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Kansas City, Missouri

Performance Report 2003–04

Kansas City, Missouri School District and Charter Schools

HOW TO USE THIS REPORT

Find out how Kansas City, Missouri School District (KCMSD) and charter schools are doing compared to schools throughout the state. This report, published by Partnership for Children (PFC) with support from the Ewing Marion Kauffman Foundation, is filled with graphs and tables that measure schools' latest results in areas such as test scores, teaching quality, student attendance, graduation and college enrollment rates, and more. The information is for the 2003–04 school year, the most recent year for which data are available.

As you review the information, note whether students are doing better in some subjects than in others. At each grade level, note whether the scores are going up or down each year. Ask yourself why this might be happening. Talk with principals, teachers and members of school advisory committees.

WHAT'S INSIDE

Students.....	2
Student Performance	2
MAP Totals	2
Grades 3 and 4 MAP Results.....	3
Grades 3 and 4 MAP Trends	4
Grades 7 and 8 MAP Results.....	6
Grades 7 and 8 MAP Trends	7
Grades 10 and 11 MAP Results.....	9
Grades 10 and 11 MAP Trends	10
ACT Scores	12
Dropout Rate.....	12
Graduation Rate	12
College Enrollment.....	12
Adequate Yearly Progress.....	12
School Environment.....	13
Teachers.....	13
Expenditures	13
Source Notes.....	14
Frequently Asked Questions	15

Ask questions. Did schools start a new reading or math program that could be contributing to better results? Are most teachers certified? Was student absenteeism high? Why is this happening?

MORE RESOURCES

This report provides a broad snapshot of how KCMSD and charter schools and students are doing. But there is much more to the story.

PFC provides other resources as well, including individual school performance reports; online comparisons of school results; and standards guides, which spell out what students are expected to learn at each grade level.

The reports, online comparisons and guides are available on PFC's website at www.pfc.org. PFC also offers training on understanding and using the reports and standards guides, with a particular focus on how parents and other citizens can help improve local schools. If you are interested in receiving parental involvement training, please contact PFC at (816) 531-9200.

When you know what children are supposed to be learning and how schools are doing, you'll be able to make a difference for all children in Kansas City, Missouri, schools. Start by getting the facts.

What about charter schools?

In this report, charter schools are included in all state averages. They also are included in all district averages, except in the section on the Missouri Assessment Program. For more information, see "Source Notes" on p. 14.

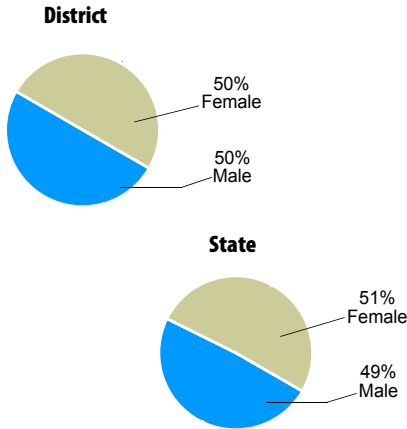


Photo by Mark McDonald

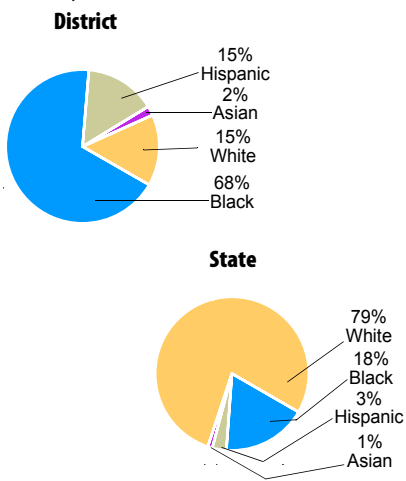
STUDENTS

Total District Enrollment: 28,559

Gender

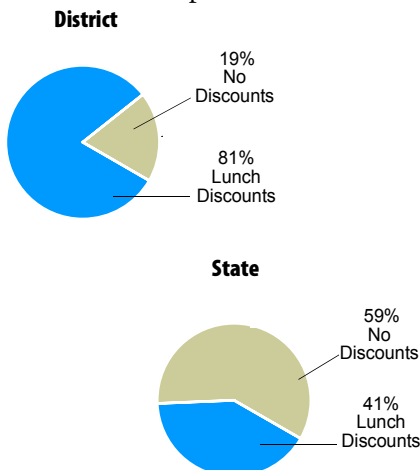


Ethnicity



Family Income

Students from low-income households are eligible to receive free and reduced-price lunches.



STUDENT PERFORMANCE

★ Missouri Assessment Program Scores, Spring 2004

The state requires students in grades three, four, seven, eight, 10 and 11 to take the Missouri Assessment Program (MAP). The test measures how well students meet the state standards, which explain what students should know and be able to do in math, science, social studies and communication arts. Students' MAP scores fall into one of five categories: Advanced, Proficient, Nearing Proficient, Progressing or Step 1.

Not all schools in the state administer the social studies and science tests. The state currently does not require those tests.

TOTALS

Percentage of students scoring at Advanced or Proficient

	District Schools	State Schools
Grade 3		
Communication Arts	15%	35%
Science	33%	51%
Grade 4		
Math	22%	40%
Social Studies	N/T	49%
Grade 7		
Communication Arts	12%	32%
Science	6%	16%
Grade 8		
Math	6%	14%
Social Studies	N/T	42%
Grade 10		
Math	2%	15%
Science	1%	7%
Grade 11		
Communication Arts	6%	22%
Social Studies	N/T	19%

MAP scores include all students. Additional MAP scores are on next page.

★ The state considers these measures when deciding if the school district should be accredited.

Student Performance (continued)

GRADE 3

Communication Arts

In reading, grade three students should be able to identify main ideas, details, synonyms and antonyms, for example. In writing, they should be able to write in an organized manner using details.

Percentage of students scoring at Advanced or Proficient

	District Elementary Schools	State Elementary Schools
Total	15%	35%
Black	13%	19%
White	27%	39%
Hispanic	16%	21%
Asian	25%	44%
Female	17%	38%
Male	14%	31%
Low Income	14%	22%
Not Yet English Proficient	19%	18%
Learning Disabled	10%	21%
Percentage of students taking test	98%	99%

Science

Grade three students, for example, should be able to explain the water cycle, identify causes of physical changes in Earth’s crust, and explain the difference between stars and planets.

Percentage of students scoring at Advanced or Proficient

	District Elementary Schools	State Elementary Schools
Total	33%	51%
Black	26%	34%
White	54%	57%
Hispanic	35%	40%
Asian	42%	57%
Female	32%	49%
Male	33%	53%
Low Income	31%	40%
Not Yet English Proficient	38%	36%
Learning Disabled	25%	37%
Percentage of students taking test	99%	99%

GRADE 4

Math

Grade four students, for example, should be able to solve multistep problems, relate fractions and decimals, and compare two- or three-dimensional shapes.

Percentage of students scoring at Advanced or Proficient

	District Elementary Schools	State Elementary Schools
Total	22%	40%
Black	20%	24%
White	33%	45%
Hispanic	20%	29%
Asian	33%	60%
Female	23%	39%
Male	21%	42%
Low Income	19%	28%
Not Yet English Proficient	13%	30%
Learning Disabled	12%	24%
Percentage of students taking test	99%	99%

Assessing the MAP Results

The MAP results for grades three and four provide one way to look at how this school and its students performed last year. Pay attention to the charts on the next page that show what percentage of students scored in each achievement level. Note whether the school is doing better or worse in different subjects. Ask the principal why this might be happening. Did this school start a new literacy or math program that could be contributing to better results? Are most teachers well prepared? Did a large percentage of students miss school frequently? Also, keep in mind that smaller schools tend to test fewer students, so the results are less statistically reliable.

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Student Performance (continued)

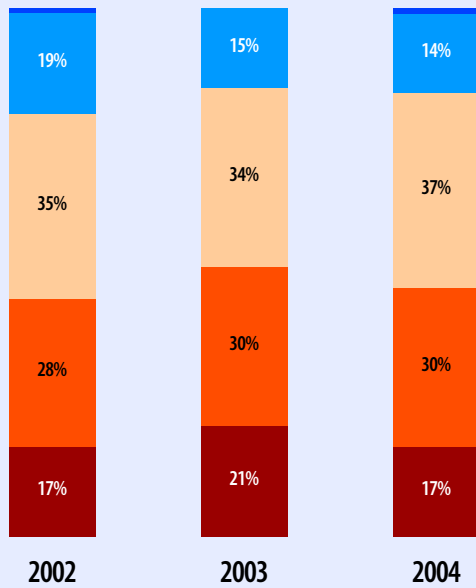
MAP Scores, Three-Year Trends, 2002–04

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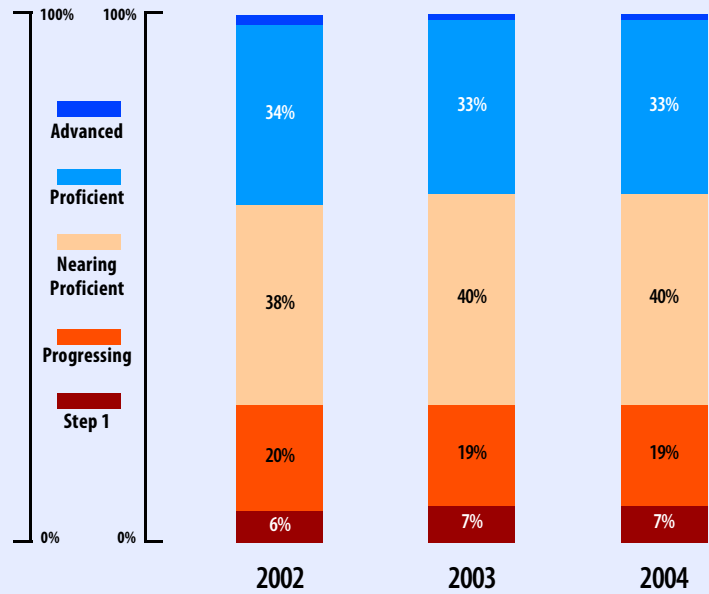
GRADE 3

COMMUNICATION ARTS

District Elementary Schools



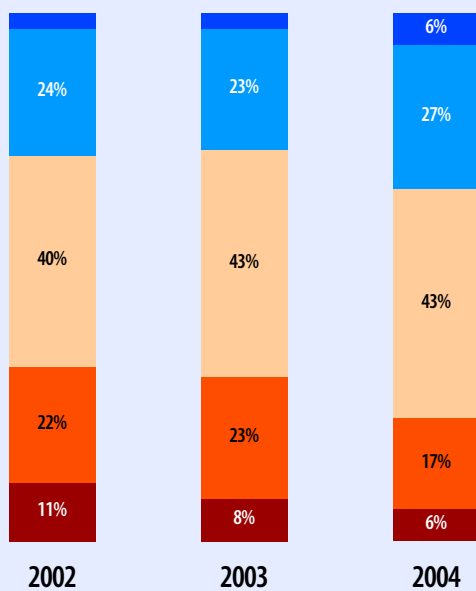
State Elementary Schools



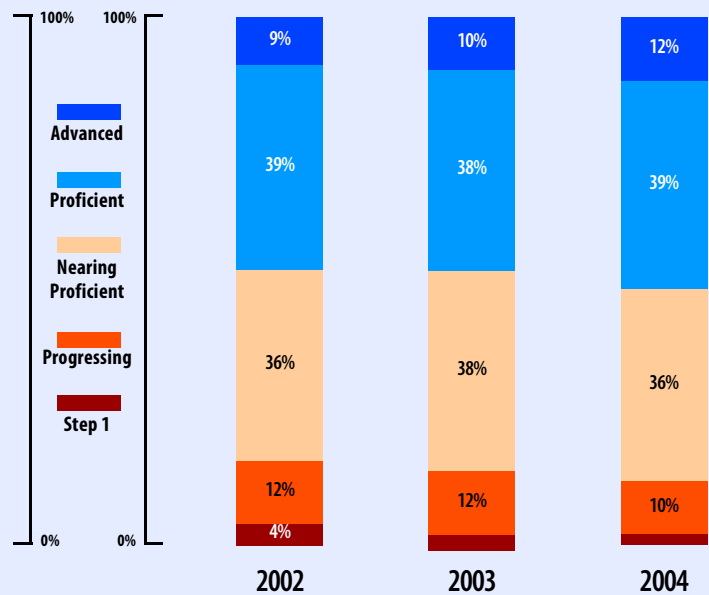
GRADE 3

SCIENCE

District Elementary Schools



State Elementary Schools



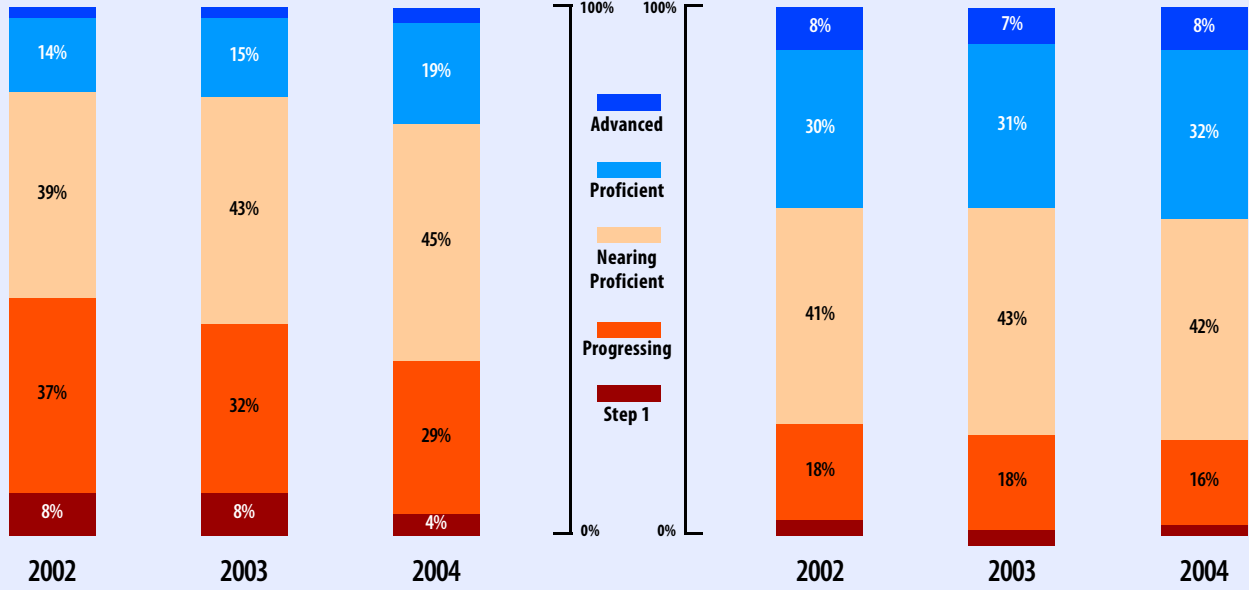
Student Performance (continued)

GRADE 4

MATH

District Elementary Schools

State Elementary Schools

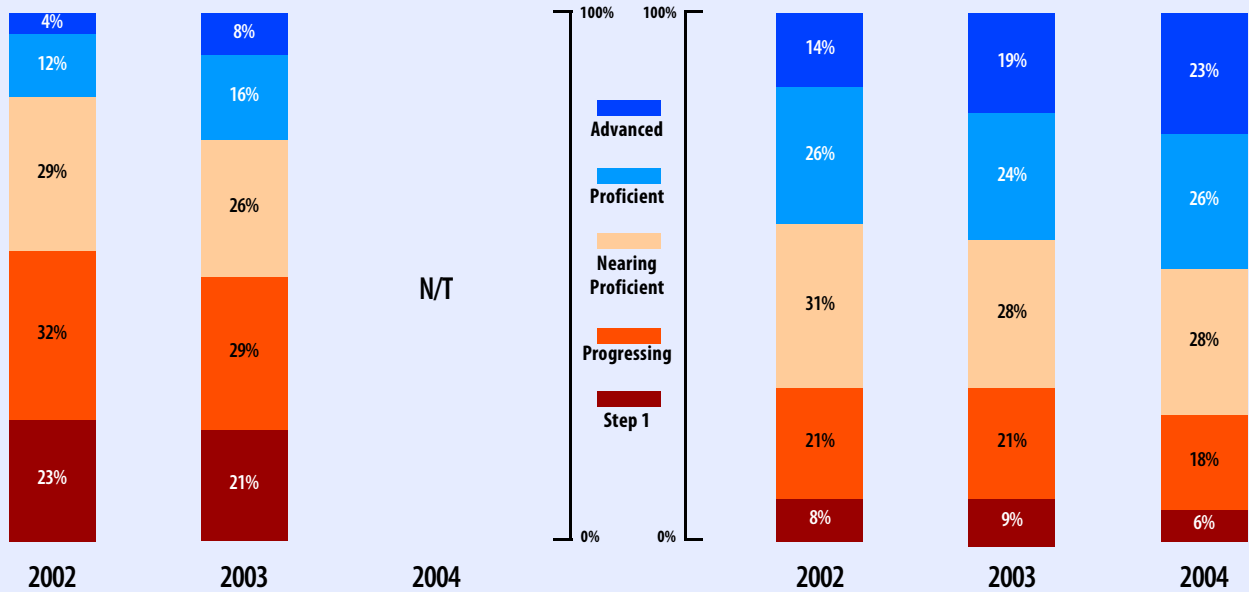


GRADE 4

SOCIAL STUDIES

District Elementary Schools

State Elementary Schools



For definitions of N/T and N/R, see the legend on page 3.

Student Performance (continued)

GRADE 7**Communication Arts**

Grade seven students are tested, for example, on whether they can identify the implied cause and effect from their reading and can use precise language and varied sentences in their writing.

Percentage of students scoring at Advanced or Proficient

	District Middle Schools	State Middle Schools
Total	12%	32%
Black	9%	10%
White	29%	37%
Hispanic	11%	20%
Asian	29%	46%
Female	15%	37%
Male	10%	27%
Low Income	10%	18%
Not Yet English Proficient	4%	16%
Learning Disabled	5%	7%
Percentage of students taking test	96%	98%

Science

Grade seven students are tested, for example, on whether they can identify causes of the greenhouse effect, design an experiment to produce reliable data and list some of the state's natural resources.

Percentage of students scoring at Advanced or Proficient

	District Middle Schools	State Middle Schools
Total	6%	16%
Black	4%	3%
White	17%	21%
Hispanic	4%	10%
Asian	20%	24%
Female	6%	14%
Male	6%	19%
Low Income	4%	8%
Not Yet English Proficient	5%	8%
Learning Disabled	8%	5%
Percentage of students taking test	97%	98%

GRADE 8**Math**

Grade eight students are tested, for example, on whether they can use the concepts of similar and congruent shapes; apply perimeter, area and volume; and use algebra to describe patterns and relationships.

Percentage of students scoring at Advanced or Proficient

	District Middle Schools	State Middle Schools
Total	6%	14%
Black	5%	3%
White	12%	16%
Hispanic	3%	8%
Asian	29%	36%
Female	6%	14%
Male	7%	14%
Low Income	6%	6%
Not Yet English Proficient	0%	11%
Learning Disabled	1%	2%
Percentage of students taking test	99%	99%

Assessing the MAP Results

The MAP results for grades seven and eight provide one way to look at how this school and its students performed last year. Pay attention to the charts on the next page that show what percentage of students scored in each achievement level. Note whether the school is doing better or worse in different subjects. Ask the principal why this might be happening. Did this school start a new literacy or math program that could be contributing to better results? Are most teachers well prepared? Did a large percentage of students miss school frequently? Also, keep in mind that smaller schools tend to test fewer students, so the results are less statistically reliable.

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Student Performance (continued)

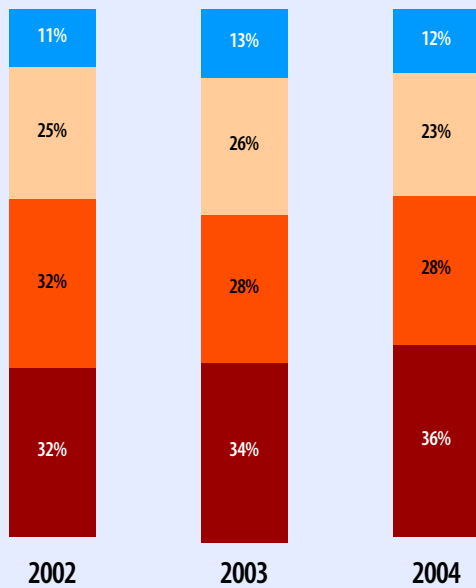
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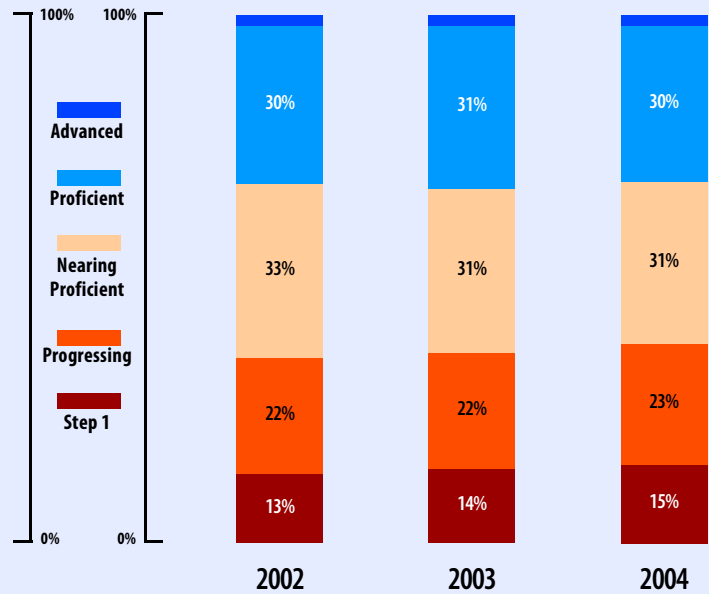
GRADE 7

COMMUNICATION ARTS

District Middle Schools



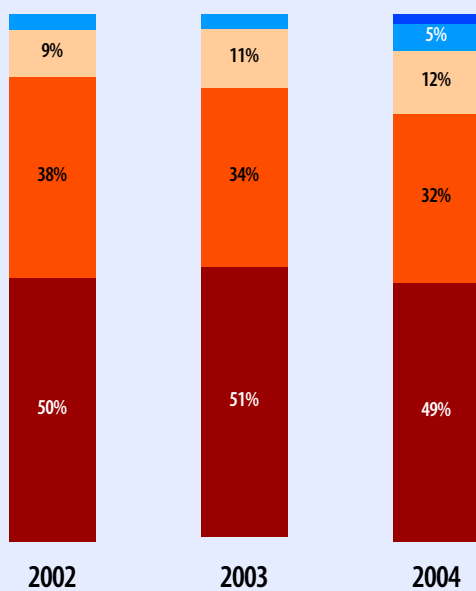
State Middle Schools



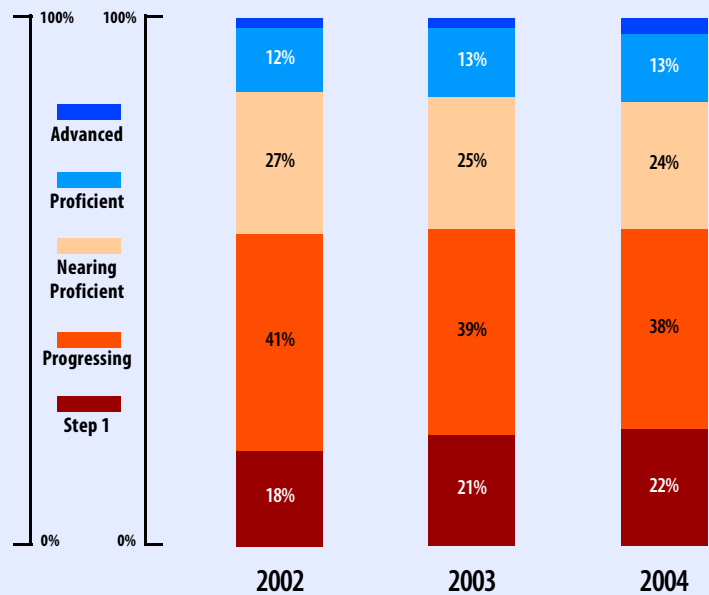
GRADE 7

SCIENCE

District Middle Schools



State Middle Schools



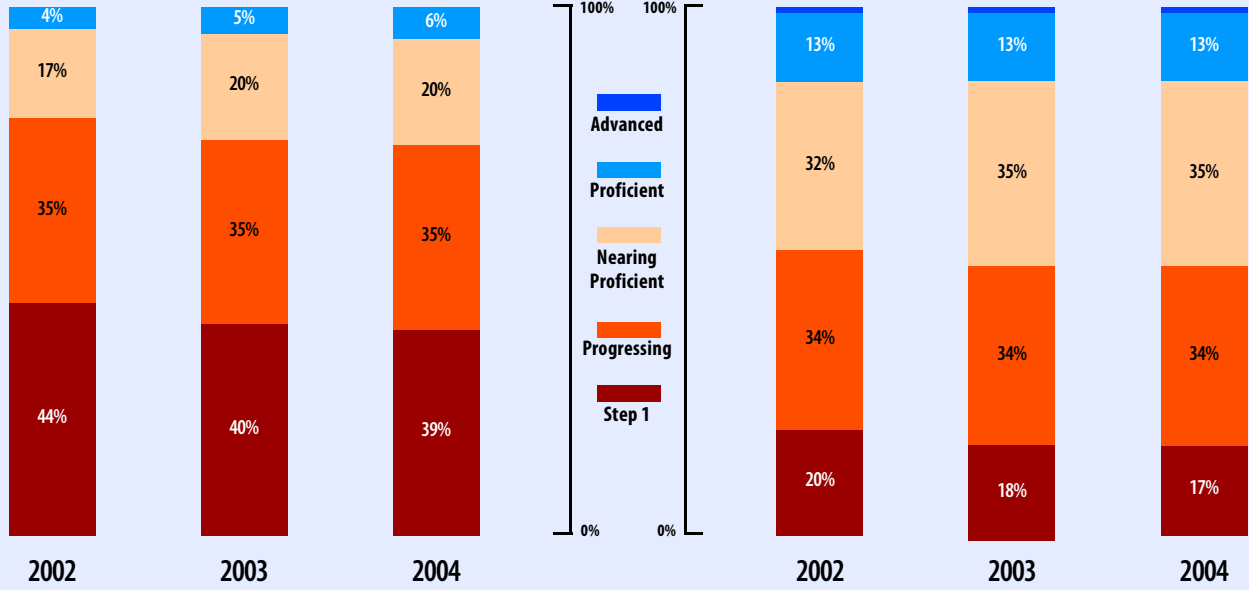
Student Performance (continued)

GRADE 8

MATH

District Middle Schools

State Middle Schools

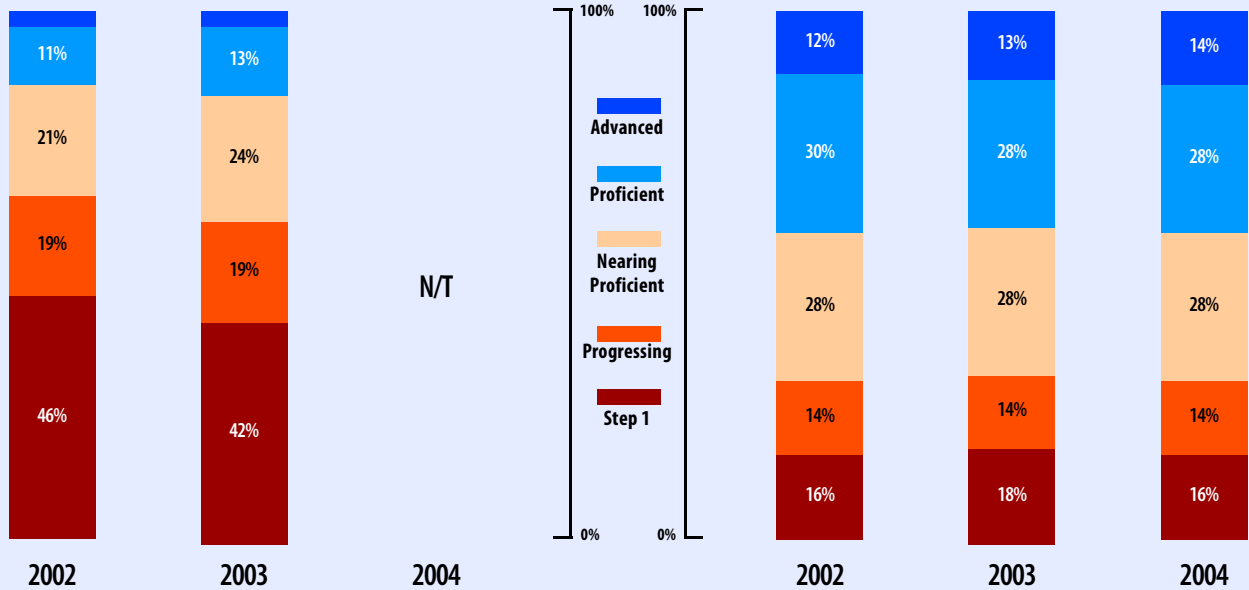


GRADE 8

SOCIAL STUDIES

District Middle Schools

State Middle Schools



For definitions of N/T and N/R, see the legend on page 3.

Student Performance (continued)

GRADE 10

Math

Grade 10 students are tested, for example, on whether they can analyze data, solve problems using a system of equations, use scale drawings and determine simple probabilities.

Percentage of students scoring at Advanced or Proficient

	District High Schools	State High Schools
Total	2%	15%
Black	1%	2%
White	7%	18%
Hispanic	1%	8%
Asian	11%	34%
Female	2%	14%
Male	2%	16%
Low Income	1%	5%
Not Yet English Proficient	0%	6%
Learning Disabled	1%	1%
Percentage of students taking test	95%	98%

Science

Grade 10 students are tested, for example, on whether they can illustrate the transfer of heat energy, explain the conservation of momentum and use data to justify conclusions.

Percentage of students scoring at Advanced or Proficient

	District High Schools	State High Schools
Total	1%	7%
Black	0%	1%
White	6%	9%
Hispanic	2%	3%
Asian	3%	11%
Female	0%	5%
Male	2%	9%
Low Income	1%	2%
Not Yet English Proficient	0%	1%
Learning Disabled	0%	1%
Percentage of students taking test	95%	98%

GRADE 11

Communication Arts

Grade 11 students are tested, for example, on whether they can explain research ideas and identify multiple perspectives in their reading and whether they can offer specific support for their ideas and have an individual style and voice in their writing.

Percentage of students scoring at Advanced or Proficient

	District High Schools	State High Schools
Total	6%	22%
Black	4%	7%
White	20%	25%
Hispanic	0%	15%
Asian	14%	37%
Female	7%	27%
Male	5%	18%
Low Income	4%	10%
Not Yet English Proficient	0%	7%
Learning Disabled	2%	2%
Percentage of students taking test	95%	98%

Assessing the MAP Results

The MAP results for grades 10 and 11 provide one way to look at how this school and its students performed last year. Pay attention to the charts on the next page that show what percentage of students scored in each achievement level. Note whether the school is doing better or worse in different subjects. Ask the principal why this might be happening. Did this school start a new literacy or math program that could be contributing to better results? Are most teachers well prepared? Did a large percentage of students miss school frequently? Also, keep in mind that smaller schools tend to test fewer students, so the results are less statistically reliable.

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Student Performance (continued)

MAP Scores, Three-Year Trends, 2002–04

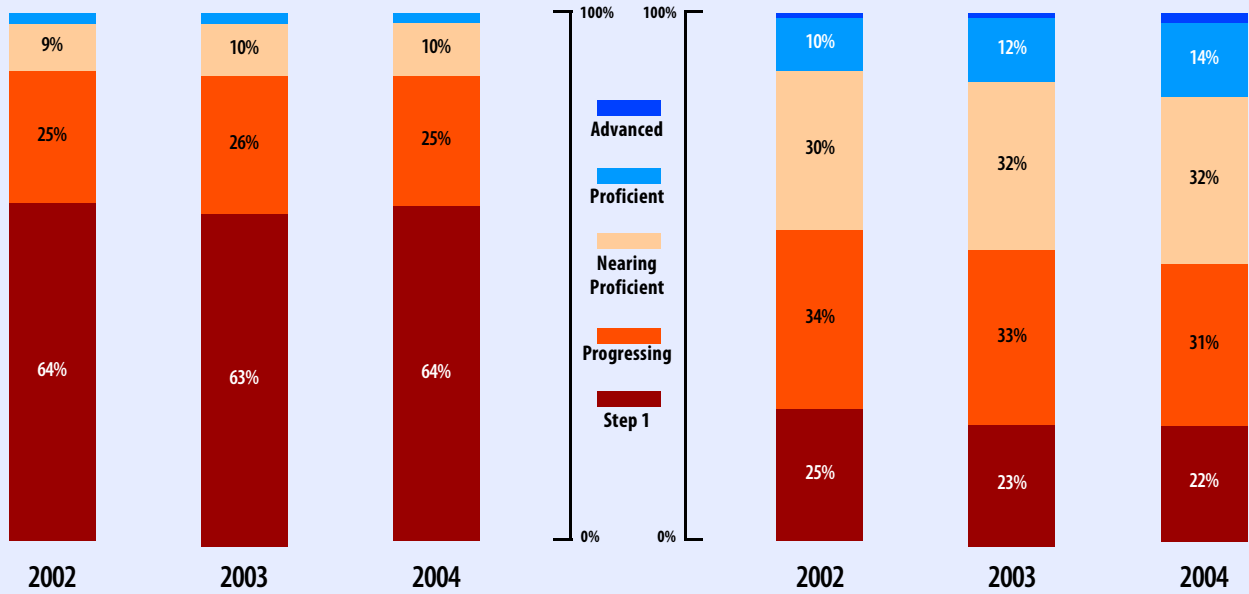
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GRADE 10

MATH

District High Schools

State High Schools

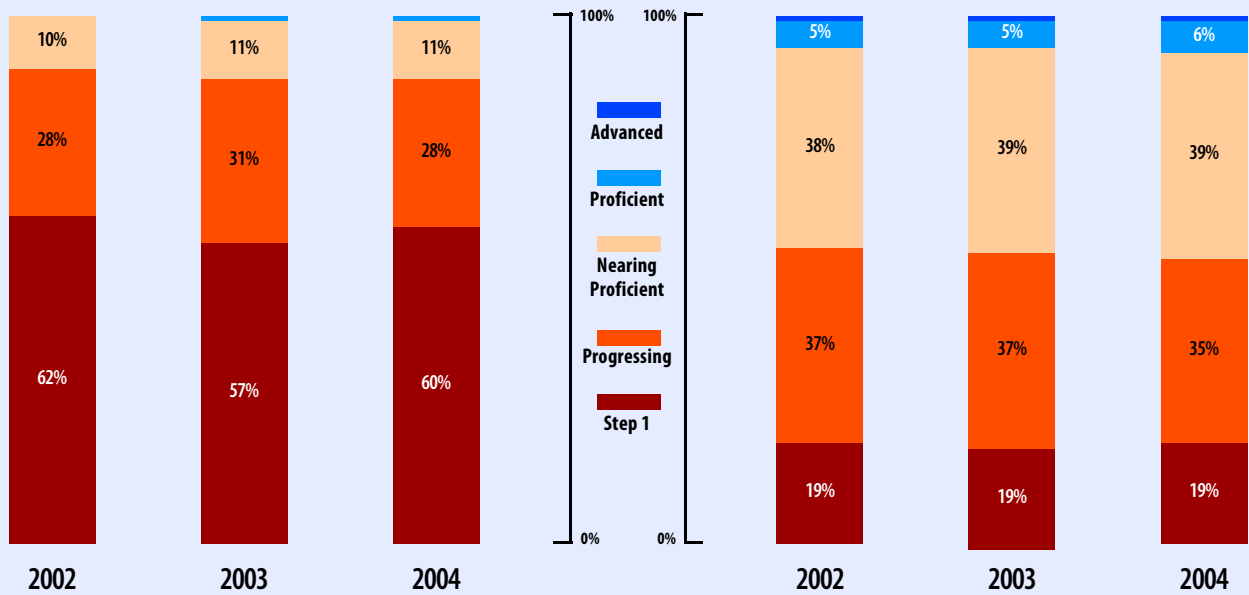


GRADE 10

SCIENCE

District High Schools

State High Schools

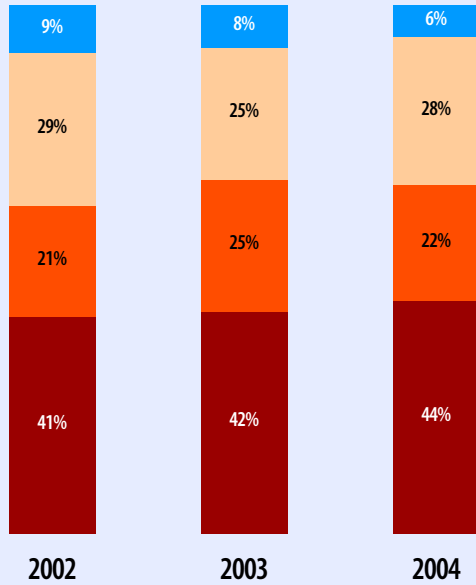


Student Performance (continued)

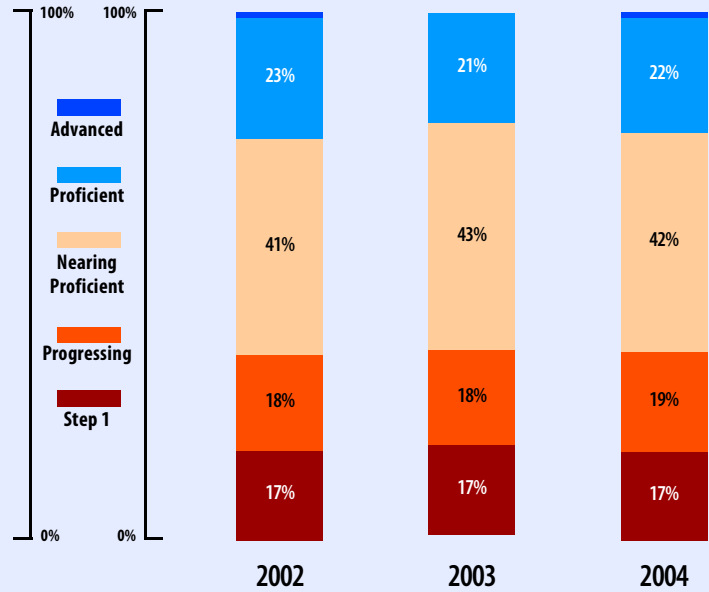
GRADE 11

COMMUNICATION ARTS

District High Schools



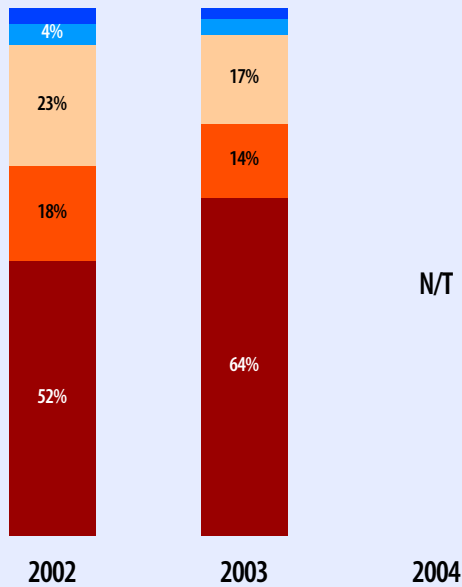
State High Schools



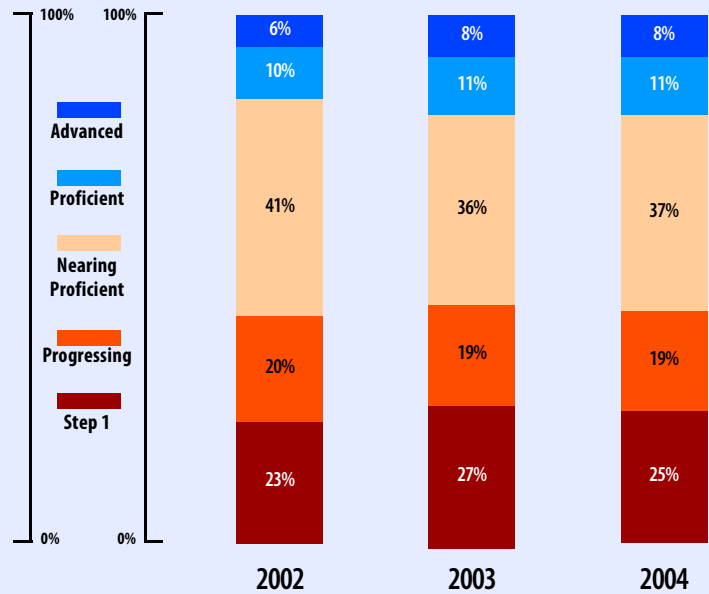
GRADE 11

SOCIAL STUDIES

District High Schools



State High Schools



For definitions of N/T and N/R, see the legend on page 3.

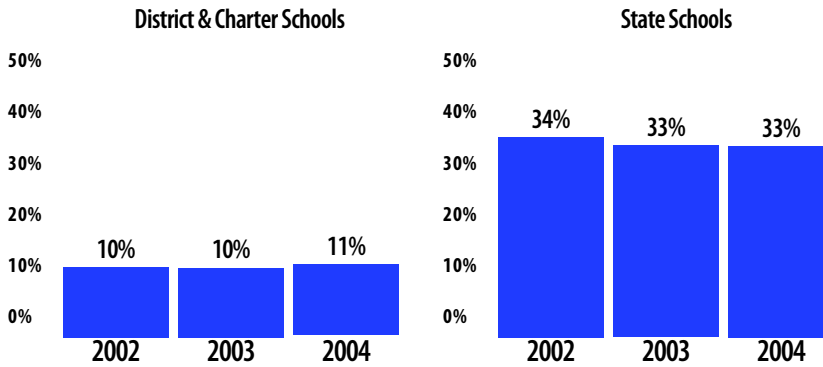
Student Performance (continued)

★ **ACT Scores, Fall 2003**

ACT is a college entrance exam that can be used to predict student success in college. Not all students are required to take the exam.

	District & Charter Schools	State Schools
Percentage of graduates scoring above average	11%	33%
Percentage of graduates tested	48%	60%

ACT Scores, Percentage of Graduates Scoring Above Average, Three-Year Trends, Fall 2002–04



★ **Dropout Rate, 2003–04 School Year**

The dropout rate is the number of students who dropped out of grades nine through 12 last year, divided by the average number of students enrolled in grades nine through 12. Note that the dropout rate is calculated based on annual enrollment and does not reflect the percentage of students who entered ninth grade but dropped out before completing 12th grade.

	District & Charter Schools	State Schools
Percentage of students who dropped out	9%	4%

★ **Graduation Rate, Spring 2004**

The graduation rate is the number of students who graduate divided by the number of graduates plus the number of students who drop out. For example, let's say 320 students graduated from a school, and 180 dropped out. $320 \div (320 + 180) = .64$. Therefore, the graduation rate would be 64 percent.

	District & Charter Schools	State Schools
Percentage of students who graduated	64%	85%

★ **Students Pursuing College, Spring 2003**

Students who learn more earn more. These data show how many graduates enrolled in two- or four-year colleges, according to their parents.

	District & Charter Schools	State Schools
Percentage of college-enrolled students		
Two-year college	10%	27%
Four-year college	17%	39%

IS THE DISTRICT MAKING "ADEQUATE YEARLY PROGRESS"?

All districts and schools in Missouri must show that they have made adequate yearly progress (AYP) in communication arts and math, according to federal rules passed in January 2002. The district and individual schools as a whole must meet the goals and so must each group of students: white, black, Hispanic, Asian, low income, special education and students learning to speak English. If even one group of students doesn't meet a target, the district and school do not make AYP. Also, at least 95 percent of students in each group must be tested.

However, the rules are complicated, and when determining whether a district or school has made AYP, the state takes into account issues such as whether students have been in the school for more than a year. We recommend talking to the central office or a principal to learn more.

DISTRICT AYP RESULTS

	Yes / No
Did the district make AYP in communication arts?	No
Did the district make AYP in math?	Yes
Did the district make AYP by testing at least 95 percent of students in each group?	N/R

SCHOOL AYP RESULTS

	Met AYP
Elementary schools	35 of 49
Middle schools	0 of 10
High schools	0 of 10
Combined-level schools*	4 of 13

*These schools combine grades from elementary, middle and high school levels.

For definitions of N/T and N/R, see the legend on page 3.

SCHOOL ENVIRONMENT

Safety and Discipline

Students learn best when they feel safe in school. Suspensions and expulsions can vary from school to school, based on how individual principals and teachers handle discipline. At some schools, security staff patrol hallways daily. Students who ignore safety codes are required to take anger-management classes and are trained in conflict resolution. More severe cases result in suspension or expulsion

NUMBER OF EXPULSIONS PER 100 STUDENTS

	District & Charter Schools	State Schools
2003–04	0	0

NUMBER OF SUSPENSIONS PER 100 STUDENTS

	District & Charter Schools	State Schools
2003–04	8	2

Students are suspended for a variety of reasons, including: assault, threatening other students and school staff, pulling the fire alarm.

Average Class Size

The smaller the class size, the more one-on-one attention students receive from teachers. Research shows that individual attention can improve student learning.

STUDENT-TEACHER RATIOS*

	District & Charter Schools	State Schools
2003–04	17:1	19:1
2002–03	17:1	18:1
2001–02	17:1	18:1

*Includes only classroom teachers.

Attendance

Students who come to school every day have a better chance to learn.

AVERAGE DAILY ATTENDANCE

	District & Charter Schools	State Schools
2003–04	91%	94%

TEACHERS

Research shows that an effective teacher has a huge impact on student success in school. The state requires that schools report how long teachers have been in the classroom and whether they have an advanced college degree.

One of the challenges many schools face is a shortage of qualified teachers. These schools have been forced to hire teachers lacking full credentials. These teachers receive temporary credentials.

	District & Charter Schools	State Schools
Average years of experience	15	13
Percentage of teachers with a master's degree or higher	37%	48%
Percentage of certified teachers	90%	97%
Percentage of teachers with temporary credentials	6%	2%
Percentage of teachers with no credentials	4%	2%

EXPENDITURES FOR FISCAL YEAR 2003–04

Spending can vary from school to school, based on the number of special education, limited-English proficient and high-poverty students ... as well as the seniority of the teachers.

	District & Charter Schools	State Schools
Expenditures per student	\$9,137	\$7,394
Average teacher salary	\$42,071	\$39,827
Average administrator salary	\$71,064	\$71,470

SOURCE NOTES

Where do these data come from?

The statistics you see here have come from the Missouri Department of Elementary and Secondary Education (DESE).

The Missouri Assessment Program (MAP) test score results are collected at the school level, then published by DESE. DESE uses these results to determine whether schools have met the state's goals for adequate yearly progress under the federal No Child Left Behind (NCLB) law. Therefore, all MAP data in this report includes results for all students, as required by NCLB.

The counts of students and teachers, and demographic data about them both, come from a census of all Missouri schools each September. That census information, which includes data on students, teachers, classrooms and more, is reported by school staff and then sent on to the district. The district, in turn, passes it on to DESE.

ACT, a college preparation exam, is given by the independent, not-for-profit ACT organization. ACT reports these data to the state and to districts, which in turn report them to the schools.

High school students' postgraduation college enrollment is collected by each high school from the previous year's graduates, then reported to the district, which reports it to DESE. The district gathers this information by survey and attempts to contact every student's family, stopping only when the deadline is past.

Are charter schools included in this report?

DESE includes charter schools in all state averages. DESE also includes charter schools in the district averages for everything except MAP results and trends. If you would like to know more about the performance of individual charter schools, see the school-level performance reports available on the Partnership for Children's website: www.pfc.org.

How recent is it?

Different data elements have different ages. The main reason is DESE requires a lot of reporting from districts in the state and spreads the burden through different months. The end of September census creates most of the demographic data on students and teachers. The MAP tests are administered in April and May and are reported in October to school leadership for verification. Final release of the testing data occurs in December.

School district staff submit enrollment data through the School Core Data Collection System via a web-based collection system.

The ACT college entrance exam data come from the prior year's testing of June 2004 graduates.

DISCLAIMER: We have tried to ensure the accuracy of the information contained in this report, but much of it is based on self-reports from the schools and district. Therefore, we make no representation or guarantee that the information is correct or reliable. Before making decisions using this information, you should visit the school and ask the principal to review and comment on the content of the report. Neither the Ewing Marion Kauffman Foundation nor Partnership for Children makes any express or implied warranties with respect to this report or the information contained in it, and neither they nor their employees or contractors are responsible for any errors or omissions or for any damages caused by the use of the information contained herein.

FREQUENTLY ASKED QUESTIONS

USING THIS REPORT AND OTHER REPORTS

As a parent, how can I use this performance report?

This performance report will give you an inside look at how the Kansas City, Missouri School District is doing compared to schools statewide. For a more in-depth look at where individual schools are doing well and where they need improvement, see school performance reports available on Partnership for Children's website: www.pfc.org. You will learn more about your child's teachers, including how long they have taught in the classroom and whether they have an advanced college degree. You also will find out about other issues, such as the learning environment, school spending, attendance rates, class sizes and more.

If you are concerned about achievement at your child's school, you can use the information in this report to ask your principal and your child's teachers how they plan to improve and what you can do to help.

Here are some other ideas:

- Talk with other parents about the reports. Work through your school's advisory committee, if possible. Compare notes. Involve teachers, too.
- Ask your school principal to explain the data in the report. The school might hold a special parent meeting just for this purpose. That way, everyone knows the school's strengths and weaknesses and how they can help.
- Learn more about what similar schools are doing to overcome the challenges your school is facing. You may find some helpful ideas along the way.

I understand the state of Missouri also provides school accountability reports. Where can I find more information about these reports?

Check out the Missouri Department of Elementary and Secondary Education's website (www.dese.mo.gov/schooldata) for a comprehensive look at school data. The website provides links to every public school in the state. You will find extensive data on student performance, teacher quality, enrollment, high school dropout rates, teacher salaries and much more. The state also describes which data it considers when accrediting school districts.

To find the state's information about the Kansas City, Missouri School District, go to the department's Web site. You will find links to school district report cards, a statistical profile of the district, detailed data for each school and lots of other information.

Less information is available about charter schools because they are not subject to the same data-reporting and accreditation requirements as traditional public schools. Charter schools operate only in Kansas City and St. Louis.

STUDENT PERFORMANCE

Are students who score Proficient on the MAP considered to be at grade level?

No. Students who score Nearing Proficient on the Missouri Assessment Program (MAP) are considered to have grasped grade-level skills and knowledge. Students who score Proficient on the MAP are considered to be above grade level.

How frequently is the MAP test administered?

The MAP tests are administered in specific grades and subjects every year. For example, students are tested in communication arts and science in grade seven, but in math and social studies in grade eight. Under the federal No Child Left Behind Act, this will change. The law requires that children be tested every year in grades three through eight in reading and math by the 2005–06 school year.

Why is there no information on the Stanford Achievement Test (SAT-9) on this performance report?

The state of Missouri does not require schools to administer the SAT-9 to students. The state does require schools to administer the Missouri Assessment Program (MAP), which is designed specifically to measure whether students are meeting the state's academic standards of what every student should know and be able to do in different subjects at each grade level.

We report the MAP scores because they are required by the state and are one factor that is used to determine whether districts are accredited.

If you're interested in your school's SAT-9 scores, talk to the principal.

*Frequently Asked Questions (continued)***COLLEGE PREPARATION****How do you know how many of last year's seniors went to college?**

Each fall, the district makes phone calls to graduates from the previous school year and their families to find out if the students intended to go to college. The school tries to survey everyone, calling repeatedly if necessary, but inevitably some can't be reached. The percentages in these reports are, therefore, approximate figures.

TEACHERS**Why do some schools have more teachers who are not fully credentialed?**

Schools hire uncredentialed teachers for a variety of reasons, including a severe shortage of fully qualified teachers. By law, charter schools are allowed to have up to 20 percent of their teaching force be less than fully credentialed. See your principal for more information.

Why does the student-teacher ratio in this report differ from one I saw in another report?

Because this report counts classroom teachers only. Teachers and staff who aren't assigned to a specific classroom, such as art and physical education teachers, are not included in the count.

CHARTER SCHOOLS**Are charter schools included in the district and state averages?**

Charter school data are included in all state averages. They also are included in district averages for everything except Missouri Assessment Program (MAP) results and trends.

IMPACT OF THE NO CHILD LEFT BEHIND ACT**In what ways will the federal No Child Left Behind (NCLB) law affect how school data are reported?**

The major difference is that NCLB requires more detailed breakdowns on test results than Missouri law currently requires. For example, the state breaks down test data by ethnic groups, but NCLB requires that additional groups be reported. Every school has to report test scores according to gender, disability, language proficiency and socio-economic status as well as ethnicity. This performance report highlights all of these categories.

The other significant impact is the reporting of "adequate yearly progress." Schools that do not show adequate yearly progress are disclosed publicly and come under greater scrutiny. Parents with students in schools that are not making "adequate yearly progress" for several consecutive years may be given additional choices, such as transferring their child to another school or getting tutoring services.

ABOUT US

Partnership for Children

Partnership for Children (PFC) is Greater Kansas City's leading children's advocacy organization. Created in 1991 to improve conditions for children and youth in Kansas City's five-county metropolitan area, PFC stands for the principle that children are our most valuable and vulnerable natural resource. It is essential that everyone in this community work together to make this a great place to be a kid.

PFC, working in collaboration with the Kansas City, Missouri School District (KCMSD), has launched a parental involvement campaign aimed at building a partnership between parents, teachers and school administrators to improve the educational achievement of children in the KCMSD. You can get more information about the Partnership for Children at www.pfc.org.

Ewing Marion Kauffman Foundation

The Ewing Marion Kauffman Foundation works with partners to encourage entrepreneurship across America and improve the education of children and youth. The Kauffman Foundation was established in the mid-1960s by the late entrepreneur and philanthropist Ewing Marion Kauffman. More information about the Kauffman Foundation is available at www.kauffman.org.

KSA-Plus Communications

KSA-Plus Communications believes that schools belong to the public. And the more information parents and community members have about their schools, the more able they are to make good decisions for kids and to work with educators to improve schools for everyone.

As the nation's leading education public affairs firm, KSA-Plus has expertise in publishing school performance reports, building public awareness about them, and training educators and parents on how to use them. The team has worked closely with communities in Missouri and Kansas, as well as many others. KSA-Plus was one of the partners that developed school performance reports in Kansas City, MO, that inform, engage and educate. The company also designed and wrote standards guides for parents and community members in Kansas City, MO and KS, to help them know what their children should know and be able to do from one grade to the next.

KSA-Plus is based in Arlington, VA, with offices in suburban Maryland; Portland, OR; and Seattle. You can get more information about KSA-Plus at www.ksaplus.com.

School Wise Press

School Wise Press is a publishing company dedicated to helping parents get school-smart. Since its inception in 1995 as a publisher of guidebooks to California schools, the firm has broadened its services to include accountability reporting, online comparisons of schools, newsletters, books, and a range of news and opinion features on its website, www.schoolwisepress.com. Clients include school districts, libraries, realty firms, parents and foundations.

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