

Principal: **Yvette Robinson**
 School type: **Charter**
 Grade range: **K–8**
 Enrollment: **393**
 Address: **2015 E. 72nd Street**
 City: **Kansas City**
 Phone: **816-523-4707**
 Fax: **816-523-5449**

Academy of Kansas City

School Performance Report 2003–04

PRINCIPAL'S COMMENTS

Our vision is to create an interdisciplinary learning environment that promotes academic achievement, leadership, social skills, self-esteem, character development, and entrepreneurship and business skills. Our school serves students in kindergarten through eighth grade, and we have several programs. Our after-school program is a partnership with Swope Corridor Renaissance that focuses on improving student achievement using the accelerated reading and accelerated math programs.

KEEPING YOU INFORMED

This report summarizes how this school and its students are performing. As you read this, ask yourself: How did this school do compared with previous years and with other schools in the city and state? Why might this be happening, and what is the school doing to help all students in all subjects? Discuss questions like these with other parents and with the school's advisory committee, teachers and principal. Improving schools is everyone's responsibility. Having good information and honest conversations are important first steps.

STUDENT PERFORMANCE

Missouri Assessment Program Scores, Spring 2004

The state requires students in specified grades 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.

TOTALS

Percentage of students scoring at Advanced or Proficient

	This School	District Schools	State Schools
Grade 3			
Communication Arts	4%	15%	35%
Science	N/T	33%	51%
Grade 4			
Math	39%	22%	40%
Social Studies	N/T	N/T	49%
Grade 7			
Communication Arts	4%	12%	32%
Science	N/T	6%	16%
Grade 8			
Math	0%	6%	14%
Social Studies	N/T	N/T	42%

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

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

	This School	District Schools	State Schools
Total	4%	15%	35%
Black	0%	13%	19%
White	*	27%	39%
Hispanic	*	16%	21%
Asian	*	25%	44%
Female	*	17%	38%
Male	0%	14%	31%
Low Income	4%	14%	22%
Not Yet English Proficient	*	19%	18%
Learning Disabled	*	10%	21%
Percentage of students taking test	100%	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

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

	This School	District Schools	State Schools
Total	39%	22%	40%
Black	40%	20%	24%
White	*	33%	45%
Hispanic	*	20%	29%
Asian	*	33%	60%
Female	50%	23%	39%
Male	30%	21%	42%
Low Income	40%	19%	28%
Not Yet English Proficient	*	13%	30%
Learning Disabled	*	12%	24%
Percentage of students taking test	97%	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.

In previous years, this school profile also contained results for social studies. Many charter schools no longer administer that test because the state does not require it and does not fund it.

Legends used in this school performance report:

* = Too few students were tested to be statistically significant.

N/T = No test was offered.

N/R = Data were not available or not reported.

Note: Due to rounding, percentages may not add up to 100 percent.

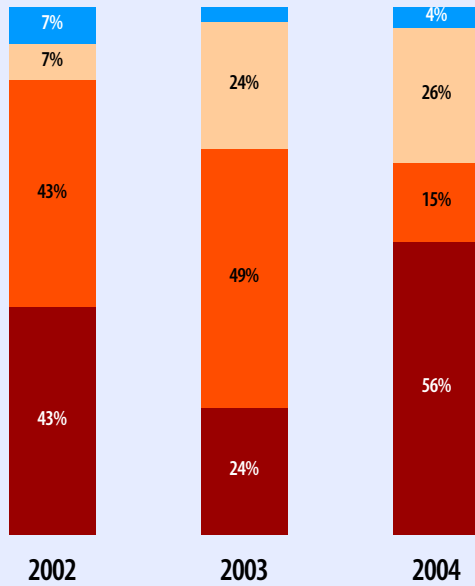
Student Performance (continued)

MAP Scores, Three-Year Trends, 2002–04

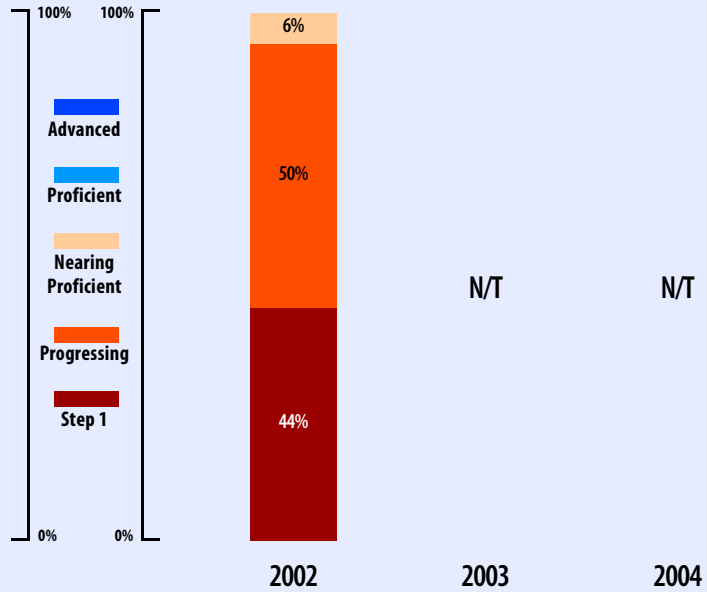
The three-year trend charts show percentages of all students who took the test. The goal is to have all students reaching Proficient or Advanced by 2014. Schools should be reducing steadily the percentage of students in the lowest categories (Step 1 and Progressing) and increasing the percentage in the Nearing Proficient, Proficient or Advanced groups. In other words, the bars at the bottom should be getting smaller each year — and the bars at the top larger. Not all schools will have students scoring in all five categories.

GRADE 3

Communication Arts

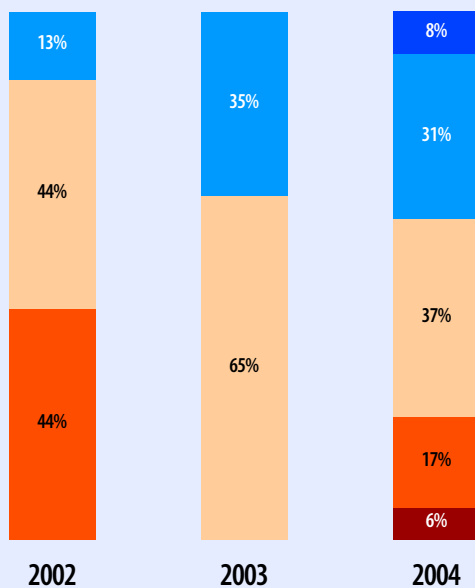


Science

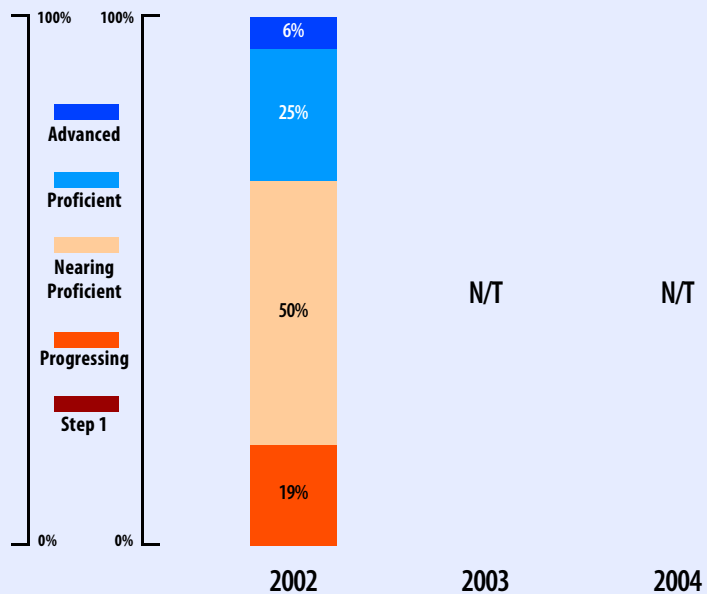


GRADE 4

Math



Social Studies



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

	This School	District Schools	State Schools
Total	4%	12%	32%
Black	4%	9%	10%
White	*	29%	37%
Hispanic	*	11%	20%
Asian	*	29%	46%
Female	3%	15%	37%
Male	6%	10%	27%
Low Income	4%	10%	18%
Not Yet English Proficient	*	4%	16%
Learning Disabled	*	5%	7%
Percentage of students taking test	100%	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

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

	This School	District Schools	State Schools
Total	0%	6%	14%
Black	0%	5%	3%
White	*	12%	16%
Hispanic	*	3%	8%
Asian	*	29%	36%
Female	0%	6%	14%
Male	0%	7%	14%
Low Income	0%	6%	6%
Not Yet English Proficient	*	0%	11%
Learning Disabled	*	1%	2%
Percentage of students taking test	100%	99%	99%

Assessing the MAP Results

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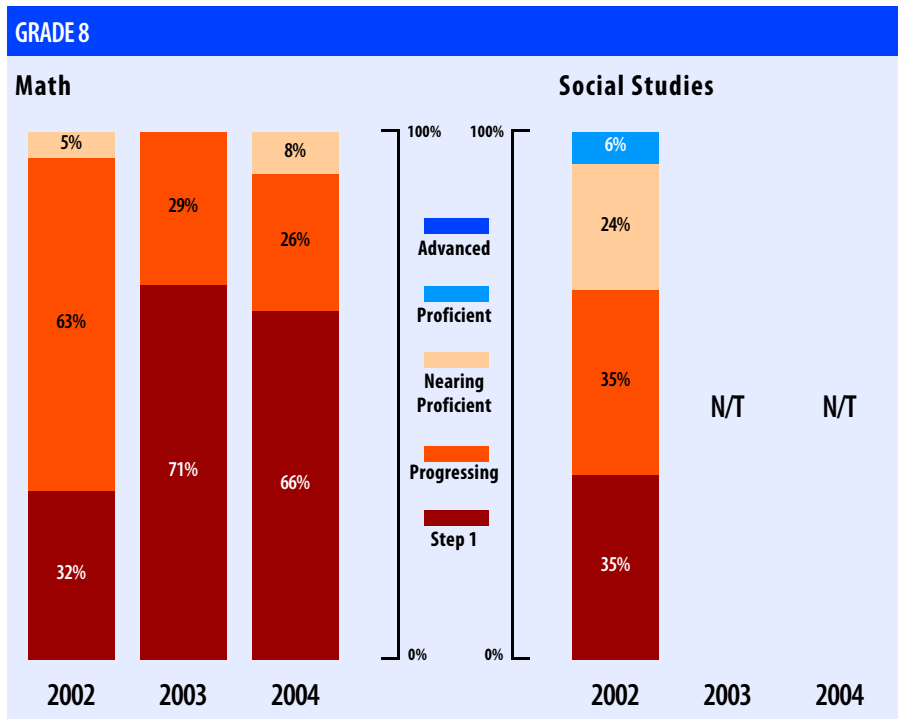
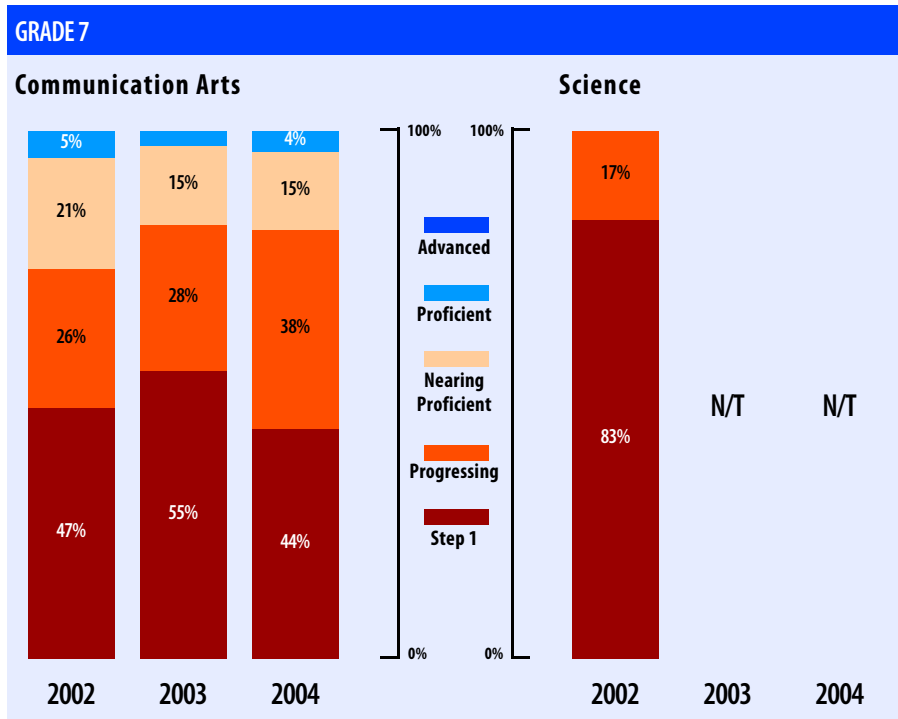
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Student Performance (continued)

MAP Scores, Three-Year Trends, 2002–04

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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.

	School	District	State
Average years of experience	14	15	13
Percentage of teachers with a master's degree or higher	26%	37%	48%
Percentage of certified teachers	72%	90%	97%
Percentage of teachers with temporary credentials	0%	6%	2%
Percentage of teachers with no credentials	28%	4%	2%

EXPENDITURES, 2003–04

Schools spend most of their money on teachers, but teachers' salaries can vary based on their experience. In addition, schools with students who need more help often get extra funding. The combined effect, school by school, causes schools' funding levels to differ.

	School
Expenditures in 2003–04	\$2,576,176

For definitions of N/T, N/R and *, see the legend on page 2.

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

	School	District	State
2003–04	0	0	0

NUMBER OF SUSPENSIONS PER 100 STUDENTS

	School	District	State
2003–04	8	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*

	School	District	State
2003–04	22:1	17:1	19:1
2002–03	18:1	17:1	18:1
2001–02	17:1	17:1	18:1

*Includes only classroom teachers.

Attendance

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

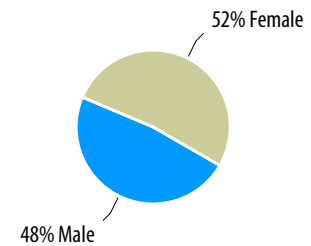
AVERAGE DAILY ATTENDANCE

	School	District	State
2003–04	96%	91%	94%

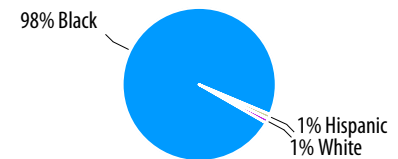
STUDENTS

Total Enrollment: 393

Gender

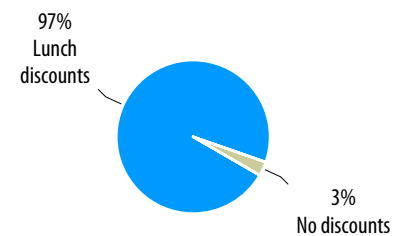


Ethnicity



Family Income

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



IS YOUR SCHOOL MAKING “ADEQUATE YEARLY PROGRESS”?

All 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 school as a whole must meet these 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 the communication arts or math target, the school does not make AYP. Also, at least 95 percent of students in each group must be tested.

If a school receives Title I funds from the federal government and doesn't make AYP two years in a row, it must give students a chance to transfer to another school. If a school doesn't make AYP three years in a row, it must provide free tutoring services to students. The rules are complicated. We recommend talking to the principal to learn more.

AYP AT A GLANCE

	Yes / No
Did your school make AYP in communication arts?	No
Did your school make AYP in math?	Yes
Did your school make AYP by testing at least 95 percent of students in each group?	N/R
Does your school need to offer students a chance to transfer?	Yes
Does your school need to offer free tutoring service?	No

CELEBRATIONS

We love celebrating success! We have Praise Reports every day to acknowledge students who have done good deeds or accomplished wonderful things. We have the Principal's Wall of Fame, where we show off students' excellent work. Every Friday, good citizens get to wear their regular clothes instead of their uniforms. We also have a schoolwide “Cougar Store” where students who earn “Cougar Bucks” can shop.

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 the 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.

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USING THIS REPORT

This report shows where this school is succeeding and where there is room for improvement. Please use this information to ask educators how the school plans to improve and how you can help. Think about bringing together other parents to talk about what's inside this report. Ask teachers to get involved.

No single report, however, can tell the whole story of a school's educational program or the people who work and learn there. Find out firsthand by visiting the school and taking an active role in student learning. Studies show that when parents are involved, students do better in school.

For more information, contact:

Yvette Robinson, Principal
Academy of Kansas City
2015 E. 72nd Street
Kansas City, MO 64132-1756
yrobinson@charteracademies.com
816-523-4707

Data supplied by the Missouri Department of Elementary and Secondary Education unless otherwise noted. More data about this school can be found on the department's website: <http://www.dese.state.mo.us/planning/profile/building/arsd0480786910.html>.

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