

Missouri School Improvement Program - Annual Performance Report

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**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>GRAND CENTER ARTS ACADEMY HIGH</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.

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**(2) K-12 Enrollment**

(Data as of  
11/22/2019)

<b>GRAND CENTER ARTS ACADEMY HIGH</b>	<b>2019</b>
Total	388
American Indian/Alaska Native	*
Asian	*
Black	74.0%
Hawaiian/Pacific Islander	*
Hispanic	4.1%
Multi-Race	*
White	20.9%
Female	70.1%
Male	29.9%
Free or Reduced Lunch	100.0%
Limited English Proficient	*
Special Education	10.3%
Homeless	2.6%
Migrant	*
Gifted	7.7%
Foster	*
Military	*

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**(3) Proportional Attendance Rate**

(Data as of 11/20/2019)

<b>GRAND CENTER ARTS ACADEMY HIGH</b>	<b>2019</b>
All Students	91.0%
American Indian/Alaska Native	*
Asian	*
Black	90.7%
Hawaiian/Pacific Islander	*
Hispanic	100.0%
Multi-Race	*
White	90.8%
Female	89.4%
Male	94.7%
Free or Reduced Lunch	91.0%
Limited English Proficient	100.0%
Special Education	82.4%

**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>GRAND CENTER ARTS ACADEMY HIGH</b>	<b>2019</b>
Percent	100.0%
Number	374

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

(Data as of  
11/22/2019)

<b>GRAND CENTER ARTS ACADEMY HIGH</b>	<b>2019</b>
All Students	94.25%
American Indian/Alaska Native	
Asian	
Black	93.22%
Hawaiian/Pacific Islander	
Hispanic	
Multi-Race	100.00%
White	96.30%
Female	98.33%
Male	85.19%
Free or Reduced Lunch	94.25%
Limited English Proficient	
Special Education	80.00%
Homeless	50.00%
Migrant	
Gifted	100.00%
Foster	
Military	

**Definition**

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

(Data as of  
11/22/2019)

<b>GRAND CENTER ARTS ACADEMY HIGH</b>	<b>2019</b>
All Students	100.00%
American Indian/Alaska Native	
Asian	
Black	
Hawaiian/Pacific Islander	
Hispanic	
Multi-Race	
White	100.00%
Female	100.00%
Male	
Free or Reduced Lunch	100.00%
Limited English Proficient	
Special Education	
Homeless	100.00%
Migrant	
Gifted	
Foster	
Military	

**Definition**

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**(6) Dropout Rate**

<b>GRAND CENTER ARTS ACADEMY HIGH</b>	<b>2019</b>
TOTAL	2.1%
American Indian/Alaska Native	-200.0%
Asian	0.0%
Black	1.0%
Hawaiian/Pacific Islander	0.0%
Hispanic	0.0%
Multi-Race	0.0%
White	5.6%

**Definition**

**(7) Where Our Graduates Go**

<b>CONFLUENCE ACADEMIES - GRAND CENTER ARTS ACADEMY HIGH</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>GRAND CENTER ARTS ACADEMY HIGH</b>	<b>2019</b>
All Students	0.0%

**Definition**

**(9) Staffing Ratios**

<b>GRAND CENTER ARTS ACADEMY HIGH</b>	<b>2019</b>
Students to classroom teachers	12
Students to administrators	388

**Definition**

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

<b>GRAND CENTER ARTS ACADEMY HIGH</b>	<b>2019</b>
All Staff	9.3

Definition

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

(Data as of 11/4/2019)

CONFLUENCE ACADEMIES (115906)	2019			
	Title I		Non-Title I	
	High > 75% Minority	High > 75% Poverty	Low < 25% Minority	Low < 25% Poverty
<b>TEACHERS</b>				
Inexperienced Teachers	14.6%	14.6%	N/A	N/A
Out-of-Field Teachers	37.5%	37.5%	N/A	N/A
Ineffective Teachers	4.7%	4.7%	N/A	N/A
<b>PRINCIPALS</b>				
Inexperienced Principals	0.0%	0.0%	N/A	N/A
Out-of-Field Principals	0.0%	0.0%	N/A	N/A

Definition

N/A denotes data not applicable

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

<b>GRAND CENTER ARTS ACADEMY HIGH</b>	<b>2019</b>
All Staff	66.1

Definition

**(13) Average Teacher Salaries**

<b>GRAND CENTER ARTS ACADEMY HIGH</b>	<b>2019</b>
Average Regular Term Salary	\$46,326
Average Total Salary	\$46,410

Definition

**(14) Average Administrator Salaries**

<b>GRAND CENTER ARTS ACADEMY HIGH</b>	<b>2019</b>
All Administrators	\$111,100

Definition

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

(Data as of 12/9/2019)

<b>GRAND CENTER ARTS ACADEMY HIGH (1945)</b>	<b>2019</b>
A. Membership *	387.00
<b>Building Level Per-Pupil Expenditures</b>	
B. Federal	\$1,055
C. State/Local	\$7,240
D. Building Level Per-Pupil Total (Sum of B+C)	\$8,295
<b>Building Share of Central Per-Pupil Expenditures</b>	
E. Federal	\$29
F. State/Local	\$4,308
G. Building Share of Central Per-Pupil Total (Sum of E+F)	\$4,337
H. Total Expenditures Per-Pupil (Sum of D+G)	\$12,632
(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	102	0	0.0	0.0	10.8	34.3	51.0	3.9
Mathematics	A1	2019	55	0	0.0	21.8	67.4	25.6	2.3	4.7
Science	B1	2019	93	0	0.0	0.0	33.3	37.6	15.1	14.0

**Definition**

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



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**(17) ACT Results**

(Data as of 11/20/2019)

<b>GRAND CENTER ARTS ACADEMY HIGH</b>	<b>2019</b>
Percent of Graduates Taking the ACT	85.23
Composite ACT Score	18.40

**Definition**

**(18) Disciplinary Actions**

<b>GRAND CENTER ARTS ACADEMY HIGH</b>	<b>2019</b>
Suspensions of 10 or More Consecutive Days (number   rate)	28   7.2
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%	54.60%	
Black (not Hispanic)	0.0%	43.70%	
Hispanic	*	*	*
Multi-Racial	*	*	*
White (not Hispanic)	*	*	*
Free-Reduced Lunch	0.0%	54.60%	
Limited English Proficient	*	*	*
Special Education	*	*	*
Homeless	*	*	*
Gifted	*	*	*
Foster Care	*	*	*
<b>Mathematics</b>			
All Students	19.7%	7.00%	

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Report as of: 4/24/2020

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	2019		
	LND	Pct. Prof/Adv	Growth
Black (not Hispanic)	*	*	*
Hispanic	*	*	*
White (not Hispanic)	*	*	*
Free-Reduced Lunch	19.7%	7.00%	
Limited English Proficient	*	*	*
Special Education	*	*	*
Gifted	*	*	*
<b>Science</b>			
All Students	0.0%	29.70%	
Asian/Pacific Islander	*	*	*
Black (not Hispanic)	0.0%	18.30%	
Hispanic	*	*	*
White (not Hispanic)	*	*	*
Free-Reduced Lunch	0.0%	29.70%	
Limited English Proficient	*	*	*
Special Education	*	*	*
Homeless	*	*	*
Gifted	*	*	*
<b>Social Studies</b>			
All Students	0.0%	0.00%	
Asian/Pacific Islander	*	*	*
Black (not Hispanic)	0.0%	0.00%	
Hispanic	*	*	*
Multi-Racial	*	*	*
White (not Hispanic)	*	*	*
Free-Reduced Lunch	0.0%	0.00%	
Limited English Proficient	*	*	*
Special Education	*	*	*

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	2019		
	LND	Pct. Prof/Adv	Growth
Homeless	*	*	*
Gifted	*	*	*

**Definition**

<b>(20) Students in Gifted Education Program</b>	(Data as of 11/22/2019)
<b>CONFLUENCE ACADEMIES - GRAND CENTER ARTS ACADEMY HIGH</b>	<b>2019</b>
Percent	7.7%
Number	30

**Definition**

**(21) English Learner Proficiency Status**

(Data as of 11/22/2019)

<b>GRAND CENTER ARTS ACADEMY HIGH (1945)</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Number of English Learners	*	*	*
Number Becoming Proficient	*	*	*
Percent Becoming Proficient	0.0	0.0	0.0

**Definition**

**(22) CRDC Information**

[Link to CRDC report](#)

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