

## MINUTES OF THE SENATE EDUCATION COMMITTEE

The meeting was called to order by Chairman Jean Schodorf at 12:25 p.m. on February 16, 2005, in Room 123-S of the Capitol.

Committee members absent:

Committee staff present: Carolyn Rampey, Kansas Legislative Research Department  
Kathie Sparks, Kansas Legislative Research Department  
Theresa Kiernan, Revisor of Statutes  
Shirley Higgins, Committee Secretary

Conferees appearing before the committee: Mark Desetti, Kansas National Education Association  
Bob Vancrum, Blue Valley School District No. 229  
Stuart Little, Shawnee Mission School District No. 512  
Rocky Nichols, Disability Rights Center of Kansas  
Jason Larison, Kansas Association of Career and Technical Education  
Gloria Davis, Superintendent, Dodge City Public Schools  
Fred Kaufman, Superintendent, USD 489, and Schools for Fair Funding  
Tristan Duncan, Shawnee Missin, Kansas  
Cal Kleinmann, Greater Kansas City Chamber of Commerce  
Katherine Rivard, Civic Counsel of Greater Kansas City  
Marvin Estes, Superintendent, Winfield Public Schools  
Nancy McRoberts, Family and Consumer Sciences Dept. Chair, Olathe Northwest High School  
Terry Holdren, Kansas Farm Bureau  
Don Willson, United School Administrators  
Bill Reardon, USD 500, Kansas City, Kansas

Continued hearings and discussion on:

**SB 244–Schools; establishing The 2010 Commission**

**SB 245–School districts; audits by Legislative Post Audit**

**SB 246–School finance; three-year plan**

Mark Desetti, Kansas National Education Association (KNEA), noted that, although legislators gave a great deal of thought as to how to address the concerns of the Kansas Supreme Court, he did not believe that the plan being considered by the Committee would receive the Court's approval. As to overall funding, he pointed out that the Court referenced the Augenblick and Myers study on the cost of a suitable education as competent evidence that a suitable education was not being provided. He noted that the plan being considered would increase school funding in 2008 by less than half the amount recommended in the Augenblick and Myers study for the 2003 school year. As to the issue of bilingual and at-risk weightings, he expressed concern that, by 2008, the proposal would simply give schools what they are spending now. As to special education funding, he noted that the plan did not fund special education costs at 100% as it should. He noted that he proposed elimination of vocational weighting artificially raises the Base State Aid Per Pupil. He supported the oversight issues in **SB 244** and **SB 245**, noting that it is important to maintain a system that promotes measurable student achievement and accountability. As to funding for the three-year plan, he expressed concern that year one depends on spending down the state's ending balance and projected economic growth, and the second and third years have no identified funding source at all. He commented that a phased in plan might satisfy the Court but only if the Court has confidence that the plan will be funded. (Attachment 1)

Bob Vancrum, testified on behalf of Blue Valley Unified School District No. 229 with regard to the existing finance formula and suggestions regarding the school finance plan being considered. (Attachment 2) He noted that Blue Valley was pleased with the three-year school finance plan and that the level of special education cost funding was raised. He emphasized that it is a myth that the Johnson County districts have much more money to spend on operating budgets than other districts because of the willingness of their

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citizens to impose LOBs and other local funding sources. He noted that large districts have been seriously disadvantaged by the existing formula and urged the Committee not to distribute new dollars in a manner subject to the weightings in the existing formula. In this regard, he called the Committee's attention to a printout from the Department of Education showing operating costs per pupil in all districts. (Attachment 3). He pointed out that all six Johnson County districts are in the lowest 15% of districts in operating expenditures per pupil. He commented, "This is the major disparity the Court was talking about." He went on to say that, although he supports an increase in at-risk weighting, the definition must be changed to provide the same weighting for all students who are performing substantially below grade level. As to increased funding for bilingual education, he noted that costs for the Blue Valley district are higher than some districts with a much higher bilingual headcount because the students are scattered over a large geographical area. He stated, "We support a new formula that provides financial equity, defined as an equal opportunity to generate dollars to support educational activities in each district, not equal expenditures imposed by a state formula." In conclusion, he contended that the Court's mandate to meet the constitutional test of funding a suitable education could not be accomplished without a tax increase this year or next. He urged the Committee to add permanent funding to cover the first two years of the plan.

Stuart Little, offered comments on all three bills on behalf of Shawnee Mission School District No. 512, the second largest district in the state. He noted that the Shawnee Mission School District educates 6.5% of the entire student population in the state with the 11<sup>th</sup> lowest expenditures per pupil in the state, and an enrollment decline has placed a strain on the district because expenditures cannot be reduced as fast as funding declines. He went on to say that the District supports **SB 244** and **SB 245**; however, there was concern about the issues of the local option budget and the absence of an equity factor in the distribution of state aid in **SB 246**. As a solution, he suggested the addition of a 50 pupil reduction to correlation weighting, which would help equalize the funding at a cost of approximately \$20 million. He noted that another alternative would be to distribute the \$87 million going to the base state aid per pupil in **SB 246** based on FTE students, not through the formula wherein weightings further skew the distribution. With regard to the local option budget issue, he suggested that the Committee could consider the provisions in **HB 2375** for extraordinary declining enrollment. In summary, he commented that Shawnee Mission would support **SB 246** if the local option budget increased to at least 5% in the first year and the state funding was distributed more equitably. (Attachment 4)

Rocky Nichols, Disability Rights Center of Kansas (DRC), informed the Committee that DRC's 2005 priorities included disability rights advocacy for students with rights under the Individuals With Disabilities Education Act (IDEA). He noted that one of DRC's recommendations during the 2004 Legislative Interim was that the Legislature review and revise the current special education funding formula to focus on the individual needs of students, not the administrative needs of the districts. He requested that **SB 244** be amended to add a task for The 2010 Commission which would require the development of a new special education financing formula that is based on the needs of students receiving special educational and related services under the provisions of IDEA. He noted that, with the amendment, funding for special education and related services would be treated the same way as funding for almost any other disability related service system. He commented that, without a group like The 2010 Commission being directed to develop such a plan, the formula may never be based on the needs of youth. (Attachment 5)

Jason Larison, a Holton High School agriculture instructor, testified in opposition to **SB 246** on behalf of the Kansas Association of Career and Technical Education (K-ACTE). He explained that, although there were some positive features in the bill, he strongly opposed the elimination of the .5 vocational weighting in the school finance formula. He contended that the elimination or reduction of vocational weighting contradicts one of the Legislature's major goals: to help grow and enhance the Kansas economy. He noted that, for any economic growth to occur, the state needs a skilled and trained workforce as the foundation. He maintained that the current vocational weighting encourages schools to provide students a connection to careers and life after school. In his opinion, if there is no funding available for vocational education, school districts have no incentive to maintain the established standards for vocational programs. He went on to say that vocational programs in his school serve gifted students, at-risk students, and special education students within one classroom, and students are encouraged to attend technical colleges and universities to continue their training in their chosen career path. He expressed his concern that, with the bill, school districts will have only two choices: take funding away from other educational areas in order to continue vocational programs or



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eliminate the programs altogether. ([Attachment 6](#)) Mr. Larison called attention to written testimony in strong opposition to **SB 246** submitted by Alex E. Gottlob, a Winfield High School student and the owner of a small business (Gottlob Lawn Service), who was unable to attend the meeting. Mr. Gottlob emphasized that his lawn service has prospered tremendously due to the opportunities that were offered him through vocational education programs at Winfield High School over the last four years. ([Attachment 7](#))

Gloria Davis, Superintendent of Dodge City Public Schools, informed the Committee that bilingual weighting is important to her district because the student population is 62% Hispanic. She noted that only 1,818 of the 6,257 students currently enrolled in Pre-K through 12 in Dodge City School District 443 are "regular" students. The remaining students are at-risk or bilingual, which equates to larger class sizes and the need for more space. She noted areas such as all day kindergarten and early childhood are critical to districts which have a high enrollment of bilingual, at-risk students. She emphasized that consideration of the need for more funding involved more than adding money to the current formula. She urged the Committee "to look at the issue of how the current formula has been devised and how the money is being distributed across the state because therein lies part of the key. To just add more money to the current formula, I think you'll still end up in future in years with the same problem that we have now. We'll just have more money added on, but it will not address in districts like us who have rising enrollment, increased class size, and increased minority population."

Kathy Taylor, Director of Secondary Education in Dodge City, commented that the Dodge City school district has made great strides in improving student achievement due to supplemental funds such as the 21<sup>st</sup> Century Grant and the Geary Up Grant. She said at-risk and bilingual weightings help, but they not enough. She called the Committee's attention to a copy of the district's answer to the survey conducted by the State Department of Education regarding the actual cost to educate students, which was included in the handout she shared with Superintendent Davis. ([Attachment 8](#)) She noted that, primarily, lower class sizes make the difference. She explained that nearly 70% of Dodge City second graders are reading at grade level this year due to the use of federal funds to hire instructional specialists who help teachers use appropriate research-based techniques. She pointed out that the district's calculations show that a base of approximately \$7,000 is needed for regular students, and additional money is needed for at-risk and bilingual students. In conclusion, she strongly urged the Committee, "Look for more money than what is currently being proposed in **SB 246**. Weigh it appropriately. Help us educate all of our children. The current state finance formula is causing Dodge City public schools to leave 54% of our students behind. We'd like to leave none of our children behind."

Fred Kaufman, Superintendent of USD No. 489 in Hays and the President of Schools for Fair Funding, contended that **SB 244**, **SB 245**, and **SB 246** do not address the Kansas Supreme Court's ruling. In his opinion, the proposed legislation does not provide more funding or an equitable distribution of funding based on cost. He suggested that a different solution was needed to meet the Court's ruling. ([Attachment 9](#))

Tristan Duncan, a parent in the Shawnee Mission school district, informed the Committee that the school which her children attend increased its classroom size from 18 to 1 to 29 to 1. She commented that 29 children in a classroom is too large according to every guideline regarding the proper classroom size. She noted that the current formula robs Peter to pay Paul. She explained that, because extra costs associated with special needs students are not funded at 100%, local school districts are forced to take funds from their local budgets that would have been spent on regular classroom teachers and reallocate those funds to special resource teachers and related expenditures for special needs students. Consequently, the average student experiences discrimination in the form of larger class sizes. Her solution to remedy the inequity was to block grants for schools with class sizes over 18-1 in the younger grades and 24-1 in the secondary grades. She noted that the remedy does not force a competition for funds. ([Attachment 10](#))

Cal Kleinmann, Greater Kansas City Chamber of Commerce, presented a business perspective on school finance. He explained that the Chamber believes that the current formula contains several features which, over time, have caused it to operate in an unfair manner. He stated, "It is a flawed formula that cries out to be replaced as soon as possible." The Chamber believes that a new formula should, (1) equalize the necessary resources available in each school district to achieve adequate funding for students in all districts, (2) permit reasonable local funding choices, (3) include definitions of at-risk and special education weightings which are

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based upon actual needs and expenses, and (4) provide that local residents receive no less funding than they currently receive unless it is due to declining enrollment. ([Attachment 11](#))

Katherine Rivard, Civic Council of Greater Kansas City, discussed the Civic Council's position regarding the funding of Kansas public schools. She discussed the provisions in **SB 246** which the Council supported as stated within the Civic Council's Principles statement attached to her written testimony. She noted that the bill did not address several areas within the statement, but it was a strong place to start the development of a new formula. She explained that Civic Council would propose designating a portion of the future growth of the state general revenue per annum to the foundation formula and that a cost of living factor be included in the annual calculation that reflects not only factors such as housing costs but also the competitive market for hiring teachers and other critical personnel. In addition, the Council would support including funds for three and four year old pre-school and before and after school programs. In summary, she said, "Investment in P-12 education is not only about what is right for the children of the state, but is also a good business investment. It's about building a 21<sup>st</sup> Century economy for Kansas." ([Attachment 12](#))

Marvin Estes, Superintendent of Winfield Public Schools, urged the Committee to reconsider the exclusion of vocational weighting in the proposed school finance plan. He went on to explain that his district has lost 7% of its student population over the past four years, and it has been at the maximum LOB funding of 25% for the past four years. In the same period of time, the district has lost \$27 BSAPP per student. He noted that the Winfield district has attempted to stay positive and has promoted vocational program partnerships with community businesses. Businesses have responded with generous donations; however, the donations cannot and should not fully fund school programs. He expressed concern that the elimination of the vocational weighting would result in current vocational programs being reduced or weakened. ([Attachment 13](#))

Nancy McRoberts, a teacher and Chairman of the Olathe Northwest High School Family and Consumer Sciences Department, testified in opposition to the elimination of career and technical education weighted funding. She noted that, as a teacher, she has become very aware of the great influence the school's family and consumer sciences program has had in serving the needs of a wide variety of students in the process of preparing to enter the workforce as young adults. She stressed the importance of additional funding to meet the career training needs of the students. To illustrate the importance of vocational education, she quoted very positive student responses from an end-of-semester survey. In conclusion, she encouraged committee members to visit the Family and Consumer Sciences Department in their hometown community before making a final decision about removing weighted vocational funding. ([Attachment 14](#))

Terry Holdren, Kansas Farm Bureau, commented that the Farm Bureau supports encouragement of the development of agricultural education programs in the classroom. He urged the Committee to reconsider the elimination of the vocational education weighting. He noted that vocational weighting is much needed in both rural and urban areas for students who otherwise may not receive critical skills that translate into jobs upon graduation. In addition, he expressed the Bureau's opposition to an increase in property taxes or an increase in the authority granted to local school boards to increase property taxes beyond the current 25%. He noted that, due to the unique investment requirements for agriculture production, increased property taxes would place a substantial burden on farmers and ranchers. He suggested that the proposed school finance plan be funded by sales or income taxes. ([Attachment 15](#))

Don Willson, United School Administrators, noted that, while there are many positive concepts in **SB 246**, the United School Administrators would like the Committee to reassess some of the provisions. He asked the Committee to consider raising the base to \$5,100 to insure retention of programs and adequate improvement in salaries for school personnel. In addition, he asked that vocational funding not be eliminated or reduced. ([Attachment 16](#))

Bill Reardon, an employee of Kansas City, Kansas, public schools (USD No. 500), informed the Committee that, although state assessment scores have improved in USD 500 in the past few years and the drop out rate is lower, the scores are still near the bottom of the 301 Kansas USDs, and most other measurements of achievement are similarly low. He noted that the reasons were complex; however, the three significant factors were (1) state funds cover only 75% of the district's excess costs for the hundreds of handicapped students with special medical and developmental services being educated in USD 500, (2) USD 500 has the highest

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percentage of at-risk students in the state, and (3) the percentage of students qualified for bilingual programs has doubled in the past five years. To cope with these challenges, USD 500 has been forced to transfer an increasing number of dollars from the general fund to these three programs. He commented that **SB 246** addresses these three weights; however, the district would be forced to wait an additional three years before funding reaches levels approaching national averages for the three categories. He urged the Committee to consider fully funding special education, bilingual, and at risk in the first year. (Attachment 17)

Senator Lee requested that the superintendents and lobbyists for school districts who testified provide a list of the schools' curriculums and along with a statement reflecting how they feel the curriculum does or does not go along with the definition of a suitable education.

Senator Schodorf called the Committee's attention to written testimony regarding the components of the Senate Education Plan submitted by Gary George, Assistant Superintendent for the Olathe School District, (Attachment 18) and written testimony submitted by Gary Janatz, Newton USD 373, concerning the impact of the Senate Education Plan on the five school districts in Harvey County (Attachment 19). With this, the hearings on **SB 244**, **SB 245**, and **SB 246** were closed.

Senator Schodorf opened committee discussion on the 2005 Senate School Finance Proposal (formula adjustments and three-year plan). Senator Apple suggested that the Committee consider a five-year plan. Senator Steineger expressed his opinion that it was unnecessary to have a cutoff time for the plan. He said, "If we are going to commit this, just commit. It's that simple." Senator Teichman commented, "I don't think it's a question of cutting off funds after five years. I think it's a matter of putting funds in and continuing it, and then, after that, we're going to have to see where we are with our programs to see if we need more funding." With regard to the three-year plan, Senator Lee commented that the planned increase in the BSAPP to \$4,263 at the end of three years was not enough. In support, she noted that the recommendation by Augenblick and Myers for the base, which made several years ago, would translate to \$5,033 now.

Senator Vratil commented, "I agree that we need to look at school funding on a long-term basis. I think all of us are getting tired of battling this every year. One way to approach that would be to build a cost of living escalator into your formula. You don't necessarily have to develop a plan saying we're going to spend X amount of dollars in each year for the next ten years. That would become pretty difficult to predict what our needs would be and what our resources would be. But a cost of living escalator is a good gage of the additional money that would be necessary absent unexpected occurrences." Senator Schodorf added, "I had actually thought, after the three-year plan, that would be something that The 2010 Commission would develop for years four and five." Senator Goodwin noted, "The Supreme Court decision said a suitable education will never be stagnant. We have to look year, after year, after year. In two years, a suitable education may even be more than what we put in this year. So, I would not support anything that's longer than five years out."

Senator Apple explained why he suggested a five-year plan as follows: "If we look at the dollars we are going to spend on at-risk weighting under the plan that exists now, we're looking at a 50% increase in one area. I, perhaps, don't think that's the wise thing to do. If we have a 20% increase in a certain area in one year, I think in anybody's book, that's a substantial increase. And if we went 20% the first year, 20% the second year, 15% the third, 15% the fourth, and 15% the fifth, then we'll still end up at the same point. Perhaps we will spend our money a little wiser and a little more effectively and still end up at the same place. And, if we do that, then we stand a chance that we can do a couple of other things, and we can put vocational weighting back in the formula."

Senator Pine commented, "My concern would be that we have a two-year, three-year, five-year, or ten-year plan that we describe exactly how we're going to do this year after year. I think there's a lot of things that need to be looked at and we need to have pointed out to us by numerous people. It appears to me that we don't have the necessary information in terms of exactly what our school districts are doing and how they are spending their money in a way that we can compare what they are doing school district to school district. I don't see how you can plan what you are going to do exactly for the next several years when you don't have the adequate information much less time to get it all figured out in the next two or three days." Senator Schodorf responded, "Absolutely, we need to look at cost figures. But schools haven't had an increase for three years, and what I envision, and maybe other members of the committee are thinking something else, but



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for the first year, this is a good faith effort on the part of the state to put more money into schools. We do not have the accurate cost figures now, but I don't hear schools saying, 'Just wait a couple more years.' This is a framework for funding, a good faith effort that we're going to increase funding. The first year, we're going to put money into every school district and then analyze the cost, if it passes by the Post Audit Department. And year two and three may change, but, right now, this is a framework. That's the way I'm envisioning it. Then The 2010 Commission is looking to the future. That's sort of your (Senator Apple) five-year plan. But I don't hear schools say that they don't want money, they've got to have costs."

With regard to the discussion regarding a cost of living increase, Senator Lee commented, "If you don't have an appropriate base, a cost of living increase doesn't mean anything, and a five-year or ten-year plan doesn't mean anything if you don't start with the appropriate base. That's my only concern. We've got to agree that that's appropriate before you can say a five-year plan is appropriate. Frankly, I agree with both that we need to have a master plan."

Senator Goodwin commented, "One of the highest priorities I think we need to look at is looking at the formula, and that is going to take some time." Senator Ostmeyer agreed that the formula should be addressed and suggested that the formula should be the first order of business addressed by The 2010 Commission because, under the current formula, schools are not funded equally. Senator Vratil commented, "I think we need to look at the Supreme Court decision and try to tailor the changes in our formula to address the concerns that were articulated by the Supreme Court. I'm not suggesting that we can scrap the existing formula this year and rewrite one, because I don't think that's possible in the time we have available. But I think we need to focus on what the Supreme Court said. One of the things that the Supreme Court repeatedly talked about is the disparate spending in Kansas from the lowest spending school district to the highest spending school district. I think we should try to tailor our proposal to decrease that disparate spending so that we have a tighter range of spending per pupil across the state than what we now have. I think we need to look very closely at that disparate spending because I think the Court is going to look closely at it."

Senator Apple reminded the Committee that, at the February 15 meeting, he discussed a revenue neutral proposal which would lower property taxes and raise income and sales taxes. For the Committee's information, he distributed copies of a chart regarding potential revenue from the transfer of the local option budget to the general fund ([Attachment 20](#)) and copies of data regarding 2004 mill levies for all school districts including the supplemental general fund which was prepared by the State Department of Education ([Attachment 21](#)). He clarified that the information did not relate to the five-year school finance plan he proposed.

Senator Allen reminded the Committee that, at the February 15 meeting, she requested that Dale Dennis, State Department of Education, prepare a run showing the effect of the proposed Senate school finance plan with an final column for "per pupil." For the Committee's information, she distributed copies of the printout. ([Attachment 22](#)) She commented, "I thought it was interesting that the highest per pupil number is \$747, and the lowest is \$105. So there is, again, a great disparity amongst school districts as far as who would benefit from this plan as introduced." Senator Vratil commented, "I think what you will find when you analyze this is that, as the size of the school district increases, the amount of money they receive in this plan would decrease as a general rule. And that's true because of the low enrollment weighting."

The meeting was adjourned at 2:30 p.m.

The next meeting is scheduled for February 17, 2005.

**SENATE EDUCATION COMMITTEE  
GUEST LIST**

DATE: February 16, 2005

NAME	REPRESENTING
Don W. Johnson	USA
Don C. Lauer	Wolf River Leadership Academy
Andy Tompkins	KSDE
Val DeFuria	SQE
Dodie Wellshear Johnson	Patrick Hurley & Co
STEVE KEARNEY	KS ASSN FOR CAREER + TECH ED.
Elaine Frisbie	Div. of the Budget
Doug Mouchel	USD 327
Doug Bowman	Coordinating Council on Early Childhood
Anna Diola	USD 418
Fany Kue	USD 418
Dennis Stones	Wolf River Leadership
Jerry Slattery	USD 377
Bill Brady	SFFF
Kathy Taylor	Dodge City Public Schools
Maria Davis	Dodge City Public Schools
Ed Sumner	Winfield Public Schools
Dolly Boly	Winfield Public Schools
Maurine Reed	Winfield Public Schools

**SENATE EDUCATION COMMITTEE  
GUEST LIST**

DATE: 2-16-05

NAME	REPRESENTING
BOB GOTTLLOB	USD #465 WINFIELD, KS
Mike Stoppel	USD 405 Winfield, KS
Tristan Duncan	USD #512, Shawnee Mission KS.
Stuart Little	Shawnee Mission #512
Carl Williams	USD 415 Hiawatha
Jean Brintnall	USD 415 Hiawatha
Andrea Braden	Cure Council of Greater KC
Katherine Roward	Civic Council of Greater KC
James Rutherford	Little Gov't Rel.
DEAN RAIN	Wolf River Leadership
John Friel	Page For Janis Lee
Patrick Hurley	KCC
Fred Kaufman	V.S.D. 489
Richard A. Soucie	Kennedy & Sons
TEERY HOWREN	KANSAS FARM BUREAU
TERRY FORSYTH	KNEA
RUSSELL MILLS	GACHES
Diane Gjerstad	Wichita Public Schools





Mark Desetti, Testimony  
Senate Education Committee  
February 16, 2005  
Senate Bills 244, 245, and 246

Madame Chairman, members of the Committee, thank you for the opportunity to come before you and share our thoughts on the bills to implement this, the first education finance plan to be considered this session.

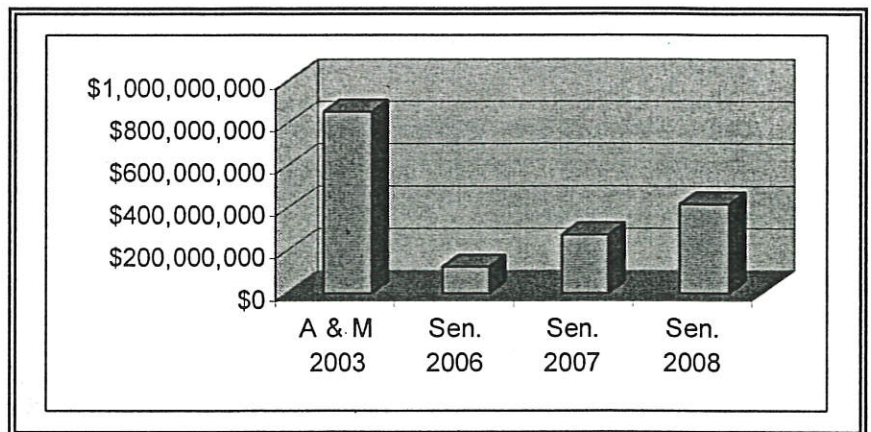
We believe that you have given a great deal of thought as to how to address the concerns of the Court and we appreciate that. Specifically, you have sought in this legislation to increase overall funding through increases in Base State Aid Per Pupil, increases in at-risk and bilingual weightings, and an increase in funding the excess costs of special education. Like, you, we believe that all of these are needed and that all were called for in both Judge Bullock's ruling and the Supreme Court ruling.

That given, I must share with you our concerns about this plan and why we don't believe this plan will ultimately pass muster with the Court.

### Overall funding

First is the issue of overall funding. Both Judge Bullock and the Supreme Court reference the Augenblick and Myers study on the cost of a suitable education. While I acknowledge that neither said specifically, "Implement Augenblick and Myers," both called the study competent evidence. The Supreme Court, in referencing the study said, "*Within (the) record there is substantial competent evidence, including the Augenblick & Myers study, that a suitable education, as that term is defined by the legislature, is not being provided.*"<sup>1</sup>

We believe this indicates that the Court agrees that the amount necessary to fulfill the order is not insignificant. The plan you are considering today will increase school funding in 2008 by less than half the amount recommended in the study for the 2003 school year. This is not to imply that a phased in plan would be rejected but rather that a phased in plan should come nearer to the levels of funding recommended by the Legislature's study.



The graph above shows the funding differences between Augenblick and Myers and Senate Bill 246.

<sup>1</sup> Supreme Court of the State of Kansas, No. 92,032, Montoy v. State of Kansas

Senate Education Committee  
2-16-05  
Attachment 1

## **Bilingual and At-risk weightings**

Our second concern addresses specifically the weighting increases proposed. In testimony from bilingual program directors around the state and from the Dale Dennis survey of school districts done for this committee, it has been shown that the current bilingual weighting generates about \$9 million while districts are currently spending nearly \$20 million serving language minority students. Since so much money must be transferred from the general education program to sustain the bilingual program, one can surmise that districts are doing everything possible to deliver bilingual services as efficiently as possible. Truly serving the needs of this population likely takes more funding.

The phase in provided for bilingual weighting will generate in 2008 the \$20 million being spent in 2005. This assumes no program improvement. If we really intend to meet the needs of these students it will take an increase in funding, not simply matching today's expenditures.

The same may be said of at-risk weighting. No one argues that our current at-risk weighting is insufficient to the task. We question whether or not the weighting identified in this legislation really does the job.

## **Special Education**

As to special education funding, the proposal in this legislation is the strongest one we have seen emerge and we appreciate that. Going to 92% of excess costs frees up money now being transferred from the general education program to sustain special education services. However, we believe that such mandated programs need to be fully funded. We note that Judge Bullock in his decision suggested that special education costs should be funded at 100%. We, like you, are frustrated by the continued failure of the federal government to commit to their promised levels of funding for this program. Unfortunately that lack of commitment does not allow us to just spend less. Special education is a costly and necessary program. But we should not continue to fund it at the expense of general education programs.

## **Vocational Weighting**

The proposed elimination of vocational weighting raises some serious concerns. First, this elimination artificially raises Base State Aid Per Pupil. Of the proposed \$87.2 million in new funding for BSAPP, \$30.2 million is in effect transferred from vocational education. If one assumes vocational programs will continue, then that money will simply be transferred back. That leaves BSAPP lower than the level identified in the legislation. The other choice is to drop vocational programs but that would have a very negative impact on workforce development and economic development.

I acknowledge that the Augenblick and Myers study suggested the elimination of this weighting. It is interesting that this legislation picks the only cut suggested in the study and implements none of the suggesting increases. Eliminating the vocational weighting outside of the context of significant funding increases is inappropriate.

## **Oversight issues (SB 244, SB 245)**

We do agree that it is important to look both at ensuring that the public school system is maintained in a manner that promotes constant and improved levels of measurable student achievement and that funds appropriated to school districts are adequately accounted for and appropriately expended. We support the intent behind both SB 244 and SB 245. We are especially pleased to see that efforts have been made to ensure that the 2010 Commission has representation of the education community (a school board member, school administrators, and teachers) and, to the extent possible, will be bipartisan and hopefully above politics.

## Plan Funding

Finally, we look to the proposed funding of this plan. Here we have serious concerns.

Year one is accomplished without a revenue increase and depends on spending down the state's ending balance and projected economic growth. Let me address our concerns in this area.

The ending balance as you know is required. Spending down the balance creates two problems.

1. As was pointed out in discussions on such proposals last year, this jeopardizes the state's credit rating.
2. Because the state has a required ending balance, spending it down creates a hole that must be filled in the next year before other spending.

For these reasons we believe that it is better policy to seek a revenue source that is stable over time.

The second and third years of this plan have no identified funding source at all. It is very hard to budget good intentions. Sadly, the record on funding promises does not make us enthusiastic about any plan that does not enact the revenue component.

We need only look at the higher education reorganization plan which depended on funding promises, the highway program that frequently gets targeted, and the KPERS Death and Disability Program that was just going to be brought into balance and is now spent down so far that it will take legislation to keep it solvent.

Again, we believe a phased in plan might satisfy the Court but only if the Court has confidence that the plan will be funded. "Show me the money" is the oft repeated quote in these situations.

Let me close by saying that we're getting anxious as I'm sure you are to see what solution the legislature will come up with and whether or not that solution will be ready by the Court's April 12 deadline. Our analysis is that this proposal addresses the right pieces of the puzzle but does not go far enough to meet the Court's ruling. We also believe the time to bite the revenue bullet is now. There have been task forces, State Board of Education proposals, a legislative study, and a school district survey and they have all said the same thing. Our schools are under-funded. This generation of children can't be asked to sacrifice while we wait for more litigation and more studies. The time to act is now. We hope you will act decisively on behalf of Kansas school children.



Testimony to Senate Education Committee  
Robert J. Vancrum, Government Affairs Specialist  
Blue Valley Unified School District No. 229

February 16, 2005

Blue Valley presently has a headcount of 19,097 students in kindergarten through 12<sup>th</sup> grade. Through most of the last decade, the district grew each year by more students than the total enrollment of the average Kansas school district. We expect growth to continue at a rapid pace in one of the highest growth areas of metropolitan Kansas City. Our taxpayers recently passed a bond issue with 67.5% of the vote which includes construction of three more elementary schools, a 10<sup>th</sup> middle school and a fifth high school in addition to renovations and technology upgrades in most of the 30 existing buildings.

We have been fortunate in Blue Valley that our citizens have always supported our bond issues ( in fact this is our highest percentage since 1968), but we get increasing questions from the citizens about why they cannot also vote for propositions to hire more teachers or paraprofessionals, increase teachers salaries, or reduce class sizes by utilizing local property tax or sales or income tax levies. Our citizens simply don't understand why they have no say in the operating budget of their schools.

It is just not a satisfactory answer to tell them that the Kansas legislature has capped our operating budget since the 1992 legislation passed (though this is factual since Blue Valley had to utilize the entire 25% LOB in the very next school year and then was not able to fully cover its existing operating costs per pupil). At the same time we are building and equipping excellent schools, the district has literally reallocated millions in its operating budget, increased class sizes and substantially increased fees to patrons just to stay within the expenditure cap imposed on us in 1992.

This background was necessary to understand why we think the existing school finance formula is fatally flawed both in considering a maximum expenditure level for each district and in limiting local funding choices by school boards. We also have the following additional thoughts and suggestions:

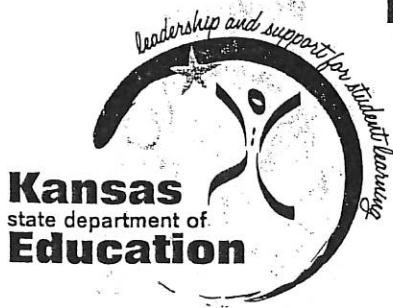
- First let me say we are very pleased the authors of this plan have agreed upon a three year plan and have shown the boldness to propose \$415 million dollars in additional K-12 funding . We think this goes along way toward meeting the Supreme Court's mandate to reach a constitutionally mandated level of K-12 funding.
- 
- We also are pleased you have seen fit to raise the level of special education cost funding to 92% over three years, though obviously we would prefer ( and can justify) 100%. Our district adds \$9 million above what current special education funding the state gives us ( about 10% of our general fund budget.).

Senate Education Committee  
2-16-05  
Attachment 2

- 
- We also are pleased you've kept the extraordinary growth provision (ancillary new facilities. weighting). That has been a tremendous help in us avoiding crowded schools and classrooms , and minimized mobile classroom usage, because we can add schools slightly ahead of the need. We also appreciate your willingness to expand the LOB by 2% a year, though we really need 3% each of the next three years, given four years with no increases and to keep up with inflationary costs.
- 
- As the Court has told you, the current formula has resulted in vast disparities in the amount of dollars distributed on a per pupil basis from district to district. **It is a myth that the Johnson County districts have a lot more money to spend on operating budgets than other districts because of the willingness of their citizens to impose LOB's and other local funding sources. In fact every Johnson County district is in the lowest 15% in operating expenses per pupil among all the states districts!** The reason is simple -- large districts have been seriously disadvantaged by the existing formula, which distributes far more aid per pupil to districts with total pupil FTE below 1725 , and every dollar distributed through the base makes this disparate treatment geometrically worse. This is why all education advocates agreed shortly after the 1992 formula that there should be a correlation factor added for large schools, and that there should be a phased - in reduction of the correlation weighting floor, so that 50 more students receive such weighting for every \$100 added to the base. For reasons they will have to explain some of these same people seem this year to have lost all memory of why this was agreed to in the first place.
- 
- For this reason we urge you not to distribute the new dollars you are agreeing to add in a manner subject to the weightings in the existing formula. I have provided you a print out just obtained from KDOE showing operating costs per pupil in all districts, showing they range from \$6250 to \$16,736! IT also shows that all six Johnson County districts are in the lowest 15% of districts in operating expenditures per pupil! This is the major disparity the court was talking about. Another study in 2003 ( which I'm happy to share if anyone doubts it) shows that the 6 largest districts educating one third of Kansas students receive 50% less in total state aid per pupil than those 255 districts which also educate about a third of Kansas students. This will only get worse under any bill putting more aid through the BSAPP. This can only be avoided if you distribute the new aid in this bill equally on an unweighted FTE equivalent basis.
- 
- Although we can support an increase in at risk weighting, the definition must change to provide such a weighting for all students that are performing substantially below grade level. **So long as the definition for funding purposes only encompasses free lunch children,** (and not the students that are receiving at risk services) **the legislature is not meeting the court's mandate to only use weightings justified by actual cost data.**
- 
- We increased funding for bilingual education. Even though we have few students by comparison to others, we do have over thirty languages. Furthermore, they are scattered over a very large geographical area and that is why our costs are higher than some districts with a much higher bilingual headcount.

- We support a new formula that provides financial equity, defined as an equal opportunity to generate dollars to support educational activities in each district, not equal expenditures imposed by a state formula. **This could include equalizing the increased portion of the local option budget at a higher level.**
- Assuming an equalized LOB, there should be no objection to the removal of the 25% cap on LOB, or at least an 8% - 10% increase in the LOB, as discussed above, over the three years of the plan.
- We believe that any plan for enhancements should include an annual adjustment for inflation. The Supreme Court held that the legislature must not only fund suitable education but assume the duty of continuous improvement.
- **Perhaps an even bigger reservation about this plan, however, is that it is only funded from one - time sources**, with the exception of dollars "saved " from eliminating any vocational education weighting. That makes us very concerned that the legislature will not be able to maintain such increased level of funding going into the out years of 2007 and 2008. This makes it impossible to rely on from a planning standpoint, even if it meets the courts mandate to fund continuous improvement ( and we don't believe it does).
- **We do not believe the legislature can meet the Court's mandate to meet the constitutional test of funding a suitable education without a tax increase this year or next. We see nothing coming in the future to avoid a tax increase to fund the plan in the next year, which will be much more difficult to pass, considering that all House members are up for election next year.** We would urge you to add permanent funding this year covering the first two years of the plan. We are fully in support of increased taxes, if a fair and equitable share of such additional funds return to our district, so that we can avoid harmful increases in class size or elimination of programs or other cuts.
- Thank you for your attention and I will be happy to answer questions now or at a later time.
-





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January 13, 2005

TO: Senator John Vratil
FROM: Dale M. Dennis, Deputy Commissioner of Education
SUBJECT: Total Expenditures

As per your request, we have prepared a computer printout (L0321) which provides the total expenditures for the 2003-04 school year.

Total expenditures include the following funds: General, Supplemental General, Adult Education, Adult Supplemental Education, Bilingual Education, Capital Outlay, Driver Training, Extraordinary School Program, Food Service, Professional Development, Parent Education Program, Summer School, Special Education, Vocational Education, Area Vocational School, Special Liability Expense, Special Reserve, Contingency Reserve, Textbook and Student Material Revolving, Bond and Interest #1, Bond and Interest #2, No-Fund Warrant, Special Assessment, Temporary Note, Cooperative Special Education, Gifts and Grants, and unbudgeted federal funds.

The operating expenditures consist of total expenditures less transfers, capital outlay, and bond and interest.

We encourage you to review the attached column explanation carefully. This printout has been provided in county order and low to high on Columns 7 and 8.

Feel free to contact this office if you have questions.

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SH #40 13th 13.2
DS #42 14th 13.9
BV #44 15th 14.6

SEN. VRATIL REQUEST

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Senate Education Committee
February 16, 2005
Attachment 3

COLUMN EXPLANATION

Column 1 -- September 20, 2003, FTE enrollment

2 -- 2003-04 Total expenditures

Total expenditures include the following funds: General, Supplemental General, Adult Education, Adult Supplemental Education, Bilingual Education, Capital Outlay, Driver Training, Extraordinary School Program, Food Service, Professional Development, Parent Education Program, Summer School, Special Education, Vocational Education, Area Vocational School, Special Liability Expense, Special Reserve, Contingency Reserve, Textbook and Student Material Revolving, Bond and Interest #1, Bond and Interest #2, No-Fund Warrant, Special Assessment, Temporary Note, Cooperative Special Education, Gifts and Grants, KPERs, and unbudgeted federal funds.

3 -- 2003-04 Total transfers (Amounts transferred from one fund to another. These transfers result in duplicate expenditures.)

4 -- 2003-04 Capital outlay fund (authorized by K.S.A. 72-8801 et seq.)

5 -- 2003-04 Bond and interest fund (K.S.A. 10-113 et seq.)

6 -- 2003-04 Operating Expenditures (Column 2 - (3 + 4 + 5))

7 -- 2003-04 Operating expenditures per pupil (Column 6 ÷ 1)

(Some school districts may have a higher operating cost as a result of being a sponsoring district of a special education cooperative and received all of the special education state aid in 2003-04.)

8 -- Total expenditures per pupil (Column 2 ÷ 1)

PAG

		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
----- 2003-04 EXPENDITURES -----									
DISTRICT NAME	#	FTE 9-20-03	TOTAL EXPENDITURES	TOTAL TRANSFERS	CAPITAL OUTLAY	BOND & INTEREST	OPERATING EXPENDITURES	OPER PER PUPIL (6 / 1)	TOTAL PER PUPIL (2 / 1)
LANESING	D0469	2,018.5	16,456,231	1,934,417	575,195	1,320,001	12,626,618	6,255	8,153
BASEHOR-LINWOOD	D0458	2,024.0	17,007,661	2,288,276	687,054	1,164,836	12,867,495	6,357	8,403
FT LEAVENWORTH	D0207	1,799.0	19,485,773	1,300,771	6,630,030	0	11,554,972	6,423	10,831
VALLEY CENTER P	D0262	2,290.9	19,550,173	2,231,047	603,139	1,797,278	14,918,709	6,512	8,534
ROSE HILL PUBLI	D0394	1,794.3	14,260,892	1,777,663	72,568	725,669	11,684,992	6,512	7,948
MULVANE	D0263	1,859.1	15,591,206	2,118,468	156,424	1,161,728	12,154,586	6,538	8,386
GODDARD	D0265	3,891.8	33,260,826	3,326,480	725,537	3,693,559	25,515,250	6,556	8,546
MAIZE	D0266	5,600.6	49,980,629	5,799,777	3,197,954	3,672,302	37,310,596	6,662	8,924
ANDOVER	D0385	3,386.2	30,025,616	2,400,658	739,293	4,251,696	22,633,969	6,684	8,867
AUGUSTA	D0402	2,060.6	17,767,612	1,790,825	533,075	1,585,787	13,857,925	6,725	8,623
RENWICK	D0267	1,985.7	18,094,403	1,627,755	820,554	2,242,043	13,404,051	6,750	9,112
FORT SCOTT	D0234	1,964.0	16,426,522	1,920,298	154,808	1,060,362	13,291,054	6,767	8,364
OSAGE CITY	D0420	736.6	6,686,674	911,357	255,187	507,848	5,012,282	6,805	9,078
OTTAWA	D0290	2,375.1	21,013,018	2,763,933	684,285	1,301,403	16,263,397	6,847	8,847
AUBURN WASHBURN	D0437	4,939.0	47,343,673	6,016,233	2,993,808	4,408,529	33,925,103	6,869	9,586
DERBY	D0260	6,419.9	57,787,633	9,150,079	1,027,675	3,505,720	44,104,159	6,870	9,001
TONGANOXIE	D0464	1,518.7	12,989,929	1,775,193	398,657	254,146	10,561,933	6,955	8,553
SEDGWICK PUBLIC	D0439	505.9	5,077,922	886,649	324,726	304,915	3,561,632	7,040	10,037
SEAMAN	D0345	3,269.7	29,289,839	3,733,447	881,844	1,574,253	23,100,295	7,065	8,958
BUHLER	D0313	2,126.3	20,099,717	2,998,776	734,795	1,333,560	15,032,586	7,070	9,453
CLEARWATER	D0264	1,214.3	11,296,404	1,679,120	348,785	681,348	8,587,151	7,072	9,303
BONNER SPRINGS	D0204	2,166.0	20,657,995	2,159,379	1,061,104	2,114,870	15,322,642	7,074	9,537
HAYSVILLE	D0261	4,402.8	39,412,163	5,438,885	976,962	1,726,277	31,270,039	7,102	8,952
INDEPENDENCE	D0446	1,959.4	16,006,103	1,642,005	281,273	154,288	13,928,537	7,109	8,169
ABILENE	D0435	1,411.6	13,133,806	2,284,248	564,619	211,780	10,073,159	7,136	9,304
SHAWNEE MISSION	D0512	28,218.6	267,210,566	36,489,343	14,399,212	14,153,878	202,168,133	7,164	9,469
ULYSSES	D0214	1,720.6	16,639,190	1,672,305	1,261,809	1,274,865	12,430,211	7,224	9,671
GARDNER-EDGERTO	D0231	3,233.1	34,465,328	4,284,165	1,192,293	5,586,653	23,402,217	7,238	10,660
WELLINGTON	D0353	1,700.1	16,528,694	2,440,819	317,120	1,437,368	12,333,387	7,255	9,722
TURNER-KANSAS C	D0202	3,601.0	35,176,008	3,795,141	1,510,165	3,669,193	26,201,509	7,276	9,768
SHAWNEE HEIGHTS	D0450	3,331.0	31,027,149	3,179,793	2,336,474	1,251,783	24,259,099	7,283	9,315
LIBERAL	D0480	4,237.9	40,067,437	3,423,192	3,540,188	1,879,625	31,224,432	7,368	9,455
OLATHE	D0233	21,735.4	247,064,698	50,708,981	9,819,792	26,268,742	160,267,183	7,374	11,367
BALDWIN CITY	D0348	1,296.8	13,316,150	2,352,197	252,673	1,149,070	9,562,210	7,374	10,268
ELWOOD	D0486	350.0	3,257,350	414,845	91,451	170,149	2,580,905	7,374	9,307
PIPER-KANSAS CI	D0203	1,277.0	12,581,632	1,639,807	665,364	792,222	9,484,239	7,427	9,852
CIRCLE	D0375	1,481.5	14,692,622	1,810,484	452,986	1,408,915	11,020,237	7,439	9,917
FRONTENAC PUBLI	D0249	726.5	7,744,140	1,070,658	944,582	305,780	5,423,120	7,465	10,660
DOUGLASS PUBLIC	D0396	860.1	8,611,927	1,553,829	31,197	596,832	6,430,069	7,476	10,013
SPRING HILL	D0230	1,533.9	15,599,146	1,960,407	904,602	1,248,897	11,485,240	7,488	10,170
CHANUTE PUBLIC	D0413	1,843.6	17,009,012	2,282,514	98,754	797,192	13,830,552	7,502	9,226
DESOTO	D0232	4,258.4	49,124,113	7,311,587	2,550,000	7,277,555	31,984,971	7,511	11,536
LABETTE COUNTY	D0506	1,652.0	15,581,942	2,674,149	425,252	0	12,482,541	7,556	9,432
BLUE VALLEY	D0229	18,080.2	225,628,139	39,861,423	14,689,458	34,078,318	136,998,940	7,577	12,479
ARKANSAS CITY	D0470	2,836.1	25,648,809	3,018,576	0	992,110	21,638,123	7,630	9,044
COFFEYVILLE	D0445	1,885.5	18,682,515	2,495,376	581,465	1,192,919	14,412,755	7,644	9,909

----- 2003-04 EXPENDITURES -----									
DISTRICT NAME	#	(1) FTE 9-20-03	(2) TOTAL EXPENDITURES	(3) TOTAL TRANSFERS	(4) CAPITAL OUTLAY	(5) BOND & INTEREST	(6) OPERATING EXPENDITURES	(7) OPER PER PUPIL (6 / 1)	(8) TOTAL PER PUPIL (2 / 1)
HUTCHINSON PUBL	D0308	4,627.8	44,679,471	5,927,098	987,113	2,371,320	35,393,940	7,648	9,655
SMOKY VALLEY	D0400	921.0	10,221,962	1,706,339	546,559	889,430	7,079,634	7,687	11,099
CANEY VALLEY	D0436	908.9	7,876,094	883,136	0	0	6,992,958	7,694	8,666
HESSTON	D0460	794.1	8,258,355	1,114,317	287,264	710,654	6,146,120	7,740	10,400
NEWTON	D0373	3,472.0	37,015,229	6,786,402	1,097,522	2,195,880	26,935,425	7,758	10,661
CIMARRON-ENSIGN	D0102	659.0	6,900,112	1,069,953	233,698	479,600	5,116,861	7,765	10,471
PARSONS	D0503	1,525.7	14,566,888	1,593,496	474,981	623,916	11,874,495	7,783	9,548
PITTSBURG	D0250	2,456.2	24,114,944	2,410,104	829,191	1,741,136	19,134,513	7,790	9,818
NORTH JACKSON	D0335	423.5	4,038,225	735,864	0	0	3,302,361	7,798	9,535
EUDORA	D0491	1,200.5	12,921,615	1,352,973	511,573	1,652,722	9,404,347	7,834	10,764
SOUTHEAST OF SA	D0306	671.9	6,003,728	738,928	0	0	5,264,800	7,836	8,935
GIRARD	D0248	1,054.0	10,435,128	1,596,995	247,039	316,311	8,274,783	7,851	9,901
KINGMAN-NORWICH	D0331	1,165.4	11,705,008	1,415,019	125,382	994,138	9,170,469	7,869	10,044
HUGOTON PUBLIC	D0210	1,016.9	9,810,905	1,140,333	660,747	0	8,009,825	7,877	9,648
HALSTEAD	D0440	700.8	6,739,904	992,371	227,107	0	5,520,426	7,877	9,617
LYNDON	D0421	450.0	4,464,076	651,402	265,350	0	3,547,324	7,883	9,920
UDALL	D0463	367.5	3,669,076	504,109	23,568	238,228	2,903,171	7,900	9,984
LOUISBURG	D0416	1,366.2	14,069,190	1,641,229	78,871	1,550,794	10,798,296	7,904	10,298
SOUTHERN LYON C	D0252	600.5	6,842,572	640,853	699,571	748,844	4,753,304	7,916	11,395
KISMET-PLAINS	D0483	732.5	7,642,588	1,000,376	239,893	596,450	5,805,869	7,926	10,434
GOODLAND	D0352	981.8	9,483,873	1,398,717	272,382	0	7,812,774	7,958	9,660
CENTRAL HEIGHTS	D0288	629.6	6,300,444	972,083	81,986	223,318	5,023,057	7,978	10,007
ROCK CREEK	D0323	728.0	7,891,009	1,174,990	567,878	331,721	5,816,420	7,990	10,839
JEFFERSON WEST	D0340	945.1	9,652,276	1,197,106	364,716	535,226	7,555,228	7,994	10,213
OSAWATOMIE	D0367	1,168.5	11,690,262	1,582,206	83,281	677,565	9,347,210	7,999	10,005
IOLA	D0257	1,442.4	15,163,672	2,375,787	0	1,241,950	11,545,935	8,005	10,513
GREAT BEND	D0428	3,059.9	32,964,502	5,574,671	1,067,089	1,742,349	24,580,393	8,033	10,773
HAVEN PUBLIC SC	D0312	1,102.0	10,913,739	1,379,318	11,444	637,997	8,884,980	8,063	9,904
SPEARVILLE	D0381	342.0	3,460,632	367,239	47,141	285,876	2,760,376	8,071	10,119
CHEROKEE	D0247	813.0	7,663,418	1,015,571	76,171	0	6,571,676	8,083	9,426
MEADE	D0226	503.7	4,983,117	643,418	260,705	0	4,078,994	8,098	9,893
MCLOUTH	D0342	547.1	5,551,424	919,006	199,817	0	4,432,601	8,102	10,147
GARNETT	D0365	1,069.2	11,921,800	1,545,123	1,170,629	537,985	8,668,063	8,107	11,150
PEABODY-BURNS	D0398	430.4	4,804,552	826,064	86,820	402,501	3,489,167	8,107	11,163
SANTA FE TRAIL	D0434	1,238.0	12,285,002	1,433,630	62,835	747,930	10,040,607	8,110	9,923
BURLINGAME	D0454	355.0	3,877,974	593,130	125,122	280,399	2,879,323	8,111	10,924
NICKERSON	D0309	1,104.0	11,750,888	1,636,725	663,364	491,593	8,959,206	8,115	10,644
RILEY COUNTY	D0378	632.6	6,795,450	1,186,939	26,012	441,229	5,141,270	8,127	10,742
LAKIN	D0215	682.3	8,651,561	1,638,161	560,429	905,920	5,547,051	8,130	12,680
PRATT	D0382	1,148.5	11,250,613	1,653,955	143,405	109,921	9,343,332	8,135	9,796
COLUMBUS	D0493	1,275.1	12,530,189	1,557,951	479,614	109,358	10,383,266	8,143	9,827
RUSSELL COUNTY	D0407	986.3	9,954,553	1,186,695	726,990	0	8,040,868	8,153	10,093
SABETHA	D0441	937.4	9,450,249	1,209,191	86,942	504,673	7,649,443	8,160	10,081
CHAPMAN	D0473	1,002.2	9,940,393	1,074,219	455,286	201,125	8,209,763	8,192	9,919
HERINGTON	D0487	504.7	4,865,842	509,683	174,854	40,933	4,140,372	8,204	9,641
LAWRENCE	D0497	9,596.8	107,921,723	16,981,016	4,871,145	7,163,631	78,905,931	8,222	11,246
CHENEY	D0268	740.4	7,893,172	1,081,001	101,828	622,341	6,088,002	8,223	10,661
WATHENA	D0406	373.0	3,677,194	603,924	5,924	0	3,067,346	8,223	9,858



3-5

----- 2003-04 EXPENDITURES -----									
DISTRICT NAME	#	FTE 9-20-03	TOTAL EXPENDITURES	TOTAL TRANSFERS	CAPITAL OUTLAY	BOND & INTEREST	OPERATING EXPENDITURES	OPER PER PUPIL (6 / 1)	TOTAL PER PUPIL (2 / 1)
TWIN VALLEY	D0240	630.5	6,452,144	868,057	47,812	349,042	5,187,233	8,227	10,233
NESS CITY	D0303	265.9	2,747,507	337,173	97,395	123,818	2,189,121	8,233	10,333
CONWAY SPRINGS	D0356	564.6	6,190,224	703,827	52,447	783,524	4,650,426	8,237	10,964
MCPHERSON	D0418	2,409.8	26,999,564	4,877,702	826,320	1,443,742	19,851,800	8,238	11,204
PERRY PUBLIC SC	D0343	981.0	10,156,918	1,354,298	450,558	253,573	8,098,489	8,255	10,354
BAXTER SPRINGS	D0508	844.3	8,095,463	946,793	152,941	0	6,995,729	8,286	9,588
COLBY PUBLIC SC	D0315	1,005.1	10,631,946	1,608,009	137,238	544,514	8,342,185	8,300	10,578
NORTON COMMUNIT	D0211	679.2	7,119,116	1,249,991	219,683	0	5,649,442	8,318	10,482
DODGE CITY	D0443	5,580.9	60,203,380	8,313,543	456,047	4,930,354	46,503,436	8,333	10,787
GARDEN CITY	D0457	7,040.5	72,515,567	9,055,504	1,942,116	2,783,655	58,734,292	8,342	10,300
WELLSVILLE	D0289	778.0	8,623,947	1,007,655	423,001	690,326	6,502,965	8,359	11,085
HIAWATHA	D0415	965.4	10,553,020	1,464,474	462,445	549,152	8,076,949	8,366	10,931
TROY PUBLIC SCH	D0429	383.7	3,816,477	554,611	48,646	0	3,213,220	8,374	9,947
SILVER LAKE	D0372	719.3	7,243,430	717,394	244,771	248,001	6,033,264	8,388	10,070
EASTON	D0449	698.8	7,568,525	1,150,282	70,809	475,989	5,871,445	8,402	10,831
BARBER COUNTY N	D0254	609.0	6,829,777	902,921	458,532	340,095	5,128,229	8,421	11,215
SKYLINE SCHOOLS	D0438	444.3	4,366,244	563,476	60,549	0	3,742,219	8,423	9,827
JUNCTION CITY	D0475	6,011.9	57,342,958	5,172,185	1,482,429	0	50,688,344	8,431	9,538
WICHITA	D0259	45,440.8	539,241,893	117,625,059	14,583,427	23,891,938	383,141,469	8,432	11,867
HOISINGTON	D0431	652.5	8,203,421	676,346	1,150,622	860,703	5,515,750	8,453	12,572
REMINGTON-WHITE	D0206	529.4	5,698,583	889,809	328,061	0	4,480,713	8,464	10,764
LORRAINE	D0328	465.5	6,207,677	993,736	611,681	660,696	3,941,564	8,467	13,336
RURAL VISTA	D0481	419.5	4,510,933	631,298	22,601	304,065	3,552,969	8,470	10,753
RIVERTON	D0404	803.2	8,213,939	982,001	316,264	91,834	6,823,840	8,496	10,227
ELLSWORTH	D0327	625.0	6,421,992	776,506	332,922	0	5,312,564	8,500	10,275
BLUESTEM	D0205	714.6	7,843,029	1,030,305	100,283	635,965	6,076,476	8,503	10,975
NORTH LYON COUN	D0251	629.0	6,766,057	707,079	324,763	383,783	5,350,432	8,506	10,757
SCOTT COUNTY	D0466	898.1	9,814,524	791,236	311,323	1,044,918	7,667,047	8,537	10,928
EUREKA	D0389	688.6	7,922,641	990,900	143,754	883,403	5,904,584	8,575	11,505
INGALLS	D0477	258.5	2,623,489	326,255	79,485	21	2,217,728	8,579	10,149
MORRIS COUNTY	D0417	913.9	9,204,417	1,152,422	209,775	0	7,842,220	8,581	10,072
INMAN	D0448	439.0	5,064,358	845,947	6,558	443,394	3,768,459	8,584	11,536
LEBO-WAVERLY	D0243	567.7	6,034,749	693,958	50,320	413,090	4,877,381	8,591	10,630
LACROSSE	D0395	346.0	3,969,788	851,369	145,161	0	2,973,258	8,593	11,473
ST FRANCIS COMM	D0297	353.5	3,764,097	569,622	147,927	0	3,046,548	8,618	10,648
PHILLIPSBURG	D0325	622.5	7,101,588	1,206,613	300,073	217,097	5,377,805	8,639	11,408
NORTH OTTAWA CO	D0239	555.6	5,756,348	768,546	179,735	0	4,808,067	8,654	10,361
CLAFLIN	D0354	315.3	3,381,482	544,519	48,598	57,690	2,730,675	8,661	10,725
SYRACUSE	D0494	487.0	5,931,215	778,900	192,231	741,940	4,218,144	8,661	12,179
WEST FRANKLIN	D0287	921.0	9,342,436	1,264,326	100,837	0	7,977,273	8,662	10,144
MARION-FLORENCE	D0408	634.4	7,690,912	1,508,405	266,519	419,901	5,496,087	8,663	12,123
ELLINWOOD PUBLI	D0355	505.1	5,796,889	777,288	83,024	557,088	4,379,489	8,671	11,477
SOLOMON	D0393	407.7	4,568,288	641,006	136,947	254,471	3,535,864	8,673	11,205
VALLEY FALLS	D0338	430.5	4,195,759	446,956	14,716	0	3,734,087	8,674	9,746
OSWEGO	D0504	518.5	5,587,676	743,349	71,507	271,102	4,501,718	8,682	10,777
CHERRYVALE	D0447	602.3	6,190,248	684,542	0	261,629	5,244,077	8,707	10,278
MACKSVILLE	D0351	304.2	3,107,324	355,274	92,545	0	2,659,505	8,743	10,215
LINCOLN	D0298	368.0	4,286,057	574,984	125,796	347,822	3,237,455	8,797	11,647

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----- 2003-04 EXPENDITURES -----									
DISTRICT NAME	#	FTE 9-20-03	TOTAL EXPENDITURES	TOTAL TRANSFERS	CAPITAL OUTLAY	BOND & INTEREST	OPERATING EXPENDITURES	OPER PER PUPIL (6 / 1)	TOTAL PER PUPIL (2 / 1)
BELLE PLAINE	D0357	812.5	8,894,425	1,077,181	80,052	588,834	7,148,358	8,798	10,947
LEOTI	D0467	477.1	4,916,570	520,620	192,934	0	4,203,016	8,810	10,305
NEODESHA	D0461	773.8	8,218,128	887,061	113,927	390,448	6,826,692	8,822	10,620
CLAY CENTER	D0379	1,422.8	16,420,447	2,509,458	872,153	481,560	12,557,276	8,826	11,541
ATCHISON CO COM	D0377	726.5	7,752,875	1,318,411	18,773	0	6,415,691	8,831	10,672
ELL-SALINE	D0307	447.5	5,033,220	650,190	108,994	321,281	3,952,755	8,833	11,247
JAYHAWK	D0346	595.9	6,776,599	1,021,845	319,259	167,618	5,267,877	8,840	11,372
WAMEGO	D0320	1,311.1	16,569,750	2,690,246	357,396	1,918,724	11,603,384	8,850	12,638
STOCKTON	D0271	366.8	3,872,304	584,096	36,441	0	3,251,767	8,865	10,557
PLEASANTON	D0344	397.5	4,133,335	441,934	166,391	0	3,525,010	8,868	10,398
ANTHONY-HARPER	D0361	951.3	10,269,793	1,549,136	277,388	0	8,443,269	8,876	10,796
HOLCOMB	D0363	863.8	10,468,733	950,688	646,640	1,200,294	7,671,111	8,881	12,119
STERLING	D0376	504.4	5,294,087	787,569	21,328	0	4,485,190	8,892	10,496
FREDONIA	D0484	727.0	7,886,071	1,104,334	97,033	214,935	6,469,769	8,899	10,847
SUBLETTE	D0374	470.6	5,436,632	334,417	341,589	569,504	4,191,122	8,906	11,553
HAYS	D0489	3,023.7	41,355,572	7,309,512	1,941,909	5,140,370	26,963,781	8,917	13,677
NORTHEAST	D0246	541.0	5,744,826	645,469	68,978	204,898	4,825,481	8,920	10,619
OAKLEY	D0274	432.3	4,861,757	802,584	198,943	0	3,860,230	8,930	11,246
GREENSBURG	D0422	306.4	3,193,134	385,874	70,062	0	2,737,198	8,933	10,421
VERMILLION	D0380	558.8	6,194,263	924,264	242	277,489	4,992,268	8,934	11,085
UNIONTOWN	D0235	461.0	4,706,918	412,984	14,200	154,582	4,125,152	8,948	10,210
TOPEKA PUBLIC S	D0501	13,342.0	152,671,814	20,132,231	6,454,611	6,362,625	119,722,347	8,973	11,443
KANSAS CITY	D0500	19,435.0	230,499,034	45,058,733	3,774,859	7,097,508	174,567,934	8,982	11,860
OSBORNE COUNTY	D0392	401.9	4,795,794	711,608	250,899	211,721	3,621,566	9,011	11,933
ONAGA-HAVENSVIL	D0322	362.0	4,148,030	480,899	127,794	256,751	3,282,586	9,068	11,459
OXFORD	D0358	385.7	4,510,760	586,555	33,092	392,867	3,498,246	9,070	11,695
JEFFERSON COUNT	D0339	492.5	5,755,898	770,231	141,891	376,546	4,467,230	9,071	11,687
OSKALOOSA PUBLI	D0341	652.4	6,950,199	816,931	194,840	0	5,938,428	9,102	10,653
DEXTER	D0471	208.8	2,260,501	214,586	137,836	0	1,908,079	9,138	10,826
PRETTY PRAIRIE	D0311	312.0	3,771,185	529,639	291,818	93,665	2,856,063	9,154	12,087
GREELEY COUNTY	D0200	284.0	3,217,798	302,281	131,954	173,229	2,610,334	9,191	11,330
FLINTHILLS	D0492	316.6	3,735,653	437,259	91,434	293,872	2,913,088	9,201	11,799
KAW VALLEY	D0321	1,042.0	12,609,430	2,091,725	913,423	0	9,604,282	9,217	12,101
CLIFTON-CLYDE	D0224	320.9	3,617,370	503,869	155,511	0	2,957,990	9,218	11,273
ELLIS	D0388	352.9	4,226,529	804,807	168,847	0	3,252,875	9,218	11,977
MIDWAY SCHOOLS	D0433	215.0	2,585,274	468,027	131,553	0	1,985,694	9,236	12,025
WOODSON	D0366	527.1	5,956,243	961,845	123,882	0	4,870,516	9,240	11,300
SMITH CENTER	D0237	477.0	5,498,992	813,456	277,139	0	4,408,397	9,242	11,528
CENTRAL	D0462	343.3	3,835,042	235,307	124,643	301,770	3,173,322	9,244	11,171
ERIE-ST PAUL	D0101	1,038.3	11,502,041	1,838,541	62,038	0	9,601,462	9,247	11,078
ROYAL VALLEY	D0337	904.4	9,861,313	1,272,229	217,042	0	8,372,042	9,257	10,904
GOESSEL	D0411	286.2	3,651,152	734,377	54,373	211,558	2,650,844	9,262	12,757
DURHAM-HILLSBOR	D0410	653.0	7,739,804	1,263,413	196,083	228,703	6,051,605	9,267	11,853
CANTON-GALVA	D0419	412.8	4,797,682	545,767	57,258	359,205	3,835,452	9,291	11,622
MARAI DES CYGN	D0456	267.0	3,177,415	615,636	78,135	0	2,483,644	9,302	11,900
JETMORE	D0227	292.5	3,252,238	404,242	126,668	0	2,721,328	9,304	11,119
SOUTH BARBER	D0255	276.0	3,154,879	466,208	110,410	0	2,578,261	9,342	11,431
MINNEOLA	D0219	265.6	2,997,494	437,721	75,584	0	2,484,189	9,353	11,286

		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
----- 2003-04 EXPENDITURES -----									
DISTRICT NAME	#	FTE 9-20-03	TOTAL EXPENDITURES	TOTAL TRANSFERS	CAPITAL OUTLAY	BOND & INTEREST	OPERATING EXPENDITURES	OPER PER PUPIL (6 / 1)	TOTAL PER PUPIL (2 / 1)
MANHATTAN	D0383	5,110.6	57,343,308	5,428,906	1,962,610	2,109,640	47,842,152	9,361	11,220
ST JOHN-HUDSON	D0350	412.2	5,049,408	869,922	162,857	153,945	3,862,684	9,371	12,250
CHAUTAUQUA COUN	D0286	424.0	4,671,930	490,892	207,169	0	3,973,869	9,372	11,019
LEROY-GRIDLEY	D0245	291.0	3,180,258	379,701	70,820	0	2,729,737	9,381	10,929
ELKHART	D0218	644.5	7,419,328	609,517	342,677	419,554	6,047,580	9,383	11,512
CHASE COUNTY	D0284	458.4	5,150,414	446,305	194,653	208,448	4,301,008	9,383	11,236
WASHINGTON SCHO	D0222	346.5	4,287,062	341,929	428,572	263,611	3,252,950	9,388	12,372
WALLACE COUNTY	D0241	227.2	2,810,301	269,322	158,470	242,665	2,139,844	9,418	12,369
SOUTH BROWN COU	D0430	630.1	7,570,289	1,128,673	85,812	415,947	5,939,857	9,427	12,014
EMPORIA	D0253	4,646.5	55,539,014	8,850,513	135,361	2,694,804	43,858,336	9,439	11,953
BURLINGTON	D0244	845.5	11,499,654	1,490,548	2,027,361	0	7,981,745	9,440	13,601
MARYSVILLE	D0364	792.0	10,146,593	2,179,301	202,217	268,092	7,496,983	9,466	12,811
HUMBOLDT	D0258	523.1	6,566,817	1,152,515	77,403	380,869	4,956,030	9,474	12,554
CREST	D0479	241.5	2,812,301	520,865	0	0	2,291,436	9,488	11,645
B & B	D0451	238.5	2,512,870	249,778	0	0	2,263,092	9,489	10,536
BERLIN	D0294	442.0	5,312,373	944,488	160,962	0	4,206,923	9,518	12,019
PLAINVILLE	D0270	374.9	4,432,827	605,294	252,832	0	3,574,701	9,535	11,824
SATANTA	D0507	388.0	4,632,038	593,525	333,598	0	3,704,915	9,549	11,938
HAMILTON	D0390	125.0	1,477,264	281,551	379	0	1,195,334	9,563	11,818
PRAIRIE VIEW	D0362	954.0	11,919,830	1,424,668	629,870	727,615	9,137,677	9,578	12,495
WINFIELD	D0465	2,514.4	29,744,195	3,806,512	421,803	1,410,781	24,105,099	9,587	11,830
MULLINVILLE	D0424	153.6	1,748,336	223,145	52,302	0	1,472,889	9,589	11,382
HIGHLAND	D0425	268.5	3,015,473	438,239	0	0	2,577,234	9,599	11,231
PIKE VALLEY	D0426	260.0	3,006,408	477,613	32,569	0	2,496,226	9,601	11,563
NEMAHA VALLEY S	D0442	479.9	6,590,186	1,116,458	865,092	0	4,608,636	9,603	13,732
BUCKLIN	D0459	266.5	2,789,839	224,772	3,956	0	2,561,111	9,610	10,468
GALENA	D0499	751.4	8,476,134	967,232	13,668	269,445	7,225,789	9,616	11,280
WHEATLAND	D0292	186.5	2,258,202	383,286	79,628	0	1,795,288	9,626	12,108
MARMATON VALLEY	D0256	365.5	4,474,154	725,710	22,457	184,900	3,541,087	9,688	12,241
SOUTHERN CLOUD	D0334	233.7	2,728,692	394,043	68,821	0	2,265,828	9,695	11,676
MILL CREEK VALL	D0329	458.7	5,879,035	780,861	205,808	442,455	4,449,911	9,701	12,817
MADISON-VIRGIL	D0386	266.9	3,315,748	374,589	277,933	62,571	2,600,655	9,744	12,423
LEAVENWORTH	D0453	4,005.2	49,789,065	8,075,890	1,023,484	1,628,765	39,060,926	9,753	12,431
SOUTH HAVEN	D0509	220.5	2,704,911	305,704	39,868	195,002	2,164,337	9,816	12,267
WAKEENEY	D0208	386.5	4,953,588	589,492	364,644	205,139	3,794,313	9,817	12,817
STANTON COUNTY	D0452	482.8	5,635,578	530,909	363,171	0	4,741,498	9,821	11,673
GOLDEN PLAINS	D0316	190.5	2,304,357	266,212	108,910	55,280	1,873,955	9,837	12,096
SYLVAN GROVE	D0299	157.0	1,740,326	56,961	134,458	0	1,548,907	9,866	11,085
DIGHTON	D0482	250.6	2,976,656	261,827	56,515	185,873	2,472,441	9,866	11,878
HATCHISON PUBLIC	D0409	1,580.5	19,188,145	1,857,894	506,576	1,183,941	15,639,734	9,895	12,141
DEERFIELD	D0216	307.4	4,059,142	783,121	228,281	0	3,047,740	9,915	13,205
WEST SMITH COUN	D0238	193.5	2,354,567	379,018	55,896	0	1,919,653	9,921	12,168
MISSION VALLEY	D0330	489.5	6,268,458	950,050	54,602	401,718	4,862,088	9,933	12,806
LITTLE RIVER	D0444	271.6	3,437,461	427,949	144,463	167,114	2,697,935	9,933	12,656
BELLEVILLE	D0427	471.5	5,402,156	706,143	3,738	0	4,692,275	9,952	11,457
VICTORIA	D0432	276.6	3,313,173	495,288	63,918	0	2,753,967	9,956	11,978
KINSLEY-OFFERLE	D0347	312.7	3,957,293	520,643	317,250	0	3,119,400	9,976	12,655
BURRTON	D0369	254.2	3,118,682	450,435	31,924	99,655	2,536,668	9,979	12,269

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		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
----- 2003-04 EXPENDITURES -----									
DISTRICT NAME	#	FTE 9-20-03	TOTAL EXPENDITURES	TOTAL TRANSFERS	CAPITAL OUTLAY	BOND & INTEREST	OPERATING EXPENDITURES	OPER PER PUPIL (6 / 1)	TOTAL PER PUPIL (2 / 1)
BARNES	D0223	377.5	4,469,377	609,918	90,008	0	3,769,451	9,985	11,839
AXTELL	D0488	312.6	3,679,711	223,371	51,519	255,178	3,149,643	10,076	11,771
MANKATO	D0278	217.0	2,653,244	210,567	248,930	0	2,193,747	10,109	12,227
LYONS	D0405	852.2	11,868,904	2,554,545	295,420	395,757	8,623,182	10,119	13,927
HOLTON	D0336	1,104.7	14,747,984	2,831,800	356,374	368,754	11,191,056	10,130	13,350
CEDAR VALE	D0285	178.1	2,021,302	217,032	0	0	1,804,270	10,131	11,349
ASHLAND	D0220	227.5	2,780,010	355,675	114,914	0	2,309,421	10,151	12,220
FAIRFIELD	D0310	381.0	4,405,529	407,082	126,700	0	3,871,747	10,162	11,563
HILL CITY	D0281	416.6	5,492,120	896,760	360,000	0	4,235,360	10,166	13,183
CONCORDIA	D0333	1,109.2	14,217,119	2,257,318	185,572	454,469	11,319,760	10,205	12,817
FT LARNED	D0495	890.8	12,032,496	2,326,778	121,622	477,695	9,106,401	10,223	13,508
CUNNINGHAM	D0332	254.0	3,172,555	426,150	141,800	0	2,604,605	10,254	12,490
CALDWELL	D0360	283.7	3,926,866	545,454	144,106	325,326	2,911,980	10,264	13,842
COMANCHE COUNTY	D0300	294.0	3,609,740	423,571	158,377	0	3,027,792	10,299	12,278
ALTOONA-MIDWAY	D0387	252.5	3,225,658	518,200	106,290	0	2,601,168	10,302	12,775
STAFFORD	D0349	316.0	4,366,313	722,532	69,234	0	3,262,678	10,325	13,817
QUINTER PUBLIC	D0293	351.5	4,616,747	716,275	143,857	123,413	3,633,202	10,336	13,134
HOXIE COMMUNITY	D0412	331.5	4,029,038	505,330	93,599	198	3,429,911	10,347	12,154
ELK VALLEY	D0283	197.5	2,587,267	384,998	4,900	143,266	2,054,103	10,401	13,100
PAWNEE HEIGHTS	D0496	197.5	2,467,895	259,887	141,061	0	2,066,947	10,466	12,496
EASTERN HEIGHTS	D0324	148.0	2,073,754	490,087	29,858	0	1,553,809	10,499	14,012
BREWSTER	D0314	143.0	1,846,707	234,018	106,143	0	1,506,546	10,535	12,914
CHETOPA	D0505	282.0	3,621,909	505,917	139,925	0	2,976,067	10,553	12,844
ARGONIA PUBLIC	D0359	212.0	2,692,094	319,797	60,134	65,530	2,246,633	10,597	12,699
CENTRE	D0397	258.5	3,394,302	496,596	80,561	76,669	2,740,476	10,601	13,131
GRINNELL PUBLIC	D0291	132.5	1,674,041	225,248	36,991	0	1,411,802	10,655	12,634
NORTHERN VALLEY	D0212	182.5	2,374,349	326,014	102,400	0	1,945,935	10,663	13,010
VALLEY HEIGHTS	D0498	395.0	5,184,413	797,504	10,989	154,500	4,221,420	10,687	13,125
MOUNDRIDGE	D0423	414.5	5,941,237	943,368	204,801	327,511	4,465,557	10,773	14,334
MONTEZUMA	D0371	237.2	3,168,633	272,462	118,974	218,057	2,559,140	10,789	13,358
PAOLA	D0368	2,056.7	28,848,048	4,061,462	691,682	1,690,904	22,404,000	10,893	14,026
BLUE VALLEY	D0384	242.0	3,284,030	416,528	86,523	138,450	2,642,529	10,920	13,570
OTIS-BISON	D0403	229.5	2,889,588	355,138	26,443	0	2,508,007	10,928	12,591
SALINA	D0305	7,203.7	102,806,904	13,864,617	1,570,856	8,599,116	78,772,315	10,935	14,271
WHITE ROCK	D0104	141.0	1,804,043	154,192	92,655	0	1,557,196	11,044	12,795
RAWLINS COUNTY	D0105	386.8	5,305,230	737,198	196,066	0	4,371,966	11,303	13,716
ATTICA	D0511	133.0	1,775,550	211,425	58,126	0	1,505,999	11,323	13,350
LOGAN	D0326	192.5	2,480,289	245,983	52,887	0	2,181,419	11,332	12,885
WACONDA	D0272	365.4	4,579,884	430,043	0	0	4,149,841	11,357	12,534
CHEYLIN	D0103	154.5	2,105,633	223,300	124,539	0	1,757,794	11,377	13,629
MOSCOW PUBLIC S	D0209	240.9	3,576,257	383,808	442,085	0	2,750,364	11,417	14,845
JEWELL	D0279	172.2	2,392,118	380,939	40,487	0	1,970,692	11,444	13,892
CHASE	D0401	164.8	2,284,784	235,699	63,903	98,515	1,886,667	11,448	13,864
WEST ELK	D0282	451.5	6,646,784	1,210,351	242,623	0	5,193,810	11,503	14,722
EL DORADO	D0490	2,082.0	28,413,542	3,451,738	354,957	408,819	24,198,028	11,622	13,647
PARADISE	D0399	151.1	2,191,756	285,153	125,637	0	1,780,966	11,787	14,505
HAVILAND	D0474	172.0	2,395,101	267,134	84,011	0	2,043,956	11,883	13,925
ROLLA	D0217	216.0	4,010,603	496,856	475,175	418,456	2,620,116	12,130	18,568



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		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
----- 2003-04 EXPENDITURES -----									
DISTRICT NAME	#	FTE 9-20-03	TOTAL EXPENDITURES	TOTAL TRANSFERS	CAPITAL OUTLAY	BOND & INTEREST	OPERATING EXPENDITURES	OPER PER PUPIL (6 / 1)	TOTAL PER PUPIL (2 / 1)
*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
COPELAND	D0476	127.0	1,906,596	193,248	166,551	0	1,546,797	12,180	15,013
WESKAN	D0242	128.0	1,799,010	166,475	62,033	0	1,570,502	12,270	14,055
PALCO	D0269	149.1	2,063,508	160,683	67,597	0	1,835,228	12,309	13,840
HILLCREST RURAL	D0455	124.0	1,885,566	276,977	11,710	66,515	1,530,364	12,342	15,206
FOWLER	D0225	157.5	2,257,699	193,611	110,146	0	1,953,942	12,406	14,335
HEALY PUBLIC SC	D0468	110.5	1,711,370	244,030	70,000	0	1,397,340	12,646	15,488
NORTH CENTRAL	D0221	120.0	1,821,879	248,603	40,763	0	1,532,513	12,771	15,182
WEST SOLOMON VA	D0213	71.0	1,009,540	85,772	2,358	0	921,410	12,978	14,219
WESTERN PLAINS	D0106	188.0	3,173,129	295,199	315,422	86,381	2,476,127	13,171	16,878
LEWIS	D0502	129.0	2,079,428	273,001	89,698	0	1,716,729	13,308	16,120
BELOIT	D0273	736.7	12,165,990	2,046,052	169,019	0	9,950,919	13,507	16,514
TRIPLAINS	D0275	90.1	1,345,756	97,747	19,700	0	1,228,309	13,633	14,936
HANSTON	D0228	99.0	1,827,148	404,292	50,697	0	1,372,159	13,860	18,456
PRAIRIE HEIGHTS	D0295	60.5	1,106,607	108,922	42,681	0	955,004	15,785	18,291
NES TRE LA GO	D0301	33.0	687,228	49,508	85,437	0	552,283	16,736	20,825
*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
STATE TOTALS		443,301.8	4,826,836,350	732,784,740	173,215,753	283,463,297	3,637,372,560	2,729,190	3,442,873

STUART J. LITTLE, Ph.D.  
Little Government Relations

February 16, 2005

**Senate Education Committee**  
**Testimony on SB 244, SB 245, and SB 246**

Thank you Madam Chair and Members of the Committee,

My name is Stuart Little and I represent the Shawnee Mission School District, USD 512 and appear today to offer comments on all three bills.

The Shawnee Mission School District is the second largest district in Kansas, with 27,689 students, 2,066 teachers, in 55 schools, and a state aid budget of \$137 million during the FY 2004-2005 school year. We are also a declining enrollment district, losing on average over 400 students each year, with 2,904 pupils meeting the free lunch criteria for "at risk," and 1,274 bilingual students.

Shawnee Mission educates 6.5 percent of the entire student population in the state with the 11<sup>th</sup> lowest expenditures per pupil in the state. Enrollment decline has placed a strain on the district because expenditures can not be reduced as fast as funding declines. As with all USDs, the lack of an adequate BSAPP adds additional strain as cost pressures, especially health insurance, have far outpaced BSAPP. Shawnee Mission is a net exporter of state dollars to other districts so all children have access to a suitable education, and our patrons and community want to be allowed to provide the programs they wish for their children. We have cut programs, staff, administrators, increased class size, and closed schools during the last for years, making funding shifts of over \$23 million to pay for the necessities.

SB 244 establishing the 2010 Commission is a laudable effort to establish an expert group to monitor actual and future costs of education and SB 245 which will authorize the Post Audit Division to evaluate actual costs for funding components is a necessary step. We support both bills.

The focus of the Senate Education plan in SB 246 is a thoughtful effort to increase BSAPP by \$150 and make adjustments to at-risk and bilingual weighting, as well as increase the funding for special education excess costs. All these provisions are valued steps in the right direction and we would support the plan with some modifications.

Our concerns are the issues of the local option budget and the absence of an equity factor in the distribution of state aid in SB 246. The inequity issue concerns the

reality that without making the customary downward adjustment to correlation weighting which has historically accompanied any increase in BSAPP, the funding in SB 246 is unequal and hard to justify. For example, the current state plan would add \$168 per pupil for Shawnee Mission. Directly south of us in Miami County, the Osawatomie district will receive \$300 per pupil. Head north of Shawnee Mission and Kansas City public schools will receive \$297 per pupil. Drive a little further north to Doniphan County and the Elwood schools will receive \$402 per pupil. Our patrons are our taxpayers and for the Shawnee Mission School District to continue to support a funding distribution system producing results like these is not financially wise.

Solutions? Add a 50 pupil reduction to correlation weighting which would help equalize the funding at a cost of approximately \$20 million. Another alternative would be to distribute the \$87 million going to the BSAPP in SB 246 not through the formula where weightings further skew the distribution, but distribute the funds based on FTE students. Either fix will address a looming equity issue that could draw the attention of the court in the future.

And finally, I want to address the local option budget issue. For some districts high levels of "at-risk" or bilingual students, or rapid growth are addressed by the school finance formula through the weighting process. With limited but growing "at risk" and bilingual students and declining enrollment taking \$2.0 million per year from our budget, our method of raising additional revenue is locally-generated LOB. Declining enrollment does not directly relate to declining costs; costs never decline as fast as the students. This new revenue would not be for luxuries, extras and new programs, but would be used to offset three years of funding shifts to other areas such as salaries, benefits, and utilities.

One other suggestion for this committee is consideration of HB 2375 or something similar for "extraordinary declining enrollment" which seeks to make some small provisions for districts that lose on a three year average over 50 students or 5 percent per year.

If the local option budget increased to at least 5 percent in the first year and the state funding was distributed more equitably, Shawnee Mission would support SB 246. Thank you for your time and I would be happy to stand for questions.





## Disability Rights Center of Kansas

3745 SW Wanamaker Road ♦ Topeka, KS 66610

785.273.9661 ♦ 877.776.1541 (V/TDD)

785.273.9414 FAX ♦ [www.drckansas.org](http://www.drckansas.org)

[info@drckansas.org](mailto:info@drckansas.org)

### Testimony to the Senate Education Committee

February 15, 2005

Chairman Schodorf and members of the committee, my name is Rocky Nichols. I am the Executive Director of the Disability Rights Center of Kansas, formerly Kansas Advocacy and Protective Services (KAPS). The Disability Rights Center of Kansas (DRC) is a public interest legal advocacy agency, part of a national network of federally mandated and funded organizations legally empowered to advocate for Kansans with disabilities. As such, DRC is the officially designated protection and advocacy system for Kansans with disabilities. DRC is a private, 501(c)(3) nonprofit corporation, organizationally independent of both state government and disability service providers. As the federally designated protection and advocacy system for Kansans with disabilities our task is to advocate for the legal and civil rights of persons with disabilities as promised by federal, state and local laws, including children using special education services.

Among our 2005 Annual priorities is disability rights advocacy for students with rights under the Individuals With Disabilities Education Act (IDEA). During the 2004 Legislative Interim Session DRC and 20 other advocacy organizations submitted recommendations to the LEPC on needed reforms to special education in Kansas. One of the recommendations in that policy paper was for the Legislature to review and revise the special education funding formula currently utilized in Kansas to focus on the individual needs of students, not the administrative needs of the districts.

As you consider passage of SB 244 establishing the 2010 commission we encourage you to consider adding the following task for the Commission:

The Commission shall . . . “Develop a new special education financing formula that is based on the needs of students receiving special educational and related services, and auxiliary aids and services, to each child served under the provisions of the Individuals with Disabilities Education Act by January 1, 2007.”

DRC believes that Kansas can create a funding mechanism for special education that addresses the needs of the student rather than funding the needs of the administration, bureaucracy and the system (funding X number of teachers, etc.). We believe that there has to be a better way to address the educational needs of students with disabilities than funding a percentage of excess cost of administering the program. Making this change would treat the way we fund special education and related services the exact same way that we fund almost any other disability related service system (example: HCBS Developmental Disability Waiver services, etc.). DRC believes that the 2010 Commission that would be established under SB 244 is a golden opportunity to develop a better way to fund special education that is based on the youth, and not the system. In fact, without a group like the 2010 Commission being directed to develop such a plan, we believe that the formula may never be based on the needs of the youth.

Written Testimony of Jason M. Larison  
Agriculture Instructor  
Holton High School  
[www.holton.k12.ks.us/staff/jlarison](http://www.holton.k12.ks.us/staff/jlarison)

### **Opposition to Senate Bill 246**

Chairman and honorable senators, on behalf of the Kansas Association of Career and Technical Education (K-ACTE), I would like to thank you for the opportunity to speak today in Opposition of SB 246. I wish to express concerns raised over the elimination of “.5 Vocational Weighting” in the proposed bill. I do believe there are some positive features in the proposal, such as the increases in “at risk” and special education weighting. However, for the following reasons, I am deeply troubled by the impact this bill would have on Career, Technical, and Vocational Education (CTVE) in the state of Kansas.

#### **Impact on the Kansas Economy**

The purpose of these programs is to provide training, skills, and knowledge to prepare students to enter the workforce. Plain and simple, the elimination or reduction of vocational weighting contradicts one of the legislature’s major goals “to help grow and enhance the Kansas economy”. For any economic growth to occur in the state, we need a skilled and trained workforce as the foundation. High School CTVE programs play a vital role in the skill development of the students that will become the contributing members of the Kansas economy.

#### **Preserving an Identity for Career, Technical, and Vocational Education (CTVE)**

Article 6, Section 1 of the Kansas Constitution states the “legislature shall provide for intellectual, educational, vocational and scientific improvement by establishing and maintaining public schools, educational institutions and related activities”. The current vocational weighting encourages schools to provide a connection to careers and life after school. I truly believe all of the reading, writing, and math in the world is useless without a connection to the “real world of work”. CTVE makes school come alive for students.

#### **Challenge of Maintaining Standards and Up-to-date Technology in CTVE programs**

To receive funding in the current school finance formula, all programs must go through a rigorous approval process and are reviewed every 5 years. CTVE programs must not only meet the standards for their various career areas, but also must have local advisory committees in place and meeting regularly. These advisory committees keep the CTVE programs connected to the local community and local as well as state industry. In addition, these committees make recommendations on curriculum decisions and equipment needed to keep the programs up to date and meeting the needs of today’s students. These local committees hold the programs to a high standard which in turn is best for the young men and women enrolled in these CTVE programs.

If there is no separate funding available for vocational education, then school districts have NO INCENTIVE to maintain the established standards. If local schools do not address these standards, then the students enrolled in these programs are done a disservice and may lack the skill development and preparation inherent in these programs.

#### **Career Focus at the Secondary Level**

A fundamental component of CTVE programs is some form of job/career experience. For example, in my agricultural education program, students conduct a Supervised Agriculture Experience (SAE) Program. These experiences range from placement experiences in local agribusinesses to ownership of small businesses and livestock enterprises. This is where the real

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connection to the career is made. Students apply what they learn in my classroom and also gain practical hands on experience.

I would also attest that even the college and postsecondary bound students who go through my program are greatly impacted by these opportunities. SAE along with their other Ag Ed classroom experiences help them select college majors or technical programs to attend. It is a well-known fact that not all students need a 4-year college education and they need skills and training for non-baccalaureate level jobs. Not only does my program and other CTVE programs throughout the state serve these students who will directly enter the workforce; these same programs also encourage and propel students into technical colleges and universities to continue their training in a chosen career path.

Also, it should be noted that these programs serve all students within the schools. You can walk into my classroom and see an at-risk student sitting beside a gifted student next to a special education student. In the area of career and vocational education, we serve all students and recognize our responsibility to integrate academics, which will in turn provide the connection from an education to an eventual career.

### **Extra Burden Placed on Schools and Potential Loss of CTVE Programs State Wide**

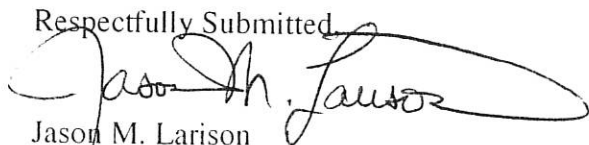
Under SB 246, school districts will have two choices facing them: (1) Take funding away from other educational areas and programs and continue CTVE programs or (2) eliminate CTVE programs in their schools. The facts are that across the state of Kansas both will occur. If the state law, no longer makes vocational education a priority then WE WILL LOSE CTVE programs in the state *and thousands of students will be left behind*. The schools that choose to continue these programs will have to cut from other school programs to maintain their existence.

It is also important to note that schools that cut a CTVE program lose all benefits of those programs including the leadership skill development, job training, and the Career and Technical Student Organization associated with that program. For example, if Olathe Northwest High School is forced to cut its FACS program, it then it in turn no longer has the leadership component of FCCLA, which involves students in service learning activities that create a stronger awareness of their living environment. If Holton High School could no longer afford to fund the Agricultural Education Program then the Holton FFA Chapter is lost at the same time and along with it goes the students SAE programs which allow students to reinvest dollars back into the Holton economy. These are just two small examples of the extended learning that occurs because of the current .5 vocational funding.

### **In Summary:**

The Kansas Association for Career and Technical Education (K-ACTE) and its affiliate organizations which include the Kansas Association of Agricultural Educators (KAAE), Kansas Association of Teachers of Family & Consumer Sciences (KATFACS), Kansas Business Occupations Association (KBOA), Kansas Council of Career and Technical Education Administrators (KCCTEA), Kansas Industrial Educators Association (KIEA), and Kansas New & Related Services (KNRS), for the above reasons ***all STRONGLY OPPOSE THE ELIMINATION AND/OR REDUCTION OF .5 VOCATIONAL WEIGHTING in the state school finance formula.***

Respectfully Submitted,



Jason M. Larison  
K-ACTE Legislative Chair

# Holton Agriculture Education Department

Holton High School  
Holton, Kansas

The Holton Agriculture Education Program was established in 1936. Currently, the program enrollment is 72 Holton High School Students with a total duplicated enrollment of 90 students with many students taking multiple Agriculture Classes. The Ag Ed Program is an approved Career and Technical Education (Vocational) Program by the Kansas State Department of Education.

## Articulation Agreements

### Fort Scott Community College (FSCC)

There is a Articulation Agreement in place with FSCC which allows Holton Ag Ed Students to earn college credit for three courses: AGR 1243542 Principles of Animal Science (3 Credit Hours), AGR 1283541 Ag Mechanics Practices (3 Credit Hours), and AGR 2244540 Plant Science (4 Credit Hours). All students passing the correct sequence of high school Ag Ed Classes may receive college credit in the above FSCC courses.

### Allen County Community College (ACCC)

Students may enroll in Internet based courses for Dual Credit in the Areas of College Ag Economics, College Animal Science, and College Feeding & Nutrition. Students enroll via the Internet at ACCC and complete the courses during an individualized study block, supervised by the Holton Ag Ed Instructor.

## Ag Ed Advisory Committee

An advisory committee consisting of community members and local business people with ties to the agriculture industry guides the Holton Ag Ed Department.

Mike Day, Ag Loan Officer at *Denison State Bank*

Vicki Bontrager, Farm Owner and Office Manager at *Stormont Vail*

Dan Doyle, Farmer and Cattle Rancher

Jeff Morgan, Ag Economist for *Kansas State University Farm Management Association*

Dyann Parks, Business Owner of *Heartland Veterinary Clinic*

Carl Jarboe, Former Owner & Landscape Designer at *Jarboe's Nursery and Garden Spot*

Melissa Strawn, Holton FFA President

Jason M. Larison, Holton Ag Ed Instructor

## Holton FFA Chapter

2004-05 Leadership Team

*"Work Hard. Play Hard!!!"*

Holton Agriculture Education Department

[www.holton.k12.ks.us/staff/jlarison](http://www.holton.k12.ks.us/staff/jlarison)



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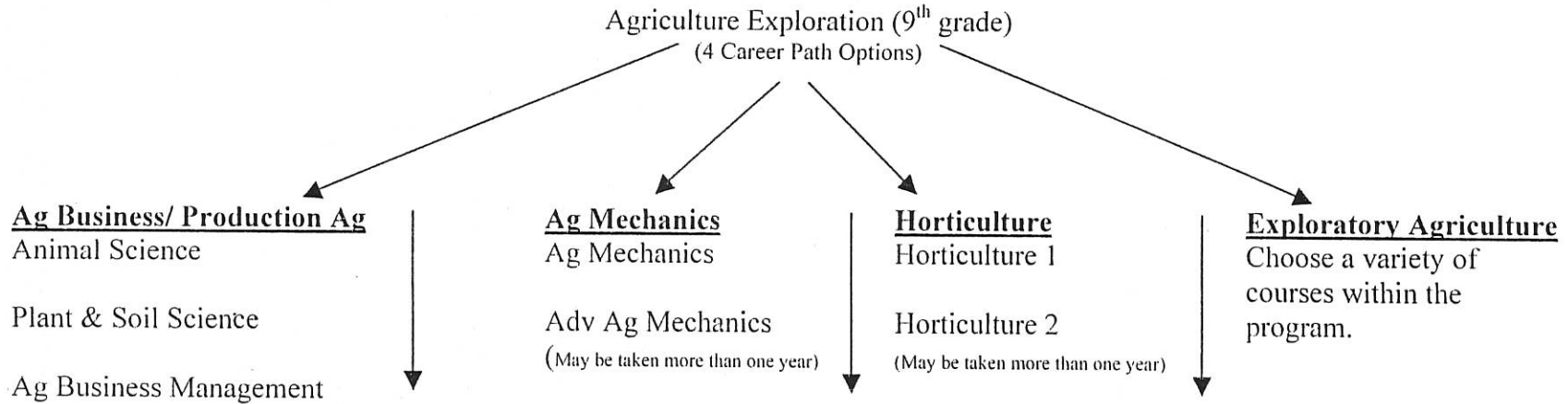
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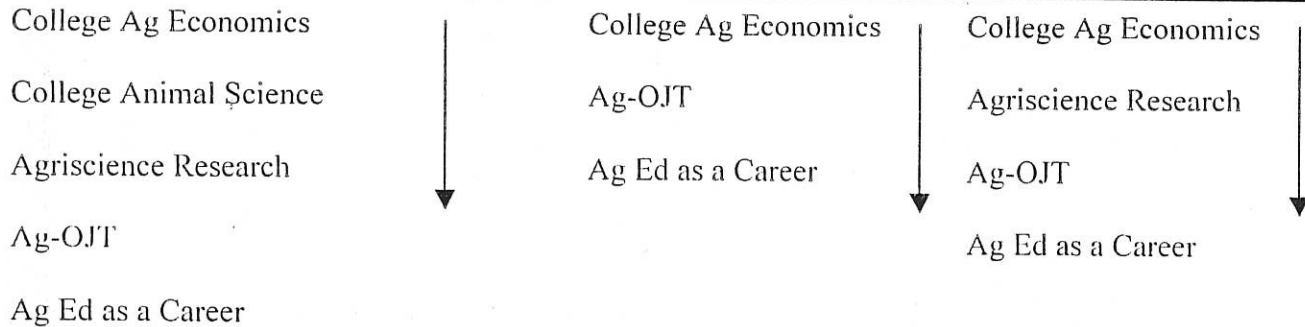
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# CAREER PATHWAYS

Holton Agriculture Education Department  
Sequence of Courses



Individualized Study Courses (For students seeking advanced coursework)



Ag. Leadership (Instructor permission required)

FFA Mission Statement

FFA makes a positive difference in the lives of students by developing their potential for **premier leadership, personal growth and career success** through agriculture education.

Agriculture Education Mission Statement

Agriculture Education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems.

Written Testimony of Alex E. Gottlob  
Winfield High School Student  
and Small Business Owner  
[a\\_gottlob@hotmail.com](mailto:a_gottlob@hotmail.com)

Opposition to Senate Bill 246

Senate Education Committee Chair and Members:

Thank you for the opportunity to discuss with you my passionate opposition to Senate Bill 246. I am genuinely concerned with the proposed depletion of career and technical education funding and the impact that this bill will have not only on our schools, communities and our state but the futures of thousands of students across our state.

I am a senior at Winfield High School. Over the last four years I have been involved in numerous classes that are funded by career and tech education funding. I have seen and experienced the many benefits that these classes can produce. I have been involved in both Agricultural Education and Business courses at Winfield High School. This bill includes eliminating all Career and Technical Education Funding from the state budget. Before I tell you about my personal experiences I want you all to stop and think about how many jobs in our workforce are directly related to the programs that this funding supports. Students have always had to learn reading, math, and sciences... but a majority of the jobs in our country do not call for such extensive knowledge as the state government expects. By eliminating the funding for these career and technical hands-on real world classes, we are setting our future generations up for lack of opportunities and failure in many areas. These areas include: how to read instructions when assembling something, how to apply their math, science, and reading skills to constructing things such as computers, trailers, blue prints for a house, the basics of accounting, how to cook a meal, how to keep a family intact, raising children and education on how to avoid divorce. These classes teach students how to become effective adult communicators and to survive in the real

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world. Please do not take these learning opportunities from tomorrow's leaders. We students are a valuable resource and we are worth it.

I have personally benefited immensely from these programs in countless ways. I have been involved in the Winfield Agricultural Education program for the past three and a half years and it has shaped me into who I am. Examples of funding include a magnifying microscope projector that allowed our plant science class to look at plant cells and bacteria on a large TV screen, an LCD projector that allows our instructors to project lesson plans on a screen rather than write them on the board, to buy electrodes to weld and construct tandem axle trailers each year for the past 3 years and to teach freshman the basics of welding, to buy potting soil and vermiculite to study plant growth and propagation of plants to take to the elderly residents at nursing homes and give flowers away as birthday presents to the residents or to sell to community members. With the career and technical education funding eliminated you would ultimately be eliminating the supplies that are essential to produce the quality of education needed to turn out effective and successful men and women. These programs encourage community and economic involvement by doing community service projects. A community service project that sticks out in my mind was through the National FFA organization when over 100 students came together on a Saturday morning at the Kansas Coliseum and loaded two semi trailers full of over 19,000 pounds of supplies that were taken to Florida to give relief to the hurricane victims this past fall.

Other personal benefits from the funding that is being eliminated include, as I mentioned earlier with my involvement with the FFA, I have found great support and educational opportunities that have allowed me to find my career choice, develop post high school educational and career goals, as well as help me find the things in life that I am passionate about. I have participated in numerous career development events, which are judging events and or competitions that are based around team as well as individual participation. Entering high school, my areas of interest

revolved around my what was then a small mowing business. I had about 7 lawns and was excited about taking it to the next level but didn't have any idea how. I enrolled in the freshman explorations in agriculture class and was introduced to a wide variety of competitions that I could learn about and then compete in for awards. I followed my interests and began studying about floriculture, nursery landscape, entomology, range and pasture management, parliamentary procedure, how to give an effective speech, and how even how to interview for a job along with a cover letter, resume, follow up letter and how to complete a variety of applications. I was learning so much before I knew it I was able to begin offering landscaping services including designing landscapes on a computer program for my customers. I was able to calibrate sprayers to properly apply fertilizer and identify over 300 various types of plants, ranging from Kansas natives trees and grasses to indoor house plants and orchids. As I continued to learn and participate in these programs offered through the FFA and our Agriculture program I found that I had discovered what where I wanted to go to college and what I wanted to do as a career.

Our high school also offers numerous business classes that have taught me how to efficiently keep track of my business records. I learned how to become fluent in operating computer programs, which I have used to market my self as well as the services that I provide through my business. I have been able to better complete assignments for other classes such as English when typing essays, and science when creating tables and graphs for lab reports.

You see, all classes depend upon one another and by taking away the career and technical education funding would be like taking away every computer and writing utensil in this capitol building and expecting the same results day after day. Sure you might be able to get some of your work done but eventually things would shut down. The same goes with the programs that may lose funding if this bill is passed. Without career and technical education many students will be entering the world without basic knowledge and skills such as preparing a home cooked meal,

or the importance of having oil in the engine of their automobile that is a 1980's car that isn't computerized with an automatic warning signal. Not all students are academically wired and those who aren't need vocational education experiences to find their own window of career success.

My self as well as Gottlob Lawn Service have prospered tremendously because of the opportunities that these classes have offered to me over the last 4 years. With out the Winfield Agricultural Education program I can certainly say I may never have gained another lawn to mow, I may never have developed the communication skills to coordinate with customers and I may never have found a career that I enjoy so much. With out our business department I may never have been able to manage my money and keep enough back to reinvest or discipline myself to put money away for college or even to type this testimony to you today. I have found success through the classes and programs that you now threaten with this elimination of funding. I speak not only for myself and my successes, but for the many other students at Winfield High School, and across this great state that have found their niche in these classes that are available due to the career and technical education funding.

Now with over 35 Lawns to manage, 2 employees and over 130 past and present customers I plan to continue to use the career life skills that I learned through the career and technical classes and further my education and my business.

I once heard a statement " Politics determines who, what, where and how children are educated ". It is up to you as the legislative representatives of the people of Kansas and today's citizens and taxpayers, to look out for tomorrow's adults. One day, we will be the doctors that will save your life, the mechanic that will repair your car, and the technician that will service your computer.

and the Senator and Representative that will vote for issues that will concern you when you are retired.

I would urge you not to support Senate Bill 246 and to continue your search for a reasonable and acceptable education budget. Thank you for your time.



**Testimony**  
**Kansas Senate Education Committee**  
**February 16, 2005**

Presented by  
Dodge City Public Schools  
Gloria J. Davis, Superintendent  
Kathryn E. Taylor, Director of Secondary Education

*Senate Education Committee  
2-16-05  
Attachment 8*

# Dodge City Public Schools

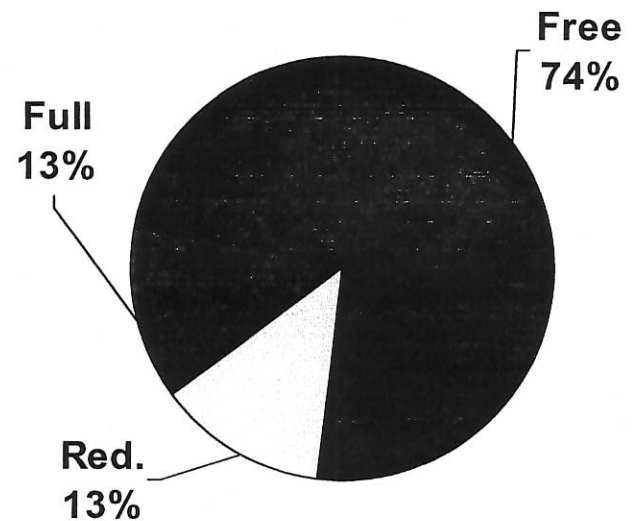
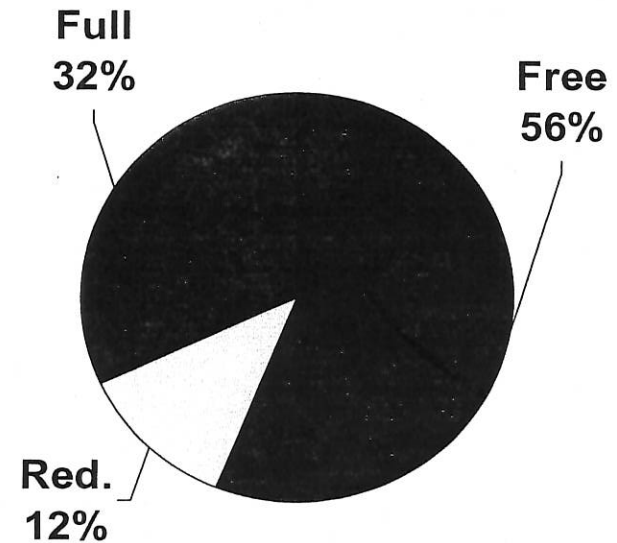
- 1. Currently 6257 students enrolled in Pre-K through Gr. 12**
- 2. Currently 1818 "regular" students in USD 443 Dodge City**
- 3. Currently 3414 at-risk students in USD 443 Dodge City.  
(Duplicated count with Bilingual)**
- 4. Currently 2446 bilingual students (IPT Levels 1-3 only) in USD 443. (Duplicated count with At-Risk)**

## ***Challenges: Meeting Students' Needs***

*(free and reduced lunch numbers)*

**All Students:** 56% qualify for free lunches, 12% qualify for reduced price lunches and 32% full price lunches.

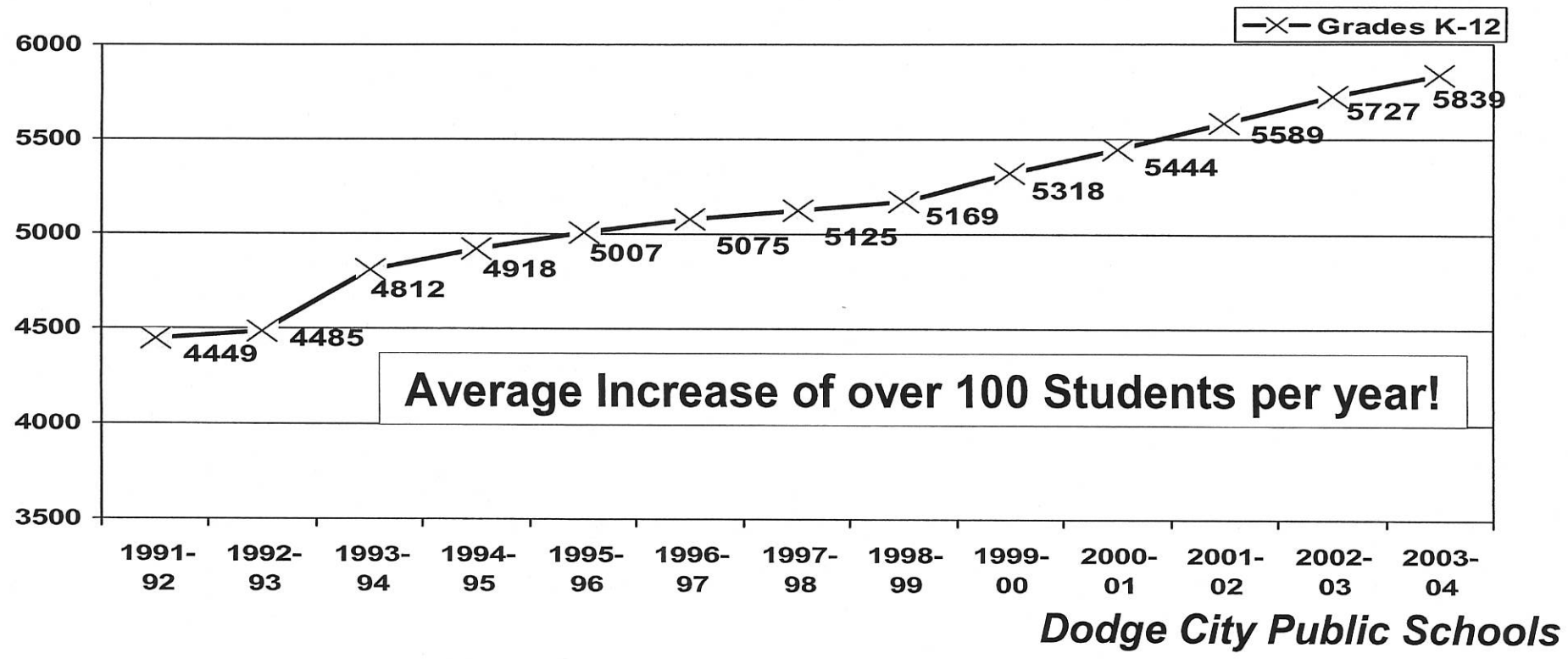
**Minority Students:** 74% qualify for free lunches, 13% qualify for reduced price lunches, 13% full price lunches.



***Dodge City Public Schools***

## Challenges: Meeting Students' Needs

- Continued enrollment growth and need for ELL services.
- Student mobility & discontinuity of education.
- Resources (financial, facilities and personnel) for supplemental services for all students who need them.





# Are we meeting the needs of our Bilingual and At-Risk Students?

- To the extent that current human, facility and financial resources allow, we have made a difference in student achievement for our second language learners.



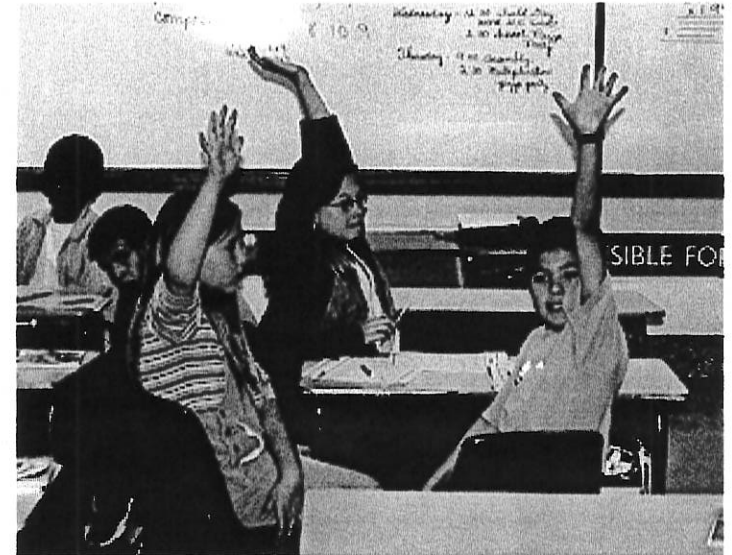
## **Are we meeting the needs of our Bilingual and At-Risk Students?**

- **“It is not so much a matter of knowing what to do to meet the needs of our English Language Learners and At-Risk students, as it is the adequacy of our current resources to meet the growing needs of these growing segments of our district’s population.”**

# We Know What Makes a Difference

8-7

- **Dual Language programs.**
- **Extended learning opportunities**
- **Reduced class sizes**
- **Early intervention—preschool and all day Kindergarten**
- **Effective staff development**
- **Appropriate instructional materials and effective, research-based instructional strategies**



# Concentrating District Resources: DCMS *Gear Up Project*

8-8

As one example, the Dodge City Middle School students have attained adequate yearly progress in Reading through lowered pupil/teachers ratios and enhanced staff development resulting from funds provided by the district's GearUp project.

Reading – Percent Proficient – Dodge City Middle School				
2000	2001	2002	2003	2004
46.0%	44.3%	44.0%	70.2%	60.6%

*The green cells represent the percentage of students scoring Proficient or above on the Kansas Reading Assessment following the reduction in pupil/teacher ratio resulting from the GearUp Project.*



# Concentrating District Resources: Second Grade Reading

8-9

Another example is seen in the improvement among Second Grade readers during the past four years. During the 2002-2003 school year, an Instructional Specialist was hired through Title IIA for each elementary grade level (K-6). These specialists work directly with classroom teachers to implement district-adopted, research-based instructional strategies for the teaching of Reading.

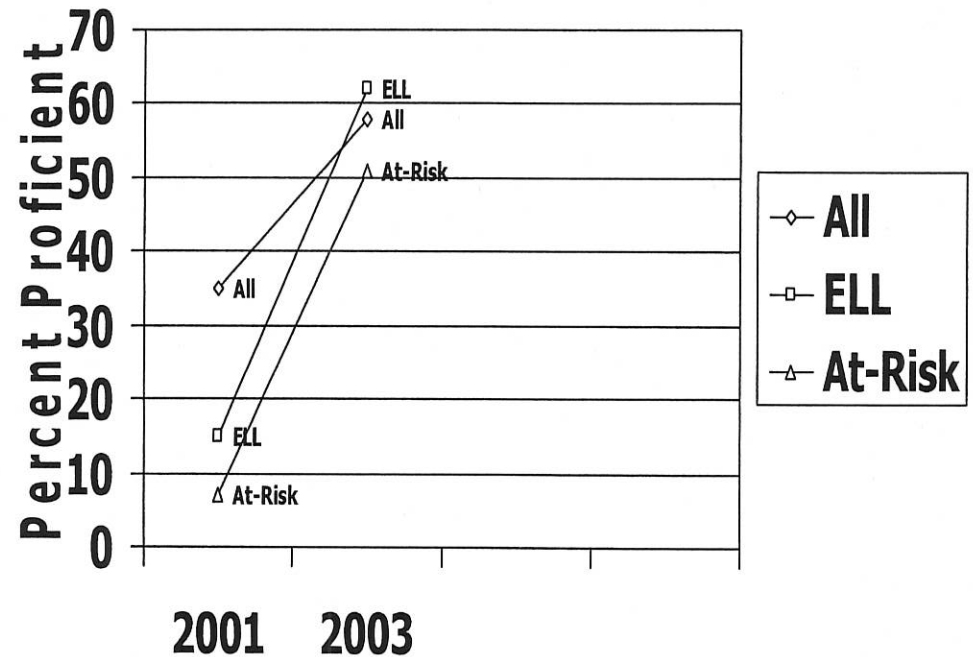
<b>Second Grade Reading – Percent At or Above Grade Level – Dodge City Public Schools</b>			
2001-2002	2002-2003	2003-2004	2004-2005
<b>26%</b>	<b>28%</b>	<b>51%</b>	<b>66%</b>

*The green cells represent the percentage of students scoring at or above grade level on the district's Second Grade Diagnostic Assessment (Rigby PM Benchmark) following the introduction of Instructional Specialists and research-based instructional strategies.*

# Concentrating District Resources: Staff Development

- With concerted staff development efforts, Dodge City High School made great progress in closing the achievement gap!

### Closing the Reading Gap at Dodge City High School



# How Did We Pay for These?

- 21<sup>st</sup> Century Grant
- Gear Up Grant
- Local Option Budget
- At-Risk Weighting
- Bilingual Weighting
- Federal Title Funds

# We're 1/2 Way There

- To date, with the resources available, the Dodge City Public Schools have been able to assist forty-six percent (46%) of the district's students in attaining proficiency in Reading and Mathematics, as evidenced by the Kansas Assessment Program.



**Current State Finance Formula  
Leaves 54% of  
Dodge City Students  
Behind**

# **The District's Dilemma**

**“The district’s dilemma is that resources run out long before the needs of the students are fully addressed.”**

# Benefits of Additional Resources

- Adequate, targeted resources,
- Lowered pupil/teacher ratios,
- Extended learning time,
- Effective staff development, and
- Research-based instructional strategies.
- Recruitment and retention of highly-qualified classroom teachers. Currently, Dodge City USD 443's starting teacher salary (including benefits) is 238th out of the state's 301 school districts

# Proposed Student/Teacher Ratios

- 18 "regular" students per classroom
- 13 at-risk students per classroom
- 13 bilingual students per classroom



# What We See as Wrong

- Base per pupil state aid inadequate
- Weighting factors for at-risk and bilingual students inadequate
- Reliance on the Local Option Budget for "*basic educational needs*"

# What We See As Wrong

- Funds provided through numerous State and federal programs are intended to supplement, not supplant basic resources, requirements and needs of the school district.
  
- The Local Option Budget was intended to be a supplement to an adequate base not a method to fund basic education costs.

8-19

# Costs to Educate USD 443 Students

<i>Current</i>		<i>Recommended</i>		<i>Change</i>
Current Base State Aid Per Pupil	\$3863	Recommended Cost Per Pupil	\$7064	+ \$3201
Current weighting for At Risk (0.1 FTE)	\$386	Recommended additional costs for At Risk (0.3 FTE)	\$2119	+ \$1733
Current equivalent weighting for Bilingual (0.2 FTE)	\$773	Recommended additional costs for Bilingual (0.3 FTE)	\$2119	+ \$1346

# And Still We Haven't Addressed

- 93 additional classrooms would be needed to lower our pupil/teacher ratios as described above for our *current* enrollment
- Dodge City Public Schools enrollment is growing at the rate of 100 students per year
- The cost to raise the current base teacher salary in Dodge City to the state average would be \$3,000,000

Wednesday, February 09, 2005

TO: Dale Dennis, Assistant Commissioner of Education  
 FROM: Gloria J. Davis, Superintendent, Dodge City Public Schools  
 RE: Information requested regarding the costs to educate students

Mr. Dennis,

The administration of Unified School District 443, Dodge City, Kansas, presents the following information regarding the costs to educate students in Kansas schools for your consideration.

- The cost per “**normal/regular**” student should be \$7,064.
- The weighted cost per **at-risk student** should be \$9,183.
- The weighted cost per bilingual student should be \$9,183.

<u>Current</u>		<u>Recommended</u>		<u>Change</u>
Current Base State Aid Per Pupil	\$3863	Recommended Cost Per Pupil	\$7064	+ \$3201
(Current Cost per Pupil)	(\$5126)			(+ 1938)
Current weighting for At Risk (0.1 FTE)	\$386	Recommended additional costs for At Risk (0.3 FTE)	\$2119	+ \$1733
Current equivalent weighting for Bilingual (0.2 FTE)	\$773	Recommended additional costs for Bilingual (0.3 FTE)	\$2119	+ \$1346

It is important to note that this information is based upon several premises. These premises include:

- There is a direct correlation between pupil/teacher ratio and student achievement among all students, but especially among at-risk and second language learners.



- Early intervention (i.e. funded preschool education and all-day Kindergarten), especially among at-risk and bilingual children is essential for school readiness and future academic success.
- Effective, on-going staff development is required to assist teachers in meeting the learning needs of at-risk and second language learners.
- Appropriate instructional materials and effective, research-based instructional strategies are essential in meeting the learning needs of all students, but especially of at-risk and second language learners
- Extended learning time is often required for at-risk and second language learners to attain proficiency on State curriculum standards.
- At-risk and second language learners incur higher costs to educate. Current funding, including State and federal programs, are insufficient to adequately address those costs.
- Funds provided through numerous State and federal program are intended to supplement, not supplant basic resources, requirements and needs of the school district.

During the past three years, these premises have been validated in classrooms throughout the Dodge City Public Schools. Whether it has been a reduction of pupil/teacher ratio in Reading classes at the Middle School resulting from the GearUp Project, the targeted assistance to the lowest ten percent (10%) of the district's students through the 21<sup>st</sup> Century Community Learning Centers, or the extended learning time provided to over 1800 students in the district's summer programs, significant improvement in student achievement can be, and is being, attained. That improvement, however, is depended on sufficient resources.

To date, with the resources available, the Dodge City Public Schools have been able to assist forty-six percent (46%) of the district's students in attaining proficiency in Reading and Mathematics, as evidenced by the Kansas Assessment Program.

Concentrating the district's resources has been shown to have a direct, positive correlation to improved student achievement. Those programs mentioned above, and others, can and do provide quantitative evidence of this fact. Each is required to submit an annual evaluation evidencing improved student achievement in order to maintain funding.

As one example, the Dodge City Middle School students have attained adequate yearly progress in Reading through lowered pupil/teachers ratios and enhanced staff development resulting from funds provided by the district's GearUp project.

Reading – Percent Proficient – Dodge City Middle School				
2000	2001	2002	2003	2004
46.0%	44.3%	44.0%	70.2%	60.6%

*The green cells represent the percentage of students scoring Proficient or above on the Kansas Reading Assessment following the reduction in pupil/teacher ratio resulting from the GearUp Project.*

Another example is seen in the improvement among Second Grade readers during the past four years. During the 2002-2003 school year, an Instructional Specialist was hired through Title IIA for each elementary grade level (K-6). These specialists work directly with classroom teachers to implement district-adopted, research-based instructional strategies for the teaching of Reading. The following table illustrates the positive correlation between this intervention and improved achievement in Reading among the district's second grade students. Staff development related to the identified instructional strategies was also a critical component in the students' success.

<b>Second Grade Reading – Percent At or Above Grade Level – Dodge City Public Schools</b>			
2001-2002	2002-2003	2003-2004	2004-2005
26%	28%	51%	66%

*The green cells represent the percentage of students scoring at or above grade level on the district's Second Grade Diagnostic Assessment (Rigby PM Benchmark) following the introduction of Instructional Specialists and research-based instructional strategies.*

The district's dilemma is that resources run out long before the needs of the students are fully addressed. The Extended Academic Learning Program for example, which is funded by the 21<sup>st</sup> Century Community Learning Centers program, is only able to work with the lowest ten percent (10%) of students, while over fifty percent (50%) of district students have not yet attained the Proficient level on State assessments in Reading and Mathematics.

It stands to reason that if current resources result in forty-six percent of district's students attaining proficiency, additional resources are needed for the remaining fifty-four percent of the students to achieve at the same level.

While the demographic characteristics of the Dodge City Public Schools may be somewhat unique among Kansas Schools, especially in terms on poverty (55%), ethnicity (71% non-Caucasian), mobility (over 600 new students enrolling annually), and language diversity (51% non-native English speaking students), these are all obstacles that can be (and are being) overcome through:

- Adequate, targeted resources,
- Lowered pupil/teacher ratios,
- Extended learning time,
- Effective staff development, and
- Research-based instructional strategies.

A final consideration that must be included involves recruitment and retention of highly-qualified classroom teachers. Currently, Dodge City USD 443's starting teacher salary (including benefits) is 238<sup>th</sup> out of the state's 301 school districts. This, along with other factors including geographic location, student demographics, and access to institutions of higher

education, present significant obstacles to recruiting and retaining highly-qualified staff. The costs to increase the current base salary to the state average would be approximately \$3,000,000.

The attached working papers reflect the premise that additional funding is required to meet the learning needs of all students in the Dodge City Public Schools. In essence, the recommendation is to take the current, actual costs per student, and though increases in weighting for at-risk and bilingual students, arrive at a funding formula that will more adequately provide for the learning needs of all students.

The current costs are based on the total General Fund and Supplemental General Fund budgets divided by the current number of homeroom teachers, resulting in a cost per classroom. That figure is then divided by eighteen (18), to reflect an average number of "normal/regular" students appropriate for each classroom.

The recommended weighting for **at-risk** (non-bilingual) students is **0.3 FTE**, up from the current 0.1 FTE. The recommended class size for at-risk students is thirteen students per teacher.

The recommended additional weighting for **bilingual students** is equivalent to **0.3 FTE**, up from the current equated value of 0.2 FTE for the Dodge City Public Schools. (Currently, bilingual weighting is calculated based on "bilingual minutes", which in turn are converted into FTE students.) The recommended class size for bilingual students is thirteen students per teacher.

The resulting calculations recommend:

- Assuming current costs equal an average of 18 "regular" students per classroom, the current cost per "**normal/regular**" student would be **\$7,064**.
- Assuming a total weighting factor of 0.3 for each at-risk student, the additional cost per **at-risk student** would be **\$2,119**, for a total cost of \$9,183.
- Assuming a total weighting factor of 0.3 FTE for each **bilingual student**, the cost per bilingual student would be **\$2,119**, for a total cost of \$9,183.

The increases reflected in this recommendation, while substantial, are not unreasonable, given the current needs of the students of the Dodge City Public Schools. They reflect the fiscal, personnel, and material resources necessary to help each student achieve proficiency on State curriculum standards. They do not include, however, adequate funds to address the growing facilities needs resulting from the class size recommendations and from the annual increase in student population experienced by the Dodge City Public Schools during the past decade (averaging over 100 additional students per year).

Your thoughtful consideration of this information is appreciated.

# **Dodge City Public Schools**

Unified School District 443

## **Cost to Educate**

January 20, 2005

8-25

### **Information:**

1. There are currently 6257 students enrolled in Pre-K through Gr. 12 in USD 443 Dodge City
2. There are currently 349 teachers carrying a roster in USD 443 Dodge City
3. There are currently 1818 "regular" students in USD 443 Dodge City
4. There are currently 3414 at-risk students in USD 443 Dodge City. (Duplicated count with Bilingual)
5. There are currently 2446 bilingual students (IPT Levels 1-3 only) in USD 443. (Duplicated count with At-Risk)
6. Current at-risk weighting is 0.1 FTE
7. Current bilingual weighting, while based on "bilingual minutes", is equivalent to 0.2 FTE in USD 443.

### **Assumptions:**

1. An average class size of 18 is appropriate for "regular / normal" students. (15-primary, 20/22-upper grades)
2. A class size of 12-14 is appropriate for at-risk and/or bilingual students. (13 average)
3. Increase the at-risk student weighting factor to 0.3 FTE. (0.2 additional over current 0.1 FTE.)
4. Increase the bilingual student weighting factor to an equivalent of 0.3 FTE. (0.1 additional to current equated 0.2 FTE.)
5. Ninety-three (93) additional classrooms/homeroom teachers are required with these pupil/teacher ratios.
6. Full funding (1.0 FTE) for all day kindergarten
7. 0.5 FTE funding for all Pre-K three and four year olds

# Dodge City Public Schools

January 20, 2005

8-26

Unified School District 443

## Cost to Educate

### Current Expenditures

#### Current General and Supplemental General Funds

General Fund (GF)	\$	30,970,830.00	
Less Transportation	- \$	(1,046,873.00)	
Less Spec Ed Flow-through	- \$	(2,877,534.00)	
Less At-Risk	- \$	(1,321,532.00)	
Less Bilingual	- \$	(1,396,088.00)	
Total General Fund			\$ 24,328,803.00
Supplemental Gen. Fund (SGF, i.e LOB))			\$ 7,742,708.00
<b>TOTAL</b>			<b>\$ 32,071,511.00</b>

\$ 5,126 Current Cost Per Pupil  
 \$ 91,895 Current Costs Per Classroom

#### Class Sizes: Adjust for "Regular", Bilingual and/or At-Risk Students

Cost per classroom - General Fund and Supplemental General Fund only...	\$	91,895
Assuming 18 "regular" students per classroom, regular classrooms required (1818 Stu		101
Assuming 13 students per classroom, at-risk/bilingual classrooms required (4439 Stud		341
Total Homeroom Classrooms Required		442
Current Homeroom Classrooms		-349
Additional Homeroom Classrooms Needed		93
Cost per homeroom classroom, based on current costs	\$	91,895.45
<b>Total Cost for Additional Classrooms</b>	<b>\$</b>	<b>8,588,690</b>



8-27

# Dodge City Public Schools

January 20, 2005

Unified School District 443

## Cost to Educate

### Other Considerations

Currently, GearUp pays for 12 classroom teachers. That grant expires next year.		
Costs for those 12 teachers @average \$45,000 ea., incl. benefits	\$	540,000
Base salary is 238th out of 301. Cost to increase to \$34,000, incl. benefits.	\$	3,000,000

<b>New General Fund Requirement, incl. SGF</b>	\$	<b>44,200,200.85</b>
<b>New Cost Per Pupil (6257 Students)</b>	\$	<b>7,064.12</b>
<b>New Cost Per Classroom (442 Classrooms)</b>	\$	<b>99,896.14</b>

### Dodge City USD 443 - General Fund and Student Weighting

New cost per "regular" student	\$	7,064
Assuming a weighting factor of 0.3 for each at-risk student, cost per at risk student	\$	9,183
Assuming a weighting factor of 0.3 for each bilingual student, cost per bilingual student	\$	9,183

1818 "Regular" Students @ \$7,064	\$	12,842,571
3414 At-Risk Students @ \$9,183	\$	31,351,979
2446 Bilingual Students @ \$9,183	\$	22,462,490
<b>NEW Weighted GF and SGF requirement:</b>	<b>\$</b>	<b>66,657,039.36</b>

8-28

# Dodge City Public Schools

January 20, 2005

Unified School District 443

## Cost to Educate

### Current State and Federal Funds

Title I	\$	1,473,525.00
Migrant	\$	1,417,928.00
Gear Up	\$	1,801,182.00
Title II A	\$	298,461.00
Title II D	\$	34,034.00
Title IV	\$	40,103.00
Title V	\$	37,347.00
21st CCLC (7/04-6/05)	\$	208,847.00
Carl Perkins (Secondary Sch Imp)	\$	89,738.00
Nutrition	\$	3,269,043.00
Summer School	\$	236,000.00
Head Start/Bright Beginnings	\$	1,524,451.00
<b>TOTAL</b>	<b>\$</b>	<b>10,430,659.00</b>
Cost per current classroom - State and federal programs...	\$	29,887
Cost per student - State and federal programs... <i>(No increase reflected)</i>	\$	1,667

	Ks At Risk Funds	\$	1,320,532
	Bilingual Funds	\$	1,396,088
<b>Total</b>		<b>\$</b>	<b>13,147,279</b>

# Dodge City Public Schools

Unified School District 443

## Cost to Educate

January 20, 2005

8-29

### Additional Assumptions

Current funding, including State and federal programs, has resulted in approximately **46%** of the district's students attaining proficiency, as evidenced by Kansas Assessments. It would stand to reason that, with additional funding, the pupil/teacher ratio could be reduced to meet the needs of the at-risk and bilingual learners, staff development could be enhanced and instructional strategies and materials improved, thus increasing the percentage of students attaining proficiency.

### Academic Proficiency on Kansas Reading and Mathematics Assessments

	<u>Reading</u>	<u>Math</u>	<u>Average % Proficient</u>
Percent Proficient - All Students	55.9%	45.2%	<b>51%</b>
Percent Proficient - Free/Reduced	50.5%	38.6%	<b>45%</b>
Percent Proficient - Bilingual	47.0%	40.6%	<b>44%</b>
			<hr/>
	<b>Average % Proficient</b>		<b>46%</b>

**Testimony in Reference to Senate Bills 244, 245 and 246  
for Senate Education Committee  
Wednesday, February 16, 2005  
Fred Kaufman, Superintendent  
Unified School District No. 489, Hays**

**School Finance**

I am here to testify on behalf of U.S.D. 489 and Schools for Fair Funding. Schools for Fair Funding is an organization representing 50,000 school children in Kansas.

It has long been our position, and this position has now been upheld by the Kansas Supreme Court, that more funding was required and that there needed to be an equitable distribution of funding based on cost.

There is nothing in this proposed legislation that addresses either problem.

The proposed increases, in a historic perspective, are not inflationary. There is no funding provision beyond the first year. We have a problem that exists now—how can a phase-in solution be acceptable? Clearly, the requirement for additional funding is not met by this legislation.

By putting more money into what is essentially the same formula, and not addressing the inequities, we make the problem with the distribution formula worse.

\$100 on the base is more than \$200 for some districts. Raising the lid on Local Option Budgets increases funding inequities.

No effort has been made to address the clear inequities in capital outlay.

We have two problems. Education is underfunded and existing funding is not distributed appropriately. The proposed legislation doesn't address either problem.

*Senate Education Committee  
2-16-05  
Attachment 9*

**TESTIMONY OF TRISTAN DUNCAN FROM SHAWNEE MISSION, KANSAS  
REGARING SUGGESTIONS FOR IMPROVEMENT OF SENATE BILLS 246, 244 AND  
245 CONCERNING K-12 SCHOOL FINANCE/2-16-05.**

The current "Senate Republican School Finance Plan/Senate Bills 246, 244, 245/The Morris Plan", while an excellent start, still will not adequately fund the needs of the Shawnee Mission School District ("SMSD"). The focus of the Bullock decision and the Supreme Court Decision was the inequity in funding for at risk, bilingual and special education children. The inequities facing average students or regular children were not really addressed. However, it is important for this Committee to be aware of the unique challenges facing the SMSD, and other Districts similarly situated, who are faced with declining enrollments and the resultant specific inequities facing SMSD children as a result of the existing formula. **The following 2 point plan identifies inequities not resolved in the current Senate Bills and outlines suggestions for improvement in the Bills to resolve the inequities:**

- a) **Declining Enrollments Cause Disparities in Funding Just As Deserving of A Remedy as Inadequate Funding for At Risk , Bilingual and Special Education Students; Declining Enrollments Hurt Average Kids and Special Needs Kids Alike.** The Salina and Dodge City plaintiffs argue that their size prevents them from receiving additional funds which smaller school districts receive in the form of the low enrollment weighting funds. This is inequitable and unfair, these plaintiffs argue, because they have a disproportionately higher percentage of more costly students without a corollary funding mechanism to satisfy the higher costs. **SMSD similarly does not receive funds in proportion to its needs. SMSD's declining enrollment reduces funds to the District while its costs continue.** Like the Salina and Dodge City Districts, there is no funding mechanism within the current formula to address this problem. As a consequence, the SMSD also has disproportionately higher costs with no funding mechanism available to satisfy the higher costs associated with declining enrollments. **THE REMEDY FOR THIS INEQUITY: include a declining enrollment weighting factor designed to address the loss of revenue associated with declining enrollments.**
  
- b) **The Average Child Is Hurt Under the State's Finance System Because the Base Rate Is Too Low; Therefore, The Finance Scheme Robs Peter to Pay Paul. Declining Enrollments Hurt Special Needs and Regular Kids Alike Because Both End Up in Larger Classrooms Causing Conditions Unfavorable to Improvement On Standarized Test Scores and Thereby Causing a larger Achievement Gap--the very issue concerning the Supreme Court and prompting it to conclude that the Finance Scheme was Unconstitutional.** Since the Formula does not compensate Districts 100% for the extra costs associated with paying for special needs students and since paying for these children is a federal and state mandate, this means that Districts are forced to take funds from their local budgets that would have been spent on regular classroom teachers and

Senate Education Committee  
2-16-05  
Attachment 10



related expenditures and reallocate those funds to special resource teachers and related expenditures for special needs students. The average child experiences the discrimination in the form of larger class sizes. Since the base rate is too low for the average student, the Formula robs Peter to pay Paul. Ironically, however, larger class sizes also adversely impact the special needs child. *Empirical studies have shown that smaller class sizes are the single most important means to increasing test scores for special needs kids and thereby close the achievement gap. (See Rand Corporation, D. Grissmer, July 2000 Study). Thus, the State's funding scheme ultimately also is irrational. What the formula gives with one hand, it takes away with the other hand.*

**THE REMEDY FOR THIS INEQUITY: Block Grants for schools with class sizes over 18-1 in the younger grades and 24-1 in the secondary grades. This remedy is equitable because it equally benefits special needs kids and regular kids alike. It is a remedy that does not force a competition for funds.**

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TESTIMONY TO THE  
SENATE EDUCATION COMMITTEE  
February 16, 2005  
BY CAL KLEINMANN, GREATER KANSAS CITY CHAMBER OF COMMERCE  
KANSAS STATE AFFAIRS CHAIRMAN

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Chairman Schodorf and Honorable Senators and Representatives:

I am appearing today, as chairman of the Kansas State Affairs Committee of the Greater Kansas City Chamber of Commerce, to present a different business perspective on school finance. The Greater Kansas City Chamber represents over 3,000 Kansas businesses and their owners, their employees, and their children.

I am here neither to promote a particular formula, such as that contained in SB 246, nor to oppose a particular formula, but rather to make it clear that our group believes the current formula contains several features, which over time have caused it to operate in an unfair manner. It is a flawed formula that cries out to be replaced as soon as possible. We realize this is not possible in the current State fiscal crisis, unless there are significant revenue enhancements.

Our organization supports appropriate revenue enhancements, which do not unfairly burden business, so long as the additional revenues are expended for the dual purposes of *making investments in economic development* and of *increasing funds for public education* from pre-Kindergarten through higher education, which is also an investment in economic development.

I am sure I do not need to remind you that both K-12 and higher education have fared poorly in recent years. K-12 education is funded at a level below what was funded in 2002. The failure to keep pace with inflation has had a serious, negative impact on our schools. This can be well documented.

Why do we feel it is important to Kansas businesses that we have a system, which obligates our State *to preserve its reputation for excellent public schools*? We, in the metropolitan Kansas City area, feel this is one of the key factors that have contributed to our phenomenal economic growth on the Kansas side and have funded needs throughout the State. There is no doubt that many businesses have located on the Kansas side of Kansas City for the *compelling reasons* that we have a well educated work force and so that the children of their employees would have access to some of the finest public schools in the country.

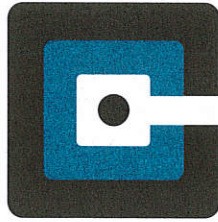
Having said this, all Kansas schools are experiencing difficulties after four years of stagnant funding at the State level. We believe the features of the new formula, which should be addressed as soon as possible, are the following:

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1. The formula should equalize the necessary resources available in each school district in order to achieve adequate funding for students in all districts. You will note we are talking about equalizing resources available, not putting districts in a straight jacket regarding what they can raise and what they can spend.
2. The formula should permit reasonable local funding choices by individual school districts, if they should choose to enhance the State's adequate funding level.
3. The formula should be amended so that the "*at risk*" *definition and weightings* will be based upon the needs of actual students at risk and not the current, artificial formula, and "*special education*" *weightings* should be based upon the actual expenses, which are associated with meeting the needs of special education students. All students, *who are performing significantly below grade level*, need intensive and costly intervention, without regard to their income level. And, finally,
4. The formula should be changed so that local districts should receive no less funding than they currently receive, unless it is due to declining enrollment.

Thank you for your time and consideration. I would be happy to answer any questions now or at a later time.

ELIZABETH T. SOLBERG  
CHAIR



JEWEL D. SCOTT  
EXECUTIVE DIRECTOR

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**TESTIMONY OF KATHERINE S. RIVARD  
ASSOCIATE DIRECTOR  
CIVIC COUNCIL OF GREATER KANSAS CITY**

**REGARDING SENATE BILL 246  
AMENDMENTS TO THE SCHOOL DISTRICT  
FINANCE AND QUALITY PERFORMANCE ACT**

**SUBMITTED TO THE SENATE EDUCATION COMMITTEE  
JEAN KURTIS SCHODORF, CHAIR  
WEDNESDAY, FEBRUARY 16, 2005**

**CHAIRMAN SCHODORF AND MEMBERS OF THE COMMITTEE:**

My name is Katherine Rivard. I am the Associate Director of the Civic Council of Greater Kansas City, a membership organization of the chief executive officers of 80 or so of the larger companies in the Kansas City metropolitan area.

I am here today on behalf of the Civic Council to share with you our position on improving funding for Kansas public schools.

The CEOs who lead our member companies have long held the belief that a quality education for all children is critical to the success of the students and critical to the success of the Greater Kansas City region and the State of Kansas. The Civic Council has a P-12 Education Committee chaired by David F. Oliver, Managing Partner, Berkowitz, Stanton, Brandt, Williams & Shaw. This committee has a "Kansas P-12 Advocacy Team" whose members include Mr. Oliver, Robert Regnier, President, Bank of Blue Valley, Mark Jorgenson, Regional Chairman, U.S. Bank, Brian Gardner, General Counsel, Hallmark Cards, Inc., Paul DeBruce, CEO, DeBruce Grain, Stuart Lang, President & CEO, First National Bank, William Nelson, Chairman, George K. Baum Asset Management, Scott Smith, President, HNTB Corporation, and Elizabeth Solberg, Regional President, Fleishman-Hillard, Inc., and the Chair of the Civic Council. I am representing the members of the P-12 Education Committee and the Kansas Advocacy Team of the Civic Council with these remarks today.

The Civic Council has believed for a number of years that the funding formula for public education in Kansas needs revising. We are extremely pleased that the legislature has stated its desire to improve the formula as well, and we appreciate the opportunity to comment on the review process.

I have attached to my testimony today a document recently approved by our Board of Directors titled, "2005 Civic Council Negotiating Principles for a Foundation Formula in Kansas." This document represents the position of the Civic Council with regard to various aspects of the funding formula. I will focus my remarks on the areas where the Civic Council position supports SB 246.

We view SB 246 as a strong first step toward addressing the complex issues related to the funding formula. Specifically, we support SB 246 in the following areas:

- SB 246 would provide an annual increase in Basic State Aid Per Pupil (BSAPP) over three years. Civic Council would take the legislation one step further by supporting an increase in BSAPP until adequate funding for the state's public school system is achieved. We believe adequacy should be defined by the needs of the students in each school district.
- SB 246 would increase support for Special Education, Bilingual Education, and At-Risk Students. The Civic Council supports a formula that is responsive to the needs of all of the state's children by providing adequate resources for these programs. We also would encourage your consideration of adding reduced lunch children to the definition of at-risk.
- SB 246 would increase the maximum amount of Local Option Budgets (LOB) from the current limit of 25% of school district general fund budgets to 30% within three years. Civic Council supports allowing local districts to raise additional funds to satisfy local interests above and beyond the targeted level of state funding.



There are several areas contained within the Civic Council principles statement that SB 246 does not address; however, SB 246 is a strong place to start the development of a new formula. Civic Council would propose designating a portion of the future growth of Kansas state general revenue per annum to the foundation formula. We also would include a cost of living factor in the annual calculation that reflects not only factors such as housing costs but also the competitive market for hiring teachers and other critical personnel. This would be more realistic than only housing costs in that it acknowledges that labor markets may be broader than a single school district or county. We would also support including funds for 3 and 4-year-old pre-school and before- and after-school programs as required by those student populations. We know that children who start kindergarten ready to learn have a much greater chance of success than those who are behind from the beginning. We also know that extra hours before and after school can shore up the learning of students and provide constructive, supervised learning that can enhance the chances of success for at-risk and special needs students.

Why does this matter to us, and why does it matter to you and your constituents, many of whom are employees and shareholders in Civic Council companies?

Civic Council believes the future of Kansas and the Midwest will be tied to their ability to compete in an economy that is increasingly education oriented and global in nature. Our competition is not between Kansas City and Wichita, or even Kansas and the other midwestern states. We increasingly compete with the European Union, China, Singapore, and other regions and countries that are investing at high levels in creating highly educated workforces.

That is why, despite the tough decisions that must be made as the state looks at its budget, it is important to continue the investment in education in Kansas. It is also important to understand the short- and the long-term benefits to be derived from that investment.

We have all worried about the state's ability to attract and retain young, talented workers and their families and the jobs young, well-educated people seek. Building the quality of the Kansas P-12 education system will provide outstanding opportunities for the best and brightest young people in Kansas to stay in Kansas for their education, and to find jobs in Kansas when they graduate. It will also empower students with the skills to make good life decisions and to evaluate the many choices, both good and bad that present themselves to our children today.

Finally, we believe an increased investment in public P-12 education will create an environment that develops and attracts innovative new business opportunities and that provides the talented worker pool needed by the many fine businesses already established in Kansas.

To summarize, your investment in P-12 education is not only about what is right for the children of this state, but is also a good business investment. It is about building a 21<sup>st</sup> Century economy for Kansas and ensuring that young Kansans have access to post-secondary education and job opportunities.

We believe Senate Bill 246 is the right first step at a critical time, and creates an opportunity for the Kansas Legislature to leave a legacy that will benefit Kansans for generations to come.

## 2005 CIVIC COUNCIL NEGOTIATING PRINCIPLES FOR A FOUNDATION FORMULA IN KANSAS

The Civic Council of Greater Kansas City believes that a high quality, adequately and equitably funded, accessible and accountable early childhood through post-graduate public education system provides the foundation for a competitive economy, an attractive quality of life and a strong and vibrant democracy. The Civic Council supports the concept of local control, but within the context of a strong statewide system of accountability that is tied to the funding of public education. The Civic Council would support appropriate revenue enhancements for education that distribute these revenues in a fair and equitable manner.

**In Kansas, the Civic Council supports the following criteria for a state foundation formula for public education:**

- The formula adequately and equitably funds a “suitable” P-12 education according to a student need based model. The definition of “suitable” includes the knowledge and skills necessary for a student to attend and successfully complete post-secondary education and/or training that prepares them for productive work and good citizenship in the 21<sup>st</sup> century economy. Such calculations also should include the services and programs that all students need to be successful. The adoption of a formula should not result in any district receiving less funding than it currently receives;
- The formula is responsive to the needs of the state’s children by providing adequate resources for programs that assist at-risk students and those with special needs and limited English proficiency. Weightings for at-risk and special education programming would be based on the actual expenses of meeting the needs of the impacted students;
- The formula, through base cost calculations, includes funds for all-day kindergarten, and in the multiplier for special education, ESL (English as a Second Language) and at-risk students includes funds for 3 and 4-year-old pre-school, and before- and after-school programs as required for those student populations;
- The formula increases base cost per pupil over the current figure and progressively increases that amount in each succeeding year in order to accomplish adequate funding for the state’s public school districts to ensure that the requirements of the No Child Left Behind Act are achieved;
- The formula allows local districts to raise additional funds to satisfy local interests above and beyond the targeted level of state funding;
- The formula is linked to existing accountability standards;
- A portion of the future growth of Kansas state general revenue per annum is designated to fund the foundation formula;
- The formula establishes a timeframe by which it would be reviewed and renewed by the legislature; and
- The formula includes a cost of living factor.

TESTIMONY

Senate Education Committee

Mr. Marvin R. Estes

Superintendent

Winfield Public Schools

USD 465

Good Afternoon, and thank you for this opportunity to address the Senate Education Committee. I have brought with me today two documents. One is a text of my testimony and the other is an article in our local newspaper, the Winfield Daily Courier. The article is a report to the public about the excellent array of vocational programs that are offered in the Winfield Public Schools. I invite you to read that information so that my testimony will have increased significance and meaning.

On behalf of my community, I would like to say thank you, in part, for what we have received in the way of school funding. There are some positive things about school funding in Kansas and we have been the recipients of state aide for new facilities and that is very much appreciated. Also, we stand to be the beneficiaries of the weighted funding for new facilities and for that we are also most grateful.

I wish to express to Senator Goodwin my appreciation for her excellent support of public education and her support and involvement in the Winfield schools. In being here to testify, I in no way wish to embarrass her nor do I wish to indicate that her support of our schools is anything less than outstanding.

The Winfield community is very proud of its education system and especially of its students and their accomplishments. We are here today in Topeka to testify, to participate in the Governmental Relations Seminar, and to proudly allow our Winfield Middle School students to demonstrate their Gen Y program in the capitol rotunda. We have many such high quality programs of which to be very proud and many of them are the vocational programs in which our students learn to apply the knowledge they receive in the more traditional classrooms.

I am here today in an attempt to convince this committee to rethink its proposal to move protected vocational funding from a state responsibility, to an unprotected local funding responsibility.

My district is struggling! We have lost 7% of our student population over the past four years, we have been at the maximum LOB funding of 25% for the past four years, and we have had no increase in the BSAPP in fact, we have lost \$27 per student over the same period of time.

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We have reduced money on utilities by removing bulbs from hallway light fixtures, we have turned down thermostats in all buildings in winter and up in summer, we can no longer afford to purchase new buses but only used ones, we have closed one school and are discussing closing two more, we have abandoned our after school program. we have cut instructional budgets, we have frozen salaries for this year except for a 4% increase in health insurance, we have increased student fees (except for free or reduced lunch children), we have not purchased new textbooks for four years, we now purchase used computers for district use and only for necessary replacements, we have reduced personnel through attrition and cuts, and our salaries are at or near the very bottom for beginning teachers, support staff, and administrators in our league and county. This year, we are prepared to cut more support staff positions, cut more programs, and hope that we can meet the added expenses of utilities, insurance, fuels, and other operational costs. Salary increases are possible only with the influx of new money. Even if the community wanted to put more money into employee salaries, it could not, because there is no means to move money into the general fund or LOB without legislative help. A sales tax addition is out of the question for my district and county.

I give you this information not to complain, for many of our sister districts are struggling. I give you this information so that you understand the background from which this testimony and the testimony of my colleagues is presented.

We have tried to stay positive in the Winfield district and have promoted school programs and formed vocational partnerships with community industries and businesses. They have been great in their response but their generous donations could not and should not fully fund school programs. Considering this proposal, current vocational programs will be reduced and weakened without protected and targeted state funding.

Before you reach your final decision on this proposal, please consider the following ideas and concerns:

Does it make sense to invite the best and brightest students who are the products of beginning, middle or advanced vocational programs to the state capitol rotunda to proudly promote such knowledge and skills while we talk of eliminating the state-protected funding support for those programs?

Does it make sense to propose more money for at-risk students in one part of the proposal and remove protected state funding for the very programs that keep many at-risk students interested in coming to school in another part of the proposal?

Does it make sense to eliminate the protected funding for vocational programs when the Kansas Constitution calls for the legislature to "provide for the intellectual, educational, **vocational** and scientific improvement in public schools;" Is it the intent of this proposal to suggest that the legislature abdicate its constitutional responsibilities to local boards of education?

Does it make sense to establish a funding system that allows wealthier districts to fund ample, quality vocational programs, while forcing financially struggling districts such as mine to limit

vocational opportunities for students? Is it your interpretation of the Kansas Supreme Court decision that there should be created exacerbated inequities among schools?

According to the draft release of your proposal, vocational weighting for the entire state is 30.2 million dollars. That represents about 11/1000 of the state's total K-12 education budget. Is the savings realized worth withdrawing protected support for vocational programs? What was the rationale behind removing the protected funding for the vocational programs? We will not be able to fund our vocational programs with unprotected local funds. The money will be negotiated away for badly needed salary improvement, and without protected funding, older equipment will prevail and slowly, our quality vocational programs will be dismantled, abandoned, or eliminated.

I ask you to go to the rotunda and visit the exhibits. Talk to the students and notice the excitement with which they proudly explain their exhibits to you. Such is the effect of vocational programs on many students in our public schools. Indeed, it may be the main reason why even the brightest students remain in school. I believe such programs should be available to every student in Kansas, and the funding for such programs be protected by the state.

I sincerely ask that you consider removing the loss of vocational weighted funding from this proposal.

Thank you for the opportunity to be here today and to share my concerns.





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# OLATHE NORTHWEST

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## HIGH SCHOOL

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February 16, 2005

Senate Education Committee  
Senate Bill 246

Chairman Shodorf and Members of the Committee:

Thank you for providing the opportunity for me to address proposed Senate Bill 246, and to speak in opposition to the proposal that career and technical education weighted funding be eliminated. I recognize the difficult task before you to increase the funding needed to provide a quality education for Kansas youth while being sensitive to the ability of our taxpayers to provide the tax dollars needed. I do not come before you as an expert on school finance formulas. That is your responsibility, and I respect that challenge. But I do come before you as an educator who has committed 27 years to serving career and tech ed. students, students who dream of the successful future in the workplace and within their homes.

I commend you for efforts to increase funding for at-risk students, bi-lingual students, and students with special learning needs. For the past 12 years, I have run a program to keep at-risk teen parents in school, and I've seen first-hand what a tremendous influence the school community can have in preventing these young parents from dropping out of school. I am working with an ever-increasing number of Hispanics students, and feel the need for additional resources in order to bridge the communication gap. I sat in a Department Chair meeting just yesterday morning, strategizing with teachers in our Special Education Department for ways to improve the assessment scores for our learning disabled students, and can see the urgent need to fund greater resources for these special students.

But my quest to speak before you today is in regards to the proposal to eliminate vocational weighted funding, and why Kansas career and technical education teachers are so disheartened with this strategy for education finance reform. I am a family and consumer sciences teacher, and for those who haven't been a high school classroom for more than 10 years, you may discount me as a "home ec. teacher." But I stand before you today as a teacher who knows what a great influence our family and consumer sciences program has had in serving the needs of a wide variety of students; young adults who are preparing to enter the workforce in the near future. And as a department chair and district curriculum facilitator, I know how important and necessary the additional funding is in order to meet those career training needs. Please allow me to share a few snapshots from my classroom, so you may better understand why we ask that weighted funding NOT be removed from the education finance formula.

1) How has the additional funding been used to support family and consumer sciences education? (Please see front page of Kansas City Star, February 15 edition, "Schools' career classes under the budget knife")

- ◆ Support ongoing professional training for FACS staff
  - Culinary workshops at Johnson & Wales University; Prostart and ServStart
  - NOAPPP Conference – Adolescent Parent Programs
  - Fashion Merchandising - retail markets in New York and Dallas

Dr. Gwen Poss, Principal



- ◆ Site licenses for personal finance software used in On Your Own (consumer education) and computer-aided drafting software for use in Interior Design
  - Academic integration: math
  - Career training: business and financial industry; interior design
  - Family focus: management of personal finances
  
- ◆ Computerized infant simulators, human anatomy models, empathy belly model, preschool lab equipment used in Parenting Skills and Early Childhood Careers
  - Academic integration: science
  - Career training: pediatrics, child development, human services
  - Family focus: healthy families
  
- ◆ Weight scales, food safety thermometers, body fat analyzers used in Nutrition and Fitness
  - Academic integration: science
  - Career training: food scientists, dietetics, health and medicine
  - Family focus: personal wellness
  
- ◆ Fashion merchandising window display equipment
  - Academic integration: visual arts
  - Career training: retail industry, fashion merchandising
  
- ◆ Digital cameras used to document mock interviews; upload to web site
  - Academic integration: technology application, Photo Shop & Dreamweaver software
  - Career training: marketing and sales, e-communications, career prep

2) Strong interest in careers related to family and consumer sciences

- ◆ 60% increase in FACS enrollment in just one year at Olathe Northwest HS
- ◆ KSU reports 49% increase in students seeking degrees in College of Human Ecology in past five year;
- ◆ strong interest in B.S. degree in FACS Education
- ◆ Student responses from end-of semester survey:

*“This class was a good opportunity to have a ‘test run’ of practical skills before leaving home for college. The mock interviews we completed were especially helpful to me in preparation for my future career.”*

*“I gained very helpful knowledge from this course on things such as credit, banking services, and preparing meals on a budget.”*

*“This class was a cheat sheet for our future.”*

*“...she taught me things I would never have learned anywhere else.”*

*“The class will help me out with my progress in the future with college and jobs.”*

*"Even though I never pay attention to any classes, I actually learned a lot in this class. I especially like the fact that I now know how to act in a business environment."*

*"....this class changed my life....."*

3) Career and technical education courses meet the needs of all students.

Student case studies:

Megan and David (classmates): one a National Merit Scholar who has applied to Princeton; the other a special needs student struggling to realize his dream to move out and become an independent adult; both of which told me how much they learned in the FACS courses that met their needs for the future

Melissa: troubled personal life; parents' request for a FACS teacher's influence; identified her creative talents in interior design; 2 years training in interior design, currently holding OJT internship with Bassett Furniture; enrolled at JCCC in Interior Design this fall

Brian: bright student; involved in many high school leadership activities; learning how to write resumes and cover letters, mock interviews, involved in a FACS classroom that embraces technology to the same degree as any other program area in our school; majoring in business administration next year at University of Kansas

Christie: teen mother; high risk for dropping out senior year; FACS courses provided career interest that reinforced desire to finish high school; seven years later has become a FACS teacher; has said she "wanted to give back to the program that had done so much for her..."

I encourage you to visit the Family and Consumer Sciences department in your hometown community before making a final decision about removing weighted vocational funding. My classroom door is open to you at any time. I believe it will be most evident how relevant and vital our program area is in preparing students to be productive citizens in our Kansas economy. Weighted vocational funding is a critically important factor in our ability to continue providing top-quality education. On behalf of all career and technical education teachers, I ask that you be very thoughtful about the negative impact the removal of weighted funding will have on programs that truly make a difference in the our students' future.

Testimony submitted by:

Nancy Reed McRoberts  
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Family and Consumer Sciences  
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1997 Kansas Teacher of the Year  
1997 Milken National Educator Award recipient  
2000 Kansas State University Alumni Fellow

Posted on Tue, Feb. 15, 2005

## Schools' career classes under the budget knife

By MELODEE HALL BLOBAUM

The Kansas City Star

**A**ndrew Olsen is the epitome of today's vocational education student.

The Olathe North High School junior will be ready to step into a commercial kitchen once he completes his school's two-year culinary arts program. But he's more likely to make a stop at a postsecondary school on the way to achieving his dream of becoming a professional chef and restaurant owner.

"There's nothing to compare to this," he said as he made chocolates one morning last week. "It's what I plan to do for the rest of my life."

But Olsen is worried about the future of programs like the one in which he's enrolled. Both Kansas and federal lawmakers are considering cuts in funding for vocational education as they search for additional money to help meet new academic achievement requirements.

In the budget he unveiled last week, President Bush proposed eliminating federal grants for vocational education that this year sent about \$26.3 million to Missouri schools and \$7.1 million to Kansas schools. Other federal education programs are on the chopping block as well.

Department of Education spokesman Ed Walsh said the move would shift dollars to the president's high school initiative and would allow states to use money wherever it's needed most, rather than tying it strictly to vocational education or other programs.

In Kansas, some lawmakers working on a court-ordered revamp of the state's school funding formula also have proposed reducing vocational education funding.

A Senate Education Committee plan released last week would shift dollars currently spent on vocational education into base student aid. A House Select Education Committee plan, also released last week, would reduce the funds sent to districts specifically for vocational education by two-thirds.

False perceptions of vocational education may be one reason the programs are an attractive target for budget cutters, said Kimberly Green, executive director of the National Association of State Directors of Career Technical Education. Some lawmakers, for example, may assume that vocational students aren't making the grade academically.

In reality, she said, many career and technical education students score well on state assessments. In Arizona, for example, she said some career and technical students were outperforming their academic peers, and most were at least equaling the average scores of their schools.

Vocational education gives some students a place to refine their academic skills, said Larry Englebrick, assistant superintendent for business for the Kansas City, Kan., School District.

"For many students, the vocational area is where they apply the math skills that they develop in math classes," he said.

Vocational education may suffer from an outdated image of home economics or shop classes for students who aren't college-bound, Green said.

Both the range of programs and career destinations of students enrolled in them belie that image.

Kansas has more than 1,500 approved vocational education programs. Nearly 400 prepare students for trades such as carpentry, welding or drafting. The next-biggest group falls under the category of business and computer technology, ranging from Web page design to secretarial work.

Other categories include technology education, with programs like pre-engineering, production technology or communications technology, family and consumer sciences, and agriculture.

In Greg Krenke's landscape management program at Olathe North, students experimented last semester with the effects of differing amounts of water and fertilizer on plant growth. This semester, they will apply that to the 50,000 plants they hope to grow and sell.

But Krenke's students aren't just learning to grow plants; they're also learning how to grow a business.

Krenke uses a computer program that presents students with landscaping assignments intended to use their horticultural knowledge. But the program also introduces workplace skills such as the use of e-mail in a business setting and getting along with unreliable co-workers.

Some graduates of vocational education programs enter the work force immediately, while others pursue higher education, said Linda Oborny, the Kansas Department of Education's assistant director for state and federal programs.

A 2000 study by the Center on Education Policy and American Youth Policy Forum found that vocational education students enter postsecondary education at about the same rate as all high school graduates.

In many cases, districts have articulated agreements with postsecondary schools, through which the students begin their studies in high school and finish the preparation in college.

Steve Tatley, the culinary arts instructor at Olathe North, said the agreements could send his students to programs like the one at Johnson County Community College or to programs like that at the University of Nevada, Las Vegas.

Tatley's students also qualify for financial aid in the postsecondary programs, he said, ranging from \$500 grants to full-ride scholarships.

That's huge for students like Olsen.

"I'm getting college credit for classes I take at the high school level," he said. "It takes money for college, and we can get scholarships to help."

It's difficult to say how many students are enrolled in vocational education classes in Kansas and Missouri, because some students may take more than one class at a time. However, in 2002-03 in Kansas, 181,016 students were

enrolled in some type of career education class, according to the state's education department Web site. In Missouri that year, the latest for which numbers were available, 257,639 students were enrolled in such classes.

Not every state has pinned a bull's-eye on vocational funding. California Gov. Arnold Schwarzenegger called for expanding vocational education programs in his state.

Andy Martin, director of finance for the Missouri Division of Career Education, said Missouri helps fund vocational education through a series of grants that reimburse districts for expenses such as salaries, equipment and the types of programs offered. The General Assembly has been hands-off with career education so far this session, he said.

Green said this is the third year Bush has proposed eliminating the Perkins grants for vocational education, which she said is the largest federal investment in high schools. She said, however, that both the U.S. Senate and House had introduced bills reauthorizing the Perkins grants before the president presented his budget.

The federal funds are available to approved programs and outline specific directions for their use. A formula developed by the federal government determines each school's allocation. Even if cuts are made, local administrators said it's unlikely that their districts will eliminate vocational education programs.

Tim Rooney, manager of budget and finance for the Shawnee Mission School District, said it is likely the district would find a way to continue its vocational education programs, possibly by using funds from the general operating budget.

Gary George, Olathe's assistant superintendent for management services, said such programs meet a critical need to provide skilled labor for employers.

"If we want to have workers prepared for the work force, we have to start somewhere," he said. "These are excellent programs that help tremendous numbers of students. The idea that kids go to shop class, take a hammer and beat on some metal, then get out of school is a tremendous misconception. These students are going on and continuing their education. And as they move into the work force, they'll be productive taxpaying members of society."



*PUBLIC POLICY STATEMENT*

SENATE COMMITTEE ON EDUCATION

Re: SB 246—School Finance; Three Year Plan.

**February 16, 2005**  
**Topeka, Kansas**

**Testimony provided by:**  
**Terry D. Holdren**  
**Local Policy Director**  
**KFB Governmental Relations**

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Chairwoman Schodorf, and members of the Senate Committee on Education, thank you for the opportunity to appear today. I am Terry Holdren and I serve as the Local Policy Director—Governmental Relations for Kansas Farm Bureau. As you know, KFB is the state's largest general farm organization representing more than 40,000 farm and ranch families across the state through our 105 county Farm Bureau Associations.

Our members have long supported a quality, and adequately funded system of education in Kansas. We have encouraged the development of agricultural education components and have assisted school districts across the state in implementing these programs in the classroom. And, we, like all other Kansas residents, have financially supported our elementary and secondary schools through a tax mix of income, sales, and property taxes, with the hope that the future of Kansas will continue to shine brightly.

*Senate Education Committee*  
*2-16-05*  
*Attachment 15*



James L. Menze  
Executive Director  
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M. Katharine Weickert  
Director of  
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UNITED SCHOOL ADMINISTRATORS

Kansas Association of  
Elementary  
School Principals  
(KAESP)

Kansas Association of  
Middle School  
Administrators  
(KAMSA)

Kansas Association of  
School Administrators  
(KASA)

Kansas Association of  
School Business  
Officials  
(KASBO)

Kansas Association for  
Supervision and  
Curriculum Development  
(KASCD)

Kansas Association of  
Special Education  
Administrators  
(KASEA)

Kansas Association of  
Secondary School  
Principals  
(KASSP)

Kansas Council of  
Career and Technical  
Education Administrators  
(KCCTEA)

Kansas School  
Public Relations  
Association  
(KanSPRA)

Feb. 16, 2005 – SB 246

**Madame Chair, Members of the Senate Education Committee**

While there are many positive concepts in SB 246, United School Administrators would like the committee to reassess a couple of items within the bill.

- **The BPP needs to be around \$5,100.**

Raising the base to this amount is necessary to insure retention of programs and adequate improvement in salaries for school personnel.

- **Vocational funding needs to stay at .5**

If vocational funding is eliminated or reduced drastically then vocational programs will vanish in the near future. We have wavered from vocation programs several times over the past 40 years to put more emphasis on “academics” only to move back when we observe the number of students left behind because of lack of vocational programs.

As a teacher and administrator for the past forty years, I have observed many fads including “New Math” and many efforts toward academic excellence. Some of our past practices have proven not to be appropriate in today’s world of education.

**I am proud of our present day teachers.** I have observed up close one school building where the teachers did not get any pay raises for this academic year—neither a raise in their base nor their normal increment for another year’s experience. While not seeing any financial appreciation, they are meeting for two hours weekly, outside of their normal school day. They are reading books and discussing ways to improve their school to **educate all students**. Two of these books are: ***Whatever It Takes*** by Rick DuFour and ***Failure Is Not An Option*** by Allen Blankstein.

Please note the titles, I encourage our legislators to **do whatever it takes as failure is not an option.**

Don Willson -- Governmental Relations --United School Administrators

Senate Education Commi



# Kansas City, Kansas Public Schools

Unified School District No. 500

**Senate Education Committee  
February 16, 2005**

## **Senate Bill 246**

As a lifelong resident of Kansas City and a new employee of USD 500, I am extremely proud of the nationally recognized achievements of our school district in the past few years. From an increase in state assessment scores and improvement in meeting No Child Left Behind markers, to lower drop out rates and higher graduation rates, District 500 is moving in a positive direction.

Nevertheless, the stark reality is that our scores are still near the bottom of the 301 USDs. Most other measurements of achievement are similarly low. The reasons are myriad and complex. Three of the more significant factors are: **1)** In Kansas and the rest of the country, large urban and suburban districts' special education populations often have multiple and more profound exceptionalities. Multiply handicapped students need the special medical and developmental services provided in large metro areas. Hundreds of these children are being educated in District 500. Successfully meeting this challenge is compromised by the fact that Kansas is currently funding only 81.7% of these excess costs for special education. In District 500, the state funds cover only 75% of our excess costs. **2)** Urban core districts in Kansas and around the US usually have the highest percentage of at risk students. In USD 500, 65% of our students qualify for free lunch!

This is the highest percentage of the 301 USDs.

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*Senate Education Committee  
2-16-05  
Attachment 17*

3) Students who do not speak English present obvious challenges. In 2000 in District 500, 15% of our students qualified for bilingual programs. In the past 5 years that percentage has doubled to 30%, one of the highest percentages in the state.

The Augenblicke & Myers study, the Kansas Department of Education study, and funding averages from the other fifty states indicate that Kansas funding in these three critical areas is inadequate. In the case of bilingual and at risk, current funding in Kansas is less than half the amount necessary to meet these students' educational needs.

How has the Kansas City District attempted to cope with these daunting challenges? We have been forced to transfer from the general fund ever increasing numbers of dollars to these three programs. The fact that USDs have not had an increase in base state aid since 2001 forces an urban core district such as Kansas City into the untenable position of dramatically increasing class size next year. Overcrowded classrooms, populated by students with exceptional needs, guarantees that the recent gains made by the Kansas City district will not be sustainable.

SB 246 addresses these three weights. Kansas City USD 500 appreciates this emphasis. We are disappointed, however, that thousands of Kansas children with challenging needs, will be asked to wait for an additional three years before funding reaches levels approaching national averages for these three categories.

We encourage the committee to consider fully funding Special Education, Bilingual and At Risk in the first year. Based on the January 3<sup>rd</sup> ruling, we feel this course of action has the best opportunity to meet with the Supreme Court's approval.

On behalf of the 19,000 students of the Kansas City School District, thank you for the opportunity to appear before the Senate Education Committee.

Bill Reardon  
USD 500





*Gary George, Asst. Supt.*

Olathe School District

Testimony provided by Dr. Gary George

February 16, 2005

### Senate Education Plan

To: Senate Education Committee

Senator Schodorf and members of the Senate Education Committee, it is a pleasure to submit written testimony regarding the Senate Education Plan. We would like to take this opportunity to commend you for your work on the Senate Education Plan. Thank you, as well, for the opportunity to submit this testimony.

#### **At-Risk Definition**

We support an expanded definition of At-Risk. We believe that we could use an unduplicated count of students who qualify for free lunch and those who score below the proficient level on state assessment tests.

#### **Bilingual**

We support increased bilingual funding.

#### **Special Education**

This program impacts every district in Kansas. The state reimbursement for the teacher unit should be much higher. We would recommend 90 percent of excess costs as a minimum. Additional funding would reduce general fund transfers to special education and make more funds available for other programs.

#### **Vocational Weighting**

Career and technical programs are extremely important in producing an educated, trained workforce. We have spent years developing excellent career/technical programs. Costs for these programs are greater.

- Pupil/teacher ratios for these "hand-on" activity classes must be smaller for safety consideration. These classes use equipment that can be dangerous if misused and require close supervision.
- Equipment and supply costs are far greater than in a traditional math, English or social science class.

Eliminating vocational weighting and moving the funds into the base makes the base a little better, but we will still have to pay for these programs at the local level. There will still

*Senate Education Committee  
2-16-05  
Attachment 18*



be paper work requirements. Districts will still have to provide these programs, but now without the funding. In our district, 74 percent of our 2003 career/technical program completers have gone on to further their education at colleges or universities.

### **Multi-year Plan**

We support a multi-year funding plan.

### **New Enrollment and Ancillary Weighting**

Both of these weightings are extremely important to our district. The Olathe district is growing rapidly. These funds are the only way we can keep up with the growth. The cost of staffing new buildings is enormous. This funding is only temporary and school districts must absorb it into future budgets. Ancillary funding is all local funding.

### **Revenues**

We are concerned with the lack of a clear revenue stream in years two and three of the plan. We all hope that state revenues will increase, but hope is a weak strategy. It is hard to build programs and negotiated salaries on hope.

### **LOB**

We are very supportive of an enhanced LOB. This positive step will help many school districts. We believe the local boards of education should be able to make the decision to increase the LOB without the protest provision.

### **Ongoing Audits**

Senate Bill 245 requires that a school district audit team be created within the division of post audit. We see this as unnecessary. Currently, the law requires that we have an annual external financial audit by a CPA firm. The Kansas State Department of Education audits special education, enrollment, weightings, the calendar, transportation, and the food service program annually. Vocational programs undergo a state and federal audit on a rotating cycle.

We have federal program reviews in our Head Start program and state and federal programs (Title I, II, III, IV, and V) periodically.

We believe that we already have extensive auditing and monitoring and that the cost of another audit would be considerable since this bill also permits the division of post audit to contract with others to perform audits. Senate Bill 245 creates more bureaucracy and cost and is unnecessary.



## COMMENTS ON SENATE SCHOOL FUNDING PLAN (Newton USD 373)

- An analysis of the impact of this plan on the 5 school districts in Harvey County is attached. I would expect a similar impact statewide. The plan does little to narrow the per pupil spending gap between low enrollment districts and mid-size districts. Even though Newton has a significant bilingual and at-risk population, it gains only \$194 in general fund per pupil budget authority in year one of the plan while Burrton, a district of 250 students, gains \$317 (see attachment 1, line 18). Only one of the 4 low enrollment districts gained less than Newton. Year 3 shows a similar pattern with the per pupil budget gap continuing to widen in 3 out of 4 districts and remain static in the other (see attachment 2).
- Moving funding from vocational weighting to the base has a negative impact on districts with extensive vocational-technical programs and favors smaller districts due to low enrollment weighting even though they may have minimal or no vocational programs. Newton USD 373 would receive over \$67,000 less (\$19 per student) in the first year by channeling vocational weighting into the base. Burrton, a small district also in Harvey County with low vocational enrollment, receives \$36 more per student (see attachment 1, line 23). While A&M did eliminate the vocational weighting, it also adjusted the low enrollment weighting so that smaller districts did not receive an added advantage. I believe we need to maintain the .5 vocational weighting because these programs are important in keeping many of our students in school and serve as an important tool for economic development in our community.
- We appreciate the increased weightings for bilingual and at-risk. However, we believe, and the A&M study found, that it costs more to educate those students in medium and large size districts due to the larger class sizes and increased number of those special students in each class. Therefore, the weighting should increase as district size increases.
- The increase in LOB authority is another troubling aspect of the plan. Those districts with greater property wealth and with higher personal income levels have historically found it easier to increase their LOB's for teacher salaries and other instructional amenities. This makes it more difficult for districts that do not have the ability or community support to increase their LOB's to compete for the best teachers and to provide the additional resources needed for their students to learn. We believe that a student's address should not determine the level of resources available for his/her education. If LOB's are to be increased, state aid for them should be 100% equalized.
- Another concern about increasing the LOB percentage is the question of new facilities weighting. Will districts now have to go to the maximum LOB of 27% to be able to access new facilities weighting? Often the districts that need the weighting the most cannot access it because they do not have the property tax base or the personal income levels in their community to increase LOB mill levies.

Gary Jantz  
Senate Edu. Committee (Newton USD 373)  
2-16-05 Attachment 19

**IMPACT OF SENATE PLAN ON HARVEY COUNTY DISTRICTS-YEAR 1**

	Burrton		Sedgwick		Halstead		Hesston		Newton	
	2004-05	2005-06	2004-05	2005-06	2004-05	2005-06	2004-05	2005-06	2004-05	2005-06
1 Adjusted Enrollment	258.0	258.0	520.5	520.5	700.8	700.8	794.1	794.1	3,473.0	3,473.0
2 Low Enrollment/Correlation Wt	179.6	179.6	259.4	259.4	303.6	303.6	317.2	317.2	219.5	219.5
3 Bilingual Contact Hours	0.0	0.0	0.0	0.0	0.0	0.0	22.8	22.8	716.2	716.2
4 Bilingual Weighting	0.0	0.0	0.0	0.0	0.0	0.0	0.8	1.1	23.9	35.8
5 Vocational Contact Hours	45.8	0.0	161.3	0.0	198.5	0.0	103.0	0.0	833.9	0.0
6 Vocational Weighting	3.8	0.0	13.4	0.0	16.5	0.0	8.6	0.0	69.5	0.0
7 At-Risk Headcount	108	108.0	66.0	66.0	153.0	153.0	109.0	109.0	1,197.0	1,197.0
8 At-Risk Weighting	10.8	16.2	6.6	9.9	15.3	23.0	10.9	16.4	119.7	179.6
9 New Facilities Headcount	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
10 New Facilities Weighting	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
11 Transportation Weighting	13.0	13.0	12.4	12.4	59.5	59.5	18.8	18.8	47.4	47.4
12 Sp Ed State Aid	134,907	140,356	250,000	260,098	393,790	409,696	390,024	405,778	1,733,895	1,803,930
13 Sp Ed Weighting	34.9	35.0	64.7	64.9	101.9	102.2	101.0	101.2	448.8	450.1
14 Total Weighted FTE	500.1	501.8	877.0	867.1	1,197.6	1,189.1	1,251.4	1,248.8	4,401.8	4,405.4
15 Base State Aid Per Pupil	3,863	4,013	3,863	4,013	3,863	4,013	3,863	4,013	3,863	4,013
16 Total Gen Fund Budget	1,931,886	2,013,723	3,387,851	3,479,672	4,626,329	4,771,858	4,834,158	5,011,434	17,004,153	17,678,870
17 General Fund Budget/Pupil*	7,488	7,805	6,509	6,685	6,601	6,809	6,088	6,311	4,896	5,090
18 Gain in Budget Per Pupil		317		176		208		223		194

**Impact if Kept Vocational Weight and Increased Base by \$98 Instead of \$150**

19 Base		3,961		3,961		3,961		3,961		3,961
20 Total Weighting		506.0		881.3		1,206.8		1,258.6		4,480.2
21 Total General Fund Budget		2,004,403		3,490,690		4,780,263		4,985,486		17,746,163
22 Gen Fund Budget/Pupil*		7,769		6,706		6,821		6,278		5,110
23 Gain/Loss From Putting \$ into Voc Wt vs. Base		-36		21		12		-33		19

\*Budget Per Pupil was calculated by dividing the Total General Fund Budget by the Adjusted Enrollment in order to eliminate the effect of declining enrollment for comparison purposes. Adjusted enrollment was also kept the same for 2005-06 as it was for the current year for the same reason.

### IMPACT OF SENATE PLAN ON HARVEY COUNTY DISTRICTS-YEAR 3

	Burrton		Sedgwick		Halstead		Hesston		Newton	
	2004-05	2007-08	2004-05	2007-08	2004-05	2007-08	2004-05	2007-08	2004-05	2007-08
1 Adjusted Enrollment(with 4 yr at-risk)	258.0	258.0	520.5	520.5	700.8	700.8	794.1	794.1	3,473.0	3,473.0
2 Low Enrollment/Correlation Wt	179.6	179.6	259.4	259.4	303.6	303.6	317.2	317.2	219.5	219.5
3 Bilingual Contact Hours	0.0	0.0	0.0	0.0	0.0	0.0	22.8	22.8	716.2	716.2
4 Bilingual Weighting	0.0	0.0	0.0	0.0	0.0	0.0	0.8	1.5	23.9	47.7
5 Vocational Contact Hours	45.8	0.0	161.3	0.0	198.5	0.0	103.0	0.0	833.9	0.0
6 Vocational Weighting	3.8	0.0	13.4	0.0	16.5	0.0	8.6	0.0	69.5	0.0
7 At-Risk Headcount	108	108.0	66.0	66.0	153.0	153.0	109.0	109.0	1,197.0	1,197.0
8 At-Risk Weighting	10.8	27.0	6.6	16.5	15.3	38.3	10.9	27.3	119.7	299.3
9 New Facilities Headcount	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
10 New Facilities Weighting	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
11 Transportation Weighting	13.0	13.0	12.4	12.4	59.5	59.5	18.8	18.8	47.4	47.4
12 Sp Ed State Aid	134,907	151,915	250,000	281,518	393,790	443,435	390,024	439,195	1,733,895	1,952,489
13 Sp Ed Weighting	34.9	35.6	64.7	66.0	101.9	104.0	101.0	103.0	448.8	458.0
14 Total Weighted FTE	500.1	513.2	877.0	874.8	1,197.6	1,206.2	1,251.4	1,261.9	4,401.8	4,544.9
15 Base State Aid Per Pupil	3,863	4,263	3,863	4,263	3,863	4,263	3,863	4,263	3,863	4,263
16 Total Gen Fund Budget	1,931,886	2,187,772	3,387,851	3,729,272	4,626,329	5,142,031	4,834,158	5,379,480	17,004,153	19,374,909
17 General Fund Budget/Pupil*	7,488	8,480	6,509	7,165	6,601	7,337	6,088	6,774	4,896	5,579
18 Gain in Budget Per Pupil		992		656		736		687		683

#### Impact if Kept Vocational Weight and Increased Base by \$98 Instead of \$150 in Year 1

19 Base		4,211		4,211		4,211		4,211		4,211
20 Total Weighting		517.5		889.1		1,224.0		1,271.8		4,620.1
21 Total General Fund Budget		2,179,090		3,743,802		5,154,281		5,355,538		19,455,089
22 Gen Fund Budget/Pupil*		8,446		7,193		7,355		6,744		5,602
23 Gain/Loss From Putting \$ into Voc Wt vs. Base		-34		28		17		-30		23

\*Budget Per Pupil was calculated by dividing the Total General Fund Budget by the Adjusted Enrollment in order to eliminate the effect of declining enrollment for comparison purposes. Adjusted enrollment was also kept the same for 2007-08 as it was for the current year for the same reason.

TRANSFER LOCAL OPTION BUDGET TO THE GENERAL FUND  
POTENTIAL REVENUE

The average property tax rate in the local option budget is approximately 4.5 mills.

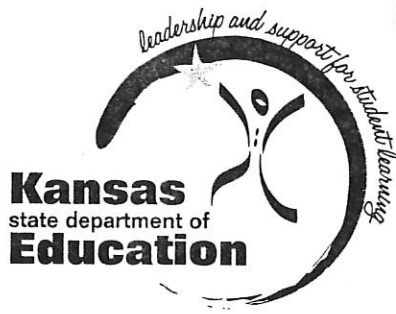
Property tax at 10 mills	\$ <sup>260,000,000</sup> 26,000,000
Reduction in LOB state aid (75% of total)	128,250,000
75 percent reduction in motor vehicle tax in LOB and transfer to general fund	37,500,000
.25 Increase in sales and use tax	95,700,000
2.5 percent income tax surcharge	57,750,000
TOTAL	\$ <del>345,200,000</del> 579,200.

CURRENT

LOB property tax	\$ 340,000,000
Motor vehicle tax	50,000,000
State aid	160,000,000
Miscellaneous revenue	23,000,000
TOTAL	\$ 573,000,000

h:\leg:Apple--Revenue for SF Plans

Senate Education Committee  
2-16-05  
Attachment 20



## Division of Fiscal and Administrative Services

785-296-3871  
785-296-0459 (fax)

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120 SE 10th Avenue • Topeka, KS 66612-1182 • (785) 296-6338 (TTY) • www.ksde.org

February 15, 2005

TO: Senator Pat Apple

FROM: Dale M. Dennis, Deputy  
Commissioner of Education

SUBJECT: Mill Levies

Attached you will find the 2004 mill levies for all school districts including the supplemental general fund.

Let me know if you have questions.

h:leg:Apple--2004 Mill Levies

*Senate Education Committee  
2-16-05  
Attachment 21*

**2004 Mill Levies  
for the 2004-2005 Academic School Year**

County Name District Name	District Number	General	Supp General	Capital Outlay	Bond & Interest	Other	Total	Recreation Comm
<b>ALLEN</b>								
Marmaton Valley	D0256	20.00	9.19	0.00	7.05	0.00	36.24	0.00
Iola	D0257	20.00	15.55	0.00	14.17	0.00	49.72	0.00
Humboldt	D0258	20.00	14.73	0.00	11.35	0.00	46.08	1.60
<b>ANDERSON</b>								
Garnett	D0365	20.00	13.43	3.67	7.79	0.00	44.89	0.00
Crest	D0479	20.00	8.10	0.00	0.00	0.00	28.10	0.00
<b>ATCHISON</b>								
Atchison Co. Community	D0377	20.00	10.21	0.00	0.00	0.00	30.21	0.00
Atchison Public Schools	D0409	20.00	15.54	3.34	14.80	0.00	53.68	3.21
<b>BARBER</b>								
Barber County North	D0254	20.00	10.01	2.95	7.14	0.00	40.10	1.32
South Barber	D0255	20.00	11.34	4.00	0.00	0.00	35.34	1.49
<b>BARTON</b>								
Clafin	D0354	20.00	12.68	4.00	3.19	0.00	39.87	1.00
Ellinwood Public Schools	D0355	20.00	12.91	0.00	18.24	0.00	51.15	0.00
Great Bend	D0428	20.00	13.19	3.99	10.08	0.00	47.26	5.98
Hoisington	D0431	20.00	20.22	0.00	21.07	0.00	61.29	2.34
<b>BOURBON</b>								
Fort Scott	D0234	20.00	12.02	0.99	8.86	0.00	41.87	2.63
Uniontown	D0235	20.00	12.01	0.00	4.70	0.00	36.71	0.00
<b>BROWN</b>								
Hiawatha	D0415	20.00	14.93	4.00	8.01	0.00	46.94	0.00
South Brown County	D0430	20.00	23.32	0.00	10.84	0.00	54.16	0.00
<b>BUTLER</b>								
Bluestem	D0205	20.00	12.97	4.00	13.84	0.00	50.81	0.00
Remington-Whitewater	D0206	20.00	17.55	4.00	0.00	0.00	41.55	0.00
Circle	D0375	20.00	13.71	4.00	12.59	0.00	50.30	0.00
Andover	D0385	20.00	13.19	7.00	19.78	0.00	59.97	0.00
Rose Hill Public Schools	D0394	20.00	14.43	4.00	18.78	0.00	57.21	3.29
Douglass Public Schools	D0396	20.00	16.58	4.00	14.35	0.00	54.93	1.00
Augusta	D0402	20.00	16.36	4.00	12.61	1.00	53.97	0.00
El Dorado	D0490	20.00	15.01	5.00	3.52	0.00	43.53	0.00
Flinthills	D0492	20.00	14.34	4.00	19.96	0.00	58.30	0.00



**2004 Mill Levies  
for the 2004-2005 Academic School Year**

County Name District Name	District Number	General	Supp General	Capital Outlay	Bond & Interest	Other	Total	Recreation Comm
<b>CHASE</b>								
Chase County	D0284	20.00	14.36	3.98	5.09	0.00	43.43	1.00
<b>CHAUTAUQUA</b>								
Cedar Vale	D0285	20.00	4.04	0.00	0.00	0.00	24.04	1.00
Chautauqua Co. Comm.	D0286	20.00	7.22	4.00	0.00	0.00	31.22	1.00
<b>CHEROKEE</b>								
Riverton	D0404	20.00	15.12	3.98	2.08	0.00	41.18	0.00
Columbus	D0493	20.00	19.96	7.98	0.00	0.00	47.94	0.00
Galena	D0499	20.00	22.61	0.99	5.72	0.99	50.31	0.00
Baxter Springs	D0508	20.00	18.89	0.00	0.00	0.00	38.89	0.00
<b>CHEYENNE</b>								
Cheylin	D0103	20.00	9.35	4.00	0.00	0.00	33.35	1.50
St. Francis Comm. Schools	D0297	20.00	9.30	4.00	0.00	0.00	33.30	1.00
<b>CLARK</b>								
Minneola	D0219	20.00	20.02	4.00	14.55	0.00	58.57	0.96
Ashland	D0220	20.00	13.97	4.00	0.00	0.00	37.97	0.88
<b>CLAY</b>								
Clay Center	D0379	20.00	16.86	0.00	6.26	0.00	43.12	0.00
<b>CLOUD</b>								
Concordia	D0333	20.00	15.04	3.98	7.04	0.20	46.26	0.00
Southern Cloud	D0334	20.00	17.80	3.75	0.00	0.00	41.55	0.00
<b>COFFEY</b>								
Lebo-Waverly	D0243	20.00	21.87	0.00	10.59	0.00	52.46	0.00
Burlington	D0244	20.00	3.27	0.73	0.00	0.00	24.00	1.40
Leroy-Gridley	D0245	20.00	13.34	3.00	0.00	0.00	36.34	0.00
<b>COMANCHE</b>								
Comanche County	D0300	20.00	11.84	4.00	0.00	0.00	35.84	1.00
<b>COWLEY</b>								
Central	D0462	20.00	16.09	0.00	14.43	0.00	50.52	1.48
Udall	D0463	20.00	14.69	0.00	8.60	0.00	43.29	1.99
Winfield	D0465	20.00	17.59	3.45	10.57	0.00	51.61	4.35

**COWLEY**

**2004 Mill Levies  
for the 2004-2005 Academic School Year**

County Name District Name	District Number	General	Supp General	Capital Outlay	Bond & Interest	Other	Total	Recreation Comm
Arkansas City	D0470	20.00	19.79	1.51	5.64	0.00	46.94	6.99
Dexter	D0471	20.00	3.91	0.00	0.00	0.00	23.91	1.96
<b>CRAWFORD</b>								
Northeast	D0246	20.00	18.63	0.00	11.65	0.00	50.28	0.00
Cherokee	D0247	20.00	15.73	0.00	0.00	0.00	35.73	0.00
Girard	D0248	20.00	17.06	4.00	3.89	0.00	44.95	0.89
Frontenac Public Schools	D0249	20.00	8.88	0.00	8.26	0.00	37.14	1.94
Pittsburg	D0250	20.00	21.68	4.00	8.60	0.00	54.28	0.00
<b>DECATUR</b>								
Oberlin	D0294	20.00	18.09	4.00	0.00	0.00	42.09	0.00
Prairie Heights	D0295	20.00	10.69	4.00	0.00	0.00	34.69	0.00
<b>DICKINSON</b>								
Solomon	D0393	20.00	8.74	3.98	8.20	0.00	40.92	0.99
Abilene	D0435	20.00	16.82	4.00	0.00	0.00	40.82	2.63
Chapman	D0473	20.00	17.25	3.00	0.00	0.00	40.25	0.00
Rural Vista	D0481	20.00	10.07	2.00	14.47	0.00	46.54	0.00
Herington	D0487	20.00	19.98	0.00	1.19	0.00	41.17	3.99
<b>DONIPHAN</b>								
Wathena	D0406	20.00	7.96	0.00	0.00	0.00	27.96	2.58
Highland	D0425	20.00	9.86	0.00	0.00	0.00	29.86	0.00
Troy Public Schools	D0429	20.00	15.04	0.00	0.00	0.00	35.04	2.00
Midway Schools	D0433	20.00	0.00	0.00	0.00	0.00	20.00	0.00
Elwood	D0486	20.00	9.25	0.00	8.94	0.00	38.19	1.00
<b>DOUGLAS</b>								
Baldwin City	D0348	20.00	19.81	3.97	10.63	0.00	54.41	4.97
Eudora	D0491	20.00	17.33	4.00	24.14	0.00	65.47	0.00
Lawrence	D0497	20.00	14.05	5.80	6.76	0.11	46.72	0.00
<b>EDWARDS</b>								
Kinsley-Offerle	D0347	20.00	19.19	0.00	0.00	0.00	39.19	0.00
Lewis	D0502	20.00	15.58	1.00	0.00	0.00	36.58	0.00
<b>ELK</b>								
West Elk	D0282	20.00	14.38	3.66	0.00	0.00	38.04	0.00
Elk Valley	D0283	20.00	3.22	0.00	11.98	0.00	35.20	0.00

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<b>ELLIS</b>								
Ellis	D0388	20.00	17.18	3.98	0.00	0.00	41.16	4.34
Victoria	D0432	20.00	21.80	3.98	0.00	0.00	45.78	1.00
Hays	D0489	20.00	15.51	9.00	2.39	0.28	47.18	3.59
<b>ELLSWORTH</b>								
Ellsworth	D0327	20.00	16.66	3.99	0.00	0.00	40.65	0.00
Lorraine	D0328	20.00	14.71	3.98	16.57	0.00	55.26	0.00
<b>FINNEY</b>								
Holcomb	D0363	20.00	5.12	3.59	11.03	0.00	39.74	4.15
Garden City	D0457	20.00	14.81	3.99	4.53	0.00	43.33	0.00
<b>FORD</b>								
Spearville	D0381	20.00	7.89	3.94	13.06	0.00	44.89	3.70
Dodge City	D0443	20.00	16.27	3.96	13.29	0.63	54.15	0.00
Bucklin	D0459	20.00	11.52	4.00	0.00	0.00	35.52	1.78
<b>FRANKLIN</b>								
West Franklin	D0287	20.00	15.60	0.00	0.00	0.00	35.60	1.79
Central Heights	D0288	20.00	5.42	0.00	6.44	0.00	31.86	0.00
Wellsville	D0289	20.00	19.44	4.99	14.97	0.00	59.40	2.00
Ottawa	D0290	20.00	15.79	4.00	11.35	0.50	51.64	5.77
<b>GEARY</b>								
Geary County Schools	D0475	20.00	17.19	2.99	0.00	0.00	40.18	0.00
<b>GOVE</b>								
Grinnell Public Schools	D0291	20.00	6.06	3.95	0.00	0.00	30.01	0.00
Wheatland	D0292	20.00	6.27	3.94	0.00	0.00	30.21	0.00
Quinter Public Schools	D0293	20.00	27.37	3.97	8.20	0.00	59.54	0.00
<b>GRAHAM</b>								
Hill City	D0281	20.00	9.57	4.00	0.00	0.00	33.57	0.00
<b>GRANT</b>								
Ulysses	D0214	20.00	5.62	3.00	4.99	0.00	33.61	3.24

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<b>GRAY</b>								
Cimarron-Ensign	D0102	20.00	8.65	3.99	9.71	0.00	42.35	0.00
Montezuma	D0371	20.00	18.50	3.93	13.28	0.00	55.71	4.00
Copeland	D0476	20.00	18.65	4.00	0.00	0.00	42.65	3.20
Ingalls	D0477	20.00	0.00	4.00	0.00	0.00	24.00	2.86
<b>GREELEY</b>								
Greeley County Schools	D0200	20.00	12.30	3.99	5.48	0.00	41.77	0.00
<b>GREENWOOD</b>								
Madison-Virgil	D0386	20.00	13.98	1.99	0.00	0.00	35.97	0.00
Eureka	D0389	20.00	15.98	3.99	17.70	0.00	57.67	3.15
Hamilton	D0390	20.00	6.32	2.05	0.00	0.00	28.37	0.50
<b>HAMILTON</b>								
Syracuse	D0494	20.00	7.24	3.97	11.85	0.00	43.06	0.00
<b>HARPER</b>								
Anthony-Harper	D0361	20.00	15.67	4.99	0.00	0.00	40.66	0.00
Attica	D0511	20.00	18.95	0.00	0.00	0.00	38.95	0.00
<b>HARVEY</b>								
Burrton	D0369	20.00	23.10	4.00	5.54	0.00	52.64	0.00
Newton	D0373	20.00	14.83	3.99	9.57	0.00	48.39	6.29
Sedgwick Public Schools	D0439	20.00	7.96	3.99	10.79	0.00	42.74	1.70
Halstead	D0440	20.00	12.94	4.00	13.44	0.00	50.38	0.00
Hesston	D0460	20.00	18.23	0.00	18.18	0.00	56.41	2.58
<b>HASKELL</b>								
Sublette	D0374	20.00	9.17	4.00	6.89	0.00	40.06	2.81
Satanta	D0507	20.00	4.43	3.50	0.00	0.00	27.93	1.50
<b>HODGEMAN</b>								
Jetmore	D0227	20.00	16.93	3.92	15.72	0.00	56.57	1.34
Hanston	D0228	20.00	15.87	2.00	0.00	0.00	37.87	1.00
<b>JACKSON</b>								
North Jackson	D0335	20.00	11.44	3.00	0.00	0.00	34.44	0.00
Holton	D0336	20.00	20.45	1.25	5.76	0.00	47.46	0.00
Royal Valley	D0337	20.00	18.78	4.00	0.00	0.00	42.78	0.00

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<b>JEFFERSON</b>								
Valley Falls	D0338	20.00	14.50	0.00	0.00	0.00	34.50	0.00
Jefferson County North	D0339	20.00	17.35	3.80	13.08	0.00	54.23	0.00
Jefferson West	D0340	20.00	19.58	3.98	11.52	0.00	55.08	0.00
Oskaloosa Public Schools	D0341	20.00	16.96	2.69	0.00	0.00	39.65	1.00
McLouth	D0342	20.00	13.88	3.90	0.00	0.00	37.78	0.98
Perry Public Schools	D0343	20.00	17.35	3.99	2.27	0.00	43.61	0.00
<b>JEWELL</b>								
White Rock	D0104	20.00	13.39	0.00	0.00	0.00	33.39	0.00
Mankato	D0278	20.00	17.35	4.00	3.37	0.00	44.72	0.00
Jewell	D0279	20.00	24.44	2.00	0.00	0.00	46.44	0.00
<b>JOHNSON</b>								
Blue Valley	D0229	20.00	8.60	9.00	18.64	5.88	62.12	2.08
Spring Hill	D0230	20.00	13.68	4.00	26.98	3.85	68.51	2.25
Gardner-Edgerton-Antioch	D0231	20.00	17.09	7.00	28.72	0.20	73.01	0.00
De Soto	D0232	20.00	15.92	11.00	21.85	4.04	72.81	0.00
Olathe	D0233	20.00	17.37	4.01	18.98	8.82	69.18	0.00
Shawnee Mission Pub. Sch.	D0512	20.00	7.05	7.75	6.88	0.98	42.66	0.00
<b>KEARNY</b>								
Lakin	D0215	20.00	5.36	3.94	6.21	0.00	35.51	3.20
Deerfield	D0216	20.00	6.35	3.95	0.00	0.00	30.30	2.30
<b>KINGMAN</b>								
Kingman-Norwich	D0331	20.00	14.26	1.00	12.44	0.00	47.70	3.44
Cunningham	D0332	20.00	8.37	3.98	0.00	0.00	32.35	0.00
<b>KIOWA</b>								
Greensburg	D0422	20.00	16.72	3.99	0.00	0.00	40.71	2.00
Mullinville	D0424	20.00	13.72	3.88	0.00	0.00	37.60	1.94
Haviland	D0474	20.00	17.90	3.87	0.00	0.00	41.77	1.94
<b>LABETTE</b>								
Parsons	D0503	20.00	15.46	3.99	7.13	0.00	46.58	4.00
Oswego	D0504	20.00	21.88	2.48	10.22	0.00	54.58	1.98
Chetopa	D0505	20.00	23.71	3.96	0.00	0.00	47.67	0.00
Labette County	D0506	20.00	15.22	4.00	0.00	0.00	39.22	0.00



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<b>LANE</b>								
Healy Public Schools	D0468	20.00	25.96	3.65	0.00	0.00	49.61	0.91
Dighton	D0482	20.00	13.49	3.66	4.48	0.00	41.63	0.91
<b>LEAVENWORTH</b>								
Ft. Leavenworth	D0207	20.00	19.69	3.80	0.00	0.00	43.49	0.00
Easton	D0449	20.00	13.60	4.99	14.77	0.00	53.36	0.00
Leavenworth	D0453	20.00	14.97	6.98	6.11	0.98	49.04	0.00
Basehor-Linwood	D0458	20.00	13.64	3.98	7.30	0.00	44.92	0.00
Tonganoxie	D0464	20.00	13.32	4.00	1.97	0.00	39.29	4.01
Lansing	D0469	20.00	16.81	3.98	10.56	0.00	51.35	0.00
<b>LINCOLN</b>								
Lincoln	D0298	20.00	18.06	4.00	12.92	0.00	54.98	0.00
Sylvan Grove	D0299	20.00	4.74	0.00	0.00	0.00	24.74	0.00
<b>LINN</b>								
Pleasanton	D0344	20.00	12.27	4.00	0.00	0.00	36.27	0.00
Jayhawk	D0346	20.00	19.67	4.00	4.13	0.00	47.80	0.00
Prairie View	D0362	20.00	9.37	4.00	5.99	0.00	39.36	0.00
<b>LOGAN</b>								
Oakley	D0274	20.00	12.47	3.99	0.00	0.00	36.46	1.94
Triplains	D0275	20.00	15.20	3.87	0.00	0.00	39.07	0.40
<b>LYON</b>								
North Lyon County	D0251	20.00	15.67	4.00	9.10	0.00	48.77	0.00
Southern Lyon County	D0252	20.00	8.99	2.00	18.62	0.00	49.61	1.00
Emporia	D0253	20.00	19.09	4.00	9.59	0.50	53.18	4.54
<b>MARION</b>								
Centre	D0397	20.00	18.60	4.00	4.02	0.00	46.62	0.00
Peabody-Burns	D0398	20.00	10.73	0.00	14.17	0.00	44.90	1.98
Marion-Florence	D0408	20.00	15.70	0.00	10.60	0.00	46.30	0.00
Durham-Hillsboro-Lehigh	D0410	20.00	23.23	4.00	3.70	0.00	50.93	0.00
Goessel	D0411	20.00	21.96	3.97	10.46	0.00	56.39	1.98
<b>MARSHALL</b>								
Marysville	D0364	20.00	16.77	3.94	5.05	0.00	45.76	0.00
Vermillion	D0380	20.00	13.39	0.00	8.59	0.00	41.98	0.00
Axtell	D0488	20.00	16.46	4.00	10.53	0.00	50.99	0.00
Valley Heights	D0498	20.00	22.89	3.50	4.51	0.00	50.90	0.00

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<b>MCPHERSON</b>								
Smoky Valley	D0400	20.00	19.78	4.00	14.59	0.00	58.37	0.00
McPherson	D0418	20.00	14.55	3.93	6.16	0.26	44.90	4.41
Canton-Galva	D0419	20.00	19.76	1.19	12.83	0.00	53.78	0.00
Moundridge	D0423	20.00	17.12	4.00	8.22	0.00	49.34	2.00
Inman	D0448	20.00	14.71	0.00	12.99	0.00	47.70	0.75
<b>MEADE</b>								
Fowler	D0225	20.00	27.39	4.00	0.00	0.00	51.39	2.00
Meade	D0226	20.00	10.01	4.00	0.00	0.00	34.01	1.00
<b>MIAMI</b>								
Osawatomie	D0367	20.00	17.16	0.00	7.92	0.00	45.08	0.00
Paola	D0368	20.00	15.69	3.99	12.34	0.21	52.23	0.00
Louisburg	D0416	20.00	16.50	3.97	16.39	0.20	57.06	0.00
<b>MITCHELL</b>								
Waconda	D0272	20.00	16.05	3.98	0.00	0.00	40.03	0.00
Beloit	D0273	20.00	21.67	3.99	0.00	0.00	45.66	0.00
<b>MONTGOMERY</b>								
Caney Valley	D0436	20.00	12.96	0.00	0.00	0.00	32.96	3.00
Coffeyville	D0445	20.00	19.89	2.00	2.04	0.00	43.93	4.60
Independence	D0446	20.00	14.34	2.97	0.00	1.19	38.50	4.16
Cherryvale	D0447	20.00	14.16	0.00	8.40	0.00	42.56	1.96
<b>MORRIS</b>								
Morris County	D0417	20.00	11.74	4.00	0.00	0.00	35.74	0.00
<b>MORTON</b>								
Rolla	D0217	20.00	6.47	4.94	7.23	0.00	38.64	2.11
Elkhart	D0218	20.00	8.68	3.71	5.41	0.00	37.80	2.61
<b>NEMAHA</b>								
Sabetha	D0441	20.00	18.56	4.00	11.48	0.00	54.04	0.00
Nemaha Valley Schools	D0442	20.00	11.51	0.00	0.00	0.00	31.51	0.00
B & B	D0451	20.00	7.30	0.00	0.00	0.00	27.30	0.00
<b>NEOSHO</b>								
Erie-St. Paul	D0101	20.00	20.86	3.81	0.00	0.00	44.67	0.00
Chanute Public Schools	D0413	20.00	16.45	4.00	8.34	0.00	48.79	3.58

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<b>NESS</b>								
Smoky Hill	D0106	20.00	5.95	0.00	5.02	0.00	30.97	1.00
Nes Tre La Go	D0301	20.00	10.89	0.00	0.00	0.00	30.89	2.73
Ness City	D0303	20.00	7.58	3.99	4.83	0.00	36.40	2.92
<b>NORTON</b>								
Norton Community Schools	D0211	20.00	15.16	0.00	0.00	0.00	35.16	3.00
Northern Valley	D0212	20.00	18.20	5.00	0.00	0.00	43.20	0.00
West Solomon Valley Sch.	D0213	20.00	17.51	0.00	0.00	0.00	37.51	0.00
<b>OSAGE</b>								
Osage City	D0420	20.00	2.33	4.01	10.49	0.00	36.83	0.00
Lyndon	D0421	20.00	9.61	2.02	0.00	0.00	31.63	2.00
Santa Fe Trail	D0434	20.00	16.18	4.00	6.39	0.00	46.57	0.00
Burlingame Public School	D0454	20.00	12.00	0.00	16.86	0.00	48.86	2.00
Marais Des Cygnes Valley	D0456	20.00	12.19	4.00	0.00	0.00	36.19	1.00
<b>OSBORNE</b>								
Osborne County	D0392	20.00	12.51	4.00	8.24	0.00	44.75	0.00
<b>OTTAWA</b>								
North Ottawa County	D0239	20.00	14.58	1.99	0.00	0.00	36.57	0.00
Twin Valley	D0240	20.00	18.63	0.00	9.87	0.00	48.50	0.00
<b>PAWNEE</b>								
Ft. Larned	D0495	20.00	13.76	0.10	9.23	0.00	43.09	2.46
Pawnee Heights	D0496	20.00	18.56	0.10	0.00	0.00	38.66	0.00
<b>PHILLIPS</b>								
Eastern Heights	D0324	20.00	13.19	3.60	0.00	0.00	36.79	0.00
Phillipsburg	D0325	20.00	22.29	4.00	5.38	0.00	51.67	0.00
Logan	D0326	20.00	10.25	2.00	0.00	0.00	32.25	0.00
<b>POTTAWATOMIE</b>								
Wamego	D0320	20.00	14.10	4.00	18.39	0.00	56.49	0.00
Kaw Valley	D0321	20.00	6.14	3.20	0.00	0.00	29.34	0.00
Onaga-Havensville-Wheaton	D0322	20.00	16.34	4.00	11.03	0.00	51.37	0.00
Rock Creek	D0323	20.00	12.02	0.00	9.34	0.00	41.36	0.00

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<b>PRATT</b>								
Pratt	D0382	20.00	15.20	4.24	0.00	0.00	39.44	0.00
Skyline Schools	D0438	20.00	13.73	0.00	0.00	0.00	33.73	0.00
<b>RAWLINS</b>								
Rawlins County Unified	D0105	20.00	22.90	6.00	0.00	0.00	48.90	2.34
<b>RENO</b>								
Hutchinson Public Schools	D0308	20.00	14.07	4.00	7.64	0.00	45.71	4.95
Nickerson	D0309	20.00	19.46	1.99	5.65	0.00	47.10	0.00
Fairfield	D0310	20.00	17.08	4.00	0.00	0.00	41.08	0.00
Pretty Prairie	D0311	20.00	17.22	2.98	8.47	0.00	48.67	1.98
Haven Public Schools	D0312	20.00	19.87	0.00	8.87	0.00	48.74	0.00
Buhler	D0313	20.00	14.56	4.00	8.86	0.00	47.42	0.00
<b>REPUBLIC</b>								
Pike Valley	D0426	20.00	14.95	0.00	0.00	0.00	34.95	0.00
Republic County	D0427	20.00	19.90	0.00	0.00	0.00	39.90	0.00
Hillcrest Rural Schools	D0455	20.00	9.25	0.00	6.82	0.00	36.07	0.00
<b>RICE</b>								
Sterling	D0376	20.00	17.42	1.81	0.00	0.00	39.23	2.66
Chase-Raymond	D0401	20.00	18.48	2.00	7.99	0.00	48.47	0.00
Lyons	D0405	20.00	19.28	1.91	5.90	0.00	47.09	4.04
Little River	D0444	20.00	14.06	3.97	6.47	0.00	44.50	0.63
<b>RILEY</b>								
Riley County	D0378	20.00	20.25	0.00	8.87	0.00	49.12	0.00
Manhattan	D0383	20.00	14.80	4.00	4.51	0.53	43.84	0.00
Blue Valley	D0384	20.00	16.72	0.00	6.39	0.00	43.11	0.00
<b>ROOKS</b>								
Palco	D0269	20.00	9.38	3.99	0.00	0.00	33.37	0.00
Plainville	D0270	20.00	17.90	3.58	0.00	0.00	41.48	2.65
Stockton	D0271	20.00	15.54	2.00	0.00	0.00	37.54	2.51
<b>RUSH</b>								
LaCrosse	D0395	20.00	18.77	3.58	0.00	0.00	42.35	0.00
Otis-Bison	D0403	20.00	16.83	0.00	0.00	0.00	36.83	0.00

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County Name District Name	District Number	General	Supp General	Capital Outlay	Bond & Interest	Other	Total	Recreation Comm
<b>RUSSELL</b>								
Paradise	D0399	20.00	17.56	4.00	0.00	0.00	41.56	0.00
Russell County	D0407	20.00	17.26	4.00	0.00	0.00	41.26	0.00
<b>SALINE</b>								
Salina	D0305	20.00	17.68	4.00	17.49	0.50	59.67	0.00
Southeast of Saline	D0306	20.00	9.37	2.96	0.00	0.00	32.33	0.00
Ell-Saline	D0307	20.00	17.50	2.99	10.92	0.00	51.41	0.00
<b>SCOTT</b>								
Scott County	D0466	20.00	21.25	3.91	14.19	0.00	59.35	2.18
<b>SEDGWICK</b>								
Wichita	D0259	20.00	16.26	6.99	6.97	1.08	51.30	0.00
Derby	D0260	20.00	15.68	4.00	9.09	0.13	48.90	5.97
Haysville	D0261	20.00	15.33	4.00	7.29	0.00	46.62	0.00
Valley Center Pub. Schools	D0262	20.00	13.57	3.99	16.42	0.12	54.10	4.64
Mulvane	D0263	20.00	12.00	0.00	10.12	0.64	42.76	2.25
Clearwater	D0264	20.00	20.03	4.00	12.60	0.00	56.63	3.00
Goddard	D0265	20.00	16.80	4.00	13.64	0.00	54.44	0.00
Maize	D0266	20.00	14.57	3.97	13.35	0.38	52.27	0.99
Renwick	D0267	20.00	15.11	4.00	18.11	0.00	57.22	0.00
Cheney	D0268	20.00	17.89	3.95	14.94	0.00	56.78	3.18
<b>SEWARD</b>								
Liberal	D0480	20.00	10.43	2.00	8.71	0.00	41.14	0.00
Kismet-Plains	D0483	20.00	3.80	4.00	10.51	0.00	38.31	1.41
<b>SHAWNEE</b>								
Seaman	D0345	20.00	17.51	5.00	10.20	0.00	52.71	0.00
Silver Lake	D0372	20.00	19.29	2.10	4.10	0.00	45.49	0.00
Auburn Washburn	D0437	20.00	13.74	5.99	10.26	0.00	49.99	0.00
Shawnee Heights	D0450	20.00	16.26	6.17	5.68	0.00	48.11	0.00
Topeka Public Schools	D0501	20.00	17.65	7.58	7.13	1.64	54.00	0.00
<b>SHERIDAN</b>								
Hoxie Community Schools	D0412	20.00	16.31	3.84	0.00	0.00	40.15	0.00
<b>SHERMAN</b>								
Goodland	D0352	20.00	14.09	3.88	0.00	0.00	37.97	0.00

**2004 Mill Levies  
for the 2004-2005 Academic School Year**

County Name District Name	District Number	General	Supp General	Capital Outlay	Bond & Interest	Other	Total	Recreation Comm
<b>SMITH</b>								
Smith Center	D0237	20.00	18.47	1.00	0.00	0.00	39.47	0.00
West Smith County	D0238	20.00	12.57	0.00	0.00	0.00	32.57	1.60
<b>STAFFORD</b>								
Stafford	D0349	20.00	19.92	3.96	15.83	0.00	59.71	3.95
St. John - Hudson	D0350	20.00	16.31	1.99	9.38	0.00	47.68	3.88
Macksville	D0351	20.00	8.08	3.91	0.00	0.00	31.99	0.98
<b>STANTON</b>								
Stanton County	D0452	20.00	7.33	3.97	0.00	0.00	31.30	1.71
<b>STEVENS</b>								
Moscow Public Schools	D0209	20.00	6.23	4.00	0.00	0.00	30.23	2.13
Hugoton Public Schools	D0210	20.00	5.21	2.50	0.00	0.00	27.71	2.34
<b>SUMNER</b>								
Wellington	D0353	20.00	19.56	1.59	18.79	0.00	59.94	5.95
Conway Springs	D0356	20.00	16.66	0.00	27.75	0.00	64.41	4.00
Belle Plaine	D0357	20.00	21.46	3.99	11.88	0.00	57.33	0.00
Oxford	D0358	20.00	18.38	0.00	15.13	0.00	53.51	0.00
Argonia Public Schools	D0359	20.00	5.65	2.93	4.21	0.00	32.79	2.45
Caldwell	D0360	20.00	29.91	0.00	16.88	0.00	66.79	1.00
South Haven	D0509	20.00	9.46	0.00	10.29	0.00	39.75	0.00
<b>THOMAS</b>								
Brewster	D0314	20.00	12.38	3.81	0.00	0.00	36.19	0.96
Colby Public Schools	D0315	20.00	20.15	0.00	6.57	0.00	46.72	0.00
Golden Plains	D0316	20.00	6.97	3.97	6.40	0.00	37.34	0.00
<b>TREGO</b>								
Wakeeney	D0208	20.00	13.90	4.00	7.11	0.00	45.01	3.47
<b>WABAUNSEE</b>								
Mill Creek Valley	D0329	20.00	18.79	4.00	15.39	0.00	58.18	0.00
Wabaunsee East	D0330	20.00	10.02	3.00	16.09	0.00	49.11	0.00
<b>WALLACE</b>								
Wallace County Schools	D0241	20.00	5.88	3.95	0.00	0.00	29.83	0.00
Weskan	D0242	20.00	13.71	5.00	0.00	0.00	38.71	0.00



**2004 Mill Levies  
for the 2004-2005 Academic School Year**

County Name District Name	District Number	General	Supp General	Capital Outlay	Bond & Interest	Other	Total	Recreation Comm
<b>WASHINGTON</b>								
North Central	D0221	20.00	16.27	0.00	0.00	0.00	36.27	0.00
Washington Schools	D0222	20.00	19.91	0.00	12.62	0.00	52.53	0.00
Barnes	D0223	20.00	22.38	3.99	0.00	0.00	46.37	0.00
Clifton-Clyde	D0224	20.00	13.29	4.01	0.00	0.00	37.30	0.00
<b>WICHITA</b>								
Leoti	D0467	20.00	15.03	3.99	0.00	0.00	39.02	0.00
<b>WILSON</b>								
Altoona-Midway	D0387	20.00	12.87	0.00	0.00	0.00	32.87	0.00
Neodesha	D0461	20.00	18.01	2.64	8.46	0.00	49.11	0.00
Fredonia	D0484	20.00	15.04	4.00	0.00	0.00	39.04	1.50
<b>WOODSON</b>								
Woodson	D0366	20.00	14.83	0.00	0.00	0.00	34.83	0.00
<b>WYANDOTTE</b>								
Turner - Kansas City	D0202	20.00	16.15	5.00	20.36	0.00	61.51	4.33
Piper - Kansas City	D0203	20.00	16.86	3.99	8.02	0.00	48.87	0.00
Bonner Springs	D0204	20.00	15.31	7.92	14.54	0.00	57.77	0.00
Kansas City	D0500	20.00	20.73	2.50	8.51	7.82	59.56	0.81



# Division of Fiscal and Administrative Service

785-296-3871  
785-296-0459 (fax)

120 SE 10th Avenue • Topeka, KS 66612-1182 • (785) 296-6338 (TTY) • www.ksde.org

February 15, 2005

FROM: Dale M. Dennis, Deputy  
Commissioner of Education

SUBJECT: Proposed School Finance

Attached is a computer printout (L0528) which provides the effects of a proposed school finance plan. The details of the proposed plan are outlined below along with estimated cost.

	<u>STATE COST</u>
Increase BSAPP by \$150	\$ 87,200,000
Increase supplemental general state aid due to LOB	6,000,000
Increase at-risk weighting from .10 to .15	29,100,000
Increase bilingual weighting from .20 to .30	5,600,000
Increase special education excess cost from 81.7 to 85 percent	17,700,000
Increase supplemental general state aid due to LOB (25% to 27%)	10,000,000
Eliminate vocational education weighting	(30,200,000)
<b>TOTAL STATE COST</b>	<b>\$ 125,400,000</b>

### COLUMN EXPLANATION

- |        |      |  |
|--------|------|--|
| Column | 1 -- | September 20, 2004, Estimated FTE enrollment (excluding special education)                     |
|        | 2 -- | 2005-06 Estimated effects of increasing base state aid per pupil by \$150 (\$3,863 to \$4,013) |
|        | 3 -- | 2005-06 Estimated effects of increasing at-risk weighting from .10 to .15                      |
|        | 4 -- | 2005-06 Estimated effects of increasing bilingual weighting from .20 to .30                    |
|        | 5 -- | 2005-06 Estimated effects of increasing special education excess cost to 86 percent            |
|        | 6 -- | Total (Columns 2 + 3 + 4 + 5)  |
|        | 7 -- | Effects of eliminating vocational education weighting  |
|        | 8 -- | Difference (Column 6 - 7)  |
|        | 9 -- | Amount per pupil (Column 8 ÷ 1)  |

*Senate Education Committee  
2-16-05  
Attachment 22*

22-2

		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
COUNTY NAME	#	FTE ENROL	\$150 BASE	15% AT	30% BILING	SP ED \$1570 PER TCHR	TOTAL (2 THRU 5)	DEDUCT VOC EDUC	DIFF (6 - 7)	PER PUPIL (8 / 1)
DISTRICT NAME	#	9-20-04	BPP	RISK						
*****										
ALLEN	001									
MARMATON VALLEY	D0256	373.5	96,315	22,473	0	19,295	138,083	50,163	87,920	235
IOLA	D0257	1,437.5	276,120	114,772	0	71,953	462,845	131,225	331,620	231
HUMBOLDT	D0258	524.5	127,110	34,512	0	26,926	188,548	45,748	142,800	272
ANDERSON	002									
GARNETT	D0365	1,081.5	233,550	68,221	0	41,793	343,564	114,772	228,792	212
CREST	D0479	236.0	70,440	14,848	0	12,058	97,346	31,301	66,045	280
ATCHISON	003									
ATCHISON CO COM	D0377	741.0	178,200	40,933	0	38,669	257,802	65,412	192,390	260
ATCHISON PUBLIC	D0409	1,565.2	287,565	138,850	0	76,475	502,890	134,034	368,856	236
BARBER	004									
BARBER COUNTY N	D0254	587.0	145,695	25,282	0	28,511	199,488	49,360	150,128	256
SOUTH BARBER	D0255	267.0	74,385	16,052	0	12,937	103,374	23,275	80,099	300
BARTON	005									
CLAPLIN	D0354	297.5	79,905	11,236	0	13,267	104,408	23,677	80,731	271
ELLINWOOD PUBLI	D0355	514.0	123,930	25,282	0	20,379	169,591	69,826	99,765	194
GREAT BEND	D0428	3,042.6	530,760	274,489	74,241	87,166	966,656	201,453	765,203	251
HOISINGTON	D0431	613.8	150,630	40,130	0	25,199	215,959	45,748	170,211	277
BOURBON	006									
FORT SCOTT	D0234	1,958.6	347,475	163,329	1,605	58,357	570,766	128,015	442,751	226
UNIONTOWN	D0235	430.0	119,220	32,505	0	16,202	167,927	41,735	126,192	293
BROWN	007									
HIAWATHA	D0415	886.3	210,540	53,373	0	57,933	321,846	81,865	239,981	271
SOUTH BROWN COU	D0430	657.6	158,190	50,163	7,223	41,825	257,401	53,774	203,627	310
BUTLER	008									
BLUESTEM	D0205	715.9	172,035	29,295	0	30,238	231,568	81,865	149,703	209
REMYNGTON-WHITE	D0206	523.7	132,165	18,460	2,809	23,770	177,204	22,874	154,330	295
CIRCLE	D0375	1,497.7	284,685	49,360	0	51,983	386,028	130,423	255,605	171
ANDOVER	D0385	3,643.2	614,745	50,965	803	112,098	778,611	181,789	596,822	164
ROSE HILL PUBLI	D0394	1,741.5	308,220	41,735	0	60,084	410,039	146,475	263,564	151
DOUGLASS PUBLIC	D0396	828.2	190,215	34,111	0	35,592	259,918	35,716	224,202	271
AUGUSTA	D0402	2,112.0	359,295	94,707	0	71,969	525,971	132,028	393,943	187
EL DORADO	D0490	2,143.0	367,200	136,843	803	80,117	584,963	64,208	520,755	243
FLINTHILLS	D0492	319.0	84,270	10,033	0	14,271	108,574	23,677	84,897	266
CHASE	009									
CHASE COUNTY	D0284	454.0	116,415	24,078	0	19,390	159,883	38,926	120,957	266

		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
COUNTY NAME	#	FTE ENROL 9-20-04	\$150 BASE BPP	15% AT RISK	30% BILING	SP ED \$1570 PER TCHR	TOTAL (2 THRU 5)	DEDUCT VOC EDUC	DIFF (6 - 7)	PER PUPIL (8 / 1)
DISTRICT NAME	#									
*****										
CHAUTAUQUA	010									
CEDAR VALE	D0285	164.5	54,690	14,447	0	7,442	76,579	5,217	71,362	434
CHAUTAUQUA COUN	D0286	429.0	109,695	31,703	0	17,396	158,794	30,499	128,295	299
CHEROKEE	011									
RIVERTON	D0404	810.1	187,065	57,386	0	28,040	272,491	136,843	135,648	167
COLUMBUS	D0493	1,209.0	261,165	98,720	0	44,431	404,316	150,889	253,427	210
GALENA	D0499	761.0	171,525	83,069	0	25,811	280,405	81,464	198,941	261
BAXTER SPRINGS	D0508	855.0	185,505	61,800	401	28,825	276,531	76,648	199,883	234
CHEYENNE	012									
CHEYLIN	D0103	158.5	52,695	11,236	0	6,516	70,447	8,427	62,020	391
ST FRANCIS COMM	D0297	326.0	89,580	16,453	0	10,048	116,081	0	116,081	356
CLARK	013									
MINNEOLA	D0219	268.5	71,145	16,855	0	11,304	99,304	0	99,304	370
ASHLAND	D0220	216.4	66,660	16,453	0	11,226	94,339	28,091	66,248	306
CLAY	014									
CLAY CENTER	D0379	1,371.6	274,260	61,800	0	51,794	387,854	129,219	258,635	189
CLOUD	015									
CONCORDIA	D0333	1,059.3	230,325	73,438	0	53,035	356,798	91,095	265,703	251
SOUTHERN CLOUD	D0334	234.0	65,775	16,052	0	10,582	92,409	22,072	70,337	301
COFFEY	016									
LEBO-WAVERLY	D0243	566.9	135,780	26,486	0	22,765	185,031	53,774	131,257	232
BURLINGTON	D0244	846.0	187,560	43,340	0	45,891	276,791	40,130	236,661	280
LEROY-GRIDLEY	D0245	258.0	75,435	14,046	0	12,654	102,135	0	102,135	396
COMANCHE	017									
COMANCHE COUNTY	D0300	308.5	83,205	14,848	0	13,376	111,429	10,835	100,594	326
COWLEY	018									
CENTRAL	D0462	346.1	89,580	17,256	0	13,643	120,479	19,262	101,217	292
UDALL	D0463	365.4	91,485	17,657	0	14,680	123,822	22,072	101,750	278
WINFIELD	D0465	2,481.7	441,000	154,501	9,631	107,671	712,803	243,990	468,813	189
ARKANSAS CITY	D0470	2,831.8	506,265	269,674	26,887	114,343	917,169	210,281	706,888	250
DEXTER	D0471	225.8	64,320	14,848	0	8,243	87,411	3,612	83,799	371
CRAWFORD	019									
NORTHEAST	D0246	577.0	139,665	58,590	0	18,432	216,687	15,249	201,438	349
CHEROKEE	D0247	795.0	186,750	52,570	0	29,155	268,475	39,729	228,746	288
GIRARD	D0248	1,037.5	224,445	58,590	0	35,042	318,077	101,128	216,949	209
FRONTENAC PUBLI	D0249	742.0	163,125	35,716	0	24,084	222,925	36,117	186,808	252
PITTSBURG	D0250	2,484.9	465,075	235,964	23,275	81,546	805,860	158,514	647,346	261

		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
COUNTY NAME	#	FTE ENROL	\$150 BASE BPP	15% AT RISK	30% BILING	SP ED \$1570 PER TCHR	TOTAL (2 THRU 5)	DEDUCT VOC EDUC	DIFF (6 - 7)	PER PUPIL (8 / 1)
DISTRICT NAME	#	9-20-04	BPP	RISK	BILING	PER TCHR	(2 THRU 5)	VOC EDUC	(6 - 7)	(8 / 1)
*****										
DECATUR	020									
OBERLIN	D0294	431.5	110,280	23,275	0	15,669	149,224	36,518	112,706	261
PRAIRIE HEIGHTS	D0295	30.5	20,775	2,809	0	3,203	26,787	4,013	22,774	747
DICKINSON	021									
SOLOMON	D0393	403.4	102,525	19,262	0	10,833	132,620	51,768	80,852	200
ABILENE	D0435	1,408.7	266,670	74,642	0	37,554	378,866	160,921	217,945	155
CHAPMAN	D0473	955.9	222,210	42,939	0	26,659	291,808	124,403	167,405	175
RURAL VISTA	D0481	428.8	109,515	20,868	0	11,163	141,546	75,444	66,102	154
HERINGTON	D0487	508.5	120,015	30,499	0	13,408	163,922	25,282	138,640	273
DONIPHAN	022									
WATHENA	D0406	374.5	92,130	15,249	0	15,449	122,828	31,703	91,125	243
HIGHLAND	D0425	250.5	72,465	7,625	0	13,816	93,906	30,098	63,808	255
TROY PUBLIC SCH	D0429	372.0	94,680	20,065	0	15,684	130,429	15,249	115,180	310
MIDWAY SCHOOLS	D0433	202.0	64,710	15,249	0	12,560	92,519	14,848	77,671	385
ELWOOD	D0486	291.0	84,495	29,696	0	13,392	127,583	10,434	117,149	403
DOUGLAS	023									
BALDWIN CITY	D0348	1,307.1	265,545	28,492	0	48,576	342,613	35,716	306,897	235
EUDORA	D0491	1,234.7	257,610	41,334	0	41,370	340,314	178,980	161,334	131
LAWRENCE	D0497	9,757.0	1,650,045	428,990	80,661	467,122	2,626,818	530,117	2,096,701	215
EDWARDS	024									
KINSLEY-OFFERLE	D0347	316.3	83,985	25,282	12,039	17,066	138,372	14,848	123,524	391
LEWIS	D0502	139.5	46,020	11,638	0	7,144	64,802	0	64,802	465
ELK	025									
WEST ELK	D0282	431.3	117,885	37,321	0	28,291	183,497	50,564	132,933	308
ELK VALLEY	D0283	202.0	60,885	21,269	0	16,124	98,278	24,881	73,397	363
ELLIS	026									
ELLIS	D0388	374.2	93,090	19,262	0	15,355	127,707	46,952	80,755	216
VICTORIA	D0432	264.8	72,090	4,013	0	11,681	87,784	32,505	55,279	209
HAYS	D0489	2,905.1	525,045	138,850	3,210	137,783	804,888	336,289	468,599	161
ELLSWORTH	027									
ELLSWORTH	D0327	590.0	150,825	20,466	0	16,626	187,917	96,312	91,605	155
LORRAINE	D0328	426.5	116,880	28,492	0	12,372	157,744	48,156	109,588	257
FINNEY	028									
HOLCOMB	D0363	851.0	189,195	39,327	20,466	25,261	274,249	42,137	232,112	273
GARDEN CITY	D0457	6,970.6	1,262,340	701,472	401,701	255,455	2,620,968	256,832	2,364,136	339
FORD	029									
SPEARVILLE	D0381	341.0	84,450	8,427	0	14,130	107,007	33,308	73,699	216
DODGE CITY	D0443	5,674.1	1,071,240	686,624	725,149	228,011	2,711,024	407,721	2,303,303	406
BUCKLIN	D0459	254.0	72,630	16,052	2,408	12,120	103,210	0	103,210	406

22-4

		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
COUNTY NAME	#	FTE ENROL	\$150 BASE BPP	15% AT RISK	30% BILING	SP ED \$1570 PER TCHR	TOTAL (2 THRU 5)	DEDUCT VOC EDUC	DIFF (6 - 7)	PER PUPIL (8 / 1)
DISTRICT NAME	#	9-20-04	BPP	RISK	BILING	PER TCHR	(2 THRU 5)	VOC EDUC	(6 - 7)	(8 / 1)
*****										
FRANKLIN	030									
WEST FRANKLIN	D0287	876.3	206,985	47,755	0	46,849	301,589	92,299	209,290	239
CENTRAL HEIGHTS	D0288	615.6	153,930	28,894	0	22,922	205,746	61,800	143,946	234
WELLSVILLE	D0289	797.6	179,355	22,874	0	33,959	236,188	44,544	191,644	240
OTTAWA	D0290	2,339.7	406,560	136,442	2,408	87,292	632,702	201,051	431,651	184
GEARY	031									
JUNCTION CITY	D0475	6,078.1	1,039,215	444,640	75,043	272,144	1,831,042	132,830	1,698,212	279
GOVE	032									
GRINNELL PUBLIC	D0291	120.0	43,950	4,013	0	7,096	55,059	15,249	39,810	332
WHEATLAND	D0292	186.0	57,990	12,842	0	13,879	84,711	7,625	77,086	414
QUINTER PUBLIC	D0293	329.5	89,175	14,046	0	23,299	126,520	28,894	97,626	296
GRAHAM	033									
HILL CITY	D0281	407.1	104,760	17,256	0	21,603	143,619	46,551	97,068	238
GRANT	034									
ULYSSES	D0214	1,691.1	312,705	142,462	41,334	47,430	543,931	103,937	439,994	260
GRAY	035									
CIMARRON-ENSIGN	D0102	647.2	156,630	38,926	21,269	27,444	244,269	63,004	181,265	280
MONTEZUMA	D0371	242.1	68,340	14,447	15,249	7,646	105,682	401	105,281	435
COPELAND	D0476	115.5	43,515	9,230	10,835	4,584	68,164	2,408	65,756	569
INGALLS	D0477	251.1	72,150	16,453	15,249	11,414	115,266	0	115,266	459
GREELEY	036									
GREELEY COUNTY	D0200	269.7	77,790	17,657	12,039	9,326	116,812	47,353	69,459	258
GREENWOOD	037									
MADISON-VIRGIL	D0386	243.5	72,105	16,052	0	11,430	99,587	21,269	78,318	322
EUREKA	D0389	676.0	163,275	45,347	0	35,529	244,151	84,674	159,477	236
HAMILTON	D0390	109.5	40,530	8,026	0	8,211	56,767	0	56,767	518
HAMILTON	038									
SYRACUSE	D0494	468.0	121,620	42,939	35,716	14,680	214,955	19,262	195,693	418
HARPER	039									
ANTHONY-HARPER	D0361	909.3	212,310	67,017	0	42,107	321,434	70,629	250,805	276
ATTICA	D0511	128.5	42,870	7,625	0	6,092	56,587	16,453	40,134	312
HARVEY	040									
BURTON	D0369	254.7	69,780	21,670	0	7,583	99,033	15,249	83,784	329
NEWTON	D0373	3,466.3	592,950	240,379	47,755	136,559	1,017,643	278,904	738,739	213
SEDGWICK PUBLIC	D0439	520.5	121,500	12,842	0	15,103	149,445	45,347	104,098	200
HALSTEAD	D0440	687.3	164,355	30,900	0	26,329	221,584	66,215	155,369	226
HESSTON	D0460	767.5	172,560	22,072	1,204	30,474	226,310	34,512	191,798	250



22-6

		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
COUNTY NAME	#	FTE ENROL	\$150 BASE BPP	15% AT RISK	30% BILING	SP ED \$1570 PER TCHR	TOTAL (2 THRU 5)	DEDUCT VOC EDUC	DIFF (6 - 7)	PER PUPIL (8 / 1)
DISTRICT NAME	#	9-20-04	BPP	RISK	BILING	PER TCHR	(2 THRU 5)	VOC EDUC	(6 - 7)	(8 / 1)
*****										
HASKELL	041									
SUBLETTE	D0374	479.5	118,425	42,538	24,881	13,455	199,299	3,210	196,089	409
SATANTA	D0507	389.5	102,810	26,887	40,933	12,780	183,410	34,512	148,898	382
HODGEMAN 042										
JETMORE	D0227	297.0	77,265	12,842	0	13,015	103,122	14,447	88,675	299
HANSTON	D0228	91.5	36,555	5,618	0	5,479	47,652	7,625	40,027	437
JACKSON 043										
NORTH JACKSON	D0335	421.0	110,400	17,256	0	13,141	140,797	47,353	93,444	222
HOLTON	D0336	1,111.0	232,920	44,143	0	43,411	320,474	120,390	200,084	180
ROYAL VALLEY	D0337	924.5	210,300	50,965	0	33,378	294,643	105,943	188,700	204
JEFFERSON 044										
VALLEY FALLS	D0338	431.4	106,320	13,243	0	14,318	133,881	27,690	106,191	246
JEFFERSON COUNT	D0339	490.3	123,045	14,046	0	20,646	157,737	55,379	102,358	209
JEFFERSON WEST	D0340	948.5	207,345	26,085	0	36,377	269,807	53,774	216,033	228
OSKALOOSA PUBLI	D0341	616.8	156,450	33,308	0	30,521	220,279	77,451	142,828	232
MCLOUTH	D0342	561.6	136,155	20,466	0	24,052	180,673	56,583	124,090	221
PERRY PUBLIC SC	D0343	965.0	217,785	36,920	803	41,401	296,909	110,759	186,150	193
JEWELL 045										
WHITE ROCK	D0104	122.5	45,945	5,217	0	5,055	56,217	4,013	52,204	426
MANKATO	D0278	217.5	63,750	12,039	0	3,407	79,196	14,447	64,749	298
JEWELL	D0279	168.0	56,895	10,434	0	6,170	73,499	55,781	17,718	105
JOHNSON 046										
BLUE VALLEY	D0229	18,389.0	3,410,625	88,286	14,848	615,864	4,129,623	1,015,690	3,113,933	169
SPRING HILL	D0230	1,608.0	285,240	29,295	0	62,596	377,131	110,358	266,773	166
GARDNER-EDGERTO	D0231	3,406.3	583,860	96,713	803	123,889	805,265	222,320	582,945	171
DESOTO	D0232	4,553.1	839,445	84,273	33,709	147,439	1,104,866	207,071	897,795	197
OLATHE	D0233	22,480.2	4,329,990	469,922	88,286	812,130	5,700,328	1,421,806	4,278,522	190
SHAWNEE MISSION	D0512	27,874.9	4,734,225	671,375	115,976	906,612	6,428,188	1,748,865	4,679,323	168
KEARNY 047										
LAKIN	D0215	649.5	157,470	36,518	18,059	20,630	232,677	17,256	215,421	332
DEERFIELD	D0216	336.1	88,380	36,920	41,735	10,095	177,130	49,761	127,369	379
KINGMAN 048										
KINGMAN-NORWICH	D0331	1,103.3	241,380	56,182	0	53,898	351,460	97,516	253,944	230
CUNNINGHAM	D0332	229.0	70,815	12,039	0	11,916	94,770	4,816	89,954	393
KIOWA 049										
GREENSBURG	D0422	298.7	76,200	15,651	0	13,219	105,070	16,855	88,215	295
MULLINVILLE	D0424	144.0	48,165	12,039	0	4,820	65,024	0	65,024	452
HAVILAND	D0474	169.5	52,755	8,427	0	7,442	68,624	0	68,624	405

		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
COUNTY NAME	#	FTE ENROL	\$150 BASE	15% AT	30% BILING	SP ED \$1570 PER TCHR	TOTAL (2 THRU 5)	DEDUCT VOC EDUC	DIFF (6 - 7)	PER PUPIL (8 / 1)
DISTRICT NAME	#	9-20-04	BPP	RISK					(6 - 7)	(8 / 1)
*****										
LABETTE	050									
PARSONS	D0503	1,484.9	277,545	136,442	0	59,739	473,726	187,407	286,319	193
OSWEGO	D0504	494.0	120,780	36,920	0	16,281	173,981	17,256	156,725	317
CHECTOPA	D0505	293.2	74,340	36,920	0	14,695	125,955	13,644	112,311	383
LABETTE COUNTY	D0506	1,643.7	311,910	95,108	0	58,828	465,846	270,878	194,968	119
LANE	051									
HEALY PUBLIC SC	D0468	117.5	38,835	7,223	2,007	7,834	55,899	15,651	40,248	343
DIGHTON	D0482	241.3	68,625	16,453	0	11,178	96,256	8,026	88,230	366
LEAVENWORTH	052									
FT LEAVENWORTH	D0207	1,643.0	306,810	12,440	0	45,279	364,529	0	364,529	222
EASTON	D0449	706.0	166,845	14,848	0	23,063	204,756	89,089	115,667	164
LEAVENWORTH	D0453	3,960.8	686,460	315,823	12,440	154,221	1,168,944	340,302	828,642	209
BASEHOR-LINWOOD	D0458	2,026.0	347,565	22,473	0	44,761	414,799	138,047	276,752	137
TONGANOXIE	D0464	1,560.0	284,490	40,531	0	40,930	365,951	100,726	265,225	170
LANSING	D0469	2,089.5	347,565	19,262	0	44,902	411,729	75,444	336,285	161
LINCOLN	053									
LINCOLN	D0298	358.3	94,545	22,473	0	18,102	135,120	28,091	107,029	299
SYLVAN GROVE	D0299	162.0	52,215	11,236	0	2,622	66,073	6,822	59,251	366
LINN	054									
PLEASANTON	D0344	400.5	99,705	28,091	0	13,690	141,486	53,373	88,113	220
JAYHAWK	D0346	564.0	146,025	36,518	0	23,597	206,140	57,787	148,353	263
PRAIRIE VIEW	D0362	1,004.6	225,015	42,939	2,408	40,930	311,292	80,661	230,631	230
LOGAN	055									
OAKLEY	D0274	409.9	107,535	28,091	0	29,014	164,640	53,373	111,267	271
TRIPLAINS	D0275	94.5	32,550	5,618	0	4,333	42,501	0	42,501	450
LYON	056									
NORTH LYON COUN	D0251	590.5	154,260	28,492	0	24,225	206,977	44,946	162,031	274
SOUTHERN LYON C	D0252	565.5	144,540	22,072	0	22,859	189,471	44,544	144,927	256
EMPORIA	D0253	4,606.7	880,785	468,718	323,448	153,782	1,826,733	250,411	1,576,322	342
MARION	057									
CENTRE	D0397	256.5	76,005	13,243	0	15,041	104,289	24,078	80,211	313
PEABODY-BURNS	D0398	414.5	106,560	23,677	0	25,026	155,263	49,360	105,903	255
MARION-FLORENCE	D0408	651.2	153,420	33,308	0	36,895	223,623	23,275	200,348	308
DURHAM-HILLSBOR	D0410	666.0	155,235	24,078	0	37,978	217,291	79,859	137,432	206
GOESSEL	D0411	282.5	75,570	6,020	0	16,642	98,232	42,939	55,293	196
MARSHALL	058									
MARYSVILLE	D0364	759.2	181,785	30,098	0	37,240	249,123	81,063	168,060	221
VERMILLION	D0380	546.5	138,855	20,466	0	16,093	175,414	87,082	88,332	162
AXTELL	D0488	309.6	83,475	12,039	0	10,299	105,813	26,887	78,926	255
VALLEY HEIGHTS	D0498	380.5	103,530	20,868	0	20,818	145,216	31,703	113,513	298

22-8

		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
COUNTY NAME	#	FTE ENROL	\$150 BASE BPP	15% AT RISK	30% BILING	SP ED \$1570 PER TCHR	TOTAL (2 THRU 5)	DEDUCT VOC EDUC	DIFF (6 - 7)	PER PUPIL (8 / 1)
DISTRICT NAME	#	9-20-04	BPP	RISK	BILING	PER TCHR	(2 THRU 5)	VOC EDUC	(6 - 7)	(8 / 1)
*****										
MCPHERSON	059									
SMOKY VALLEY	D0400	950.1	208,005	30,499	0	37,429	275,933	59,392	216,541	228
MCPHERSON	D0418	2,408.5	406,080	87,885	803	96,995	591,763	213,492	378,271	157
CANTON-GALVA	D0419	395.1	104,055	14,046	0	17,427	135,528	36,518	99,010	251
MOUNDRIDGE	D0423	414.5	102,495	8,829	0	16,893	128,217	24,078	104,139	251
INMAN	D0448	438.5	109,890	11,236	0	17,835	138,961	44,946	94,015	214
MEADE	060									
FOWLER	D0225	164.8	51,570	15,651	2,809	7,819	77,849	0	77,849	472
MEADE	D0226	479.0	121,095	20,868	1,605	20,096	163,664	34,512	129,152	270
MIAMI	061									
OSAWATOMIE	D0367	1,147.0	237,630	91,496	0	41,197	370,323	26,085	344,238	300
PAOLA	D0368	2,009.7	359,220	73,839	0	93,603	526,662	170,954	355,708	177
LOUISBURG	D0416	1,424.5	273,270	22,874	0	59,943	356,087	162,928	193,159	136
MITCHELL	062									
WACONDA	D0272	341.2	100,155	20,065	0	11,649	131,869	36,117	95,752	281
BELOIT	D0273	757.5	170,880	27,690	401	48,701	247,672	63,807	183,865	243
MONTGOMERY	063									
CANEY VALLEY	D0436	830.1	199,080	47,353	0	28,872	275,305	74,642	200,663	242
COFFEYVILLE	D0445	1,860.0	369,435	192,624	0	75,674	637,733	229,544	408,189	219
INDEPENDENCE	D0446	1,922.8	339,285	151,691	0	67,055	558,031	116,377	441,654	230
CHERRYVALE	D0447	597.6	139,815	47,353	0	22,482	209,650	23,677	185,973	311
MORRIS	064									
MORRIS COUNTY	D0417	860.2	206,490	51,768	0	44,557	302,815	111,561	191,254	222
MORTON	065									
ROLLA	D0217	205.5	68,895	19,262	12,039	7,740	107,936	20,065	87,871	428
ELKHART	D0218	675.7	153,720	32,907	30,900	18,008	235,535	31,703	203,832	302
NEMAHA	066									
SABETHA	D0441	921.9	204,300	36,117	0	29,956	270,373	46,952	223,421	242
NEMAHA VALLEY S	D0442	498.9	121,500	12,842	0	17,977	152,319	86,280	66,039	132
B & B	D0451	227.0	68,595	6,421	0	6,735	81,751	18,059	63,692	281
NEOSHO	067									
ERIE-ST PAUL	D0101	1,070.4	231,465	63,807	0	51,684	346,956	115,976	230,980	216
CHANUTE PUBLIC	D0413	1,793.2	314,145	124,804	2,007	92,128	533,084	99,522	433,562	242
NESS	068									
WESTERN PLAINS	D0106	189.5	59,910	8,829	0	9,373	78,112	4,816	73,296	387
NES TRE LA GO	D0301	28.0	11,355	1,605	0	2,952	15,912	0	15,912	568
NESS CITY	D0303	259.5	70,290	7,625	0	11,838	89,753	29,295	60,458	233

10-22

		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
COUNTY NAME	#	FTE ENROL	\$150 BASE	15% AT	30% BILING	SP ED \$1570 PER TCHR	TOTAL (2 THRU 5)	DEDUCT VOC EDUC	DIFF (6 - 7)	PER PUPIL (8 / 1)
DISTRICT NAME	#	9-20-04	BPP	RISK						
*****										
NORTON	069									
NORTON COMMUNIT	D0211	649.4	153,840	30,098	0	36,220	220,158	28,492	191,666	295
NORTHERN VALLEY	D0212	196.5	59,955	15,249	0	8,996	84,200	4,414	79,786	406
WEST SOLOMON VA	D0213	63.0	24,975	4,414	0	3,784	33,173	3,612	29,561	469
OSAGE 070										
OSAGE CITY	D0420	731.5	164,970	42,137	0	35,749	242,856	16,052	226,804	310
LYNDON	D0421	432.0	110,355	17,256	0	21,572	149,183	33,709	115,474	267
SANTA FE TRAIL	D0434	1,262.0	258,150	63,807	0	59,377	381,334	141,258	240,076	190
BURLINGAME	D0454	337.0	88,080	14,046	0	16,783	118,909	35,716	83,193	247
MARAIS DES CYGN	D0456	263.0	74,370	24,479	0	12,796	111,645	30,900	80,745	307
OSBORNE 071										
OSBORNE COUNTY	D0392	386.6	101,565	24,078	0	21,211	146,854	35,314	111,540	289
OTTAWA 072										
NORTH OTTAWA CO	D0239	538.7	136,830	21,670	0	16,250	174,750	48,959	125,791	234
TWIN VALLEY	D0240	631.0	149,175	22,072	0	17,553	188,800	69,826	118,974	189
PAWNEE 073										
FT LARNED	D0495	927.0	203,250	54,978	0	51,072	309,300	58,991	250,309	270
PAWNEE HEIGHTS	D0496	177.5	59,400	8,427	0	10,943	78,770	3,210	75,560	426
PHILLIPS 074										
EASTERN HEIGHTS	D0324	152.0	51,030	10,033	0	7,929	68,992	19,664	49,328	325
PHILLIPSBURG	D0325	607.0	145,695	31,301	0	33,190	210,186	50,965	159,221	262
LOGAN	D0326	184.0	58,350	13,243	0	10,252	81,845	10,434	71,411	388
POTTAWATOMIE 075										
WAMEGO	D0320	1,281.5	257,145	46,551	0	61,607	365,303	154,099	211,204	165
KAW VALLEY	D0321	1,067.5	229,020	44,143	0	62,753	335,916	102,332	233,584	219
ONAGA-HAVENSVIL	D0322	370.0	95,490	14,848	0	11,398	121,736	38,525	83,211	225
ROCK CREEK	D0323	728.6	172,875	29,295	0	31,557	233,727	48,557	185,170	254
PRATT 076										
PRATT	D0382	1,127.9	232,500	67,017	0	54,793	354,310	91,898	262,412	233
SKYLINE SCHOOLS	D0438	418.3	109,665	17,657	401	16,595	144,318	24,881	119,437	286
RAWLINS 077										
RAWLINS COUNTY	D0105	346.5	97,935	18,460	0	12,387	128,782	26,486	102,296	295
RENO 078										
HUTCHINSON PUBL	D0308	4,640.7	792,300	404,510	7,625	160,674	1,365,109	516,874	848,235	183
NICKERSON	D0309	1,102.5	237,630	72,234	1,605	46,519	357,988	91,898	266,090	241
FAIRFIELD	D0310	377.0	101,025	32,104	0	15,857	148,986	2,007	146,979	390
PRETTY PRAIRIE	D0311	298.9	80,265	6,822	0	12,466	99,553	25,683	73,870	247
HAVEN PUBLIC SC	D0312	1,062.5	231,885	47,755	0	46,566	326,206	59,794	266,412	251
BUHLER	D0313	2,161.8	380,160	95,108	2,408	89,459	567,135	136,442	430,693	199

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	
COUNTY NAME	FTE	\$150	15%		SP ED	TOTAL	DEDUCT	DIFF	PER PUPIL	
DISTRICT NAME	ENROL	BASE	AT	30%	\$1570	(2 THRU 5)	VOC EDUC	(6 - 7)	(8 / 1)	
	9-20-04	BPP	RISK	BILING	PER TCHR					
*****										
REPUBLIC	079									
PIKE VALLEY	D0426	260.5	73,695	17,657	0	12,434	103,786	23,677	80,109	308
BELLEVILLE	D0427	458.0	117,060	24,881	0	22,545	164,486	20,466	144,020	314
HILLCREST RURAL	D0455	116.0	42,120	8,829	0	5,935	56,884	4,414	52,470	452
RICE	080									
STERLING	D0376	504.3	121,590	27,690	0	26,941	176,221	44,544	131,677	261
CHASE	D0401	147.7	51,435	15,651	0	9,985	77,071	12,440	64,631	438
LYONS	D0405	840.1	187,875	89,089	23,275	46,912	347,151	55,781	291,370	347
LITTLE RIVER	D0444	281.0	75,780	10,033	0	15,967	101,780	15,249	86,531	308
RILEY	081									
RILEY COUNTY	D0378	646.0	154,890	22,874	0	22,011	199,775	56,583	143,192	222
MANHATTAN	D0383	4,960.4	879,345	222,722	31,301	224,008	1,357,376	322,645	1,034,731	209
BLUE VALLEY	D0384	244.5	72,180	6,822	0	10,833	89,835	33,308	56,527	231
ROOKS	082									
PALCO	D0269	142.5	49,185	8,829	0	9,750	67,764	12,039	55,725	391
PLAINVILLE	D0270	371.3	93,240	21,670	0	20,002	134,912	50,564	84,348	227
STOCKTON	D0271	354.0	91,710	21,269	0	19,562	132,541	21,269	111,272	314
RUSH	083									
LACROSSE	D0395	305.0	87,540	19,664	0	14,350	121,554	20,466	101,088	331
OTIS-BISON	D0403	218.0	67,920	9,230	0	10,896	88,046	0	88,046	404
RUSSELL	084									
PARADISE	D0399	148.0	48,795	10,835	0	8,070	67,700	2,809	64,891	438
RUSSELL COUNTY	D0407	997.5	214,560	60,998	0	41,275	316,833	38,124	278,709	279
SALINE	085									
SALINA	D0305	7,122.3	1,237,725	524,900	41,735	277,639	2,081,999	365,584	1,716,415	241
SOUTHEAST OF SA	D0306	686.0	166,275	19,262	0	17,882	203,419	88,286	115,133	168
ELL-SALINE	D0307	450.8	114,585	14,447	0	11,916	140,948	67,017	73,931	164
SCOTT	086									
SCOTT COUNTY	D0466	884.8	208,320	55,781	36,920	26,769	327,790	42,538	285,252	322
SEDGWICK	087									
WICHITA	D0259	45,249.3	8,412,525	5,266,661	1,173,401	1,535,366	16,387,953	2,704,361	13,683,592	302
DERBY	D0260	6,417.3	1,096,125	306,593	12,039	228,419	1,643,176	498,013	1,145,163	178
HAYSVILLE	D0261	4,379.0	764,475	227,136	16,453	166,404	1,174,468	267,667	906,801	207
VALLEY CENTER P	D0262	2,377.0	410,010	79,859	0	71,671	561,540	109,956	451,584	190
MULVANE	D0263	1,881.1	322,920	62,202	0	52,360	437,482	151,290	286,192	152
CLEARWATER	D0264	1,243.8	249,000	30,098	0	38,339	317,437	64,609	252,828	203
GODDARD	D0265	4,094.4	714,375	89,490	0	116,667	920,532	40,933	879,599	215
MAIZE	D0266	5,740.0	1,043,265	69,425	2,809	175,652	1,291,151	92,299	1,198,852	209
RENWICK	D0267	1,933.8	343,575	34,913	0	59,393	437,881	82,267	355,614	184
CHENEY	D0268	746.2	169,995	20,466	0	22,121	212,582	83,470	129,112	173

11-22

		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
COUNTY NAME	#	FTE ENROL	\$150 BASE BPP	15% AT RISK	30% BILING	SP ED \$1570 PER TCHR	TOTAL (2 THRU 5)	DEDUCT VOC EDUC	DIFF (6 - 7)	PER PUPIL (8 / 1)
DISTRICT NAME	#	9-20-04								
*****										
SEWARD	088									
LIBERAL	D0480	4,180.6	753,825	462,298	335,487	90,526	1,642,136	192,624	1,449,512	347
KISMET-PLAINS	D0483	667.0	183,075	69,826	75,043	31,008	358,952	8,829	350,123	525
SHAWNEE	089									
SEAMAN	D0345	3,322.4	570,870	103,535	0	138,490	812,895	250,813	562,082	169
SILVER LAKE	D0372	731.5	165,825	10,835	0	30,631	207,291	63,004	144,287	197
AUBURN WASHBURN	D0437	5,006.6	870,675	157,711	4,013	204,100	1,236,499	229,945	1,006,554	201
SHAWNEE HEIGHTS	D0450	3,356.9	591,540	107,950	3,210	112,663	815,363	201,051	614,312	183
TOPEKA PUBLIC S	D0501	12,963.9	2,282,010	1,462,739	52,169	622,945	4,419,863	458,285	3,961,578	306
SHERIDAN	090									
HOXIE COMMUNITY	D0412	316.5	85,335	9,631	0	20,818	115,784	24,479	91,305	288
SHERMAN	091									
GOODLAND	D0352	950.5	215,340	63,405	22,473	37,963	339,181	115,173	224,008	236
SMITH	092									
SMITH CENTER	D0237	455.0	118,215	27,288	0	25,544	171,047	45,748	125,299	275
WEST SMITH COUN	D0238	182.5	57,975	10,434	0	10,315	78,724	18,059	60,665	332
STAFFORD	093									
STAFFORD	D0349	314.4	80,835	29,295	0	12,968	123,098	23,275	99,823	318
ST JOHN-HUDSON	D0350	402.9	106,935	29,696	401	18,134	155,166	53,373	101,793	253
MACKSVILLE	D0351	288.4	78,825	22,874	3,210	12,843	117,752	6,421	111,331	386
STANTON	094									
STANTON COUNTY	D0452	466.5	126,360	39,729	28,492	15,370	209,951	25,683	184,268	395
STEVENS	095									
MOSCOW PUBLIC S	D0209	235.6	70,305	25,683	26,486	8,133	130,607	4,816	125,791	534
HUGOTON PUBLIC	D0210	1,023.4	218,895	84,273	29,696	28,370	361,234	32,907	328,327	321
SUMNER	096									
WELLINGTON	D0353	1,650.7	318,810	118,785	0	80,384	517,979	144,468	373,511	226
CONWAY SPRINGS	D0356	566.5	135,810	21,670	0	16,878	174,358	53,373	120,985	214
BELLE PLAINE	D0357	770.0	183,375	46,551	0	42,877	272,803	103,134	169,669	220
OXFORD	D0358	404.5	100,260	20,466	0	20,661	141,387	25,282	116,105	287
ARGONIA PUBLIC	D0359	212.3	64,380	16,855	0	12,686	93,921	10,835	83,086	391
CALDWELL	D0360	301.0	81,810	21,670	0	15,810	119,290	16,855	102,435	340
SOUTH HAVEN	D0509	224.0	64,665	8,026	0	12,544	85,235	30,900	54,335	243
THOMAS	097									
BREWSTER	D0314	128.8	45,885	5,217	0	10,017	61,119	5,618	55,501	431
COLBY PUBLIC SC	D0315	1,025.4	219,045	48,959	401	39,344	307,749	99,522	208,227	203
GOLDEN PLAINS	D0316	190.8	61,215	18,460	0	14,099	93,774	5,217	88,557	464



22-12

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
COUNTY NAME #	FTE ENROL	\$150 BASE	15% AT	30% BILING	SP ED \$1570 PER TCHR	TOTAL (2 THRU 5)	DEDUCT VOC EDUC	DIFF (6 - 7)	PER PUPIL (8 / 1)
DISTRICT NAME #	9-20-04	BPP	RISK	BILING	PER TCHR	(2 THRU 5)	VOC EDUC	(6 - 7)	(8 / 1)
*****									
TREGO 098									
WAKEENEY D0208	381.0	96,435	16,052	0	17,317	129,804	17,256	112,548	295
WABAUNSEE 099									
MILL CREEK VALL D0329	460.9	121,755	15,651	0	22,200	159,606	76,247	83,359	181
MISSION VALLEY D0330	497.0	129,870	19,664	0	23,299	172,833	67,418	105,415	212
WALLACE 100									
WALLACE COUNTY D0241	217.3	66,450	13,644	0	10,315	90,409	8,427	81,982	377
WESKAN D0242	131.0	43,530	8,026	0	6,390	57,946	2,809	55,137	421
WASHINGTON 101									
NORTH CENTRAL D0221	113.5	41,385	5,217	0	5,731	52,333	6,421	45,912	405
WASHINGTON SCHO D0222	353.5	88,215	13,644	0	13,769	115,628	32,104	83,524	236
BARNES D0223	384.2	100,830	19,262	0	15,056	135,148	91,095	44,053	115
CLIFTON-CLYDE D0224	315.0	85,365	15,249	0	15,103	115,717	28,091	87,626	278
WICHITA 102									
LEOTI D0467	482.3	122,625	31,301	28,492	14,224	196,642	14,046	182,596	379
WILSON 103									
ALTOONA-MIDWAY D0387	231.0	72,390	18,059	0	12,654	103,103	13,644	89,459	387
NEODESHA D0461	729.6	171,375	46,952	0	30,646	248,973	62,202	186,771	256
FREDONIA D0484	739.2	174,255	57,787	0	30,285	262,327	38,926	223,401	302
WOODSON 104									
WOODSON D0366	498.5	130,395	36,117	0	25,607	192,119	51,366	140,753	282
WYANDOTTE 105									
TURNER-KANSAS C D0202	3,650.8	629,445	280,107	45,748	139,809	1,095,109	229,544	865,565	237
PIPER-KANSAS CI D0203	1,346.0	261,090	10,434	0	37,492	309,016	120,791	188,225	140
BONNER SPRINGS D0204	2,190.0	374,745	121,995	12,842	61,937	571,519	102,332	469,187	214
KANSAS CITY D0500	19,144.5	3,488,250	2,542,637	707,492	572,249	7,310,628	1,614,831	5,695,797	298
*****									
STATE TOTALS	442,372.7	87,137,580	27,093,378	5,167,940	16,694,550	136,093,448	30,117,572	105,975,876	83,450