



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

### Central Elementary School

813 Barnett Avenue  
Kansas City, KS 66101  
(913) 627-7300

**John Burton** [jburto@kckps.org], Principal

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

**KSDE Summary** [.pdf](#)

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

## School Highlights

- Central Elementary 3rd, 4th, and 5th grade students scored at a level of proficiency on the Kansas State Mathematics Assessments to meet the state's criterion for "adequate yearly progress".
- Central Elementary did not have the minimum percent of students scoring at the proficient level to meet the state's criterion for "adequate yearly progress", but the percentage of students scoring at the proficient level or higher was 10 percent higher than the previous year.
- Central Elementary students were involved in after school programs. Students were enrolled at Kidzone, El Centro, and Bethel Neighborhood Services. Central's 3rd, 4th and 5th grade students participated in after school tutoring focusing on reading and mathematics.
- Students were afforded enriched and diverse learning opportunities throughout the year. Students went to the Zoo, Science City, Nelson Art Gallery, Schlagle Library, Local Fire Station, and the Deanna Rose Farmstead. Central also hosted various assemblies; Featuring the Arts Partners program, motivational speakers, and achievement recognition.
- The Reading is Fundamental (RIF) Program gave students the opportunity to receive books from a distribution that was offered three times during the year.
- Central Elementary School's Student Improvement Team (SIT) met weekly to address the academic and behavioral needs of students. Strategies were discussed and implemented, as well as data taken, to help all students achieve at high levels.
- Central Elementary made connections both outside and within the community. Volunteers came weekly to work with students in classrooms. Shawnee Mission East SHARE club students came monthly to celebrate our students' birthdays. Students were given books, a birthday treat, and ate lunch with the high school students. Central students participated in the decoration of the Mayor's Christmas Tree.

## Mission Statement

Our mission is to empower all students to use their abilities to reach their full potential in order to meet the challenges of a changing global society.

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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 assess local strengths and weaknesses based on past performance and to plan program improvements.

# Report Card 2005-2006

<b>Central Elementary School</b>	Current Accreditation Status: Accredited
813 Barnett Kansas City, KS 66102	
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	53.1%	100.0%	61.7%	100.0%	N/A	94.6%
Free/Reduced Lunch	52.1%	100.0%	60.8%	100.0%	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
English Language Learners	43.7%	100.0%	56.2%	100.0%	N/A	N/A
African Americans	N/A	N/A	N/A	N/A	N/A	N/A
Hispanics	48.5%	100.0%	60.0%	100.0%	N/A	N/A
Whites	N/A	N/A	N/A	N/A	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	11.6%	45.5%	8.3%
Hispanics	71.6%	32.6%	11.6%
Whites	13.5%	18.1%	73.7%
Other	3.2%	3.9%	6.4%

Economically Disadvantaged Students	Bldg.	Dist.	State
Economically Disadvantaged	91.6%	73.2%	38.5%
Non-Economic. Disadvantaged	8.4%	26.8%	61.5%

Migrant Students	Bldg.	Dist.	State
Migrant Students	1.9%	0.6%	0.8%
Non-Migrant Students	98.1%	99.4%	99.2%

## TOTAL ENROLLMENT

Building: 155 District: 20,022 State: 463,840

## DEMOGRAPHICS

English language Learners	Bldg.	Dist.	State
LEP Students	57.4%	15.9%	5.8%
Non-LEP Students	42.6%	84.1%	94.2%

Gender	Bldg.	Dist.	State
Male	46.5%	51.7%	51.7%
Female	53.5%	48.3%	48.3%

Attendance	Bldg.	Dist.	State
2005	95.2%	93.2%	95.2%
2006	94.6%	93.2%	95.2%

Students with Disabilities	Bldg.	Dist.	State
Students with Disabilities	7.7%	12.4%	13.9%
Students without Disabilities	92.3%	87.6%	86.1%

## TEACHER QUALITY

Qualification	School
Fully Licensed	94.44%
Not Fully Licensed	5.55%

% Not Fully Licensed Teachers	School
Not Licensed	0%
Not Qualified	0%
Provisional	0%
Waiver	1%

Core Content Classes	School
Taught by Highly Qualified	93.75%
Not Taught by Highly Qualified	6.25%

% of Core Classes Taught by Highly Qualified Teachers	School	District	State
ESL/Bilingual	100.00%	90.66%	89.34%
Elementary	100.00%	93.62%	97.86%
Fine Arts	100.00%	84.38%	93.18%
Special Education	0.00%	75.69%	85.24%
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=8280](http://online.ksde.org/rcard/bldg_tchrs.aspx?org_no=D0500&bldg_no=8280)

**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	0.0%	20.0%	20.0%	40.0%	13.3%	6.6%
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	0.0%	14.2%	21.4%	42.8%	14.2%	7.1%
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**

Building	0.0%	18.1%	18.1%	36.3%	18.1%	9.0%
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.**

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**

Building	0.0%	18.1%	18.1%	36.3%	18.1%	9.0%
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**

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	0.0%	18.1%	27.2%	36.3%	9.0%	9.0%
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**

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	0.0%	34.7%	26.0%	13.0%	26.0%	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%	34.7%	26.0%	13.0%	26.0%	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**

Building	0.0%	40.0%	20.0%	13.3%	26.6%	0.0%
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**

Building	0.0%	35.2%	23.5%	17.6%	23.5%	0.0%
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**

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	0.0%	35.7%	21.4%	14.2%	28.5%	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	15.7%	10.5%	15.7%	21.0%	31.5%	5.2%
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	16.6%	11.1%	16.6%	22.2%	33.3%	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**

Building	9.0%	0.0%	9.0%	36.3%	36.3%	9.0%
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.**

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**

Building	15.3%	7.6%	7.6%	30.7%	30.7%	7.6%
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**

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**

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	10.0%	10.0%	10.0%	30.0%	30.0%	10.0%
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	13.3%	13.3%	26.6%	20.0%	26.6%	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	7.1%	14.2%	28.5%	21.4%	28.5%	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

Building	18.1%	9.0%	27.2%	27.2%	18.1%	0.0%
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.

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

Building	18.1%	9.0%	27.2%	27.2%	18.1%	0.0%
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

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	9.0%	0.0%	36.3%	18.1%	36.3%	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

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	4.3%	26.0%	21.7%	13.0%	34.7%	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	4.3%	26.0%	21.7%	13.0%	34.7%	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**

Building	6.6%	33.3%	13.3%	6.6%	40.0%	0.0%
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**

Building	5.8%	29.4%	17.6%	5.8%	41.1%	0.0%
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**

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	7.1%	28.5%	14.2%	14.2%	35.7%	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**

	<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	10.5%	21.0%	36.8%	10.5%	15.7%	5.2%
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	11.1%	22.2%	38.8%	11.1%	16.6%	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**

Building	9.0%	18.1%	27.2%	18.1%	18.1%	9.0%
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.**

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**

Building	7.6%	23.0%	30.7%	15.3%	15.3%	7.6%
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**

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**

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	0.0%	30.0%	30.0%	10.0%	20.0%	10.0%
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%