

School and Teacher Demographics

Per Pupil Expenditures \$5,855

(CCD, 1998–1999)

Number of districts 525

(CCD, 1999–2000)

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
1,234	371	502	89	2,258

Number of charter schools 15

(CCD, 1999–2000)

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
30,425	11,893	17,643	907	61,785

Public school enrollment 1993–1994 1999–2000

	1993–1994	1999–2000
K–8	601,718	623,951
9–12	241,874	263,007
Total	866,378	913,966
Pre-K	13,950	16,512

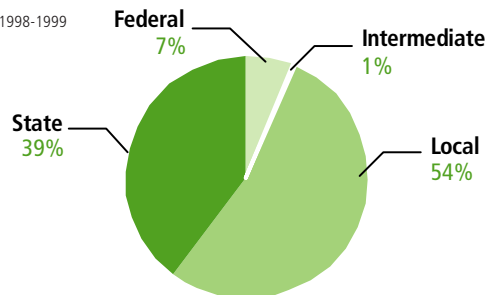
(CCD)

(By state definition)

Sources of funding

District average

(CCD, 1998–1999)



Student Demographics

Race/ethnicity 1993–1994 1999–2000

American Indian/Alaskan Natives	1,747	2,990
	*	*
Asian/Pacific Islander	7,985	10,105
	1%	1%
Black	136,352	158,619
	16%	17%
Hispanic	7,370	14,296
	1%	2%
White	712,924	728,000
	82%	80%
Other	n/a	n/a
	—	—

(CCD, K–12)

Students with disabilities 99,807 118,040

(OSEP)

11% 12%

Students with Limited English proficiency 4,382 10,238

(ED /NCBE, K–12)

1% 1%

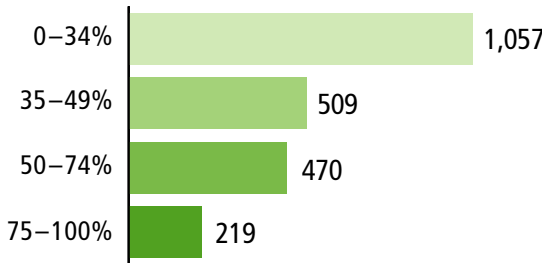
Migratory students 2,413 n/a

(OME, K–12)

* —

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

(CCD, 1999–2000)



† 3 schools did not report.

KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too small to calculate

Statewide Accountability Information

(Collected from States, January 2002 for 2001–2002 school year)

Statewide Goal for Schools on State Assessment

Increase in top two achievement levels and decrease in bottom two achievement levels in all 5 of the MAP 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 2 Achievement levels and 3 percent decrease in bottom 2 achievement levels OR a MAP Index change reflecting improvement of students throughout the distribution.

Indicators for School Accountability

CRT (Missouri Assessment Program) scores on performance-based tests, graduation, dropouts, ACT performance

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

Title I 1999-2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	n/a*	n/a*	n/a*
Schools Meeting AYP Goal	n/a*	n/a*	n/a*
Schools Identified for Improvement	n/a*	n/a*	n/a*

† Missouri was unable to provide information for schools by TAS and SWP.

Title I allocation \$141,056,701

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999–2000)

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%

Student Achievement 1999–2000

Assessment Missouri Mastery Achievement Test -Communication Arts
Missouri Assessment Program-Mathematics

State Definition of Proficient Meets or exceeds Proficient

Elementary School

Grade 3

Communication Arts

Students in:	Step 1	Pro-gressing	Nearing Proficiency	Proficient ⇨	
				Proficient	Advanced
All Schools	9%	21%	38%	30%	2%
Title I Schools					
High Poverty Schools					
Students with Limited English Proficiency					
Migratory Students					
Students with Disabilities					

Grade 4

Mathematics

Students in:	Step 1	Pro-gressing	Nearing Proficiency	Proficient ⇨	
				Proficient	Advanced
All Schools	3%	19%	41%	29%	8%
Title I Schools					
High Poverty Schools					
Students with Limited English Proficiency					
Migratory Students					
Students with Disabilities					

Middle School

Grade 7

Communication Arts

Students in:	Step 1	Pro-gressing	Nearing Proficiency	Proficient ⇨	
				Proficient	Advanced
All Schools	16%	22%	30%	29%	3%
Title I Schools					
High Poverty Schools					
Students with Limited English Proficiency					
Migratory Students					
Students with Disabilities					

Grade 8

Mathematics

Students in:	Step 1	Pro-gressing	Nearing Proficiency	Proficient ⇨	
				Proficient	Advanced
All Schools	23%	34%	29%	13%	1%
Title I Schools					
High Poverty Schools					
Students with Limited English Proficiency					
Migratory Students					
Students with Disabilities					

High School

Grade 11

Communication Arts

Students in:	Step 1	Pro-gressing	Nearing Proficiency	Proficient ⇨	
				Proficient	Advanced
All Schools	19%	20%	38%	22%	1%
Title I Schools					
High Poverty Schools					
Students with Limited English Proficiency					
Migratory Students					
Students with Disabilities					

Grade 10

Mathematics

Students in:	Step 1	Pro-gressing	Nearing Proficiency	Proficient ⇨	
				Proficient	Advanced
All Schools	26%	34%	30%	10%	*
Title I Schools					
High Poverty Schools					
Students with Limited English Proficiency					
Migratory Students					
Students with Disabilities					

High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	7%	5%

Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	26,645 57%	31,832 61%

KEY: * = Less than 0.5 percent
— = Not applicable
n/a = Not available
= Sample size too few to calculate
High Poverty Schools = 75-100% students receiving free/reduced lunch