

November | 2012

BETTER LEARNING COMMUNITIES ACADEMY

ANNUAL SPONSOR REPORT
2011-2012 ACADEMIC YEAR

**Charter School Operations
College of Education**



University of Missouri



University of Missouri
Office of Charter School Operations – MU College of Education
Better Learning Communities Academy
Annual Sponsor Report 2011-2012

Vision

Challenging all learners to reach their full potential.

Mission

Improve the quality and performance of charter schools in Missouri by collaborating with stakeholders to achieve exceptional educational outcomes for all students.

PERSONNEL

Dr. Deborah Carr – Director
carrd@missouri.edu

Mrs. Judy Forrester – MU Liaison
forresterje@missouri.edu

Mrs. Suzanne Love – MU Liaison
lovesg@missouri.edu

Ms. Lisa Weaver – Business Administrator
weaverli@missouri.edu

CONTACT INFORMATION

Columbia

MU Charter School Operations
316 Hill Hall
College of Education
University of Missouri
Columbia, Missouri 65211

Phone: 573-882-5738
Fax: 573-884-3006
Email: musponsorship@missouri.edu

Kansas City

Mizzou Center
1600 NE Coronado Drive
Blue Springs, MO 64014

Phone: 816-655-6260
Fax: 816-655-6716

TABLE OF CONTENTS

	Page
MU Office of Charter School Operations Information	1
Table of Contents	2
Executive Summary	3
Introduction	5
MU Charter School Operations	5
School Background	6
Focus Area I: Governance Compliance and Operations	10
Focus Area II: School Culture	12
Focus Area III: Teaching and Learning	14
Focus Area IV: Finances	16
Conclusion, School Status and Recommendations	17
Appendix A: BLCA Self Report	
Appendix B: Data	

EXECUTIVE SUMMARY

Overview of Evaluation

This site visit report is part of an on-going review of school performance and progress and is organized into four focus areas, identified in the first year as broad areas of school evaluation measures. The goal of the MU Charter School Operations office is to provide annual feedback to schools and through data collection, provide a comprehensive overview of schools over time. This allows for an extensive body of data to inform renewal decisions, decisions regarding school status, and clear communications to all stakeholders regarding ongoing school performance and compliance based on federal law, state law, and the school charter. The four focus areas for this report include:

- Focus Area I: Governance/Compliance/Operations**
- Focus Area II: School Culture**
- Focus Area III: Teaching and Learning: Curriculum, Instruction, Assessment, and Student Performance**
- Focus Area IV: Finances**

Summary of Areas For 2011-2012 Academic Year

A summary of the findings in each area is presented below.

FOCUS AREA I: Governance/Compliance/Operations

Better Learning Communities Academy demonstrated some strengths and several areas that need improvement in terms of governance, compliance and operations. The board was diverse in terms of background and experience, individuals demonstrated a strong commitment to the school, and all board members expressed a strong desire for the school to succeed. Recommendations include mentoring for the principal in instructional leadership and teacher evaluation, continued strategic planning in terms of budget, funding and community engagement, the development of a record retention plan and procedures to ensure submission of the annual self-report.

FOCUS AREA II: School Culture

Unity and commitment of the staff for the mission and purpose of the school is evident. There was a strong focus on building a sense of community within the school in the first year. The small number of students allowed for a strong interpersonal connection with the staff. The development of a school-wide behavior management plan will be essential in maintaining the school culture as the school's enrollment increases. The attendance rate did not meet the goals set forth in the

charter and is below state standards. Plans to address increasing average daily attendance rates will be critical in the upcoming year.

FOCUS AREA III: Teaching and Learning: Curriculum, Instruction, Assessment, and Student Performance

The focus on literacy in the first year served the school well, and the results were positive for students. However, the goal of utilizing NWEA growth data was not met in the first year of operations. Instructional leadership will also be essential to the success of BLCA, and this must include a highly focused evaluation system for all teachers in the school. It is imperative that data is collected, recorded and submitted in the annual self-report.

FOCUS AREA IV: Finances

Financial concerns were evident in the first year of operations due to lower than expected student enrollment. The board was proactive in seeking out support and expertise in budget alignment and demonstrated the ability to make decisions necessary to keep the school financially sound. The continued work in applying for external funding is critical to the overall success of the school.

Conclusion

The opening year for BLCA was challenging in terms of the late approval of the charter. This created subsequent delays in preparing for the opening of the year, and lower than expected enrollment created financial concerns.

BLCA demonstrated a commitment to students and families, implemented a sound literacy program, stabilized finances and had the support of a dedicated and knowledgeable Board of Directors. As the school enters the second year of the charter and as the number of students increase, it will be critical that the board and administration continue to focus on academic growth of students, focus on both short and long term strategic planning in all operational areas, and utilize a strong performance evaluation system for administrators, faculty and staff to ensure that professional development needs are addressed. The documentation provided by the school in the self-report is also critical in providing necessary evidence of school progress.

MU will monitor the recommendations contained in the report in the second year of operations to ensure that BLCA continues to meet the goals set forth in the charter. The success of this school is very important to MU and we look forward to continuing to work with BLCA to achieve the stated mission of offering a quality school in the Hyde Park neighborhood.

INTRODUCTION

MU Charter School Operations

The MU Office of Charter School Operations, housed in the MU College of Education, provides monitoring and feedback to all charter schools within our portfolio. Our sponsorship role includes:

- Providing oversight on behalf of the State of Missouri;
- Ensuring that the Board of Directors and the school are in compliance with State of Missouri Charter School laws;
- Identifying strengths, areas of improvement, and providing recommendations to the Charter School Board of Directors; and
- Determining school status: to continue operations, to place on probation, to renew a charter of an existing school, or to close a school for non-compliance of state and federal laws and/or not meeting the performance guidelines as specified within the school's charter.

Annual Evaluation Timeline and Components

MU provides evaluations for its charter schools on an annual basis. The Annual Sponsor Report consists of three components.

1. Evaluation Report

MU Charter Operations personnel engage in frequent visits and observations to all schools in the MU portfolio including attendance at board meeting and review of all board and school documents throughout the school year. A targeted on-site evaluation that includes scheduled observations and interviews with key stakeholders usually occurs during the second semester of the school year.

MU reviews schools within four focus areas. These areas were established by reviewing protocols from other states and were generated and refined by the MU Charter Office staff during our first year of sponsorship. These four Focus Areas are identified as:

- Focus Area I: Governance/Compliance/Operations**
- Focus Area II: School Culture**
- Focus Area III: Teaching and Learning: Curriculum, Instruction, Assessment, and Student Performance**
- Focus Area IV: Finances**

The compilation of data across the year, mid-year evaluations (if applicable), and the targeted on-site evaluation comprise the annual report which is organized using the four areas outlined above. Each focus area is comprised of several components. MU Charter School Operations personnel collected data via interviews with the Board of Directors, school administrators, faculty and staff, reviewed documents provided by the administration and the Board of Directors, and conducted classroom observations.

2. Self Report

Schools submit an annual self-report at the end of each school year, based on the criteria established in the charter, including any data collected internally. The BLCA Self Report was incomplete for the 2011-2012 academic year.

3. Data

Data provided by the State of Missouri is the final component of the report. These public records are usually available in August following the end of the school year and are included in this report as Appendix B.

School Background

Better Learning Communities Academy (BLCA) is in the first year of a five-year charter and is sponsored by the University of Missouri. BLCA has the following mission and vision, as set forth in the charter:

MISSION

The mission of Better Learning Communities Academy is to provide each student with a quality education in a safe, supportive and loving environment, which equips them for entrance into the middle school, high school and college of their choice. Better Learning Communities Academy is founded on the premise that by providing every family the option of a quality education for their children, a community of "lifelong learners" and "servant leaders" will be created in the Hyde Park neighborhood.

VISION

Beginning in 2012 every student will be actively engaged in age-appropriate activities that assist and help others in their family, school, neighborhood and community, to cultivate the student into their role of a "servant leader".

By 2015 BLCA will begin its transition from a K-5 school to include a middle school program.

By 2018 BLCA will include a fully accredited, high-functioning middle school.

By 2018 the graduates of BLCA will be academically prepared to attend any college preparatory high school in the St. Louis region.

By 2018 BLCA graduates will model the "lifelong learners" philosophy by creating a "Post High School Education Plan" outlining steps to achieve their future educational goals.

By 2020 BLCA will be the highest performing public charter school in the city of St. Louis with 95% of students who have been at BLCA for at least two years performing at "Proficient" or "Advanced" on the MAP test.

Goals in the BLCA Charter

The following specific goals are identified in the original charter:

1. Average a minimum of 1.5 years growth in communication arts and mathematics.
2. In the 2012-13 academic year, 60% of students will perform above the AYP targets in communication arts and math on the MAP test.
3. In the 2013-2014 academic year, 70% of students will perform above the AYP targets in communication arts and math on the MAP test.
4. In the 2014-2015 academic year, 80% of students will perform above the AYP targets in communication arts and math on the MAP test.
5. In the 2015-2016 academic year, 90% of students will perform above the AYP targets in communication arts and math on the MAP test.
6. An attendance rate of 90% or higher in the first year, growing to 95% within 5 years.
7. 70% of parents/guardians will participate in a minimum of three Beyond Classroom Learning Experiences each year (1 will be in a Servant Leadership activity).

Demographic Data

Student Enrollment (CORE DATA) N=64 Student Enrollment (End of School Year) N=52 Attendance Rate: 87.1		
	<i>Number of Students</i>	<i>Percent of Students</i>
Demographics		
Male	36	56.2%
Female	28	43.8%
Asian	0	0.0%
African-American	63	98.4%
Hispanic	0	0.0%
White	0	0.0%
Mixed	1	1.6%
Free/Reduced Lunch	61	95.3%
SPED	8	12.5%
ELL	0	0.0%
Homeless	4	6.2%

Demographic Data 2011-2012, submitted by the school on November 07, 2012; Attendance Rate, APR 2012.

FOCUS AREA I: GOVERNANCE, COMPLIANCE AND OPERATIONS

The following areas of review comprise Focus Area I:

- I.A The Board of Directors is effective in its governance and oversight of the school.**
- I.B School administration is well structured and effective.**
- I.C School administration ensures compliance with all DESE and MU reporting requirements.**
- I.D School facilities meet health, fire, and safety regulations.**
- I.E School files are well maintained.**
- I.F School staff meets expectations set forth in state and federal guidelines.**

Strengths:

- School utilizes a variety of support systems (i.e., DESE, MCPSA, Grants).
- Board members are diverse in background and expertise.

Areas that need improvement/review include:

- Strengthening the relationship between the Board and the Administration.
- Understanding the roles and responsibilities of Board members.
- Clarifying the roles and responsibilities of administrators to the Board.
- Increasing size of the board.
- Fostering community support and involvement.
- Establishing an evaluation process for Principal and Business Manager.
- Demonstrating documentation in the areas of health, discipline, and attendance.
- Establishing procedures for submission of the annual report, including a 1-2 page reflection outlining the strengths of the school and areas of improvement for the upcoming year, evidence of progress toward achieving each goal in the charter, and any other data utilized to track student growth and/or inform instruction.

The following recommendations, related to Governance, Compliance and Operations, need to be addressed by the Board and the Administrative Staff:

- Provide targeted Professional Development for the Board and Administration in the area of effective communication between the Board and the Administration.
- Clarify roles and expectations for the Board and Administration.
- Provide mentoring for the Principal in her role as instructional leader.
- Utilize a consultant to study the budget and provide recommendations on balancing the budget and locating additional funding sources.
- Develop a long-range funding plan.
- Develop a strategic plan to engage the community.
- Develop and implement an evaluation plan for the Principal and Business Manager.
- Review the job description of the Business Manager to determine if additional support/training is needed.
- Provide Board Meeting documents one week prior to the meeting date to allow ample time for document review.
- Review and provide training for the Board and Business Manager in the area of school finance.
- Review and discuss Record Retention Document to establish appropriate procedures for records.
- Develop systems of documentation for health, discipline, and attendance.
- Develop a recommendation for increasing the size of the Board.
- Provide a completed self-report to MU at the end of each school year (Appendix A).

ANNUAL REPORT CONCLUSIONS – Governance, Compliance and Operations

BLCA demonstrated some strengths in the first year in terms of governance, compliance and operations, but areas of improvement have also been identified. The board was diverse in terms of background and experience, individuals demonstrated a strong commitment to the school, and all board members expressed a strong desire for the school to succeed. The annual report submitted by the school was incomplete, and a procedure to ensure timely submission of this information to MU is needed. The recommendations provided in the report are designed to move the school forward in fulfilling its mission of providing each student with a quality education.

FOCUS AREA II: SCHOOL CULTURE

The following areas of review comprise Focus Area II:

- II.A The school environment supports student learning.**
- II.B Teachers feel supported by the administration.**
- II.C High standards of professional behavior are exhibited by all staff.**
- II.D All stakeholders in the school treat each other with mutual respect.**

Strengths:

- Staff cares about the students, and believe all will succeed.
- Staff have a sense of unity and are committed to the mission and purpose of the school.
- Relationships between staff, students and families are strong.
- Staff attends professional development weekly.
- There is a focus on kids.

Areas that need improvement/review include:

- School-wide management plan.
- Staff collaboration.
- Home-school connection and monitoring of parental/guardian involvement.
- Para utilization and expectations.
- Average daily attendance.

The following recommendations, related to School Culture, need to be addressed by the Board and the Administrative Staff:

- Design and implement a school-wide behavior management plan.
- Develop a structure for formal staff collaboration, including paras.
- Develop a plan to strengthen the home/school connection.
- Provide specific training outlining paraeducator roles, responsibilities, and expectations.

ANNUAL REPORT CONCLUSIONS – School Culture

Unity and commitment of the staff for the mission and purpose of the school is evident. There was a strong focus on building a sense of community within the school in the first year. The small number of students allowed for a strong interpersonal connection with the staff. The charter states that 70% of parents/guardians will participate in a minimum of three Beyond Classroom Learning Experiences each year. A plan for collecting and reporting parent/guardian data needs to be developed. The development of a school-wide behavior management plan will also be essential in maintaining the school culture as the school increases enrollment. The attendance rate did not meet the attendance goal as set forth in the charter and is below state standards. Plans to address increasing average daily attendance rates will be critical in the upcoming year.

FOCUS AREA III: TEACHING AND LEARNING

The following areas of review comprise Focus Area III:

- III.A The school has a clearly defined, high quality curriculum.**
- III.B Instructional practices meet the needs of all learners.**
- III.C Assessment is used effectively to support student learning.**
- III.D The school has an effective special education program (SPED).**

Strengths:

- Professional Development, best practices, and assessment are strong in the area of literacy.
- Staff is coachable and focused on student success.
- Staff recognize student needs and work to meet those needs.
- There is a focus on literacy.
- Services are provided for special needs students.

Areas that need improvement/review include:

- Provide professional development, best practices, and assessment in the areas of math, social studies, and science.
- Utilize NWEA to track student growth.
- Implement a teacher evaluation system that includes regular feedback about instructional practice.
- Provide support for the principal in the area of instructional leadership.
- Provide formal assessment in all academic areas.
- Para utilization.
- Daily schedule – maintain uninterrupted blocks of time in the morning for reading and math.
- Lack of literacy materials.
- Lack of substitute teachers.
- Lack of accountability with the teaching the Grade Level Expectations (GLE's).
- Provide documentation of learning outcomes with attention to goals in the annual self-report submitted by the school.

The following recommendations, related to Teaching and Learning, need to be addressed by the Board and the Administrative Staff:

- Utilize the NWEA at least twice yearly, preferably three times, to track student growth and drive teacher instruction.
- Give math, social studies, and science equal focus with literacy.
- Provide Professional Development for teachers in the area of MAP preparation – i.e., types of questions, writing.
- Provide focused training for paras.
- Hire a full-time reading teacher for the 2012-2013 school year.
- Provide adequate funding for literacy materials, library materials, and materials for math, social studies and science.
- Establish a pool of substitute teachers.
- Establish a system for teachers to track the teaching of GLE's (curriculum mapping).
- Continue to contract with Belle Center.
- Begin preparation now for Common Core Standards.
- Develop procedures for submission of a comprehensive self-report at the end of each academic year.

ANNUAL REPORT CONCLUSIONS – Teaching and Learning

The focus on literacy in the first year served the school well, and the results were positive for students. However, the goal of utilizing NWEA growth data was not met in the first year of operations and the charter specifies that BLCA will average a minimum of 1.5 years of growth in communication arts and mathematics. While a system was in place to provide running records of literacy growth, the NWEA was not given, which limited the data available for student growth in the first year. Given the increased accountability for academic outcomes in Missouri, the changes in state guidelines based on the NCLB waiver, and the move to the Common Core curriculum, the need for revision of goals and the utilization of growth measures will be critical as the school adds on new grade levels. Instructional leadership will also be essential to the success of BLCA, and must include a highly focused evaluation system for all teachers in the school. Instructional leadership will also be essential to the success of BLCA, and this must include a focused evaluation system for all teachers in the school.

FOCUS AREA IV: FINANCES

The following areas of review comprise Focus Area IV:

IV.A The Board of Directors is effective in governance and oversight of the school.

IV.B Financial records are efficiently maintained.

Strengths:

- Board monitors the budget carefully and is diligent in review of finances.
- Board and administrators understand the need to address the procurement of external funds.

Areas that need improvement/review include:

- Balanced budget, with greater than 3% reserves.
- Adequate funds for instructional materials for third grade MAP testing.

The following recommendations, related to Finance, need to be addressed by the Board and the Administrative Staff:

- Work with an expert in the field of educational finance to balance this year's budget (with adequate reserves) and plan next year's budget.
- Analyze teacher and administrator salaries.
- Develop a long-range plan for facilities' funding.
- Review enrollment, income and staff utilization.

ANNUAL REPORT CONCLUSIONS – Finances

Financial concerns were evident in the first year of operations due to lower than expected student enrollment. The board was proactive in seeking support and expertise in budget alignment and demonstrated the ability to make decisions necessary to keep the school financially sound. The continued work in garnering external funding will assist the school until enrollment goals are met.

CONCLUSION, SCHOOL STATUS & RECOMMENDATIONS

Better Learning Communities Academy's mission is to provide each student with a quality education in a safe, supportive and loving environment, which equips them for entrance into the middle school, high school and college of their choice. Better Learning Communities Academy is founded on the premise that by providing every family the option of a quality education for their children, a community of "lifelong learners" and "servant leaders" will be created in the Hyde Park neighborhood. The opening year for BLCA was challenging in terms of the late approval of the charter. There were subsequent delays in preparing for the opening of the year and lower than expected enrollment that created financial concerns.

The school demonstrated a commitment to students and families, a desire to implement a sound literacy program, stabilized finances and had the support of a dedicated and knowledgeable Board of Directors. As the school enters the second year of the charter and as the number of students increase, it will be critical that the board and administration continue to focus on academic growth of students, continue both short and long term strategic planning and utilize a strong performance evaluation system for administrators, faculty and staff to ensure that professional development needs are addressed. The documentation provided by the school in the self-report is critical in providing the necessary evidence to prepare for renewal and to provide transparency to all stakeholders regarding school progress.

MU will monitor the recommendations set forth in this report in the second year of operations to ensure that BLCA continues to meet the goals set forth in the charter and continues to strengthen and improve operations. The success of this school is very important to MU and we look forward to continuing to work with BLCA to achieve the stated mission of offering a quality school in the Hyde Park neighborhood.

APPENDIX A:

NO ADDITIONAL INFORMATION PROVIDED

APPENDIX B:

APR SUMMARY AND SUPPORTING DATA



2012 Final
District Summary for Annual Performance Report (APR)
4th Cycle
BETTER LEARNING COMM ACADEMY (115922)

Total Points Earned

GRADE LEVEL		GRADE LEVEL				GRADE LEVEL			
MSIP Standard/Indicator	Status Points	Progress Points	Status Points	Progress Points	Gap Bonus	Status Total	Progress Total	Points Required	Met/Not Met
9.1*1 MAP Grades 3-5 Mathematics	=	A=						40 Status	
		RA=						50 Status + Progress	
		3/2=						40 Status + Progress + Bonus=Y	
9.1*2 MAP Grades 3-5 Communication Arts	=	A=						40 Status	
		RA=						50 Status + Progress	
		3/2=						40 Status + Progress + Bonus=Y	
9.1*3 MAP Grades 6-8 Mathematics	=	A=						40 Status	
		RA=						50 Status + Progress	
		3/2=						40 Status + Progress + Bonus=Y	
9.1*4 MAP Grades 6-8 Communication Arts	=	A=						40 Status	
		RA=						50 Status + Progress	
		3/2=						40 Status + Progress + Bonus=Y	

BONUS MAP ACHIEVEMENT

Not Met

BONUS POINT

MSIP Standard/Indicator	Status Points	Total Points Earned	Average	Average Points Req	Met/Not Met
BONUS POINT Grade 3-5 Science	F = 0	0			
BONUS POINT Grade 6-8 Science	F = 0	0			
BONUS POINT Algebra I Mathematics	=				
TOTAL POINTS		0.0	0.0	3.3	Not Met

SYMBOLS

@ 3 over 2 – No points are awarded if the MPI in more than one of the three latest years is lower than the average of the first two years.
 Met* Met utilizing bonus.
 * Missing, incomplete, or inaccurate data.
 # Level Not Determined (LND) – Zero (0) points will be awarded for grade level data when the LND has been exceeded.
 & No points awarded if more than one year at a level (K-8, 9-12, or combined) is below 90% during the past five years.

H1	High 1
H2	High 2
Avg	Average
BA	Below Average
F	Floor
A	Annual Increase
RA	Rolling Average
3/2	3 Over 2
2/2	2 Over 2

Data as of: 8/7/2012
 Report as of: 12/17/2012

**2012 Final
District Summary for Annual Performance Report (APR)
4th Cycle
BETTER LEARNING COMM ACADEMY (115922)**

MSIP Standard/Indicator	Total Points Earned			Points Required (Minimum)	Met/Not Met
	Status Points	Progress Points	Status + Progress		
9.6 Attendance Rate	F = 0	A=0 RA=0 3/2=0	0	4	Not Met
9.7 Subgroup Achievement	F = 0	0	NA	4	Not Met
10.1 Grade Point Average	=0 High 5 =	A=0 RA=0 3/2=0	0	4	*
Total Standards Met				0	0

Performance Accreditation Rating

<p>SYMBOLS</p> <p>@ 3 over 2 – No points are awarded if the MPI in more than one of the three latest years is lower than the average of the first two years.</p> <p>Met* Met utilizing bonus.</p> <p>* Missing, incomplete, or inaccurate data.</p> <p># Level Not Determined (LND) – Zero (0) points will be awarded for grade level data when the LND has been exceeded.</p> <p>& No points awarded if more than one year at a level (K-8, 9-12, or combined) is below 90% during the past five years.</p>	<p>H1 High 1</p> <p>H2 High 2</p> <p>Avg Average</p> <p>BA Below Average</p> <p>F Floor</p> <p>A Annual Increase</p> <p>RA Rolling Average</p> <p>3/2 3 Over 2</p> <p>2/2 2 Over 2</p>
---	--

Data as of: 8/7/2012
Report as of: 12/17/2012



2012 Final
 District Supporting Data for Annual Performance Report (APR)
 4th Cycle

BETTER LEARNING COMM ACADEMY (115922)

Missouri Assessment Program GRADE LEVEL	2008	2009	2010	2011	2012	STATUS
9.1*1 Grades 3-5 Mathematics						
9.1*2 Grades 3-5 Communication Arts						
9.1*3 Grades 6-8 Mathematics						
9.1*4 Grades 6-8 Communication Arts						
Missouri Assessment Program BONUS ACHIEVEMENT	2011	2012				
Number of MAP Standards Evaluated	4	0				
Number Demonstrating Improvement	X	0				
Percent of MAP Standards Evaluated		0.0%				

BETTER LEARNING COMM ACADEMY (115922)

Missouri Assessment Program	2011	2012	Improvement
GAP BONUS			
9.1*1 Grades 3-5 Mathematics			
District Minority			
State Majority	769.2	771.3	2.1
District Free- or Reduced-Price Lunch			
State Non-Free- or Reduced-Price Lunch	782.8	785.8	3.0
9.1*2 Grades 3-5 Communication Arts			
District Minority			
State Majority	772.3	774.3	2.0
District Free- or Reduced-Price Lunch			
State Non-Free- or Reduced-Price Lunch	788.9	791.9	3.0
9.1*3 Grades 6-8 Mathematics			
District Minority			
State Majority	774.7	777.5	2.8
District Free- or Reduced-Price Lunch			
State Non-Free- or Reduced-Price Lunch	789.8	793.3	3.5
9.1*4 Grades 6-8 Communication Arts			
District Minority			
State Majority	774.5	775.9	1.4
District Free- or Reduced-Price Lunch			
State Non-Free- or Reduced-Price Lunch	789.1	790.8	1.7



**2012 Final
District Supporting Data for Annual Performance Report (APR)
4th Cycle**

BETTER LEARNING COMM ACADEMY (115922)

BONUS POINTS

Missouri Assessment Program Grade Level and End-of-Course	2008	2009	2010	2011	2012	STATUS	LND
Grade 3-5 Science						0.0	
Grade 6-8 Science						0.0	
Algebra I Mathematics							
Participation Index							
9.6 Attendance Rate	2008	2009	2010	2011	2012	STATUS	
Grades K-8	0.0	0.0	0.0	0.0	87.1	87.1	
9.7 Student Gap Group Achievement	2012 Target	Prf/Adv %	Met/Not Met			STATUS	
Student Gap Group - Mathematics	44.78%	0.0	Not Met				
Student Gap Group - Communication Arts	44.21%	0.0	Not Met				
10.1 Grade Point Average (GPA)	2008	2009	2010	2011	2012	5 Yr Avg	STATUS
GPA of Grades 9 and 10 Elementary Students	0.000	0.000	0.000	0.000	0.000	0.000	
GPA of Grades 9 and 10 Receiving High School Students	0.000	0.000	0.000	0.000	0.000	0.000	0.062
Annual Difference	0.000	0.000	0.000	0.000	0.000	0.000	