



Kansas City, Missouri School District #33

October 2002

*Pitcher Elementary  
School Report Card*

Superintendent: Dr. Bernard Taylor

Executive Director for School Leadership: Debbie Kelly

Principal: Rick Mills

## School Component #1: Academic Achievement

Description: In order to measure achievement, the Kansas City, Missouri School District uses a variety of measures. The Stanford Achievement Test (SAT-9) reading and math subtests are given at grades three through five. The state mandated Missouri Achievement Program (MAP) tests are given at grades three through five.

# Missouri Assessment Program Summary

## Achievement Standard 1: Missouri Assessment Program (MSIP Standard 9.1)

Description: The percentage of students scoring in the bottom two achievement levels will decrease by 3% and the percentage of students scoring in the top two achievement levels will increase by 3%. However, this standard may not be considered met for a particular subject if the percentage of students scoring in the bottom two achievement levels is above the "floor".

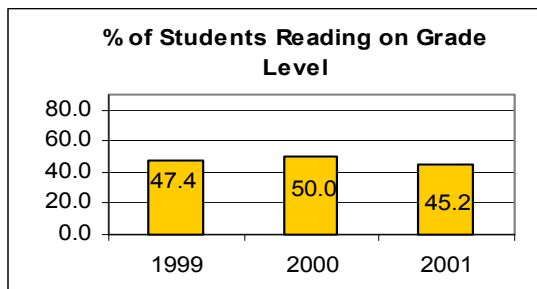
\*Under the Cycle 3 Missouri School Improvement Program (MSIP) Standard 9.1, MAP scores are analyzed in two ways. One analysis involves the traditional percentage approach with five levels. (Step 1, Progressing, Nearing Proficiency, Proficient and Advanced) Under this analysis, scores are looked at in two groups, the bottom two achievement levels (Step 1 and Progressing) and the top two achievement levels. (Advanced and Proficient) The second analysis involves the new MAP Performance Index, which is derived from a mathematical formula. (MAP Performance Index =  $(100 * \% \text{ of students in Step 1} + 150 * \% \text{ of students in Progressing} + 200 * \% \text{ in Nearing Proficiency} + 250 * \% \text{ in Proficient} + 300 * \% \text{ of students in Advanced})$ )

Missouri Assessment Program (MAP)	1999	2000	2001	2002
<b>Grade 3 Communication Arts (Floor 46%)</b>				
% Advanced and Proficient	10.20%	16.10%	15.10%	30.90%
% Step 1 and Progressing	55.90%	51.80%	41.50%	40.00%
MAP Performance Index	162.7	170.5	176.4	188.2
<b>Grade 3 Science (Floor 29%)</b>				
% Advanced and Proficient	11.70%	19.00%	32.70%	47.30%
% Step 1 and Progressing	48.30%	46.60%	36.50%	16.40%
MAP Performance Index	174.2	180.2	194.2	211.8
<b>Grade 4 Mathematics (Floor 35%)</b>				
% Advanced and Proficient	13.60%	30.40%	29.20%	8.60%
% Step 1 and Progressing	45.60%	32.90%	27.70%	44.80%
MAP Performance Index	181.1	196.8	200.8	181
<b>Grade 4 Social Studies (Floor 49%)</b>				
% Advanced and Proficient	11.70%	38.50%	24.60%	20.70%
% Step 1 and Progressing	64.10%	28.20%	29.20%	58.60%
MAP Performance Index	160.2	208.3	198.5	169

## Achievement Standard 2: Reading on Grade Level

Description: The percent of Kindergarten, Grade 1, Grade 2 and Grade 3 students who are ready to begin their next school year “on grade level” in reading will increase from the previous year by 10 percentage points or be maintained at a level of 85 percent.

# Running Record



## Achievement Standard 3: Grade 3 Reading Proficiency (MSIP Standard 9.2)

Description: The percentage of students in grade 3 scoring proficient in the reading sub-score of the MAP will increase by 3 percentage points from the previous year.

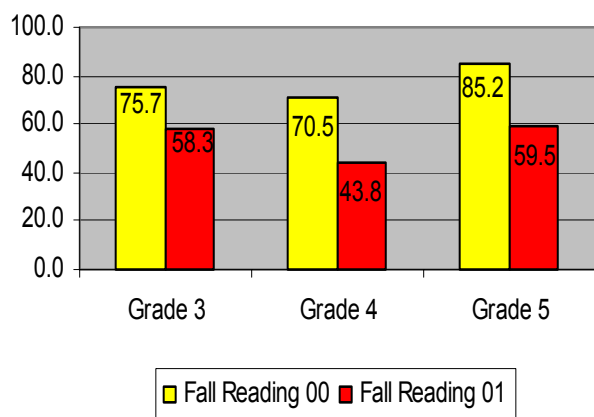
### Reading Sub-Score: Missouri Assessment Program (MAP)

Pitcher	1999	2000	2001	2002
Percent Proficient	13.6	19.6	13.2	34.5

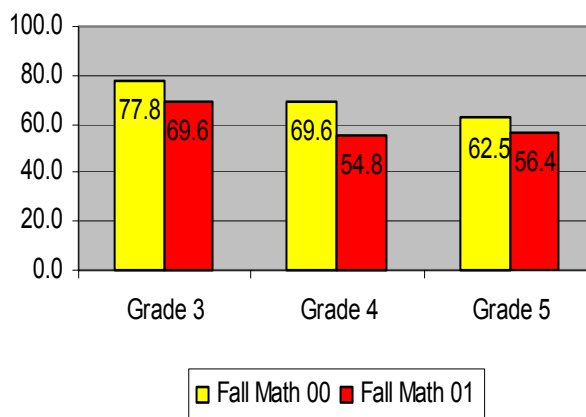
## Achievement Standard 4: One Year of Growth in One Year of Instruction

Description: The percentage of students who exhibit one year of growth in one year of instruction will increase by 20 percentage points from the previous year or be maintained at a level of 85 percent. The standardized, norm-referenced Stanford Achievement Tests (SAT-9) will be used for this purpose.

Year of Growth in Reading in One Year of Instruction

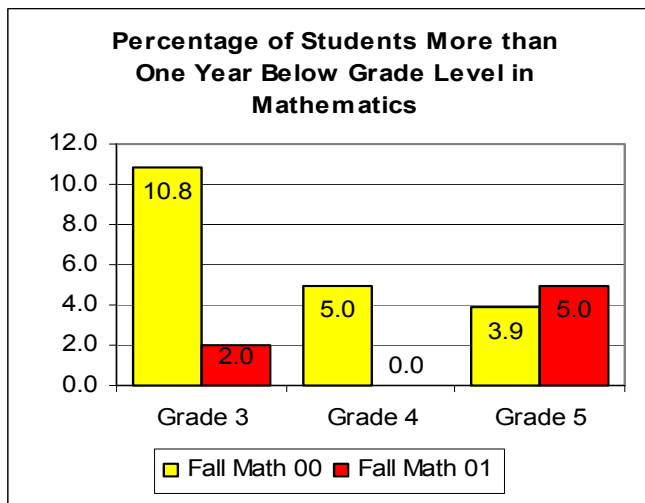
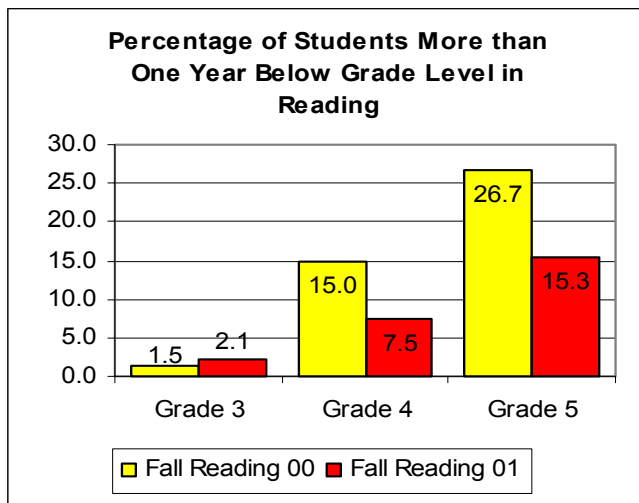


Year of Growth in Math in One Year of Instruction



## Achievement Standard 5: Year Below Grade Level in Reading and Mathematics

Description: The percentage of students scoring more than one year below grade level in reading and math will decrease by at least three percentage points. The standardized, norm-referenced Stanford Achievement Tests (SAT-9) will be used for this purpose.



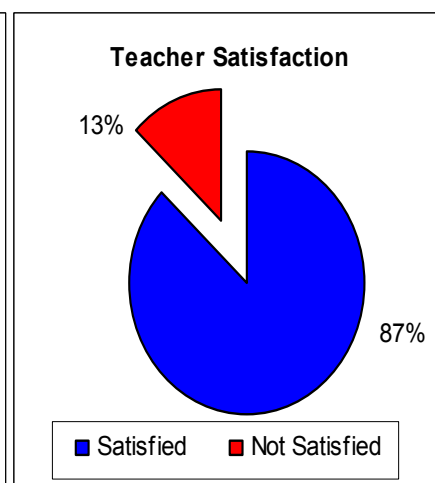
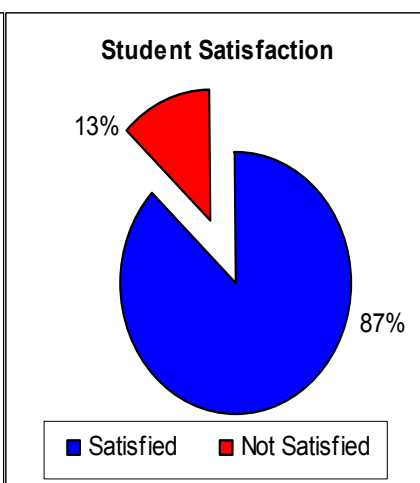
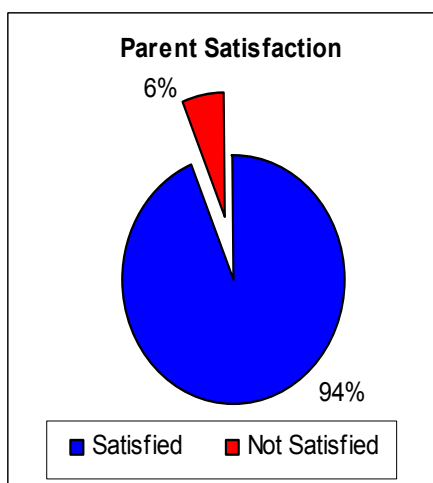
## School Component #2: Perceptions-Parent, Student and Teacher

Description: Parents, students and teachers are surveyed annually to determine levels of satisfaction for school district programs and to get input for decision-making.

# Perceptions

### Perception Standard: Parent, Student and Teacher Satisfaction

Description: Eighty percent or more of students and parents will indicate satisfaction with their school or their child's school. Sixty-five percent or more of teachers surveyed will indicate satisfaction with their school.



### School Component #3: Student and Teacher Attendance

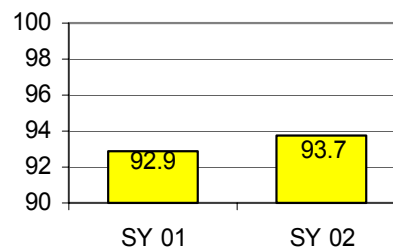
Description: The Kansas City, Missouri School District recognizes the importance of attendance of both teachers and students. Daily attendance records are kept and parents are notified of student absence according to the board attendance policy. Data analyses have consistently shown that there is a strong relationship between student attendance and achievement. As attendance rates increase, achievement scores increase across all tests at all levels.

#### Attendance Standard #1: Student Attendance

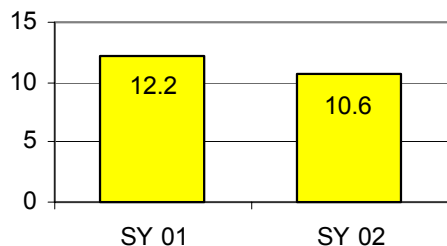
Description: Average daily student attendance will increase by three percentage points from the previous year or be maintained at a 94 percent level.

# Attendance

Student Attendance Rates



Students Absent > 18 Days



#### Attendance Standard #2:

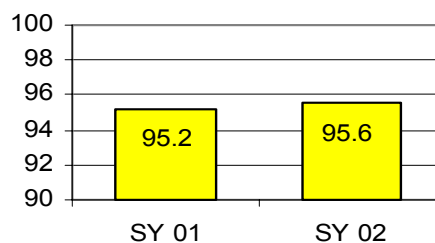
##### Students Absent 18 or more Days

Description: The percentage of students absent 18 or more days during the school year will decrease from the previous year by ten percentage points.

#### Attendance Standard #3: Teacher Attendance

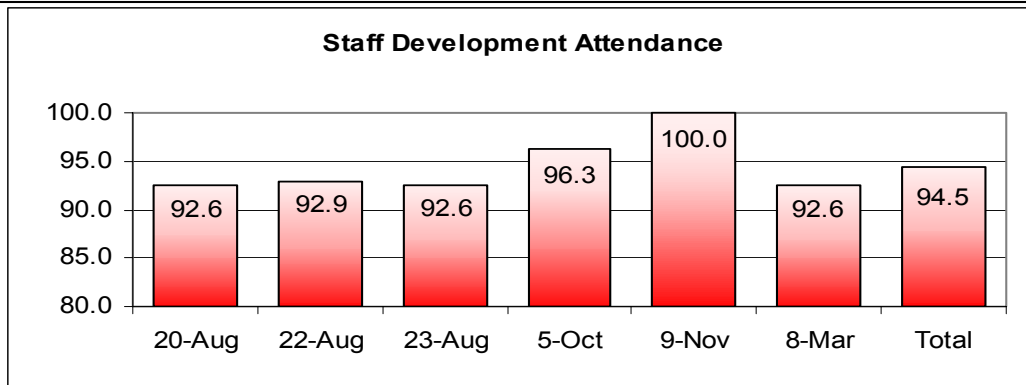
Description: Schools that reflect teacher absenteeism greater than the district average will reduce the teacher absenteeism by one percentage point from the previous year.

Teacher Attendance



#### Attendance Standard #4: Staff Development Attendance

Description: Ninety percent or more of teachers will attend dedicated staff development days.



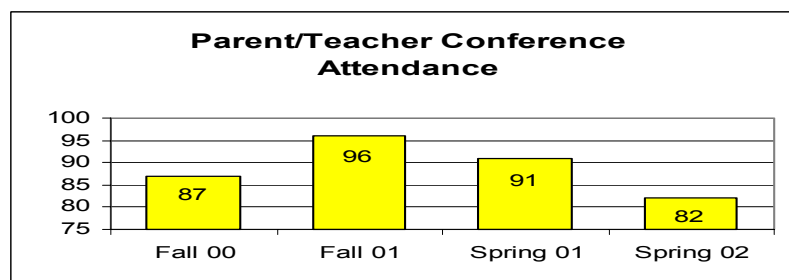
#### School Component #4: Parent Involvement

Description: The Kansas City, Missouri School District strongly believes that parent involvement in school functions is crucial to the success of each school.

# Parent Involvement

#### Parent Involvement Standard #1: Parent/Teacher Conference Attendance

Description: Parent participation in parent/teacher conferences will improve by three percentage points from the previous year or be maintained at a level of 85 percent.



#### Parent Involvement Standard #2: Parent Participation

Description: Parents will participate in school activities such as SAC meetings, tutoring, etc.

