



## District Report Card

SEDALIA 200 (080125)

### Missouri School Improvement Program - Annual Performance Report

**Address:** 2806 Matthew Drive, Sedalia, MO 65301-7981

**Email:** triplets@sedalia200.org

**Elementary Schools:** 6

**Middle Schools:** 1

**Phone:** (660)829-6450

**Accreditation:** Accredited

**Junior High Schools:** 1

**High Schools:** 1

**Comprehensive Schools:** 0

**Targeted Schools:** 3

#### Report Card Overview

State and federal law require the development of report cards at the state, local education agency (LEA), and building level. The implementation of changes required by federal law will take place with the release of the 2018 Report Card.

Specific items of interest, including indicators used to identify comprehensive and targeted schools, for federal accountability are located:

[\(4\) Student Success/School Quality \(Attendance\)](#)

[\(5\) 4-Year Adjusted Cohort Graduation Rate](#)

[\(20\) ELA/Math/Science number assessed and percentage in each proficiency level](#)

[\(25\) How Do Student Groups Perform?](#)

[\(27\) Number and Percentage of English Learners \(EL\) attaining EL proficiency](#)

[\(28\) List of Schools identified in Comprehensive and Targeted status](#)

[ESSA Accountability Plan](#)

[Link to All Report Card Definitions](#)

#### (1) Accreditation Status

	2019
SEDALIA 200	Accredited

[Definition](#)

#### (2) Preschool Enrollment

	2019
Missouri	36,351
SEDALIA 200	172

[Definition](#)

#### (3) K-12 Enrollment

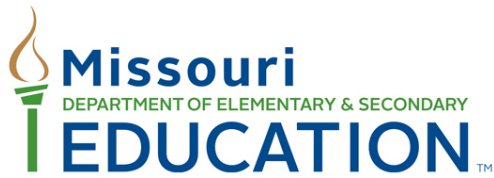
(Data as of  
11/22/2019)

	2019
Missouri	
Total	881,277
American Indian/Alaska Native	0.4%
Asian	2.1%

\* - Indicates data has been suppressed due to small cell size.

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Black	15.7%
Hawaiian/Pacific Islander	0.3%
Hispanic	6.7%
Multi-Race	4.3%
White	70.7%
Female	48.6%
Male	51.4%
Free or Reduced Lunch	50.0%
Limited English Proficient	3.9%
Special Education	13.5%
Homeless	2.4%
Migrant	0.1%
Gifted	4.3%
Foster	0.6%
Military	1.4%
<b>SEDALIA 200</b>	<b>2019</b>
Total	4,886
American Indian/Alaska Native	0.6%
Asian	0.8%
Black	4.1%
Hawaiian/Pacific Islander	0.3%
Hispanic	17.7%
Multi-Race	7.0%
White	69.5%
Female	46.9%
Male	53.1%
Free or Reduced Lunch	63.5%
Limited English Proficient	8.0%
Special Education	13.0%
Homeless	11.0%
Migrant	0.2%

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Gifted	2.8%
Foster	0.9%
Military	2.2%

### Definition

#### (4) Proportional Attendance Rate

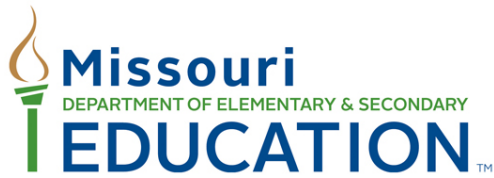
(Data as of 11/20/2019)

<b>Missouri</b>	<b>2019</b>
All Students	87.3%
American Indian/Alaska Native	83.1%
Asian	93.3%
Black	78.1%
Hawaiian/Pacific Islander	80.9%
Hispanic	86.2%
Multi-Race	85.0%
White	89.4%
Female	87.3%
Male	87.2%
Free or Reduced Lunch	81.5%
Limited English Proficient	88.5%
Special Education	81.5%
Homeless	65.9%
Migrant	87.3%
Gifted	94.4%
Foster	82.5%
Military	91.7%
<b>SEDALIA 200</b>	<b>2019</b>
All Students	90.6%
American Indian/Alaska Native	82.2%
Asian	94.7%
Black	79.8%
Hawaiian/Pacific Islander	74.4%
Hispanic	92.0%

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Multi-Race	91.1%
White	90.9%
Female	90.6%
Male	90.6%
Free or Reduced Lunch	87.7%
Limited English Proficient	92.7%
Special Education	87.3%
Homeless	80.9%
Migrant	88.2%
Gifted	96.8%
Foster	86.6%
Military	93.7%

#### Definition

Attendance targets use the individual student's attendance rate and set the expectation that 90% of the students are in attendance 90% of the time per federal guidelines. This rate will not be reflected the same on the APR for district/charter Proportional attendance.

#### (5) Students Eligible for Free or Reduced-Price Lunch

<b>Missouri</b>	<b>2019</b>
Percent	50.0%
Number	431,653
<b>SEDALIA 200</b>	<b>2019</b>
Percent	63.5%
Number	3,024

#### Definition

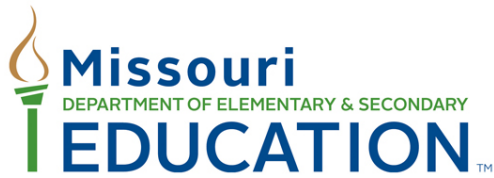
#### (6) Four- Year Graduation Rate

(Data as of  
11/22/2019)

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Missouri	2019
All Students	89.58%
American Indian/Alaska Native	85.62%
Asian	93.15%
Black	80.55%
Hawaiian/Pacific Islander	83.54%
Hispanic	86.22%
Multi-Race	88.58%
White	91.81%
Female	91.78%
Male	87.46%
Free or Reduced Lunch	82.50%
Limited English Proficient	72.70%
Special Education	76.46%
Homeless	75.95%
Migrant	94.44%
Gifted	98.81%
Foster	69.95%
Military	93.66%
SEDALIA 200	2019
All Students	94.41%
American Indian/Alaska Native	100.00%
Asian	*
Black	94.12%
Hawaiian/Pacific Islander	100.00%
Hispanic	98.44%
Multi-Race	100.00%
White	93.08%
Female	96.13%
Male	92.66%
Free or Reduced Lunch	93.64%
Limited English Proficient	100.00%
Special Education	88.24%

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Homeless	92.21%
Migrant	
Gifted	100.00%
Foster	100.00%
Military	83.33%

### Definition

\* - Indicates the percent was 25 percent or below and has been suppressed from this report.

### (6) Five- Year Graduation Rate

(Data as of  
11/22/2019)

Missouri	2019
All Students	90.86%
American Indian/Alaska Native	88.85%
Asian	93.15%
Black	82.53%
Hawaiian/Pacific Islander	87.26%
Hispanic	87.63%
Multi-Race	90.82%
White	92.85%
Female	92.73%
Male	89.09%
Free or Reduced Lunch	84.70%
Limited English Proficient	77.00%
Special Education	79.97%
Homeless	80.96%
Migrant	92.31%
Gifted	99.22%
Foster	75.00%
Military	94.29%
SEDALIA 200	2019
All Students	96.03%
American Indian/Alaska Native	100.00%
Asian	*

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### (6) Five- Year Graduation Rate

(Data as of  
11/22/2019)

Black	100.00%
Hawaiian/Pacific Islander	*
Hispanic	98.04%
Multi-Race	94.74%
White	95.64%
Female	97.92%
Male	94.09%
Free or Reduced Lunch	94.34%
Limited English Proficient	91.67%
Special Education	82.61%
Homeless	92.21%
Migrant	
Gifted	100.00%
Foster	93.33%
Military	100.00%

#### Definition

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### (7) Dropout Rate

<b>Missouri</b>	<b>2019</b>
TOTAL	1.9%
American Indian/Alaska Native	2.6%
Asian	0.7%
Black	4.8%
Hawaiian/Pacific Islander	2.4%
Hispanic	2.7%
Multi-Race	2.4%
White	1.3%
<b>SEDALIA 200</b>	<b>2019</b>
TOTAL	0.6%
American Indian/Alaska Native	13.3%
Asian	0.0%
Black	0.0%
Hawaiian/Pacific Islander	0.0%
Hispanic	0.0%
Multi-Race	0.0%
White	0.7%

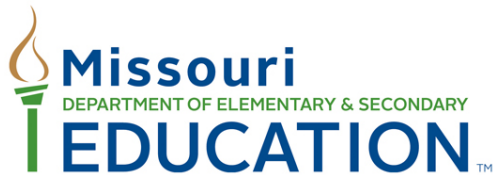
#### Definition

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### (8) Where Our Graduates Go

Missouri	2019
Entering a 4yr. College/University	38.1%
Entering a 2yr. College	26.0%
Entering a Postsecondary (Technical) Institution	2.5%
Entering Employment	23.6%
Entering Military	2.9%
SEDALIA 200	2019
Entering a 4yr. College/University	22.9%
Entering a 2yr. College	36.4%
Entering a Postsecondary (Technical) Institution	3.2%
Entering Employment	29.3%
Entering Military	5.3%

Definition

### (9) Placement Rates for Career-Technical Education Students

Missouri	2019
All Students	75.9%
SEDALIA 200	2019
All Students	89.9%

Definition

### (10) Staffing Ratios

Missouri	2019
Students to classroom teachers	17
Students to administrators	178
SEDALIA 200	2019
Students to classroom teachers	18
Students to administrators	253

Definition

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**(11) Years of Experience of Professional Staff**

<b>Missouri</b>	<b>2019</b>
All Staff	12.5
<b>SEDALIA 200</b>	<b>2019</b>
All Staff	11.2

**Definition**

**(12) Disproportionate Rates of Access to Educators**

(Data as of 11/4/2019)

<b>TEACHERS</b>	<b>2019</b>	
<b>MISSOURI</b>	<b>Title I</b>	<b>Non-Title I</b>
Inexperienced Teachers	6.5%	4.5%
Out-of-Field Teachers	9.1%	10.8%
Ineffective Teachers	0.7%	0.4%
<b>SEDALIA 200</b>	<b>Title I (5)</b>	<b>Non-Title I (4)</b>
Inexperienced Teachers	3.6%	5.5%
Out-of-Field Teachers	0.9%	5.2%
Ineffective Teachers	0.0%	0.0%
<b>PRINCIPALS</b>	<b>2019</b>	
<b>MISSOURI</b>	<b>Title I</b>	<b>Non-Title I</b>
Inexperienced Principals	13.9%	9.6%
Out-of-Field Principals	9.1%	6.2%
<b>SEDALIA 200</b>	<b>Title I (5)</b>	<b>Non-Title I (4)</b>
Inexperienced Principals	0.0%	0.0%
Out-of-Field Principals	0.0%	0.0%

**Definition**

N/A denotes data not applicable

**(13) Professional Staff with Advanced Degrees**

<b>Missouri</b>	<b>2019</b>
All Staff	61.8
<b>SEDALIA 200</b>	<b>2019</b>

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All Staff	47.7
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Definition

### (14) Average Teacher Salaries

<b>Missouri</b>	<b>2019</b>
Average Regular Term Salary	\$50,018
Average Total Salary	\$51,219
<b>SEDALIA 200</b>	<b>2019</b>
Average Regular Term Salary	\$42,490
Average Total Salary	\$43,813

Definition

### (15) Average Administrator Salaries

<b>Missouri</b>	<b>2019</b>
All Administrators	\$93,996
<b>SEDALIA 200</b>	<b>2019</b>
All Administrators	\$92,663

Definition

### (16) Current Expenditures per Pupil - District Level

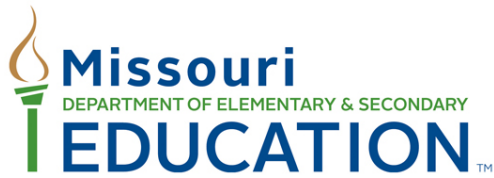
(Data as of 12/9/2019)

<b>Missouri</b>	<b>2019</b>
A. Membership *	876,314.71
District Level Per-Pupil Expenditures	
B. Federal	\$644
C. State/Local	\$10,605
D. District Level Per-Pupil Total (Sum of B+C)	\$11,249
<b>SEDALIA 200 (080125)</b>	<b>2019</b>
A. Membership *	4,813.68
District Level Per-Pupil Expenditures	
B. Federal	\$545
C. State/Local	\$8,304

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D. District Level Per-Pupil Total (Sum of B+C)	\$8,849
(Excluded expenditures include capital outlay, debt service, community services, non-instruction/support, adult education, and Title I expenditures. Impact aid is considered local expenditures.)	

#### Definition

#### (17) Adjusted Tax Rate of the District

<b>MISSOURI</b>	<b>2019</b>
Incidental	\$3.4379
Teachers	\$0.1306
Debt Service	\$0.4864
Capital Projects	\$0.0896
<b>SEDALIA 200</b>	<b>2019</b>
Incidental	\$3.3013
Teachers	\$0.0000
Debt Service	\$0.0000
Capital Projects	\$0.7000

#### Definition

#### (18) Assessed Valuation of the District

	<b>2019</b>
<b>MISSOURI</b>	\$102,077,663,918
	<b>2019</b>
<b>SEDALIA 200</b>	\$351,638,803

#### Definition

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#### (19) Sources of Revenue

<b>MISSOURI</b>	<b>2019</b>
Local	47.08
State	43.00
Federal	9.93
<b>SEDALIA 200</b>	<b>2019</b>
Local	43.25
State	45.84
Federal	10.91

Definition

#### (20) Missouri Assessment Program (MAP) Results

(Data as of 11/20/2019)

Assessment results for 2017, 2018 and 2019 in the content areas of English Language Arts, Mathematics and Science for grades 3-8 and End-of-Course (EOC) assessments in English II (E2) and Algebra I (A1) are not comparable to prior year data. The assessments have been aligned to the new standards.

Missouri										
Content Area	Grade	Year	Students who must test (Accountable)	MAP-A	MAP-A %	Level Not Determined	Below Basic	Basic	Proficient	Advanced
Eng. Language Arts	03	2019	67,041	571	0.9	0.2	23.4	27.9	27.7	21.0
Eng. Language Arts	04	2019	68,735	580	0.8	0.2	12.2	38.5	28.2	21.1
Eng. Language Arts	05	2019	70,451	592	0.8	0.2	12.3	40.5	25.5	21.6
Eng. Language Arts	06	2019	70,771	623	0.9	0.2	15.5	38.5	25.6	20.3
Eng. Language Arts	07	2019	68,774	620	0.9	0.2	16.8	39.6	19.3	24.3
Eng. Language Arts	08	2019	67,592	588	0.9	0.3	14.8	37.9	28.8	18.5
Eng. Language Arts	HS MAPA	2019	689	689	100.0	1.5	43.0	35.1	14.9	7.1
Eng. Language Arts	E1	2019	11,223	0	0.0	0.0	11.0	29.0	40.7	19.3
Eng. Language Arts	E2	2019	64,377	0	0.0	1.1	12.3	28.7	48.1	10.9
Mathematics	03	2019	67,075	570	0.8	0.1	25.0	29.1	24.2	21.8
Mathematics	04	2019	68,766	579	0.8	0.1	27.6	25.6	25.0	21.8
Mathematics	05	2019	70,496	592	0.8	0.1	25.9	33.9	23.4	16.9

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Missouri										
Content Area	Grade	Year	Students who must test (Accountable)	MAP-A	MAP-A %	Level Not Determined	Below Basic	Basic	Proficient	Advanced
Mathematics	06	2019	70,774	624	0.9	0.1	27.0	30.5	21.8	20.7
Mathematics+	07	2019	67,930	620	0.9	0.1	27.4	34.6	21.7	16.3
Mathematics+	08	2019	56,093	588	1.0	0.2	33.2	37.7	20.4	8.6
Mathematics	HS MAPA	2019	688	688	100.0	1.9	61.5	29.8	6.5	2.2
Mathematics	A1	2019	65,178	0	0.0	1.5	24.2	30.5	23.2	22.1
Mathematics	A2	2019	16,574	0	0.0	2.7	14.1	36.0	32.3	17.7
Mathematics	GE	2019	3,689	0	0.0	0.0	13.7	40.1	31.1	15.1
Science	05	2019	70,478	580	0.8	0.1	26.5	31.0	29.1	13.4
Science	08	2019	67,559	579	0.9	0.2	20.8	35.6	25.8	17.9
Science	HS MAPA	2019	662	662	100.0	2.0	53.9	29.6	12.6	3.9
Science	B1	2019	63,444	0	0.0	1.1	17.4	43.5	24.3	14.9
Science	PS	2019	2,363	0	0.0	0.0	19.4	43.7	27.8	9.2
<b>SEDALIA 200</b>										
Content Area	Grade	Year	Students who must test (Accountable)	MAP-A	MAP-A %	Level Not Determined	Below Basic	Basic	Proficient	Advanced
Eng. Language Arts	03	2019	396	1	0.3	0.0	17.9	27.5	32.3	22.2
Eng. Language Arts	04	2019	383	1	0.3	0.5	6.0	35.4	35.7	22.8
Eng. Language Arts	05	2019	383	1	0.3	0.5	9.2	40.4	26.3	24.2
Eng. Language Arts	06	2019	406	3	0.7	1.2	19.0	40.9	24.2	16.0
Eng. Language Arts	07	2019	374	2	0.5	1.3	16.8	46.9	14.9	21.4
Eng. Language Arts	08	2019	371	2	0.5	0.8	17.9	36.4	28.0	17.7
Eng. Language Arts	E2	2019	312	0	0.0	0.0	11.2	27.2	52.6	9.0
Mathematics	03	2019	396	1	0.3	0.0	21.0	25.5	31.8	21.7
Mathematics	04	2019	383	1	0.3	0.0	20.4	18.5	26.6	34.5
Mathematics	05	2019	383	1	0.3	0.0	14.6	30.3	27.2	27.9
Mathematics	06	2019	408	3	0.7	0.0	25.5	26.0	22.1	26.5

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SEDALIA 200										
Content Area	Grade	Year	Students who must test (Accountable)	MAP-A	MAP-A %	Level Not Determined	Below Basic	Basic	Proficient	Advanced
Mathematics+	07	2019	375	2	0.5	0.3	26.2	35.0	19.3	19.5
Mathematics+	08	2019	279	2	0.7	0.0	35.8	46.6	16.1	1.4
Mathematics	A1	2019	387	0	0.0	0.0	28.7	30.8	21.2	19.4
Mathematics	A2	2019	93	0	0.0	1.1	7.6	9.8	40.2	42.4
Mathematics	GE	2019	15	0	0.0	0.0	26.7	66.7	*	*
Science	05	2019	383	1	0.3	0.0	13.6	29.8	36.3	20.4
Science	08	2019	371	2	0.5	0.0	18.6	35.9	28.6	17.0
Science	B1	2019	365	0	0.0	0.3	20.9	46.2	21.2	11.8

#### Definition

+ Scores of 7th and 8th grade students who took the Algebra 1 End-of-Course assessment are not included in these results.

#### (21) ACT Results

(Data as of 11/20/2019)

<b>MISSOURI</b>	<b>2019</b>
Percent of Graduates Taking the ACT	76.69
Composite ACT Score	20.60
<b>SEDALIA 200</b>	<b>2019</b>
Percent of Graduates Taking the ACT	68.12
Composite ACT Score	20.30

#### Definition

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### (22) Disciplinary Actions

Missouri	2019
Suspensions of 10 or More Consecutive Days (number   rate)	10,673   1.2
Expulsions (number   rate)	26   0.0
SEDALIA 200	2019
Suspensions of 10 or More Consecutive Days (number   rate)	63   1.3
Expulsions (number   rate)	0   0.0

[Definition](#)

### (25) How Do Student Groups Perform?

(Data as of 11/20/2019)

	2019		
	LND	Pct. Prof/Adv	Growth
<b>English Language Arts</b>			
All Students	0.2%	50.60%	49.5 / S
Asian/Pacific Islander	*	*	49.5 / S
Black (not Hispanic)	0.0%	38.50%	49.5 / S
Hispanic	1.0%	34.80%	49.5 / S
American Indian/Alaska Native	*	*	49.5 / S
Multi-Racial	0.0%	44.00%	49.5 / S
White (not Hispanic)	0.1%	56.60%	49.5 / S
Free-Reduced Lunch	0.3%	39.70%	49.5 / S
Limited English Proficient	1.4%	33.30%	49.5 / S
Special Education	0.3%	14.80%	49.5 / S
Homeless	0.9%	30.80%	49.5 / S
Migrant	*	*	49.5 / S

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

*Report as of: 12/12/2019*



## District Report Card

SEDALIA 200 (080125)

[Missouri School Improvement Program - Annual Performance Report](#)

	2019		
	LND	Pct. Prof/Adv	Growth
Gifted	0.0%	98.90%	49.5 / S
Foster Care	*	*	49.5 / S
Military	0.0%	64.70%	49.5 / S
<b>Mathematics</b>			
All Students	0.1%	48.90%	49.5 / S
Asian/Pacific Islander	0.0%	38.70%	49.5 / S
Black (not Hispanic)	0.0%	37.30%	49.5 / S
Hispanic	0.2%	33.10%	49.5 / S
American Indian/Alaska Native	*	*	49.5 / S
Multi-Racial	0.5%	42.30%	49.5 / S
White (not Hispanic)	0.0%	54.90%	49.5 / S
Free-Reduced Lunch	0.1%	39.10%	49.5 / S
Limited English Proficient	0.0%	35.60%	49.5 / S
Special Education	0.3%	13.80%	49.5 / S
Homeless	0.0%	29.40%	49.5 / S
Migrant	*	*	49.5 / S
Gifted	0.0%	100.00%	49.5 / S
Foster Care	*	*	49.5 / S
Military	0.0%	66.70%	49.5 / S
<b>Science</b>			
All Students	0.1%	46.20%	49.5 / S
Asian/Pacific Islander	*	*	49.5 / S
Black (not Hispanic)	0.0%	23.70%	49.5 / S
Hispanic	0.0%	32.80%	49.5 / S
American Indian/Alaska Native	*	*	49.5 / S
Multi-Racial	0.0%	31.50%	49.5 / S

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

Report as of: 12/12/2019

## District Report Card

SEDALIA 200 (080125)

Missouri School Improvement Program - Annual Performance Report

	2019		
	LND	Pct. Prof/Adv	Growth
White (not Hispanic)	0.1%	52.60%	49.5 / S
Free-Reduced Lunch	0.0%	35.40%	49.5 / S
Limited English Proficient	0.0%	31.00%	49.5 / S
Special Education	0.0%	9.70%	49.5 / S
Homeless	0.0%	36.70%	49.5 / S
Migrant	*	*	49.5 / S
Gifted	0.0%	100.00%	49.5 / S
Foster Care	*	*	49.5 / S
Military	*	*	49.5 / S
<b>Social Studies</b>			
All Students	0.6%	0.00%	49.5 / S
Asian/Pacific Islander	*	*	49.5 / S
Black (not Hispanic)	*	*	49.5 / S
Hispanic	1.8%	0.00%	49.5 / S
American Indian/Alaska Native	*	*	49.5 / S
Multi-Racial	*	*	49.5 / S
White (not Hispanic)	0.4%	0.00%	49.5 / S
Free-Reduced Lunch	1.1%	0.00%	49.5 / S
Limited English Proficient	*	*	49.5 / S
Special Education	*	*	49.5 / S
Homeless	0.0%	0.00%	49.5 / S
Migrant	*	*	49.5 / S
Gifted	*	*	49.5 / S
Foster Care	*	*	49.5 / S
Military	*	*	49.5 / S

### Definition

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

Report as of: 12/12/2019



## District Report Card

SEDALIA 200 (080125)

Missouri School Improvement Program - Annual Performance Report

(26) Students in Gifted Education Program	(Data as of 11/22/2019)
<b>Missouri</b>	<b>2019</b>
Percent	4.3%
Number	37,473
<b>SEDALIA 200</b>	<b>2019</b>
Percent	2.8%
Number	138

Definition

### (27) English Learner Proficiency Status

(Data as of 11/22/2019)

SEDALIA 200	2017	2018	2019
Number of English Learners	309	318	291
Number Becoming Proficient	77	112	97
Percent Becoming Proficient	24.9	35.2	33.3

Definition

### (28) Comprehensive and Targeted Status

Sedalia 200	2019
Sedalia Middle School	Targeted
Smith Cotton Junior High Schl	Targeted
Smith-Cotton High School	Targeted

### (29) CRDC Information

[Link to CRDC report](#)

Definition

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

Report as of: 12/12/2019

**Missouri School Improvement Program - Annual Performance Report**

**Address:** 2255 S Ingram, Sedalia, MO 65301-5918

**Email:** shermanj@sedalia200.org

**Grade Span:** PK - PK

**Phone:** (660)827-8955

**Title I School:** N

**Federal Accountability Status:** Not identified

**Report Card Overview**

State and federal law require the development of report cards at the state, local education agency (LEA), and building level. The implementation of changes required by federal law will take place with the release of the 2018 Report Card.

Specific items of interest, including indicators used to identify comprehensive and targeted schools, for federal accountability are located:

[\(3\) Student Success/School Quality \(Attendance\)](#)

[\(5\) 4-Year Adjusted Cohort Graduation Rate](#)

[\(16\) ELA/Math/Science number assessed and percentage in each proficiency level](#)

[\(19\) How Do Student Groups Perform?](#)

[\(21\) Number and Percentage of English Learners \(EL\) attaining EL proficiency](#)

[ESSA Accountability Plan](#)

[Link to All Report Card Definitions](#)

**(1) Preschool Enrollment**

	<b>2019</b>
<b>EARLY CHILDHOOD CTR.</b>	172

**Definition**

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

**Missouri School Improvement Program - Annual Performance Report**

**(2) K-12 Enrollment**

(Data as of  
11/22/2019)

<b>EARLY CHILDHOOD CTR.</b>	<b>2019</b>
Total	*
American Indian/Alaska Native	*
Asian	*
Black	*
Hawaiian/Pacific Islander	*
Hispanic	*
Multi-Race	*
White	*
Female	*
Male	*
Free or Reduced Lunch	*
Limited English Proficient	*
Special Education	*
Homeless	0.0%
Migrant	*
Gifted	*
Foster	*
Military	*

**Definition**

\* - Indicates data has been suppressed due to small cell size.  
Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

**Missouri School Improvement Program - Annual Performance Report**

**(3) Proportional Attendance Rate**

(Data as of 11/20/2019)

<b>EARLY CHILDHOOD CTR.</b>	<b>2019</b>
All Students	*
American Indian/Alaska Native	*
Asian	*
Black	*
Hawaiian/Pacific Islander	*
Hispanic	*
Multi-Race	*
White	*
Female	*
Male	*
Free or Reduced Lunch	*
Limited English Proficient	*
Special Education	*

**Definition**

Attendance targets use the individual student's attendance rate and set the expectation that 90% of the students are in attendance 90% of the time per federal guidelines. This rate will not be reflected the same on the APR for district/charter Proportional attendance.

**(4) Students Eligible for Free or Reduced-Price Lunch**

<b>EARLY CHILDHOOD CTR.</b>	<b>2019</b>
Percent	0.0%
Number	0

**Definition**

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

*Report as of: 12/12/2019*

Missouri School Improvement Program - Annual Performance Report

**(5) Four-Year Graduation Rate**

(Data as of  
11/22/2019)

<b>EARLY CHILDHOOD CTR.</b>	<b>2019</b>
All Students	
American Indian/Alaska Native	
Asian	
Black	
Hawaiian/Pacific Islander	
Hispanic	
Multi-Race	
White	
Female	
Male	
Free or Reduced Lunch	
Limited English Proficient	
Special Education	
Homeless	
Migrant	
Gifted	
Foster	
Military	

**Definition**

\* - Indicates the percent was 25 percent or below and has been suppressed from this report.

Missouri School Improvement Program - Annual Performance Report

**(5) Five-Year Graduation Rate**

(Data as of  
11/22/2019)

<b>EARLY CHILDHOOD CTR.</b>	<b>2019</b>
All Students	
American Indian/Alaska Native	
Asian	
Black	
Hawaiian/Pacific Islander	
Hispanic	
Multi-Race	
White	
Female	
Male	
Free or Reduced Lunch	
Limited English Proficient	
Special Education	
Homeless	
Migrant	
Gifted	
Foster	
Military	

**Definition**

\* - Indicates the percent was 25 percent or below and has been suppressed from this report.



**Missouri School Improvement Program - Annual Performance Report**

**(6) Dropout Rate**

<b>EARLY CHILDHOOD CTR.</b>	<b>2019</b>
TOTAL	0.0%
American Indian/Alaska Native	0.0%
Asian	0.0%
Black	0.0%
Hawaiian/Pacific Islander	0.0%
Hispanic	0.0%
Multi-Race	0.0%
White	0.0%

**Definition**

**(7) Where Our Graduates Go**

<b>SEDALIA 200 - EARLY CHILDHOOD CTR.</b>	<b>2019</b>
Entering a 4yr. College/University	0.0%
Entering a 2yr. College	0.0%
Entering a Postsecondary (Technical) Institution	0.0%
Entering Employment	0.0%
Entering Military	0.0%

**Definition**

**(8) Placement Rates for Career-Technical Education Students**

<b>EARLY CHILDHOOD CTR.</b>	<b>2019</b>
All Students	%

**Definition**

**(9) Staffing Ratios**

<b>EARLY CHILDHOOD CTR.</b>	<b>2019</b>
Students to classroom teachers	0
Students to administrators	0

**Definition**

Missouri School Improvement Program - Annual Performance Report

**(10) Years of Experience of Professional Staff**

<b>EARLY CHILDHOOD CTR.</b>	<b>2019</b>
All Staff	12.5

Definition

**(11) Disproportionate Rates of Access to Educators**

(Data as of 11/4/2019)

SEDALIA 200 (080125)	2019			
	Title I		Non-Title I	
	High > 75% Minority	High > 75% Poverty	Low < 25% Minority	Low < 25% Poverty
<b>TEACHERS</b>				
Inexperienced Teachers	N/A	N/A	0.0%	N/A
Out-of-Field Teachers	N/A	N/A	0.0%	N/A
Ineffective Teachers	N/A	N/A	0.0%	N/A
<b>PRINCIPALS</b>				
Inexperienced Principals	N/A	N/A	N/A	N/A
Out-of-Field Principals	N/A	N/A	N/A	N/A

Definition

N/A denotes data not applicable

**(12) Professional Staff with Advanced Degrees**

<b>EARLY CHILDHOOD CTR.</b>	<b>2019</b>
All Staff	40.9

Definition

**(13) Average Teacher Salaries**

<b>EARLY CHILDHOOD CTR.</b>	<b>2019</b>
Average Regular Term Salary	\$41,402
Average Total Salary	\$41,402

Definition

**(14) Average Administrator Salaries**

<b>EARLY CHILDHOOD CTR.</b>	<b>2019</b>
All Administrators	\$100,870

Definition

**(15) Current Expenditures per Pupil - Building Level**

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

Report as of: 12/12/2019

**Missouri School Improvement Program - Annual Performance Report**

**Definition**

**(16) Missouri Assessment Program (MAP) Results**

Assessment results for 2017, 2018 and 2019 in the content areas of English Language Arts, Mathematics and Science for grades 3-8 and End-of-Course (EOC) assessments in English II (E2) and Algebra I (A1) are not comparable to prior year data. The assessments have been aligned to the new standards.

**Definition**

+ Scores of 7th and 8th grade students who took the Algebra 1 End-of-Course assessment are not included in these results.

**(17) ACT Results**

**(18) Disciplinary Actions**

<b>EARLY CHILDHOOD CTR.</b>	<b>2019</b>
Suspensions of 10 or More Consecutive Days (number   rate)	0   0.0
Expulsions (number   rate)	0   0.0

**Definition**

**(19) How Do Student Groups Perform?**

(Data as of )


**Definition**

<b>(20) Students in Gifted Education Program</b>	(Data as of 11/22/2019)
<b>SEDALIA 200 - EARLY CHILDHOOD CTR.</b>	<b>2019</b>
Percent	*
Number	*

**Definition**

**(21) English Learner Proficiency Status**

No Data Available

**Definition**

\* - Indicates data has been suppressed due to small cell size.  
Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.



**School Report Card**  
District: **SEDALIA 200 (080125)**  
School: **EARLY CHILDHOOD CTR. (7500)**

**Missouri School Improvement Program - Annual Performance Report**

**(22) CRDC Information**

[Link to CRDC report](#)  
Definition

**Missouri School Improvement Program - Annual Performance Report**

**Address:** 600 S Warren, Sedalia, MO 65301-3957

**Email:** HIERONYMUSB@SEDALIA200.ORG

**Grade Span:** K - 04

**Phone:** (660)826-1058

**Title I School:** Y

**Federal Accountability Status:** Not identified

**Report Card Overview**

State and federal law require the development of report cards at the state, local education agency (LEA), and building level. The implementation of changes required by federal law will take place with the release of the 2018 Report Card.

Specific items of interest, including indicators used to identify comprehensive and targeted schools, for federal accountability are located:

[\(3\) Student Success/School Quality \(Attendance\)](#)

[\(5\) 4-Year Adjusted Cohort Graduation Rate](#)

[\(16\) ELA/Math/Science number assessed and percentage in each proficiency level](#)

[\(19\) How Do Student Groups Perform?](#)

[\(21\) Number and Percentage of English Learners \(EL\) attaining EL proficiency](#)

[ESSA Accountability Plan](#)

[Link to All Report Card Definitions](#)

**(1) Preschool Enrollment**

	2019
<b>HEBER HUNT ELEM.</b>	*

**Definition**

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

*Report as of: 12/12/2019*

Missouri School Improvement Program - Annual Performance Report

**(2) K-12 Enrollment**

(Data as of  
11/22/2019)

<b>HEBER HUNT ELEM.</b>	<b>2019</b>
Total	441
American Indian/Alaska Native	*
Asian	1.1%
Black	10.0%
Hawaiian/Pacific Islander	*
Hispanic	25.4%
Multi-Race	7.3%
White	55.8%
Female	43.3%
Male	56.7%
Free or Reduced Lunch	75.9%
Limited English Proficient	17.5%
Special Education	14.7%
Homeless	12.2%
Migrant	*
Gifted	*
Foster	*
Military	2.3%

**Definition**

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

*Report as of: 12/12/2019*

Missouri School Improvement Program - Annual Performance Report

**(3) Proportional Attendance Rate**

(Data as of 11/20/2019)

<b>HEBER HUNT ELEM.</b>	<b>2019</b>
All Students	91.5%
American Indian/Alaska Native	*
Asian	*
Black	78.6%
Hawaiian/Pacific Islander	*
Hispanic	92.9%
Multi-Race	88.2%
White	93.3%
Female	91.8%
Male	91.3%
Free or Reduced Lunch	89.2%
Limited English Proficient	98.2%
Special Education	91.0%

**Definition**

Attendance targets use the individual student's attendance rate and set the expectation that 90% of the students are in attendance 90% of the time per federal guidelines. This rate will not be reflected the same on the APR for district/charter Proportional attendance.

**(4) Students Eligible for Free or Reduced-Price Lunch**

<b>HEBER HUNT ELEM.</b>	<b>2019</b>
Percent	75.9%
Number	344

**Definition**

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

Missouri School Improvement Program - Annual Performance Report

**(5) Four-Year Graduation Rate**

(Data as of  
11/22/2019)

<b>HEBER HUNT ELEM.</b>	<b>2019</b>
All Students	
American Indian/Alaska Native	
Asian	
Black	
Hawaiian/Pacific Islander	
Hispanic	
Multi-Race	
White	
Female	
Male	
Free or Reduced Lunch	
Limited English Proficient	
Special Education	
Homeless	
Migrant	
Gifted	
Foster	
Military	

**Definition**

\* - Indicates the percent was 25 percent or below and has been suppressed from this report.



Missouri School Improvement Program - Annual Performance Report

**(5) Five-Year Graduation Rate**

(Data as of  
11/22/2019)

<b>HEBER HUNT ELEM.</b>	<b>2019</b>
All Students	
American Indian/Alaska Native	
Asian	
Black	
Hawaiian/Pacific Islander	
Hispanic	
Multi-Race	
White	
Female	
Male	
Free or Reduced Lunch	
Limited English Proficient	
Special Education	
Homeless	
Migrant	
Gifted	
Foster	
Military	

**Definition**

\* - Indicates the percent was 25 percent or below and has been suppressed from this report.

Missouri School Improvement Program - Annual Performance Report

**(6) Dropout Rate**

<b>HEBER HUNT ELEM.</b>	<b>2019</b>
TOTAL	0.0%
American Indian/Alaska Native	0.0%
Asian	0.0%
Black	0.0%
Hawaiian/Pacific Islander	0.0%
Hispanic	0.0%
Multi-Race	0.0%
White	0.0%

**Definition**

**(7) Where Our Graduates Go**

<b>SEDALIA 200 - HEBER HUNT ELEM.</b>	<b>2019</b>
Entering a 4yr. College/University	0.0%
Entering a 2yr. College	0.0%
Entering a Postsecondary (Technical) Institution	0.0%
Entering Employment	0.0%
Entering Military	0.0%

**Definition**

**(8) Placement Rates for Career-Technical Education Students**

<b>HEBER HUNT ELEM.</b>	<b>2019</b>
All Students	%

**Definition**

**(9) Staffing Ratios**

<b>HEBER HUNT ELEM.</b>	<b>2019</b>
Students to classroom teachers	15
Students to administrators	371

**Definition**

Missouri School Improvement Program - Annual Performance Report

**(10) Years of Experience of Professional Staff**

<b>HEBER HUNT ELEM.</b>	<b>2019</b>
All Staff	13.7

Definition

**(11) Disproportionate Rates of Access to Educators**

(Data as of 11/4/2019)

SEDALIA 200 (080125)	2019			
	Title I		Non-Title I	
	High > 75% Minority	High > 75% Poverty	Low < 25% Minority	Low < 25% Poverty
<b>TEACHERS</b>				
Inexperienced Teachers	N/A	2.3%	N/A	N/A
Out-of-Field Teachers	N/A	2.3%	N/A	N/A
Ineffective Teachers	N/A	0.0%	N/A	N/A
<b>PRINCIPALS</b>				
Inexperienced Principals	N/A	0.0%	N/A	N/A
Out-of-Field Principals	N/A	0.0%	N/A	N/A

Definition

N/A denotes data not applicable

**(12) Professional Staff with Advanced Degrees**

<b>HEBER HUNT ELEM.</b>	<b>2019</b>
All Staff	48.8

Definition

**(13) Average Teacher Salaries**

<b>HEBER HUNT ELEM.</b>	<b>2019</b>
Average Regular Term Salary	\$43,174
Average Total Salary	\$43,363

Definition

**(14) Average Administrator Salaries**

<b>HEBER HUNT ELEM.</b>	<b>2019</b>
All Administrators	\$85,598

Definition

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

Report as of: 12/12/2019

Missouri School Improvement Program - Annual Performance Report

**(15) Current Expenditures per Pupil - Building Level**

(Data as of 12/9/2019)

<b>HEBER HUNT ELEM. (4020)</b>	<b>2019</b>
A. Membership *	440.82
<b>Building Level Per-Pupil Expenditures</b>	
B. Federal	\$377
C. State/Local	\$6,449
D. Building Level Per-Pupil Total (Sum of B+C)	\$6,826
<b>Building Share of Central Per-Pupil Expenditures</b>	
E. Federal	\$172
F. State/Local	\$2,325
G. Building Share of Central Per-Pupil Total (Sum of E+F)	\$2,497
H. Total Expenditures Per-Pupil (Sum of D+G)	\$9,323
(Excluded expenditures include capital outlay, debt service, community services, non-instruction/support, adult education, and Title I expenditures. Impact aid is considered local expenditures.)	

**Definition**

**(16) Missouri Assessment Program (MAP) Results**

(Data as of 11/20/2019)

**Assessment results for 2017, 2018 and 2019 in the content areas of English Language Arts, Mathematics and Science for grades 3-8 and End-of-Course (EOC) assessments in English II (E2) and Algebra I (A1) are not comparable to prior year data. The assessments have been aligned to the new standards.**

Content Area	Grade	Year	Students who must test (Accountable)	MAP-A	MAP-A %	LND	Below Basic	Basic	Proficient	Advanced
Eng. Language Arts	03	2019	92	0	0.0	0.0	19.6	30.4	31.5	18.5
Eng. Language Arts	04	2019	85	0	0.0	1.2	4.8	42.9	34.5	17.9
Mathematics	03	2019	92	0	0.0	0.0	23.9	23.9	34.8	17.4
Mathematics	04	2019	84	0	0.0	0.0	22.6	21.4	17.9	38.1

**Definition**

+ Scores of 7th and 8th grade students who took the Algebra 1 End-of-Course assessment are not included in these results.

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

Report as of: 12/12/2019

Missouri School Improvement Program - Annual Performance Report

**(17) ACT Results**

**(18) Disciplinary Actions**

HEBER HUNT ELEM.	2019
Suspensions of 10 or More Consecutive Days (number   rate)	1   0.2
Expulsions (number   rate)	0   0.0

**Definition**

**(19) How Do Student Groups Perform?**

(Data as of 11/20/2019)

	2019		
	LND	Pct. Prof/Adv	Growth
<b>English Language Arts</b>			
All Students	0.0%	52.10%	52.2 / S
Asian/Pacific Islander	*	*	52.2 / S
Black (not Hispanic)	*	*	52.2 / S
Hispanic	0.0%	24.30%	52.2 / S
Multi-Racial	*	*	52.2 / S
White (not Hispanic)	0.0%	60.00%	52.2 / S
Free-Reduced Lunch	0.0%	39.30%	52.2 / S
Limited English Proficient	*	*	52.2 / S
Special Education	0.0%	21.90%	52.2 / S
Homeless	*	*	52.2 / S
Gifted	*	*	52.2 / S
Foster Care	*	*	52.2 / S
Military	*	*	52.2 / S
<b>Mathematics</b>			
All Students	0.0%	55.20%	52.2 / S
Asian/Pacific Islander	*	*	52.2 / S
Black (not Hispanic)	*	*	52.2 / S
Hispanic	0.0%	32.40%	52.2 / S

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

Report as of: 12/12/2019

Missouri School Improvement Program - Annual Performance Report

	2019		
	LND	Pct. Prof/Adv	Growth
Multi-Racial	*	*	52.2 / S
White (not Hispanic)	0.0%	62.10%	52.2 / S
Free-Reduced Lunch	0.0%	40.20%	52.2 / S
Limited English Proficient	*	*	52.2 / S
Special Education	0.0%	21.90%	52.2 / S
Homeless	*	*	52.2 / S
Gifted	*	*	52.2 / S
Foster Care	*	*	52.2 / S
Military	*	*	52.2 / S

**Definition**

<b>(20) Students in Gifted Education Program</b>	(Data as of 11/22/2019)
<b>SEDALIA 200 - HEBER HUNT ELEM.</b>	<b>2019</b>
Percent	*
Number	*

**Definition**

**(21) English Learner Proficiency Status**

(Data as of 11/22/2019)

<b>HEBER HUNT ELEM. (4020)</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Number of English Learners	66	63	64
Number Becoming Proficient	16	32	24
Percent Becoming Proficient	24.2	50.8	37.5

**Definition**

**(22) CRDC Information**

[Link to CRDC report](#)

Definition

**Missouri School Improvement Program - Annual Performance Report**

**Address:** 1100 W 16th, Sedalia, MO 65301-7010

**Email:** PANNIERS@SEDALIA200.ORG

**Grade Span:** K - 04

**Phone:** (660)826-6441

**Title I School:** Y

**Federal Accountability Status:** Not identified

**Report Card Overview**

State and federal law require the development of report cards at the state, local education agency (LEA), and building level. The implementation of changes required by federal law will take place with the release of the 2018 Report Card.

Specific items of interest, including indicators used to identify comprehensive and targeted schools, for federal accountability are located:

[\(3\) Student Success/School Quality \(Attendance\)](#)

[\(5\) 4-Year Adjusted Cohort Graduation Rate](#)

[\(16\) ELA/Math/Science number assessed and percentage in each proficiency level](#)

[\(19\) How Do Student Groups Perform?](#)

[\(21\) Number and Percentage of English Learners \(EL\) attaining EL proficiency](#)

[ESSA Accountability Plan](#)

[Link to All Report Card Definitions](#)

**(1) Preschool Enrollment**

	2019
<b>HORACE MANN ELEM.</b>	*

[Definition](#)

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

**Missouri School Improvement Program - Annual Performance Report**

**(2) K-12 Enrollment**

(Data as of  
11/22/2019)

<b>HORACE MANN ELEM.</b>	<b>2019</b>
Total	261
American Indian/Alaska Native	*
Asian	*
Black	3.1%
Hawaiian/Pacific Islander	*
Hispanic	23.4%
Multi-Race	10.7%
White	60.9%
Female	44.4%
Male	55.6%
Free or Reduced Lunch	72.7%
Limited English Proficient	17.2%
Special Education	15.3%
Homeless	13.0%
Migrant	*
Gifted	2.3%
Foster	*
Military	2.3%

**Definition**

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

*Report as of: 12/12/2019*



**Missouri School Improvement Program - Annual Performance Report**

**(3) Proportional Attendance Rate**

(Data as of 11/20/2019)

<b>HORACE MANN ELEM.</b>	<b>2019</b>
All Students	90.3%
American Indian/Alaska Native	*
Asian	*
Black	60.3%
Hawaiian/Pacific Islander	*
Hispanic	87.5%
Multi-Race	96.7%
White	92.4%
Female	87.8%
Male	92.3%
Free or Reduced Lunch	87.9%
Limited English Proficient	93.0%
Special Education	87.2%

**Definition**

Attendance targets use the individual student's attendance rate and set the expectation that 90% of the students are in attendance 90% of the time per federal guidelines. This rate will not be reflected the same on the APR for district/charter Proportional attendance.

**(4) Students Eligible for Free or Reduced-Price Lunch**

<b>HORACE MANN ELEM.</b>	<b>2019</b>
Percent	72.7%
Number	193

**Definition**

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

Missouri School Improvement Program - Annual Performance Report

**(5) Four-Year Graduation Rate**

(Data as of  
11/22/2019)

<b>HORACE MANN ELEM.</b>	<b>2019</b>
All Students	
American Indian/Alaska Native	
Asian	
Black	
Hawaiian/Pacific Islander	
Hispanic	
Multi-Race	
White	
Female	
Male	
Free or Reduced Lunch	
Limited English Proficient	
Special Education	
Homeless	
Migrant	
Gifted	
Foster	
Military	

**Definition**

\* - Indicates the percent was 25 percent or below and has been suppressed from this report.

Missouri School Improvement Program - Annual Performance Report

**(5) Five-Year Graduation Rate**

(Data as of  
11/22/2019)

<b>HORACE MANN ELEM.</b>	<b>2019</b>
All Students	
American Indian/Alaska Native	
Asian	
Black	
Hawaiian/Pacific Islander	
Hispanic	
Multi-Race	
White	
Female	
Male	
Free or Reduced Lunch	
Limited English Proficient	
Special Education	
Homeless	
Migrant	
Gifted	
Foster	
Military	

**Definition**

\* - Indicates the percent was 25 percent or below and has been suppressed from this report.

Missouri School Improvement Program - Annual Performance Report

**(6) Dropout Rate**

<b>HORACE MANN ELEM.</b>	<b>2019</b>
TOTAL	0.0%
American Indian/Alaska Native	0.0%
Asian	0.0%
Black	0.0%
Hawaiian/Pacific Islander	0.0%
Hispanic	0.0%
Multi-Race	0.0%
White	0.0%

**Definition**

**(7) Where Our Graduates Go**

<b>SEDALIA 200 - HORACE MANN ELEM.</b>	<b>2019</b>
Entering a 4yr. College/University	0.0%
Entering a 2yr. College	0.0%
Entering a Postsecondary (Technical) Institution	0.0%
Entering Employment	0.0%
Entering Military	0.0%

**Definition**

**(8) Placement Rates for Career-Technical Education Students**

<b>HORACE MANN ELEM.</b>	<b>2019</b>
All Students	%

**Definition**

**(9) Staffing Ratios**

<b>HORACE MANN ELEM.</b>	<b>2019</b>
Students to classroom teachers	15
Students to administrators	233

**Definition**

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

Missouri School Improvement Program - Annual Performance Report

**(10) Years of Experience of Professional Staff**

<b>HORACE MANN ELEM.</b>	<b>2019</b>
All Staff	12.9

Definition

**(11) Disproportionate Rates of Access to Educators**

(Data as of 11/4/2019)

SEDALIA 200 (080125)	2019			
	Title I		Non-Title I	
	High > 75% Minority	High > 75% Poverty	Low < 25% Minority	Low < 25% Poverty
<b>TEACHERS</b>				
Inexperienced Teachers	N/A	N/A	N/A	N/A
Out-of-Field Teachers	N/A	N/A	N/A	N/A
Ineffective Teachers	N/A	N/A	N/A	N/A
<b>PRINCIPALS</b>				
Inexperienced Principals	N/A	N/A	N/A	N/A
Out-of-Field Principals	N/A	N/A	N/A	N/A

Definition

N/A denotes data not applicable

**(12) Professional Staff with Advanced Degrees**

<b>HORACE MANN ELEM.</b>	<b>2019</b>
All Staff	34.1

Definition

**(13) Average Teacher Salaries**

<b>HORACE MANN ELEM.</b>	<b>2019</b>
Average Regular Term Salary	\$42,497
Average Total Salary	\$43,078

Definition

**(14) Average Administrator Salaries**

<b>HORACE MANN ELEM.</b>	<b>2019</b>
All Administrators	\$96,683

Definition

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

Report as of: 12/12/2019

Missouri School Improvement Program - Annual Performance Report

**(15) Current Expenditures per Pupil - Building Level**

(Data as of 12/9/2019)

<b>HORACE MANN ELEM. (4040)</b>	<b>2019</b>
A. Membership *	258.83
<b>Building Level Per-Pupil Expenditures</b>	
B. Federal	\$993
C. State/Local	\$6,791
D. Building Level Per-Pupil Total (Sum of B+C)	\$7,784
<b>Building Share of Central Per-Pupil Expenditures</b>	
E. Federal	\$172
F. State/Local	\$2,325
G. Building Share of Central Per-Pupil Total (Sum of E+F)	\$2,497
H. Total Expenditures Per-Pupil (Sum of D+G)	\$10,281
(Excluded expenditures include capital outlay, debt service, community services, non-instruction/support, adult education, and Title I expenditures. Impact aid is considered local expenditures.)	

**Definition**

**(16) Missouri Assessment Program (MAP) Results**

(Data as of 11/20/2019)

**Assessment results for 2017, 2018 and 2019 in the content areas of English Language Arts, Mathematics and Science for grades 3-8 and End-of-Course (EOC) assessments in English II (E2) and Algebra I (A1) are not comparable to prior year data. The assessments have been aligned to the new standards.**

Content Area	Grade	Year	Students who must test (Accountable)	MAP-A	MAP-A %	LND	Below Basic	Basic	Proficient	Advanced
Eng. Language Arts	03	2019	61	0	0.0	0.0	16.4	27.9	32.8	23.0
Eng. Language Arts	04	2019	52	0	0.0	1.9	5.9	54.9	29.4	9.8
Mathematics	03	2019	61	0	0.0	0.0	18.0	24.6	34.4	23.0
Mathematics	04	2019	52	0	0.0	0.0	30.8	25.0	30.8	13.5

**Definition**

+ Scores of 7th and 8th grade students who took the Algebra 1 End-of-Course assessment are not included in these results.

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

Report as of: 12/12/2019

Missouri School Improvement Program - Annual Performance Report

**(17) ACT Results**

**(18) Disciplinary Actions**

<b>HORACE MANN ELEM.</b>	<b>2019</b>
Suspensions of 10 or More Consecutive Days (number   rate)	2   0.8
Expulsions (number   rate)	0   0.0

**Definition**

**(19) How Do Student Groups Perform?**

(Data as of 11/20/2019)

	<b>2019</b>		
	<b>LND</b>	<b>Pct. Prof/Adv</b>	<b>Growth</b>
<b>English Language Arts</b>			
All Students	0.0%	49.10%	50.1 / N
Asian/Pacific Islander	*	*	50.1 / N
Black (not Hispanic)	*	*	50.1 / N
Hispanic	*	*	50.1 / N
American Indian/Alaska Native	*	*	50.1 / N
Multi-Racial	*	*	50.1 / N
White (not Hispanic)	0.0%	59.00%	50.1 / N
Free-Reduced Lunch	0.0%	38.50%	50.1 / N
Limited English Proficient	*	*	50.1 / N
Special Education	*	*	50.1 / N
Homeless	*	*	50.1 / N
Gifted	*	*	50.1 / N
Military	*	*	50.1 / N
<b>Mathematics</b>			
All Students	0.0%	50.90%	50.1 / N
Asian/Pacific Islander	*	*	50.1 / N
Black (not Hispanic)	*	*	50.1 / N
Hispanic	*	*	50.1 / N

\* - Indicates data has been suppressed due to small cell size.  
Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

*Report as of: 12/12/2019*

Missouri School Improvement Program - Annual Performance Report

	2019		
	LND	Pct. Prof/Adv	Growth
American Indian/Alaska Native	*	*	50.1 / N
Multi-Racial	*	*	50.1 / N
White (not Hispanic)	0.0%	63.90%	50.1 / N
Free-Reduced Lunch	0.0%	43.60%	50.1 / N
Limited English Proficient	*	*	50.1 / N
Special Education	*	*	50.1 / N
Homeless	*	*	50.1 / N
Migrant	*	*	50.1 / N
Gifted	*	*	50.1 / N
Military	*	*	50.1 / N

**Definition**

<b>(20) Students in Gifted Education Program</b>	(Data as of 11/22/2019)
<b>SEDALIA 200 - HORACE MANN ELEM.</b>	<b>2019</b>
Percent	2.3%
Number	6

**Definition**

**(21) English Learner Proficiency Status**

(Data as of 11/22/2019)

<b>HORACE MANN ELEM. (4040)</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Number of English Learners	34	31	35
Number Becoming Proficient	14	11	13
Percent Becoming Proficient	41.2	35.5	37.1

**Definition**

**(22) CRDC Information**

[Link to CRDC report](#)

Definition



**Missouri School Improvement Program - Annual Performance Report**

**Address:** 1901 S New York, Sedalia, MO 65301-7806

**Email:** jacksons@sedalia200.org

**Grade Span:** K - 04

**Phone:** (660)826-4947

**Title I School:** Y

**Federal Accountability Status:** Not identified

**Report Card Overview**

State and federal law require the development of report cards at the state, local education agency (LEA), and building level. The implementation of changes required by federal law will take place with the release of the 2018 Report Card.

Specific items of interest, including indicators used to identify comprehensive and targeted schools, for federal accountability are located:

[\(3\) Student Success/School Quality \(Attendance\)](#)

[\(5\) 4-Year Adjusted Cohort Graduation Rate](#)

[\(16\) ELA/Math/Science number assessed and percentage in each proficiency level](#)

[\(19\) How Do Student Groups Perform?](#)

[\(21\) Number and Percentage of English Learners \(EL\) attaining EL proficiency](#)

[ESSA Accountability Plan](#)

[Link to All Report Card Definitions](#)

**(1) Preschool Enrollment**

	2019
<b>PARKVIEW ELEM.</b>	*

**Definition**

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

Missouri School Improvement Program - Annual Performance Report

**(2) K-12 Enrollment**

(Data as of  
11/22/2019)

<b>PARKVIEW ELEM.</b>	<b>2019</b>
Total	492
American Indian/Alaska Native	*
Asian	*
Black	2.2%
Hawaiian/Pacific Islander	*
Hispanic	9.6%
Multi-Race	8.5%
White	78.3%
Female	49.2%
Male	50.8%
Free or Reduced Lunch	67.6%
Limited English Proficient	10.4%
Special Education	11.0%
Homeless	14.0%
Migrant	*
Gifted	*
Foster	1.4%
Military	2.4%

**Definition**

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

*Report as of: 12/12/2019*

Missouri School Improvement Program - Annual Performance Report

**(3) Proportional Attendance Rate**

(Data as of 11/20/2019)

<b>PARKVIEW ELEM.</b>	<b>2019</b>
All Students	89.9%
American Indian/Alaska Native	*
Asian	*
Black	82.9%
Hawaiian/Pacific Islander	*
Hispanic	90.8%
Multi-Race	85.4%
White	91.0%
Female	91.4%
Male	88.3%
Free or Reduced Lunch	86.9%
Limited English Proficient	89.1%
Special Education	79.8%

**Definition**

Attendance targets use the individual student's attendance rate and set the expectation that 90% of the students are in attendance 90% of the time per federal guidelines. This rate will not be reflected the same on the APR for district/charter Proportional attendance.

**(4) Students Eligible for Free or Reduced-Price Lunch**

<b>PARKVIEW ELEM.</b>	<b>2019</b>
Percent	67.6%
Number	322

**Definition**

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

Missouri School Improvement Program - Annual Performance Report

**(5) Four-Year Graduation Rate**

(Data as of  
11/22/2019)

<b>PARKVIEW ELEM.</b>	<b>2019</b>
All Students	
American Indian/Alaska Native	
Asian	
Black	
Hawaiian/Pacific Islander	
Hispanic	
Multi-Race	
White	
Female	
Male	
Free or Reduced Lunch	
Limited English Proficient	
Special Education	
Homeless	
Migrant	
Gifted	
Foster	
Military	

**Definition**

\* - Indicates the percent was 25 percent or below and has been suppressed from this report.

Missouri School Improvement Program - Annual Performance Report

**(5) Five-Year Graduation Rate**

(Data as of  
11/22/2019)

<b>PARKVIEW ELEM.</b>	<b>2019</b>
All Students	
American Indian/Alaska Native	
Asian	
Black	
Hawaiian/Pacific Islander	
Hispanic	
Multi-Race	
White	
Female	
Male	
Free or Reduced Lunch	
Limited English Proficient	
Special Education	
Homeless	
Migrant	
Gifted	
Foster	
Military	

**Definition**

\* - Indicates the percent was 25 percent or below and has been suppressed from this report.

Missouri School Improvement Program - Annual Performance Report

**(6) Dropout Rate**

<b>PARKVIEW ELEM.</b>	<b>2019</b>
TOTAL	0.0%
American Indian/Alaska Native	0.0%
Asian	0.0%
Black	0.0%
Hawaiian/Pacific Islander	0.0%
Hispanic	0.0%
Multi-Race	0.0%
White	0.0%

**Definition**

**(7) Where Our Graduates Go**

<b>SEDALIA 200 - PARKVIEW ELEM.</b>	<b>2019</b>
Entering a 4yr. College/University	0.0%
Entering a 2yr. College	0.0%
Entering a Postsecondary (Technical) Institution	0.0%
Entering Employment	0.0%
Entering Military	0.0%

**Definition**

**(8) Placement Rates for Career-Technical Education Students**

<b>PARKVIEW ELEM.</b>	<b>2019</b>
All Students	%

**Definition**

**(9) Staffing Ratios**

<b>PARKVIEW ELEM.</b>	<b>2019</b>
Students to classroom teachers	17
Students to administrators	403

**Definition**

Missouri School Improvement Program - Annual Performance Report

**(10) Years of Experience of Professional Staff**

<b>PARKVIEW ELEM.</b>	<b>2019</b>
All Staff	9.1

Definition

**(11) Disproportionate Rates of Access to Educators**

(Data as of 11/4/2019)

SEDALIA 200 (080125)	2019			
	Title I		Non-Title I	
	High > 75% Minority	High > 75% Poverty	Low < 25% Minority	Low < 25% Poverty
<b>TEACHERS</b>				
Inexperienced Teachers	N/A	N/A	N/A	N/A
Out-of-Field Teachers	N/A	N/A	N/A	N/A
Ineffective Teachers	N/A	N/A	N/A	N/A
<b>PRINCIPALS</b>				
Inexperienced Principals	N/A	N/A	N/A	N/A
Out-of-Field Principals	N/A	N/A	N/A	N/A

Definition

N/A denotes data not applicable

**(12) Professional Staff with Advanced Degrees**

<b>PARKVIEW ELEM.</b>	<b>2019</b>
All Staff	37.0

Definition

**(13) Average Teacher Salaries**

<b>PARKVIEW ELEM.</b>	<b>2019</b>
Average Regular Term Salary	\$40,439
Average Total Salary	\$40,700

Definition

**(14) Average Administrator Salaries**

<b>PARKVIEW ELEM.</b>	<b>2019</b>
All Administrators	\$81,304

Definition

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

Report as of: 12/12/2019

Missouri School Improvement Program - Annual Performance Report

**(15) Current Expenditures per Pupil - Building Level**

(Data as of 12/9/2019)

<b>PARKVIEW ELEM. (4030)</b>	<b>2019</b>
A. Membership *	491.61
<b>Building Level Per-Pupil Expenditures</b>	
B. Federal	\$236
C. State/Local	\$5,398
D. Building Level Per-Pupil Total (Sum of B+C)	\$5,634
<b>Building Share of Central Per-Pupil Expenditures</b>	
E. Federal	\$172
F. State/Local	\$2,325
G. Building Share of Central Per-Pupil Total (Sum of E+F)	\$2,497
H. Total Expenditures Per-Pupil (Sum of D+G)	\$8,131
(Excluded expenditures include capital outlay, debt service, community services, non-instruction/support, adult education, and Title I expenditures. Impact aid is considered local expenditures.)	

**Definition**

**(16) Missouri Assessment Program (MAP) Results**

(Data as of 11/20/2019)

**Assessment results for 2017, 2018 and 2019 in the content areas of English Language Arts, Mathematics and Science for grades 3-8 and End-of-Course (EOC) assessments in English II (E2) and Algebra I (A1) are not comparable to prior year data. The assessments have been aligned to the new standards.**

Content Area	Grade	Year	Students who must test (Accountable)	MAP-A	MAP-A %	LND	Below Basic	Basic	Proficient	Advanced
Eng. Language Arts	03	2019	89	0	0.0	0.0	10.1	21.4	33.7	34.8
Eng. Language Arts	04	2019	97	1	1.0	0.0	1.0	23.7	40.2	35.1
Mathematics	03	2019	89	0	0.0	0.0	10.1	20.2	34.8	34.8
Mathematics	04	2019	96	1	1.0	0.0	9.4	17.7	26.0	46.9

**Definition**

+ Scores of 7th and 8th grade students who took the Algebra 1 End-of-Course assessment are not included in these results.

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

Report as of: 12/12/2019



Missouri School Improvement Program - Annual Performance Report

**(17) ACT Results**

**(18) Disciplinary Actions**

<b>PARKVIEW ELEM.</b>	<b>2019</b>
Suspensions of 10 or More Consecutive Days (number   rate)	0   0.0
Expulsions (number   rate)	0   0.0

**Definition**

**(19) How Do Student Groups Perform?**

(Data as of 11/20/2019)

	<b>2019</b>		
	<b>LND</b>	<b>Pct. Prof/Adv</b>	<b>Growth</b>
<b>English Language Arts</b>			
All Students	0.0%	72.90%	51.0 / N
Asian/Pacific Islander	*	*	51.0 / N
Black (not Hispanic)	*	*	51.0 / N
Hispanic	*	*	51.0 / N
American Indian/Alaska Native	*	*	51.0 / N
Multi-Racial	*	*	51.0 / N
White (not Hispanic)	0.0%	72.70%	51.0 / N
Free-Reduced Lunch	0.0%	68.60%	51.0 / N
Limited English Proficient	*	*	51.0 / N
Special Education	*	*	51.0 / N
Homeless	*	*	51.0 / N
Gifted	*	*	51.0 / N
Foster Care	*	*	51.0 / N
Military	*	*	51.0 / N
<b>Mathematics</b>			
All Students	0.0%	71.70%	51.0 / N
Asian/Pacific Islander	*	*	51.0 / N
Black (not Hispanic)	*	*	51.0 / N

\* - Indicates data has been suppressed due to small cell size.  
Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

*Report as of: 12/12/2019*

Missouri School Improvement Program - Annual Performance Report

	2019		
	LND	Pct. Prof/Adv	Growth
Hispanic	*	*	51.0 / N
American Indian/Alaska Native	*	*	51.0 / N
Multi-Racial	*	*	51.0 / N
White (not Hispanic)	0.0%	72.50%	51.0 / N
Free-Reduced Lunch	0.0%	69.20%	51.0 / N
Limited English Proficient	*	*	51.0 / N
Special Education	*	*	51.0 / N
Homeless	*	*	51.0 / N
Gifted	*	*	51.0 / N
Foster Care	*	*	51.0 / N
Military	*	*	51.0 / N

**Definition**

<b>(20) Students in Gifted Education Program</b>	(Data as of 11/22/2019)
<b>SEDALIA 200 - PARKVIEW ELEM.</b>	<b>2019</b>
Percent	*
Number	*

**Definition**

**(21) English Learner Proficiency Status**

(Data as of 11/22/2019)

<b>PARKVIEW ELEM. (4030)</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Number of English Learners	*	36	29
Number Becoming Proficient	*	16	14
Percent Becoming Proficient	31.0	44.4	48.3

**Definition**

**(22) CRDC Information**

[Link to CRDC report](#)

Definition

**Missouri School Improvement Program - Annual Performance Report**

**Address:** 2505 W 32nd St., Sedalia, MO 65301-6703

**Email:** mcfatrckh@sedalia200.org

**Grade Span:** K - 04

**Phone:** (660)826-8087

**Title I School:** Y

**Federal Accountability Status:** Not identified

**Report Card Overview**

State and federal law require the development of report cards at the state, local education agency (LEA), and building level. The implementation of changes required by federal law will take place with the release of the 2018 Report Card.

Specific items of interest, including indicators used to identify comprehensive and targeted schools, for federal accountability are located:

[\(3\) Student Success/School Quality \(Attendance\)](#)

[\(5\) 4-Year Adjusted Cohort Graduation Rate](#)

[\(16\) ELA/Math/Science number assessed and percentage in each proficiency level](#)

[\(19\) How Do Student Groups Perform?](#)

[\(21\) Number and Percentage of English Learners \(EL\) attaining EL proficiency](#)

[ESSA Accountability Plan](#)

[Link to All Report Card Definitions](#)

**(1) Preschool Enrollment**

	2019
<b>SKYLINE ELEM.</b>	*

[Definition](#)

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

Missouri School Improvement Program - Annual Performance Report

**(2) K-12 Enrollment**

(Data as of  
11/22/2019)

<b>SKYLINE ELEM.</b>	<b>2019</b>
Total	490
American Indian/Alaska Native	*
Asian	1.2%
Black	2.9%
Hawaiian/Pacific Islander	*
Hispanic	8.6%
Multi-Race	6.9%
White	79.6%
Female	44.7%
Male	55.3%
Free or Reduced Lunch	48.6%
Limited English Proficient	7.8%
Special Education	15.5%
Homeless	5.7%
Migrant	*
Gifted	2.2%
Foster	*
Military	4.7%

**Definition**

\* - Indicates data has been suppressed due to small cell size.  
Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

Missouri School Improvement Program - Annual Performance Report

**(3) Proportional Attendance Rate**

(Data as of 11/20/2019)

<b>SKYLINE ELEM.</b>	<b>2019</b>
All Students	94.0%
American Indian/Alaska Native	*
Asian	80.4%
Black	87.0%
Hawaiian/Pacific Islander	*
Hispanic	95.9%
Multi-Race	97.0%
White	94.2%
Female	96.1%
Male	92.3%
Free or Reduced Lunch	91.2%
Limited English Proficient	94.9%
Special Education	87.6%

**Definition**

Attendance targets use the individual student's attendance rate and set the expectation that 90% of the students are in attendance 90% of the time per federal guidelines. This rate will not be reflected the same on the APR for district/charter Proportional attendance.

**(4) Students Eligible for Free or Reduced-Price Lunch**

<b>SKYLINE ELEM.</b>	<b>2019</b>
Percent	48.6%
Number	242

**Definition**

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

Missouri School Improvement Program - Annual Performance Report

**(5) Four-Year Graduation Rate**

(Data as of  
11/22/2019)

<b>SKYLINE ELEM.</b>	<b>2019</b>
All Students	
American Indian/Alaska Native	
Asian	
Black	
Hawaiian/Pacific Islander	
Hispanic	
Multi-Race	
White	
Female	
Male	
Free or Reduced Lunch	
Limited English Proficient	
Special Education	
Homeless	
Migrant	
Gifted	
Foster	
Military	

**Definition**

\* - Indicates the percent was 25 percent or below and has been suppressed from this report.

Missouri School Improvement Program - Annual Performance Report

**(5) Five-Year Graduation Rate**

(Data as of  
11/22/2019)

<b>SKYLINE ELEM.</b>	<b>2019</b>
All Students	
American Indian/Alaska Native	
Asian	
Black	
Hawaiian/Pacific Islander	
Hispanic	
Multi-Race	
White	
Female	
Male	
Free or Reduced Lunch	
Limited English Proficient	
Special Education	
Homeless	
Migrant	
Gifted	
Foster	
Military	

**Definition**

\* - Indicates the percent was 25 percent or below and has been suppressed from this report.

Missouri School Improvement Program - Annual Performance Report

**(6) Dropout Rate**

<b>SKYLINE ELEM.</b>	<b>2019</b>
TOTAL	0.0%
American Indian/Alaska Native	0.0%
Asian	0.0%
Black	0.0%
Hawaiian/Pacific Islander	0.0%
Hispanic	0.0%
Multi-Race	0.0%
White	0.0%

**Definition**

**(7) Where Our Graduates Go**

<b>SEDALIA 200 - SKYLINE ELEM.</b>	<b>2019</b>
Entering a 4yr. College/University	0.0%
Entering a 2yr. College	0.0%
Entering a Postsecondary (Technical) Institution	0.0%
Entering Employment	0.0%
Entering Military	0.0%

**Definition**

**(8) Placement Rates for Career-Technical Education Students**

<b>SKYLINE ELEM.</b>	<b>2019</b>
All Students	%

**Definition**

**(9) Staffing Ratios**

<b>SKYLINE ELEM.</b>	<b>2019</b>
Students to classroom teachers	18
Students to administrators	408

**Definition**

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

Report as of: 12/12/2019



Missouri School Improvement Program - Annual Performance Report

**(10) Years of Experience of Professional Staff**

<b>SKYLINE ELEM.</b>	<b>2019</b>
All Staff	12.3

Definition

**(11) Disproportionate Rates of Access to Educators**

(Data as of 11/4/2019)

SEDALIA 200 (080125)	2019			
	Title I		Non-Title I	
	High > 75% Minority	High > 75% Poverty	Low < 25% Minority	Low < 25% Poverty
<b>TEACHERS</b>				
Inexperienced Teachers	N/A	N/A	N/A	N/A
Out-of-Field Teachers	N/A	N/A	N/A	N/A
Ineffective Teachers	N/A	N/A	N/A	N/A
<b>PRINCIPALS</b>				
Inexperienced Principals	N/A	N/A	N/A	N/A
Out-of-Field Principals	N/A	N/A	N/A	N/A

Definition

N/A denotes data not applicable

**(12) Professional Staff with Advanced Degrees**

<b>SKYLINE ELEM.</b>	<b>2019</b>
All Staff	45.4

Definition

**(13) Average Teacher Salaries**

<b>SKYLINE ELEM.</b>	<b>2019</b>
Average Regular Term Salary	\$42,613
Average Total Salary	\$42,870

Definition

**(14) Average Administrator Salaries**

<b>SKYLINE ELEM.</b>	<b>2019</b>
All Administrators	\$90,210

Definition

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

Report as of: 12/12/2019

Missouri School Improvement Program - Annual Performance Report

**(15) Current Expenditures per Pupil - Building Level**

(Data as of 12/9/2019)

<b>SKYLINE ELEM. (4050)</b>	<b>2019</b>
A. Membership *	488.38
<b>Building Level Per-Pupil Expenditures</b>	
B. Federal	\$324
C. State/Local	\$5,861
D. Building Level Per-Pupil Total (Sum of B+C)	\$6,185
<b>Building Share of Central Per-Pupil Expenditures</b>	
E. Federal	\$172
F. State/Local	\$2,325
G. Building Share of Central Per-Pupil Total (Sum of E+F)	\$2,497
H. Total Expenditures Per-Pupil (Sum of D+G)	\$8,683
(Excluded expenditures include capital outlay, debt service, community services, non-instruction/support, adult education, and Title I expenditures. Impact aid is considered local expenditures.)	

**Definition**

**(16) Missouri Assessment Program (MAP) Results**

(Data as of 11/20/2019)

**Assessment results for 2017, 2018 and 2019 in the content areas of English Language Arts, Mathematics and Science for grades 3-8 and End-of-Course (EOC) assessments in English II (E2) and Algebra I (A1) are not comparable to prior year data. The assessments have been aligned to the new standards.**

Content Area	Grade	Year	Students who must test (Accountable)	MAP-A	MAP-A %	LND	Below Basic	Basic	Proficient	Advanced
Eng. Language Arts	03	2019	104	1	1.0	0.0	17.3	31.7	31.7	19.2
Eng. Language Arts	04	2019	97	0	0.0	0.0	3.1	34.0	37.1	25.8
Mathematics	03	2019	104	1	1.0	0.0	22.1	30.8	27.9	19.2
Mathematics	04	2019	98	0	0.0	0.0	24.5	15.3	26.5	33.7

**Definition**

+ Scores of 7th and 8th grade students who took the Algebra 1 End-of-Course assessment are not included in these results.

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

Report as of: 12/12/2019

Missouri School Improvement Program - Annual Performance Report

**(17) ACT Results**

**(18) Disciplinary Actions**

<b>SKYLINE ELEM.</b>	<b>2019</b>
Suspensions of 10 or More Consecutive Days (number   rate)	0   0.0
Expulsions (number   rate)	0   0.0

**Definition**

**(19) How Do Student Groups Perform?**

(Data as of 11/20/2019)

	<b>2019</b>		
	<b>LND</b>	<b>Pct. Prof/Adv</b>	<b>Growth</b>
<b>English Language Arts</b>			
All Students	0.0%	58.50%	49.2 / N
Asian/Pacific Islander	*	*	49.2 / N
Black (not Hispanic)	*	*	49.2 / N
Hispanic	*	*	49.2 / N
American Indian/Alaska Native	*	*	49.2 / N
Multi-Racial	*	*	49.2 / N
White (not Hispanic)	0.0%	64.30%	49.2 / N
Free-Reduced Lunch	0.0%	44.00%	49.2 / N
Limited English Proficient	*	*	49.2 / N
Special Education	*	*	49.2 / N
Homeless	*	*	49.2 / N
Gifted	*	*	49.2 / N
Military	*	*	49.2 / N
<b>Mathematics</b>			
All Students	0.0%	54.80%	49.2 / N
Asian/Pacific Islander	*	*	49.2 / N
Black (not Hispanic)	*	*	49.2 / N
Hispanic	*	*	49.2 / N

\* - Indicates data has been suppressed due to small cell size.  
Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

*Report as of: 12/12/2019*

Missouri School Improvement Program - Annual Performance Report

	<b>2019</b>		
	<b>LND</b>	<b>Pct. Prof/Adv</b>	<b>Growth</b>
American Indian/Alaska Native	*	*	49.2 / N
Multi-Racial	*	*	49.2 / N
White (not Hispanic)	0.0%	59.20%	49.2 / N
Free-Reduced Lunch	0.0%	41.00%	49.2 / N
Limited English Proficient	*	*	49.2 / N
Special Education	*	*	49.2 / N
Homeless	*	*	49.2 / N
Gifted	*	*	49.2 / N
Military	*	*	49.2 / N

**Definition**

<b>(20) Students in Gifted Education Program</b>	(Data as of 11/22/2019)
<b>SEDALIA 200 - SKYLINE ELEM.</b>	<b>2019</b>
Percent	2.2%
Number	11

**Definition**

**(21) English Learner Proficiency Status**

(Data as of 11/22/2019)

<b>SKYLINE ELEM. (4050)</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Number of English Learners	40	38	29
Number Becoming Proficient	13	20	13
Percent Becoming Proficient	32.5	52.6	44.8

**Definition**

**(22) CRDC Information**

[Link to CRDC report](#)

Definition

**Missouri School Improvement Program - Annual Performance Report**

**Address:** 610 S Engineer, Sedalia, MO 65301-4734

**Email:** volkl@sedalia200.org

**Grade Span:** K - 04

**Phone:** (660)826-2216

**Title I School:** Y

**Federal Accountability Status:** Not identified

**Report Card Overview**

State and federal law require the development of report cards at the state, local education agency (LEA), and building level. The implementation of changes required by federal law will take place with the release of the 2018 Report Card.

Specific items of interest, including indicators used to identify comprehensive and targeted schools, for federal accountability are located:

[\(3\) Student Success/School Quality \(Attendance\)](#)

[\(5\) 4-Year Adjusted Cohort Graduation Rate](#)

[\(16\) ELA/Math/Science number assessed and percentage in each proficiency level](#)

[\(19\) How Do Student Groups Perform?](#)

[\(21\) Number and Percentage of English Learners \(EL\) attaining EL proficiency](#)

[ESSA Accountability Plan](#)

[Link to All Report Card Definitions](#)

**(1) Preschool Enrollment**

	2019
<b>WASHINGTON ELEM.</b>	*

**Definition**

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

Missouri School Improvement Program - Annual Performance Report

**(2) K-12 Enrollment**

(Data as of  
11/22/2019)

<b>WASHINGTON ELEM.</b>	<b>2019</b>
Total	234
American Indian/Alaska Native	*
Asian	*
Black	2.6%
Hawaiian/Pacific Islander	*
Hispanic	27.4%
Multi-Race	9.4%
White	60.7%
Female	45.3%
Male	54.7%
Free or Reduced Lunch	83.7%
Limited English Proficient	19.2%
Special Education	11.1%
Homeless	19.7%
Migrant	*
Gifted	*
Foster	*
Military	*

**Definition**

\* - Indicates data has been suppressed due to small cell size.  
Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

**Missouri School Improvement Program - Annual Performance Report**

**(3) Proportional Attendance Rate**

(Data as of 11/20/2019)

<b>WASHINGTON ELEM.</b>	<b>2019</b>
All Students	92.9%
American Indian/Alaska Native	*
Asian	*
Black	87.8%
Hawaiian/Pacific Islander	*
Hispanic	91.9%
Multi-Race	94.1%
White	93.4%
Female	89.4%
Male	95.8%
Free or Reduced Lunch	91.5%
Limited English Proficient	89.5%
Special Education	91.5%

**Definition**

Attendance targets use the individual student's attendance rate and set the expectation that 90% of the students are in attendance 90% of the time per federal guidelines. This rate will not be reflected the same on the APR for district/charter Proportional attendance.

**(4) Students Eligible for Free or Reduced-Price Lunch**

<b>WASHINGTON ELEM.</b>	<b>2019</b>
Percent	83.7%
Number	206

**Definition**

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

Missouri School Improvement Program - Annual Performance Report

**(5) Four-Year Graduation Rate**

(Data as of  
11/22/2019)

<b>WASHINGTON ELEM.</b>	<b>2019</b>
All Students	
American Indian/Alaska Native	
Asian	
Black	
Hawaiian/Pacific Islander	
Hispanic	
Multi-Race	
White	
Female	
Male	
Free or Reduced Lunch	
Limited English Proficient	
Special Education	
Homeless	
Migrant	
Gifted	
Foster	
Military	

**Definition**

\* - Indicates the percent was 25 percent or below and has been suppressed from this report.



Missouri School Improvement Program - Annual Performance Report

**(5) Five-Year Graduation Rate**

(Data as of  
11/22/2019)

<b>WASHINGTON ELEM.</b>	<b>2019</b>
All Students	
American Indian/Alaska Native	
Asian	
Black	
Hawaiian/Pacific Islander	
Hispanic	
Multi-Race	
White	
Female	
Male	
Free or Reduced Lunch	
Limited English Proficient	
Special Education	
Homeless	
Migrant	
Gifted	
Foster	
Military	

**Definition**

\* - Indicates the percent was 25 percent or below and has been suppressed from this report.

Missouri School Improvement Program - Annual Performance Report

**(6) Dropout Rate**

<b>WASHINGTON ELEM.</b>	<b>2019</b>
TOTAL	0.0%
American Indian/Alaska Native	0.0%
Asian	0.0%
Black	0.0%
Hawaiian/Pacific Islander	0.0%
Hispanic	0.0%
Multi-Race	0.0%
White	0.0%

**Definition**

**(7) Where Our Graduates Go**

<b>SEDALIA 200 - WASHINGTON ELEM.</b>	<b>2019</b>
Entering a 4yr. College/University	0.0%
Entering a 2yr. College	0.0%
Entering a Postsecondary (Technical) Institution	0.0%
Entering Employment	0.0%
Entering Military	0.0%

**Definition**

**(8) Placement Rates for Career-Technical Education Students**

<b>WASHINGTON ELEM.</b>	<b>2019</b>
All Students	%

**Definition**

**(9) Staffing Ratios**

<b>WASHINGTON ELEM.</b>	<b>2019</b>
Students to classroom teachers	15
Students to administrators	213

**Definition**

Missouri School Improvement Program - Annual Performance Report

**(10) Years of Experience of Professional Staff**

<b>WASHINGTON ELEM.</b>	<b>2019</b>
All Staff	10.0

Definition

**(11) Disproportionate Rates of Access to Educators**

(Data as of 11/4/2019)

SEDALIA 200 (080125)	2019			
	Title I		Non-Title I	
	High > 75% Minority	High > 75% Poverty	Low < 25% Minority	Low < 25% Poverty
<b>TEACHERS</b>				
Inexperienced Teachers	N/A	8.0%	N/A	N/A
Out-of-Field Teachers	N/A	0.0%	N/A	N/A
Ineffective Teachers	N/A	0.0%	N/A	N/A
<b>PRINCIPALS</b>				
Inexperienced Principals	N/A	0.0%	N/A	N/A
Out-of-Field Principals	N/A	0.0%	N/A	N/A

Definition

N/A denotes data not applicable

**(12) Professional Staff with Advanced Degrees**

<b>WASHINGTON ELEM.</b>	<b>2019</b>
All Staff	24.4

Definition

**(13) Average Teacher Salaries**

<b>WASHINGTON ELEM.</b>	<b>2019</b>
Average Regular Term Salary	\$39,693
Average Total Salary	\$39,990

Definition

**(14) Average Administrator Salaries**

<b>WASHINGTON ELEM.</b>	<b>2019</b>
All Administrators	\$98,804

Definition

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

Report as of: 12/12/2019

Missouri School Improvement Program - Annual Performance Report

**(15) Current Expenditures per Pupil - Building Level**

(Data as of 12/9/2019)

<b>WASHINGTON ELEM. (5020)</b>	<b>2019</b>
A. Membership *	234.00
<b>Building Level Per-Pupil Expenditures</b>	
B. Federal	\$852
C. State/Local	\$6,644
D. Building Level Per-Pupil Total (Sum of B+C)	\$7,496
<b>Building Share of Central Per-Pupil Expenditures</b>	
E. Federal	\$172
F. State/Local	\$2,325
G. Building Share of Central Per-Pupil Total (Sum of E+F)	\$2,497
H. Total Expenditures Per-Pupil (Sum of D+G)	\$9,993
(Excluded expenditures include capital outlay, debt service, community services, non-instruction/support, adult education, and Title I expenditures. Impact aid is considered local expenditures.)	

**Definition**

**(16) Missouri Assessment Program (MAP) Results**

(Data as of 11/20/2019)

**Assessment results for 2017, 2018 and 2019 in the content areas of English Language Arts, Mathematics and Science for grades 3-8 and End-of-Course (EOC) assessments in English II (E2) and Algebra I (A1) are not comparable to prior year data. The assessments have been aligned to the new standards.**

Content Area	Grade	Year	Students who must test (Accountable)	MAP-A	MAP-A %	LND	Below Basic	Basic	Proficient	Advanced
Eng. Language Arts	03	2019	50	0	0.0	0.0	32.0	24.0	32.0	12.0
Eng. Language Arts	04	2019	52	0	0.0	0.0	23.1	28.9	32.7	15.4
Mathematics	03	2019	50	0	0.0	0.0	36.0	28.0	26.0	10.0
Mathematics	04	2019	53	0	0.0	0.0	18.9	15.1	37.7	28.3

**Definition**

+ Scores of 7th and 8th grade students who took the Algebra 1 End-of-Course assessment are not included in these results.

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

Report as of: 12/12/2019

Missouri School Improvement Program - Annual Performance Report

**(17) ACT Results**

**(18) Disciplinary Actions**

WASHINGTON ELEM.	2019
Suspensions of 10 or More Consecutive Days (number   rate)	0   0.0
Expulsions (number   rate)	0   0.0

**Definition**

**(19) How Do Student Groups Perform?**

(Data as of 11/20/2019)

	2019		
	LND	Pct. Prof/Adv	Growth
<b>English Language Arts</b>			
All Students	0.0%	50.00%	50.0 / N
Black (not Hispanic)	*	*	50.0 / N
Hispanic	*	*	50.0 / N
Multi-Racial	*	*	50.0 / N
White (not Hispanic)	0.0%	54.50%	50.0 / N
Free-Reduced Lunch	0.0%	44.90%	50.0 / N
Limited English Proficient	*	*	50.0 / N
Special Education	*	*	50.0 / N
Homeless	*	*	50.0 / N
Gifted	*	*	50.0 / N
Foster Care	*	*	50.0 / N
<b>Mathematics</b>			
All Students	0.0%	55.80%	50.0 / N
Black (not Hispanic)	*	*	50.0 / N
Hispanic	*	*	50.0 / N
Multi-Racial	*	*	50.0 / N
White (not Hispanic)	0.0%	63.60%	50.0 / N
Free-Reduced Lunch	0.0%	50.70%	50.0 / N

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

*Report as of: 12/12/2019*

Missouri School Improvement Program - Annual Performance Report

	2019		
	LND	Pct. Prof/Adv	Growth
Limited English Proficient	*	*	50.0 / N
Special Education	*	*	50.0 / N
Homeless	*	*	50.0 / N
Gifted	*	*	50.0 / N
Foster Care	*	*	50.0 / N

**Definition**

<b>(20) Students in Gifted Education Program</b>	(Data as of 11/22/2019)
<b>SEDALIA 200 - WASHINGTON ELEM.</b>	<b>2019</b>
Percent	*
Number	*

**Definition**

**(21) English Learner Proficiency Status**

(Data as of 11/22/2019)

<b>WASHINGTON ELEM. (5020)</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Number of English Learners	*	*	30
Number Becoming Proficient	*	*	11
Percent Becoming Proficient	31.8	33.3	36.7

**Definition**

**(22) CRDC Information**

[Link to CRDC report](#)

Definition

**Missouri School Improvement Program - Annual Performance Report**

**Address:** 2205 S Ingram, Sedalia, MO 65301-8119

**Email:** fryj@sedalia200.org

**Grade Span:** 05 - 05

**Phone:** (660)829-6500

**Title I School:** N

**Federal Accountability Status:** Not identified

**Report Card Overview**

State and federal law require the development of report cards at the state, local education agency (LEA), and building level. The implementation of changes required by federal law will take place with the release of the 2018 Report Card.

Specific items of interest, including indicators used to identify comprehensive and targeted schools, for federal accountability are located:

[\(3\) Student Success/School Quality \(Attendance\)](#)

[\(5\) 4-Year Adjusted Cohort Graduation Rate](#)

[\(16\) ELA/Math/Science number assessed and percentage in each proficiency level](#)

[\(19\) How Do Student Groups Perform?](#)

[\(21\) Number and Percentage of English Learners \(EL\) attaining EL proficiency](#)

[ESSA Accountability Plan](#)

[Link to All Report Card Definitions](#)

**(1) Preschool Enrollment**

	2019
<b>SEDALIA MIDDLE SCHOOL</b>	*

[Definition](#)

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

**Missouri School Improvement Program - Annual Performance Report**

**(2) K-12 Enrollment**

(Data as of  
11/22/2019)

<b>SEDALIA MIDDLE SCHOOL</b>	<b>2019</b>
Total	384
American Indian/Alaska Native	*
Asian	*
Black	2.9%
Hawaiian/Pacific Islander	*
Hispanic	18.0%
Multi-Race	8.1%
White	70.3%
Female	49.7%
Male	50.3%
Free or Reduced Lunch	65.6%
Limited English Proficient	7.8%
Special Education	12.0%
Homeless	8.1%
Migrant	*
Gifted	3.9%
Foster	*
Military	1.3%

**Definition**

\* - Indicates data has been suppressed due to small cell size.  
Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.



**Missouri School Improvement Program - Annual Performance Report**

**(3) Proportional Attendance Rate**

(Data as of 11/20/2019)

<b>SEDALIA MIDDLE SCHOOL</b>	<b>2019</b>
All Students	94.7%
American Indian/Alaska Native	*
Asian	*
Black	100.0%
Hawaiian/Pacific Islander	*
Hispanic	96.3%
Multi-Race	95.9%
White	93.9%
Female	94.5%
Male	94.9%
Free or Reduced Lunch	93.2%
Limited English Proficient	99.7%
Special Education	96.3%

**Definition**

Attendance targets use the individual student's attendance rate and set the expectation that 90% of the students are in attendance 90% of the time per federal guidelines. This rate will not be reflected the same on the APR for district/charter Proportional attendance.

**(4) Students Eligible for Free or Reduced-Price Lunch**

<b>SEDALIA MIDDLE SCHOOL</b>	<b>2019</b>
Percent	65.6%
Number	255

**Definition**

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

**Missouri School Improvement Program - Annual Performance Report**

**(5) Four-Year Graduation Rate**

(Data as of  
11/22/2019)

<b>SEDALIA MIDDLE SCHOOL</b>	<b>2019</b>
All Students	
American Indian/Alaska Native	
Asian	
Black	
Hawaiian/Pacific Islander	
Hispanic	
Multi-Race	
White	
Female	
Male	
Free or Reduced Lunch	
Limited English Proficient	
Special Education	
Homeless	
Migrant	
Gifted	
Foster	
Military	

**Definition**

\* - Indicates the percent was 25 percent or below and has been suppressed from this report.

**Missouri School Improvement Program - Annual Performance Report**

**(5) Five-Year Graduation Rate**

(Data as of  
11/22/2019)

<b>SEDALIA MIDDLE SCHOOL</b>	<b>2019</b>
All Students	
American Indian/Alaska Native	
Asian	
Black	
Hawaiian/Pacific Islander	
Hispanic	
Multi-Race	
White	
Female	
Male	
Free or Reduced Lunch	
Limited English Proficient	
Special Education	
Homeless	
Migrant	
Gifted	
Foster	
Military	

**Definition**

\* - Indicates the percent was 25 percent or below and has been suppressed from this report.

Missouri School Improvement Program - Annual Performance Report

**(6) Dropout Rate**

<b>SEDALIA MIDDLE SCHOOL</b>	<b>2019</b>
TOTAL	0.0%
American Indian/Alaska Native	0.0%
Asian	0.0%
Black	0.0%
Hawaiian/Pacific Islander	0.0%
Hispanic	0.0%
Multi-Race	0.0%
White	0.0%

**Definition**

**(7) Where Our Graduates Go**

<b>SEDALIA 200 - SEDALIA MIDDLE SCHOOL</b>	<b>2019</b>
Entering a 4yr. College/University	0.0%
Entering a 2yr. College	0.0%
Entering a Postsecondary (Technical) Institution	0.0%
Entering Employment	0.0%
Entering Military	0.0%

**Definition**

**(8) Placement Rates for Career-Technical Education Students**

<b>SEDALIA MIDDLE SCHOOL</b>	<b>2019</b>
All Students	%

**Definition**

**(9) Staffing Ratios**

<b>SEDALIA MIDDLE SCHOOL</b>	<b>2019</b>
Students to classroom teachers	16
Students to administrators	328

**Definition**

Missouri School Improvement Program - Annual Performance Report

**(10) Years of Experience of Professional Staff**

<b>SEDALIA MIDDLE SCHOOL</b>	<b>2019</b>
All Staff	11.6

Definition

**(11) Disproportionate Rates of Access to Educators**

(Data as of 11/4/2019)

SEDALIA 200 (080125)	2019			
	Title I		Non-Title I	
	High > 75% Minority	High > 75% Poverty	Low < 25% Minority	Low < 25% Poverty
<b>TEACHERS</b>				
Inexperienced Teachers	N/A	N/A	6.1%	N/A
Out-of-Field Teachers	N/A	N/A	9.1%	N/A
Ineffective Teachers	N/A	N/A	0.0%	N/A
<b>PRINCIPALS</b>				
Inexperienced Principals	N/A	N/A	0.0%	N/A
Out-of-Field Principals	N/A	N/A	0.0%	N/A

Definition

N/A denotes data not applicable

**(12) Professional Staff with Advanced Degrees**

<b>SEDALIA MIDDLE SCHOOL</b>	<b>2019</b>
All Staff	53.8

Definition

**(13) Average Teacher Salaries**

<b>SEDALIA MIDDLE SCHOOL</b>	<b>2019</b>
Average Regular Term Salary	\$42,572
Average Total Salary	\$43,812

Definition

**(14) Average Administrator Salaries**

<b>SEDALIA MIDDLE SCHOOL</b>	<b>2019</b>
All Administrators	\$80,038

Definition

Missouri School Improvement Program - Annual Performance Report

**(15) Current Expenditures per Pupil - Building Level**

(Data as of 12/9/2019)

<b>SEDALIA MIDDLE SCHOOL (3000)</b>	<b>2019</b>
A. Membership *	382.15
<b>Building Level Per-Pupil Expenditures</b>	
B. Federal	\$316
C. State/Local	\$6,238
D. Building Level Per-Pupil Total (Sum of B+C)	\$6,554
<b>Building Share of Central Per-Pupil Expenditures</b>	
E. Federal	\$172
F. State/Local	\$2,325
G. Building Share of Central Per-Pupil Total (Sum of E+F)	\$2,497
H. Total Expenditures Per-Pupil (Sum of D+G)	\$9,051
(Excluded expenditures include capital outlay, debt service, community services, non-instruction/support, adult education, and Title I expenditures. Impact aid is considered local expenditures.)	

**Definition**

**(16) Missouri Assessment Program (MAP) Results**

(Data as of 11/20/2019)

Assessment results for 2017, 2018 and 2019 in the content areas of English Language Arts, Mathematics and Science for grades 3-8 and End-of-Course (EOC) assessments in English II (E2) and Algebra I (A1) are not comparable to prior year data. The assessments have been aligned to the new standards.

Content Area	Grade	Year	Students who must test (Accountable)	MAP-A	MAP-A %	LND	Below Basic	Basic	Proficient	Advanced
Eng. Language Arts	05	2019	383	1	0.3	0.5	9.2	40.4	26.3	24.2
Mathematics	05	2019	383	1	0.3	0.0	14.6	30.3	27.2	27.9
Science	05	2019	383	1	0.3	0.0	13.6	29.8	36.3	20.4

**Definition**

+ Scores of 7th and 8th grade students who took the Algebra 1 End-of-Course assessment are not included in these results.

**(17) ACT Results**

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

Report as of: 12/12/2019

**Missouri School Improvement Program - Annual Performance Report**

**(18) Disciplinary Actions**

<b>SEDALIA MIDDLE SCHOOL</b>	<b>2019</b>
Suspensions of 10 or More Consecutive Days (number   rate)	0   0.0
Expulsions (number   rate)	0   0.0

**Definition**

**(19) How Do Student Groups Perform?**

(Data as of 11/20/2019)

	<b>2019</b>		
	<b>LND</b>	<b>Pct. Prof/Adv</b>	<b>Growth</b>
<b>English Language Arts</b>			
All Students	0.0%	51.60%	48.9 / S
Asian/Pacific Islander	*	*	48.9 / S
Black (not Hispanic)	*	*	48.9 / S
Hispanic	0.0%	34.80%	48.9 / S
American Indian/Alaska Native	*	*	48.9 / S
Multi-Racial	*	*	48.9 / S
White (not Hispanic)	0.0%	57.60%	48.9 / S
Free-Reduced Lunch	0.0%	40.90%	48.9 / S
Limited English Proficient	0.0%	37.30%	48.9 / S
Special Education	0.0%	6.80%	48.9 / S
Homeless	0.0%	34.40%	48.9 / S
Gifted	*	*	48.9 / S
Foster Care	*	*	48.9 / S
Military	*	*	48.9 / S
<b>Mathematics</b>			
All Students	0.0%	56.90%	48.9 / S
Asian/Pacific Islander	*	*	48.9 / S
Black (not Hispanic)	*	*	48.9 / S
Hispanic	0.0%	37.70%	48.9 / S

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Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

**Missouri School Improvement Program - Annual Performance Report**

	<b>2019</b>		
	<b>LND</b>	<b>Pct. Prof/Adv</b>	<b>Growth</b>
American Indian/Alaska Native	*	*	48.9 / S
Multi-Racial	*	*	48.9 / S
White (not Hispanic)	0.0%	63.50%	48.9 / S
Free-Reduced Lunch	0.0%	46.80%	48.9 / S
Limited English Proficient	0.0%	45.10%	48.9 / S
Special Education	0.0%	6.80%	48.9 / S
Homeless	0.0%	31.30%	48.9 / S
Gifted	*	*	48.9 / S
Foster Care	*	*	48.9 / S
Military	*	*	48.9 / S
<b>Science</b>			
All Students	0.0%	58.20%	48.9 / S
Asian/Pacific Islander	*	*	48.9 / S
Black (not Hispanic)	*	*	48.9 / S
Hispanic	0.0%	39.10%	48.9 / S
American Indian/Alaska Native	*	*	48.9 / S
Multi-Racial	*	*	48.9 / S
White (not Hispanic)	0.0%	65.90%	48.9 / S
Free-Reduced Lunch	0.0%	48.50%	48.9 / S
Limited English Proficient	0.0%	43.10%	48.9 / S
Special Education	0.0%	15.90%	48.9 / S
Homeless	0.0%	37.50%	48.9 / S
Gifted	*	*	48.9 / S
Foster Care	*	*	48.9 / S
Military	*	*	48.9 / S

**Definition**

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**Missouri School Improvement Program - Annual Performance Report**

<b>(20) Students in Gifted Education Program</b>	(Data as of 11/22/2019)
<b>SEDALIA 200 - SEDALIA MIDDLE SCHOOL</b>	<b>2019</b>
Percent	3.9%
Number	15

**Definition**

**(21) English Learner Proficiency Status**

(Data as of 11/22/2019)

<b>SEDALIA MIDDLE SCHOOL (3000)</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Number of English Learners	*	*	*
Number Becoming Proficient	*	*	*
Percent Becoming Proficient	25.0	13.8	8.3

**Definition**

**(22) CRDC Information**

[Link to CRDC report](#)

**Definition**

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Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

**Missouri School Improvement Program - Annual Performance Report**

**Address:** 2010 Tiger Pride Boulevard, Sedalia, MO 65301-5898

**Email:** nortonw@sedalia200.org

**Grade Span:** 09 - 12

**Phone:** (660)851-5300

**Title I School:** N

**Federal Accountability Status:** Not identified

**Report Card Overview**

State and federal law require the development of report cards at the state, local education agency (LEA), and building level. The implementation of changes required by federal law will take place with the release of the 2018 Report Card.

Specific items of interest, including indicators used to identify comprehensive and targeted schools, for federal accountability are located:

[\(3\) Student Success/School Quality \(Attendance\)](#)

[\(5\) 4-Year Adjusted Cohort Graduation Rate](#)

[\(16\) ELA/Math/Science number assessed and percentage in each proficiency level](#)

[\(19\) How Do Student Groups Perform?](#)

[\(21\) Number and Percentage of English Learners \(EL\) attaining EL proficiency](#)

[ESSA Accountability Plan](#)

[Link to All Report Card Definitions](#)

**(1) Preschool Enrollment**

	2019
<b>SMITH-COTTON HIGH SCHOOL</b>	*

[Definition](#)

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Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

**Missouri School Improvement Program - Annual Performance Report**

**(2) K-12 Enrollment**

(Data as of  
11/22/2019)

<b>SMITH-COTTON HIGH SCHOOL</b>	<b>2019</b>
Total	1,425
American Indian/Alaska Native	0.5%
Asian	1.1%
Black	4.4%
Hawaiian/Pacific Islander	0.5%
Hispanic	17.7%
Multi-Race	4.6%
White	71.3%
Female	48.8%
Male	51.2%
Free or Reduced Lunch	56.1%
Limited English Proficient	2.8%
Special Education	11.2%
Homeless	8.8%
Migrant	*
Gifted	3.7%
Foster	1.0%
Military	2.0%

**Definition**

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Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

**Missouri School Improvement Program - Annual Performance Report**

**(3) Proportional Attendance Rate**

(Data as of 11/20/2019)

<b>SMITH-COTTON HIGH SCHOOL</b>	<b>2019</b>
All Students	88.4%
American Indian/Alaska Native	91.9%
Asian	93.1%
Black	76.6%
Hawaiian/Pacific Islander	68.3%
Hispanic	91.4%
Multi-Race	89.7%
White	88.3%
Female	88.0%
Male	88.7%
Free or Reduced Lunch	84.5%
Limited English Proficient	84.3%
Special Education	84.8%

**Definition**

Attendance targets use the individual student's attendance rate and set the expectation that 90% of the students are in attendance 90% of the time per federal guidelines. This rate will not be reflected the same on the APR for district/charter Proportional attendance.

**(4) Students Eligible for Free or Reduced-Price Lunch**

<b>SMITH-COTTON HIGH SCHOOL</b>	<b>2019</b>
Percent	56.1%
Number	727

**Definition**

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

Missouri School Improvement Program - Annual Performance Report

**(5) Four-Year Graduation Rate**

(Data as of  
11/22/2019)

<b>SMITH-COTTON HIGH SCHOOL</b>	<b>2019</b>
All Students	94.41%
American Indian/Alaska Native	100.00%
Asian	*
Black	94.12%
Hawaiian/Pacific Islander	100.00%
Hispanic	98.44%
Multi-Race	100.00%
White	93.08%
Female	96.13%
Male	92.66%
Free or Reduced Lunch	93.64%
Limited English Proficient	100.00%
Special Education	88.24%
Homeless	92.21%
Migrant	
Gifted	100.00%
Foster	100.00%
Military	83.33%

**Definition**

\* - Indicates the percent was 25 percent or below and has been suppressed from this report.

**Missouri School Improvement Program - Annual Performance Report**

**(5) Five-Year Graduation Rate**

(Data as of  
11/22/2019)

<b>SMITH-COTTON HIGH SCHOOL</b>	<b>2019</b>
All Students	96.03%
American Indian/Alaska Native	100.00%
Asian	80.00%
Black	100.00%
Hawaiian/Pacific Islander	*
Hispanic	98.04%
Multi-Race	94.74%
White	95.64%
Female	97.92%
Male	94.09%
Free or Reduced Lunch	94.34%
Limited English Proficient	91.67%
Special Education	82.61%
Homeless	92.21%
Migrant	
Gifted	100.00%
Foster	93.33%
Military	100.00%

**Definition**

\* - Indicates the percent was 25 percent or below and has been suppressed from this report.

Missouri School Improvement Program - Annual Performance Report

**(6) Dropout Rate**

<b>SMITH-COTTON HIGH SCHOOL</b>	<b>2019</b>
TOTAL	0.6%
American Indian/Alaska Native	13.3%
Asian	0.0%
Black	0.0%
Hawaiian/Pacific Islander	0.0%
Hispanic	0.0%
Multi-Race	0.0%
White	0.7%

**Definition**

**(7) Where Our Graduates Go**

<b>SEDALIA 200 - SMITH-COTTON HIGH SCHOOL</b>	<b>2019</b>
Entering a 4yr. College/University	22.9%
Entering a 2yr. College	36.4%
Entering a Postsecondary (Technical) Institution	3.2%
Entering Employment	29.3%
Entering Military	5.3%

**Definition**

**(8) Placement Rates for Career-Technical Education Students**

<b>SMITH-COTTON HIGH SCHOOL</b>	<b>2019</b>
All Students	91.8%

**Definition**

**(9) Staffing Ratios**

<b>SMITH-COTTON HIGH SCHOOL</b>	<b>2019</b>
Students to classroom teachers	22
Students to administrators	313

**Definition**

Missouri School Improvement Program - Annual Performance Report

**(10) Years of Experience of Professional Staff**

<b>SMITH-COTTON HIGH SCHOOL</b>	<b>2019</b>
All Staff	13.3

Definition

**(11) Disproportionate Rates of Access to Educators**

(Data as of 11/4/2019)

SEDALIA 200 (080125)	2019			
	Title I		Non-Title I	
	High > 75% Minority	High > 75% Poverty	Low < 25% Minority	Low < 25% Poverty
<b>TEACHERS</b>				
Inexperienced Teachers	N/A	N/A	10.0%	N/A
Out-of-Field Teachers	N/A	N/A	7.0%	N/A
Ineffective Teachers	N/A	N/A	0.0%	N/A
<b>PRINCIPALS</b>				
Inexperienced Principals	N/A	N/A	0.0%	N/A
Out-of-Field Principals	N/A	N/A	0.0%	N/A

Definition

N/A denotes data not applicable

**(12) Professional Staff with Advanced Degrees**

<b>SMITH-COTTON HIGH SCHOOL</b>	<b>2019</b>
All Staff	53.1

Definition

**(13) Average Teacher Salaries**

<b>SMITH-COTTON HIGH SCHOOL</b>	<b>2019</b>
Average Regular Term Salary	\$43,808
Average Total Salary	\$46,444

Definition

**(14) Average Administrator Salaries**

<b>SMITH-COTTON HIGH SCHOOL</b>	<b>2019</b>
All Administrators	\$83,160

Definition

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

Report as of: 12/12/2019



Missouri School Improvement Program - Annual Performance Report

**(15) Current Expenditures per Pupil - Building Level**

(Data as of 12/9/2019)

<b>SMITH-COTTON HIGH SCHOOL (1050)</b>	<b>2019</b>
A. Membership *	1,367.05
<b>Building Level Per-Pupil Expenditures</b>	
B. Federal	\$431
C. State/Local	\$6,176
D. Building Level Per-Pupil Total (Sum of B+C)	\$6,607
<b>Building Share of Central Per-Pupil Expenditures</b>	
E. Federal	\$172
F. State/Local	\$2,325
G. Building Share of Central Per-Pupil Total (Sum of E+F)	\$2,497
H. Total Expenditures Per-Pupil (Sum of D+G)	\$9,104
(Excluded expenditures include capital outlay, debt service, community services, non-instruction/support, adult education, and Title I expenditures. Impact aid is considered local expenditures.)	

**Definition**

**(16) Missouri Assessment Program (MAP) Results**

(Data as of 11/20/2019)

**Assessment results for 2017, 2018 and 2019 in the content areas of English Language Arts, Mathematics and Science for grades 3-8 and End-of-Course (EOC) assessments in English II (E2) and Algebra I (A1) are not comparable to prior year data. The assessments have been aligned to the new standards.**

Content Area	Grade	Year	Students who must test (Accountable)	MAP-A	MAP-A %	LND	Below Basic	Basic	Proficient	Advanced
Eng. Language Arts	E2	2019	312	0	0.0	0.0	11.2	27.2	52.6	9.0
Mathematics	A1	2019	295	0	0.0	0.0	37.6	38.3	18.3	5.8
Mathematics	A2	2019	93	0	0.0	1.1	7.6	9.8	40.2	42.4
Mathematics	GE	2019	15	0	0.0	0.0	26.7	66.7	*	*

\* - Indicates data has been suppressed due to small cell size.

Progress toward the long-term goals and interim measures of progress included in Appendix A of Missouri's Consolidated State Plan will be available for the first time in the 2019 Report Card.

Report as of: 12/12/2019

Missouri School Improvement Program - Annual Performance Report

Content Area	Grade	Year	Students who must test (Accountable)	MAP-A	MAP-A %	LND	Below Basic	Basic	Proficient	Advanced
Science	B1	2019	365	0	0.0	0.3	20.9	46.2	21.2	11.8

**Definition**

+ Scores of 7th and 8th grade students who took the Algebra 1 End-of-Course assessment are not included in these results.

**(17) ACT Results**

(Data as of 11/20/2019)

<b>SMITH-COTTON HIGH SCHOOL</b>	<b>2019</b>
Percent of Graduates Taking the ACT	68.12
Composite ACT Score	20.30

**Definition**

**(18) Disciplinary Actions**

<b>SMITH-COTTON HIGH SCHOOL</b>	<b>2019</b>
Suspensions of 10 or More Consecutive Days (number   rate)	49   3.4
Expulsions (number   rate)	0   0.0

**Definition**

**(19) How Do Student Groups Perform?**

(Data as of 11/20/2019)

	2019		
	LND	Pct. Prof/Adv	Growth
<b>English Language Arts</b>			
All Students	0.0%	63.10%	0.0 / N
Asian/Pacific Islander	*	*	0.0 / N
Black (not Hispanic)	*	*	0.0 / N
Hispanic	0.0%	49.20%	0.0 / N
American Indian/Alaska Native	*	*	0.0 / N
Multi-Racial	*	*	0.0 / N
White (not Hispanic)	0.0%	68.70%	0.0 / N
Free-Reduced Lunch	0.0%	48.80%	0.0 / N

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Report as of: 12/12/2019

**Missouri School Improvement Program - Annual Performance Report**

	<b>2019</b>		
	<b>LND</b>	<b>Pct. Prof/Adv</b>	<b>Growth</b>
Limited English Proficient	*	*	0.0 / N
Special Education	*	*	0.0 / N
Homeless	*	*	0.0 / N
Gifted	*	*	0.0 / N
Military	*	*	0.0 / N
<b>Mathematics</b>			
All Students	0.3%	40.10%	0.0 / N
Asian/Pacific Islander	*	*	0.0 / N
Black (not Hispanic)	*	*	0.0 / N
Hispanic	0.0%	28.80%	0.0 / N
American Indian/Alaska Native	*	*	0.0 / N
Multi-Racial	*	*	0.0 / N
White (not Hispanic)	0.0%	44.30%	0.0 / N
Free-Reduced Lunch	0.4%	30.70%	0.0 / N
Limited English Proficient	*	*	0.0 / N
Special Education	0.0%	3.90%	0.0 / N
Homeless	*	*	0.0 / N
Gifted	*	*	0.0 / N
Foster Care	*	*	0.0 / N
Military	*	*	0.0 / N
<b>Science</b>			
All Students	0.3%	33.30%	0.0 / N
Asian/Pacific Islander	*	*	0.0 / N
Black (not Hispanic)	*	*	0.0 / N
Hispanic	0.0%	19.60%	0.0 / N
American Indian/Alaska Native	*	*	0.0 / N
Multi-Racial	*	*	0.0 / N
White (not Hispanic)	0.4%	38.20%	0.0 / N

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*Report as of: 12/12/2019*

**Missouri School Improvement Program - Annual Performance Report**

	<b>2019</b>		
	<b>LND</b>	<b>Pct. Prof/Adv</b>	<b>Growth</b>
Free-Reduced Lunch	0.0%	20.70%	0.0 / N
Limited English Proficient	*	*	0.0 / N
Special Education	0.0%	6.30%	0.0 / N
Homeless	*	*	0.0 / N
Gifted	*	*	0.0 / N
Foster Care	*	*	0.0 / N
Military	*	*	0.0 / N
<b>Social Studies</b>			
All Students	0.6%	0.00%	0.0 / N
Asian/Pacific Islander	*	*	0.0 / N
Black (not Hispanic)	*	*	0.0 / N
Hispanic	1.8%	0.00%	0.0 / N
American Indian/Alaska Native	*	*	0.0 / N
Multi-Racial	*	*	0.0 / N
White (not Hispanic)	0.4%	0.00%	0.0 / N
Free-Reduced Lunch	1.1%	0.00%	0.0 / N
Limited English Proficient	*	*	0.0 / N
Special Education	*	*	0.0 / N
Homeless	0.0%	0.00%	0.0 / N
Migrant	*	*	0.0 / N
Gifted	*	*	0.0 / N
Foster Care	*	*	0.0 / N
Military	*	*	0.0 / N

**Definition**

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**Missouri School Improvement Program - Annual Performance Report**

<b>(20) Students in Gifted Education Program</b>	(Data as of 11/22/2019)
<b>SEDALIA 200 - SMITH-COTTON HIGH SCHOOL</b>	<b>2019</b>
Percent	3.7%
Number	53

**Definition**

**(21) English Learner Proficiency Status**

(Data as of 11/22/2019)

<b>SMITH-COTTON HIGH SCHOOL (1050)</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Number of English Learners	*	52	24
Number Becoming Proficient	*	17	11
Percent Becoming Proficient	12.7	32.7	45.8

**Definition**

**(22) CRDC Information**

[Link to CRDC report](#)

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**Missouri School Improvement Program - Annual Performance Report**

**Address:** 2010 Tiger Pride Boulevard, Sedalia, MO 65301-5898

**Email:** nortonw@sedalia200.org

**Grade Span:** 09 - 12

**Phone:** (660)851-5300

**Title I School:** N

**Federal Accountability Status:** Not identified

**Report Card Overview**

State and federal law require the development of report cards at the state, local education agency (LEA), and building level. The implementation of changes required by federal law will take place with the release of the 2018 Report Card.

Specific items of interest, including indicators used to identify comprehensive and targeted schools, for federal accountability are located:

[\(3\) Student Success/School Quality \(Attendance\)](#)

[\(5\) 4-Year Adjusted Cohort Graduation Rate](#)

[\(16\) ELA/Math/Science number assessed and percentage in each proficiency level](#)

[\(19\) How Do Student Groups Perform?](#)

[\(21\) Number and Percentage of English Learners \(EL\) attaining EL proficiency](#)

[ESSA Accountability Plan](#)

[Link to All Report Card Definitions](#)

**(1) Preschool Enrollment**

	2019
<b>SMITH-COTTON HIGH SCHOOL</b>	*

[Definition](#)

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**Missouri School Improvement Program - Annual Performance Report**

**(2) K-12 Enrollment**

(Data as of  
11/22/2019)

<b>SMITH-COTTON HIGH SCHOOL</b>	<b>2019</b>
Total	1,425
American Indian/Alaska Native	0.5%
Asian	1.1%
Black	4.4%
Hawaiian/Pacific Islander	0.5%
Hispanic	17.7%
Multi-Race	4.6%
White	71.3%
Female	48.8%
Male	51.2%
Free or Reduced Lunch	56.1%
Limited English Proficient	2.8%
Special Education	11.2%
Homeless	8.8%
Migrant	*
Gifted	3.7%
Foster	1.0%
Military	2.0%

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**Missouri School Improvement Program - Annual Performance Report**

**(3) Proportional Attendance Rate**

(Data as of 11/20/2019)

<b>SMITH-COTTON HIGH SCHOOL</b>	<b>2019</b>
All Students	88.4%
American Indian/Alaska Native	91.9%
Asian	93.1%
Black	76.6%
Hawaiian/Pacific Islander	68.3%
Hispanic	91.4%
Multi-Race	89.7%
White	88.3%
Female	88.0%
Male	88.7%
Free or Reduced Lunch	84.5%
Limited English Proficient	84.3%
Special Education	84.8%

**Definition**

Attendance targets use the individual student's attendance rate and set the expectation that 90% of the students are in attendance 90% of the time per federal guidelines. This rate will not be reflected the same on the APR for district/charter Proportional attendance.

**(4) Students Eligible for Free or Reduced-Price Lunch**

<b>SMITH-COTTON HIGH SCHOOL</b>	<b>2019</b>
Percent	56.1%
Number	727

**Definition**

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Missouri School Improvement Program - Annual Performance Report

**(5) Four-Year Graduation Rate**

(Data as of  
11/22/2019)

<b>SMITH-COTTON HIGH SCHOOL</b>	<b>2019</b>
All Students	94.41%
American Indian/Alaska Native	100.00%
Asian	*
Black	94.12%
Hawaiian/Pacific Islander	100.00%
Hispanic	98.44%
Multi-Race	100.00%
White	93.08%
Female	96.13%
Male	92.66%
Free or Reduced Lunch	93.64%
Limited English Proficient	100.00%
Special Education	88.24%
Homeless	92.21%
Migrant	
Gifted	100.00%
Foster	100.00%
Military	83.33%

**Definition**

\* - Indicates the percent was 25 percent or below and has been suppressed from this report.

**Missouri School Improvement Program - Annual Performance Report**

**(5) Five-Year Graduation Rate**

(Data as of  
11/22/2019)

<b>SMITH-COTTON HIGH SCHOOL</b>	<b>2019</b>
All Students	96.03%
American Indian/Alaska Native	100.00%
Asian	80.00%
Black	100.00%
Hawaiian/Pacific Islander	*
Hispanic	98.04%
Multi-Race	94.74%
White	95.64%
Female	97.92%
Male	94.09%
Free or Reduced Lunch	94.34%
Limited English Proficient	91.67%
Special Education	82.61%
Homeless	92.21%
Migrant	
Gifted	100.00%
Foster	93.33%
Military	100.00%

**Definition**

\* - Indicates the percent was 25 percent or below and has been suppressed from this report.

Missouri School Improvement Program - Annual Performance Report

**(6) Dropout Rate**

<b>SMITH-COTTON HIGH SCHOOL</b>	<b>2019</b>
TOTAL	0.6%
American Indian/Alaska Native	13.3%
Asian	0.0%
Black	0.0%
Hawaiian/Pacific Islander	0.0%
Hispanic	0.0%
Multi-Race	0.0%
White	0.7%

**Definition**

**(7) Where Our Graduates Go**

<b>SEDALIA 200 - SMITH-COTTON HIGH SCHOOL</b>	<b>2019</b>
Entering a 4yr. College/University	22.9%
Entering a 2yr. College	36.4%
Entering a Postsecondary (Technical) Institution	3.2%
Entering Employment	29.3%
Entering Military	5.3%

**Definition**

**(8) Placement Rates for Career-Technical Education Students**

<b>SMITH-COTTON HIGH SCHOOL</b>	<b>2019</b>
All Students	91.8%

**Definition**

**(9) Staffing Ratios**

<b>SMITH-COTTON HIGH SCHOOL</b>	<b>2019</b>
Students to classroom teachers	22
Students to administrators	313

**Definition**

Missouri School Improvement Program - Annual Performance Report

**(10) Years of Experience of Professional Staff**

<b>SMITH-COTTON HIGH SCHOOL</b>	<b>2019</b>
All Staff	13.3

Definition

**(11) Disproportionate Rates of Access to Educators**

(Data as of 11/4/2019)

SEDALIA 200 (080125)	2019			
	Title I		Non-Title I	
	High > 75% Minority	High > 75% Poverty	Low < 25% Minority	Low < 25% Poverty
<b>TEACHERS</b>				
Inexperienced Teachers	N/A	N/A	10.0%	N/A
Out-of-Field Teachers	N/A	N/A	7.0%	N/A
Ineffective Teachers	N/A	N/A	0.0%	N/A
<b>PRINCIPALS</b>				
Inexperienced Principals	N/A	N/A	0.0%	N/A
Out-of-Field Principals	N/A	N/A	0.0%	N/A

Definition

N/A denotes data not applicable

**(12) Professional Staff with Advanced Degrees**

<b>SMITH-COTTON HIGH SCHOOL</b>	<b>2019</b>
All Staff	53.1

Definition

**(13) Average Teacher Salaries**

<b>SMITH-COTTON HIGH SCHOOL</b>	<b>2019</b>
Average Regular Term Salary	\$43,808
Average Total Salary	\$46,444

Definition

**(14) Average Administrator Salaries**

<b>SMITH-COTTON HIGH SCHOOL</b>	<b>2019</b>
All Administrators	\$83,160

Definition

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Report as of: 12/12/2019

Missouri School Improvement Program - Annual Performance Report

**(15) Current Expenditures per Pupil - Building Level**

(Data as of 12/9/2019)

<b>SMITH-COTTON HIGH SCHOOL (1050)</b>	<b>2019</b>
A. Membership *	1,367.05
<b>Building Level Per-Pupil Expenditures</b>	
B. Federal	\$431
C. State/Local	\$6,176
D. Building Level Per-Pupil Total (Sum of B+C)	\$6,607
<b>Building Share of Central Per-Pupil Expenditures</b>	
E. Federal	\$172
F. State/Local	\$2,325
G. Building Share of Central Per-Pupil Total (Sum of E+F)	\$2,497
H. Total Expenditures Per-Pupil (Sum of D+G)	\$9,104
(Excluded expenditures include capital outlay, debt service, community services, non-instruction/support, adult education, and Title I expenditures. Impact aid is considered local expenditures.)	

**Definition**

**(16) Missouri Assessment Program (MAP) Results**

(Data as of 11/20/2019)

**Assessment results for 2017, 2018 and 2019 in the content areas of English Language Arts, Mathematics and Science for grades 3-8 and End-of-Course (EOC) assessments in English II (E2) and Algebra I (A1) are not comparable to prior year data. The assessments have been aligned to the new standards.**

Content Area	Grade	Year	Students who must test (Accountable)	MAP-A	MAP-A %	LND	Below Basic	Basic	Proficient	Advanced
Eng. Language Arts	E2	2019	312	0	0.0	0.0	11.2	27.2	52.6	9.0
Mathematics	A1	2019	295	0	0.0	0.0	37.6	38.3	18.3	5.8
Mathematics	A2	2019	93	0	0.0	1.1	7.6	9.8	40.2	42.4
Mathematics	GE	2019	15	0	0.0	0.0	26.7	66.7	*	*

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Report as of: 12/12/2019

Missouri School Improvement Program - Annual Performance Report

Content Area	Grade	Year	Students who must test (Accountable)	MAP-A	MAP-A %	LND	Below Basic	Basic	Proficient	Advanced
Science	B1	2019	365	0	0.0	0.3	20.9	46.2	21.2	11.8

**Definition**

+ Scores of 7th and 8th grade students who took the Algebra 1 End-of-Course assessment are not included in these results.

**(17) ACT Results**

(Data as of 11/20/2019)

<b>SMITH-COTTON HIGH SCHOOL</b>	<b>2019</b>
Percent of Graduates Taking the ACT	68.12
Composite ACT Score	20.30

**Definition**

**(18) Disciplinary Actions**

<b>SMITH-COTTON HIGH SCHOOL</b>	<b>2019</b>
Suspensions of 10 or More Consecutive Days (number   rate)	49   3.4
Expulsions (number   rate)	0   0.0

**Definition**

**(19) How Do Student Groups Perform?**

(Data as of 11/20/2019)

	2019		
	LND	Pct. Prof/Adv	Growth
<b>English Language Arts</b>			
All Students	0.0%	63.10%	0.0 / N
Asian/Pacific Islander	*	*	0.0 / N
Black (not Hispanic)	*	*	0.0 / N
Hispanic	0.0%	49.20%	0.0 / N
American Indian/Alaska Native	*	*	0.0 / N
Multi-Racial	*	*	0.0 / N
White (not Hispanic)	0.0%	68.70%	0.0 / N
Free-Reduced Lunch	0.0%	48.80%	0.0 / N

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Report as of: 12/12/2019

**Missouri School Improvement Program - Annual Performance Report**

	<b>2019</b>		
	<b>LND</b>	<b>Pct. Prof/Adv</b>	<b>Growth</b>
Limited English Proficient	*	*	0.0 / N
Special Education	*	*	0.0 / N
Homeless	*	*	0.0 / N
Gifted	*	*	0.0 / N
Military	*	*	0.0 / N
<b>Mathematics</b>			
All Students	0.3%	40.10%	0.0 / N
Asian/Pacific Islander	*	*	0.0 / N
Black (not Hispanic)	*	*	0.0 / N
Hispanic	0.0%	28.80%	0.0 / N
American Indian/Alaska Native	*	*	0.0 / N
Multi-Racial	*	*	0.0 / N
White (not Hispanic)	0.0%	44.30%	0.0 / N
Free-Reduced Lunch	0.4%	30.70%	0.0 / N
Limited English Proficient	*	*	0.0 / N
Special Education	0.0%	3.90%	0.0 / N
Homeless	*	*	0.0 / N
Gifted	*	*	0.0 / N
Foster Care	*	*	0.0 / N
Military	*	*	0.0 / N
<b>Science</b>			
All Students	0.3%	33.30%	0.0 / N
Asian/Pacific Islander	*	*	0.0 / N
Black (not Hispanic)	*	*	0.0 / N
Hispanic	0.0%	19.60%	0.0 / N
American Indian/Alaska Native	*	*	0.0 / N
Multi-Racial	*	*	0.0 / N
White (not Hispanic)	0.4%	38.20%	0.0 / N

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*Report as of: 12/12/2019*

**Missouri School Improvement Program - Annual Performance Report**

	<b>2019</b>		
	<b>LND</b>	<b>Pct. Prof/Adv</b>	<b>Growth</b>
Free-Reduced Lunch	0.0%	20.70%	0.0 / N
Limited English Proficient	*	*	0.0 / N
Special Education	0.0%	6.30%	0.0 / N
Homeless	*	*	0.0 / N
Gifted	*	*	0.0 / N
Foster Care	*	*	0.0 / N
Military	*	*	0.0 / N
<b>Social Studies</b>			
All Students	0.6%	0.00%	0.0 / N
Asian/Pacific Islander	*	*	0.0 / N
Black (not Hispanic)	*	*	0.0 / N
Hispanic	1.8%	0.00%	0.0 / N
American Indian/Alaska Native	*	*	0.0 / N
Multi-Racial	*	*	0.0 / N
White (not Hispanic)	0.4%	0.00%	0.0 / N
Free-Reduced Lunch	1.1%	0.00%	0.0 / N
Limited English Proficient	*	*	0.0 / N
Special Education	*	*	0.0 / N
Homeless	0.0%	0.00%	0.0 / N
Migrant	*	*	0.0 / N
Gifted	*	*	0.0 / N
Foster Care	*	*	0.0 / N
Military	*	*	0.0 / N

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**Missouri School Improvement Program - Annual Performance Report**

<b>(20) Students in Gifted Education Program</b>	(Data as of 11/22/2019)
<b>SEDALIA 200 - SMITH-COTTON HIGH SCHOOL</b>	<b>2019</b>
Percent	3.7%
Number	53

**Definition**

**(21) English Learner Proficiency Status**

(Data as of 11/22/2019)

<b>SMITH-COTTON HIGH SCHOOL (1050)</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Number of English Learners	*	52	24
Number Becoming Proficient	*	17	11
Percent Becoming Proficient	12.7	32.7	45.8

**Definition**

**(22) CRDC Information**

[Link to CRDC report](#)

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