

Missouri

<http://dese.state.mo.us>

School and Teacher Demographics

Per pupil expenditures \$6,187
(CCD, 1999-2000)

Number of Districts 525
(CCD, 2000-01)

Number of Charter Schools 21
(CCD, 2000-01)

Number of Public Schools (CCD)

	1993-94	2000-01
Elementary	1,177	1,238
Middle	314	366
High	482	495
Combined	26	98
Total	1,999	2,197

Number of FTE Teachers (CCD)

	1993-94	2000-01
Elementary	26,009	30,492
Middle	9,764	11,767
High	14,939	17,263
Combined	375	1,067
Total	51,087	60,589

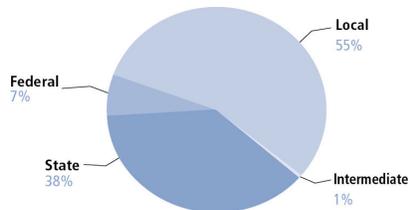
Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	81%	64%
Math	89	52
Science	70	70
Social Studies	84	80

Sources of Funding

District Average

(CCD, 1999-2000)



Student Demographics

Public school enrollment

(CCD)

	1993-94	2000-01
Pre-K	23,597	16,121
K-8	601,691	620,122
9-12	241,874	265,438
Total (K-12)	843,565	885,560

Race/ethnicity

(CCD)

	1993-94	2000-01
American Indian/Alaskan Natives	*	*
Asian/Pacific Islander	1%	1%
Black	16	18
Hispanic	1	2
White	82	79
Other	-	-

Students with disabilities

(OSEP)

1993-94	2000-01
11%	12%

Students with limited English proficiency

(ED/NCBE)

1993-94	2000-01
1%	1%

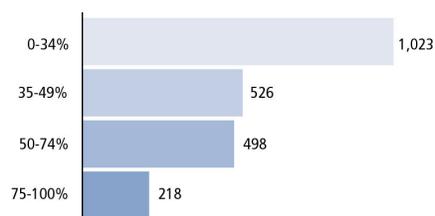
Migratory students

(OME)

1993-94	2000-01
*	1%

All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program*

(CCD, 2000-01)



*1 school did not report.

Key

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 — = Not applicable

n/a = Not available
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 High Poverty Schools = 75-100% of students qualify for lunch subsidies

Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year.)

Statewide Goal for Schools on State Assessment

Increase in top two achievement levels and decrease in bottom two achievement levels in all five of the Missouri Assessment Program subjects in the respective grades. Reduce the gap in the majority and minority student performances.

Expected School Improvement on Assessment

Three percent increase in students scoring in top two achievement levels and 3 percent decrease in bottom two achievement levels OR a Missouri Assessment Program Index change reflecting improvement of students throughout the distribution.

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 or less in lowest level.

Title I 2000-01

(ED Consolidated Report, 2000-01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	361	795	1,156
	31%	69%	100%
Schools meeting AYP Goal	286	699	985
	79%	88%	85%
Schools identified for Improvement	75	96	171
	21%	12%	15%

Title I Allocation \$142,175,997

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000-01)

NAEP State Results

	Grade 4	Grade 8
Reading, 2002		
Proficient level and above	32%	33%
Basic level and above	66	82
Math, 2000		
Proficient level and above	24%	21%
Basic level and above	73	66

Missouri

Student Achievement 2000-01

Assessment:

Missouri Assessment Program.

State Definition of Proficient:

Communication Arts: Proficient: In reading, students compare and contrast; interpret and use textual elements; predict; draw inferences and conclusions; determine word meaning; identify synonyms and

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antonyms; identify main idea and details. In writing, they use some details and organization; write complete sentences; generally follow rules of standard English.

Grade 4 Mathematics: Proficient: Students communicate math processes; add and subtract common fractions and decimals (money only); use standard units of measurement; identify attributes of planes and solid figures; create and interpret data from graphs; recognize, extend, and describe pictorial or numeric patterns; apply strategies to solve multi-step and logic problems.

Grade 8 Mathematics: Proficient: Students communicate math processes; recognize transformations; solve problems using units of measurement; interpret data from multiple representations; extend and describe patterns and relationships using algebraic expressions; develop and apply number theory concepts; use inductive and deductive reasoning to solve problems.

Grade 10 Mathematics: Proficient: Students communicate math processes; usually analyze and evaluate information; estimate; recognize reasonableness; identify needed information; make predictions; find probability; identify various representations of data; represent situations algebraically; apply properties of real numbers; use multiple strategies to solve problems.

Elementary School

Grade 3

Communication Arts

Students in:	Step 1	Progressing	Nearing Proficiency	Proficient	Advanced
All schools	8%	21%	40%	31%	1%
Title I schools	13	31	38	18	1
High poverty Schools					
Students with limited English proficiency	27	34	28	11	*
Migratory students	26	36	29	9	0
Students with Disabilities	16	34	37	13	*

Grade 4

Mathematics

Students in:	Step 1	Progressing	Nearing Proficiency	Proficient	Advanced
All schools	3%	18%	42%	29%	8%
Title I schools	4	28	44	20	4
High poverty Schools					
Students with limited English proficiency	10	36	35	15	4
Migratory students	9	31	41	15	4
Students with Disabilities	10	33	40	15	2

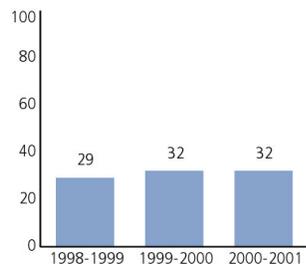
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Student Achievement Trend

Communication Arts 3rd grade meets or exceeds Proficient.



Middle School

**Grade 7
Communication Arts**

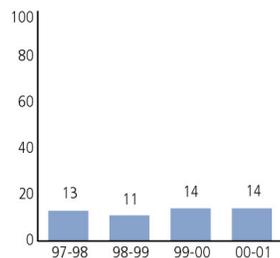
Students in:	Step 1	Progressing	Nearing Proficiency	Proficient	Advanced
All schools	14%	21%	31%	32%	2%
Title I schools	28	29	27	15	1
High poverty Schools					
Students with limited English proficiency	52	20	18	10	1
Migratory students	36	37	17	10	0
Students with Disabilities	39	33	22	5	*

**Grade 8
Mathematics**

Students in:	Step 1	Progressing	Nearing Proficiency	Proficient	Advanced
All schools	21%	34%	31%	13%	1%
Title I schools	37	37	20	6	1
High poverty Schools					
Students with limited English proficiency	46	29	17	6	2
Migratory students	32	50	17	1	0
Students with Disabilities	55	32	12	2	*

Student Achievement Trend

Mathematics 8th grade meets or exceeds Proficient.



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High School					
Grade 11 Communication Arts					
Students in:	Step 1	Progressing	Nearing Proficiency	Proficient	Advanced
All schools	15%	19%	44%	22%	*
Title I schools	32	23	33	11	*
High poverty Schools					
Students with limited English proficiency	56	24	17	3	0
Migratory students	33	33	33	3	0
Students with Disabilities	55	25	18	2	0
Grade 10 Mathematics					
Students in:	Step 1	Progressing	Nearing Proficiency	Proficient	Advanced
All schools	23%	34%	31%	12%	1%
Title I schools	47	32	17	4	*
High poverty Schools					
Students with limited English proficiency	57	25	14	5	*
Migratory students	49	27	17	7	0
Students with Disabilities	62	28	9	1	*
High School Indicators					
High school dropout rate (CCD, event)	1993-94 7%	2000-01 4%			
Postsecondary enrollment (NCES, High school grads enrolled in college)	1994-95 51%	2000-01 53%			

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