



2004-2005

School Building Report Cards



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

Washington High School

7340 Leavenworth Road
Kansas City, KS 66109
(913) 627-7800

Dr. Greg Netzer [grnetze@kckps.org], Principal

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

KSDE Summary [.pdf](#)

Washington High School Website [\[link\]](#)

School Highlights

- Four Small Learning Communities continued and included the following themes: Visual & Performing Arts, Global Communications and Technology, Health and Sciences, and ROTC/Business. Instruction again included 90 minute block schedules.
- Twenty-two students were honored at the University of Kansas Medical Center as Kansas Honors Scholars.
- Striving for Excellence, the graduating class of 2004 had students qualify for 60+ scholarships totaling more than \$612,250.00.
- Sixteen Washington Journalism students were inducted into Quill and Scroll, the International Honorary Society for High School Journalists for their work on the school Newspaper "The Washingtonian", and/or the school yearbook "The Hatchet"
- Two full-time "Fellow" teachers arrived at Washington in the area of math, and three second year "Fellow" teachers returned in the area of science.
- Washington High School began their third year with School Uniforms, the school was able to offer uniform assistance to students in need through a donation program involving the graduating class. Beginning with the class of 2003, graduates were offered extra tickets to commencement in exchange for items of uniform clothing, allowing Washington High School this resource to extend to needy families.
- Thirty-four students were dual enrolled in the Area Technical School (ATS) while twenty-two students enrolled in the Kansas City, Kansas Community College (KCKCC).
- The ROTC/Business Academy had students compete in Girls State in Lawrence, Boys State in Manhattan.
- The In School Suspension Program (ISS) continued to include a strong academic focus.
- Thirty-Five Washington students scored at an advanced or exemplary level on the State Assessment Tests in various areas.
- Ms. Anita Lundy wrote and was funded a NASA/Kansas State Grant Consortium for \$11,000 to start the robotics program. The Robokatz then went on to earn the title of "Rookie All-Star" in the FIRST Robotics Colorado Regional Competition in Denver. This was the highest award ever earned by a rookie team. The Robokatz went on to Atlanta for the FIRST Robotics International Competition where they competed against over 380 teams from the US and 15 other countries. They finished as the second

highest rookie team in their division.

- Ms. Amanda Jiminez was selected by USD 500 to represent our school district as a Kansas Teacher of the Year Nominee.
- The Health and Science Small Learning Community was awarded \$6700 for the CATS PAW Health Fair, more than one thousand students attended the health fair, as well as many faculty and staff members. All levels of students in the Health and Science SLC created displays and did research, juniors in the SLC organized and worked the Fair for the two days it was in operation, these students worked their booths with cooperation from The Gift of Life Foundation.
- Seven sophomore students and one junior student were inducted into the National Honor Society.
- Air Force ROTC cadets participated in four mid-America Regional ROTC Drill Competitions and won many awards. Cadets visited the AirForce Academy in Colorado Springs.
- The Drama Department performed the musical "Sophisticated Ladies" by Duke Ellington.
- Washington High School hosted the third Annual Mr. and Miss Washington High School Pageant. Three students competed for this title, Mr. David McGruder and Ms. Jennifer Brown will reign during the 2005-2006 school year.
- Washington Student Council hosted the third annual Homecoming Parade sponsored by the Student Council featuring 12 parade entries.
- The Visual /Performing Arts Small Learning Community hosted the second annual "Poetry Slam", fifteen students performed original works, Andrea Agosto and James Scott were the winners.
- The number of students eligible to play sports increased and several teams had honor roll the entire year. The raising of academic standards and Wednesday afternoon study hall for student athletes helped make this change possible. No Pass/No Play is in full effect.
- Our Washington Wildcat Football team went 7-2 this season and won the league championship title.
- Washington High School Students and Staff donated more than 10 barrels of non-perishable food for the Thanksgiving Holiday, and over one ton of clothing during the Christmas season.
- Student council members participated in Mother Goose Day by going to an area elementary school and ready story-books to various classes. They also presented that school's library with 50 books
- The school continued a school-wide honor roll system. Hundreds of students were recognized for academic achievement.
- Six students enrolled in the University of Kansas Math and Science Center, and sixteen were a part of the Upward Bound Program sponsored by the University of Kansas.
- Eighty-six of our students were a part of the KU Talent Search Program.

Mission Statement

The faculty and staff of Washington High School are committed to providing a quality education in a safe and academically challenging environment in cooperation with parents and community members.

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 2004-2005

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 2004-2005 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: 58%	% Tested Goal: 95%	% Prof. & Above Goal: 46.8%	% Tested Goal: 95%	Grad Rt. High Sch. Goal: 75% or Improve.	Attend Rt. Goal: 90%
All Students	24.2%	100.0%	5.0%	99.6%	75.7%	N/A
Free/Reduced Lunch	19.1%	100.0%	3.4%	99.3%	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	14.9%	100.0%	6.2%	99.3%	N/A	N/A
Hispanics	N/A	N/A	N/A	N/A	N/A	N/A
Whites	47.7%	100.0%	4.6%	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	67.2%	46.6%	8.5%
Hispanics	5.9%	30.4%	11.2%
Whites	25.0%	19.2%	74.4%
Other	1.8%	3.8%	5.9%

Economically Disadvantaged Students	Bldg.	Dist.	State
Economically Disadvantaged	53.7%	72.9%	38.2%
Non-Economic. Disadvantaged	46.3%	27.1%	61.8%

Migrant Students	Bldg.	Dist.	State
Migrant Students	0.3%	4.2%	1.2%
Non-Migrant Students	99.7%	95.8%	98.8%

TOTAL ENROLLMENT

Building: 1,099 District: 20,440 State: 464,102

DEMOGRAPHICS

Limited English Proficiency	Bldg.	Dist.	State
LEP Students	0.6%	19.5%	5.5%
Non-LEP Students	99.4%	80.5%	94.5%

Gender	Bldg.	Dist.	State
Male	49.8%	52.0%	51.7%
Female	50.2%	48.0%	48.3%

Attendance	Bldg.	Dist.	State
2004	86.7%	92.3%	95.1%
2005	84.8%	93.2%	95.2%

Students with Disabilities	Bldg.	Dist.	State
Students with Disabilities	14.6%	13.1%	13.8%
Students without Disabilities	85.4%	86.9%	86.2%

Graduation Rate	Bldg.	Dist.	State
2003	88.1%	79.1%	89.5%
2004	75.7%	79.4%	87.7%

TEACHER QUALIFICATIONS

State Qualification	All Schools	High Poverty	Low Poverty
Fully Licensed	81.25%	N/A	N/A
Not Fully Licensed	18.75%	N/A	N/A

Not Fully Licensed Teachers	All Schools	High Poverty	Low Poverty
Waivers	0.00%	N/A	N/A
Provisionally Licensed	15.62%	N/A	N/A
Not Licensed	1.56%	N/A	N/A
Not Qualified	1.56%	N/A	N/A

% of Core classes taught by highly qualified	All Schools	High Poverty	Low Poverty
Taught by highly qualified	70.44%	N/A	N/A
Not taught by not highly qualified	29.55%	N/A	N/A

- Teachers in Kansas are considered fully licensed when they hold a valid Kansas teaching certificate/license with the appropriate subject and grade level endorsement for the assignment they hold.
- Teachers in Kansas are considered not fully licensed when they do not hold a valid teaching certificate/license, when they are teaching in a subject area or grade level for which they are not endorsed, when they have a provisional teaching certificate/license, or when they are teaching on a waiver.
- Fully licensed data does not include administrators, librarians, counselors and other support personnel.
- Core Content Courses are defined as elementary, English/language arts, reading, mathematics, science, foreign language, civics and government, economics, arts, history, and geography.

GRADE 11 READING

All

	Exemplary		Advanced		Proficient		Basic		Unsatisfactory		Not Tested
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2005
Building	4.0%	3.3%	10.9%	6.1%	23.3%	14.7%	30.2%	46.6%	31.7%	29.0%	0.0%
District	6.2%	7.0%	13.3%	10.9%	20.9%	20.6%	32.8%	36.6%	26.9%	24.6%	1.0%
State	12.9%	12.4%	24.4%	26.7%	25.1%	25.0%	26.1%	25.0%	11.5%	10.6%	0.4%

Economically Disadvantaged

Building	1.0%	3.4%	7.2%	4.3%	22.7%	11.3%	33.0%	53.0%	36.1%	27.8%	0.0%
District	5.6%	7.2%	11.8%	9.0%	17.5%	20.3%	33.2%	38.2%	31.9%	25.1%	1.5%
State	6.6%	7.1%	16.3%	17.8%	21.7%	23.2%	33.7%	32.7%	21.7%	19.0%	0.9%

Special Ed.

Building	2.6%	8.6%	5.3%	0.0%	5.3%	0.0%	21.1%	30.4%	65.8%	60.8%	0.0%
District	7.1%	11.8%	11.6%	9.3%	11.6%	18.6%	17.0%	27.9%	52.7%	32.2%	3.1%
State	8.4%	9.1%	9.7%	10.2%	13.3%	16.3%	31.1%	29.6%	37.5%	34.6%	1.5%

ELL

District	25.9%	29.6%	24.1%	19.7%	24.1%	18.5%	20.4%	20.9%	5.6%	11.1%	0.0%
State	12.1%	21.6%	9.9%	15.8%	12.3%	14.2%	26.5%	25.8%	39.3%	22.3%	0.7%

African Am.

Building	2.3%	2.0%	9.8%	3.4%	20.5%	9.5%	34.1%	51.0%	33.3%	34.0%	0.0%
District	2.6%	3.1%	11.1%	8.0%	18.8%	19.1%	33.5%	38.8%	34.0%	30.7%	1.3%
State	3.8%	3.8%	11.4%	12.2%	19.4%	20.8%	35.3%	35.4%	30.0%	27.5%	1.6%

Hispanic

Building	0.0%	9.0%	0.0%	9.0%	0.0%	27.2%	0.0%	18.1%	0.0%	36.3%	0.0%
District	13.0%	12.6%	12.3%	14.8%	21.0%	18.4%	38.9%	35.1%	14.8%	18.9%	0.4%
State	6.0%	8.4%	13.4%	15.1%	21.7%	23.1%	35.7%	32.7%	23.3%	20.5%	1.0%

White

Building	5.9%	6.8%	13.7%	13.6%	27.5%	27.2%	19.6%	36.3%	33.3%	15.9%	0.0%
District	10.5%	12.2%	21.5%	13.9%	28.2%	27.8%	23.8%	31.0%	16.0%	14.9%	1.0%
State	14.3%	13.4%	26.7%	29.2%	25.9%	25.6%	24.4%	23.4%	8.8%	8.2%	0.3%

Asian

District	4.8%	8.3%	4.8%	19.4%	9.5%	16.6%	40.5%	33.3%	40.5%	22.2%	0.0%
State	14.2%	15.9%	16.2%	25.4%	23.1%	22.3%	28.9%	26.3%	17.5%	9.9%	0.4%

Am. Indian

State	5.6%	9.1%	20.2%	23.2%	29.5%	24.3%	29.2%	29.0%	15.4%	14.1%	1.3%
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Multi-Ethnic

District	13.8%	6.6%	20.7%	6.6%	24.1%	26.6%	34.5%	43.3%	6.9%	16.6%	0.0%
State	12.2%	12.0%	22.3%	23.6%	23.2%	26.4%	28.0%	26.3%	11.6%	11.4%	0.7%

Female

Building	3.8%	4.3%	5.8%	6.8%	32.7%	11.2%	31.7%	52.5%	26.0%	25.0%	0.0%
District	5.7%	7.1%	13.2%	11.6%	22.3%	19.0%	34.5%	40.8%	24.2%	21.2%	0.9%
State	13.8%	13.1%	25.2%	27.9%	25.8%	25.4%	25.8%	24.3%	9.4%	8.9%	0.4%

Male

Building	4.1%	2.1%	16.3%	5.3%	13.3%	19.1%	28.6%	39.3%	37.8%	34.0%	0.0%
District	6.7%	6.9%	13.4%	10.3%	19.3%	22.1%	30.6%	32.5%	29.9%	28.0%	1.1%
State	12.1%	11.6%	23.6%	25.5%	24.5%	24.7%	26.4%	25.8%	13.5%	12.2%	0.5%

Migrant

District	17.6%	22.5%	23.5%	12.9%	17.6%	16.1%	41.2%	25.8%	0.0%	22.5%	3.1%
State	8.4%	12.4%	9.8%	16.2%	16.2%	17.2%	31.8%	30.2%	33.8%	23.7%	1.5%

GRADE 10 MATH

All

	Exemplary		Advanced		Proficient		Basic		Unsatisfactory		Not Tested
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2005
Building	0.8%	0.8%	0.8%	0.4%	6.7%	3.7%	35.7%	24.2%	55.9%	70.7%	0.4%
District	2.7%	2.9%	3.2%	4.6%	8.5%	11.3%	32.4%	24.2%	53.2%	56.8%	0.2%
State	17.2%	17.6%	12.9%	13.4%	20.2%	20.2%	29.0%	24.6%	20.6%	23.8%	0.5%

Economically Disadvantaged

Building	0.7%	0.6%	0.7%	0.0%	8.2%	2.7%	28.4%	20.1%	61.9%	76.3%	0.6%
District	1.9%	1.4%	2.5%	4.2%	7.3%	10.7%	31.3%	23.0%	57.0%	60.5%	0.3%
State	6.4%	7.7%	7.7%	8.1%	16.2%	16.3%	34.8%	27.7%	34.8%	39.9%	0.9%

Special Ed.

Building	0.0%	7.4%	6.1%	0.0%	6.1%	0.0%	15.2%	18.5%	72.7%	74.0%	3.5%
District	2.8%	6.5%	4.3%	6.5%	7.1%	8.7%	25.5%	20.4%	60.3%	57.6%	1.4%
State	6.1%	7.5%	6.5%	7.1%	12.3%	12.5%	32.8%	25.2%	42.3%	47.4%	1.3%

ELL

District	0.0%	0.0%	0.0%	0.0%	2.1%	17.2%	44.2%	28.1%	53.7%	54.5%	0.0%
State	2.7%	1.3%	2.8%	2.4%	9.0%	9.1%	36.4%	23.9%	49.1%	63.1%	1.0%

African Am.

Building	0.0%	0.6%	0.0%	0.6%	5.1%	4.8%	31.6%	20.6%	63.3%	73.1%	0.6%
District	1.0%	2.3%	2.2%	3.1%	7.1%	7.9%	29.1%	23.2%	60.7%	63.2%	0.3%
State	2.7%	3.9%	4.8%	4.6%	12.0%	13.5%	34.7%	27.2%	45.9%	50.6%	1.8%

Hispanic

Building	0.0%	0.0%	0.0%	0.0%	7.7%	0.0%	38.5%	23.5%	53.8%	76.4%	0.0%
District	1.2%	0.7%	1.6%	3.0%	7.8%	15.0%	34.2%	25.3%	55.1%	55.7%	0.0%
State	4.3%	4.5%	6.3%	6.7%	15.0%	14.1%	36.4%	27.4%	38.0%	47.1%	1.0%

White

Building	3.3%	1.5%	3.3%	0.0%	11.5%	3.0%	45.9%	35.3%	36.1%	60.0%	0.0%
District	8.4%	7.3%	5.9%	7.7%	12.6%	13.7%	36.1%	25.4%	37.0%	45.6%	0.0%
State	19.8%	20.5%	14.3%	15.2%	21.6%	21.7%	27.7%	24.0%	16.5%	18.4%	0.2%

Asian

District	7.1%	2.0%	7.1%	10.4%	7.1%	20.8%	35.7%	25.0%	42.9%	41.6%	0.0%
State	26.0%	24.0%	12.9%	14.3%	20.0%	19.5%	23.4%	22.2%	17.8%	19.8%	0.8%

Am. Indian

State	7.8%	10.0%	9.8%	7.5%	16.9%	18.0%	35.9%	29.7%	29.6%	34.5%	1.1%
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Multi-Ethnic

District	1.9%	2.9%	3.7%	11.7%	13.0%	14.7%	48.1%	23.5%	33.3%	47.0%	2.8%
State	13.0%	12.5%	12.7%	11.8%	17.1%	18.5%	31.3%	26.0%	23.7%	31.0%	0.5%

Female

Building	0.0%	0.9%	0.0%	0.0%	6.4%	2.8%	36.8%	25.2%	56.8%	71.0%	0.0%
District	2.2%	2.4%	2.8%	3.1%	9.7%	13.0%	33.1%	24.3%	52.2%	56.9%	0.1%
State	15.1%	15.3%	12.9%	13.4%	21.1%	20.9%	30.3%	25.9%	20.5%	24.1%	0.4%

Male

Building	1.8%	0.7%	1.8%	0.7%	7.1%	4.5%	34.5%	23.4%	54.9%	70.4%	0.7%
District	3.2%	3.5%	3.5%	6.0%	7.5%	9.6%	31.8%	24.0%	54.0%	56.6%	0.3%
State	19.3%	19.8%	12.9%	13.5%	19.4%	19.6%	27.7%	23.4%	20.7%	23.5%	0.5%

Migrant

District	0.0%	0.0%	0.0%	0.0%	4.0%	12.5%	44.0%	22.5%	52.0%	65.0%	0.0%
State	4.6%	1.5%	4.4%	2.3%	11.4%	10.0%	35.6%	26.7%	44.1%	59.3%	0.3%