

Missouri School Improvement Program - Annual Performance Report

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**Title I School:** N

**Grade Span:** K - 04

**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](#)

[\(19\) Academic Progress Indicator \(Growth\)](#)

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

[ESSA Accountability Plan](#)

**(1) Preschool Enrollment**

	<b>2018</b>
<b>HARRIS ELEM.</b>	32

Definition

Missouri School Improvement Program - Annual Performance Report

**(2) K-12 Enrollment**

<b>HARRIS ELEM.</b>	<b>2018</b>
Total	439
American Indian/Alaska Native	*
Asian	7.1%
Black	13.0%
Hawaiian/Pacific Islander	*
Hispanic	2.1%
Multi-Race	4.6%
White	73.1%
Female	46.0%
Male	54.0%
Free or Reduced Lunch	27.1%
Limited English Proficient	7.7%
Special Education	17.1%
Homeless	*
Migrant	*
Gifted	*
Foster	*
Military	*

**Definition**

\* - Indicates data has been suppressed due to small cell size.  
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Missouri School Improvement Program - Annual Performance Report

**(3) Proportional Attendance Rate**

<b>HARRIS ELEM.</b>	<b>2018</b>
All Students	94.3%
American Indian/Alaska Native	*
Asian	87.5%
Black	96.4%
Hawaiian/Pacific Islander	*
Hispanic	100.0%
Multi-Race	95.2%
White	94.4%
Female	94.8%
Male	93.9%
Free or Reduced Lunch	88.8%
Limited English Proficient	92.7%
Special Education	94.4%

**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>HARRIS ELEM.</b>	<b>2018</b>
Percent	27.1%
Number	124

**Definition**

Missouri School Improvement Program - Annual Performance Report

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

<b>HARRIS ELEM.</b>	<b>2018</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**

<b>HARRIS ELEM.</b>	<b>2018</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	

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Missouri School Improvement Program - Annual Performance Report

**(6) Dropout Rate**

<b>HARRIS ELEM.</b>	<b>2018</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>ST. CHARLES R-VI - HARRIS ELEM.</b>	<b>2018</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>HARRIS ELEM.</b>	<b>2018</b>
All Students	%

**Definition**

**(9) Staffing Ratios**

<b>HARRIS ELEM.</b>	<b>2018</b>
Students to classroom teachers	15
Students to administrators	293

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Missouri School Improvement Program - Annual Performance Report

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

<b>HARRIS ELEM.</b>	<b>2018</b>
All Staff	14.2

Definition

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

ST. CHARLES R-VI (092090)	2018			
	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	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>HARRIS ELEM.</b>	<b>2018</b>
All Staff	62.4

Definition

**(13) Average Teacher Salaries**

<b>HARRIS ELEM.</b>	<b>2018</b>
Average Regular Term Salary	\$57,292
Average Total Salary	\$57,292

Definition

**(14) Average Administrator Salaries**

<b>HARRIS ELEM.</b>	<b>2018</b>
All Administrators	\$97,678

Definition

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

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

**Definition**

This reporting item will be available in the 2019 Report Card.

The required per-pupil expenditures of Federal, State, and local funds, disaggregated by source of funds (ESEA section 1111(h)(1)(C)(x); 34 C.F.R. § 200.35(a)(1)(i) and (b)(1)(ii)), will be reported on the 2018-2019 report card. Accounting structure changes have been implemented to require all districts and charter schools to track expenditures in such a manner as to allow reporting of this information on the 2018-2019 report card.

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

**Assessment results for 2015, 2016, 2017 and 2018 in the content areas of English language arts, and mathematics 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.**

**Link to Prior Year MAP data**

Content Area	Grade	Year	Students who must test (Accountable)	MAP-A	MAP-A %	LND	Below Basic	Basic	Proficient	Advanced
Eng. Language Arts	03	2018	92	0	0.0	1.1	7.7	19.8	27.5	45.1
Eng. Language Arts	04	2018	88	0	0.0	1.1	6.9	39.1	34.5	19.5
Mathematics	03	2018	92	0	0.0	0.0	12.0	20.7	27.2	40.2
Mathematics	04	2018	88	0	0.0	0.0	20.5	28.4	29.6	21.6

**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**

HARRIS ELEM.	2018
Suspensions of 10 or More Consecutive Days (number   rate)	0   0.0
Expulsions (number   rate)	0   0.0

**Definition**

**(19) Federal (ESSA) Data**

2018			
	LND	Pct. Prof/Adv	Growth
<b>English Language Arts</b>			
All Students	0.0%	65.90%	47.4 / S

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Missouri School Improvement Program - Annual Performance Report

2018			
	LND	Pct. Prof/Adv	Growth
Asian/Pacific Islander	*	*	47.4 / S
Black (not Hispanic)	*	*	47.4 / S
Hispanic	*	*	47.4 / S
Multi-Racial	*	*	47.4 / S
White (not Hispanic)	0.0%	66.10%	47.4 / S
Free-Reduced Lunch	0.0%	60.90%	47.4 / S
Limited English Proficient	*	*	47.4 / S
Special Education	*	*	47.4 / S
Homeless	*	*	47.4 / S
Gifted	*	*	47.4 / S
Military	*	*	47.4 / S
<b>Mathematics</b>			
All Students	0.0%	61.30%	47.4 / S
Asian/Pacific Islander	*	*	47.4 / S
Black (not Hispanic)	*	*	47.4 / S
Hispanic	*	*	47.4 / S
Multi-Racial	*	*	47.4 / S
White (not Hispanic)	0.0%	59.70%	47.4 / S
Free-Reduced Lunch	0.0%	52.20%	47.4 / S
Limited English Proficient	*	*	47.4 / S
Special Education	*	*	47.4 / S
Homeless	*	*	47.4 / S
Gifted	*	*	47.4 / S
Military	*	*	47.4 / S

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Missouri School Improvement Program - Annual Performance Report

**(20) Students in Gifted Education Program**

<b>ST. CHARLES R-VI - HARRIS ELEM.</b>	<b>2018</b>
Percent	6.7%
Number	35

Definition

**(21) English Learner Proficiency Status**

<b>HARRIS ELEM. (4060)</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Number of English Learners	29	26	19
Number Becoming Proficient	24	9	12
Percent Becoming Proficient	82.8	34.6	63.2

Definition

**(22) CRDC Information**

[Link to CRDC report](#)