

Missouri School Improvement Program - Annual Performance Report

Address: 12110 Clayton Road, Town and Country, MO 63131-2516

Phone: (314)989-8100

Email: pwbauer@ssdmo.org

Title I School: N

Grade Span: K - 12

Federal Accountability Status: Not identified

Report Card Overview

State and federal law require the development of report cards at the state, local education agency (LEA), and building level. The implementation of changes required by federal law will take place with the release of the 2018 Report Card.

Specific items of interest, including indicators used to identify comprehensive and targeted schools, for federal accountability are located:

[\(3\) Student Success/School Quality \(Attendance\)](#)

[\(5\) 4-Year Adjusted Cohort Graduation Rate](#)

[\(16\) ELA/Math/Science number assessed and percentage in each proficiency level](#)

[\(19\) Academic Progress Indicator \(Growth\)](#)

[\(21\) Number and Percentage of English Learners \(EL\) attaining EL proficiency](#)

ESSA Accountability Plan

(1) Preschool Enrollment

	2018
EXTERNAL SITES	851

Definition

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(2) K-12 Enrollment

EXTERNAL SITES	2018
Total	1,170
American Indian/Alaska Native	0.9%
Asian	1.5%
Black	17.7%
Hawaiian/Pacific Islander	*
Hispanic	2.0%
Multi-Race	*
White	77.9%
Female	34.7%
Male	65.3%
Free or Reduced Lunch	39.7%
Limited English Proficient	*
Special Education	130.3%
Homeless	*
Migrant	*
Gifted	*
Foster	*
Military	*

Definition

* - Indicates data has been suppressed due to small cell size.
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(3) Proportional Attendance Rate

EXTERNAL SITES	2018
All Students	74.9%
American Indian/Alaska Native	*
Asian	*
Black	77.2%
Hawaiian/Pacific Islander	*
Hispanic	*
Multi-Race	*
White	73.2%
Female	74.8%
Male	75.0%
Free or Reduced Lunch	80.7%
Limited English Proficient	*
Special Education	75.3%

Definition

(4) Students Eligible for Free or Reduced-Price Lunch

EXTERNAL SITES	2018
Percent	39.7%
Number	181

Definition

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(5) Four-Year Graduation Rate

EXTERNAL SITES	2018
All Students	*
American Indian/Alaska Native	
Asian	
Black	*
Hawaiian/Pacific Islander	
Hispanic	
Multi-Race	*
White	25.00%
Female	*
Male	*
Free or Reduced Lunch	*
Limited English Proficient	
Special Education	*
Homeless	
Migrant	
Gifted	
Foster	
Military	

Definition

* - Indicates the percent was 25 percent or below and has been suppressed from this report.

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(5) Five-Year Graduation Rate

EXTERNAL SITES	2018
All Students	*
American Indian/Alaska Native	
Asian	
Black	*
Hawaiian/Pacific Islander	*
Hispanic	*
Multi-Race	
White	*
Female	*
Male	*
Free or Reduced Lunch	*
Limited English Proficient	
Special Education	*
Homeless	*
Migrant	
Gifted	
Foster	*
Military	

Definition

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(6) Dropout Rate

EXTERNAL SITES	2018
TOTAL	4.8%
American Indian/Alaska Native	0.0%
Asian	0.0%
Black	8.7%
Hawaiian/Pacific Islander	0.0%
Hispanic	0.0%
Multi-Race	0.0%
White	2.7%

Definition

(7) Where Our Graduates Go

SPECL. SCH. DST. ST. LOUIS CO. - EXTERNAL SITES	2018
Entering a 4yr. College/University	11.1%
Entering a 2yr. College	22.2%
Entering a Postsecondary (Technical) Institution	0.0%
Entering Employment	22.2%
Entering Military	0.0%

Definition

(8) Placement Rates for Career-Technical Education Students

EXTERNAL SITES	2018
All Students	0.0%

Definition

(9) Staffing Ratios

EXTERNAL SITES	2018
Students to classroom teachers	237
Students to administrators	1170

Definition

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(10) Years of Experience of Professional Staff

EXTERNAL SITES	2018
All Staff	14.4

Definition

(11) Disproportionate Rates of Access to Educators

SPECL. SCH. DST. ST. LOUIS CO. (096119)	2018			
	Title I		Non-Title I	
			Low < 25% Minority	Low < 25% Poverty
TEACHERS				
Inexperienced Teachers			3.8%	N/A
Out-of-Field Teachers			1.9%	N/A
Ineffective Teachers	N/A	N/A		N/A
PRINCIPALS				
Inexperienced Principals			0.0%	N/A
Out-of-Field Principals			0.0%	N/A

Definition

N/A denotes data not applicable

(12) Professional Staff with Advanced Degrees

EXTERNAL SITES	2018
All Staff	86.4

Definition

(13) Average Teacher Salaries

EXTERNAL SITES	2018
Average Regular Term Salary	\$70,030
Average Total Salary	\$70,030

Definition

(14) Average Administrator Salaries

EXTERNAL SITES	2018
All Administrators	\$99,161

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(15) Current Expenditures per Pupil - Building Level

Definition

This reporting item will be available in the 2019 Report Card.

The required per-pupil expenditures of Federal, State, and local funds, disaggregated by source of funds (ESEA section 1111(h)(1)(C)(x); 34 C.F.R. § 200.35(a)(1)(i) and (b)(1)(i)), will be reported on the 2018-2019 report card. Accounting structure changes have been implemented to require all districts and charter schools to track expenditures in such a manner as to allow reporting of this information on the 2018-2019 report card.

(16) Missouri Assessment Program (MAP) Results

Assessment results for 2015, 2016, 2017 and 2018 in the content areas of English language arts, and mathematics for grades 3-8 and End-of-Course (EOC) assessments in English II (E2) and Algebra I (A1) are not comparable to prior year data. The assessments have been aligned to the new standards.

Link to Prior Year MAP data

Content Area	Grade	Year	Accountable	MAP-A	MAP-A %	LND	Below Basic	Basic	Proficient	Advanced
Eng. Language Arts	07	2018	11	1	9.1	0.0	90.9	*	9.1	*
Eng. Language Arts	08	2018	18	3	16.7	0.0	88.9	11.1	*	*
Eng. Language Arts	E2	2018	19	0	0.0	0.0	63.2	26.3	*	*
Mathematics	07	2018	11	1	9.1	0.0	90.9	*	*	9.1
Mathematics	08	2018	17	3	17.6	0.0	*	*	*	*
Mathematics	A1	2018	16	0	0.0	6.3	80.0	13.3	*	*
Social Studies	GV	2018	16	0	0.0	6.3	53.3	26.7	6.7	13.3

Definition

(17) ACT Results

EXTERNAL SITES	2018
Percent of Graduates Taking the ACT	0.00
Composite ACT Score	

Definition

(18) Disciplinary Actions

EXTERNAL SITES	2018
Suspensions of 10 or More Consecutive Days (number rate)	4 0.3
Expulsions (number rate)	0 0.0

Definition

(19) Federal (ESSA) Data

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Report as of:2/15/2019

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(20) Students in Gifted Education Program

SPECL. SCH. DST. ST. LOUIS CO. - EXTERNAL SITES	2018
Percent	0.0%
Number	0

Definition

(21) English Learner Proficiency Status

EXTERNAL SITES (9990)	2016	2017	2018
Number of English Learners	0	0	0
Number Becoming Proficient	0	0	0
Percent Becoming Proficient	0.0	0.0	0.0

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