

School and Teacher Demographics

Per pupil expenditures <small>(CCD, 2000-01)</small>	\$6,667
Number of districts <small>(CCD, 2001-02)</small>	524
Number of charter schools <small>(CCD, 2001-02)</small>	21

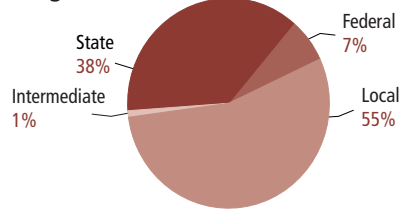
	Number of public schools <small>(CCD)</small>	
	1993-94	2001-02
Elementary	1,177	1,244
Middle	314	376
High	482	494
Combined	26	106
Total	1,999	2,220

	Number of FTE teachers <small>(CCD)</small>	
	1993-94	2001-02
Elementary	26,009	30,916
Middle School	9,764	12,321
High School	14,939	17,394
Combined	375	2,470
Total	51,087	63,101

	Percentage of teachers with a major in the main subject taught, grades 7-12 <small>(SASS)</small>	
	1994	2000
English	81%	64%
Math	89	52
Science	70	70
Social Studies	84	80

Sources of funding

District average
(CCD, 2000-01)



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

Student Demographics

Public school enrollment <small>(CCD)</small>	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	23,597	601,691	241,874	843,565
	20,503	620,200	264,729	884,929

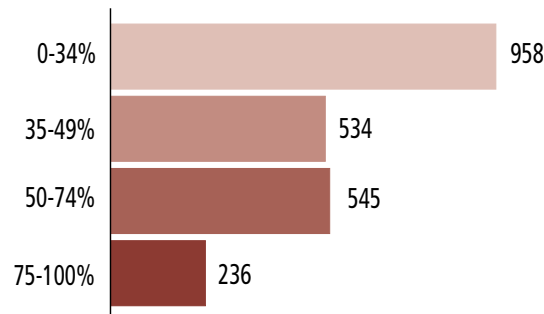
Race/ethnicity <small>(CCD)</small>	1993-94		2001-02	
American Indian/Alaskan Natives	*	*		
Asian/Pacific Islander	1%	1%		
Black	16	18		
Hispanic	1	2		
White	82	81		
Other	—	—		

Students with disabilities <small>(OSEP)</small>	1993-94		2001-02	
	11%	13%		

Migratory students <small>(OME)</small>	1993-94		2001-02	
	*	1%		

Students with limited English proficiency <small>(ED/NCBE)</small>	1993-94		2000-01	
	1%	1%		

All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program[†] (CCD, 2001-02)



[†] 1 school did not report.

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 2001-02	Schoolwide Programs	Targeted Assistance	Total
Number of schools	393	932	1,325
Schools meeting AYP goal	30%	70%	100%
Schools in need of improvement	28%	72%	97%
	26	11	37
	70%	30%	3%

Title I allocation \$150,588,984

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

NAEP State Results

Reading, 2003

	Grade 4	Grade 8
Proficient level and above	34%	35%
Basic level and above	68	80

Math, 2003

	Grade 4	Grade 8
Proficient level and above	30%	28%
Basic level and above	79	71

Student Achievement 2001-02

Assessment Missouri Assessment Program.

State Definition of Proficient See Appendix A.

Elementary School

Grade 3

Communication Arts

Students in:	Step 1	Pro-gressing	Nearing Prof.	Proficient ⇄	
				Prof.	Adv.
All Schools	6%	20%	38%	34%	2%
Title I Schools	12	30	38	20	1
Economically Disadvantaged Students	11	28	39	21	1
Students with Limited English Proficiency	27	33	29	11	1
Migratory Students	21	35	29	15	1
Students with Disabilities	11	30	39	21	1

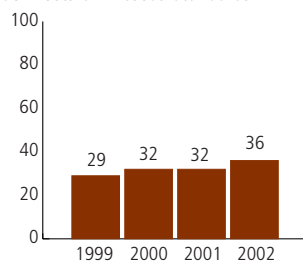
Grade 3

Mathematics

Students in:	Step 1	Pro-gressing	Nearing Prof.	Proficient ⇄	
				Prof.	Adv.
All Schools	3%	18%	41%	30%	8%
Title I Schools	5	30	44	19	3
Economically Disadvantaged Students	5	28	44	20	3
Students with Limited English Proficiency	13	32	38	14	3
Migratory Students	6	29	49	15	1
Students with Disabilities	2	28	43	23	5

Student Achievement Trend

Reading 3rd grade Meets or Exceeds Standards



KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

Middle School

Grade 7

Communication Arts

Students in:	Step 1	Pro-gressing	Nearing Prof.	Proficient ⇄	
				Prof.	Adv.
All Schools	13%	22%	33%	30%	2%
Title I Schools	26	31	29	14	1
Economically Disadvantaged Students	23	30	31	16	1
Students with Limited English Proficiency	48	26	14	11	1
Migratory Students	35	30	29	6	0
Students with Disabilities	18	34	30	17	1

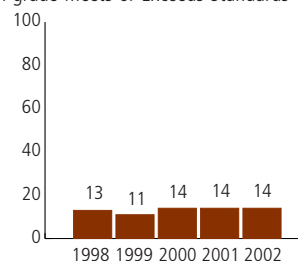
Grade 8

Mathematics

Students in:	Step 1	Pro-gressing	Nearing Prof.	Proficient ⇄	
				Prof.	Adv.
All Schools	20%	34%	32%	13%	1%
Title I Schools	37	37	20	5	1
Economically Disadvantaged Students	35	38	21	5	1
Students with Limited English Proficiency	46	30	16	7	1
Migratory Students	31	44	19	5	2
Students with Disabilities	29	39	25	7	1

Student Achievement Trend

Mathematics 8th grade Meets or Exceeds Standards



High School

Grade 11

Communication Arts

Students in:	Step 1	Pro-gressing	Nearing Prof.	Proficient ⇄	
				Prof.	Adv.
All Schools	17%	18%	42%	23%	1%
Title I Schools	35	22	33	10	1
Economically Disadvantaged Students	31	23	35	11	11
Students with Limited English Proficiency	63	18	17	2	0
Migratory Students	44	6	44	6	0
Students with Disabilities	25	19	38	18	1

Grade 10

Mathematics

Students in:	Step 1	Pro-gressing	Nearing Prof.	Proficient ⇄	
				Prof.	Adv.
All Schools	25%	34%	30%	10%	1%
Title I Schools	50	31	16	4	0
Economically Disadvantaged Students	44	35	18	3	0
Students with Limited English Proficiency	59	30	11	1	0
Migratory Students	36	25	36	3	0
Students with Disabilities	27	47	22	4	1

High School Indicators

High school dropout rate (CCD, event) 1993-94 2000-01
 7% 4%

Postsecondary enrollment 1994-95 2000-01
 51% 53%

(NCES, High school graduates enrolled in college)