



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

Eugene Ware Elementary School

4820 Oakland
Kansas City, KS 66102
(913) 627-5950

Janice Turner [jaturne@kckps.org], Principal

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

KSDE Summary .pdf

Eugene Ware Elementary School Website [\[link\]](#)

School Highlights

- **Adequate Yearly Progress:** Eugene Ware students achieved AYP in both reading and math.
- **Earthworks:** Students in the fourth grade worked in teams to explore realistic habitats filled with scientific equipment, natural plants and live animals. The program was sponsored by the Learning Exchange.
- **Becoming a Legend Through Reading:** Parents were asked to read at least twenty minutes each night with their child. Number of pages read were posted. Students/parents were recognized over the intercom, through newsletters and charts posted about the school.
- **Family Advocate System (FAS):** Eugene Ware participated in FAS striving to build student – family – school teams. The ultimate goal was and has been improved student achievement.
- **Star Base:** Students in fifth grades attended science workshops at the National Guard Armory. The culminating activity was the launching of student designed rocket ships.
- **Reading is Fundamental (RIF):** This program motivated the reading of books at home by providing free books for students throughout the school year.
- **Cooperative Learning:** Teachers used different cooperative learning structures to keep students actively engaged during instruction.
- **Parent Involvement:** Parents were encouraged to be involved through back to school night – FAS – RIF – math nights and musical performances.

Mission Statement

The Eugene Ware School Community will provide a responsible and challenging learning environment in which students will develop a positive self-image as active lifetime learners striving to reach their goals.

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

Eugene Ware Elem 4820 Oakland Kansas City, KS 66102-1742	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	% Tested	% Prof. & Above	% Tested	Grad Rt. High Sch. Goal: 75% or Improve.	Attend Rt. Goal: 90%
	Goal: 63.4%	Goal: 95%	Goal: 60.1%	Goal: 95%		
All Students	68.1%	99.2%	67.5%	100.0%	N/A	94.8%
Free/Reduced Lunch	68.9%	99.1%	68.2%	100.0%	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	68.9%	100.0%	63.7%	100.0%	N/A	N/A
Hispanics	N/A	N/A	N/A	N/A	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	49.5%	45.5%	8.3%
Hispanics	23.8%	32.6%	11.6%
Whites	19.1%	18.1%	73.7%
Other	7.6%	3.9%	6.4%

Economically Disadvantaged Students	Bldg.	Dist.	State
Economically Disadvantaged	85.6%	73.2%	38.5%
Non-Economic. Disadvantaged	14.4%	26.8%	61.5%

Migrant Students	Bldg.	Dist.	State
Migrant Students	0.4%	0.6%	0.8%
Non-Migrant Students	99.6%	99.4%	99.2%

TOTAL ENROLLMENT

Building: 277 District: 20,022 State: 463,840

DEMOGRAPHICS

English language Learners	Bldg.	Dist.	State
LEP Students	19.1%	15.9%	5.8%
Non-LEP Students	80.9%	84.1%	94.2%

Gender	Bldg.	Dist.	State
Male	48.7%	51.7%	51.7%
Female	51.3%	48.3%	48.3%

Attendance	Bldg.	Dist.	State
2005	95.5%	93.2%	95.2%
2006	94.8%	93.2%	95.2%

Students with Disabilities	Bldg.	Dist.	State
Students with Disabilities	6.5%	12.4%	13.9%
Students without Disabilities	93.5%	87.6%	86.1%

TEACHER QUALITY

Qualification	School
Fully Licensed	95.23%
Not Fully Licensed	4.76%

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

Core Content Classes	School
Taught by Highly Qualified	95%
Not Taught by Highly Qualified	5%

% of Core Classes Taught by Highly Qualified Teachers	School	District	State
ESL/Bilingual	100.00%	90.66%	89.34%
Elementary	92.85%	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=8311

GRADE 3 READING

All

	Exemplary	Exceeds Std.	Meets Std.	Approaches Std.	Acad. Warning	Not Tested
	2006	2006	2006	2006	2006	2006
Building	10.2%	16.3%	30.6%	22.4%	16.3%	4.0%
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	9.0%	18.1%	31.8%	25.0%	11.3%	4.5%
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	8.3%	8.3%	8.3%	41.6%	25.0%	8.3%
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	8.0%	28.0%	32.0%	16.0%	16.0%	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

Building	7.1%	7.1%	21.4%	28.5%	21.4%	14.2%
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	8.6%	17.3%	30.4%	21.7%	17.3%	4.3%
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	11.5%	15.3%	30.7%	23.0%	15.3%	3.8%
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	12.7%	31.9%	38.2%	10.6%	6.3%	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	12.5%	35.0%	40.0%	10.0%	2.5%	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	10.0%	20.0%	60.0%	0.0%	10.0%	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	10.0%	15.0%	45.0%	20.0%	10.0%	0.0%
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%	20.0%	70.0%	10.0%	0.0%	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

Building	23.0%	69.2%	7.6%	0.0%	0.0%	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

Building	17.3%	30.4%	39.1%	8.6%	4.3%	0.0%
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	8.3%	33.3%	37.5%	12.5%	8.3%	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	21.6%	24.3%	13.5%	10.8%	24.3%	5.4%
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	21.2%	21.2%	12.1%	12.1%	27.2%	6.0%
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	31.5%	21.0%	10.5%	15.7%	21.0%	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

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	22.2%	22.2%	16.6%	16.6%	22.2%	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	21.0%	26.3%	10.5%	5.2%	26.3%	10.5%
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	14.2%	26.5%	30.6%	12.2%	16.3%	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	13.6%	27.2%	31.8%	13.6%	13.6%	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	16.6%	8.3%	41.6%	16.6%	16.6%	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.

Building	20.0%	28.0%	28.0%	12.0%	12.0%	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

Building	14.2%	14.2%	35.7%	14.2%	21.4%	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	17.3%	21.7%	30.4%	8.6%	21.7%	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	11.5%	30.7%	30.7%	15.3%	11.5%	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	14.8%	17.0%	34.0%	14.8%	19.1%	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	17.5%	15.0%	37.5%	15.0%	15.0%	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	10.0%	0.0%	50.0%	20.0%	20.0%	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	10.0%	20.0%	25.0%	15.0%	30.0%	0.0%
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	0.0%	0.0%	50.0%	20.0%	30.0%	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

Building	23.0%	30.7%	30.7%	15.3%	0.0%	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

Building	21.7%	13.0%	26.0%	26.0%	13.0%	0.0%
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	8.3%	20.8%	41.6%	4.1%	25.0%	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	8.1%	27.0%	29.7%	13.5%	18.9%	2.7%
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	6.0%	24.2%	33.3%	12.1%	21.2%	3.0%
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	5.2%	31.5%	26.3%	15.7%	21.0%	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

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	11.1%	33.3%	16.6%	22.2%	16.6%	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%	21.0%	42.1%	5.2%	21.0%	5.2%
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%