

Missouri School Improvement Program - Annual Performance Report

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**Title I School:** Y

**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**

	<b>2018</b>
<b>COVERDELL ELEM.</b>	35

Definition

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**(2) K-12 Enrollment**

<b>COVERDELL ELEM.</b>	<b>2018</b>
Total	278
American Indian/Alaska Native	*
Asian	*
Black	15.5%
Hawaiian/Pacific Islander	*
Hispanic	5.0%
Multi-Race	4.3%
White	74.5%
Female	47.5%
Male	52.5%
Free or Reduced Lunch	50.4%
Limited English Proficient	1.8%
Special Education	16.6%
Homeless	*
Migrant	*
Gifted	*
Foster	*
Military	*

**Definition**

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

<b>COVERDELL ELEM.</b>	<b>2018</b>
All Students	91.8%
American Indian/Alaska Native	*
Asian	*
Black	95.0%
Hawaiian/Pacific Islander	*
Hispanic	95.4%
Multi-Race	82.4%
White	92.0%
Female	91.1%
Male	92.5%
Free or Reduced Lunch	89.2%
Limited English Proficient	90.6%
Special Education	94.1%

**Definition**

Attendance targets use the individual student's attendance rate and set the expectation that 90% of the students are in attendance 90% of the time per federal guidelines. This rate will not be reflected the same on the APR for district/charter Proportional attendance.

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

<b>COVERDELL ELEM.</b>	<b>2018</b>
Percent	50.4%
Number	137

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**(5) Four-Year Graduation Rate**

<b>COVERDELL ELEM.</b>	<b>2018</b>
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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**(5) Five-Year Graduation Rate**

<b>COVERDELL ELEM.</b>	<b>2018</b>
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	

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**(6) Dropout Rate**

<b>COVERDELL ELEM.</b>	<b>2018</b>
TOTAL	0.0%
American Indian/Alaska Native	0.0%
Asian	0.0%
Black	0.0%
Hawaiian/Pacific Islander	0.0%
Hispanic	0.0%
Multi-Race	0.0%
White	0.0%

**Definition**

**(7) Where Our Graduates Go**

<b>ST. CHARLES R-VI - COVERDELL ELEM.</b>	<b>2018</b>
Entering a 4yr. College/University	0.0%
Entering a 2yr. College	0.0%
Entering a Postsecondary (Technical) Institution	0.0%
Entering Employment	0.0%
Entering Military	0.0%

**Definition**

**(8) Placement Rates for Career-Technical Education Students**

<b>COVERDELL ELEM.</b>	<b>2018</b>
All Students	%

**Definition**

**(9) Staffing Ratios**

<b>COVERDELL ELEM.</b>	<b>2018</b>
Students to classroom teachers	13
Students to administrators	278

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**(10) Years of Experience of Professional Staff**

<b>COVERDELL ELEM.</b>	<b>2018</b>
All Staff	12.1

Definition

**(11) Disproportionate Rates of Access to Educators**

ST. CHARLES R-VI (092090)	2018			
	Title I		Non-Title I	
	High > 75% Minority	High > 75% Poverty	Low < 25% Minority	Low < 25% Poverty
<b>TEACHERS</b>				
Inexperienced Teachers	N/A	N/A	N/A	N/A
Out-of-Field Teachers	N/A	N/A	N/A	N/A
Ineffective Teachers	N/A	N/A	N/A	N/A
<b>PRINCIPALS</b>				
Inexperienced Principals	N/A	N/A	N/A	N/A
Out-of-Field Principals	N/A	N/A	N/A	N/A

Definition

N/A denotes data not applicable

**(12) Professional Staff with Advanced Degrees**

<b>COVERDELL ELEM.</b>	<b>2018</b>
All Staff	80.9

Definition

**(13) Average Teacher Salaries**

<b>COVERDELL ELEM.</b>	<b>2018</b>
Average Regular Term Salary	\$56,020
Average Total Salary	\$56,020

Definition

**(14) Average Administrator Salaries**

<b>COVERDELL ELEM.</b>	<b>2018</b>
All Administrators	\$129,930

Definition

**(15) Current Expenditures per Pupil - Building Level**

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**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)(ii)), 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	Students who must test (Accountable)	MAP-A	MAP-A %	LND	Below Basic	Basic	Proficient	Advanced
Eng. Language Arts	03	2018	36	0	0.0	0.0	5.6	27.8	33.3	33.3
Eng. Language Arts	04	2018	64	2	3.1	0.0	12.5	39.1	32.8	15.6
Mathematics	03	2018	36	0	0.0	0.0	13.9	22.2	19.4	44.4
Mathematics	04	2018	64	2	3.1	0.0	21.9	31.3	21.9	25.0

**Definition**

+ Scores of 7th and 8th grade students who took the Algebra 1 End-of-Course assessment are not included in these results.

**(17) ACT Results**

**(18) Disciplinary Actions**

COVERDELL ELEM.	2018
Suspensions of 10 or More Consecutive Days (number   rate)	0   0.0
Expulsions (number   rate)	0   0.0

**Definition**

**(19) Federal (ESSA) Data**

2018			
	LND	Pct. Prof/Adv	Growth
<b>English Language Arts</b>			
All Students	0.0%	56.30%	46.3 / S

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2018			
	LND	Pct. Prof/Adv	Growth
Asian/Pacific Islander	*	*	46.3 / S
Black (not Hispanic)	*	*	46.3 / S
Hispanic	*	*	46.3 / S
Multi-Racial	*	*	46.3 / S
White (not Hispanic)	0.0%	60.60%	46.3 / S
Free-Reduced Lunch	0.0%	44.00%	46.3 / S
Limited English Proficient	*	*	46.3 / S
Special Education	*	*	46.3 / S
Homeless	*	*	46.3 / S
Gifted	*	*	46.3 / S
Military	*	*	46.3 / S
<b>Mathematics</b>			
All Students	0.0%	54.20%	46.3 / S
Asian/Pacific Islander	*	*	46.3 / S
Black (not Hispanic)	*	*	46.3 / S
Hispanic	*	*	46.3 / S
Multi-Racial	*	*	46.3 / S
White (not Hispanic)	0.0%	60.60%	46.3 / S
Free-Reduced Lunch	0.0%	36.00%	46.3 / S
Limited English Proficient	*	*	46.3 / S
Special Education	*	*	46.3 / S
Homeless	*	*	46.3 / S
Gifted	*	*	46.3 / S
Military	*	*	46.3 / S

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**(20) Students in Gifted Education Program**

ST. CHARLES R-VI - COVERDELL ELEM.	2018
Percent	4.5%
Number	13

Definition

**(21) English Learner Proficiency Status**

COVERDELL ELEM. (4045)	2016	2017	2018
Number of English Learners	1	3	4
Number Becoming Proficient	1	1	0
Percent Becoming Proficient	100.0	33.3	0.0

Definition

**(22) CRDC Information**

[Link to CRDC report](#)