



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

Douglass Elementary School

1310 N. 9th Street
Kansas City, KS 66101
(913) 627-5100

Neadia Riley [neriley@kckps.org], Principal

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

KSDE Summary [.pdf](#)

Douglass Elementary School Website [\[link\]](#)

School Highlights

- Douglass Elementary continued to offer quality educational experiences for all students. With a dedicated, caring and involved staff, parents and community, a commitment was made to providing an enriched, rigorous and relevant educational experience for each student.
- Creating a community of learners and a positive climate that encouraged academic success was based on Positive Behavior Support System. PBS offered a continuum of support that decreased inappropriate behavior and helped increase opportunities for student success. The school expectations that all members of our community be respectful, be responsible, be compassionate and be a learner were strong components and were taught and reinforced daily. Positive behavior and performance was recognized through a variety of awards.
- Douglass' learning environment was one of the school's strengths. Classroom and school programs reflected the emphasis on learning, service to community and school. The Student Council met regularly to plan school activities and community service projects. The Kiwanis sponsored an after school club, K-Kids, that also encouraged leadership and community responsibility.
- Volunteers were an integral part of our school community. Foster Grandparents, parent and community volunteers were evident throughout the day. Their service to the boys and girls of Douglass had a significant impact on the success of our school.
- School and families came together throughout the school year. Parent Involvement continued to support the school instructional program. Parent/Teacher Conferences were held twice a year. Family Math and Reading Nights engaged parents and their children in reading and math activities and built school community as we enjoyed a meal together.
- Douglass' goal was to provide quality instruction in order to produce high achievement. The curriculum consisted of Balance Literacy, Math Investigation, Integrated Thematic Units, Kansas Accelerated Literacy Learning (KALL), Technology, and Read Naturally. After school math and reading clubs; small flexible groups provided diverse opportunities for students to learn, perform, and be recognized.

Mission Statement

The mission of Douglass School Community is to educate the whole child by promoting self-esteem and confidence as a foundation for life-time learning in an international community.

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

Douglass Elem
 1310 N 9th Street
 Kansas City, KS 66101-2014
 USD 500
 Kansas City

Current Accreditation Status: Accredited

Title 1 School on Improvement for the past year.

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 not 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	39.4%	98.5%	39.4%	99.2%	N/A	93.5%
Free/Reduced Lunch	37.7%	98.4%	38.6%	99.2%	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
English Language Learners	35.2%	98.3%	42.0%	98.2%	N/A	N/A
African Americans	38.9%	98.6%	33.3%	100.0%	N/A	N/A
Hispanics	39.2%	98.3%	42.0%	98.3%	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	49.8%	45.5%	8.3%
Hispanics	47.3%	32.6%	11.6%
Whites	1.1%	18.1%	73.7%
Other	1.8%	3.9%	6.4%

Economically Disadvantaged Students

	Bldg.	Dist.	State
Economically Disadvantaged	90.5%	73.2%	38.5%
Non-Economic. Disadvantaged	9.5%	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: 283 District: 20,022 State: 463,840

DEMOGRAPHICS

English language Learners	Bldg.	Dist.	State
LEP Students	37.8%	15.9%	5.8%
Non-LEP Students	62.2%	84.1%	94.2%

Gender	Bldg.	Dist.	State
Male	49.8%	51.7%	51.7%
Female	50.2%	48.3%	48.3%

Attendance	Bldg.	Dist.	State
2005	94.7%	93.2%	95.2%
2006	93.5%	93.2%	95.2%

Students with Disabilities

	Bldg.	Dist.	State
Students with Disabilities	6.7%	12.4%	13.9%
Students without Disabilities	93.3%	87.6%	86.1%

TEACHER QUALITY

Qualification	School
Fully Licensed	90.90%
Not Fully Licensed	9.09%

% Not Fully Licensed Teachers	School
Not Licensed	0%
Not Qualified	4.54%
Provisional	4.54%
Waiver	0%

Core Content Classes	School
Taught by Highly Qualified	90%
Not Taught by Highly Qualified	10%

% of Core Classes Taught by Highly Qualified Teachers	School	District	State
ESL/Bilingual	0.00%	90.66%	89.34%
Elementary	93.33%	93.62%	97.86%
Fine Arts	100.00%	84.38%	93.18%
Special Education	100.00%	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=8285

GRADE 3 READING

All

	Exemplary	Exceeds Std.	Meets Std.	Approaches Std.	Acad. Warning	Not Tested
	2006	2006	2006	2006	2006	2006
Building	6.2%	4.1%	29.1%	25.0%	31.2%	4.1%
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	6.5%	4.3%	28.2%	23.9%	32.6%	4.3%
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	9.0%	4.5%	31.8%	9.0%	40.9%	4.5%
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	3.7%	3.7%	25.9%	37.0%	22.2%	7.4%
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	9.5%	4.7%	33.3%	9.5%	42.8%	0.0%
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	3.8%	3.8%	30.7%	30.7%	26.9%	3.8%
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	9.0%	4.5%	27.2%	18.1%	36.3%	4.5%
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

	Exemplary	Exceeds Std.	Meets Std.	Approaches Std.	Acad. Warning	Not Tested
	2006	2006	2006	2006	2006	2006
Building	10.0%	22.0%	32.0%	18.0%	16.0%	2.0%
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	10.6%	23.4%	29.7%	17.0%	17.0%	2.1%
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	10.0%	25.0%	20.0%	10.0%	35.0%	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.

Building	11.1%	18.5%	37.0%	25.9%	3.7%	3.7%
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	9.5%	28.5%	19.0%	9.5%	33.3%	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

Building	12.0%	20.0%	28.0%	16.0%	20.0%	4.0%
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	8.0%	24.0%	36.0%	20.0%	12.0%	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

	Exemplary	Exceeds Std.	Meets Std.	Approaches Std.	Acad. Warning	Not Tested
	2006	2006	2006	2006	2006	2006
Building	4.6%	11.6%	13.9%	23.2%	41.8%	4.6%
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	5.1%	10.2%	12.8%	25.6%	41.0%	5.1%
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	0.0%	5.5%	5.5%	16.6%	66.6%	5.5%
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	9.5%	19.0%	9.5%	28.5%	28.5%	4.7%
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	0.0%	5.2%	21.0%	15.7%	52.6%	5.2%
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

Building	4.5%	13.6%	9.0%	27.2%	36.3%	9.0%
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	4.7%	9.5%	19.0%	19.0%	47.6%	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%	4.1%	27.0%	12.5%	54.1%	2.0%
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%	4.3%	26.0%	13.0%	54.3%	2.1%
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	0.0%	0.0%	31.8%	13.6%	50.0%	4.5%
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%	7.4%	22.2%	11.1%	55.5%	3.7%
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	0.0%	0.0%	33.3%	14.2%	52.3%	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	0.0%	3.8%	23.0%	15.3%	53.8%	3.8%
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%	4.5%	31.8%	9.0%	54.5%	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

	Exemplary	Exceeds Std.	Meets Std.	Approaches Std.	Acad. Warning	Not Tested
	2006	2006	2006	2006	2006	2006
Building	6.0%	20.0%	34.0%	18.0%	20.0%	2.0%
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	6.3%	21.2%	34.0%	19.1%	17.0%	2.1%
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	5.0%	25.0%	40.0%	15.0%	15.0%	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.

Building	3.7%	18.5%	29.6%	18.5%	25.9%	3.7%
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	9.5%	19.0%	38.0%	19.0%	14.2%	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

Building	8.0%	20.0%	28.0%	8.0%	32.0%	4.0%
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	4.0%	20.0%	40.0%	28.0%	8.0%	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	4.6%	11.6%	34.8%	9.3%	37.2%	2.3%
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	5.1%	10.2%	35.8%	10.2%	35.8%	2.5%
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	0.0%	5.5%	38.8%	5.5%	44.4%	5.5%
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	9.5%	9.5%	33.3%	9.5%	38.0%	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

Building	0.0%	10.5%	36.8%	5.2%	42.1%	5.2%
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

Building	4.5%	9.0%	31.8%	13.6%	36.3%	4.5%
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	4.7%	14.2%	38.0%	4.7%	38.0%	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%