

Principal: **Patricia Henley**  
 School type: **Charter**  
 Grade range: **6–11**  
 Enrollment: **318**  
 Address: **5605 Troost Avenue**  
 City: **Kansas City**  
 Phone: **816-235-5657**  
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# University Leadership Academy

## School Performance Report 2003–04

### PRINCIPAL'S COMMENTS

University Academy is a rigorous college preparatory charter school. The school's mission is to prepare students to succeed in college and to become society's leaders. The school accepts students throughout the district with priorities based on neighborhood, siblings in the school and parents employed by the school. Students must earn grades and credits to qualify for promotion. Students who succeed at the school complete homework, attend regularly and take advantage of the available support systems.

### 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 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.

#### TOTALS

Percentage of students scoring at Advanced or Proficient

	This School	District Schools	State Schools
<b>Grade 7</b>			
Communication Arts	11%	12%	32%
Science	3%	6%	16%
<b>Grade 8</b>			
Math	0%	6%	14%
Social Studies	21%	*	42%
<b>Grade 10</b>			
Math	5%	2%	15%
Science	4%	1%	7%
<b>Grade 11</b>			
Communication Arts	15%	6%	22%
Social Studies	23%	N/T	19%

MAP scores include all students. Additional detail and MAP scores on next page

## 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
<b>Total</b>	<b>11%</b>	12%	32%
<b>Black</b>	<b>12%</b>	9%	10%
<b>White</b>	*	29%	37%
<b>Hispanic</b>	*	11%	20%
<b>Asian</b>	*	29%	46%
<b>Female</b>	<b>14%</b>	15%	37%
<b>Male</b>	<b>9%</b>	10%	27%
<b>Low Income</b>	<b>12%</b>	10%	18%
<b>Not Yet English Proficient</b>	*	4%	16%
<b>Learning Disabled</b>	*	5%	7%
Percentage of students taking test	97%	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
<b>Total</b>	<b>3%</b>	6%	16%
<b>Black</b>	<b>3%</b>	4%	3%
<b>White</b>	*	17%	21%
<b>Hispanic</b>	*	4%	10%
<b>Asian</b>	*	20%	24%
<b>Female</b>	<b>0%</b>	6%	14%
<b>Male</b>	<b>6%</b>	6%	19%
<b>Low Income</b>	<b>2%</b>	4%	8%
<b>Not Yet English Proficient</b>	*	5%	8%
<b>Learning Disabled</b>	*	8%	5%
Percentage of students taking test	99%	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
<b>Total</b>	<b>0%</b>	6%	14%
<b>Black</b>	<b>0%</b>	5%	3%
<b>White</b>	*	12%	16%
<b>Hispanic</b>	*	3%	8%
<b>Asian</b>	*	29%	36%
<b>Female</b>	<b>0%</b>	6%	14%
<b>Male</b>	<b>0%</b>	7%	14%
<b>Low Income</b>	<b>0%</b>	6%	6%
<b>Not Yet English Proficient</b>	*	0%	11%
<b>Learning Disabled</b>	*	1%	2%
Percentage of students taking test	100%	99%	99%

**Social Studies**

Grade eight students are tested, for example, on whether they can explain the rights and duties of the U.S. government, know the chronology of major inventions and events, and can analyze geographical sources.

Percentage of students scoring at Advanced or Proficient

	This School	District Schools	State Schools
<b>Total</b>	<b>21%</b>	*	42%
<b>Black</b>	<b>18%</b>	N/T	15%
<b>White</b>	<b>N/T</b>	*	47%
<b>Hispanic</b>	*	N/T	31%
<b>Asian</b>	<b>N/T</b>	N/T	52%
<b>Female</b>	<b>13%</b>	N/T	40%
<b>Male</b>	<b>26%</b>	*	44%
<b>Low Income</b>	<b>21%</b>	N/T	27%
<b>Not Yet English Proficient</b>	*	N/T	15%
<b>Learning Disabled</b>	<b>N/T</b>	N/T	13%
Percentage of students taking test	98%	100%	99%

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.

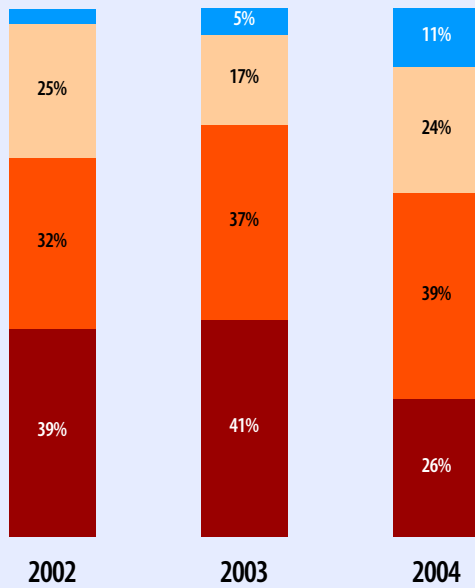
Student Performance (continued)

**MAP Scores, Three-Year Trends, 2002–04**

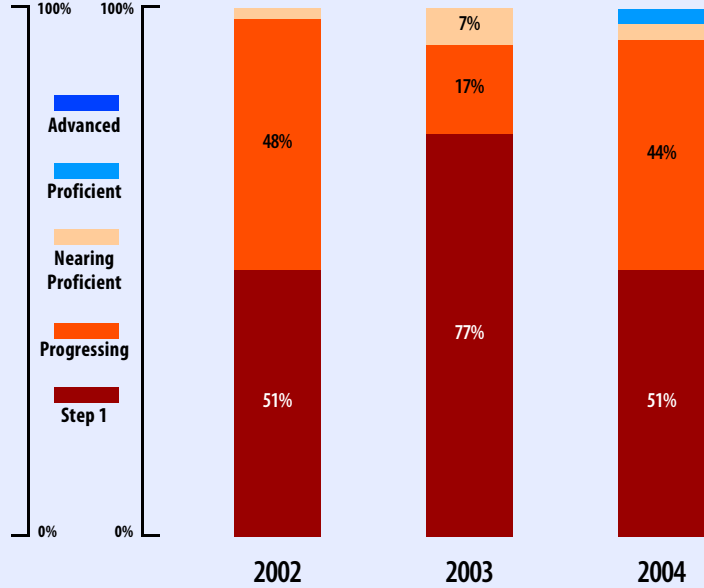
The three-year trend charts show percentages of all students who took the test. The goal is to have all students reaching Proficient or Advanced by 2014. Schools should be reducing steadily the percentage of students in the lowest categories (Step 1 and Progressing) and increasing the percentage in the 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 7**

**Communication Arts**

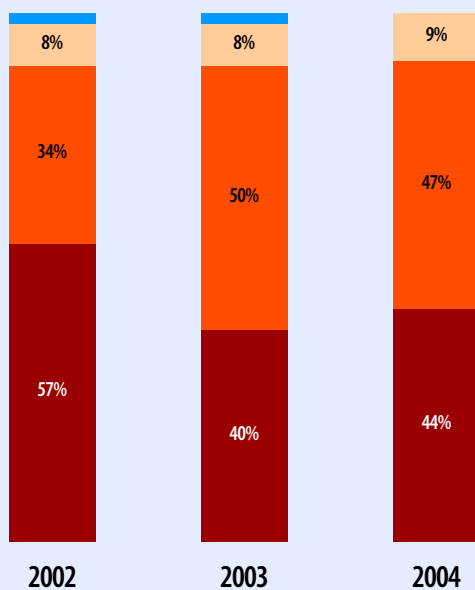


**Science**

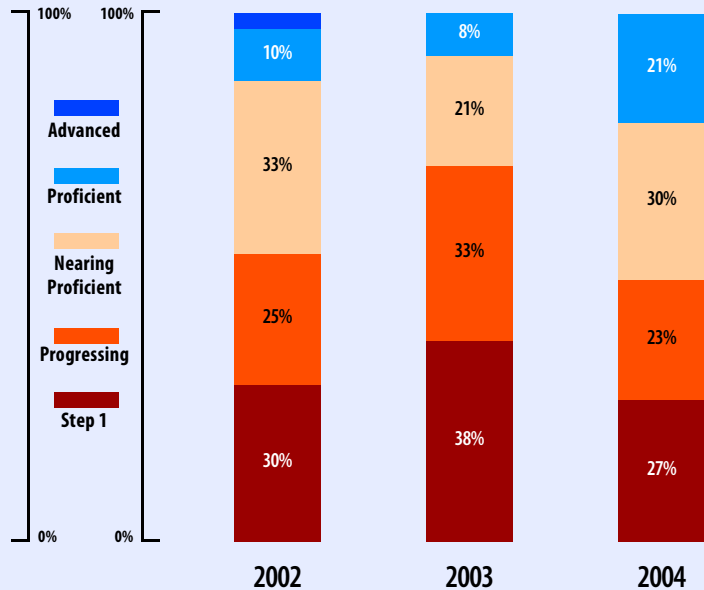


**GRADE 8**

**Math**



**Social Studies**



## 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 Schools	State Schools
<b>Total</b>	<b>5%</b>	2%	15%
<b>Black</b>	<b>5%</b>	1%	2%
<b>White</b>	*	7%	18%
<b>Hispanic</b>	*	1%	8%
<b>Asian</b>	*	11%	34%
<b>Female</b>	*	2%	14%
<b>Male</b>	<b>7%</b>	2%	16%
<b>Low Income</b>	<b>8%</b>	1%	5%
<b>Not Yet English Proficient</b>	*	0%	6%
<b>Learning Disabled</b>	*	1%	1%
Percentage of students taking test	100%	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 Schools	State Schools
<b>Total</b>	<b>4%</b>	1%	7%
<b>Black</b>	<b>0%</b>	0%	1%
<b>White</b>	*	6%	9%
<b>Hispanic</b>	*	2%	3%
<b>Asian</b>	*	3%	11%
<b>Female</b>	*	0%	5%
<b>Male</b>	<b>7%</b>	2%	9%
<b>Low Income</b>	<b>0%</b>	1%	2%
<b>Not Yet English Proficient</b>	*	0%	1%
<b>Learning Disabled</b>	*	0%	1%
Percentage of students taking test	100%	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 Schools	State Schools
<b>Total</b>	<b>15%</b>	6%	22%
<b>Black</b>	*	4%	7%
<b>White</b>	*	20%	25%
<b>Hispanic</b>	*	0%	15%
<b>Asian</b>	*	14%	37%
<b>Female</b>	*	7%	27%
<b>Male</b>	*	5%	18%
<b>Low Income</b>	*	4%	10%
<b>Not Yet English Proficient</b>	*	0%	7%
<b>Learning Disabled</b>	*	2%	2%
Percentage of students taking test	100%	95%	98%

**Social Studies**

Grade 11 students are tested, for example, on whether they can discuss different cultures and religions; make predictions about events, people, places and actions in history; and explain political systems.

Percentage of students scoring at Advanced or Proficient

	This School	District Schools	State Schools
<b>Total</b>	<b>23%</b>	N/T	N/T
<b>Black</b>	*	N/T	5%
<b>White</b>	*	N/T	21%
<b>Hispanic</b>	N/T	N/T	14%
<b>Asian</b>	N/T	N/T	30%
<b>Female</b>	*	N/T	15%
<b>Male</b>	*	N/T	23%
<b>Low Income</b>	*	N/T	10%
<b>Not Yet English Proficient</b>	N/T	N/T	8%
<b>Learning Disabled</b>	*	N/T	4%
Percentage of students taking test	100%	N/R	19%

Legends used in this school performance report:

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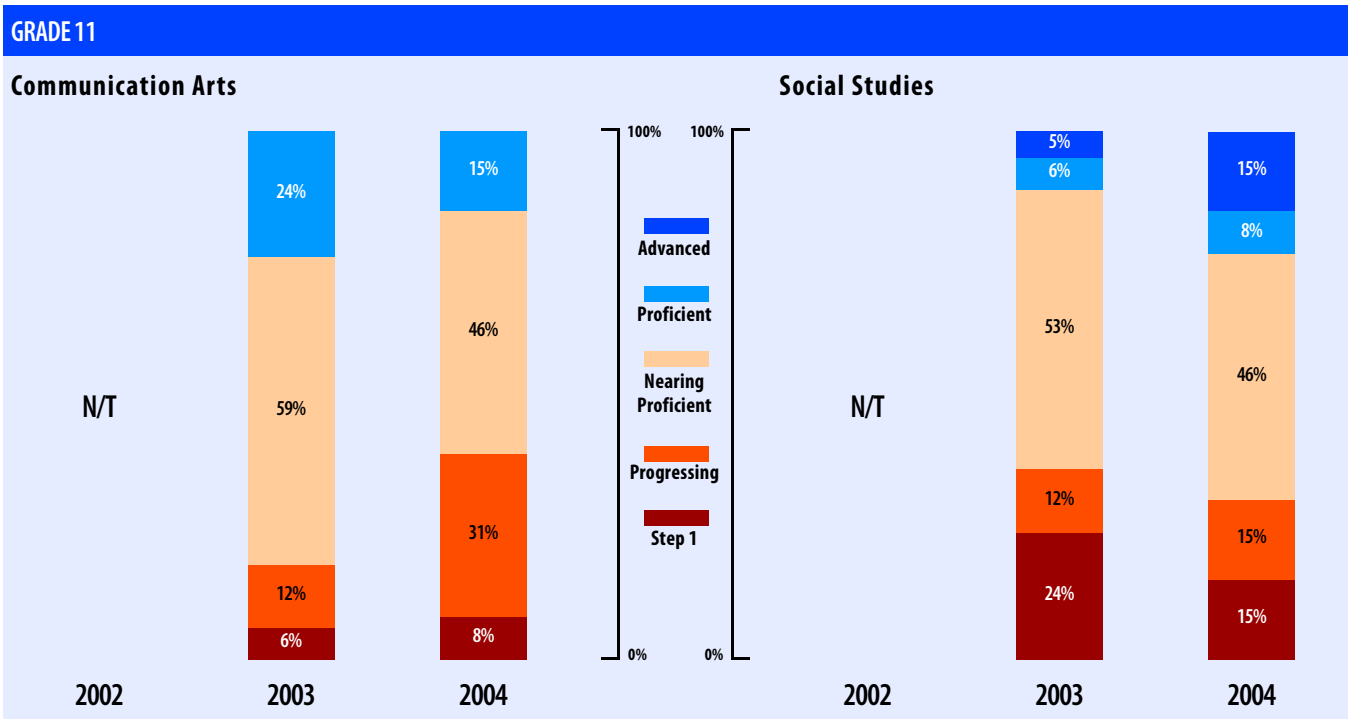
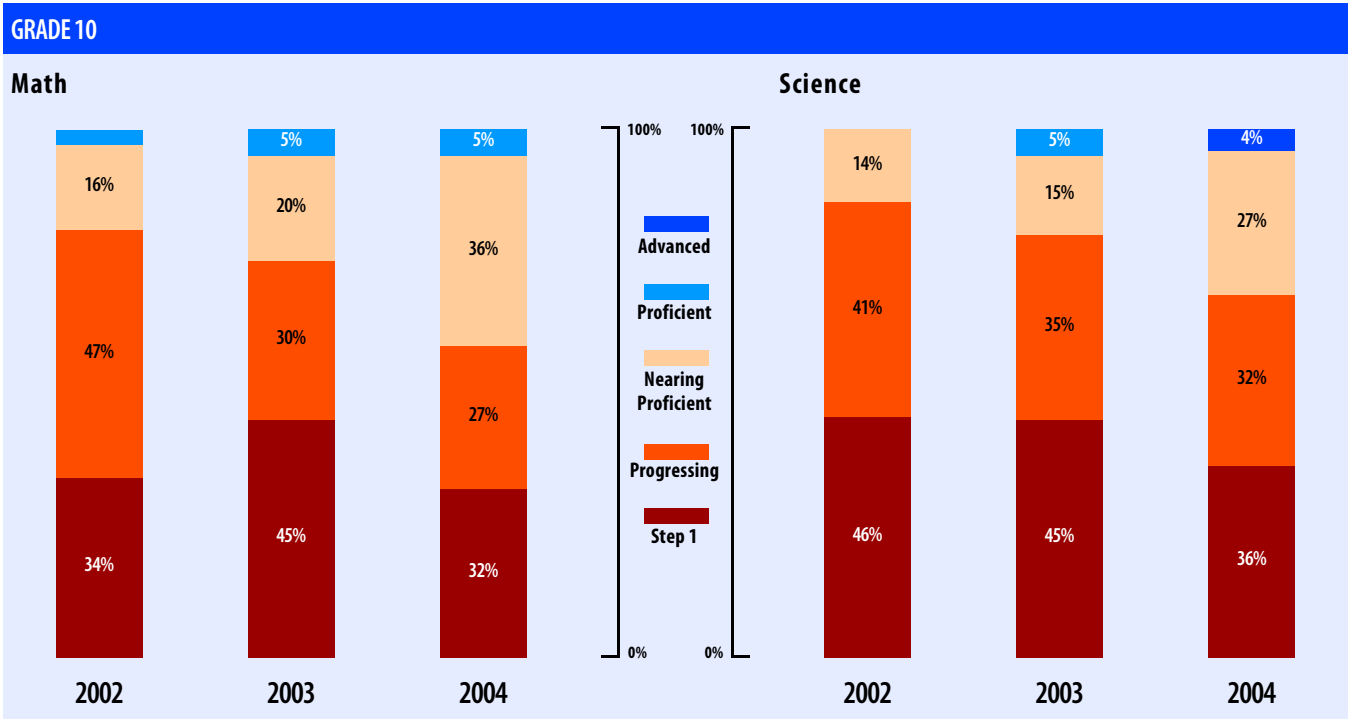
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Student Performance (continued)

**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.

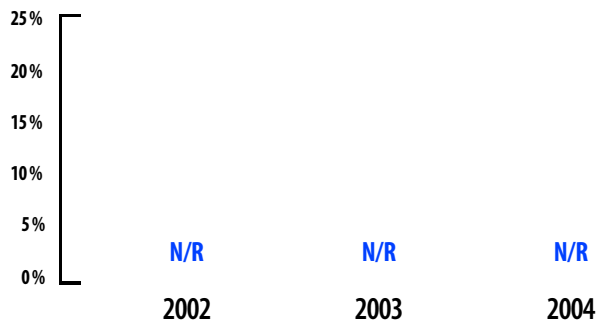


For definitions of N/T, N/R, and \* see the legend on page 2.

**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	N/R	11%	33%
Percentage of graduates tested	N/R	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	0%	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	0%	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	0%	10%	27%
Four-year college	0%	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	10	15	13
Percentage of teachers with a master's degree or higher	47%	37%	48%
Percentage of certified teachers	86%	90%	97%
Percentage of teachers with temporary credentials	5%	6%	2%
Percentage of teachers with no credentials	10%	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	\$2,929,297

## 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	9	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	20:1	17:1	19:1
2002–03	19:1	17:1	18:1
2001–02	21:1	17:1	18:1

\*Includes only classroom teachers.

### Attendance

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

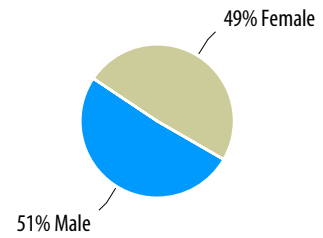
#### AVERAGE DAILY ATTENDANCE

	School	District	State
2003–04	95%	91%	94%

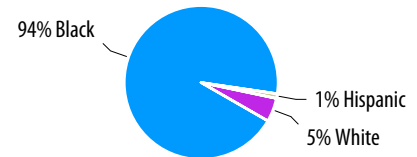
## STUDENTS

Total Enrollment: 318

### Gender

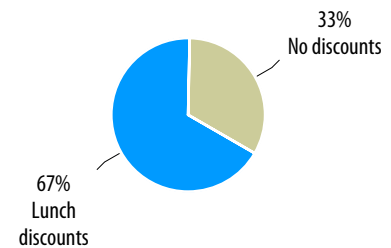


### Ethnicity



### 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

The 2003–04 school year was the first year we had seniors. We believe that the best measure of a college preparatory high school is whether our graduates succeed in college. We are proud to say that 100 percent of our graduates are presently in college. All of them received scholarships, and the average ACT score of the seniors who completed our college preparatory curriculum was 23.0.

**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.

## 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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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/arsd0480781915.html>.

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