



2005-2006

## School Building Report Cards



Kansas City, Kansas Public Schools · 625 Minnesota Avenue · Kansas City, KS 66101 · (913) 551-3200 · Fax (913) 551-3217

### Bethel Elementary School

7850 Yecker  
Kansas City, KS 66109  
(913) 627-3000

**Faye Thicklin** [fathick@kckps.org], Principal

**KSDE Building Report Card** [\[link\]](#)

**KSDE Summary** .pdf

**Bethel Elementary School Website** [\[link\]](#)

## School Highlights

- **Adequate Yearly Progress (AYP):** Bethel students achieved AYP in both reading and math. Over 65.8% of students were proficient in reading and math.
- **Kansas Accelerated Literacy Learning (KALL):** The primary purpose of KALL was to provide intervention for children at risk of failing to learn to read in the first grade. The KALL teacher provided intensive daily thirty-minute lessons outside the classroom to those first graders. Instruction focused on developing skills and strategies to decode words and understand text.
- **Reading is Fundamental ( RIF ):** This program motivated children to read by providing free books throughout the school year. Supporting activities included celebrity readers, theme assemblies, original plays, poster contests, and the recognition of RIF readers.
- **Science Fair:** Projects primarily involved experimental tests to arrive at a specific conclusion. The basic procedure involved was modeled on a process called the scientific method. A science fair project had a problem, hypothesis, review of resources, procedure, interpretation of data, conclusion, future study, and display.
- **Cooperative Learning:** Teachers used different cooperative learning structures to keep students actively engaged during instruction. Cooperative learning had four basic principles: positive interdependence, individual accountability, equal participation, and simultaneous interaction.
- **Exchange City:** Students in 5th grade put their classroom learning to work in a simulated city as they practiced decision-making and learned about the free enterprise system.
- **Earthworks:** Students in 4th grade worked in teams to explore five realistic habitats filled with scientific equipment, native plants, and live animals. Students studied the environment, formulated their own hypotheses, and performed experiments to learn how the earth's systems are interconnected.
- **Just Read:** Parents were asked to read to, with, and by their child for 30 minutes each night. Classes competed for a traveling Just Read trophy based upon student participation.
- **Family Advocate System (FAS):** Bethel participated in FAS as a way to build a bridge between school and home so that students, their families, and the school staff can all work together as a team.

With an ultimate goal of improved student performance, FAS was designed to engage families in the education of their children and create a relationship for every student with a school advocate dedicated to that student's success.

- **Star Base:** Students in 4th grade attended science workshops at the National Guard Armory. The culminating activity was the launching of student-designed rocket ships.
- **Parent Involvement:** Opportunities included our back-to-school picnic, book fair, PTA taco dinner, grandparents for lunch, fall and spring conferences, Youth Friends, veteran's for lunch, art show, winter and spring musicals, field day, and PTA carnival.

## Mission Statement

Our mission is to educate today's children for tomorrow's world.

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This building report card is a brief summary of how your school and students are performing and the impact of your local school improvement plan. However, it should not be used as a single source to judge students or school accomplishments. No single report can tell the whole story of a district's or school's education program. This report card does not provide information about curriculum, teaching methods, special programs, the "climate" of your school or the performance of individual teachers or administrators.

In addition, this report card is not a way of "rating" or "ranking" schools. Because of the distinct community and student characteristics, direct comparison between schools or districts are invalid. Rank-ordering school districts or schools is a clear misuse of the information. Rather, the information should be used to access local strengths and weaknesses based on past performance and to plan program improvements.

# Report Card 2005-2006

<b>Bethel Elem</b> 7850 Yecker Kansas City, KS 66109-1658	Current Accreditation Status: Accredited
USD 500 Kansas City	

## ADEQUATE YEARLY PROGRESS

Adequate Yearly Progress (AYP) is a method for determining if schools, districts and the state have made adequate progress in improving student achievement. AYP is based on participation and performance on state assessments, as well as attendance rates for elementary and middle schools, and, for high schools, graduation rates. For the 2005-2006 school year, this school did make AYP. More information on this school's performance on the AYP measures is provided below.

Student Group	Reading		Math		Additional Academic Indicators	
	% Prof. & Above Goal: 63.4%	% Tested Goal: 95%	% Prof. & Above Goal: 60.1%	% Tested Goal: 95%	Grad Rt. High Sch. Goal: 75% or Improve.	Attend Rt. Goal: 90%
All Students	67.0%	95.6%	65.8%	95.6%	N/A	94.4%
Free/Reduced Lunch	56.0%	92.1%	58.5%	92.1%	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
English Language Learners	N/A	N/A	N/A	N/A	N/A	N/A
African Americans	N/A	N/A	N/A	N/A	N/A	N/A
Hispanics	N/A	N/A	N/A	N/A	N/A	N/A
Whites	75.6%	100.0%	65.8%	100.0%	N/A	N/A
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A
American Indians	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	N/A	N/A	N/A	N/A	N/A	N/A

## DEMOGRAPHICS

Race/Ethnicity	Bldg.	Dist.	State
African Americans	37.9%	45.5%	8.3%
Hispanics	13.7%	32.6%	11.6%
Whites	46.7%	18.1%	73.7%
Other	1.6%	3.9%	6.4%

Economically Disadvantaged Students	Bldg.	Dist.	State
Economically Disadvantaged	49.5%	73.2%	38.5%
Non-Economic. Disadvantaged	50.5%	26.8%	61.5%

Migrant Students	Bldg.	Dist.	State
Migrant Students	0.0%	0.6%	0.8%
Non-Migrant Students	0.0%	99.4%	99.2%

## TOTAL ENROLLMENT

Building: 182 District: 20,022 State: 463,840

## DEMOGRAPHICS

English language Learners	Bldg.	Dist.	State
LEP Students	0.0%	15.9%	5.8%
Non-LEP Students	100.0%	84.1%	94.2%

Gender	Bldg.	Dist.	State
Male	48.9%	51.7%	51.7%
Female	51.1%	48.3%	48.3%

Attendance	Bldg.	Dist.	State
2005	95.2%	93.2%	95.2%
2006	94.4%	93.2%	95.2%

Students with Disabilities	Bldg.	Dist.	State
Students with Disabilities	11.0%	12.4%	13.9%
Students without Disabilities	89.0%	87.6%	86.1%

## TEACHER QUALITY

Qualification	School
Fully Licensed	93.33%
Not Fully Licensed	6.66%

% Not Fully Licensed Teachers	School
Not Licensed	0%
Not Qualified	0%
Provisional	6.66%
Waiver	0%

Core Content Classes	School
Taught by Highly Qualified	92.86%
Not Taught by Highly Qualified	7.14%

% of Core Classes Taught by Highly Qualified Teachers	School	District	State
Elementary	100.00%	93.62%	97.86%
Fine Arts	66.66%	84.38%	93.18%
Special Education	100.00%	75.69%	85.24%
ESL/Bilingual	N/A	90.66%	89.34%
English Language Arts	N/A	79.03%	88.82%
Foreign Language	N/A	72.95%	90.31%
History and Government	N/A	83.74%	92.69%
Mathematics	N/A	68.25%	90.18%
Science	N/A	62.74%	89.60%

For more information about Teacher Quality, go to [http://online.ksde.org/rcard/bldg\\_tchrs.aspx?org\\_no=D0500&bldg\\_no=8326](http://online.ksde.org/rcard/bldg_tchrs.aspx?org_no=D0500&bldg_no=8326)

**GRADE 3 READING**

**All**

	<b>Exemplary</b>	<b>Exceeds Std.</b>	<b>Meets Std.</b>	<b>Approaches Std.</b>	<b>Acad. Warning</b>	<b>Not Tested</b>
	<b>2006</b>	<b>2006</b>	<b>2006</b>	<b>2006</b>	<b>2006</b>	<b>2006</b>
Building	5.5%	22.2%	38.8%	16.6%	16.6%	0.0%
District	7.2%	14.3%	27.4%	20.2%	27.7%	2.9%
State	22.7%	27.8%	28.0%	11.8%	7.9%	1.6%

**Economically Disadvantaged**

Building	4.5%	22.7%	31.8%	22.7%	18.1%	0.0%
District	6.8%	12.8%	26.8%	21.2%	29.5%	2.6%
State	12.9%	23.5%	31.7%	16.4%	13.1%	2.1%

**Special Ed.**

District	15.6%	18.7%	22.3%	15.6%	25.5%	2.0%
State	12.5%	21.0%	31.3%	17.9%	14.8%	2.3%

**ELL**

District	4.6%	9.5%	25.4%	21.7%	33.4%	5.0%
State	6.6%	14.8%	30.1%	20.8%	22.4%	4.9%

**African Am.**

Building	6.6%	6.6%	20.0%	33.3%	33.3%	0.0%
District	5.9%	15.2%	28.1%	21.0%	28.6%	0.9%
State	9.0%	19.0%	32.7%	18.5%	18.9%	1.6%

**Hispanic**

District	6.3%	10.0%	26.3%	21.5%	29.7%	5.8%
State	9.9%	19.2%	30.3%	19.2%	17.5%	3.6%

**White**

Building	5.5%	33.3%	55.5%	0.0%	5.5%	0.0%
District	12.5%	22.4%	28.5%	14.0%	21.6%	0.7%
State	27.0%	30.4%	26.9%	9.5%	4.9%	1.1%

**Asian**

District	4.0%	12.2%	20.4%	26.5%	28.5%	8.1%
State	23.5%	25.9%	26.5%	12.7%	7.5%	3.7%

**Am. Indian**

District	18.1%	0.0%	45.4%	18.1%	18.1%	0.0%
State	19.1%	28.1%	28.3%	14.1%	8.3%	1.8%

**Multi-Ethnic**

State	18.3%	28.3%	30.9%	12.4%	8.3%	1.5%
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**Female**

Building	6.2%	43.7%	31.2%	18.7%	0.0%	0.0%
District	7.0%	15.4%	29.9%	22.3%	22.5%	2.6%
State	23.4%	28.5%	28.3%	11.1%	6.9%	1.4%

**Male**

Building	5.0%	5.0%	45.0%	15.0%	30.0%	0.0%
District	7.5%	13.2%	24.8%	17.9%	33.0%	3.3%
State	22.1%	27.0%	27.6%	12.4%	8.9%	1.7%

**Migrant**

District	0.0%	17.6%	11.7%	17.6%	41.1%	11.7%
State	8.0%	16.5%	31.3%	19.4%	19.0%	5.5%

**GRADE 4 READING**

**All**

	<b>Exemplary</b>	<b>Exceeds Std.</b>	<b>Meets Std.</b>	<b>Approaches Std.</b>	<b>Acad. Warning</b>	<b>Not Tested</b>
	<b>2006</b>	<b>2006</b>	<b>2006</b>	<b>2006</b>	<b>2006</b>	<b>2006</b>
Building	8.3%	29.1%	25.0%	4.1%	33.3%	0.0%
District	8.9%	15.3%	26.8%	17.0%	28.0%	3.6%
State	22.6%	27.9%	29.0%	10.3%	8.5%	1.4%

**Economically Disadvantaged**

Building	0.0%	30.7%	23.0%	7.6%	38.4%	0.0%
District	7.9%	14.9%	26.6%	17.5%	29.7%	3.2%
State	12.8%	22.9%	32.8%	14.7%	14.4%	2.1%

**Special Ed.**

District	18.0%	23.9%	18.0%	11.2%	25.8%	2.9%
State	12.5%	18.5%	33.6%	16.7%	16.7%	1.8%

**ELL**

District	4.7%	12.0%	24.0%	16.5%	36.6%	6.0%
State	6.0%	16.0%	30.6%	18.9%	23.5%	4.7%

**African Am.**

District	8.6%	15.7%	27.6%	19.0%	26.8%	2.1%
State	10.6%	18.6%	32.9%	16.5%	19.1%	2.0%

**Hispanic**

District	6.8%	11.6%	25.0%	15.8%	34.8%	6.0%
State	8.6%	19.5%	31.7%	16.9%	19.7%	3.3%

**White**

Building	10.0%	40.0%	10.0%	10.0%	30.0%	0.0%
District	13.7%	22.6%	28.2%	16.3%	16.7%	2.2%
State	26.7%	30.4%	28.0%	8.4%	5.3%	0.9%

**Asian**

District	10.9%	9.0%	25.4%	12.7%	34.5%	7.2%
State	26.4%	25.9%	25.5%	10.7%	7.3%	3.9%

**Am. Indian**

State	12.2%	28.8%	35.0%	11.6%	10.3%	1.9%
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**Multi-Ethnic**

State	18.0%	29.1%	30.1%	11.9%	9.7%	0.9%
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**Female**

District	8.7%	14.9%	28.1%	18.9%	24.9%	4.2%
State	23.8%	28.4%	28.8%	10.0%	7.4%	1.3%

**Male**

Building	12.5%	25.0%	12.5%	0.0%	50.0%	0.0%
District	9.2%	15.6%	25.6%	15.2%	31.0%	3.1%
State	21.5%	27.5%	29.2%	10.6%	9.5%	1.5%

**Migrant**

District	9.5%	9.5%	14.2%	14.2%	38.0%	14.2%
State	6.0%	18.2%	25.0%	20.7%	24.7%	5.0%

**GRADE 5 READING**

**All**

	<b>Exemplary</b>	<b>Exceeds Std.</b>	<b>Meets Std.</b>	<b>Approaches Std.</b>	<b>Acad. Warning</b>	<b>Not Tested</b>
	<b>2006</b>	<b>2006</b>	<b>2006</b>	<b>2006</b>	<b>2006</b>	<b>2006</b>
Building	19.3%	16.1%	22.5%	22.5%	19.3%	0.0%
District	10.6%	15.6%	24.8%	16.9%	28.2%	3.5%
State	29.8%	23.0%	24.1%	11.9%	9.5%	1.4%

**Economically Disadvantaged**

Building	12.5%	18.7%	12.5%	25.0%	31.2%	0.0%
District	8.4%	14.4%	25.4%	17.3%	31.0%	3.3%
State	17.2%	19.7%	28.1%	16.9%	15.8%	2.1%

**Special Ed.**

District	11.2%	22.9%	19.8%	10.2%	29.5%	6.1%
State	13.6%	16.1%	30.3%	18.3%	19.6%	1.9%

**ELL**

District	3.7%	8.6%	20.6%	16.1%	44.8%	5.9%
State	8.0%	12.0%	26.4%	19.9%	28.5%	4.9%

**African Am.**

Building	7.1%	7.1%	35.7%	28.5%	21.4%	0.0%
District	11.6%	17.0%	25.3%	18.8%	25.0%	2.0%
State	13.6%	18.7%	27.3%	19.0%	19.2%	1.9%

**Hispanic**

District	6.4%	11.0%	25.3%	15.8%	35.5%	5.6%
State	12.6%	16.0%	27.4%	18.0%	22.0%	3.7%

**White**

Building	31.2%	25.0%	12.5%	18.7%	12.5%	0.0%
District	16.6%	20.4%	25.4%	15.4%	18.9%	3.0%
State	34.6%	24.6%	23.1%	10.1%	6.4%	0.9%

**Asian**

District	9.0%	12.1%	9.0%	6.0%	57.5%	6.0%
State	35.7%	20.2%	23.9%	8.1%	8.5%	3.2%

**Am. Indian**

State	22.9%	24.9%	27.5%	12.0%	10.5%	1.9%
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**Multi-Ethnic**

State	27.1%	23.9%	25.4%	14.5%	7.9%	0.9%
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**Female**

Building	33.3%	16.6%	25.0%	16.6%	8.3%	0.0%
District	11.7%	16.2%	26.7%	18.1%	23.5%	3.4%
State	31.4%	23.2%	24.0%	11.4%	8.5%	1.2%

**Male**

Building	10.5%	15.7%	21.0%	26.3%	26.3%	0.0%
District	9.6%	15.1%	23.1%	15.6%	32.7%	3.6%
State	28.3%	22.8%	24.2%	12.4%	10.5%	1.5%

**Migrant**

District	7.6%	3.8%	15.3%	15.3%	42.3%	15.3%
State	9.3%	13.3%	22.6%	20.3%	29.3%	5.0%

GRADE 3 MATH

All

	Exemplary	Exceeds Std.	Meets Std.	Approaches Std.	Acad. Warning	Not Tested
	2006	2006	2006	2006	2006	2006
Building	0.0%	25.0%	22.2%	16.6%	36.1%	0.0%
District	10.2%	12.5%	29.3%	14.3%	32.0%	1.4%
State	27.1%	25.0%	28.8%	9.1%	8.7%	1.2%

Economically Disadvantaged

Building	0.0%	18.1%	22.7%	13.6%	45.4%	0.0%
District	9.3%	11.7%	29.8%	14.4%	33.6%	0.9%
State	17.9%	22.2%	32.3%	12.1%	13.9%	1.4%

Special Ed.

District	13.0%	18.2%	25.0%	10.4%	31.7%	1.5%
State	15.8%	20.3%	31.4%	14.3%	16.0%	1.9%

ELL

District	9.5%	11.4%	30.3%	13.2%	34.0%	1.3%
State	13.9%	19.4%	32.5%	13.1%	19.6%	1.2%

African Am.

Building	0.0%	6.6%	20.0%	13.3%	60.0%	0.0%
District	9.2%	9.9%	29.0%	15.5%	35.3%	0.7%
State	11.5%	17.6%	32.1%	14.4%	22.5%	1.6%

Hispanic

District	10.0%	12.3%	30.9%	13.2%	30.7%	2.4%
State	15.6%	21.3%	32.7%	12.3%	16.2%	1.6%

White

Building	0.0%	38.8%	16.6%	22.2%	22.2%	0.0%
District	13.3%	19.3%	27.7%	12.5%	26.6%	0.3%
State	31.2%	26.4%	27.6%	7.9%	5.5%	1.0%

Asian

District	10.2%	8.1%	28.5%	16.3%	32.6%	4.0%
State	35.3%	23.9%	24.9%	6.4%	7.7%	1.5%

Am. Indian

District	0.0%	36.3%	9.0%	27.2%	27.2%	0.0%
State	18.9%	27.0%	31.3%	9.6%	11.7%	1.3%

Multi-Ethnic

State	21.0%	25.9%	31.6%	9.4%	10.6%	1.3%
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Female

Building	0.0%	31.2%	37.5%	18.7%	12.5%	0.0%
District	10.4%	12.1%	28.6%	16.4%	31.2%	1.1%
State	25.8%	25.2%	29.0%	9.8%	8.8%	1.1%

Male

Building	0.0%	20.0%	10.0%	15.0%	55.0%	0.0%
District	10.0%	13.0%	30.1%	12.1%	32.8%	1.7%
State	28.3%	24.7%	28.6%	8.4%	8.5%	1.3%

Migrant

District	23.5%	0.0%	23.5%	5.8%	35.2%	11.7%
State	15.5%	19.7%	28.4%	12.9%	18.4%	4.8%

**GRADE 4 MATH**

**All**

	<b>Exemplary</b>	<b>Exceeds Std.</b>	<b>Meets Std.</b>	<b>Approaches Std.</b>	<b>Acad. Warning</b>	<b>Not Tested</b>
	<b>2006</b>	<b>2006</b>	<b>2006</b>	<b>2006</b>	<b>2006</b>	<b>2006</b>
Building	4.1%	20.8%	41.6%	4.1%	29.1%	0.0%
District	8.2%	15.1%	28.9%	13.7%	31.3%	2.3%
State	24.2%	24.7%	31.8%	8.6%	9.4%	1.0%

**Economically Disadvantaged**

Building	0.0%	15.3%	46.1%	7.6%	30.7%	0.0%
District	7.2%	14.5%	28.3%	14.4%	33.5%	1.7%
State	14.1%	21.1%	35.6%	12.2%	15.5%	1.3%

**Special Ed.**

District	9.2%	19.5%	24.8%	11.7%	31.2%	3.4%
State	11.3%	19.6%	34.8%	14.8%	17.4%	1.9%

**ELL**

District	6.2%	12.6%	28.9%	12.0%	38.4%	1.7%
State	9.7%	16.9%	36.7%	13.6%	21.8%	1.0%

**African Am.**

District	6.2%	13.0%	28.8%	17.2%	32.4%	2.1%
State	9.3%	16.7%	34.3%	14.9%	22.6%	1.9%

**Hispanic**

District	6.2%	13.4%	29.2%	11.4%	37.0%	2.8%
State	11.5%	19.1%	36.6%	12.5%	18.7%	1.4%

**White**

Building	10.0%	20.0%	40.0%	10.0%	20.0%	0.0%
District	15.6%	22.6%	28.9%	11.8%	18.5%	2.2%
State	28.1%	26.8%	30.6%	7.1%	6.2%	0.8%

**Asian**

District	12.7%	18.1%	29.0%	9.0%	29.0%	1.8%
State	32.3%	25.6%	25.2%	6.2%	8.8%	1.5%

**Am. Indian**

State	14.6%	21.7%	36.9%	12.9%	12.0%	1.7%
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**Multi-Ethnic**

State	21.1%	22.1%	35.8%	9.5%	10.5%	0.7%
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**Female**

District	7.9%	14.2%	29.8%	13.9%	31.3%	2.5%
State	23.2%	25.2%	31.8%	8.9%	9.7%	0.8%

**Male**

Building	6.2%	12.5%	43.7%	0.0%	37.5%	0.0%
District	8.5%	16.0%	28.2%	13.6%	31.3%	2.1%
State	25.1%	24.3%	31.7%	8.3%	9.1%	1.2%

**Migrant**

District	23.8%	4.7%	14.2%	4.7%	38.0%	14.2%
State	12.9%	20.7%	36.5%	8.9%	18.2%	2.5%

GRADE 5 MATH

All

	Exemplary	Exceeds Std.	Meets Std.	Approaches Std.	Acad. Warning	Not Tested
	2006	2006	2006	2006	2006	2006
Building	6.4%	29.0%	32.2%	12.9%	19.3%	0.0%
District	9.9%	17.4%	29.8%	13.6%	26.8%	2.2%
State	24.0%	24.3%	30.5%	9.7%	10.1%	1.1%

Economically Disadvantaged

Building	6.2%	18.7%	31.2%	12.5%	31.2%	0.0%
District	8.0%	16.5%	29.7%	14.2%	29.5%	1.7%
State	13.8%	20.8%	34.0%	13.1%	16.6%	1.5%

Special Ed.

District	12.2%	16.3%	22.4%	14.7%	29.0%	5.1%
State	10.2%	18.0%	33.5%	16.7%	19.6%	1.8%

ELL

District	6.9%	11.2%	30.1%	16.3%	34.1%	1.0%
State	9.1%	16.1%	34.6%	15.6%	22.9%	1.4%

African Am.

Building	0.0%	28.5%	35.7%	7.1%	28.5%	0.0%
District	8.9%	16.7%	31.7%	12.5%	28.0%	1.9%
State	10.7%	17.1%	32.0%	14.0%	24.1%	1.9%

Hispanic

District	8.5%	16.3%	28.8%	15.0%	29.0%	2.0%
State	11.3%	19.4%	34.3%	14.0%	18.8%	1.9%

White

Building	12.5%	31.2%	31.2%	18.7%	6.2%	0.0%
District	15.4%	20.4%	27.4%	13.1%	20.4%	3.0%
State	27.6%	25.9%	29.7%	8.5%	7.1%	0.9%

Asian

District	9.0%	24.2%	24.2%	18.1%	21.2%	3.0%
State	35.5%	24.7%	25.2%	7.7%	5.7%	0.9%

Am. Indian

State	15.5%	23.1%	36.3%	10.9%	11.8%	2.1%
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Multi-Ethnic

State	20.3%	25.5%	32.1%	10.0%	10.7%	1.1%
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Female

Building	8.3%	33.3%	41.6%	8.3%	8.3%	0.0%
District	9.8%	17.2%	33.1%	15.6%	22.3%	1.5%
State	23.1%	24.1%	31.6%	10.0%	10.0%	0.9%

Male

Building	5.2%	26.3%	26.3%	15.7%	26.3%	0.0%
District	10.0%	17.5%	26.7%	11.7%	31.0%	2.8%
State	24.9%	24.4%	29.5%	9.3%	10.3%	1.3%

Migrant

District	11.5%	3.8%	38.4%	7.6%	26.9%	11.5%
State	9.0%	17.0%	33.0%	13.6%	23.6%	3.6%