

School and Teacher Demographics

Number of districts (CCD, 1998–99) 525

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
1,211	360	495	84	71

Student/teacher ratio (CCD, 1998–99)

Elementary	Middle	High
15:1	16:1	16:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
29,511	11,515	16,779	781	1,624

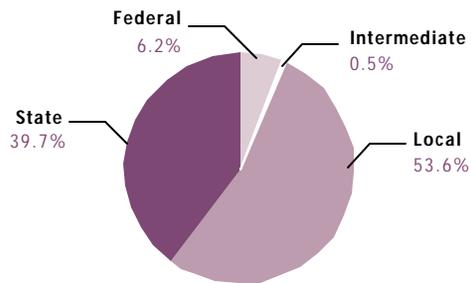
Public school enrollment (CCD) (By state definition)

	1989–90	1998–99
K–8	576,243	627,201
9–12	231,691	259,308
Pre-K	n/a	14,624

Sources of funding

District average

(CCD, 1996–97)



Student Demographics

Race/ethnicity (CCD, K–12)

	1989–90	1998–99
American Indian/Alaskan Natives	n/a	0.3%
Asian/Pacific Islander	n/a	1.1
Black	n/a	17.3
Hispanic	n/a	1.4
White	n/a	79.9

Students with disabilities (OSEP, K–12)

	1990–91	1998–99
	11.5%	12.3%

Limited English proficient (USED/NCBE, K–12)

	1989–90	1996–97
	3,349	6,514

Migrant (OME, K–12)

	1993–94	1998–99
	2,413	4,736

Highschool dropout rate (CCD, event)

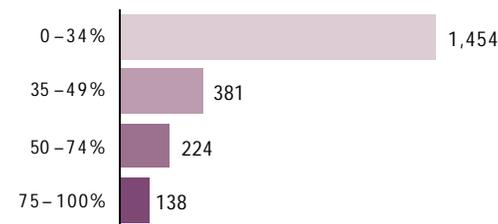
	1993–94	1997–98
	7.1%	5.2%

Postsecondary enrollment (IPEDS, High school grads enrolled in college)

	1994–95	1997–98
	51%	55%

All schools by percent of students eligible to participate in the Free Lunch Program*

(CCD, 1998–99)



* 24 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment

Increase or maintain percent of MAP-tested key skills mastered by median student

Expected School Improvement on Assessment

Three percent increase in students scoring in top 2 quintiles and 3 percent in students in bottom 2 quintiles

Indicators for School Accountability

CRT (MAP) scores on performance-based tests, graduation, dropouts

Title I Adequate Yearly Progress (AYP) for Schools

Five percent increase in students at highest level and 5 percent decrease in lowest level or 5 percent in lowest level

Schools Meeting Title I AYP Goal

Not available

Title I Schools

Title I enrollment (USED)

	1998–99
K–8	175,255
9–12	8,544
Pre-K	n/a

Race/ethnicity (USED, K–12)

	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	n/a	1,774
Asian/Pacific Islander	n/a	2,506
Black	n/a	3,676
Hispanic	n/a	15,186
White	n/a	180,448

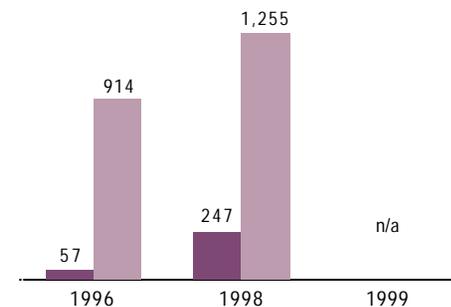
Title I allocation \$130,937,389

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs

Schoolwide vs. targeted assistance (USED)

Legend: Schoolwide (dark purple), Targeted Assistance (light purple)



Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 3

Communication Arts

	Step 1	Pro-gressing	Nearing Proficiency	Profi-cient	Advanced
All Students	9%	22%	39%	28%	1%
Title I	19	34	35	12	0
Title I Targeted					
Percent of School in Poverty 00–34 75–100					
LEP Students	26	36	29	9	0
Migrant students	31	33	28	9	0

Grade 4

Mathematics

	Step 1	Pro-gressing	Nearing Proficiency	Profi-cient	Advanced
All Students	3%	19%	43%	29%	6%
Title I	6	32	43	16	2
Title I Targeted					
Percent of School in Poverty 00–34 75–100					
LEP Students	13	34	38	11	4
Migrant students	9	34	37	19	1

Grade 7

Communication Arts

	Step 1	Pro-gressing	Nearing Proficiency	Profi-cient	Advanced
All Students	17%	22%	31%	28%	2%
Title I	33	29	25	12	1
Title I Targeted					
Percent of School in Poverty 00–34 75–100					
LEP Students	56	23	16	5	1
Migrant students	47	21	23	9	0

Grade 8

Mathematics

	Step 1	Pro-gressing	Nearing Proficiency	Profi-cient	Advanced
All Students	22%	38%	29%	10%	1%
Title I	42	40	15	3	0
Title I Targeted					
Percent of School in Poverty 00–34 75–100					
LEP Students	53	32	13	3	0
Migrant students	51	34	14	1	0

Assessment Information

Assessment Reported

Reading/Language Arts, Missouri Mastery and Achievement Test, Revised, used since 1991–92;
Math, Missouri Assessment Program, used since 1997–98

Progress Toward Assessment Aligned with Standards

Performance standardsmet review criteria of the U.S. Department of Education.

State Definition of “Proficient”

Definition provided Appendix A

Definition of Title I Targeted Assistance

All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment

No attempt was made to administer the MMAT to all students. A statistical sample was used for the 8th and 10th grades.

Other Assessments

No information given

Communication Arts - Grade 11

	Step 1	Pro-gressing	Nearing Proficiency	Profi-cient	Advanced
All Students	20%	19%	38%	22%	1%
Title I	34	24	30	12	1
Title I Targeted					

Mathematics - Grade 10

	Step 1	Pro-gressing	Nearing Proficiency	Profi-cient	Advanced
All Students	27%	34%	28%	9%	1%
Title I	49	33	15	3	0
Title I Targeted					

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	29%	29%
Basic level and above	63%	76%
Math, 2000:		
Proficient level and above	24%	21%
Basic level and above	73%	66%