



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

### Hazel Grove Elementary School

2401 N. 67th Street  
Kansas City, KS 66104  
(913) 627-7000

**Sue Elliott** [suellio@kckps.org], Principal

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

**KSDE Summary** .pdf

**Hazel Grove Elementary School Website** [\[link\]](#)

## School Highlights

- Both Hazel Grove 4th and 5th graders met the state standard for achieving AYP on the State Assessments.
- Programs were in place to help support student academic and social success. Our Hornet Hero program recognized outstanding student academics and citizenship. Our HUGS program supported children facing social and/or academic difficulties.
- Programs such as drill team, basketball, and Student Council provided opportunities for leadership growth.
- A very strong Parent Teacher Association helped to foster a valuable home/school connection.
- Hazel Grove was organized in small learning communities. A small group of teachers were responsible for a group of students. The teachers met together daily to plan instruction and study student data to help increase student achievement.
- Hazel Grove participated in the Family Advocacy program. Each student had a teacher advocate to help them achieve academic and social success. Each small learning community received a Family Advocacy grant. The monies were used to plan activities to help the home/school connection. Reading and Math nights, ice creams socials, and family recipe booklets were some of the activities that were enjoyed by our families and staff.
- All school activities including a father/daughter dance, a mother/son dance, and a fall festival helped to foster a sense of school community.

## Mission Statement

The mission of Hazel Grove Elementary School is to develop critical thinkers who are self-motivated, successful lifelong learners.

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>Hazel Grove Elem</b> 2401 N 67th St Kansas City, KS 66104-2632	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	76.9%	100.0%	74.1%	100.0%	N/A	94.1%
Free/Reduced Lunch	76.6%	100.0%	74.4%	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	76.9%	100.0%	73.0%	100.0%	N/A	N/A
Hispanics	N/A	N/A	N/A	N/A	N/A	N/A
Whites	81.0%	100.0%	78.3%	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	66.6%	45.5%	8.3%
Hispanics	8.6%	32.6%	11.6%
Whites	21.9%	18.1%	73.7%
Other	2.9%	3.9%	6.4%

## Economically Disadvantaged Students

	Bldg.	Dist.	State
Economically Disadvantaged	77.6%	73.2%	38.5%
Non-Economic. Disadvantaged	22.4%	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: 407 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	51.1%	51.7%	51.7%
Female	48.9%	48.3%	48.3%

Attendance	Bldg.	Dist.	State
2005	94.4%	93.2%	95.2%
2006	94.1%	93.2%	95.2%

## Students with Disabilities

	Bldg.	Dist.	State
Students with Disabilities	10.3%	12.4%	13.9%
Students without Disabilities	89.7%	87.6%	86.1%

## TEACHER QUALITY

Qualification	School
Fully Licensed	92.30%
Not Fully Licensed	7.69%

% Not Fully Licensed Teachers	School
Not Licensed	0%
Not Qualified	0%
Provisional	3.84%
Waiver	0%

Core Content Classes	School
Taught by Highly Qualified	91.67%
Not Taught by Highly Qualified	8.33%

% of Core Classes Taught by Highly Qualified Teachers	School	District	State
Elementary	100.00%	93.62%	97.86%
Fine Arts	100.00%	84.38%	93.18%
Special Education	0.00%	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=8332](http://online.ksde.org/rcard/bldg_tchrs.aspx?org_no=D0500&bldg_no=8332)

**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	19.1%	23.2%	32.8%	9.5%	13.6%	1.3%
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	14.5%	29.0%	29.0%	9.0%	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.**

Building	18.1%	36.3%	18.1%	18.1%	9.0%	0.0%
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	15.3%	23.0%	36.5%	11.5%	13.4%	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	26.6%	33.3%	20.0%	6.6%	13.3%	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	19.0%	38.0%	26.1%	9.5%	7.1%	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	19.3%	3.2%	41.9%	9.6%	22.5%	3.2%
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	14.9%	34.3%	26.8%	4.4%	19.4%	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	9.4%	37.7%	28.3%	3.7%	20.7%	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.**

Building	12.5%	37.5%	27.0%	4.1%	18.7%	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**

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%	23.0%	23.0%	0.0%	30.7%	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	17.2%	41.3%	20.6%	3.4%	17.2%	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	13.1%	28.9%	31.5%	5.2%	21.0%	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	21.6%	28.3%	28.3%	6.6%	11.6%	3.3%
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%	25.5%	29.7%	8.5%	12.7%	2.1%
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.**

Building	18.1%	27.2%	18.1%	0.0%	27.2%	9.0%
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	13.1%	28.9%	36.8%	7.8%	10.5%	2.6%
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	42.8%	28.5%	21.4%	0.0%	0.0%	7.1%
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	25.0%	32.1%	32.1%	3.5%	7.1%	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	18.7%	25.0%	25.0%	9.3%	15.6%	6.2%
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	21.9%	17.8%	30.1%	13.6%	13.6%	2.7%
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	21.8%	20.0%	29.0%	14.5%	14.5%	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.

Building	9.0%	18.1%	36.3%	0.0%	27.2%	9.0%
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	21.1%	15.3%	30.7%	17.3%	13.4%	1.9%
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	26.6%	13.3%	40.0%	0.0%	20.0%	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	33.3%	16.6%	23.8%	16.6%	7.1%	2.3%
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	6.4%	19.3%	38.7%	9.6%	22.5%	3.2%
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	19.4%	26.8%	25.3%	13.4%	14.9%	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	11.3%	32.0%	24.5%	13.2%	18.8%	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.

Building	16.6%	25.0%	29.1%	12.5%	16.6%	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

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%	15.3%	23.0%	7.6%	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	24.1%	37.9%	13.7%	13.7%	10.3%	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	15.7%	18.4%	34.2%	13.1%	18.4%	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	15.0%	43.3%	18.3%	10.0%	8.3%	5.0%
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	10.6%	48.9%	17.0%	10.6%	8.5%	4.2%
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.**

Building	9.0%	54.5%	0.0%	0.0%	27.2%	9.0%
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	13.1%	44.7%	21.0%	7.8%	10.5%	2.6%
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	14.2%	50.0%	7.1%	14.2%	0.0%	14.2%
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	10.7%	42.8%	28.5%	14.2%	3.5%	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	18.7%	43.7%	9.3%	6.2%	12.5%	9.3%
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%