

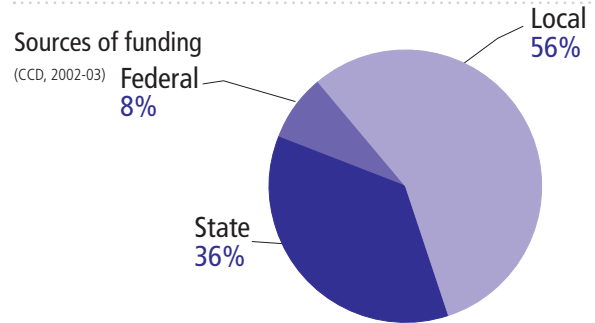
Districts and schools

Number of districts (CCD)	1993-94	2003-04
	541	524
Number of public schools (CCD)		
Elementary	1,178	1,235
Middle	314	380
High	491	496
Combined	29	135
Other	38	14
Total	2,050	2,260
Number of charter schools (CCD)		
		26

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$3,077,995	\$4,142,285
Noninstructional	224,242	293,320
Support	1,771,136	2,358,352
Total	5,073,373	6,793,957

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	1993-94	2002-03
	\$5,856	\$7,495



Title I allocation 2002-03
(ED; Includes Title I, Part A) \$194,886,735

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	245	23,138
K-8	602,236	620,553
9-12	241,874	272,287
Total (K-12)	844,110	892,840

Race/ethnicity (CCD)		
American Indian/Alaskan Native	*	*
Asian/Pacific Islander	1%	1%
Black, non-Hispanic	16	18
Hispanic	1	3
White, non-Hispanic	82	78

Students with disabilities (OSEP)	11%	13%
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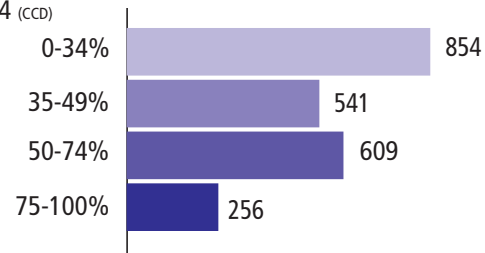
Students with limited English proficiency (NCELA)	1%	2%
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Migrant students (OME)	*	*
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	27%	26%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 344,403

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)



Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	26,009	30,250
Middle	9,764	12,647
High	15,253	17,438
Combined	406	2,028
Other	872	599
Total	52,304	62,962

Number of FTE non-teacher staff (CCD)		
Instructional aides	6,430	10,906
Instructional coordinators	1,256	952
Administrators	3,048	4,352
Other	46,481	44,404
Total	57,215	60,614

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

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	7%	4%
Avg. freshman graduation rate (NCES)	77	75
College-going rate (IPEDS/NCES)	51	53

NAEP state results (NCES)		
Reading, Grade 4	1994	2005
Proficient level or above	31%	32%
Basic level or above	62	66
Math, Grade 8	1996	2005
Proficient level or above	22%	26%
Basic level or above	64	68

Statewide Accountability Information

See Appendix B for Missouri's definitions of proficient for Communication arts for grades 3, 7, and high school and mathematics for grades 4, 8, and high school.

See <http://dese.mo.gov/commissioner/statereportcard/> for more details on the statewide accountability system.

State assessment for NCLB accountability: Missouri Assessment Program

State student achievement levels: Level not determined, Step 1, Progressing, Nearing Proficient, Proficient, Advanced

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 4	Communication arts	18.4%	20.4%
	Mathematics	8.3	10.3
Grade 7	Communication arts	18.4	20.4
	Mathematics	8.3	10.3
High school	Communication arts	18.4	20.4
	Mathematics	8.3	10.3

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	950 (86%)	1,569 (77%)	398 (75%)
Identified for improvement:			
Year 1	111 (10%)	111 (5%)	0
Year 2	13 (1%)	13 (1%)	0
Corrective action	8 (1%)	8 (*)	0
Restructuring	0	0	0
Exited Improvement status (made AYP twice after being identified for improvement)	0	0	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	93%	Met
Middle school indicator: Attendance	93%	Met
High school indicator: Graduation rate	85%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	28	*
Supplemental educational services:	992	13%

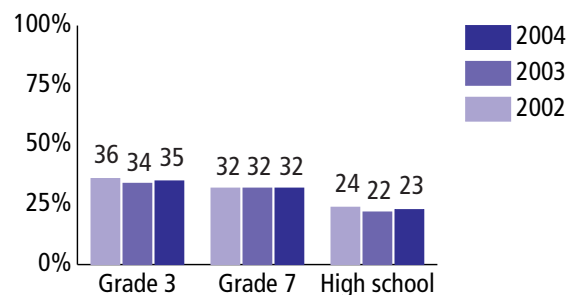
Student Achievement 2003-04

Missouri Assessment Program, used for NCLB accountability

Communication arts

Proficient level or above for:	Grade 3	Grade 7	High school
All students	35%	32%	23%
Economically disadvantaged students	22	18	10
Migrant students	8	7	9
Students with disabilities	21	7	3
Students with limited English proficiency	19	16	6
Black, non-Hispanic	19	10	7
Hispanic students	21	20	15
White, non-Hispanic	39	38	25

Student achievement trend: Communication arts percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	40%	14%	15%
Economically disadvantaged students	28	6	5
Migrant students	24	7	3
Students with disabilities	24	2	1
Students with limited English proficiency	30	10	6
Black, non-Hispanic	24	3	2
Hispanic students	29	8	8
White, non-Hispanic	45	16	18

Student achievement trend: Mathematics percent proficient level or above

