



Evaluation Results

What is the status of the program’s progress toward achieving the goals?

Goal 1: Meet Average Yearly Progress (AYP) for each of the required subgroups.

The data for the Goal 1 Objectives includes those students who are reportable under the AYP Guidelines. As such they do not include students who have been in the district for less than a full year. A dash (-) in the tables below indicate that the cell size was less than thirty.

Measureable Objective 1:	Meet AYP for Communication Arts	
Results: Not Met – Six of nine schools made AYP (pending appeals * may result in another school making AYP). District did not make AYP.		
	District	N
	North Technical	Y
	Ackerman	Y
	Neuwoehner	N *
	Litzsinger	Y
	Southview Elem	Y
	Southview HS	Y
	Northview	Y
	Juvenile Detention	N
	External Sites	N

Measureable Objective 2:	Meet AYP in Communication Arts for students who are Black	
Results: Not Met – District did not make AYP. Four of five schools with sufficient cell sizes made AYP.		
	District	N
	North Technical	Y
	Ackerman	Y
	Neuwoehner	-
	Litzsinger	Y
	Southview Elem	-
	Southview HS	-
	Northview	Y
	Juvenile Detention	-
	External Sites	N

Measureable Objective 3:	Meet AYP in Communication Arts for students who are White	
Results: Not Met – Three of three schools with sufficient cell sizes made AYP, but district as a whole did not make AYP appeal * is pending.		
	District	N *
	North Technical	-
	Ackerman	-
	Neuwoehner	-
	Litzsinger	Y
	Southview Elem	Y
	Southview HS	-
	Northview	-
	Juvenile Detention	-
	External Sites	Y

Measureable Objective 4:	Meet AYP in Communication Arts for students with an IEP	
Results: Not Met – District as a whole did not meet AYP; four of six schools with sufficient cell sizes met AYP (*=Score appeals for one school are pending.)		
	District	N
	North Technical	-
	Ackerman	Y
	Neuwoehner	N *
	Litzsinger	Y
	Southview Elem	Y
	Southview HS	-
	Northview	Y
	Juvenile Detention	-
	External Sites	N

Measureable Objective 5:	Meet AYP in Communication Arts for students receiving Free/Reduced Lunch	
Results: Not Met – District as a whole did not make AYP; three of four schools with sufficient cell sizes met AYP (score appeals for one school are pending).		
	District	N
	North Technical	Y
	Ackerman	Y
	Neuwoehner	-
	Litzsinger	N *
	Southview Elem	-
	Southview HS	-
	Northview	Y
	Juvenile Detention	-
	External Sites	-

Measureable Objective 6:	Meet AYP for Mathematics	
Results: Not Met – District as a whole did not make AYP; seven of nine schools made AYP.		
	District	N
	North Technical	Y
	Ackerman	Y
	Neuwoehner	Y
	Litzsinger	Y
	Southview Elem	Y
	Southview HS	Y
	Northview	N
	Juvenile Detention	Y
	External Sites	N

Measureable Objective 7:	Meet AYP in Mathematics for students who are Black	
Results: Not Met – District did not make AYP; two of four schools with sufficient cell sizes made AYP.		
	District	N
	North Technical	-
	Ackerman	Y
	Neuwoehner	-
	Litzsinger	Y
	Southview Elem	-
	Southview HS	-
	Northview	N
	Juvenile Detention	-
	External Sites	N

Measureable Objective 8:	Meet AYP in Mathematics for students who are White	
Results: Met – Overall district made AYP; two of three schools with sufficient cell sizes made AYP		
	District	Y
	North Technical	-
	Ackerman	-
	Neuwoehner	-
	Litzsinger	Y
	Southview Elem	Y
	Southview HS	-
	Northview	-
	Juvenile Detention	-
	External Sites	N

Measureable Objective 9:	Meet AYP in Mathematics for students with an IEP	
Results: Not Met – District did not meet; three of five schools with sufficient cell sizes met AYP		
	District	N
	North Technical	-
	Ackerman	Y
	Neuwoehner	-
	Litzsinger	Y
	Southview Elem	Y
	Southview HS	-
	Northview	N
	Juvenile Detention	-
	External Sites	N

Measureable Objective 10:	Meet AYP in Mathematics for students receiving Free/Reduced lunch	
Results: Not Met – District did not meet; two of three schools with sufficient cell sizes made AYP.		
	District	N
	North Technical	-
	Ackerman	Y
	Neuwoehner	-
	Litzsinger	Y
	Southview Elem	-
	Southview HS	-
	Northview	N
	Juvenile Detention	-
	External Sites	-

Goal 2: Meet MSIP standards for achievement gap for identified groups. (NOTE: The following Objectives are measured using the Index Score. The Index Score range is 600 – 900. The score is derived by adding the totals of (a) multiplying the percentage of students in the “Below Basic” range by 600, (b) multiplying the percentage of students in the “Basic” range by 700, (c) multiplying the percentage of students in the “Proficient” range by 800, and (d) multiplying the percentage of students in the “Advanced” range by 900.)

Measureable Objective 1:	Students who are Black will demonstrate achievement at a level equal to or greater than students who are White.	
Results: In Communication Arts and Math, Index Scores of students who are White were higher than those for students who are Black (Communication Arts, 771.8 vs. 738.4; in Math, 766.8 vs. 712.9). In addition, Index Scores of students who are Black decreased in Communication Arts (from 746.1 to 738.4) and Math (from 719.1 to 712.9) while scores of students who are White increased (from 760.7 to 771.8 in Communication Arts and from 758.5 to 766.8 in Math).		

Measureable Objective 2:	Female students will demonstrate achievement at a level equal to or greater than male students.
Results: Female students score higher than male students on both Communication Arts (769.9 vs. 748.6) and Math (751.7 vs. 741.0) tests, but this gap is narrowing because Index Scores for females decreased (from 776.0 to 769.9 in Communication Arts and Math (759.3 to 751.7) while Index Scores for males increased (from 739.1 to 748.6 in Communication Arts and from 731.5 to 741.0 in Math).	

Measureable Objective 3:	Students who receive Free and Reduced Lunch will demonstrate achievement at a level equal to or greater than students who are self-paying (do not receive free/reduced lunch).
Results: In Communication Arts students receiving Free and Reduced lunch scored higher than Self Paying students (761.2 vs. 749.8). In Mathematics, Index Scores of Self-Paying students were higher than those of receiving Free/Reduced lunch (748.3 compared to 740.5) this year because the Score for students receiving free/reduced lunch decreased while the Score for self-pay students increased.	

Measureable Objective 4:	Students who take the Grade Level Assessments/EOC (MAP) will demonstrate achievement at a level equal to or greater than students who participate in the MAP-A.
Results: In Communication Arts, the gap between scores of students taking the MAP and MAP-A grew: MAP-A Index increased by 10.7 points (from 842.1 to 852.8) while MAP Index decreased by 4 points (from 725.8 to 721.8). In Math, the gap decreased: the MAP-A Index increased by 15.5 points (from 848.7 to 864.2) while MAP Index increased by 20.4 points (from 690.3 to 710.7). In Communication Arts, the percentage of students in the "Proficient" or "Advanced" ranges increased for students taking the MAP while it decreased for students taking the MAP-A. In Math, the percentage of students in the "Proficient" or "Advanced" ranges increased by 10.4 points for students taking the MAP while it increased by 2.4 points for students taking the MAP-A.	

Index by year

		Test	2009	2010	2011
Communication Arts	MAP		713.0	725.8	721.8
	MAP-A		836.6	842.1	852.8
Mathematics	MAP		683.3	690.3	710.7
	MAP-A		856.7	848.7	864.2

Proficient/Advanced

CONTENT AREA	Map-A	Students			Percent		
		2009	2010	2011	2009	2010	2011
Communication Arts	MAP	83	101	124	35.9	42.8	43.5
	MAP-A	199	218	207	84.7	90.8	88.8
Mathematics	MAP	47	41	76	21.3	23.4	33.8
	MAP-A	214	212	195	95.5	94.6	97.0

What do key staff and stakeholders consider to be the strengths and opportunities for improvement /weaknesses of the program?

Strengths

Special Education:

- Strength 1 Five of six special education schools made AYP overall in Communication Arts: score appeals at the sixth school have been granted and it is anticipated that this school will make AYP. Five of six special education schools made AYP in Mathematics.
- Strength 2 All but two schools made AYP in Communication Arts for subgroups of sufficient cell size. Score appeals from those two schools have been granted and it is anticipated that they will make AYP. Two of three special education schools with sufficient cell size made AYP in Mathematics for all subgroups
- Strength 3 Comparison of performance on MAP-A and MAP showed improvement in both groups in Math and an increase in the percentage of students scoring "Proficient" or "Advanced" on the MAP and MAP-A. The percentage of students scoring "proficient" or "Advanced" on MAP Math increased.
- Strength 4 Courts Programs made AYP in Math.

Career Technical:

North Technical High School student performance data meets achievement standards for AYP in all areas.

Opportunities/Weaknesses

Special Education:

- Opportunity 1: The percentage of students scoring "Proficient" or "Advanced" on the MAP-A Communication Arts decreased and the Index Score of students taking the MAP Communication Arts decreased.
- Opportunity 2: While performance gaps between subgroups (male-female, Black-White, Free/Reduced-Self-Pay) decreased; this was typically because the scores of one subgroup decreased while those of the other subgroup increased.
- Opportunity 3: While the percentage of students in the "Proficient" or "Advanced" ranges in Courts programs was above DESE's AYP target, that program did not make AYP due to cell sizes. External Sites continued to not make AYP.

Career Technical:

Opportunity 1: North Technical gender performance gap rate widened in both Communication Arts and Mathematics.

How well aligned are the program's priorities and processes with the goals of the program?

Special Education:

Current priorities and processes are: (1) completion of curriculum review/revision to include common core standards – Communication Arts, Math, and Science are complete; Social Studies will be completed this year, (2) purchase of aligned materials to implement new curricula – in process of identifying science series and will identify social students upon curriculum completion, (3) revising assessment program to identify formative and predictive assessments that are closely aligned with state assessments and curricula, (4) beginning to identify and implement Tier II and Tier III interventions for Math and Communication Arts, (5) implementing writing

program at all special education schools and courts programs, and (6) use of school- and district-level data teams to analyze performance indicators and generate plans for improvement. These are closely aligned to performance on state assessments. POS schools have begun to assess and report student progress quarterly and SSD staff has been meeting with POS representatives about their performance.

Career Technical:

Current priorities include (1) Scheduled completion of curriculum revisions (2) increased access to after school tutoring (3) use of KeyTrain to develop basic academic skills.

Deployment Level of Program Services: Services are well deployed, although deployment may vary in some areas or schools.

There is variation between deployment in special education schools/Courts program and POS agencies.

Should priorities be changed to put more focus on achieving the goals?

Special Education: Yes No

Career Technical: Yes No

If yes describe change in priorities.

Special Education:
Special Education Schools should place priority on identifying and implementing Tier II/Tier III interventions.

Should goals be changed, added or removed?

Special Education: Yes No

Career Technical: Yes No

If yes describe the changes to goals listed.

Evaluation Implications

General Recommendation Resulting from the Evaluation

Select from the following possible recommendations resulting from the evaluation:

- Continue the program as is. It is meeting or exceeding all expected outcomes.
- Expand the program, replicating effective components.
- Streamline, refine, or consolidate elements of the program.
- Redesign the program.
- Reevaluate the purpose and/or goals of the program.
- Discontinue ineffective or nonessential program components.
- Discontinue the program.
- Other (Specify.)

Previous Recommendations from 2010-2011 Report

Special Education:

1. Schools should analyze MAP scores to identify specific skills or areas needing extra attention in instruction. Where appropriate, target interventions should be provided in those areas. At each

school, data teams reviewed the school's item analysis and scores. Data teams generated goals, targets, and strategies and focused on those areas for instruction.

2. The district should continue implementation of the Communication Arts and Math curriculum guides and materials. The district adopted and purchased materials for these curricula, and teachers are implementing. Principals monitor implementation through lesson plans and observations.
3. Schools should continue to implement standards-based instruction and continuous formative student assessments, using data teams to analyze student performance data and modify instruction as indicated by the data. All schools have data teams that meet regularly to review students' performance data. The district has implemented a system of quarterly student assessment and curriculum guides and lesson plans are aligned to standards.
4. Schools should continue to emphasize improving student attendance and providing students supports to meet graduation requirements, including credit recovery programs. All schools with an "Additional Indicator" of attendance met the AYP attendance standard. Data teams at each school review attendance and generate strategies to address poor attendance. The district uses the PLATO system for credit recovery and enhancement and is investigating existing systems.

Career Technical:

1. Apply strategies that integrate STEM (Science, Technology, Engineering and Mathematics) skills across program curriculum. Continue the integration of academics and STEM related subjects into technical programs as a part of scheduled curriculum revisions.
2. Technical Schools should examine the use of post secondary placement assessments to measure student readiness for matriculation into post secondary institutions to positively affect post secondary placement. A pilot program has been implemented, in cooperation with Rankin Technical College, to allow CTE students to take both a formative and summative post-secondary assessment ACT-COMPASS, most commonly used throughout Missouri as a placement instrument.
3. Revise assessment plan to utilize KeyTrain to remediate student academic skills; KeyTrain tracks student performance level as students complete academic exercises designed to improve student performance in Math and Communication Skills. It is anticipated student performance would improve simultaneously in WorkKeys and Mathematics EOC exam as a student completes the KeyTrain Program. Students with low formative scores are being remediated with KeyTrain before a summative instrument is administered. KeyTrain is designed to improve student performance in academic areas integrated into technical programs.

Action Plan for 2011-2012 Report

Special Education:

1. During the 2011-12 school year, staff in special education schools should continue process of identifying Tier II/Tier III interventions for Communication Arts and Mathematics. Materials should be purchased and staff trained for implementation in 2012-13.
2. SSD should continue the process of identifying formative and predictive assessments for Communication Arts and Mathematics. Assessments should be adopted by implementation in 2012-13.
3. SSD staff should continue use of current quarterly assessments in Communication Arts and Math in data teams and for planning areas of emphasis in instruction.
4. SSD staff should continue process of monitoring and supporting POS agencies in implementing programs to measure and improve student achievement.
5. SSD staff should expand use of online credit recovery and credit enhancement systems.

Career Technical

1. North Technical is using StAR Testing as a predictive assessment tool to identify students needing intervention. Building Data Teams identified student performance level at which an increase of student scores would have the most impact towards meeting EOC scores at the building. Use StAR Testing on an ongoing base during the academic year to monitor the effectiveness of progress towards mastery of required competencies.
2. Expand after school tutoring services offerings for all academic students enrolled at North Technical.
3. Continue strategies implemented this year from recommendations of the 2010-2011 disaggregated data report.

Cost and Funding Source

Special Education:

1. Purchase of Tier II/Tier III intervention systems: approximately \$10,000 per school for Communication Arts and Mathematics. Local Funding
2. Purchase of new assessments: Approximately \$20,000 based on current costs. Local Funding
3. Online credit recovery/credit enhancement system: Approximately \$40,000 based on current costs. Local and Title ID funding.

Technical Education:

1. Perkins funding may continue to be used for integration of STEM subjects into Technical Program Curriculums, including salaries, estimated at \$9,000.
2. After school tutoring for academic support, estimated at \$20,000 supported by local funds.



**Missouri Assessment Program
Adequate Yearly Progress
SPECL. SCH. DST. ST. LOUIS CO. (096119)**

School Year: 2011 School: District Overall (0000)

Content Area: Communication Arts

Subgroup	State Goal	Account-able Cnt	Partici-pant Cnt	Report-able Cnt	LN D	LND %	LND 2yr Avg	LND 3yr Avg	Proficient or Adv.	%Proficient or Adv	Prof. and Growth	Prof. and Growth %	CI Band	%Prof/Adv w/ CI Band	Annual Goal	Add Ind Used	Add Ind Status
Asian/Pacific Islander	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Black(not Hispanic)	75.5	331	322	289	9	2.7			165	57.1	176	60.9	6.77	63.90	NP		
Hispanic	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Multiracial	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
White(not Hispanic)	75.5	242	241	197	1	0.4			130	66	133	67.5	7.85	73.90	NP		
IEP_student	75.5	490	484	411	6	1.2			240	58.4	255	62	5.66	64.10	NP		
Map Free and Reduced	75.5	348	345	301	3	0.9			180	59.8	191	63.5	6.57	66.40	NP		
Total	75.5	620	610	529	10	1.6			324	61.2	339	64.1	4.93	66.10	NP		

Content Area: Mathematics

Subgroup	State Goal	Account-able Cnt	Partici-pant Cnt	Report-able Cnt	LN D	LND %	LND 2yr Avg	LND 3yr Avg	Proficient or Adv.	%Proficient or Adv	Prof. and Growth	Prof. and Growth %	CI Band	%Prof/Adv w/ CI Band	Annual Goal	Add Ind Used	Add Ind Status
Asian/Pacific Islander	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Black(not Hispanic)	72.5	257	248	212	9	3.5			108	50.9	116	54.7	7.99	58.90	NP		
Hispanic	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Multiracial	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
White(not Hispanic)	72.5	238	236	190	2	0.8			128	67.4	131	68.9	7.91	75.30	CI		
IEP_student	72.5	482	472	397	10	2.1			236	59.4	249	62.7	5.73	65.10	NP		
Map Free and Reduced	72.5	271	265	223	6	2.2			122	54.7	132	59.2	7.75	62.50	NP		
Total	72.5	532	521	435	11	2.1			260	59.8	273	62.8	5.47	65.30	NP		



**Missouri Assessment Program
Adequate Yearly Progress
SPECL. SCH. DST. ST. LOUIS CO. (096119)**

School Year: 2011 School: ACKERMAN SCH. (4029)

Content Area: Communication Arts

Subgroup	State Goal	Account-able Cnt	Partici-pant Cnt	Report-able Cnt	LN D	LND %	LND 2yr Avg	LND 3yr Avg	Proficient or Adv.	%Proficient or Adv	Prof. and Growth	Prof. and Growth %	CI Band	%Prof/Adv w/ CI Band	Annual Goal	Add Ind Used	Add Ind Status
Black(not Hispanic)	75.5	68	68	56	0	0			41	73.2	46	82.1	13.76	87.00	CI	Attendance Rate	Met
Hispanic	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Multiracial	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
White(not Hispanic)	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
IEP_student	75.5	99	99	75	0	0			58	77.3	64	85.3	11.24	88.50	Y	Attendance Rate	Met
Map Free and Reduced	75.5	80	80	59	0	0			44	74.6	49	83.1	13.19	87.80	CI	Attendance Rate	Met
Total	75.5	100	100	75	0	0			58	77.3	64	85.3	11.24	88.50	Y	Attendance Rate	Met

Content Area: Mathematics

Subgroup	State Goal	Account-able Cnt	Partici-pant Cnt	Report-able Cnt	LN D	LND %	LND 2yr Avg	LND 3yr Avg	Proficient or Adv.	%Proficient or Adv	Prof. and Growth	Prof. and Growth %	CI Band	%Prof/Adv w/ CI Band	Annual Goal	Add Ind Used	Add Ind Status
Black(not Hispanic)	72.5	68	68	56	0	0			42	75	46	82.1	13.46	88.50	Y	Attendance Rate	Met
Hispanic	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Multiracial	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
White(not Hispanic)	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
IEP_student	72.5	99	99	75	0	0			61	81.3	65	86.7	10.47	91.80	Y	Attendance Rate	Met
Map Free and Reduced	72.5	80	80	59	0	0			45	76.3	49	83.1	12.88	89.20	Y	Attendance Rate	Met
Total	72.5	100	100	75	0	0			61	81.3	65	86.7	10.47	91.80	Y	Attendance Rate	Met



**Missouri Assessment Program
Adequate Yearly Progress
SPECL. SCH. DST. ST. LOUIS CO. (096119)**

School Year: 2011 School: EXTERNAL SITES (9990)

Content Area: Communication Arts

Subgroup	State Goal	Account-able Cnt	Partici-pant Cnt	Report-able Cnt	LN D	LND %	LND 2yr Avg	LND 3yr Avg	Proficient or Adv.	%Proficient or Adv	Prof. and Growth	Prof. and Growth %	CI Band	%Prof/Adv w/ CI Band	Annual Goal	Add Ind Used	Add Ind Status
Asian/Pacific Islander	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Black(not Hispanic)	75.5	54	49	39	5	9.3			3	7.7	6	15.4	9.92	17.60	NN	Total Grad Rate	Met
Hispanic	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Multiracial	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
White(not Hispanic)	75.5	44	43	33	1	2.3			9	27.3	9	27.3	18.03	45.30	S	Total Grad Rate	Met
IEP_student	75.5	96	90	74	6	6.3			12	16.2	15	20.3	9.97	26.20	NN	Total Grad Rate	Met
Map Free and Reduced	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Total	75.5	102	96	76	6	5.9			13	17.1	16	21.1	10.05	27.10	NN	Graduation Rate	Met

Content Area: Mathematics

Subgroup	State Goal	Account-able Cnt	Partici-pant Cnt	Report-able Cnt	LN D	LND %	LND 2yr Avg	LND 3yr Avg	Proficient or Adv.	%Proficient or Adv	Prof. and Growth	Prof. and Growth %	CI Band	%Prof/Adv w/ CI Band	Annual Goal	Add Ind Used	Add Ind Status
Asian/Pacific Islander	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Black(not Hispanic)	72.5	57	49	38	8	14			4	10.5	6	15.8	11.58	22.10	NN	Total Grad Rate	Met
Hispanic	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Multiracial	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
White(not Hispanic)	72.5	44	42	29	2	4.5			6	20.7	6	20.7	17.50	38.20	NP	Total Grad Rate	Met
IEP_student	72.5	99	89	69	10	10.1			10	14.5	13	18.8	9.86	24.40	NN	Total Grad Rate	Met
Map Free and Reduced	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Total	72.5	105	95	71	10	9.5			11	15.5	14	19.7	9.99	25.50	NN	Graduation Rate	Met



**Missouri Assessment Program
Adequate Yearly Progress
SPECL. SCH. DST. ST. LOUIS CO. (096119)**

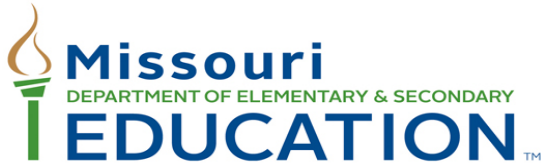
Subgroup State Goal Account-able Cnt Partici-pant Cnt Report-able Cnt LN D LND % LND 2yr Avg LND 3yr Avg Proficient or Adv. %Proficient or Adv Prof. and Growth Prof. and Growth % CI Band %Prof/Adv w/ CI Band Annual Goal Add Ind Used Add Ind Status
School Year: 2011 School: HIRAM NEUWOEHNER (1059)

Content Area: Communication Arts

Asian/Pacific Islander	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Black(not Hispanic)	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Hispanic	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
White(not Hispanic)	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
IEP_student	75.5	33	33	32	0	0			13	40.6	13	40.6	20.19	60.80	NP	Total Grad Rate	Met	
Map Free and Reduced	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Total	75.5	33	33	32	0	0			13	40.6	13	40.6	20.19	60.80	NP	Graduation Rate	Met	

Content Area: Mathematics

Black(not Hispanic)	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Hispanic	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
White(not Hispanic)	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
IEP_student	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Map Free and Reduced	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Total	72.5	27	27	24	0	0			12	50	12	50	23.74	73.70	CI	Graduation Rate	Met	



**Missouri Assessment Program
Adequate Yearly Progress
SPECL. SCH. DST. ST. LOUIS CO. (096119)**

Subgroup	State Goal	Account-able Cnt	Partici-pant Cnt	Report-able Cnt	LN D	LND %	LND 2yr Avg	LND 3yr Avg	Proficient or Adv.	%Proficient or Adv	Prof. and Growth	Prof. and Growth %	CI Band	%Prof/Adv w/ CI Band	Annual Goal	Add Ind Used	Add Ind Status
School Year: 2011		School: JUVENILE DETENTION CTR. (1015)															
Content Area: Communication Arts																	
Black(not Hispanic)	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
White(not Hispanic)	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
IEP_student	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Map Free and Reduced	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Total	75.5	31	17	21	2	6.5	0	0	9	42.9	5	55.6	0.00	0.00	NP	Graduation Rate	Not Met
Total LT30	75.5	19		9	2	10.5			5	55.6			38.53	94.10			

Content Area: Mathematics

Black(not Hispanic)	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
White(not Hispanic)	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
IEP_student	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Map Free and Reduced	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Total	72.5	26	26	13	0	0	0	0	6	46.2	6	46.2	32.16	78.40	CI	Graduation Rate	Not Met



**Missouri Assessment Program
Adequate Yearly Progress
SPECL. SCH. DST. ST. LOUIS CO. (096119)**

Subgroup State Goal Account-able Cnt Partici-pant Cnt Report-able Cnt LN D LND % LND 2yr Avg LND 3yr Avg Proficient or Adv. %Proficient or Adv Prof. and Growth Prof. and Growth % CI Band %Prof/Adv w/ CI Band Annual Goal Add Ind Used Add Ind Status

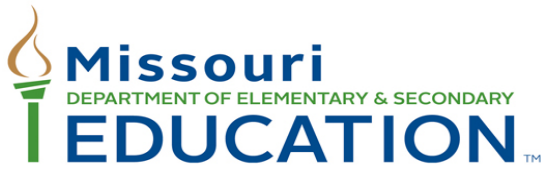
School Year: 2011 School: LITZINGER (4069)

Content Area: Communication Arts

Asian/Pacific Islander	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Black(not Hispanic)	75.5	36	36	33	0	0			21	63.6	23	69.7	19.48	83.10	CI	Attendance Rate	Met	
Hispanic	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Multiracial	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
White(not Hispanic)	75.5	74	74	65	0	0			49	75.4	51	78.5	12.43	87.80	CI	Attendance Rate	Met	
IEP_student	75.5	119	119	106	0	0			76	71.7	81	76.4	10.18	81.90	CI	Attendance Rate	Met	
Map Free and Reduced	75.5	58	58	49	0	0			28	57.1	32	65.3	16.44	73.50	NP	Attendance Rate	Met	
Total	75.5	119	119	106	0	0			76	71.7	81	76.4	10.18	81.90	CI	Attendance Rate	Met	

Content Area: Mathematics

Asian/Pacific Islander	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Black(not Hispanic)	72.5	36	36	33	0	0			24	72.7	25	75.8	18.03	90.70	Y	Attendance Rate	Met	
Hispanic	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Multiracial	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
White(not Hispanic)	72.5	74	74	65	0	0			48	73.8	51	78.5	12.68	86.50	Y	Attendance Rate	Met	
IEP_student	72.5	119	119	106	0	0			78	73.6	83	78.3	9.96	83.60	Y	Attendance Rate	Met	
Map Free and Reduced	72.5	58	58	49	0	0			29	59.2	33	67.3	16.33	75.50	CI	Attendance Rate	Met	
Total	72.5	119	119	106	0	0			78	73.6	83	78.3	9.96	83.60	Y	Attendance Rate	Met	



**Missouri Assessment Program
Adequate Yearly Progress
SPECL. SCH. DST. ST. LOUIS CO. (096119)**

School Year: 2011 School: **NORTH TECHNICAL (1100)**

Content Area: Communication Arts

Subgroup	State Goal	Account-able Cnt	Partici-pant Cnt	Report-able Cnt	LN D	LND %	LND 2yr Avg	LND 3yr Avg	Proficient or Adv.	%Proficient or Adv	Prof. and Growth	Prof. and Growth %	CI Band	%Prof/Adv w/ CI Band	Annual Goal	Add Ind Used	Add Ind Status
Black(not Hispanic)	75.5	103	101	100	2	1.9			69	69	69	69	10.76	79.80	CI	Graduation Rate	Met
Hispanic	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Multiracial	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
White(not Hispanic)	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
IEP_student	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Map Free and Reduced	75.5	88	87	86	1	1.1			63	73.3	63	73.3	11.10	84.40	CI	Graduation Rate	Met
Total	75.5	121	119	118	2	1.7			84	71.2	84	71.2	9.70	80.90	CI	Graduation Rate	Met

Content Area: Mathematics

Black(not Hispanic)	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Multiracial	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
White(not Hispanic)	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
IEP_student	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Map Free and Reduced	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Total	72.5	31	30	29	1	3.2			18	62.1	18	62.1	20.96	83.10	CI	Graduation Rate	Met



**Missouri Assessment Program
Adequate Yearly Progress
SPECL. SCH. DST. ST. LOUIS CO. (096119)**

Subgroup State Goal Account-able Cnt Partici-pant Cnt Report-able Cnt LN D LND % LND 2yr Avg LND 3yr Avg Proficient or Adv. %Proficient or Adv Prof. and Growth Prof. and Growth % CI Band %Prof/Adv w/ CI Band Annual Goal Add Ind Used Add Ind Status

School Year: 2011 School: NORTHVIEW (1089)

Content Area: Communication Arts

Black(not Hispanic)	75.5	40	40	31	0	0			19	61.3	19	61.3	20.35	81.60	CI	Total Grad Rate	Met
Hispanic	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Multiracial	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
White(not Hispanic)	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
IEP_student	75.5	50	50	41	0	0			25	61	25	61	17.72	78.70	CI	Graduation Rate	Met
Map Free and Reduced	75.5	45	45	37	0	0			21	56.8	21	56.8	18.94	75.70	CI	Total Grad Rate	Met
Total	75.5	50	50	41	0	0			25	61	25	61	17.72	78.70	CI	Graduation Rate	Met

Content Area: Mathematics

Black(not Hispanic)	72.5	31	31	23	0	0			8	34.8	8	34.8	23.10	57.90	NP	Total Grad Rate	Met
Hispanic	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Multiracial	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
White(not Hispanic)	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
IEP_student	72.5	42	42	34	0	0			13	38.2	13	38.2	19.39	57.60	NP	Graduation Rate	Met
Map Free and Reduced	72.5	37	37	30	0	0			11	36.7	11	36.7	20.46	57.20	NP	Total Grad Rate	Met
Total	72.5	42	42	34	0	0			13	38.2	13	38.2	19.39	57.60	NP	Graduation Rate	Met



**Missouri Assessment Program
Adequate Yearly Progress
SPECL. SCH. DST. ST. LOUIS CO. (096119)**

Subgroup State Goal Account-able Cnt Partici-pant Cnt Report-able Cnt LN D LND % LND 2yr Avg LND 3yr Avg Proficient or Adv. %Proficient or Adv Prof. and Growth Prof. and Growth % CI Band %Prof/Adv w/ CI Band Annual Goal Add Ind Used Add Ind Status

School Year: 2011 School: SOUTHVIEW (4269)

Content Area: Communication Arts

Asian/Pacific Islander	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Black(not Hispanic)	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Hispanic	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Multiracial	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
White(not Hispanic)	75.5	43	43	33	0	0			27	81.8	27	81.8	15.62	97.40	Y	Attendance Rate	Met	
IEP_student	75.5	61	61	49	0	0			39	79.6	39	79.6	13.39	93.00	Y	Attendance Rate	Met	
Map Free and Reduced	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Total	75.5	61	61	49	0	0			39	79.6	39	79.6	13.39	93.00	Y	Attendance Rate	Met	

Content Area: Mathematics

Asian/Pacific Islander	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Black(not Hispanic)	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Hispanic	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Multiracial	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
White(not Hispanic)	72.5	43	43	33	0	0			29	87.9	29	87.9	13.22	101.10	Y	Attendance Rate	Met	
IEP_student	72.5	61	61	49	0	0			43	87.8	43	87.8	10.89	98.70	Y	Attendance Rate	Met	
Map Free and Reduced	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Total	72.5	61	61	49	0	0			43	87.8	43	87.8	10.89	98.70	Y	Attendance Rate	Met	



**Missouri Assessment Program
Adequate Yearly Progress
SPECL. SCH. DST. ST. LOUIS CO. (096119)**

Subgroup	State Goal	Account-able Cnt	Partici-pant Cnt	Report-able Cnt	LN D	LND %	LND 2yr Avg	LND 3yr Avg	Proficient or Adv.	%Proficient or Adv	Prof. and Growth	Prof. and Growth %	CI Band	%Prof/Adv w/ CI Band	Annual Goal	Add Ind Used	Add Ind Status
School Year: 2011		School: SOUTHVIEW HIGH (1069)															
Content Area: Communication Arts																	
Hispanic	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
White(not Hispanic)	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
IEP_student	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Map Free and Reduced	75.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Total	75.5	15	15	14	0	0			9	64.3	9	64.3	29.79	94.10	CI	Graduation Rate	Met

Content Area: Mathematics

Hispanic	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
White(not Hispanic)	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
IEP_student	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Map Free and Reduced	72.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--		
Total	72.5	21	21	21	0	0			14	66.7	14	66.7	23.93	90.60	CI	Graduation Rate	Met



**Missouri Assessment Program
Adequate Yearly Progress
SPECL. SCH. DST. ST. LOUIS CO. (096119)**

Subgroup	State Goal	Account-able Cnt	Partici-pant Cnt	Report-able Cnt	LN D	LND LND %	LND 2yr Avg	LND 3yr Avg	Proficient or Adv.	%Proficient or Adv	Prof. and Growth	Prof. and Growth %	CI Band	%Prof/Adv w/ CI Band	Annual Goal	Add Ind Used	Add Ind Status
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**Missouri Assessment Program
Adequate Yearly Progress
SPECL. SCH. DST. ST. LOUIS CO. (096119)**

Subgroup	State Goal	Account-able Cnt	Partici-pant Cnt	Report-able Cnt	LN D	LND %	LND 2yr Avg	LND 3yr Avg	Proficient or Adv.	%Proficient or Adv	Prof. and Growth	Prof. and Growth %	CI Band	%Prof/Adv w/ CI Band	Annual Goal	Add Ind Used	Add Ind Status
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General Notes:

--School level calculations do not include students that have been in the building less than a full academic year.
 --District level calculations do not include students that have been in the district less than a full academic year.
 To meet AYP all subgroups that met the minimum cell size requirements must meet the Annual Proficiency Target, have tested at least 95% of the students and met the additional indicator requirement.
 Additional Indicator -- For both school and district reporting attendance is used at the elementary and middle levels, at the high school level graduation rate is used. (Note: District level reporting is determined by the highest grade level. K-8 uses attendance rate. K-12 uses graduation rate.) The requirement for MET is: Attendance Rate is equal to or greater than 93% Or shows any improvement from previous year. Graduation Rate is equal to or greater than 85% Or shows any improvement from previous year.

Definitions:

PROF: The percent of students who are Proficient or Advanced.
 LND: Level Not Determined - The percent of students who did not receive a MAP score. A Student will be considered LND if the student was absent, caught cheating or did not have a valid attempt on the test. The percent of students that were LND should be 5.0 percent or below.

Symbols:

- * Indicates the subgroup meets the minimum cell size requirements. Minimum cell size requirements: 30 for all subgroups except IEP and LEP, which have a minimum cell size of 50.
- ^ If there are fewer than 30 students in the school total, and State Proficiency Target was not met, the current year and two prior years are aggregated. This only applies to the calculation for the school total, not the disaggregated groups.
- @ The group Met the 95% participation using an average of current and prior year, or current year and prior two years.

AYP MET Symbols:

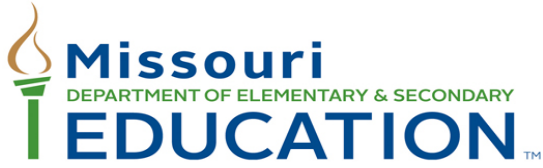
- Y Annual Proficiency Target Met
- CI Annual Proficiency Target Met with confidence interval
- G Annual Proficiency Target Met using Growth
- S Annual Proficiency Target Met using Safe Harbor provision
- SC Annual Proficiency Target Met using the confidence interval for Safe Harbor - SEE NOTE ABOVE

AYP NOT MET Symbols:

- N* Annual Proficiency Target Met, but did not have a participation rate of at least 95%
- NC Annual Proficiency Target Met with the confidence interval, but did not have a participation rate of at least 95%
- NP Annual Proficiency Target Not Met
- NN Annual Proficiency Target Not Met and participation rate was less than 95%

Add Ind Used

- AR Attendance Rate
- GR Graduation Rate
- TGR Total Grad Rate



**Missouri Assessment Program
Adequate Yearly Progress
SPECL. SCH. DST. ST. LOUIS CO. (096119)**

Subgroup	State Goal	Account-able Cnt	Partici-pant Cnt	Report-able Cnt	LN D	LND LND %	LND 2yr Avg	LND 3yr Avg	Proficient or Adv.	%Proficient or Adv	Prof. and Growth	Prof. and Growth %	CI Band	%Prof/Adv w/ CI Band	Annual Goal	Add Ind Used	Add Ind Status
NM Not Met																	

Comparisons by Index*

District Race	Communication Arts	2009	2010	2011
	Black	738.7	746.1	738.4
	White	763.3	760.7	771.8
	Difference	-24.7	-14.6	-33.4

	Mathematics	2009	2010	2011
	Black	726.3	719.1	712.9
	White	759.5	758.5	766.8
	Difference	-33.3	-39.4	-53.9

District Gender	Communication Arts	2009	2010	2011
	Female	762.8	776.0	769.9
	Male	743.9	739.1	748.6
	Difference	18.9	36.8	21.3

	Mathematics	2009	2010	2011
	Female	764.8	759.3	751.7
	Male	734.2	731.5	741.0
	Difference	30.6	27.8	10.8

District Free Reduced	Communication Arts	2009	2010	2011
	Free-Reduced	759.4	764.8	761.2
	Self Pay	739.5	738.2	749.8
	Difference	19.9	26.6	11.4

	Mathematics	2009	2010	2011
	Free-Reduced	753.4	755.5	740.5
	Self Pay	734.6	725.8	748.3
	Difference	18.8	29.7	-7.8

Index is calculated by multiplying the percent of advanced scores x 9, proficient x 8, basic x 7 and below basic x 6 and then adding the results.