

Principal: **Mary Long**  
 School type: **District**  
 Grade range: **9 – 12**  
 Enrollment: **1046**  
 Address: **1109 S. Arlington Avenue**  
 City: **Independence**  
 Phone: **816-418-4000**  
 Fax: **816-418-4021**

# Van Horn High School

## School Performance Report 2003–04

### PRINCIPAL'S COMMENTS

The school's vision is that all students, regardless of sex, race or socioeconomic background, will be able to achieve at the same level as other students across the country and will have the same opportunities for postsecondary education or the job market upon graduation. It is the mission of the school to provide students with the skills necessary to become productive and responsible citizens of our community.

### 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 grades 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.

#### TOTALS

	This School	District High Schools	State High Schools
Percentage of students scoring at Advanced or Proficient			
<b>Grade 10</b>			
Math	0%	2%	15%
Science	0%	1%	7%
<b>Grade 11</b>			
Communication Arts	6%	6%	22%
Social Studies	N/T	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 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

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

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

	This School	District High Schools	State High Schools
<b>Total</b>	<b>6%</b>	<b>6%</b>	<b>22%</b>
<b>Black</b>	<b>4%</b>	<b>4%</b>	<b>7%</b>
<b>White</b>	<b>12%</b>	<b>20%</b>	<b>25%</b>
<b>Hispanic</b>	<b>0%</b>	<b>0%</b>	<b>15%</b>
<b>Asian</b>	<b>8%</b>	<b>14%</b>	<b>37%</b>
<b>Female</b>	<b>7%</b>	<b>7%</b>	<b>27%</b>
<b>Male</b>	<b>6%</b>	<b>5%</b>	<b>18%</b>
<b>Low Income</b>	<b>7%</b>	<b>4%</b>	<b>10%</b>
<b>Not Yet English Proficient</b>	<b>*</b>	<b>0%</b>	<b>7%</b>
<b>Learning Disabled</b>	<b>0%</b>	<b>2%</b>	<b>2%</b>
Percentage of students taking test	99%	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.

In previous years, this school profile also contained results for social studies. The Kansas City, Missouri School District no longer administers 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.

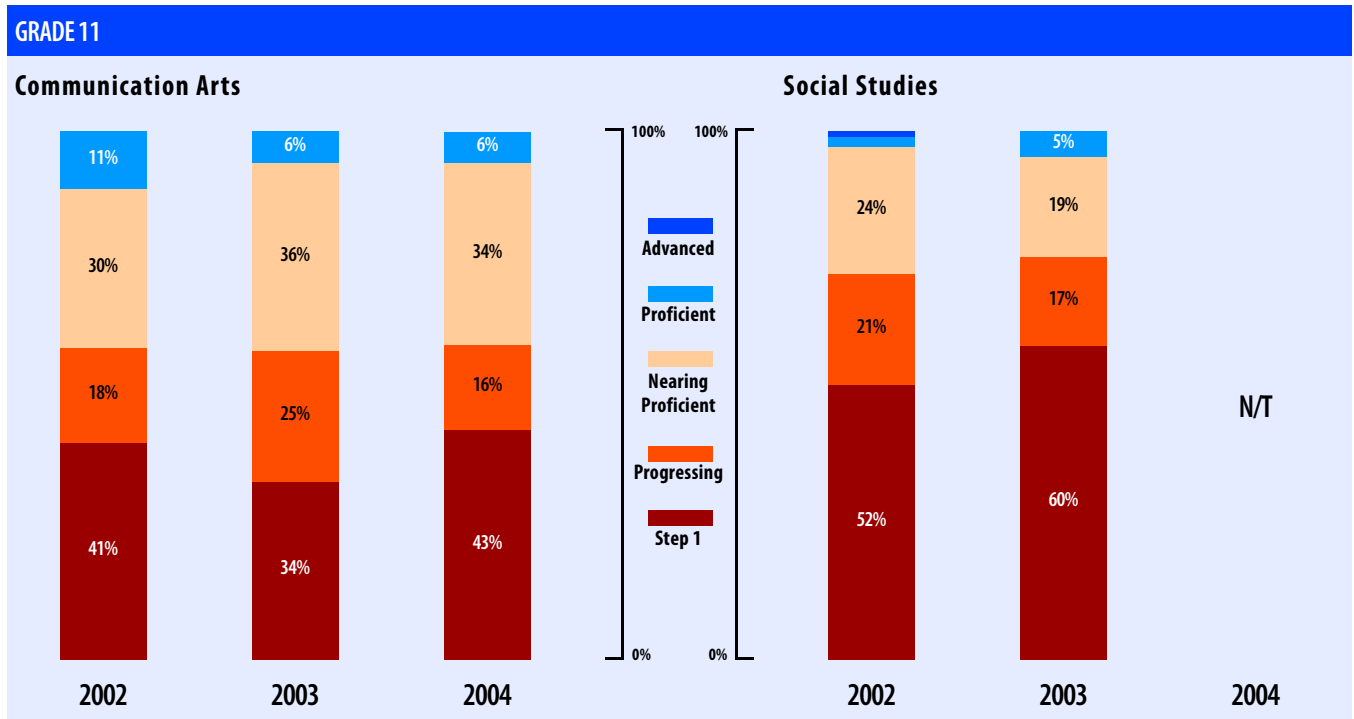
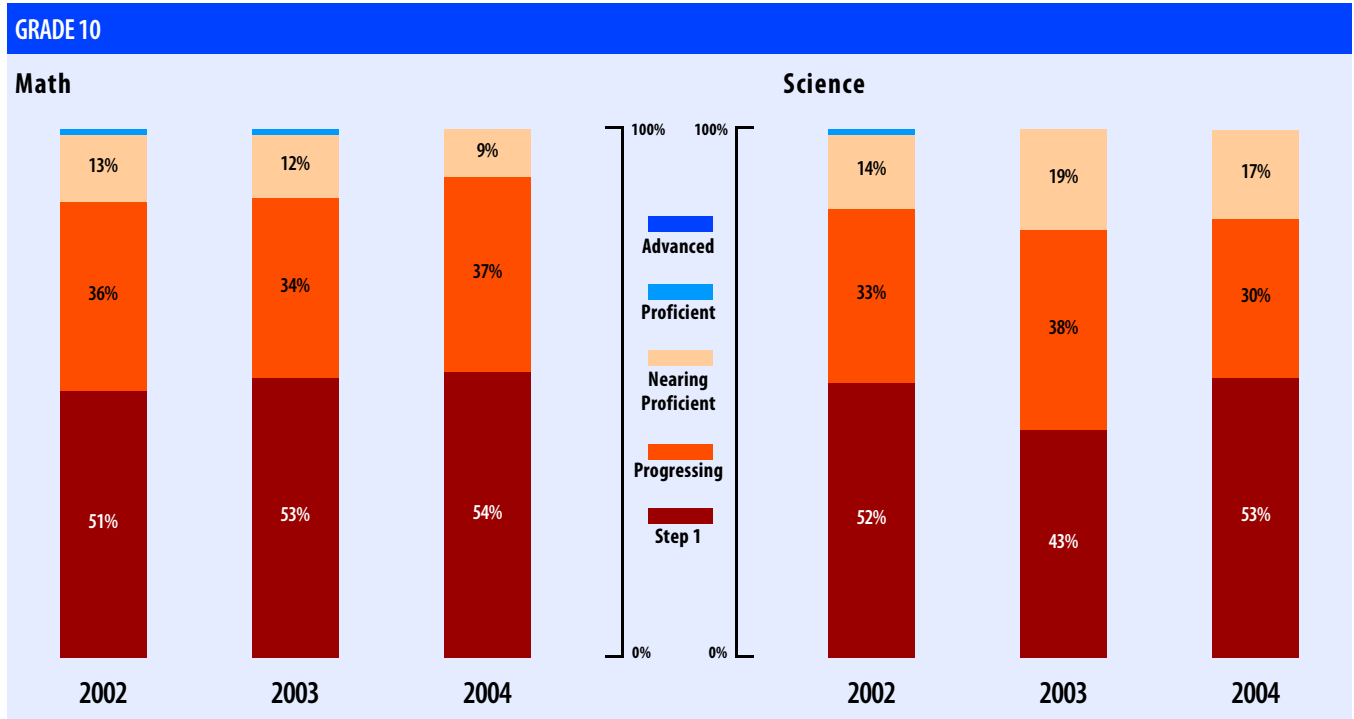
N/R = Data were not available or not reported.

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.



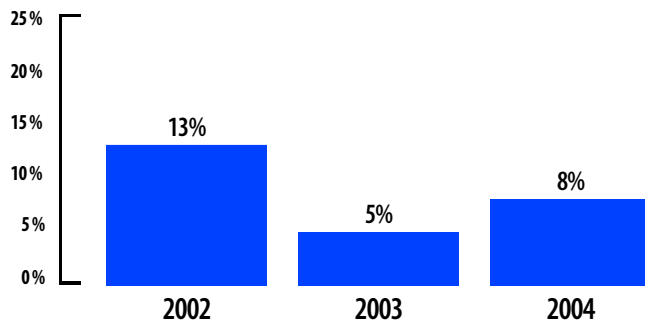
For definitions of N/T, N/R and \*, see the legend on page 2.

### ★ 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.

	School	District	State
Percentage of graduates scoring above average	8%	11%	33%
Percentage of graduates tested	55%	48%	60%

### ACT Scores, Percentage of Students Scoring Above Average, Three-Year Trends, 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.

	School	District	State
Percentage of students who dropped out	14%	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.

	School	District	State
Percentage of students who graduated	44%	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.

	School	District	State
Percentage of college-enrolled students			
Two-year college	15%	10%	27%
Four-year college	4%	17%	39%

## 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	42%	37%	48%
Percentage of certified teachers	93%	90%	97%
Percentage of teachers with temporary credentials	6%	6%	2%
Percentage of teachers with no credentials	2%	4%	2%

## EXPENDITURES, 2003–04

School-level spending data are not available. 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.

	School	District	State
Average expenditure per student	N/R	\$9,137	\$7,394
Average teacher salary	\$41,522	\$42,071	\$39,827
Average administrator salary	\$72,015	\$71,064	\$71,470

## 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	17	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	19:1	17:1	19:1
2002–03	20:1	17:1	18:1
2001–02	19:1	17:1	18:1

\*Includes only classroom teachers.

### Attendance

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

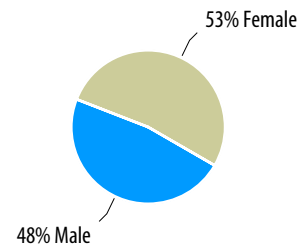
#### AVERAGE DAILY ATTENDANCE

	School	District	State
2003–04	82%	91%	94%

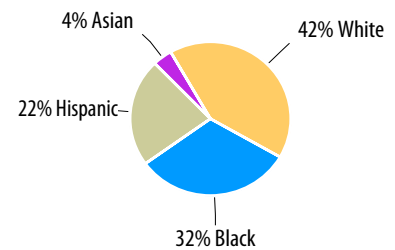
## STUDENTS

**Total Enrollment: 1046**

### Gender

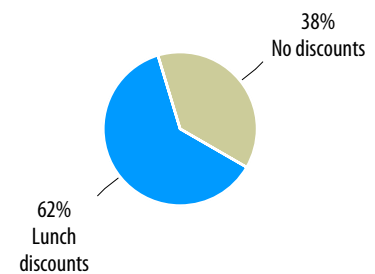


### Ethnicity



### 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?	No
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

In 2003, Van Horn became the first A+ School in the KCMSD according to rigorous DESE requirements, including reducing the dropout rate and meeting certain academic expectations. We are involved in a comprehensive whole-school reform approach called Achievement First. Our faculty and administration are committed to the ongoing professional development needed to provide our students with a sound academic base so they are ready to face real-world challenges.

**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.

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

## 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:

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816-418-4000

Or contact your school advisory committee.

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/arsd0480781580.html>.

Additional information about this school can also be found on the website of the Kansas City, Missouri School District: <http://www.kcmsd.k12.mo.us>.

Prepared by KSA-Plus Communications and School Wise Press. Published by Partnership for Children with support from the Ewing Marion Kauffman Foundation.

The school performance reports would not have been possible without the cooperation and assistance of the Kansas City, Missouri School District and the Missouri Department of Elementary and Secondary Education.

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