and applies decision making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.

Benchmark 1: The student understands how scarcity of resources requires choices.

Indicators:

The student:

- * 11 1. analyzes the effect of scarcity on the price, production, consumption, and distribution of goods or services.
- 2. identifies substitutes and complements for selected goods and services.
- 3. describes the incentives and disincentives entrepreneurs respond to (e.g., profits, opportunity to be their own boss, the chance to achieve recognition, the satisfaction of creating a new product).

Benchmark 2: The student understands the U.S. Economic System (Market Economy).

Indicators:

The student:

- * L 1. analyzes the impact of inflation (or deflation) on the value of money and people's purchasing power.
- 2. determines how relative price and the people's economic decisions influence the market system.
- * L 3. describes the four basic types of earned income (wages and salaries, rent, interest, and profit).
- * L 4. explains the factors that cause unemployment (e.g. people changing jobs, seasonal demand for jobs, changes in skills needed by employers, business cycle).
- * 5. uses a diagram to explain the importance of the circular flow to a market economy (e.g. firms make products, sell the products, households earn income and buy the products, the money goes to the firms who use the money to pay for the resources they use or hire (workers), who take the money back to the households, and so on).

Benchmark 3: The student analyzes the role and impact of various economic systems (international economies), institutions, and incentives.

Indicators:

The student:

- * 11 1. explains how economic incentives affect the way people behave (e.g. lowered interest rates encourage businesses to expand, higher wages attract workers).
- 2. understands the types of specialized economic institutions found in the market economies (e.g., corporations, partnerships, labor unions, banks, nonprofit organizations).
- 3. gives examples of changes that might influence international trade.
- 4. compares the exchange rates for different currencies.

Benchmark 4: The student analyzes the role of the government in the economy.

Indicators:

The student:

- * 1. gives examples of choices the government must make with limited resources (e.g. highways, welfare, defense, education, social security).
- 2. compares and contrasts government revenues and expenditures.
- 3. distinguishes between debt and deficits.

4. gives examples of how tariffs and quotas affect consumers and the prices of domestic goods.

Benchmark 5: The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

Indicators:

The student:

- * L 1. uses product information (e.g. Consumer Reports, etc.) to identify costs and benefits to make informed choices among alternatives.
- * 2. uses the concept of trade-offs to make a decision.
- 3. calculates interest earned and account balances for checking and savings accounts.
- 4. explains how savings accumulation is influenced by the amount saved, the rate of return, and time.
- * L 5. applies the opportunity cost of decisions related to a spending/budget plan.

By the end of Eighth Grade ECONOMICS

Geography Standard: The student understands and uses a working knowledge of the spatial organization and relationships among people, places, physical and cultural environments, and the effects of these interactions in an interconnected world.

Benchmark 1 - Maps and Location: The student uses maps and other geographic representations, tools, and technologies to locate and use information about people, places, and environments.

Indicators:

The student:

- L 1. evaluates the relative merits of maps and other geographic representations, tools, and technologies in terms of their value in solving geographic problems (e.g., map projections, aerial photographs, satellite images).
- 2. uses mental maps to answer geographic questions, and recognizes that people's mental maps reflect an individual's attitudes toward places.
- 3. develops and uses different kinds of maps, globes, graphs, charts, databases, and models.
- * 8 4. uses geographic tools and technologies to pose and answer questions about spatial distributions and patterns on Earth.
- * 8 5. identifies and compares relative locations of physical and human features of the Earth (e.g. listed in appendix).

Benchmark 2 - Region: The student analyzes the spatial organization of people, places, and environments that form regions on the earth's surface.

Indicators:

The student:

- * 8 1. analyzes the physical and human characteristics of regions of the world (U.S., Canada, Latin America, Europe, Middle East, Asia, Africa, Oceania).
- 2. identifies and explains the changing criteria that can be used to define a region.
- * 8 3. identifies ways technology and culture influence people's perceptions and use of places and regions (e.g. development of the southwestern U.S. aided by air conditioning, religion and other beliefs influence land use).
- 4. evaluates the influences and effects of regional labels and images (e.g. Rust Belt, Tornado Alley, Sun Belt).

Benchmark 3 – Physical Systems: The student understands the Earth's physical systems and how physical processes shape the Earth's surface.

Indicators:

The student:

- * 8 1. uses physical processes to explain patterns in the physical environment (e.g. plate tectonics, glaciation, erosion).
- * 8 2. explains how Earth-Sun relationships affect Earth's physical processes and create physical patterns (e.g. climate regions, latitude regions, distribution of solar energy).
- * 8 3. identifies renewable and nonrenewable resources and their patterns of distribution.
- 4. predicts the consequences of a specific physical process operating on Earth's surface (e.g. hurricanes, forest fires, volcanic activity, monsoons).
- * 8 5. explains the distribution of ecosystems from local to global scales (e.g. desert, wetland, mountain, prairie, forest, tundra).

Benchmark 4 - Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

Indicators:

The student:

- * 8 1. describes and analyzes the characteristics, structure, and patterns of different populations through the use of demographic concepts (e.g. population pyramids, birth/death rates, population growth rates, migration patterns).
- L 2. identifies and describes the patterns of cultural diffusion and the resulting distinctive cultural landscapes (e.g. foreign language newspapers, ethnic neighborhoods, surnames, foods).
- * 8 3. identifies and explains the primary geographic causes for world trade and economic interdependence (e.g. location advantage, resource distribution, labor cost, trade networks and organizations).
- 4. examines the consequences of industrialization and urbanization patterns.
- L 5. identifies and compares how cooperation and conflict among peoples contribute to political, economic, and social divisions of Earth's surface (e.g. Russia, Bosnia, Rwanda, Canada, European Union).

Benchmark 5 - Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.

Indicators:

The student:

- * 8 1. explains and analyzes the role of technology in past, present, and future human modifications of the physical environment (e.g. damming of rivers, irrigation, air-conditioning, fossil fuel consumption, invention of the steel plow).
- 2. analyzes ways in which human systems (past and present) develop in response to conditions in the physical environment (e.g. Mesopotamia, Nile Valley, transportation routes, field patterns).
- * 8 3. describes the consequences (local, national, and international) of the use or misuse of resources in the contemporary world.
- L 4. evaluates different viewpoints regarding resource use (e.g. attitudes toward electric cars, water-rationing, urban public transportation, use of fossil fuels).
- 5. identifies and develops plans for the management and use of renewable and nonrenewable resources (e.g. water, fossil fuels, land usage).

By the end of Eighth Grade KANSAS HISTORY

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1: The student understands the individuals, groups, ideas, events, and developments during the period of exploration in Kansas (1541 - 1820).

Indicators:

The student:

- * 8 1. compares and contrasts the foods, housing styles, and traditional arts of early American Indian nations (e.g. Kansa, Osage, Wichita, Pawnee, Cheyenne, Arapaho, Apache, Comanche, and Kiowa).
- 2. explains how Long's classification of Kansas as the "Great American Desert" influenced later U.S. government policy on Indian relocation.

Benchmark 2: The student understands individuals, groups, ideas, events, and developments during the era of western migration.

Indicators:

The student:

- * L 1. explains the effect of removal to Kansas on the way of life for at least one Indian nation, (e.g. Kickapoo, Sac and Fox, Delaware, Potawatomi, or Shawnee).
- L 2. uses diaries and journals to analyze why families migrated west.

- * 8 3. compares and contrasts the U.S. military's view of the Kansas frontier with that of the American Indians.
- 4. interprets life at a frontier military fort in Kansas (e.g. Fort Leavenworth, Fort Scott, Fort Larned, Fort Hayes).
- 5. describes the role of the Buffalo Soldiers on the Kansas frontiers and the impact on American Indian peoples.

Benchmark 3: The student understands individuals, groups, ideas, events, and developments of the territorial period and the Civil War in Kansas.

Indicators:

The student:

- * 8 1. understands the concept of popular sovereignty under the Kansas-Nebraska Act.
- * 8 2. understands how control of the Kansas territorial government was affected by the Kansas-Nebraska Act.
- 3. describes the influence of pro- and anti- slavery ideas on territorial Kansas.
 - a. defines "border ruffians," "bushwhackers," "jayhawkers," and the Underground Railroad, free-state, and abolitionist.
 - b. understands the role of important individuals during the territorial period (e.g. Charles Robinson, James Lane, John Brown, Clarina Nichols, Samuel Jones, John W. Geary, David Atchison, and Judge Lecompt).
- 4. evaluates the Wyandotte Constitution with respect to the civil rights of women and African Americans.
- * 8 5. knows the date Kansas became a state and the events associated with Kansas' admission that occurred in the U.S. Congress and throughout the nation.
- 6. describes the causes and the consequences of Quantrill's raid of Lawrence during the Civil War.
- 7. describes the economic effects of the Civil War on the people of Kansas.

Benchmark 4: The student understands individuals, groups, ideas, events, and developments during the period of expansion and development in Kansas (1860's - 1890's).

Indicators:

The student:

- 1. understands why difficulties between American Indians and whites in western Kansas increased after the Civil War.
- 2. traces the migration patterns of the English, French, Germans, German-Russians, and Swedes to Kansas.
- * 8 3. understands the reasons for the Exoduster movement out of the South to Kansas.
- L 4. explains one process of acquiring land in Kansas outlined in the land laws.
- 5. uses primary source documents to interpret how settlers to Kansas adapted to the physical environment.
- * 8 6. understands the development of Populism in Kansas.
- * 8 7. evaluates the impact of the railroad extension in Kansas on town development, the cattle industry, and agricultural settlement.

Benchmark 5: The student understands individuals, groups, ideas, events, and developments in the period of industrialization and modernization in Kansas (1890s - 1920s).

Indicators:

The student:

- * 8 1. explains the accomplishments of the Progressive movement in Kansas (e.g. regulating the sale of stocks and bonds, workman's compensation, inspection of meat processing plants, public health campaigns).
- * 8 2. evaluates the impact of the prohibition campaign of Carry A. Nation on future legislation in Kansas and the United States.
- * 8 3. describes the significance of farm mechanization in Kansas.
 - 4. understands the impact of the growth of mining in southeast Kansas on the population and economic conditions of the region.
 - 5. explains the significance of the work of Kansans on the future of the aviation industry (e.g. Earhart, Longren, Cessna, Beech).
 - 6. understands the movement for women's suffrage and its effect on Kansas politics.
- L 7. understands the challenges German Americans faced in Kansas during World War I (e.g. discrimination, movement against German languages).
- L 8. explains the connection between immigrants from Mexico and the expansion of the railroad.

Benchmark 6: The student understands individuals, groups, ideas, events, and developments of the Depression and World War II in Kansas (1920s -1940s).

Indicators:

The student:

- 1. describes how William Allen White fought against the Ku Klux Klan in Kansas during the 1920s.
- * 8 2. compares agricultural practices before and after the dust storms of the 1930s.
 - 3. uses local resources to describe conditions in his/her community during the Great Depression.
- L 4. summarizes the effects of the New Deal programs on Kansas life.
- L 5. explains how World War II acted as a catalyst for change in Kansas (e.g. women entering work force, increased mobility, changing manufacturing practices).
- 6. describes the differences between John Steuart Curry and the Kansas legislature-over depiction of Kansas values in the statehouse murals.

Benchmark 7: The student understands individuals, groups, ideas, events, and developments in contemporary Kansas. (1950s -).

Indicators:

The student:

- * 8 1. uses a time line to trace the events that led to the Supreme Court decision in Brown v. Topeka Board of Education.
- L 2. understands the reasons Southeast Asians migrated to Kansas after 1975.
- 3. describes the impact of the change from family farms to agribusiness on Kansas culture.

- * 11 4. recognizes the effects of the depopulation of rural areas and an increase in urbanization on the politics of Kansas.
- 5. describes the reasons for major flood control projects in the 1950s.
- 6. identifies issues facing Kansas state government in the 1980s and beyond.
- 7. gathers information using resource people to analyze the impact of a recent historical event upon the local community.

UNITED STATES HISTORY **By the end of Eighth Grade**

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the beginnings of the Republic (1800-1850).

Indicators:

The student:

- L 1. summarizes territorial expansion of the United States between 1801 and 1861, and how it affected relations with external powers and American Indians.
- 2. analyzes the changes in American lives due to the industrial revolution, and the expansion of slavery, and:
 - *8 a) explains how technological developments that influenced transportation, the economy, and the environment impacted different parts of American society between 1801 and 1860.
 - b) interprets the experiences of the Irish and German immigrants to the United States and how communities changed due to immigration.
- 3. recognizes the changes in United States politics due to the advent of Jacksonian Democracy, and:
 - *8 a) describes how Andrew Jackson's presidency reflected an expansion of democracy.
 - *8 b) compares the issues of nationalism and sectionalism.
- *8 4. analyzes causes and long term results of the War of 1812 and the Mexican War.
- 5. explains the impact on American society of religious, social, and philosophical reform movements of the 19th century (abolitionism, transcendentalism, and others).

Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the Civil War through the Industrial era of American history (1850-1900).

Indicators:

The student:

- *8 1. retraces events that led to sectionalism and eventually secession prior to the Civil War (Compromise of 1820, Compromise of 1850, Kansas-Nebraska Act, and others).
- 2. explains the circumstances that shaped the Civil War and its outcome, and :
 - *8 a) contrasts the economic, technological, and human resources of the North and the South.
 - b) describes the contributions of individuals and groups in the Civil War.
- 3. compares and contrasts different plans for Reconstruction, including plans advocated by President Lincoln, congressional leaders, and President Johnson.
- *11 4. describes changes in economic, political, and social structure in different regions during Reconstruction.
- 5. describes changes in political and economic positions of African Americans in the North and South, including challenges to freedmen.
- 6. explains how the rise of big business, heavy industry, and mechanized farming transformed American society, and:
 - a) explains the concept of the "American Dream" from different perspectives and the influences of new inventions and advances in transportation.
 - *11 b) summarizes from different perspectives the influences of limited competition, business organizations, and the leadership of industrialists on business and industry in the 19th century.
- 7. describes the experiences of immigrants of the late 19th century and how cultural groups affected American society, and interprets data from written and non-written sources to describe the experiences of diverse groups and minorities in different regions of the country from different perspectives.
- 8. explains the rise of the American labor movement and how political issues reflected social and economic changes, and:
 - *11 a) uses data from written and non-written sources to describe conditions affecting employment and labor in the late 19th century.
 - b) explains reactions to development in labor in late 19th century America from different perspectives.
- 9. describes federal Indian policy after the Civil War, and:
 - *11 a) describes the attitudes and policies of government officials, the Army, missionaries, settlers, and the general public toward American Indians.
 - *11 b) explains American Indians responses to increased white settlement, mining activities, and railroad construction.
- 10. explains United States foreign policy after the Civil War, and:
 - a) explains geographic, economic and social factors that influenced U.S. expansionism in the late 19th century.
 - b) lists arguments used to justify expansion, and those used to oppose expansion.

11. describes the causes and consequences of the Spanish-American War.

WORLD HISTORY

By the end of Eighth Grade

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1: The student demonstrates a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world during the emerging global age 1400-1750.

Indicators:

The student:

1. knows the Renaissance began in Italy and:
 - * a) explains that the Renaissance was a transition period from the Medieval to the modern age.
 - * b) identifies major artists of the Italian Renaissance.
 - * c) describes the contributions of Michelangelo, Leonardo Da Vinci, Raphael, and Donatello.
2. knows that the Reformation began in Germany and:
 - * a) distinguishes between Roman Catholic, Orthodox, and Protestant Christianity.
 - * b) identifies Martin Luther and John Calvin as major figures of the Protestant Reformation

Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world during the Age of Revolutions 1650-1914.

Indicators:

The student:

- * 1. knows that England developed a constitutional monarchy and describes the parliamentary system of government.
- * 2. knows that China fell under Western influence and explains the significance of the Opium Wars, the Boxer Rebellion, and the Chinese Revolution of 1911.
- * 3. knows that Africa was subject to European colonization and analyzes the impact of colonization on African culture.
- * 4. knows that most of South America gained independence from colonial rule and describes the roles played by Toussaint L'Ouverture and Simon Bolivar.

Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world during the Era of Global Wars 1914-1945.

Indicators:

The student:

1. knows that Europe played a central part in World War I and World War II and:
 - *a) lists the major participants in each war.
 - *b) describes the outcome of each war.
- * 2. knows that Russia went through a period of revolution and describes the economic and political nature of the Soviet Union.
3. knows that atrocities occurred during World War II and:
 - *a) describes the Holocaust
 - *b) describes atrocities in the Pacific (e.g. Nanking)

Benchmark 4: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world since World War II.

Indicators:

The student:

- * 1. knows that ideological differences led to the Cold War and describes tension between the Communist and non-Communist nations (Iron Curtain, NATO)
2. knows that conflict developed in the Middle East and:
 - *a) explains the territorial dispute between Israel and the Palestinian Arabs.
3. knows that Africa went through a period of de-colonization and:
 - *a) explains that Africa has undergone significant political and economic turmoil in newly independent nations.

Benchmark 5: The student engages in historical thinking skills.

Indicators:

The student:

1. understands chronological thinking (e.g. interprets and creates timelines, explains change and continuity over time.
2. understands historical analysis and interpretation (e.g. differential between fact and interpretation, considering different perspectives.
3. understands historical research (e.g. finds and evaluates sources, uses advanced referenced works).

By the end of Twelfth Grade CIVICS-GOVERNMENT

Civics-Government Standard: The student understands and uses a working knowledge of governmental systems of the United States and other nations with an emphasis on the U.S. Constitution, the necessity for the rule of law, the civic values of the American Constitutional democracy, and the rights, privileges, and responsibilities to become active participants in the democratic process.

Benchmark 1: The student understands the rule of law as it applies to family, school, local, state and national governments.

Indicators:

The student:

1. evaluates the purpose and function of law.
- * 11 2. analyzes how the rule of law can be used to restrict the action of private citizens and government officials in order to protect the rights of individuals and to promote the common good.
3. explains the meaning of the terms civic life, politics, and governments.
- L 4. explains when individual political and economic freedoms can be sacrificed for the public well being (e.g. eminent domain, martial law during disasters, health and safety issues).
5. explains competing ideas regarding the relationship between political and economic freedoms.

Benchmark 2: The student identifies and demonstrates how using civic values will increase their citizenship skills.

Indicators

The student:

- * 11 1. recognizes that a nation's values are embodied in its constitution, statutes, and important court cases (e.g. *Dred Scott v. Sarford*, *Plessy v. Ferguson*, *Brown v. Topeka Board of Education*, acknowledging court interpretation).
2. describes how citizens' responsibilities require subordination of their personal rights and interests for public good (justice, fairness, equity).
- * 11 3. knows core civics values inherent in the founding documents that have been the focus for unity in American society.
- * 11 4. explains the importance of shared political and civic beliefs and values to the maintenance of constitutional democracy in an ever increasing diverse American society (e.g. freedoms within the Bill of Rights, civil rights amendments and other documents that lead to a constitutional government).
5. evaluates positions about issues concerning the disparities between American ideals and realities.
6. explains the meaning of citizenship in the United States.

INSTRUCTIONAL SUGGESTIONS:

- *Create evidence that all children should have equal opportunity in education (e.g. minorities, people with special needs, Americans with disabilities). (1)*
- *Research a case on eminent domain. (look for local examples). (2)*
- *List the civic values. Give examples of when these values have caused the responses of unity or descention. (3,4)*
- *Create a t-chart, one side being the ideal, the other the reality. Explain why these differences exist. Are there ways to lessen the discrepatency? Should the government interfere? (5)*
- *Create a Venn Diagram illustrating the rights of a citizen vs. a non-citizen. (6)*

Benchmark 3: The student identifies and explains fundamental concepts of the U.S. Constitution.

Indicators:

The student:

1. describes the purposes, organization, and function of the three branches of government and independent regulatory agencies in relation to the U.S. Constitution.
- * 11 2. understands the relationship between federalism and states' rights.
3. explains the central idea that the written Constitution sets forth the organization creating a republican form of government.

Benchmark 4: The student identifies and examines the rights, privileges and responsibilities in becoming active participants in the democratic process.

Indicators:

The student:

1. explains the role of political parties in channeling public opinion, allowing people to act jointly, nominating candidates, conducting campaigns, and training future leaders.
2. evaluates positions about the formation of public policy (e.g. regulatory commissions, administrative law).
- * 11 3. analyzes issues regarding personal rights (e.g. Brown vs Topeka Board of Education, American Disabilities Act, etc.)
4. examines issues regarding political rights (e.g. to be an informed voter, participant in the political process).
- * 11 5. analyzes issues regarding economic rights within the United States (e.g. free enterprise, rights of choice, government regulation, etc.)
6. analyzes issues regarding the proper scope and limits of rights (e.g. eminent domain, clear and present danger, national security risk).
7. defines issues regarding civic responsibilities of citizens in the American constitutional democracy (e.g. obeying the law, paying taxes, voting, jury duty, serving our country, involved in the political process, etc.)
8. evaluates the influence of special interest groups on the political process and public policy (e.g. lobbyist, political action committees, campaign funding, etc.)

Benchmark 5: The student identifies and analyzes the advantages and disadvantages of various government systems.

Indicators:

The student:

- * 11 1. compares various political systems/economic systems with that of the U.S. in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles and political culture (e.g. constitutional monarchy, democracies, dictatorships, capitalism, fascism, socialism, communism, tribal government, etc.)
2. compares positions about issues regarding the proper relationship between the national government and the state and local governments (e.g. limited and reserved powers, jurisdiction, etc.)
- * 11 3. identifies the major forms and responsibilities of the state and local governments city, county, state).

4. discusses the purpose of international relations both regional and world wide (trade, defense, economic and defense alliances, regional security, etc.)
5. describes the purposes and functions of major governmental international organizations (e.g. International Red Cross, Amnesty International, United Nations, etc.)
6. evaluates positions about how U.S. foreign policy is made and the means by which it is carried out (agricultural products as bargaining tool, sanctions, trade agreements, etc.)

By the end of Twelfth Grade ECONOMICS

Economics Standard: The student understands major economic concepts, issues, and systems of the United States and other nations; and applies decision making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.

Benchmark 1: The student understands how scarcity of resources requires choices.

Indicators:

The student:

- * 1. describes ways people respond to incentives in order to allocate scarce resources to provide the highest possible return.
- 2. understands that choices have present and future consequences (e.g. drinking and driving; choosing location for new airport creates noise pollution and influences community growth).

Benchmark 2: The student understands the U.S. Economic System (Market Economy).

Indicators:

The student:

- 1. defines Gross Domestic Product (GDP).
- * L 2. explains why GDP is tracked over time.
- * L 3. explains the factors that could change the supply or demand for a product
- * 4. analyzes how prices change when either a shortage or surplus of a good or service develops.
- 5. describes what happens to the level of competition when there is collusion by buyers or sellers.
- * L 6. describes the advantages and disadvantages of forming a partnership, proprietorship, and corporation.
- 7. analyzes the role the Federal Reserve System plays in the economy and the banking industry (e.g., money supply and interest rates).

Benchmark 3: The student analyzes the role and impact of various economic systems (international economies), institutions, and incentives.

Indicators:

The student:

- * 1. provides examples of absolute and comparative advantage between nations.
- * L 2. understands that trade based on comparative advantage is mutually advantageous.
- 3. compares the benefits and costs of different allocation methods.
- 4. explains how a change in exchange rates affects the flow of trade between nations and a nation's domestic economy.
- * 5. compares characteristics of traditional, command, mixed, and market economies.

Benchmark 4: The student analyzes the role of the government in the economy.

Indicators:

The student:

- * L 1. explains why some goods and services are provided by the government (infrastructure).
- * 2. explains how the federal government uses the fiscal policies to influence the U.S. economy.
- * 3. explains the impact of national debt on a nation's economy.
- * L 4. analyzes how trade treaties (GATT, NAFTA, etc.) affect international trade and society's welfare..
- 5. discusses government policies and methods used to regulate the economy (e.g. business, monopolies, externalities).

Benchmark 5: The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

Indicators:

The student:

- 1. describes the impact of changes in the economy on personal income.
- * L 2. evaluates his or her potential in the labor market through a personal assessment of their skills, abilities, and education.
- * 3. illustrates how the demand and supply of labor is influenced by productivity, education, skills, and retraining.
- * 4. recognizes that wages differ depending on supply and demand conditions in different markets.
- * L 5. develops a personal budget that identifies sources of income and expenditures (e.g., rent, payments, savings, taxes, insurance).
- 6. determines the relationship between taxes and government services.
- * L 7. determines the costs and benefits of using a credit card.
- 8. analyzes the costs and benefits of investment alternatives (e.g. stock market, bonds, certificates of deposit, etc.)

By the end of Eleventh Grade GEOGRAPHY

Geography Standard: The student understands and uses working knowledge of the spatial organization and relationships among people, places, physical and cultural environments, and the effects of these interactions in an interconnected world.

Benchmark 1 - Maps and Location: The student uses maps and other geographic representations, tools, and technologies to locate and use information about people, places, and environments.

Indicators:

The student:

- L 1. produces and interprets maps and other graphic representations, using data from a variety of sources, to solve geographic problems (e.g., census data, interviews, GIS databases, questionnaires).
- * 11 2. uses maps and other geographic representations to analyze world events and suggest solutions to world problems (e.g. residential areas vs. inner cities, development vs. conservation, land use in Africa, nuclear waste disposal, relocation of refugees).
- 3. identifies the ways in which mental maps influence past, present, and future human decisions about location, settlement, and public policy (e.g. building sites, planned communities, pioneer settlement sites).
- * 11 4. uses geographic tools and technology to make decisions concerning future spatial organization (e.g. zoning laws, industrial/commercial development, transportation systems).

Benchmark 2 - Region: The student analyzes the spatial organization of people, places, and environments that form regions on the earth's surface.

Indicators:

The student:

- 1. describes the types and organization of regional systems.
- 2. identifies human and physical changes in regions and explains the factors that contribute to those changes.
- * 11 3. uses regions to analyze past and present geographic issues and answer geographic questions.
- L 4. explains why regions are important to individual and group identities and as symbols for unifying or fragmenting society (e.g. Arab world, Bible Belt, Japanese during W.W. II, Chinatown).
- L 5. analyzes the ways in which people's views of places and regions reflect individual perspective and cultural change (e.g. use of land, property value, settlement patterns, job opportunities).

Benchmark 3 - Physical Systems: The student understands the Earth's physical systems and how physical processes shape the Earth's surface.

Indicators:

The student:

- * 11 1. describes how physical processes affect different regions of the world (e.g. desertification in the Sahel, earthquakes in Pacific Rim, drought and dust storms in the Plains, soil degradation in Haiti).
- L 2. explains Earth's physical processes, patterns, and cycles using concepts of physical geography (e.g. folding, faulting, volcanism, atmospheric and ocean circulation)
- 3. evaluates ecosystems in terms of their bio-diversity and productivity (analyzes the distribution of ecosystems by interpreting relationships between soil, climate, and plant and animal life).

- * 11 4. describes the ways in which Earth's physical processes are dynamic and interactive (e.g. rising ocean levels, sea floor spreading, wind and water deposition).
- * 11 5. applies the concept of ecosystems to understand and solve problems regarding environmental issues (e.g., biological magnification, reduction of species diversity, acid rain, ozone depletion).

Benchmark 4 - Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

Indicators:

The student:

- * 11 1. predicts trends in spatial distribution of populations on Earth.
- 11 2. evaluates the impact of population growth and migration on physical and human systems (e.g. stress on infrastructure, impact on environment).
- L 3. explains why and how present-day incidents of cultural cooperation and conflict are involved in shaping the distribution of and connections between cultural, political, and economic spaces on Earth, and vice versa (e.g. boundary disputes: North and South Korea, Euro currency, American Indian land claims).

Benchmark 5 - Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.

Indicators:

The student:

- * 11 1. compares and contrasts how changes in the physical environment can increase or diminish its capacity to support human activity (e.g. clear cut logging, construction on flood plains, technological advances).
- 2. identifies and evaluates alternative strategies to respond to constraints placed on human systems by the physical environment (e.g. irrigation, terracing, diversion of water, aquaculture).
- L 3. evaluates policies and programs for resource use and management (e.g. EPA, building restrictions, mandated recycling).
- * 11 4. explains the relationship between resources and the exploration, colonization, and settlement of different regions of the world (e.g. mercantilism, 19th century imperialism, Gold Rush, Alaskan pipeline):

By the end of Eleventh Grade KANSAS HISTORY

History Standard:

The student demonstrates a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1: The student understands the individuals, groups, ideas, events, and developments during the period of exploration in Kansas (1541 - 1820).

Indicators:

The student:

1. describes the social and economic impact of Spanish and French ownership on Kansas before the Louisiana Purchase.

Benchmark 2: The student understands individuals, groups, ideas, events, and developments during the era of western migration.

Indicators:

The student:

1. analyzes the impact of Manifest Destiny on the settlement of Kansas.
2. compares and contrasts the perspectives of white and American Indians with regard to land usage on the Kansas frontier.

Benchmark 3: The student understands individuals, groups, ideas, events, and developments of the territorial period and the Civil War in Kansas.

Indicators:

The student:

1. understands the development of towns on the Missouri River in relationship to the slavery issue in the Kansas Territory.
2. evaluates the role of women in advancing the anti-slavery cause in the Kansas Territory.
3. analyzes how the debate between Northern and Southern states on the issue of secession affected Kansas becoming a state.

Benchmark 4: The student understands individuals, groups, ideas, events, and developments during the period of expansion and development in Kansas (1860's - 1890's).

Indicators:

The student:

1. traces the impact of the 14th and 15th Amendments to the U.S. Constitution on the later *Brown v. Board of Education* decision.
2. evaluates the social and economic factors that led to the Exoduster movement of African Americans out of the South to Kansas.
3. describes challenges faced by immigrants to Kansas during the 19th century.
4. analyzes the ways the Populist Platform of 1892 proposed to address the social and economic issues facing Kansas and the nation.

Benchmark 5: The student understands individuals, groups, ideas, events, and developments in the period of industrialization and modernization in Kansas (1890s - 1920s).

Indicators:

The student:

1. explains how the course of progressivism can be traced through the editorials of William Allen White in the *Emporia Gazette*.
2. understands the significance of the Girard newspaper *Appeal to Reason* to the Socialist movement in the U.S.

Benchmark 6: The student understands individuals, groups, ideas, events, and developments of the Depression and World War II in Kansas (1920s -1940s).

Indicators:

The student:

1. describes the impact the Kansas Dust Bowl made on the social and economic conditions in the western United States.
2. researches WPA or other records to describe the impact of the New Deal programs on the local area.
3. analyze the opposition to the New Deal Programs by Alf Landon and the Republican Party.
4. understands the influence of Kansas writers and artists on the Harlem Renaissance (e.g. Langston Hughes, Frank Marshall Davis, Aaron Douglas, Coleman Hawkins, and Gordon Parks).

Benchmark 7: The student understands individuals, groups, ideas, events, and developments in contemporary Kansas. (1950s -).

Indicators:

The student:

1. researches a contemporary issue in Kansas and constructs a well-developed argument in support or opposition (e.g. education, health care, environment).
2. explains how Kansans have responded to the effects of increasing urbanization and industrialization (e.g. shift in populations, school unification, municipal services).

By the End of Eleventh Grade UNITED STATES HISTORY

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the exploration, colonization, and settlement of the United States (to 1763).

Indicators:

The student:

1. explains how political institutions and religious freedom emerged in the North American colonies, and analyzes political factors that contributed to the development of representative government.
2. explains how the values and institutions of European economic life took root in the colonies, and:
 - a) uses cause and effect to show how slavery reshaped European and African life in the Americas.
 - b) analyzes the elements of slavery in the colonies.

Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the American Revolution and the United States becoming a nation (1763-1850).

Indicators:

The student:

1. understands the causes of the American Revolution, the ideas and interests involved in shaping the revolutionary movement, and reasons for the American victory, and:
 - a) describes how the principles of the Declaration of Independence justified American independence.
 - b) analyzes the major political and strategic factors that led to the American victory in the Revolutionary War.
 - c) explains the military and diplomatic factors that helped produce the Treaty of Paris.
2. analyzes the government system created during the American Revolution and how the system was revised to create the foundation of the United States political system, and:
 - a) analyzes the ideas established by the Constitution, and events that led to its adoption.
 - b) explains the Bill of Rights and the reasons for the challenges registered against it.
3. summarizes territorial expansion of the United States between 1801 and 1861, and how it affected relations with external powers and American Indians, and:
 - a) analyzes political interests and views regarding the War of 1812.
 - b) describes the shifts in the U.S. government's policy toward American Indians in the first half of the 19th century.
 - c) evaluates the religious, political, and social ideas that contributed to the 19th century belief in Manifest Destiny.
4. analyzes the changes in American lives and increased regional tensions due to the industrial revolution, the expansion of slavery, and westward expansion, and:
 - a) explain the impact of the Industrial Revolution during the early and later 19th century.
 - b) analyze how slavery influenced economic and social elements of Southern society.
 - c) evaluate the major historical events in the context of their own time that promoted sectional conflicts and strained national cohesiveness in the ante-bellum period.

Benchmark 3: The student demonstrates a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the Civil War through the Industrial era of United States history (1850-1900).

Indicators:

The student:

1. constructs a well supported historical argument explaining the Union victory in the Civil War.
2. understands why various Reconstruction plans succeeded or failed , and:
 - a) explains the 14th and 15th amendments to the U.S. Constitution.

- b) analyzes different perspectives of Reconstruction.
- 3. explains how the rise of big business, heavy industry, and mechanized farming transformed American society, and analyzes issues associated with urban growth in the late 19th century.
- 4. evaluates massive migration and immigration after 1870 and:
 - a) evaluates new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.
 - b) analyzes changes in social and class development in the late 19th century.
- 5. explains the rise of the American labor movement and how political issues reflected social and economic changes and:
 - a) analyzes influences on the workforce during the late 19th century.
- 6. analyzes elements that contributed to late 19th century expansionist foreign policy, and evaluates the objectivity of newspaper accounts of political and military actions during this period.

Benchmark 4: The student demonstrates a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the emergence of modern United States (1900-1930).

Indicators:

The student:

- 1. compares and contrasts how progressives and others addressed issues of industrial capitalism, urbanization, and political corruption and:
 - *11 a) describes the spread of Progressive ideas and the successes of the Progressive movement.
 - b) compares and contrasts the influence of events and individuals on the Progressive movement.
- 2. explains the changing role of the United States in world affairs through World War I, and:
 - a) evaluates U.S. foreign policy and involvement in foreign countries in the early 20th century.
 - *11 b) uses immediate, long range, and multiple causation to explain the causes of World War I.
 - c) understands how the home front influenced and was influenced by U.S. involvement in World War I.
- 3. describes changes in the United States during the 1920's and:
 - *11 a) analyzes factors that contributed to changes in work, production, and the rise of a consumer culture.
 - *11 b) describes the various social conflicts that took place in the early 1920's.
 - *11 c) explains the changes in the role of women in American society.
 - d) frames historical questions that address changes in the social and cultural life of American society in the 1920's.
 - L e) explores how the arts, music, and literature reflect social change.

Benchmark 5: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the Great Depression through World War II in United States history (1930-1945).

Indicators:

The student:

1. understands the causes and impact of the Great Depression and how it affected American society.
- *11 2. relates how the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state and evaluate the New Deal for its impact on peoples' lives including the relationship between state and federal government.
- *11 3. analyzes the causes and course of World War II, the effects of the war at home and abroad, and the emergence of the United States as a superpower, and is able to:
 - a) explains the events that led to the Japanese attack on Pearl Harbor.
 - *11 b) evaluates how World War II influenced the home front (role of women, government, minorities, popular media).
 - *11 c) evaluates the dimensions of Hitler's "Final Solution" and the Allies' response to the Holocaust.
 - d) constructs a well supported argument that analyzes the Truman administrations' decision to drop the first atomic bomb.

Benchmark 6: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of contemporary United States history (since 1945).

Indicators:

The student:

1. explains the economic boom and social transformation of post-World War II United States, and:
 - a) describes the legacy of the New Frontier and the Great Society domestic programs.
 - L b) analyzes the shift from industrial to service to information economies.
2. analyzes the Cold War and the Korean and Vietnam conflicts in domestic and international politics, and:
 - L a) analyzes the origins of the Cold War and the advent of nuclear politics.
 - b) analyzes the significance of McCarthyism.
 - c) explains the social issues that resulted from U.S. involvement in the Vietnam War.
3. describes the struggle for racial and gender equality and for the extension of civil rights, and:
 - L a) evaluates significant influences on the various civil rights movements (legislation, court decisions, individuals).
4. describes developments in foreign and domestic policies between the Nixon and current presidencies, and:
 - a) explains the events and legacy of the Watergate break-in.
 - b) evaluates how the Ford and Carter administrations dealt with major domestic issues of the 1970's.
 - c) traces the changes in U.S. foreign policy from Nixon to the present.
5. describes the major social and economic developments in contemporary United States, and:

- a) analyzes major contemporary social issues and the groups involved.
- b) describes how changes in the national and global economy have influenced the workplace.

Benchmark 7: The student uses the skills of history to demonstrate an understanding of groups, ideas, and significant developments which have emerged and endured throughout United States History.

Indicators:

The student:

- L 1. describes how the United States has changed since the inception.
- L 2. analyzes the roles played by the United States in international domestic situations throughout time.
- L 3. creates charts, graphs, or maps that illustrate change in the United States over time.
- L 4. gathers, evaluates, and presents historical data.

WORLD HISTORY By the end of Eleventh Grade

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world from prehistoric times through the pre-classical civilizations.

Indicators:

The student:

- 1. describes the physical and cultural development of mankind from the Paleolithic through the Neolithic Agricultural Revolution.
- 2. understands the accomplishments and significance of the Ancients Near Eastern civilizations, and:
 - * a) explains the origins, beliefs, and significance of Judaism as the world first monotheistic religion.
- 3. understands the accomplishments and significance of the early civilizations in India and China.

Benchmark 2: The student demonstrates a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world during the time of the great classical civilizations of Greece, Rome, India, and China.

Indicators:

The student:

- 1. understands the political, economic, religious, social, intellectual, and aesthetic significance of Hellenic and Hellenistic culture, and:

- * a) describes the enduring contributions of important Greek figures (Homer, Sappho, Herodotus, Thucydides, Socrates, Plato, Aristotle, Sophocles, Archimedes, Hippocrates, and Euclid).
- 2. understands the history of the Roman Republic and the Roman Empire and their impact on Western Civilization and:
 - * a) analyzes the fall of the Roman Empire in terms of both internal problems (economic, social, military, political) and external problems (provincial disorder, loss to trade and revenue, tribal migrations and attacks).
- 3. understands the history of the development and spread of early Christianity and:
 - *a) describes the origins of Christianity, the contributions of Paul the Apostle, and the structure of the early Catholic Church (Pope, bishops, priests, etc).
- 4. knows the historical, cultural, and religious traditions of Classical India and China and:
 - *a) compare and contrast Hinduism and Buddhism.
 - *b) compare and contrast the philosophies of Confucianism, Taoism, and legalism.

Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the rising new civilizations of AD 500-1450.

Indicators:

The student:

1. understands the enduring legacy of Rome and the Byzantine Empire.
2. understands the rise and influence of Islam, and:
 - * a) compares and contrasts Islamic achievements in science, mathematics, medicine, the arts, and literature with those of medieval Europe.
3. understands the nature of the political and social order in early medieval Europe.
4. understands the history of China from the Tang through the Ming dynasties.
5. understands the history of feudal Japan.
6. understands the history of Medieval Russia.
7. understands the civilization of the High Middle Ages in Europe, and:
 - * a) describes the origins of representative government in England including the Magna Carta and the Model Parliament.

Benchmark 4: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world during the emerging global age 1400-1750.

Indicators:

The student:

1. understands the history of Renaissance civilization, and:
 - * a) explains the significance and accomplishments of Petrarch, Leonardo De Vinci, Michelangelo, Machiavelli, Shakespeare, and Guttenburg.
2. understands the history of the Ottoman and Mogul Empires.

3. understands the development of the Commercial Revolution and early capitalism in Europe.
4. understands the history of the Reformation, and:
 - * a) explain the ideas of Martin Luther and John Calvin.
5. understands the history of Japan and China in the early global age.
6. understands the rise of European colonial empires.

Benchmark 5: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world during the Age of revolutions 1650-1914.

Indicators:

The student:

1. understands the history and significance of the Scientific Revolution, and:
 - * a) describes the advances made by Copernicus, Bacon, and Galileo.
2. understands the history of the Enlightenment, and:
 - * a) summarizes the ideas of significant thinkers including Hobbes, Locke, Voltaire, Montesquieu, Rousseau, and Wollstonecraft.
3. understands the history of the Age of Absolutism.
4. understands the history of great political revolutions, and:
 - * a) explains the significance of The English Civil War and the Glorious Revolution.
 - * b) compares and contrast the American and French Revolution.
5. understands the history of the Industrial Revolution, and:
 - * a) describes social changes caused by industrialism, particularly those effecting the urban working class.
6. understands the search for political democracy and social justice.
7. understands the history of Western nationalism and imperialism.
8. understands the history of major developments in Japan and China, and:
 - * a) assesses the significance of the Meiji Era, including the rise of Japan as an industrial and military power, the significance of the Sino-Japanese War, and the Russo-Japanese War.
9. understands the development of nationalism, resistance, and rebellion in India and Africa.
10. understands the history of progress and its limits during the 19th and early 20th centuries, and:
 - * a) describes progress in science and medicine (including the Curies, Einstein, Lister, Pasteur, Darwin, and Freud).

Benchmark 6: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world during the Era of Global Wars 1914 - 1945.

Indicators:

The student:

1. understands the history of World War I.
2. understands the history of the Russian Revolutions of 1917 and their aftermath.

3. understands the aftereffects of war and colonialism, and:
 - * a) evaluates the role of Gandhi as a leader of Indian nationalism.
4. understands the rise and development of totalitarian states, and:
 - * a) describes development and nature of totalitarian states in Italy, Germany, and the Soviet Union.
5. understands the origins and course of World War II.

Benchmark 7: The student demonstrates a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world since World War II.

Indicators:

The student:

1. understands the history of the Cold War.
2. knows the history of the major regional conflicts in the period since World War II.
3. understands the economic military and demographic shifts which have taken place in the world since 1945.
4. understands the impact of technological changes since the mid-Twentieth century.

Benchmark 8: The student engages in historical thinking skills.

Indicators:

The student:

1. understands chronological thinking (e.g. interprets and creates timelines, explains change and continuity over time).
2. understands historical analysis and interpretation (e.g. differentiates between fact and interpretation, considers different perspectives).
3. understands historical research (e.g. finds and evaluates sources, uses advanced referenced works).

Appendices

Appendix 1 - Do You Know the Requirements?

Appendix 2 - Glossary

Appendix 3 - Interdisciplinary Approach Ideas

Appendix 4 - Geographic Locations To Know

Appendix 5 - World History Content Outline

Appendix 6 - Resources

Appendix 7 - Standards Document Writers

Appendix 1

Do You Know the Requirements?

Are you meeting the requirements placed on your social studies program by outside entities? Program requirements which stem from state legislation and KSBE Quality Performance Accreditation regulation are outlined below. Additionally, there are college eligibility requirements laid out by the Kansas Board of Regents.

Evidence of Social Studies Performance

The following two questions address accreditation criteria to be met through evidence of student performance monitored at the time of a building's accreditation visit for Quality Performance Accreditation.

- (1) Does the performance of all student groups on state social studies assessments reflect improvement (if social studies is a targeted outcome) or sustained status (if not targeted for improvement)?
- (2) Does performance of all student groups on local social studies assessments reflect improvement (if social studies is a targeted outcome) or sustained status (if not targeted for improvement)? Locally determined performance assessment in social studies is a State Board of Education mandate and evidence will be expected at the Cycle II accreditation visit.

Additionally, the Quality Performance Accreditation Annual Report contains assurances addressing social studies related regulations. Building principals are required to certify that the regulations are being met. Should those assurances not be certified, or are lacking, the visiting team will be given that information for use in making its accreditation recommendation.

Required Social Studies Programs

The Kansas State Board of Education includes requirements for Kansas history and government, United States history, and United States government to include the Constitution of the United States, as a part of the Quality Performance Accreditation Regulations.

Specifically, the Kansas history and government regulation states:

- (1) Each board of education shall include in its social studies curriculum, within one of the grades seven to twelve, a course of instruction in Kansas history and government. The course of instruction shall be at least nine consecutive weeks and at least 1,800 minutes.
- (2) Each board of education shall:
 - A. Determine the specific curriculum and the grade in which the course of instruction is to be offered; and,
 - B. waive this requirement for any student who transfers into the district at a grade level above that in which the course of instruction in Kansas history and government is taught.

Social Studies Graduation Requirements

The requirements for United States history and government fall under policy regarding student eligibility for high school graduation upon the completion of a minimum of 21 units of credit. Each local school board is to adopt a policy specifying that pupils shall be eligible for graduation only upon completion of requirements which include three units (6 semesters) of social studies; among these, one unit of United States history and at least 1/2 unit of United States government, including the Constitution of the United States, and except as provided in the case of student transfer, a course of instruction in Kansas history and government.

Kansas Regent's Schools Eligibility

Realize too, there are additional requirements to consider in preparing students to enter a Regent's school in Kansas. To qualify for admission to any of the six Kansas Regent's universities, students need to complete a precollege curriculum with at least a 2.0 grade point average on a 4.0 scale; or have an ACT score of 21 or above; or rank in the top third of their class. For social studies programs this means students must complete one unit of United States history; 1/2 unit of United States government; one unit selected from courses in psychology, economics, civics, history, current social issues, sociology, anthropology and/or race relations; and 1/2 unit selected from world history, world geography or international relations. These Regent's requirements are not tied to QPA.

Appendix 2

GLOSSARY

Absolute Advantage - The ability of a nation to produce more of a product than another nation can with the same resources.

Affirmative Action - Any of a wide range of programs, from special recruitment efforts to numerical quotas, aimed at expanding opportunities for women and minorities.

Agribusiness - A combination of the producing operations of a farm, the manufacture and distribution of farm equipment and supplies, and the processing, storage, and distribution of farm commodities.

Allocation Method(s) - Distribution of resources, goods, or resources.

Alphanumeric Coordinates - A grid system of letters and numbers on a map to help determine absolute location.

Artifacts - Objects that were used by people long ago.

Balance of Trade - The difference in value over a period of time between imports and exports of goods and transactions, such as services and remittances.

Barter - Trading goods and services for other goods without using money.

Biodiversity - A measure of the distinct characteristics, qualities, or elements of plant and animal life in a defined area; a measure of biological differences.

Capital - Money used to start, or invest in, businesses.

Capital Goods, Capital Resources - Things that are used to produce something else.

Capitalism - An economic system based on the private ownership of the means of production and distribution (e.g. land, factories, mines, railroads) and their operation for profit, under more or less competitive conditions.

Caste System - The strict social segregation of people, specifically in India's Hindu society, based on ancestry and occupation.

Civic Values - Values that people in a society hold in common for common purposes.

Civilization - A society that has achieved a high level of culture, including the development of systems of government, religion, and learning.

Clear and Present Danger - A means by which the Supreme Court has distinguished between speech as the advocacy of ideas, which is protected by the First Amendment, and speech as incitement, which is not protected.

Colonialism - A policy by which a nation obtains and controls foreign lands as colonies, usually for economic gain.

Colonization - The establishment of colonies.

Command Economy - A system in which economic decisions are made largely by a central authority, usually a government.

Common Good - Well-being of citizens.

Communism - A political and economic system without social classes or private ownership, in which the state controls the production and distribution of goods.

Community - Any group living in the same area or having interests, work, etc. in common.

Comparative Advantage - Ability of a nation to produce a product at lower opportunity cost(s) than another nation can.

Compass Rose - A drawing that shows the orientation of north, south, east, and west on a map.

Concurrent Powers - Powers shared by both the Federal and state governments.

Conservation - The careful use and protection of natural resources, such as soil, forests, and water.

Constitution - A framework of laws.

Constitutional Monarchy - Governmental system guided/restricted by a written set of laws.

Constitutional Powers - (See expressed powers)

Consumer - A person who buys/uses goods or services to satisfy wants/needs.

Culture - Learned behavior of people which includes belief systems, languages, social relationships, institutions, organizations, and material goods (e.g. food, clothing, buildings, tools).

Cultural Diversity - The differences in the way groups of people live, including their customs, beliefs, and arts.

Debt - Money owed.

Deficit - A deficiency or shortage, especially in money received.

Deflation - The sustained decrease in the average price level of the entire economy.

Demand - The number of consumers willing and able to purchase a good or service at various prices.

Democracy - A government run by the people, in which the citizens make their laws.

Demographics - The rates of population characteristics (e.g. birth and death, growth patterns, longevity).

Depletion - The lessening or exhaustion of a supply.

Dictatorship - A government system controlled by one ruler, who has absolute power, usually by force.

Economy - The production and distribution of goods and services.

Economic Sanction - The withholding, usually by several nations, of loans or trade relations with a nation violating international law, to force it to desist.

Ecosystem - A system formed by the interaction of all living organisms (plants, animals, humans) with each other and with the physical and chemical factors of the environment in which they live.

Embargo - Government restriction placed on trade.

Emigrant - A person migrating away from a country or area.

Eminent Domain - (1) The right of a sovereign state to appropriate all or part of any property for necessary public use, making reasonable compensation. (2) The right in international law for one nation to appropriate the territory or property of another for self protection.

Enumerated Powers - The powers explicitly granted to Congress by the Constitution. (Enumerated powers are the same as constitutional powers or expressed powers.)

Entrepreneur - People who produce innovative goods and services.

Equal Opportunity - The idea that each person is guaranteed the same chance to succeed in life.

Equilibrium Point - (equilibrium price) The price at which quantity supplied equals quantity demanded.

Equity - Conformity to a standard of fair treatment without bias; fairness; impartiality.

Era - A period of history marked by some distinctive characteristic.

Exchange Rate - The price of a nation's currency in relation to another nation's currency.

Exports - Goods and services produced in one nation and sold to buyers in another nation.

Externality - The unintended positive/negative side effects that result when the production or consumption of a good or service affects the welfare of people who are not directly involved. (e.g. home improvements increase the value of neighbors' homes.)

Fascism - A system of government characterized by strong nationalist, racist, and military policies, ruled by a dictator.

Fauna - Animal life.

Federalism - A policy favoring strong centralized federal (central government) power. Power of government is divided between national and state governments.

Feudalism - An economic and political system in which lords granted land to vassals in exchange for protection and other services.

Fiscal - Of or pertaining to the public treasury or revenues; financial.

Flora - plant life.

Geographic Representation - Maps, globes, graphs, diagrams, aerial and other photographs, and satellite-produced images used to depict selected aspects of the earth's surface.

Geographic Tool - Reference works such as almanacs, gazateers, geographic dictionaries, statistical abstracts and other data compilations used to provide information about the earth's surface.

Geographic Information System (GIS) - Computerized geographic database that contains information about the spacial distribution of physical and human characteristics of Earth's surface.

Global Economy - Worldwide economic interdependence (exports, imports, transactions).

Goods - Objects that can satisfy people's wants/needs.

Gross Domestic Product (GDP) - The total market value of all final goods and services produced in the economy in a given year.

Human Feature (human characteristics) - Items built by people that modify the earth's surface (i.e. towns, roads, dams, mines).

Human Resource - The quantity and quality of human effort (labor) directed toward producing goods and services.

Hydrologic Cycle - The continuous circulation of water from the oceans, through the air, to the land, and back to the sea; evaporation, condensation, and precipitation.

Immigrant - A person migrating into a particular country or area.

Imperialism - The policy of increasing a nation's authority by acquiring or controlling other nations.

Implied Powers - Powers assumed by government that are not specifically listed in the Constitution.

Imports - Goods and services bought from sellers in another nation.

Income - The gain usually measured in money that comes from different sources, including work.

Industrialization - The growth of machine production and the factory system.

Inflation - Sustained increase in the average price level of the entire economy.

Infrastructure - The skeletal framework of a nation (e.g. highways, roads, water systems, parks) provided by the public sector.

Interest Rate - The price of money that is borrowed or saved, determined by the forces of supply and demand.

Isolationism - A national policy by which a country does not become involved with other nations in agreements and/or alliances.

Latitude - A measure of distance, north or south of the equator, expressed in degrees.

Legend - An explanatory description or key to features on a map or chart.

Lobbyist - A representative of an interest group.

Longitude - A measure of distance, east or west of the Prime Meridian, expressed in degrees.

Manorialism - An economic, social, and political system based on the medieval English manor (an estate ruled by a lord who enjoyed a variety of rights over land and tenants).

Market Economy - A system in which individuals and businesses make major decisions about production and distribution, based on supply and demand.

Martial Law - Temporary rule by military authorities over civilians, as during a war, occupation, or insurrection.

Mental Map - The mental image a person has of an area.

Mercantilism - An economic system developed in Europe as feudalism died out, intended to unify and increase the power and monetary wealth of a nation by strict governmental regulation of the entire economy, designed to secure bullion, a favorable balance of trade, the development of agriculture and manufactures, and foreign trading monopolies.

Migration - The movement of people or other organisms from one region to another.

Militarism - A policy of aggressive military preparedness.

Mixed Economy - A system which has elements from traditional, command, or market economies.

Monopoly - A market that is dominated by one seller.

Monarchy - Government by a monarch (e.g. king, queen, emperor, empress).

Monotheistic - Of, relating to, or characterized by the doctrine that there is but one God.

Mythology - Beliefs of a people about various gods and goddesses.

Nationalism - Intense loyalty and devotion to one's country; desire for national independence.

National Security - Defense and safety of a nation's ability to safeguard citizens.

Natural Resource - Something in nature that is useful to people.

Non-Renewable Resource - A finite resource that cannot be replaced once it is used.

Needs - Necessities to sustain life.

Opportunity Cost - The next best alternative given up when a choice is made.

Parliamentary System - A system of government in which the chief executive is the leader whose party holds the most seats in the legislature after an election or whose party forms a major part of the ruling coalition.

Patriotism - Loyalty and devotion to one's country.

Physical Feature - A characteristic of a place (e.g. elevation, landforms, vegetation).

Physical Systems - Processes that create, maintain, and modify Earth's physical features and environments, consisting of four categories: atmospheric (e.g. climate), lithospheric (e.g. plate tectonics, erosion), hydrospheric (e.g. water cycle, ocean currents), and biospheric (e.g. plant and animal communities).

Political Action Committee (PAC) - An organization that pools campaign contributions from group members and donates those funds to candidates for political office.

Population Distribution - Location patterns of various populations.

Primary Source - A first-hand account of an event (e.g. official document, diary, letter).

Privilege - Something granted by statute (driver's license, voting is a privilege granted through state government.)

Productivity - The output per worker per period of time, per machine, or per unit of land.

Prohibited Powers - Powers denied within the Constitution.

Purge - To rid a nation, political party, etc., of persons regarded as undesirable.

Renaissance - Any revival or rebirth.

Renewable Resource - A resource that can be regenerated if used carefully.

Representative Democracy - A system of government where citizens elect public officials to govern on their behalf.

Republic - A government without a monarch; a government rooted in the consent of the governed, whose power is exercised by elected representatives responsible to the governed.

Reserved Powers - Powers that are not specifically granted to the federal government or denied, are reserved to the states.

Revenue - Income or profit from lands, investments, taxes, etc.

Right - Guaranteed in the Constitutions (right of freedom of speech, worship, etc.).

Rule of Law - The concept that widely known and accepted rules and laws of society are followed by those in authority as well as by the governed.

Satellite Image - Images taken by manmade orbiting bodies.

Scale - Relative size as shown on a map (e.g. 1 inch = 100 miles).

Services - Actions that satisfy people's wants/needs.

Socialism - An economic system in which the government controls all natural resources and industry; also a political philosophy based on the writings of Karl Marx.

Society - A group of people bound together by the same culture.

Spatial - Pertaining to space on the earth's surface.

Spatial Representation - Depiction of the earth's surface using maps (e.g. climatic, population, vegetation).

Supply - The quantity of resources, goods, or services available at various prices.

Tariff - Fees imposed on imported goods.

Technology - The scientific methods and ideas used in industry, agriculture, and trade.

Trade - The exchange of one good or service for another; buying and selling; commerce; business.

Traditional economy - A system in which economic decisions are based on custom.

Theocracy - A government ruled by priests or other religious leaders.

Urbanization - The growth of cities.

Wants - Desires that are not necessary for sustaining life; satisfied by consuming a good, service, or leisure activity.

Welfare - A state of well-being, prosperity, health, etc.

Work Ethic - Completing a job and doing one's best; attitude of an individual and society towards work.

Appendix 3

Interdisciplinary Approach Ideas
Linked to Benchmarks

Grades K-2

Themes	Benchmarks
The United States and the World around us	Civics-Government Benchmark 2, 3, 4, and 5 Geography Benchmark 1 Kansas History Benchmark 1 and 2 History Benchmark 2 and 3 Economics Benchmark 2
Famous people, places, and events	Geography Benchmark 2 History Benchmark 1
Exploring our neighborhood	Civics-Government Benchmark 1, 2, 3, 4, and 5 Economics Benchmark 1, 2, 3, 4, and 5 Geography Benchmark 1, 2, 3, 4, and 5 Kansas History Benchmark 2 and 3 History Benchmark 2
Communities	Civics-Government Benchmark 1, 4, and 5 Economics Benchmark 1, 2, 3, 4, and 5 Geography Benchmark 1, 2, 3, 4, and 5
Special Observations	Civics-Government Benchmark 2 and 4 Kansas History Benchmark 2 History Benchmark 3

Interdisciplinary Approach Ideas
Linked to Benchmarks

Grades 3-4

Themes	Benchmarks
Community government, business activities, and me	Civics-Government Benchmark 1, 2, 3, 4, and 5 Economics Benchmark 1 and 4 Geography Benchmark 1, 2, 3, 4, and 5
The history of communities	Civics-Government Benchmark 1, 2, 3, and 4 Economics Benchmark 1 Geography Benchmark 2, 3, 4, and 5 Kansas History Benchmark 1, 2, 3, 4, and 5 History Benchmark 1, 2, and 3
Why communities grow where they do	Civics-Government Benchmark 2, 4, and 5 Economics Benchmark 1, 2, and 3 Geography Benchmark 1, 2, 3, 4, and 5 Kansas History Benchmark 1, 3, and 4 History Benchmark 2
Money, trade, and business	Economics Benchmark 1, 2, 3, 4, and 5 Geography Benchmark 2, 4, and 5

Interdisciplinary Approach Ideas
Linked to Benchmarks

Grades 5-6

Themes	Benchmarks
Citizenship Roles: Rights, responsibilities, and privileges	Civics-Government Benchmark 1, 2, 3, 4, and 5 United States History Benchmark 2
Our nation's government at work	Civics-Government Benchmark 1, 2, 3, 4, and 5 Economics Benchmark 3 and 4 Geography Benchmark 4 United States History Benchmark 2
The skills of a consumer	Economics Benchmark 1, 2, 3, 4, and 5 Geography Benchmark 4
Reacting to our environment	Economics Benchmark 1, 2, and 3 Geography Benchmark 1, 2, 3, 4, and 5 United States History Benchmark 1 World History Benchmark 1
Creating a Nation (to 1800)	Civics-Government Benchmark 3 Geography Benchmark 1, 3, and 4 Kansas History Benchmark 1 United States History Benchmark 1 and 2
World History	Civics-Government Benchmark 4 and 5 Economics Benchmark 1, 3, and 4 Geography Benchmark 1, 2, 3, 4, and 5 World History Benchmark 1, 2, and 3

Interdisciplinary Approach Ideas
Linked to Benchmarks

Grades 7-8

Themes	Benchmarks
The U.S. Government and how it works	Civics-Government Benchmark 1, 2, 3, 4, and 5 Economics Benchmark 4 Kansas History Benchmark 3, 4, 5, 6, and 7 United States History Benchmark 1 and 2
Economic Systems	Civics-Government Benchmark 3, 4, and 5 Kansas History Benchmark 7 Economics Benchmark 1, 2, and 3 World History Benchmark 2
The National Economy	Civics-Government Benchmark 5 Economics Benchmark 1, 2, 3, and 4 Geography Benchmark 4 Kansas History Benchmark 7 United States History Benchmark 2
Personal Finance	Economics Benchmark 2 and 5
The Migration of people	Economics Benchmark 2 Geography Benchmark 4 and 5 Kansas History Benchmark 2, 3, 4, 5, and 7 United States History Benchmark 1 and 2 World History Benchmark 2 and 4
Specialized map making and Interpretation	Geography Benchmark 1, 2, 3, 4, and 5 Kansas History Benchmark 1, 2, 3, 4, 5, 6, and 7 United States History Benchmark 1 and 2
Kansas	Civics-Government Benchmark 2, 3, 4, and 5 Economics Benchmark 2 Geography Benchmark 2, 4, and 5 Kansas History Benchmark 1, 2, 3, 4, 5, 6, and 7 United States History Benchmark 1 and 2
Kansas Government	Civics-Government Benchmark 2, 3, 4, and 5 Economics Benchmark 4 Kansas History Benchmark 3, 6, and 7

Interdisciplinary Approach Ideas
Linked to Benchmarks

Grades 7-8 (continued)

Themes	Benchmarks
The Nation emerges (the 1800s)	Civics-Government Benchmark 2, 3, 4, and 5 Economics Benchmark 1, 2, and 4 Geography Benchmark 4 and 5 Kansas History Benchmark 1, 2, 3, 4, and 5 United States History Benchmark 1 and 2
Foundations of the Modern World	Civics-Government Benchmark 5 Economics Benchmark 3 Geography Benchmark 1, 2, 3, 4, and 5 Kansas History Benchmark 1 World History Benchmark 1, 2, 3, 4, and 5

Interdisciplinary Approach Ideas
Linked to Benchmarks

Grades 9-11

Themes	Benchmarks
Impact of Conflict	Civics-Government Benchmark 1 and 5 Geography Benchmark 1, 2, and 4 Kansas History Benchmark 2, 3, and 4 United States History Benchmark 2, 3, 4, 5, 6, and 7 World History Benchmark 4, 5, 6, and 7
Leadership	Civics-Government Benchmark 2, 3, and 4 Economics Benchmark 1, 4, and 5 Kansas History Benchmark 4 and 6 United States History Benchmark 6 and 7 World History Benchmark 2, 3, 4, 5, and 6
International fiscal policy	Civics-Government Benchmark 1, 4, and 5 Economics Benchmark 2, 3, and 4 Geography Benchmark 4 United States History Benchmark 6 World History Benchmark 7
Women's issues	Civics-Government Benchmark 1, 2, 3, and 4 Kansas History Benchmark 3 United States History Benchmark 3, 6, and 7 World History Benchmark 7
Human rights	Civics-Government Benchmark 1, 2, 3, and 4 Geography Benchmark 2 and 4 Kansas History Benchmark 3, 4, and 6 United States History Benchmark 1, 2, 3, 6, and 7 World History Benchmark 3, 6, and 7
Adults as American citizens	Civics-Government Benchmark 1, 2, 3, 4, and 5 Economics Benchmark 1, 2, 3, 4, and 5 Kansas History Benchmark 6 and 7 United States History Benchmark 6 and 7
Current Issues	Civics-Government Benchmark 1, 2, 4, and 5 Economics Benchmark 1, 4, and 5 Geography Benchmark 1, 2, 3, 4, and 5 Kansas History Benchmark 2, 4, 7, and 8 United States History Benchmark 6 and 7 World History Benchmark 7 and 8

Geographic Locations To Know

Grade 4 or 5

7 continents
 4 oceans
 equator
 Prime Meridian
 North and South Poles
 50 U.S. states
 50 U.S. capitals
 Mexico
 Canada
 Brazil
 Peru
 Chile
 Puerto Rico
 Cuba
 Haiti
 Dominican Republic
 Spain
 Portugal
 Italy
 England
 Netherlands
 France
 Central America
 Yucatan Peninsula
 Appalachian Mountains
 Rocky Mountains
 Gulf of Mexico
 Caribbean Sea
 Berin Strait
 Hudson Bay
 5 Great Lakes
 Ohio River
 Mississippi River
 St. Lawrence River
 Rio Grande
 Colorado River
 Columbia River
 Amazon River
 Washington D.C.
 New York City
 Boston
 Philadelphia
 Quebec City
 Montreal

Grade 6

Mesopotamia (modern
 Iraq)
 Israel
 Saudi Arabia
 Persia (modern Iran)
 Greece
 China
 India
 Egypt
 Jerusalem
 Mecca
 Mexico City
 Rome
 Athens
 Constantinople (modern
 Instabul)
 Alps Mountains
 Himalaya Mountains
 Mediterranean Sea
 Aegean Sea
 Adriatic Sea
 Black Sea
 Arabian Sea
 Red Sea
 Persian Gulf
 Strait of Gibraltar
 Bosphorus Strait
 Gulf of California
 Euphrates River
 Tigris River
 Nile River
 Ganges River
 Indus River
 Huang He (Yellow
 River)
 Yangtze River
 Sahara Desert
 Tropic of Cancer
 Tropic of Capricorn

Grade 8

all countries of Europe
 all countries of Asia
 all countries of Africa
 all countries of S.
 America
 all countries of N.
 America
 Iberian Peninsula
 Pyrenees Mountains
 Ural Mountains
 Atlas Mountains
 North Sea
 Baltic Sea
 Caspian Sea
 Sea of Japan
 Yellow Sea
 Bering Sea
 English Channel
 Panama Canal
 Suez Canal
 Thames River
 Rhine River
 Po River
 Seine River
 Volga River
 Ob River
 Danube River
 Niger River
 Zaire River (Congo
 River)
 Lake Victoria
 London
 Paris
 Berlin
 Lisbon
 Madrid
 Amsterdam
 Moscow
 Baghdad
 Cairo
 Beijing
 Hong Kong
 New Delhi
 Tokyo
 Salt Lake City
 Los Angeles
 San Francisco
 Chicago
 Denver
 St Louis

WORLD HISTORY CONTENT OUTLINE

Benchmark 1: The student demonstrates a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world from prehistoric times through the pre-classical civilizations.

Indicators:

The student:

1. describes the physical and cultural development of mankind from the Paleolithic through the Neolithic Agricultural Revolution and is able to:
 - a) compare and contrast Paleolithic and Neolithic cultures.
 - b) explain the significance of the Neolithic Agricultural Revolution (including domestication of crops and livestock, pottery, textiles, settled village life, and division of labor).
2. understands the accomplishments and significance of the Ancient Near Eastern civilizations and is able to:
 - a) define the term civilization (including organized government, writing and learning, arts and literature, organized economy, and system of religion and morals).
 - b) explain the importance of the Sumerians as the first civilization (including invention of cuneiform, first schools, city-state government, theocracy, architecture).
 - c) describe the accomplishments of the Babylonians, Hittites, and Phoenicians (including Hammurabi's Code, the use of iron, and the alphabet).
 - d) describe advances made by the Assyrians and Persians in military and government organization.
 - e) analyze the role of religion in Egyptian government and culture.
 - f) distinguish between the Old Kingdom, Middle Kingdom, and Empire periods of Egyptian history.
 - g) explain the importance of major Egyptian pharaohs (including Akhenaton, Hatshepsut, and Ramses II).
 - h) evaluate the importance of the Ancient Persian religion of Zoroastrianism.
 - i) describe the origins, significance, and major beliefs of Judaism as the world's first monotheistic religion and trace its history through the period of Persian influence.
3. understands the accomplishments and significance of the early civilizations in India and China and is able to:
 - a) describe the beginning of urban culture in Ancient India (Harappa and Mohenjo-Daro).

- b) explain the caste system and the beginning of Hinduism in India.
- c) explain the importance of Sanskrit on the development of Indo-European languages.
- d) explain the role the great rivers in shaping the culture of both India and China.
- e) explain early Chinese concepts of government (including The Dynastic Cycle and the Mandate of Heaven.
- f) list early Chinese cultural contributions and characteristics (including silk making, calligraphy, veneration of ancestors).

Benchmark 2: The student demonstrates a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world during the period of the great classical civilizations of Greece, Rome, India, and China.

Indicators:

The student:

1. understands the geographic, political, economic, religious, and social structures of the Hellenic culture of Ancient Greece and is able to:
 - a) explain the role of geography on Greek economic, social, and political life.
 - b) explain the significance of Greek mythology and religion to everyday life of the Ancient Greeks and how such works as the *Iliad*, the *Odyssey*, and *Aesops Fables* permeate our literature and language today.
 - c) analyze the strengths and limits of Athenian democracy.
 - d) compare and contrast the cultures of Athens and Sparta.
 - e) describe the founding, expansion, and political organization of the Persian Empire.
 - f) explain the significance of the Persian and Peloponnesian Wars (including an analysis of *Pericles' Funeral Oration*).
 - g) describe the enduring contributions of important Greek figures in the arts, sciences, mathematics, philosophy, literature, and history (including Homer, Sappho, Herodotus, Thucydides, Socrates, Plato, Aristotle, and Sophocles).
2. understands how the conquests of Alexander the Great led to the establishment of the new Hellenistic culture and is able to:
 - a) describe the encounter between Macedon and the divided Greek city-states (including the warning of Demosthenes).
 - b) describe the geographic and military nature of Alexander's empire.
 - c) describe Hellenistic advances in medicine, science, and philosophy (including Euclid, Archimedes, Hippocrates, the Epicureans and the Stoics).
 - d) explain how Alexandria became a center of Hellenistic and Jewish culture (great library).
3. understands the history of the Roman Republic and Roman Empire and their impact on Western Civilization and is able to:
 - a) describe the influence of geography on Roman economic, social, and political development.

- b) compare and contrast the governmental structure of the Roman Republic with that of the United States.
 - c) outline the general history of the Punic Wars (Hannibal, Scipio).
 - d) explain how Imperialism brought about economic, social, and political change in Rome.
 - e) analyze the economic, social, and political impact of the Pax Romana.
 - f) analyze the fall of the Roman Republic and the rise of dictators (Julius Caesar).
 - g) describe major Roman contributions in law, architecture, and engineering.
 - h) explain how Roman military domination influenced the culture of Western Europe.
 - i) analyze the fall of the Roman Empire in terms of both internal problems (economic, social, military, political) and external problems (provincial disorder, loss of trade and revenue, tribal migrations and attacks).
4. understands the history of the development and spread of early Christianity and is able to:
- a) describe the origins of Christianity in the Jewish messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle in defining and spreading Christianity.
 - b) explain the circumstances which led to the spread of Christianity in Europe and other Roman territories.
 - c) describe the structure of the early Catholic Church (Pope, bishops, priests, etc.)
5. knows the historical, cultural, and religious traditions of Classical India and is able to:
- a) explain basic Hindu beliefs and concepts (including karma, reincarnation, and moksha).
 - b) describe the founding and major beliefs of Buddhism.
 - c) compare and contrast Hinduism and Buddhism.
 - d) explain who Ashoka was and why he is important to the spread of Buddhism.
 - e) describe the role of women and the family under Hindu culture.
 - f) describe important aesthetic and intellectual contributions of Indian Civilization (Sanskrit literature, Ramayana, Vedas, metallurgy, Hindu-Arabic numerals and the zero).
6. knows the historical, cultural, and religious traditions of Classical China and is able to:
- a) describe the life of Confucius and the fundamental teaching of Confucianism.
 - b) describe the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin dynasty.
 - c) compare and contrast the philosophies of Confucianism, Taoism, and legalism.
 - d) explain how the Chinese system of civil service examinations was used to select government officials.
 - e) describe advances made in the arts, sciences, and technology during the Han Dynasty (esp. the invention of paper).

Benchmark 3: The student demonstrates a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the rising new civilizations of AD 500-1450.

Indicators:

The student:

1. understands the enduring legacy of Rome in the Byzantine Empire and is able to:
 - a) describe how Byzantium transmitted Roman and other ancient traditions.
 - b) explain the conflicts that led to the split between Roman Catholic and Greek Orthodox Christianity.
 - c) identify the sources of power that allowed Byzantium to withstand Arab attacks from the 7th-10th centuries.
2. understands the rise of Islam and is able to:
 - a) describe Mohammed's rise as a religious leader and his teachings as embodied in the *Koran*.
 - b) explain why and how Islam expanded from the Arabian Peninsula to become a flourishing civilization across Asia, Africa, and into Europe.
 - c) compare and contrast Islamic achievements in science, mathematics, medicine, the arts, and literature with those of medieval Europe.
3. understands the coalescence of political and social order in early medieval Europe and is able to:
 - a) assess the impact of the Anglo-Saxon and Viking invasions on England.
 - b) describe early medieval Christianity in Europe-- its spread, its structure, the role of monasticism, and the concept of "Christendom."
 - c) assess the role of Charlemagne in European civilization.
 - d) explain the contractual relations in feudalism and manorialism.
 - e) assess the impact of technical advances in agriculture.
4. understands the history of the Middle Empire in China and is able to:
 - a) describe political, economic, and cultural developments during the Sui, Tang, and Sung dynasties including the rise of trade and a modern market economy, and the influence of the Taoist worldview.
 - b) assess the impact of the Mongol invasion, Kublai Khan, and Marco Polo.
 - c) describe the founding and importance of the Ming dynasty.
5. understands the history of the civilization of feudal Japan and is able to:
 - a) explain China's influence: Buddhism, Confucianism, law, and the arts.
 - b) compare and contrast Japanese and European feudalism: knight/samurai; chivalry/bushido.
 - c) identify Japanese art, architecture, drama, and literature including the *Tale of Genghi*.
6. understands the history of the Mongol Empire and Medieval Russia and is able to:

- a) describe the political, economic, and religious development of Russia from Kiev to Muscovy including the conversion to Orthodox Christianity, the Mongol conquest, and Ivan the Great.
 - b) analyze Russia's relations with Western Europe.
7. understands the civilization of the High Middle Ages in Europe and is able to:
- a) explain how the growth of trade and towns influenced the power of central governments.
 - b) analyze the struggle between church and state as exemplified by the case of Becket and Henry II.
 - c) assess the impact of the Crusades on Christendom and Islam.
 - d) describe the development and influence of the medieval universities.
 - e) describe the origins of representative government in England including *Magna Carta* and the Model Parliament.
 - f) describe late medieval achievements in art and architecture including gothic architecture.

Benchmark 4: The student demonstrates a working knowledge of individuals, groups, ideas, developments, and turning points in the history of the world during the emerging global age 1400-1750.

Indicators:

The student:

1. understands the history of the waning of the Middle Ages and is able to:
 - a) explain how Europe was weakened by the Crusades, the Death, and the Hundred Years War.
 - b) explain how an increase in agricultural productivity helped promote the rise of the middle class.
2. understands the history of Renaissance civilization and is able to:
 - a) analyze the economic foundations of the Renaissance, including European interaction with Muslims, increased trade, role of the Medicis, and new economic practices.
 - b) describe advances in art, literature, scholarship, and technology including the work of Petrarch, Leonardo DaVinci, Michelangelo, Shakespeare, Gutenberg, and Prince Henry the Navigator.
 - c) compare and contrast the Italian and Northern Renaissance.
3. understands the history of the Ottoman and Moghul empires and is able to:
 - a) describe the rise of the Ottoman Empire from the capture of Constantinople through the reign of Suleiman the Magnificent.
 - b) describe the contributions of great Moghul rulers such as Akbar the Great.
 - c) identify Mogul contributions to art and architecture, including The Taj Mahal.
4. understands the economic changes during the emerging global age and is able to:

- a) describe the Commercial Revolution and early capitalism in Europe.
 - b) describe the Reconquista and the expulsion of Jews and Muslims from Spain.
 - c) explain how the flow of gold and silver from the New World led to the Price Revolution in the Old.
5. understands the history of the Reformation and is able to:
- a) explain how the theological, political, and economic ideas of Reformation figures Erasmus, Martin Luther, and John Calvin ended the 1000-year dominance of the Roman Church.
 - b) explain the circumstances leading to the English Reformation.
 - c) analyze the influence of religious conflicts on government actions, including the Edict of Nantes and the evolution of laws that reflect greater religious toleration.
 - d) describe ways in which the Counter-Reformation revitalized the Catholic Church including the significance of the Jesuits and the Council of Trent.
6. understands the history of Japan and China in the early global age and is able to:
- a) explain how and why Japan embarked on a period of isolationism under the Tokugawa Shogunate.
 - b) assess Japanese art and literature, including kabuki theater, as a reflection of cultural ideals.
 - c) describe Ming contributions to art and learning.
 - d) describe the conquest of the Ming and the establishment of the Manchu Dynasty.
 - e) assess the growing European influence on China.
7. understands the rise of the European colonial empires and is able to:
- a) explain the theory and practice of mercantilism.
 - b) describe the rise of the Portuguese, Spanish, Dutch, French, and English as colonial powers.

Benchmark 5: The student demonstrates a working knowledge of individuals, groups, ideas, developments, and turning points in the history of the world during Age of Revolutions 1650-1914.

Indicators:

The student:

1. understands the history and significance of the Scientific Revolution and is able to:
 - a) describe prior advances in theory: Copernicus, Kepler, Bacon, Galileo.
 - b) analyze the significance of work of thinkers such as Isaac Newton.
 - c) assess the importance of technological advances including the microscope and telescope.
 - d) analyze the differences between religion and science as keys to understanding nature.
2. understands the history of the Enlightenment and is able to:
 - a) summarize the ideas of significant thinkers including Hobbes, Locke, Voltaire, Montesquieu, Rousseau, Jefferson, Franklin, and Wollstonecraft.

- b) explain how Enlightenment ideas were spread, including the work of Diderot and the role of the salons.
3. understands the history of the Age of Absolutism and is able to:
 - a) describe the nature of absolute monarchy in Spain (Charles V, Philip II), France (Henry IV, Richelieu, Louis XIV), Russia (Peter the Great, Catherine the Great), and Prussia (Frederick the Great).
 - b) explain how the balance of power concept and mercantilist policies were driving forces in international relations during the Age of Absolutism.
 4. understands the history of great political revolutions and is able to:
 - a) explain the significance of The English Civil War, the failed experiment in republican government, the Restoration, and the Glorious Revolution.
 - b) describe the major figures and events in the French Revolution including the Estates General, fall of the Bastille, Robespierre and the Terror, and the events of Thermidor.
 - c) compare and contrast the American and French Revolutions.
 - d) describe the rise and fall of Napoleon and the Vienna Settlement of 1815.
 5. understands the history of the Industrial Revolution and is able to:
 - a) explain the preconditions for Industrialism in place in England and Western Europe.
 - b) describe the technological advances made in textile production, the development of steam power, transportation, and communications.
 - c) explain the emergence of capitalist ideas, including the influence of Adam Smith, Thomas Malthus, and David Ricardo.
 - d) analyze various responses to capitalism including utopianism, communism, socialism, utilitarianism, and the social teachings of Leo VIII.
 - e) describe social changes caused by industrialism, particularly those effecting the urban working class.
 6. understands the history of the urban culture of the 19th Century and is able to:
 - a) assess developments in public health and modernization: water, sewers, lights, parks, police.
 - b) assess the role of women in social services: Florence Nightengale, Jane Addams.
 - c) describe the role of realist writers including Dickens and Zola.
 7. understands the search for political democracy and social justice and is able to:
 - a) explain how social dissatisfaction led to European-wide uprisings in 1848.
 - b) analyze how suffrage was extended throughout the 19th and 20th centuries with universal male suffrage becoming common and suffrage being extended to women in some cases.
 8. understands the history of Western nationalism and imperialism and is able to:

- a) describe the unification of Italy, including the roles of Mazzini, Garibaldi, and Cavour.
 - b) describe the unification of Germany, including the role of Bismarck.
 - c) analyze the impact of nationalism, Social Darwinism, and racism in development of imperialist ideology.
 - d) trace the development of European colonialism in Africa, Asia, and the Middle East.
9. understands the history of major developments in Japan and China and is able to:
- a) assess the significance of the Meiji era, including the rise of Japan as an industrial and military power, the significance of the Sino-Japanese War, and the Russo-Japanese War.
 - b) describe the development of anti-foreign sentiment and the rise of Chinese nationalism including the Opium War, the Boxer Rebellion, and the 1911 Revolution.
10. understands the history of nationalism, resistance, and rebellion in India and Africa and is able to:
- a) describe the growth of Indian nationalism as characterized by such developments as the Sepoy Rebellion and the rise of the British-educated Indian leaders of the nationalist movement.
 - b) describe African resistance to colonial rule such as the Malinke warriors against the French, the Zulu against the British, and the Ethiopian defeat of the Italians in 1896.
11. understands the history of progress and its limits during the 19th and early 20th centuries and is able to:
- a) analyze progress in science and medicine: the Curies, Einstein, Lister, Pasteur, Darwin, Freud.
 - b) evaluate progress in technology: Bell, Benz, the Wright brothers, Edison, Marconi.
 - c) describe advances in living standards: public education, recreation.
 - d) describe the roles of literary figures such as Dostoyevski, Tolstoy, and Ibsen.

Benchmark 6: The student demonstrates a working knowledge of individuals, groups, ideas, developments, and turning points in the history of the world during the Era of Global Wars 1914-1945.

Indicators:

The student:

1. understands the history of World War I and is able to:
- a) analyze the long range causes: nationalism, militarism, the arms race, imperialism, the alliance system, the role of yellow journalism.
 - b) describe the immediate causes of the war in term of the events of August 1914.
 - c) describe the nature of total war and how it affected both the battlefield and the home front.
 - d) analyze the demographic impact of the war on the post-war generation.

2. understands the history of the Russian Revolutions of 1917 and their aftermath and is able to:
 - a) describe the events surrounding the Revolution of 1905.
 - b) explain how mismanagement of the war contributed to the February Revolution.
 - c) describe the roles played by Kerensky, Lenin, and Trotsky.
 - d) explain the emergence of the communist dictatorship during the Russian Civil War.
3. understands the aftereffects of war and colonialism and is able to:
 - a) evaluate the success of the Paris Conference and the Treaty of Versailles.
 - b) evaluate Woodrow Wilson's 14 Points.
 - c) describe the newly created nations in Eastern and Central Europe and their disputed boundaries.
 - d) analyze the weakness of the Weimar Republic.
 - e) evaluate Indian nationalism and the role of the Congress Party, Gandhi, and the Muslim Party.
 - f) trace the development of China and the Far East emphasizing the roles of the Kuomintang, Chiang Kai-Shek, and Ho Chi Minh.
 - g) describe how post-war territorial settlements in the Middle East led to Arab dissatisfaction with the West.
4. understands the history of the rise of militarism and totalitarian states and is able to:
 - a) describe the nature and rise of totalitarian governments in Italy, Germany, and the Soviet Union.
 - b) analyze the nature of the Italian and German dictatorships, with special attention to the roles of Mussolini, Hitler, and anti-Semitism.
 - c) describe the major developments in the Soviet Union: the rise of Stalin, the collectivization of agriculture, the purges.
 - d) trace the development of militarism in Japan and expansion into Manchuria.
5. understands the history of origins of World War II and is able to:
 - a) evaluate the reasons for the failure of the democracies to answer aggressions in Manchuria and Ethiopia.
 - b) evaluate the lack of response to German aggression: the Anschluss, the Munich Crisis, the Hitler-Stalin Pact.
 - c) describe the relationship among the allies: Churchill, Roosevelt, and Stalin.
6. understands the history of World War II and is able to:
 - a) analyze the strengths and weaknesses of participants in terms of science, technology, and human resources.
 - b) describe the phase of Axis victories: German control of most of Europe and Japanese control of much of Asia.
 - c) describe life in Nazi Europe including forced labor, concentration camps, the Holocaust, resistance movements, and the officer's plot.
 - d) identify major turning points: Battle of Britain, Midway, North Africa, Stalingrad, Leningrad, the Normandy invasion, the bombing of Hiroshima and Nagasaki.
 - e) identify atrocities committed in the Pacific.

Benchmark 7: The student demonstrates a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world during the since World War II.

Indicators:

The student:

1. understands the history of the Cold War and is able to:
 - a) explain how the Yalta and Potsdam conferences led to zones of military occupation after World War II and the Soviets backed Communist parties in their zones.
 - b) explain how the Truman Doctrine and Marshall Plan were reactions to growing communist power.
 - c) list the European countries which were behind the Iron Curtain.
 - d) explain the reasons the Soviets supported the Berlin blockade and the building of the Berlin Wall.
 - e) explain what NATO and the Warsaw Pact were and why they were formed.
 - f) explain how the Korean War and the Vietnam War were related to the Cold War.
 - g) compare and contrast the economic and political systems of the non-communist and communist nations
 - h) analyze the collapse of the Soviet Union (economic failure, demand for national and human rights, role of Gorbachev).
2. understands the growth of international peace-keeping organizations:
 - a) explain how the failure of the League of Nations and World War II led to the founding of the United Nations.
 - b) explain the principles embodied in the U.N. Charter and the Universal Declaration of Human Rights.
 - c) describe the economic and humanitarian achievements of the U.N.
 - d) analyze the successes and failure of U.N. peace-keeping efforts.
3. knows the history of major regional conflicts in the period since World War II and is able to:
 - a) explain the background of the conflict between Israel and its neighbors.
 - b) analyze the roots of the conflict between Hindus and Muslims in India.
 - c) trace the history of ethnic unrest in the Balkans.
4. understands the economic, military, and demographic shifts which have taken place in the world since 1945 and is able to:
 - a) explain the rise of Germany and Japan as economic powers.
 - b) explain the Chinese Communist Revolution and the role of Mao Zedong
 - c) analyze the economic and military potential of growing nations (including China, India, and Brazil)
 - d) explain the role of international economic organizations (European Community, OPEC, etc.)
 - e) analyze the implications of the growth of Islam as a religion and culture
 - f) explain how selected countries have dealt with the problems of independence from colonial rule

5. understands the impact of technological changes since the mid-Twentieth Century and is able to:
- a) describe the development and use of nuclear energy in munitions, electrical power generation, and medicine.
 - b) analyze the impact of technology on communications, learning, entertainment, and bioscience (DNA, cloning, etc.).
 - c) explain the role of the environmental or Green movement.
 - d) explain how late Twentieth Century art, architecture, music, and literature have influenced modern culture.
 - e) assess the practical and intellectual impact of space exploration.
 - f) assess the role of mass education in developed and developing nations.

Appendix 6

RESOURCES

Civics-Government

National Standards

National Standards for Civics and Government, Center for Civic Education, 1994, Funded by the U.S. Dept. of Education and The PEW Charitable Trusts, 5146 Douglas Fir Road, Calabasas, California 91302-1467. (800) 350-4223, ISBN 0-89818-155-0

National and State Organizations

The Center for Civic Education
Error! Bookmark not defined.
5146 Douglas Fir Road
Calabasas, CA 91203
818-591-9321

Technology Resources

Economics

National Standards

Voluntary National Content Standards in Economics, National Council on Economic Education, in partnership with the National Association of Economic Educators and the Foundation for Teaching Economics, 1997, National Council for Economic Education, 1140 Avenue of the Americas, New York, NY 10036, ISBN 1-56183-433-5

National and State Organizations

The National Council on Economic Education
1140 Avenue of Americas
New York, NY 10036
212-730-7007

Kansas Council on Economic Education
Error! Bookmark not defined.
Lisa A. Donnini, President/Executive Director
Wichita State University
Devlin Hall, Box 147
Wichita, KS 67260-0147
316-978-5183

The Foundation for Teaching Economics
Error! Bookmark not defined.
260 Russell Boulevard, Suite B
Davis, California 95616-3839
530-757-4630

Reference Material

EconomicsAmerica Curriculum, National Council on Economic Education, This is a series of publications for various grade levels aimed at integrating economic education with the teaching of history.

Economics in Ten Lessons, Henry Hazlett.

Technology Resources

Using the Internet to Teach Economics
<http://www.fte.org/weblessons.html>

Geography

National Standards

National Geography Standards, Geography for Life, 1994, Developed on behalf of the American Geographical Society, Assoc. of Am. Geographers, Natl. Council for Geographic Education and the Natl. Geographic Society, National Geographic Society, PO Box 1640, Washington, D.C. 20013-1640, (800) 368-2728, ISBN #0-7922-2775-1

National and State Organizations

National Council for Geographic Education
Error! Bookmark not defined.
1600 M Street, NW
Suite 2500
Washington, DC 20036
202-775-7832

Kansas Geography Alliance
Error! Bookmark not defined.
Paul E. Phillips
FHSU
600 Park Street
331 Tomanek Hall
Hays, KS 67601-4099
913-628-5821

Technology Resources

Geography Lesson Plans
Error! Bookmark not defined.

National Geographic
Error! Bookmark not defined.

Kansas History

State Organizations

Kansas State Historical Society
6425 S.W. Sixth Avenue
Topeka, KS 66615
(785) 272-8681

Kansas Heritage Center
Dodge City, KS

American Association for State and Local History
Nashville, TN

References

Kansas: A Land of Contrasts, 2nd Edition, Robert W. Richmond, Forum Press, St. Louis, MO, 1981.

Kansas Land. Thomas D. Isern and Raymond Wilson.

Technology Resources

History

National Standards

National Standards for History, National Center for History in the School, 1996, University of California, Los Angeles, ISBN# 0-9633218-4-6

National Standards for History for Grades K-4: Expanding Children's World in Time and Space, 1994, National Center for History in Schools, University of California, Los Angeles, 10880 Wilshire Blvd., Suite 761, Los Angeles, CA 90024-4108, ISBN: 0-9633218-3-8

National Standards for World History: Exploring Paths to the Present, 1994, Grades 5-12 Expanded Edition, National Center for History in Schools, University of California, 10880 Wilshire Blvd., Suite 761, Los Angeles, California 90024-4108, ISBN# 0-9633218-2-X

National and State Organizations

National Council for History Education
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National Center for History in the Schools
UCLA, 231 Noore Hall
Los Angeles, CA 90024
310-825-4702

Kansas State Historical Society
Error! Bookmark not defined.
6425 SW Sixth Avenue
Topeka, KS 66615-1099
785-272-8681

Reference Material

A Distant Mirror: The Calamitous 14th Century, Barbara Tuchman, Knoph.

A Holocaust Reader, Lucy S. Davidowicz, Behrman House.

After the Fact: The Art of Historical Detection, James West Davidson and Mark Hamilton Lytle, Publ. Alfred A. Knopf, 1986.

An Encyclopedia of World History, William L. Langer, Houghton Mifflin Company, 1980.

Bring History Alive! A Sourcebook for Teaching World History, National Center for History in the Schools, 1996, Editors David Vigilante and Ross E. Dunn, University of California, Los Angeles, UCLA Book Zone, The UCLA Store, 308 Westwood Plaza, Ackerman Union, Los Angeles, CA 90024-8311, (310) 206-0788, ISBN# 0-9633218-6-2

Connecting with the Past: History Workshop in Middle and High Schools, Cynthia Brown Stokes, Heinemann Publishing, 1994.

Dreadnought, Robert K. Massie, Random House, N.Y.

History Begins at Sumer: Thirty-Nine Firsts in Man's Recorded History, Samuel Noah Kramer, Doubleday.

Interpretations of American History: Patterns and Perspectives, Vols. I & II, Gerald N. Grob and George Athen Brillias.

Mr. Wilson's War: From the Assassination of McKinley to the defeat of the League of Nations. John Dos Passos.

Nicholas and Alexandra, Robert K. Massie.

Revolutions of 1848, Priscilla Robertson, Princeton University Press.

Taking Sides: Clashing Views on Controversial Issues in American History, Vols. I & II, Larry Madaras and James M. SoRelle. The Duskin Publishing Group Inc.

The Age of Napoleon: A History of European Civilization from 1789 to 1815, Will Durant and Ariel Durant.

The American Reader....words that moved a nation, Dian Ravitch, ed., Harper Perennial.

The Blue and The Gray

The Cambridge History of Africa

The Civil War, Vol. I, II, & III, Shelby Foote, Random House, NY.

The Cold War as History, Louis J. Halle, Harper Collins.

The Coming of the New Deal, Arthur M. Schlesinger, Houghton Mifflin Co., Boston.

The Discoverers, Daniel Boorstin, Random House.

The Double Patriots: A Story of Japanese Nationalism. Greenwood.

The Enlightenment: An Interpretation, Peter Gray, Knopf.

The Great Triumvirate: Webster, Clay and Calhoun, Merrill D. Peterson, Oxford University Press.

The Growth of the American Republic, Samuel E. Morison, Henry Steele Commager, and William E. Leuchtenburg, Oxford University Press, Vols. I & II.

The Guns of August, Barbara Tuchman, Knopf.

The Origins of the Second World War, Joachim Remak, Prentice-Hall.

The Oxford History of the Classical World, Oxford University Press.

The Russian Revolution, Richard Pipes, Knopf.

The Timetables of History, Benard Gun, Simon and Schuster.

The UNESCO General History of Africa.

The Year of Decision 1846, Bernard DeVoto, Houghton Mifflin Company, Boston.

Voices of the Industrial Revolution, John Bowditch and Clement Ramsland, Eds.

Witness to America: A Documentary History of the United States from It's Discovery to Modern Times, Henry Steele and Allan Nevins, Eds., Barnes and Nobles Books, 1996.

Technology Resources

Kansas Historical Society Teachers Page
Error! Bookmark not defined.

National History Day
Error! Bookmark not defined.

Smithsonian Institution
Error! Bookmark not defined.

Social Studies

National Standards

Curriculum Standards for Social Studies: Expectations for Excellence, National Council for Social Studies, 1994, 3501 Newark St., NW, Washington D.C., 20016, ISBN# 0-87986-065-0

Organizations

National Council for the Social Studies
Error! Bookmark not defined.
3501 Newark St., NW
Washington, DC 20016
202-966-7840

Kansas Council for Social Studies (KCSS)
Reba Larson

References

Technology Resources

Additional Resources

Organizations

References

Technology Resources

Understanding U.S. History, The University of Oregon Bookstore Warehouse, Mail Order Department, 462 East 8th, Eugene, OR 97401, or 1-800-352-1733. (This is a two-volume textbook that is especially well suited to working with students with varying ability levels, includes those with disabilities or who are gifted.)

Documents Used by the Committee to Develop the State Standards

Building A World History Curriculum, NCHE, 1997.

California State Standards

Colorado Geography Standards

Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education, 2nd Edition, John S. Kendall and Robert J. Marzano, McREL, Aurora, CO, ASCD, Alexandria, Virginia, 1997, ISBN# 0-87120-301-4

Core Knowledge of Curriculum

Democracy's Untold Story, Paul Gagnon.

Kansas Social Studies Standards, 1993.

Kansas: A Land of Contrasts, 2nd Edition, Robert W. Richmond, Forum Press, St. Louis, MO, 1981.

Kansas Land. Thomas D. Isern and Raymond Wilson.

Lessons from History, National Center for History in the Schools.

Massachusetts State Standards

National Standards: National Standards for Civics and Government, Voluntary National Content Standards in Economics, National Standards for History, National Geography Standards: Geography for Life, and Curriculum Standards for Social Studies: Expectations for Excellence.

New York State Standards

Virginia State Social Standards

Appendix 7

***Kansas Civics-Government, Economics, Geography, and History
Standards Writers***

Mr. Mike Bruner, Teacher, High School
Ms. Jennie Chinn, Education Director, Kansas State Historical Society
Mr. Dale Eggen, Teacher, High School
Dr. Jim Haas, Director of Public Information, Adj. Professor
Dr. Dan Harden, Professor, Higher Education
Ms. Sara Harris, Instructor, Community Colleges
Ms. Patty Hart, Special Ed Director, Service Center
Ms. Ginny Hoover, Teacher, Social Studies Leadership Chair, Middle School
Ms. Kathleen Lomshek, Teacher, Elementary
Dr. Susan Myers, Assistant Superintendent
Mr. Bill Musick, Community Member
Ms. Judy Park, Teacher, Elementary
Ms. Claudia Peebler, Instructional Coordinator/Teacher, Elementary
Ms. Pat Phillips, Teacher, Middle School
Mr. Stuart Phipps, Social Studies Coordinator/Teacher, K-12
Ms. Sherry Reed, Resource Specialist, Service Center
Ms. Debbie Restivo, Teacher, Elementary
Ms. Barbara Russell, Social Studies Coordinator, K-12
Ms. Darla Smith, Social Studies Coordinator, K-12
Ms. Janet Smith, Teacher, Social Studies Coordinator, Middle School
Dr. Sherie Surbaugh, Professor, Higher Education
Mr. Larry Weast, Teacher, Social Studies Department Chair, High School
Mr. Jim Winslow, Community Member

Strategic Directions for Kansas Education

The Kansas State Board of Education is charged with the general supervision of public education and other educational interests in the state. While clearly acknowledging the role and importance of local control, the State Board of Education has the responsibility to provide direction and leadership for the structuring of all state educational institutions under its jurisdiction.

The beginning place for determining the mission for the Kansas State Board of Education is the assumption that all Kansas citizens must be involved in their own learning and the learning of others. It is the combined effort of family, school, and community that makes possible the development of a high quality of life. It is the parent who is the first "teacher" of children. As we grow older, we learn that the school, the workplace, and the community support our lifelong learning and our training and retraining. The Board recognizes the responsibility it holds for Kansas educational systems and promoting quality education programs. The mission for Kansas education is:

To prepare each person with the living, learning, and working skills and values necessary for caring, productive, and fulfilling participation in our evolving, global society.

We believe that the strategic directions for the structuring of Kansas education must be organized to:

- create learning communities
- support families and young children through quality early childhood programs for all children
- strengthen parental involvement in schools and communities
- implement results-oriented curriculum and instruction which focus on learner outcomes
- provide safe, nurturing, and technologically-advanced learning environments which meet the needs of all diverse groups
- strengthen involvement of business and industry in education
- provide quality staff and organizational development



Kansas State Department of Education
 Kansas State Education Building
 120 S.E. 10th Avenue Topeka, Kansas 66612-1182

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Dr. Andy Tompkins
Commissioner of Education

An Equal Employment/Educational Opportunity Agency

The Kansas State Department of Education does not discriminate on the basis of sex, race, color, national origin, disability, or age in admission or access to, or treatment or employment in, its programs or activities. Any questions regarding the Department's compliance with Title VI, Title IX, or Section 504 may be directed to the Title IX Coordinator, who can be reached at (785) 296-3867, 120 S.E. 10th Avenue, Topeka, Kansas 66612-1182, or to the Assistant Secretary for Civil Rights, U. S. Department of Education

4-186

Summary for 1999 S.B. 328

Overview. S.B. 328 applies to school districts and establishes the "career teacher salary plan," a plan approved by the Commissioner of Education and supplemental to a school district's regular salary plan, and provides a weight in the school finance formula to assist school districts in providing additional compensation to classroom teachers who participate in the plan. A "career teacher" is a classroom teacher who qualifies for coverage under the teacher due process law (usually, a person who has completed three years of employment in the district and who has been offered a fourth contract).

State Funding for the Career Teacher Salary Plan. A school district board that adopts a career teacher salary plan qualifies for the new "career teacher weighting" under the school finance law. The weight is 0.4 of Base State Aid Per Pupil for each teacher who participates in the plan. Money generated by the weight is deposited in the new Career Teacher Salary Fund of school districts. Expenses attributable to the program must be paid from this fund.

Participation in A Career Teacher Plan is Voluntary. A teacher's participation in the salary plan is voluntary; it must be agreed to by both the board and teacher.

Core Provisions. Core features of the plan are:

- the teacher and the board may enter into a multi-year employment contract, up to three years; and
- the career teacher exchanges coverage under the main features of the teacher due process law for a more limited employment protection procedures in the event of a nonrenewal decision and is excluded from provisions of the continuing contract and professional negotiations laws.

Notice of Contract Nonrenewal on Contract Rejection by the Teacher. When a school district board intends to nonrenew a career teacher's contract, notice must be given on or before May 1 of the year in which the contract expires. The teacher must give written notice to a board by May 15 when the teacher intends to reject contract renewal. Contract terms may be changed at any time by mutual consent of the parties.

Nonrenewal Procedures. A career teacher who is given written notice of a board's intention to not renew the contract may request a meeting with the board by filing a written request with the board clerk within 10 days from the date of receipt of the notice. The board then holds the meeting within 10 days from the date of request. The meeting is held in executive session, at which time the board specifies the reasons for its action. The teacher is given an opportunity to respond to the board. Neither party may have counsel present at the meeting. Within 10 days after the meeting, the board reconsiders its reasons for nonrenewal and makes a final decision.

Senate Education
Attachment 5
3-23-99

The Commissioner of Education Approves School District Career Teacher Salary Plans.
The Commissioner of Education will:

- establish guidelines and criteria for the components of a career teacher salary plan, including measures for evaluating the teacher performance, incitation of teachers to utilize creative and innovative instructional techniques and methods, impact of the plan on pupil learning, and effect of the plan on teacher morale;
- establish standards and criteria for reviewing, evaluating and approving career teacher salary plans and applications of school districts for assignment of career teacher weighting;
- provide school boards with technical advice and assistance in developing and maintaining a career teacher salary plan; and
- approve career teacher salary plans and applications of school districts for assignment of the career teaching weighting to enrollment.

Effective Date. The bill becomes effective on July 1, 2000.

Fiscal Note

The State Department of Education has estimated the state level administrative costs of this program to be \$55,628 in FY 2000.

With respect to the additional state aid to school districts that would be required, a projection is that if a net of 10 percent of the approximately 32,000 teachers participated in this program, the FY 2001 fiscal note would be about \$5.0 million. Perhaps it would not be unreasonable to project growth of about \$5.0 million per year in the short term. It would appear that the maximum possible exposure would be in the range of \$40.0 to \$45.0 million per year.

Handwritten signature and scribbles

**Remarks to the Senate Education Committee
March 23, 1999**

Presented by Gary Price, Superintendent of Schools
Hutchinson USD 308

Senator Lawrence, Members of the Senate Education Committee, Guests:

Thank you for the opportunity to speak with you today in support of Senate Bill 328. My name is Gary Price and I currently serve as superintendent in the Hutchinson Public Schools. I am here today representing the board of education in my district because they are in support of the concepts in Senate Bill 328. But most of all, I am representing myself and what I believe to be the beliefs of many Kansans.

How many times have you had someone say to you, "I would like to see higher teacher salaries, but what I'd really like to see is a way for good teachers to be paid more?" I suspect that most of us have heard that opinion expressed many times over. I believe this sentiment is widespread in our state and I also believe that many Kansas teachers would prefer an option which allowed them higher financial compensation for teaching. Furthermore, I believe we must address this issue now or we will continue to lose many of our best teachers to the private sector.

For these reasons and others, I support the concepts expressed in Senate Bill 328. This bill addresses the issues at hand, provides a direction toward a solution and gives both teachers and school districts the option to enter into a "career teacher salary plan." Yes, this is called a salary plan, but it is more than that. It is an opportunity to improve the teaching and learning process in Kansas schools through the attraction and retention of high quality teachers in our schools.

I believe Senate Bill 328 is a way to offer a different option to confident, high quality teachers. Because it allows teachers and boards to keep the current plan or select the new plan, it is a choice. It is a choice for teachers who wish to grow professionally at different rates. It is a choice for school districts who wish to attract and retain the highest quality teachers. It is a choice for teachers whose gift for teaching cannot be adequately compensated in today's salary schedule limited compensation plans.

*Senate Education
Attachment 6
3-23-99*

Gary Price
Page 2

It is a choice for a community, including its citizens and its professional educators, to create together a new plan to compensate high quality teachers at a competitive rate. It is an opportunity for Kansas students to be mentored, nurtured, challenged and taught by our brightest and best citizens. And finally, it is an opportunity for Kansas and Kansas schools to take a bold step forward. The 21st century calls for new solutions and new strategies to make schools better. I believe the concepts in Senate Bill 328 may lead us to a new way of doing business in the teaching-learning business. The flexibility of the plan is a win-win for teachers, for boards of education, for schools, for communities and most of all for our students.

I have enclosed with today's comments a position paper which I wrote in November, 1998 and revised in February, 1999. The revisions were made from suggestions following presentations to several groups including the ESSDACK Administrators Council, the board of the Kansas Association of School Administrators, the United School Administrators Task Force on School Finance as well as other groups in the Hutchinson area. The concepts presented in this position paper are found in Senate Bill 328.

Thank you for the opportunity to share these thoughts with you. I will try to answer questions you may have about the concept and its relationship to Senate Bill 328.

Attachment: "A Proposal to Add a New Category of Educational Professionals in Kansas Elementary and Secondary Schools"

A Proposal to Add a New Category of Educational Professionals In Kansas Elementary and Secondary Schools

presented by Gary Price, Superintendent, USD 308, Hutchinson

It has long been held that teachers as a class of education professionals are underpaid. It has also been generally held that much of the reason for the low pay of teachers is due to the fact that in most school districts all teachers are paid from the same salary schedule and salary amounts generally increase only as experience (years taught) and preparation (college hours) increase.

It is believed that there is widespread support among the citizens of Kansas for paying high quality teachers more, but under the current law and the current practice there are few plans which allow differentials in compensation for quality work. Rarely does the issue of quality enter in when determining pay for a classroom teacher in Kansas.

This proposal supports the possibility of changing that situation by creating a new class of educational professionals which could be paid on the basis of quality teaching. This is possible in Kansas because of "right to work" laws which allow open shops in our state. It would, however, require legislative action to enable school districts to employ and compensate this new class of teachers.

It is proposed that the current arrangement remain in place which allows teachers to enter a probationary status and after two to three years receive a tenured contract. Further, it is proposed that after the probationary time period is passed, that teachers be afforded the option of continuing on the tenure track with the current salary schedules or move to a contract similar to that now provided for building and district administrators.

Under the second option, districts would be given the option of offering multi-year contracts (1-3 years) to teachers and these teachers would be evaluated under the same schedule as teachers in the tenure track. These teachers could be non-renewed or terminated in the same manner as is currently possible for an administrator. The salaries for teachers who choose the new contract would be negotiated with the board in the same manner as administrators. The board would have the option to set salaries based on quality of work just as is currently done for administrative personnel. The board would determine the length of contract both in years (1-3) and the number of service days. The salary would be determined by the board on the basis of a special and flexible salary schedule which would compensate high quality, professional teachers in a more competitive manner. This opens up the possibility of keeping our excellent teachers in the classroom and not requiring them to become an administrator or to leave education to earn a competitive, professional wage. It also creates the possibility of attracting highly qualified teachers from the private sector. While teachers would retain the right to choose which contract under which they wish to work, the board would be able to compensate teachers in the new class in a more flexible and more competitive manner.

It is becoming more difficult to compete against the private sector for quality teachers in many fields and it is becoming increasingly difficult to retain these people in the teaching profession. This plan would attract high quality candidates into teaching and pay them a competitive wage across their career.

This proposal does not immediately address the issue of how to remove the poor or mediocre teacher from the classroom, but it may provide a possible solution over time. If compensation rates in the two categories become increasingly divergent, then confident, high quality teachers will select the new contract and schools will be able to retain quality teachers. Teachers may continue to choose to leave the profession due to their inability to compete financially, but they will now also have the option to enter the new classification and earn a wage competitive with some in the private sector.

A great amount of thought and planning will be necessary to work out details. The following is a list (not intended to be complete) of comments about this plan and some of the details as envisioned here. All of this would be subject to discussion and legislative approval.

1. All teachers would continue to enter teaching with probationary contracts. This would be in effect for the first 2-3 years as is currently in law.
2. At the end of the probationary period, teachers would be able to choose under which contract they would work. Boards could approve the contract for personnel, but could not require a staff member to accept one type of contract or another.
3. All teachers, those in the current plan and those in the new plan, would maintain all constitutional rights available to employees.
4. Teachers already in the system could apply to the board for a change of contractual status. If a teacher is granted the option to move into the new contract arrangement, all tenure status would be forfeited. A teacher desiring to move from the new contract back into the tenured class would be required to complete the probationary period again prior to receiving the tenured contract. Teachers moving from one district to another would begin the probationary status as in the current law.
5. It is suggested that peer review could become a component of evaluation for the new professional class, however this is not mandatory for its adoption. Such an appraisal process could include a committee of peers along with the person's administrator or supervisor. This group, with the final recommendation of the supervisor, would recommend the teacher to the board for renewal of the contract. This is only one potential plan which could be developed. Each district should develop its own pay and evaluation plans. Whatever plan is developed by a school district should have some state oversight (i.e. approval of the district's plan).

6. The issue of a compensation differential for teachers is complex. How much? Who determines? How is it funded? Most persons believe that the rates and lengths of contract should be ultimately determined by the local board of education. The problem that arises when this item is totally a local decision is then who finances the additional teacher costs.

It appears that it might be appropriate to consider a cap which teachers in the new class could be paid above that paid to tenured staff. With such a cap in place, it would be appropriate to enable districts to have a separate budget to pay for this differential with the state picking up the same percentage of support as that paid in the general fund budget. In other words, a special levy above the current 20 mills for general fund could be adopted by the board and the state would pay the same percentage of support needed to fund this budget as is paid to support the district's general fund.

It seems appropriate that a commitment to funding salaries for "high quality" teachers must have some local commitment in the way of funding. If a district chose to go above the "cap" then the additional costs would be borne solely by the district. There may be constitutional questions of equal opportunity if an unlimited top end is in place. That would be a matter for legislators to speculate and eventually for courts to decide. The idea of a cap on the salaries may be somewhat counter to the ideas in the proposal, however it is likely needed to be able to predict costs in the future and to ensure equality in funding for all Kansas students.

In summary, this proposal calls for the Kansas legislature and governor to approve enabling legislation which allows Kansas school districts to offer an alternate contract to teachers which is outside the current professional negotiations law. Under this proposal, teachers could determine under which contract they choose to work. Additionally, it recommends some details of this new legislation and proposes a method of funding this action.

It is a fact that the current system of compensation for teachers is severely limited by the requirement that all teachers, regardless of quality, are paid similarly for their experience and preparation. For the profession to attract and retain "the best and the brightest" we must change the system. This proposal is a suggested solution. There may be better ones, but they have not been seriously considered. We must solve this dilemma for the future of our schools and more importantly for the future of our children. Thank you for reading and considering this proposal.

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