



**Public School
in St. Louis:
Place, Performance,
and Promise**



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Public School in St. Louis: Place, Performance, and Promise

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About this Report

This report compares the demand for public education in St. Louis during the 2007-08 school year with both the supply and location of public schools operated by St. Louis Public Schools and charter schools. The geographic areas of analysis are the city of St. Louis and its zip codes.

The first four sections of this report contain background information necessary to understand the results of the research and the key findings. This background includes the Introduction, the History and Role of VICC, a Demographic and Enrollment Overview, and the Methodology and Glossary of Terms. The results of the research begin on page 17.

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Introduction

The city of St. Louis and the surrounding counties have been the setting of dramatic school reform efforts for almost 40 years. These efforts began in the 1970s and resulted in the 1980 court-ordered desegregation program under which the Voluntary Interdistrict Coordinating Council (VICC) began transferring thousands of African American children living in the city of St. Louis to suburban school districts. This represented one of the first efforts nationally to provide parents a choice when their local schools were failing.

At the same time, St. Louis Public Schools (SLPS) was establishing magnet schools designed to provide quality, theme-based curricula that would appeal to a diverse student body and attract suburban students. Despite ongoing litigation, it was clear by 1996 when settlement negotiations began again that both families and educators in the region had come to rely on the desegregation program. In 1999, the case was finally settled and the Missouri legislature continued funding the voluntary transfer program with more limited resources.

In the decade since VICC's reauthorization, further reform has been influenced by the introduction of charter schools and the federal No Child Left Behind Act (NCLB). Today there are almost 7,600 children in VICC and another 8,300 in SLPS magnet schools. However, while VICC provided better education for many children, SLPS has struggled to achieve the improvements hoped for in the court settlement, some of which were later mandated by NCLB. The 1999 legislation included the authorization of charter schools that now serve 7,700 children in St. Louis. While charter schools have been an effective school reform tool throughout the nation, few St. Louis charter schools have succeeded to date. School quality across the SLPS system continued to decline this past decade. The position of Superintendent of SLPS turned over almost annually from 2003-2006. Then in 2007 the Missouri Department of Elementary and Secondary Education (DESE) stripped SLPS of its accreditation and appointed a three-person Special Advisory Board (SAB) to oversee the district.

This report, *Public School in St. Louis: Place, Performance, and Promise (Place, Performance, and Promise)*, also supports the objective of quality public education for all children in St. Louis. It takes into consideration current school performance and enrollment and identifies where in St. Louis the greatest need for better schools exists. The assumption underlying this analysis is that all school-age children should have access to performing public schools, as measured by Missouri State Standards, near where they reside, if that is their choice.

Although the analysis examines performance, demographics, and enrollment at one point in time, its results must be interpreted within the dynamic context of St. Louis's public education system. Since this study began there have been rapid changes in the landscape. In the fall of 2008, the SAB completed a national search for a new superintendent and hired Kelvin Adams, Ph.D., one of the executives responsible for opening and rebuilding the New Orleans public schools following Hurricane Katrina. Mayor Francis G. Slay was reelected for a third term, after making education reform and charter schools a top priority in his campaign. In addition, the National Association of Charter School Authorizers (NACSA) worked closely with the emerging Missouri Charter Public School Association (MCPSA) to focus the existing and developing charter schools on quality and to reinvigorate the charter school movement as a reform tool by strengthening charter school sponsorship.

Place, Performance, and Promise provides valuable new data for these leaders of ongoing reform. The report offers a composite of the system's performance and information on the distribution of public education in the city. As such, it builds on recent planning and reform efforts by SLPS. For example, the February 2009 report completed by MGT of America, Inc. (MGT) for SLPS focused on consolidating, repurposing, and closing public schools that were under enrolled and housed in poor quality facilities.¹ In response, the SAB voted to close 14 schools once the academic year was completed. However, MGT's report considered neither the relative performance of the schools occupying the facilities nor the relationship between where students live and where they attend school by neighborhood.

This report assesses the important additional factors of performance and enrollment by zip code and, therefore, deepens the analysis. In particular, the geographic overlay that is provided by analyzing school data for each of the city's zip codes identifies priority areas for locating new school options. The report also includes a detailed profile for each zip code that includes basic demographics, public school enrollment data, an estimate of children enrolled in other private and parochial schools, and a map and list of all schools in the area.

As this report goes to press, key legislation was passed, at the request of MCPSA, NACSA and Mayor Slay, that is designed to increase the effectiveness of charter schools as a vehicle for education reform in Missouri. Senate Bill 291

provides for remedial action on the part of charter school sponsors when these schools fail to meet academic performance standards. Sponsors are the institutes of higher education that are responsible for holding schools to their charters, which have been authorized by the State Board of Education and DESE. The new legislation also targets new charters to address the needs of high-risk students and the re-entry of dropouts and commissions a study of the impact of charter schools that compares charter school students with a group of district students matched on demographics and geography.

As Place, Performance, and Promise demonstrates, to date, none of the previous reforms have resulted in satisfactory or improved public education within the city of St. Louis, where only four public schools met 2008 Missouri State Standards. There is, however, a real opportunity to achieve lasting reforms in the coming years because of new leadership and policy direction in the city of St. Louis, the state of Missouri, and at the federal level. The new federal \$4 billion Race to the Top fund will provide intensive support to low-performing schools. Designed to accelerate the pace of change in urban school districts, this and other new initiatives increase the likelihood that school districts will achieve the performance standards to which they are held accountable. This report gives SLPS and its partners in reform, the Mayor's Office, NACSA, and MCPSA, comprehensive, community-level information on which to base the difficult decisions needed to bring about the long-desired educational opportunities for St. Louis school children.

The VICC transfer program provides an alternative public school option for 7,555 students residing in St. Louis as well as 42 students residing in suburban districts who attend SLPS magnet schools.

History and Role of VICC

In 1980, public school enrollment in the city of St. Louis was altered by the establishment of the court-ordered interdistrict desegregation program that allowed African American children to enroll in majority white suburban school districts. The program was the resolution of a 1972 lawsuit filed against SLPS concerning the transfer of an African American student out of an integrated neighborhood school.

As the case was being litigated, it became apparent that due to declining white enrollment in SLPS, 30,000 students would attend schools that were entirely African American.

An initial response of the courts during litigation was the establishment of magnet schools to address the challenge of providing an integrated education as the district became predominantly African American. Encouraged by the success of Metro High School, which opened in 1972, two additional magnet high schools and seven magnet elementary schools were opened in 1976. When these schools did not enroll adequate numbers of African American students, the courts required that 50 to 70 percent of the population be African American. In 1978, Chief Judge Donald Lay ordered SLPS to open more magnet schools and provide additional funding to support these schools.² As a result of these efforts and continued funding through the 1980 court program, there are a total of 24 magnet schools operating in St. Louis today.

During the case, it also became evident that St. Louis' suburban school districts had played a role in the segregation of schools prior to 1954, which could, therefore, allow for an interdistrict desegregation program. The initial program was administered by the VICC, whose acronym is used to refer to the program and its students who are enrolled outside of their district. VICC was designed to facilitate African American student enrollment into suburban schools as a way to integrate majority white suburban districts and the enrollment of white children from the suburban districts in SLPS magnet schools.

At its peak VICC enrolled over 13,000 children from St. Louis. However, only 25 percent of the expected suburban population joined the city district and most students withdrew over time. Although court supervision of VICC ended in 1999, the Missouri state legislature passed legislation to provide continued support of some of the components of the transfer program. VICC then became the Voluntary Interdistrict Choice Corporation. Furthermore, the legislation that funded the reorganized transfer program included a process for approving charter schools. Charter schools are public schools that are free and open to all who live in SLPS boundaries and are operated by nonprofit corporations.

Impact of VICC on Current Public School Enrollment

The continuation of the VICC transfer program provides an alternative public school option for 7,555 students residing in St. Louis as well as 42 students residing in suburban districts who attend SLPS magnet schools. Table 1 provides data on VICC participation by grade level. Approximately 23.2 percent of public high school students are enrolled in VICC compared to 15.9 percent of elementary and middle school students. The variation in VICC enrollment by division reflects both the advancement of students when enrollment was larger and recent reductions in enrollment in preparation for the 2013-14 program expiration. In preparation for this report, Robbyn Wahby, Executive Assistant to the Mayor, spoke with Bruce Ellerman, CEO, VICC, about the future of the program. While it is possible that VICC will be extended again as in the past, suburban districts do not want to experience a sudden dramatic reduction in enrollment that would result in considerable layoffs and under-utilization

of facilities. Participating suburban districts have discretion when reducing the number of available seats, but the average annual decline within the program is currently six percent.

VICC is a component of public school enrollment because students from the city of St. Louis attend suburban public schools. Figure 1 shows the role of VICC in serving these public school students residing in St. Louis. However, VICC data is not incorporated into the neighborhood analysis that is the focus of this report. Students from St. Louis participating in VICC are removed because they have an option or choice. In the suburban districts, according to the *2008 Regional Report Card: Eliminating the African-American Achievement Gap*, 69.3 percent of black students graduate compared to 49.3 percent of SLPS students, and suburban attendance rates are slightly higher

than in the city. These measures, in addition to performance on the 2008 Missouri Assessment Program (MAP), determine whether a school is making Adequate Yearly Progress (AYP).³ Although students enrolled in VICC are not included in the neighborhood-level analysis of current need and school performance, more detailed data on VICC participation by geography are included in Appendix F.

It should be noted that parents who enrolled their children in VICC were participating in the voluntary integration of schools. At the same time, an indirect result was that they were also participating in a program that gave African American parents in the city of St. Louis a choice when schools were failing their children. This option for parents would later become one of the hallmarks of national school reform efforts under NCLB.

Figure 1: Public School Enrollment by School Type

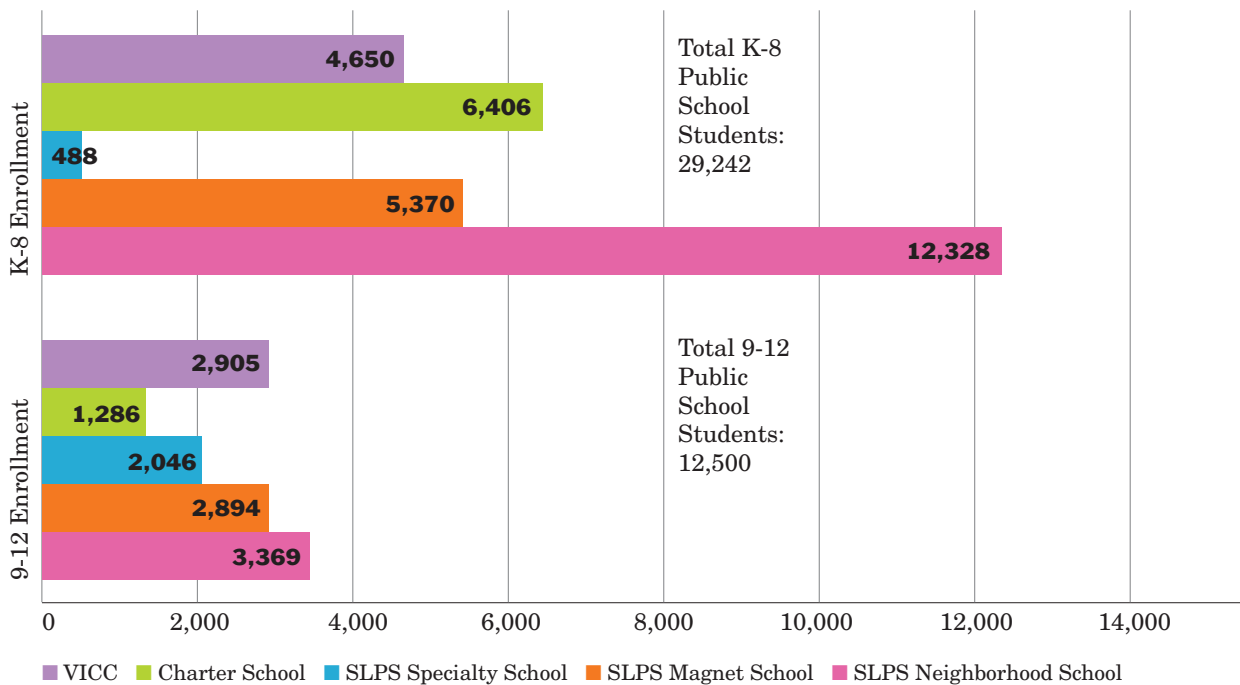


Table 1: VICC Participation as a Percent of Public School Enrollment and School-Age Population

	2007-08 VICC Enrollment	VICC Enrollment as a Percent of Public School Enrollment	VICC Enrollment as a Percent of School-Age Population
Elementary	2,671	13.8%	9.7%
Middle	1,979	20.0%	14.5%
High	2,905	23.2%	15.0%
Total	7,555	18.1%	12.5%

Demographic and Enrollment Overview

Since the 1970s, St. Louis has undergone significant population changes. Between 1970 and 2000, the total population of St. Louis declined by 44 percent and the population ages 5-19 experienced an even greater decline of 54 percent.⁴ More recently, the total population stabilized,⁵ but the population ages 5-19 continued to decline slowly between 2000 and 2007.

The declines in SLPS enrollment have exceeded declines in the population. SLPS enrollment declined by 64 percent from a peak of approximately 116,000 students in 1967 to 43,000 in 2000. In addition, while the population ages 5-19 declined by only five percent from 2000 to 2007, SLPS enrollment fell by another 39 percent to 26,495 students in 2007-08. Part of the reduction in SLPS enrollment from 1983 to the present can be explained by the establishment of VICC. The passage of charter school legislation in 1998 provided another option for children. These educational reforms have resulted in three public school options for children in St. Louis:

- SLPS
- VICC (beginning with pilot in 1980)
- Charter Schools (beginning in 2000-01)

Together SLPS, VICC, and charter schools enrolled 41,742 students from St. Louis in grades K-12 in 2007-08. The estimated total population of school-age children ages 5-17 in St. Louis is 60,642;⁶

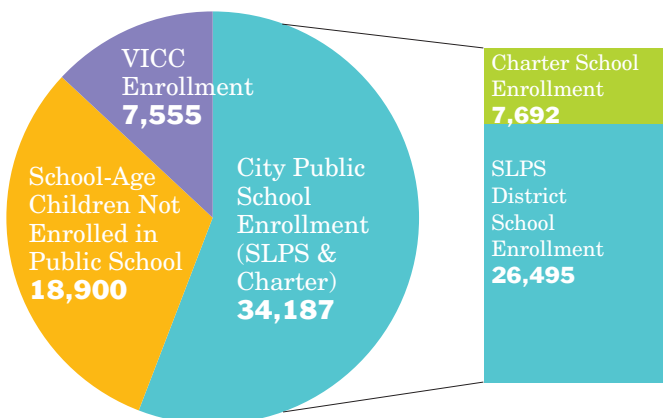
therefore, approximately 68.8 percent of school-age children that reside in St. Louis were enrolled in either a city or suburban public school that year.

As discussed, charter schools were established in the legislation that settled the desegregation case. The first charter schools in St. Louis opened in 2000-01 and by 2007-08 there were 15 charter schools serving students in St. Louis. The majority of schools serve elementary and middle school grades with only four schools providing high school grades. Charter schools enrolled a total of nearly 7,700 students.

As shown in Figure 2, in 2007-08, the city public enrollment was 34,187 students. This represents 56.4 percent of the school-age population.

Within public school enrollment, there are important variations by grade level, school type, and zip code, as shown in Table 2. A smaller percentage of high school-age students

Figure 2: School-Age Enrollment by School Type



(ages 14-17) are enrolled in public schools than elementary and middle school-age students (ages 5-13). This difference suggests that high school students are more likely to drop out of school or choose to attend private schools. The profiles of the zip codes included with this report provide detailed data on these variations at the neighborhood level.

There are three types of schools operated by SLPS in St. Louis:

Neighborhood Schools – traditional public schools designed to serve primarily children residing in a designated area known as the school’s attendance area.

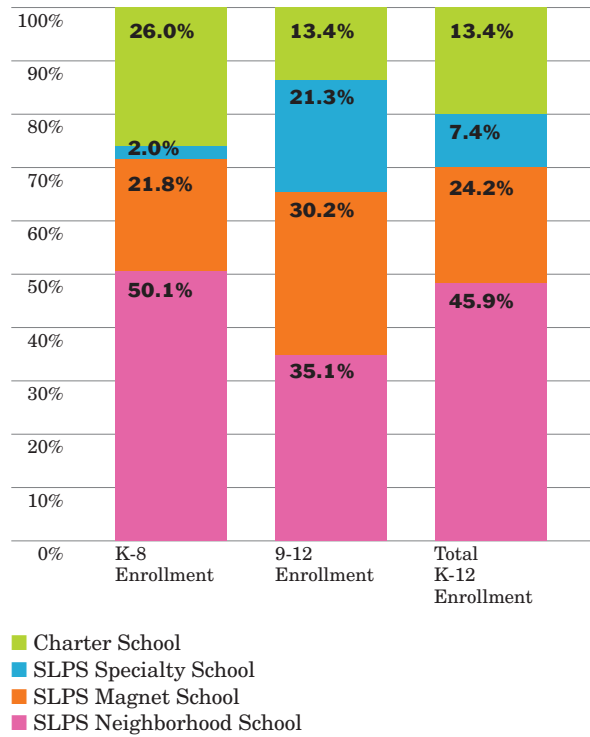
Magnet Schools – public schools with a specific academic focus designed to appeal to a diverse student population that is most often admitted by lottery. In St. Louis, there are a few magnet schools designed for gifted and talented students that rely on selective enrollment as opposed to a lottery.

Specialty Schools – SLPS operates a range of specialized schools for populations with special needs and students who are ineligible for neighborhood or magnet schools. These schools include programs that provide profoundly disabled students with a safe and nurturing environment, credit recovery programs for dropouts, and alternative schools that can include treatment for mental health and behavioral issues.

Figure 3 illustrates that elementary and middle school students are more likely to attend neighborhood schools, while high school students are more likely to attend a specialty school.

Twenty-six percent of all city public school elementary and middle school students are enrolled in charter schools compared to just 11.5 percent of high school students.

Figure 3: Enrollment by School Type



Twenty-six percent of all city public school elementary and middle school students are enrolled in charter schools compared to just 11.5 percent of high school students.

Table 2: Percent of School-Age Children in the City of St. Louis Enrolled in a City Public School in 2008

	2008 Population Estimate	2007-2008 City Public School Enrollment	Estimated Percent Enrolled in Public School
Grades K-8 (ages 5-13)	41,235	24,592	59.6%
Grades 9-12 (ages 14-17)	19,407	9,595	49.4%
Grades K-12 (ages 5-17)	60,642	34,187	56.4%

Table 3: Race and Ethnicity of SLPS and Charter School Students Compared to the City of St. Louis

	SLPS Students	Charter School Students	City of St. Louis
Black or African American, Non-Latino	81.2%	88.9%	53.5%
White, Non-Latino	13.7%	7.3%	39.2%
Latino	2.6%	3.2%	2.4%
Other	2.5%	0.6%	5.0%
Total	100%	100%	100%

Parochial and Private Schools

Parochial and independent private schools located in St. Louis also serve school-age children in St. Louis. For the study, data was collected from the Catholic and Lutheran schools as well as some independent private schools located in St. Louis. In 2007-08, these schools enrolled approximately 4,900 students or 8 percent of school-age children. However, a further analysis of the data indicated that these schools serve many children that reside in the suburbs as well. Therefore, it is likely that there are children who reside in St. Louis who attend suburban parochial and private schools.

Although complete enrollment figures were unavailable, it is clear that these schools play an important role in providing options for St. Louis students.

Public school students differ racially and ethnically from the population of St. Louis overall. As Table 3 shows, students enrolled in SLPS are more likely to be African American. Charter school enrollment data indicate that 88.9 percent of enrolled students are African American, 7.7 percent greater than SLPS schools.

Methodology and Glossary of Terms

The primary goals of this needs assessment are to understand access to performing schools as measured by Missouri State Standards, and to prioritize the need for performing public schools by neighborhood. In doing so, this report also establishes a baseline of school performance for the system. In 2003, IFF developed a methodology for studying the relative need for better performing schools in a school district. The method takes into account the number of children (demand), the number of school seats (supply), school performance, and location.

This method has been applied twice to evaluate schools in Chicago.⁷ The guiding principle of the analysis is that all students should have performing neighborhood schools close to or in their neighborhood. This report represents a point-in-time analysis of the school-age population as well as school performance in St. Louis. For this report, that time is the 2007-08 school year and the method relies on the following data:

- School-age population
- Public school enrollment
- School performance
- School capacity
- School location
- School attendance area

Geography

These data are compiled at both the citywide and zip code levels. In addition to approximating clusters of neighborhoods in St. Louis, zip codes represent a common denominator for aggregating data from multiple sources. This report combines data from five sources, SLPS, VICC, DESE, charter schools, and private and parochial schools. Each entity maintains enrollment data at a zip code level, allowing for consistent and reliable aggregation for a more complete picture of school enrollment in St. Louis.

St. Louis is comprised of 18 zip codes.⁸

For the purposes of this analysis, the three zip codes, 63101, 63102, 63103, encompassing Downtown and Midtown are combined into one zip code area. Map 1 shows the resulting 16 zip code areas with major roads.

School Performance

School performance is measured using academic performance data from the 2008 MAP. While there are other measures of performance that account for a broader range of factors such as truancy, dropout, and graduation rates, this analysis focuses on academic performance alone. (A comment on the dropout rate is included in the Conclusion.)

DESE sets an Annual Proficiency Target for student academic performance as part of the process for determining AYP under NCLB. MAP data is used to evaluate students' academic proficiencies in Communication Arts and Math in order to determine whether a school or district has met the Annual Proficiency Target.⁹

For 2007-08 – the most recent year for which MAP data were available – the Annual Proficiency Target was 51 percent of students scoring proficient or above in Communication Arts and 45 percent in

Math. Individual students were assigned by DESE into one of four achievement-level categories based on their scale score in each subject area. A school’s or district’s performance or proficiency score is the sum of students in the “Proficient” and “Advanced” categories.

In order to prioritize where the relative need is greater, the original methodology distinguishes between performing and nonperforming schools at the neighborhood level. However, few schools in St. Louis met Missouri’s 2008 Annual Proficiency Target. Therefore, an alternative measure of relative performance was applied to SLPS, including charters. IFF classified schools that performed at half or above of the Annual Proficiency Target in both Communication Arts and Math as Tier 1 schools. By definition, Tier 1 also includes the schools that met the State Standard for performance that year. The remaining schools were ranked based on their combined Communication Arts and Math score and grouped into Tiers 2-4. The analysis compares the supply in Tier 1 schools with the demand from students enrolled in public schools in St. Louis, by zip code.

Need for and Supply of Tier 1 Schools

The assessment of need compares Tier 1 capacity or supply with enrollment in SLPS schools.

Two measures, service level and service gap, are calculated to gauge both the relative and absolute need for Tier 1 schools in the city of St. Louis.

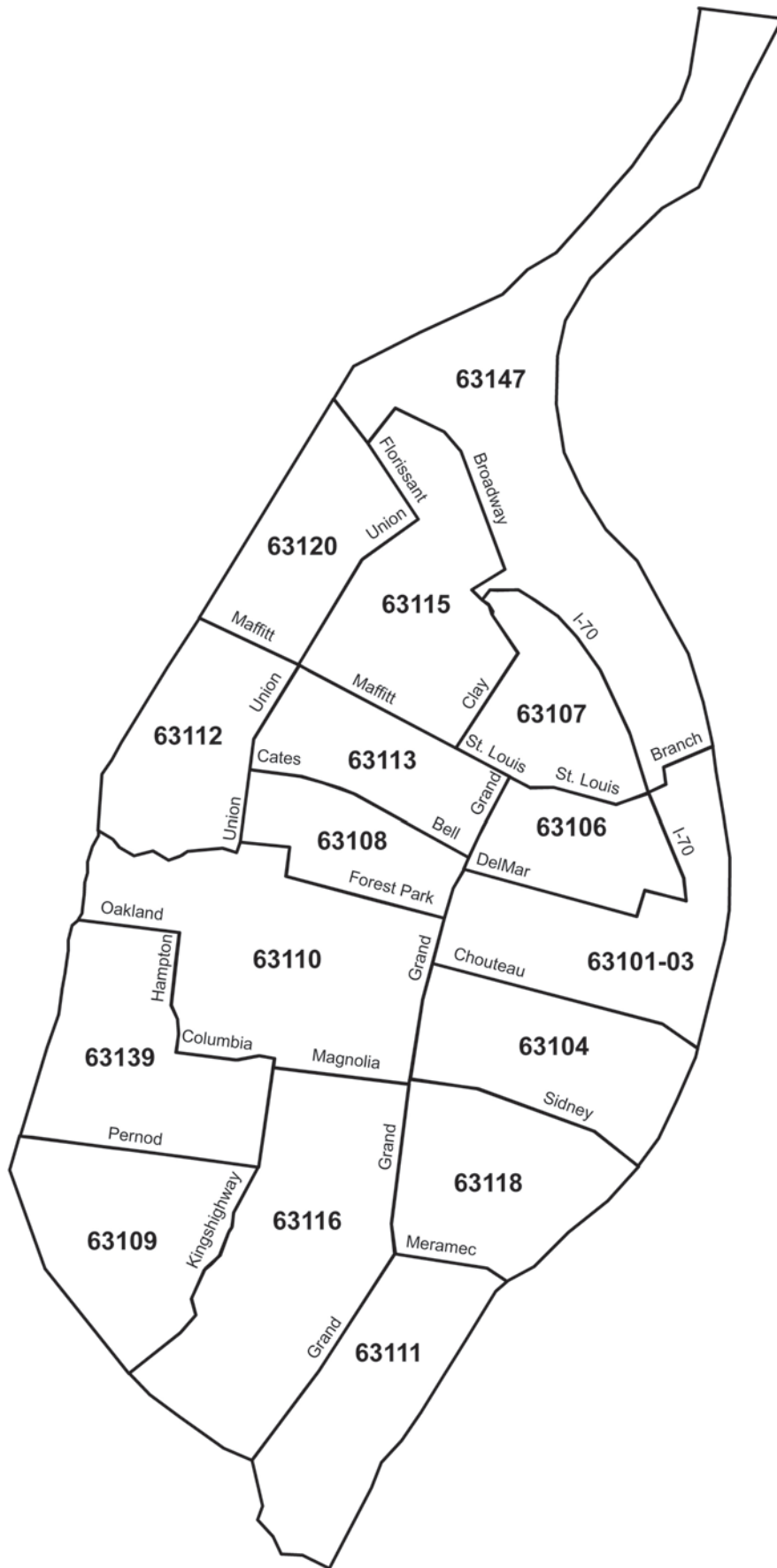
- **Service Level**—the percent of students that can be served by Tier 1 capacity (total number of students who attend the Tier 1 school divided by the total number of students who live in the zip code).
- **Service Gap**—the total number of students that cannot be served by Tier 1 capacity (total number of students who live in the zip code less the number of Tier 1 seats).

Service level is a relative or scaled measure of need; whereas service gap is an absolute measure of need. For St. Louis and for each of its zip codes, service levels and service gaps are calculated based on capacity in Tier 1 neighborhood schools. Each of the zip codes, including the combined downtown area, is then ranked from 1-16 by calculating the weighted average of each zip code’s service level and service gap. (See Appendix A for a more detailed methodology.)

Table 4: Annual Proficiency Target Compared to IFF Tier 1

	Missouri’s 2008 Annual Proficiency Target	IFF Tier 1 Performance Target
Communication Arts	51.0%	25.5%
Math	45.0%	22.5%

Map 1: Zip Code Areas



Glossary

AYP

Adequate Yearly Progress

Capacity

The total number of students that a school is designed to serve or seat. SLPS provided this number for its schools based on an evaluation of each individual school facility. For charter schools, enrollment serves as a proxy for capacity.

Citywide Capacity

The total number of seats in Tier 1 schools in St. Louis and charter schools.

City Public School Enrollment

The total number of students enrolled in public schools in St. Louis, excluding students enrolled in VICC.

DESE

Missouri Department of Elementary and Secondary Education

MAP

Missouri Assessment Program

NCLB

The No Child Left Behind Act

Neighborhood Capacity

The total number of seats in Tier 1 neighborhood schools.

Neighborhood School

A SLPS school with a designated neighborhood attendance area that gives preference to children residing in the attendance area.

Public School Enrollment

The total number of students enrolled in a public school in a given geography.

Service Level

The proportion or percentage of potential public school students, and current enrollment that can be served by the Tier 1 capacity located in the geographic unit of analysis (zip code).

Service Gap

The total number of students that cannot be served by a Tier 1 school in a given geographic unit of analysis (zip code).

Tier 1 School

A public school that met at least half of the Annual Proficiency Target in both Communication Arts and Math, meaning that in 2008 at least 25.5 percent of students were proficient or above in Communication Arts and at least 22.5 percent of students were proficient or above in Math.

Research Findings

Tier 1 Schools and Capacity in the City of St. Louis

The research results begin with the finding that only four schools met Missouri’s 2008 Annual Proficiency Target; three magnets and one neighborhood school.¹⁰ These schools are considered performing schools. With so few performing schools, this study uses the concept of “Tier 1” performance to provide a structure for setting priorities.

Tier 1 schools are performing at one-half Missouri State Standards or better. Fifteen public schools performed at one half the Missouri State Standard or better and, together with the four performing schools, they comprise the Tier 1 capacity used for this analysis.

- Herzog Elementary School on the north side in 63147 is the only neighborhood school in Tier 1 that also met Missouri’s 2008 Annual Proficiency Target.
- Eleven Tier 1 schools are neighborhood elementary and middle schools.
- Seven Tier 1 schools are magnet schools, including three selective enrollment schools. These selective enrollment schools also met Missouri’s 2008 Annual Proficiency Target.
- St. Louis Charter School is the only charter school in Tier 1.

Table 5 lists Tier 1 schools with their MAP scores in Communication Arts and Math for the 2007-08 academic year.

Citywide Tier 1 Capacity

For SLPS schools, capacity or supply is the total number of students each Tier 1 school is designed to serve or seat. The sum of the capacity of these 18 neighborhood and magnet Tier 1 schools represents most of the citywide Tier 1 capacity. Charter schools did not report capacity information for their school buildings. Since these schools enroll to their approved capacity and have waiting lists, enrollment is used as a proxy for capacity in the analysis. The St. Louis Charter School capacity equals its enrollment of 918 students in the study year. The total Tier 1 capacity is the sum of the 18 neighborhood and magnet schools and the St. Louis Charter School.

Neighborhood Tier 1 Capacity

The focus of the neighborhood analysis is the Tier 1 capacity in each of the zip codes. The 11 Tier 1 neighborhood schools represent the city’s neighborhood capacity. The capacity of each school is attributed to the zip codes that the school’s attendance area overlaps. The portion of capacity in each zip code is calculated by taking the same percent as the enrollment from each zip code. For example, Sherman Elementary School’s attendance area overlaps two zip codes (63110 and 63116). The table below shows how capacity is attributed to each of these areas.

Table 5: Tier 1 Public Schools

	Grade Level(s)	Grades	Zip Code	% Proficient and Above on MAP		Missouri's 2008 Annual Proficiency Target
				Communication Arts	Math	
Neighborhood School						
Herzog	Elementary	K-6	63147	59.2%	63.3%	Met
Froebel	Elementary	PS-5	63118	41.8%	40.7%	Not Met
Bryan Hill	Elementary	PS-5	63107	45.8%	31.9%	Not Met
Shenandoah	Elementary/Middle	PS-6	63104	41.5%	35.8%	Not Met
Scruggs	Elementary	PS-5	63111	37.9%	38.8%	Not Met
Hodgen	Elementary/Middle	PS-6	63104	39.1%	34.5%	Not Met
Peabody EMINTS	Elementary/Middle	PS-8	63104	47.4%	24.8%	Not Met
Ford	Elementary/Middle	PS-6	63112	39.3%	29.1%	Not Met
Sherman	Elementary/Middle	PS-6	63110	32.0%	24.0%	Not Met
Buder	Elementary	PS-5	63109	30.1%	25.8%	Not Met
Mason EMINTS	Elementary/Middle	PS-6	63139	29.6%	23.3%	Not Met
Magnet School						
Metro Academic & Classical	High	9-12	63108	95.1%	94.4%	Met
McKinley Classical Junior Academy & Classical Leadership Academy	Middle/High	6-10	63104	85.0%	81.6%	Met
Kennard Classical Junior Academy	Elementary	PS-5	63139	83.3%	77.8%	Met
Busch Academic & Athletic Academy	Middle	6-8	63109	29.9%	38.9%	Not Met
Mullanphy Investigative Learning Center	Elementary	PS-5	63110	33.7%	26.3%	Not Met
Gateway Math, Science, & Technology	Elementary	PS-5	63106	27.2%	26.0%	Not Met
Compton Drew Investigative Learning Center	Middle	6-8	63110	26.4%	23.0%	Not Met
Charter School						
St. Louis Charter School	Elementary/Middle	K-8	63139	26.4%	27.9%	Not Met

Table 6: Example of Neighborhood Tier 1 Capacity Distribution for Sherman Elementary School

	K-12 Enrollment	K-12 Capacity		
Total	205	305		
63110	136	66.3%	$66.3\% \times 305 =$	202
63116	5	2.4%	$2.4\% \times 305 =$	7
<i>Other</i>	64	31.3%	$31.3\% \times 305 =$	96

Citywide Analysis

St. Louis has a total of 7,818 seats of capacity in Tier 1 schools. These schools can enroll only 12.9 percent of the 60,642 school-age children in St. Louis.

A total of 52,824 or 87.1 percent of school-age children lack access to a public school that performed at least at one half of the Missouri State Standard in 2007-08 school year.

Seats in Tier 1 schools are not distributed evenly across the grade divisions, with only five percent in high schools as compared with 62.3 percent in elementary schools and 32.3 percent in middle schools.

Among SLPS magnet and specialty schools, magnets provide more capacity in Tier 1 than neighborhood schools. However, 1,767 of the 3,754 seats are in the selective enrollment schools. In addition, 51.9 percent of magnet school Tier 1 capacity is in middle school grades. As Table 7 demonstrates, magnet and specialty schools are providing essential capacity to elementary and middle school students in the city.

The 15 charter schools operating in 2007-08 did not provide meaningful Tier 1 capacity. As noted earlier, only St. Louis Charter School is in the first tier. Because of its large enrollment,

however, St. Louis Charter School is equal to 11.7 percent of the total Tier 1 capacity, but enrolls only 2.8 percent of the current public school population in the city.

The current citywide service level and service gap in St. Louis are calculated by comparing city public school enrollment with the citywide Tier 1 capacity. The analysis found:

- 1) Only 22.9 percent of city public school students have access to a Tier 1 school.
- 2) St. Louis needs an additional 26,369 seats of Tier 1 capacity to meet the needs of public school students.
- 3) Access to a Tier 1 school depends on the student's grade level.
- 4) Only 3.5 percent of current students are in a performing school, when enrollment in the four performing schools is compared with the public school population.

Table 7: Citywide Capacity in Tier 1 Schools by Grade Division

	Neighborhood Tier 1 Capacity	+	Magnet Tier 1 Capacity	+	Charter Tier 1 Capacity	=	Citywide Tier 1 Capacity
Elementary	2,873		1,388		612		4,873
Middle	273		1,949		306		2,528
High	0		417		0		417
Total	3,146		3,754		918		7,818

Table 8: Analysis of Citywide Capacity and City Public School Enrollment by Grade Division

	Citywide Tier 1 Capacity	City Public School Enrollment	Citywide Service Level	Citywide Service Gap
Elementary	4,873	16,684	29.2%	11,811
Middle	2,528	7,908	32.0%	5,380
High	417	9,595	4.3%	9,178
Total	7,818	34,187	22.9%	26,369

Table 8 reports the service levels and service gaps for the different grade levels. Thirty percent of elementary and middle school students have access to a seat in a Tier 1 school. Despite the fact that the elementary school division has the highest service level, 29.2 percent, it also has the highest absolute gap of approximately 11,811 students. This occurs because of demographic patterns associated with larger cohorts of students and because, as required by law, more elementary school-age children are enrolled in school. Furthermore, with the closure of Scruggs Elementary School in June 2009, the Tier 1 capacity will be further reduced by 360 seats, increasing the citywide service gap to approximately 26,700.

In contrast, there is only capacity to serve 4.3 percent of high school students. The lack of high school capacity results in a high school service gap of 9,178 with public school enrollment of nearly 9,600 students.

In the following sections, the report focuses specifically on the findings regarding Tier 1 capacity in neighborhood schools by grade level. It highlights the challenge that parents throughout St. Louis face when trying to identify a nearby school that meets even half of the Missouri State Standard for their school-age children. Only one neighborhood in St. Louis, zip code 63147, has access to a performing neighborhood school.

Only 3.5 percent of current students are in a performing school, when enrollment in the city's four performing schools is compared with the public school population.

Elementary School Analysis

There were a total of 67 public schools with elementary grades operating in St. Louis during the 2007-08 academic year, including one public preschool and 10 charter schools. SLPS' specialty public school for the hearing impaired, Gallaudet School for the Deaf, serves school-age children from preschool through high school. The majority of SLPS elementary schools are neighborhood schools, but all types of schools operate at the elementary level.

These schools also vary in their grade configurations. Most elementary schools offer preschool through grade five or six, but there are also a number of schools that start at kindergarten and/or serve students through grade eight.

Neighborhood Elementary Schools

The 41 neighborhood schools with elementary grades enrolled a total of 9,042 elementary students. As previously discussed, 26.8 percent or 11 schools, are part of the Tier 1 neighborhood capacity. Five of the 11 schools include sixth grade and one operates from preschool through eighth grade. There are a total of 2,873 K-5 seats of Tier 1 neighborhood elementary capacity when school capacity is adjusted to account for middle school grades.

Map 2 highlights two key findings of the elementary analysis at the zip code level:

- 1) There are four adjacent zip codes on the north side of St. Louis with no Tier 1 neighborhood elementary capacity.
- 2) While elementary students in the remaining 12 zip codes have access to some Tier 1 neighborhood capacity, there are serious gaps in all but three zip codes.

Tier 1 capacity ranged from a high of 487 seats in the zip code 63118 located in the central southeastern area of St. Louis to as few as 12 seats in the downtown zip codes of 63101-03. Most areas with some Tier 1 capacity have

between 200 and 350 seats. (See Appendix B). These service levels correspond to gaps of 250 to 550 on the south side and 800 to 900 on the north side as illustrated on Map 2.

Service Level and Service Gap

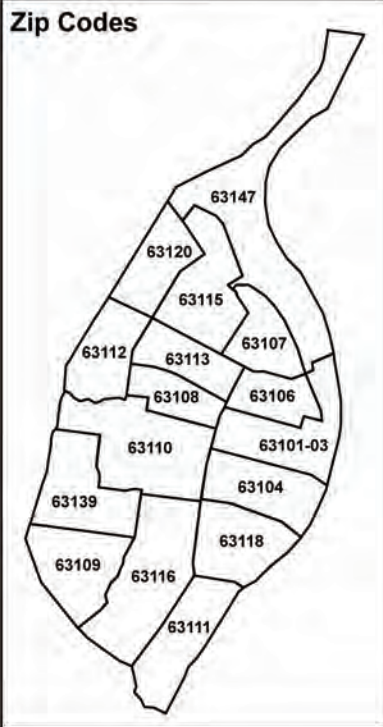
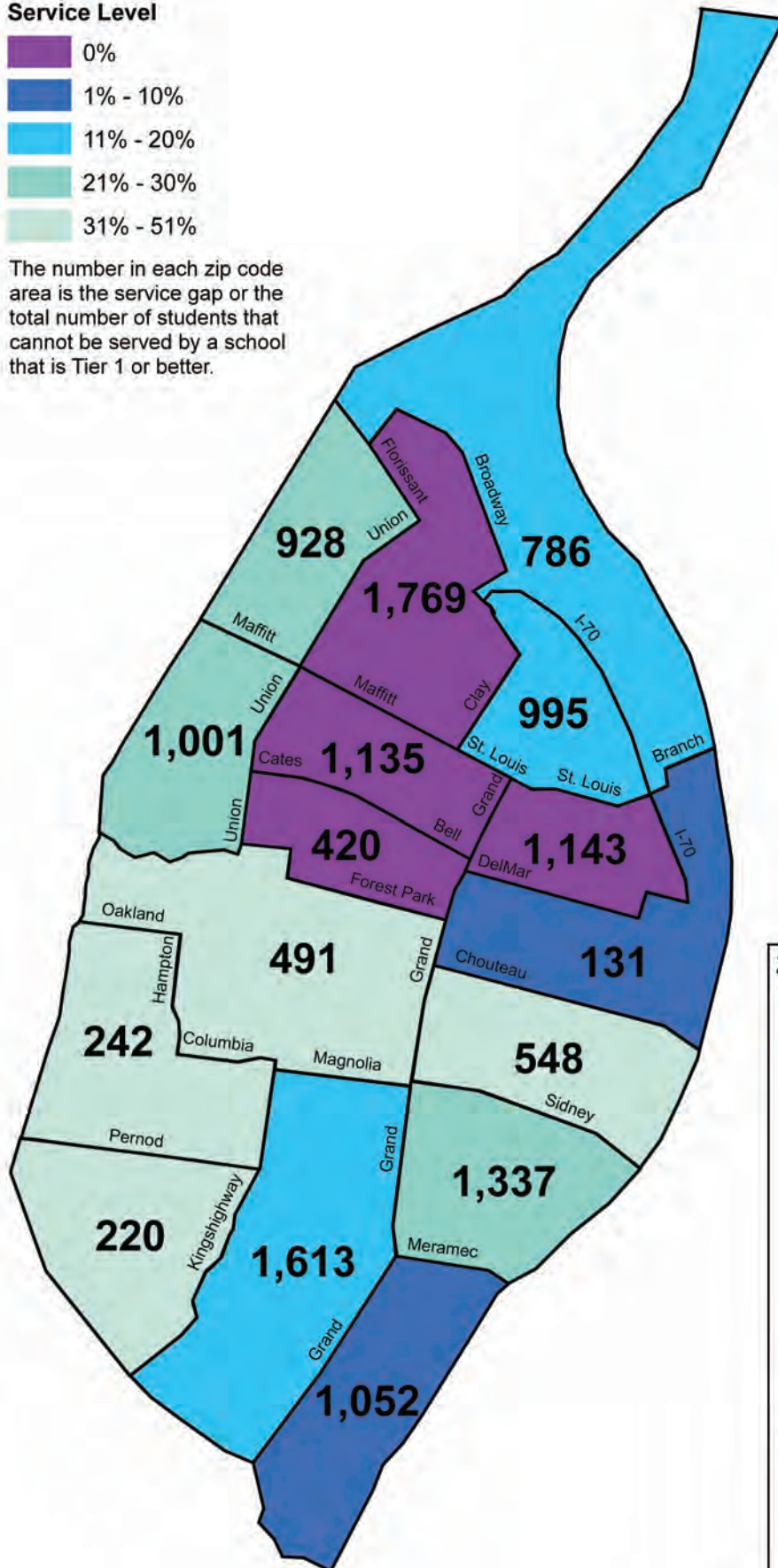
In St. Louis, public school enrollment varies considerably by zip code. As a result, there is significant variation in the extent to which the local Tier 1 capacity meets the need of neighborhood students. For example, on the southwest side of the city, in zip code 63109, only 22.6 percent of the school-age children are currently enrolled in a public school. With one Tier 1 neighborhood elementary school serving most of those children, the service level is 51.3 percent. In contrast, zip code 63111, also on the south side of the city, has a public school enrollment equal to 82.1 percent of the school-age population. In that area there is only enough capacity for 5.9 percent of the elementary students, the lowest level of all the areas with some Tier 1 capacity. Even with Tier 1 capacity, the area needs additional performing capacity for 1,052 students. Six areas in the city have service levels between 10 and 25 percent. Seven zip code areas, including the three zip codes on the north side without any Tier 1 neighborhood capacity, have service gaps greater than 1,000. These are areas of the city in which children are more likely to be enrolled in a public school. The most populous zip code, area 63115, has a gap of 1,769. A table detailing the service levels and service gaps for each zip code can be found in Appendix B.

22 **Map 2: Elementary School Service Level and Service Gap**

Service Level

- 0%
- 1% - 10%
- 11% - 20%
- 21% - 30%
- 31% - 51%

The number in each zip code area is the service gap or the total number of students that cannot be served by a school that is Tier 1 or better.



Elementary Magnet, Specialty, and Charter Schools

Elementary school-age children in St. Louis may also attend one of the 11 magnet schools or 10 charter schools in the city. As noted earlier, many magnet schools were developed in the 1980s as part of the broader strategy to address inequalities between the city and suburbs under the court-ordered desegregation plan. Similarly, charter school authorization was introduced as part of the settlement of the same case. Two specialty schools serve special populations of elementary school-age children. Unlike neighborhood schools, magnet and charter schools serve elementary school students citywide.

As noted earlier, specialty schools include the programs above that provide profoundly disabled students starting in the elementary grades with a safe and nurturing environment.

While magnet and charter schools provide parents with another option, they do not always provide an option that even meets the Tier 1 level. Currently, one of the 10 elementary charter schools and three of the nine nonselective elementary magnet schools are among the Tier 1 schools. Enrollment data indicate that in the areas where none of the neighborhood schools is Tier 1, families may enroll their children in nearby charter schools. The academic performance data clearly indicate that these schools are often no better than the neighborhood schools where the children reside.

Middle School Analysis

There are a total of 16 middle schools that offer grades six through eight. However, there are also 41 schools with elementary and middle school grades, serving students in preschool through grade six or through grade eight. In addition, there are four schools offering both middle and high school grades.

Just under one-third, 32.0 percent, of the middle school students citywide have access to Tier 1 schools. The current middle school service gap is 5,380 seats. The following section assesses those schools that offer only the middle school grades, but includes middle school capacity in all schools with middle school grades when analyzing the service gap and service level in each zip code.

Neighborhood Middle Schools

The 39 neighborhood schools with middle school grades enrolled a total of 3,286 middle school students. Together these schools have a Tier 1 capacity of 273 seats when school capacity is adjusted and capacity in the elementary school grades subtracted from the total. The key findings from the analysis of these schools are:

- 1) None of the nine neighborhood schools with grades six through eight is among the Tier 1 schools.
- 2) The 11 Tier 1 neighborhood elementary schools with middle school grades provide only 273 seats of capacity for middle school students.

Service Level and Service Gap

When the middle school data are evaluated at the neighborhood or zip code level, there is almost no Tier 1 neighborhood capacity for middle school students. Seven zip codes report a service level of zero percent and another four report less than five percent. In zip code 63104, there are two Tier 1 elementary schools and they serve 30.0 percent of the middle school public school population with their combined 111 seats of capacity. Similarly, in several other zip codes, Tier 1 elementary schools serve some of the middle school students. With virtually all Tier 1 middle school capacity in elementary schools, there is no map showing middle school service level.

As a result of the limited middle school capacity, most areas of the city report middle

school service gaps of at least 200 students, as shown on Map 3.

Three zip codes are in need of at least 750 seats of middle school capacity, 63115, 63116, and 63118. In addition, 63120 and 63113 also have significant gaps, 670 and 604 respectively, for middle school students in need of better performing neighborhood options.

Magnet and Charter Schools Serving Middle School Students

The most important option offered by SLPS to families with middle school students are three Tier 1 magnet schools, two of which serve only middle school grades. They are Busch Academic and Athletic Academy, Compton Drew Investigative Learning Center, and McKinley Classical Junior Academy. Together they have a combined capacity to serve a total of 1,949 students. These schools comprise the majority of the Tier 1 middle school capacity. However, none of these schools is enrolled at capacity. In fact, in 2008 they enrolled fewer than 1,000 students combined. The actual need for middle school Tier 1 seats is understated because the methodology counts the capacity of a school as its actual supply. In the case of magnet and selective schools, enrollment figures suggest that these schools are not designed to expand to the full capacity of the building. In an adjusted analysis, the overall citywide middle school service level of 32.0 percent would be lower and the current service gap of 5,380 would be higher.

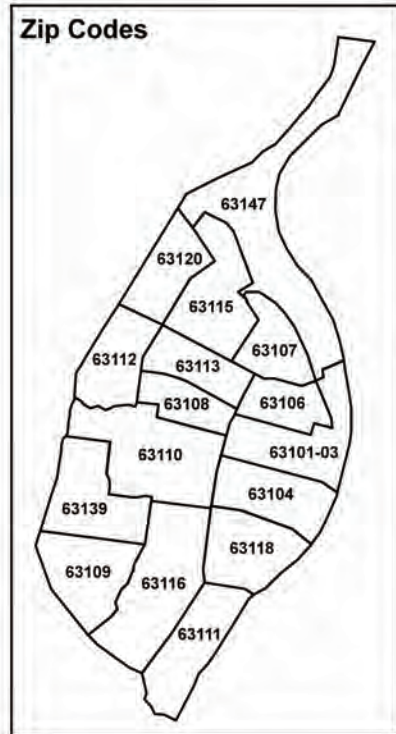
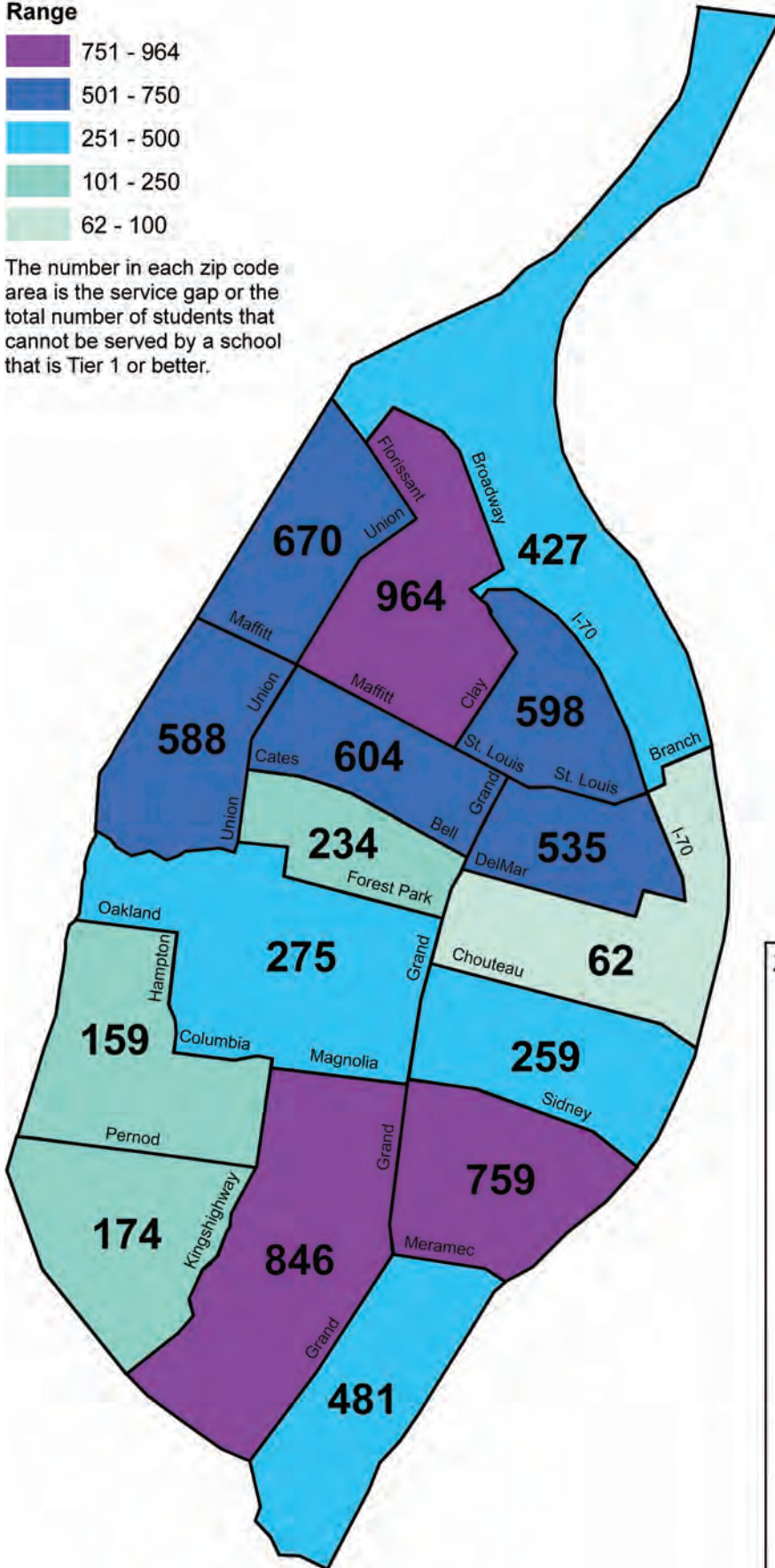
Most of the charter schools operating in St. Louis use a kindergarten through eighth grade model. As noted in the discussion of elementary schools, most of these schools are not providing Tier 1 options to the students they serve. The single Tier 1 charter elementary school serves grades six through eight with approximately 306 middle school students.

Map 3: Middle School Service Gap by Range of Need and Absolute Number of Students

Range

- 751 - 964
- 501 - 750
- 251 - 500
- 101 - 250
- 62 - 100

The number in each zip code area is the service gap or the total number of students that cannot be served by a school that is Tier 1 or better.



High School Analysis

St. Louis, like other urban areas nationwide, faces significant challenges in meeting the needs of its high school population. The key findings with regard to high schools are:

- 1) None of the four neighborhood high schools or four charter schools with middle and high school grades are among the Tier 1 schools in the academic year 2007-2008.
- 2) All of the city's zip code areas have a service level of zero percent.

This analysis examines the service gap (the number of public high school students in need of a performing option) and the role of the city's magnet and charter schools.

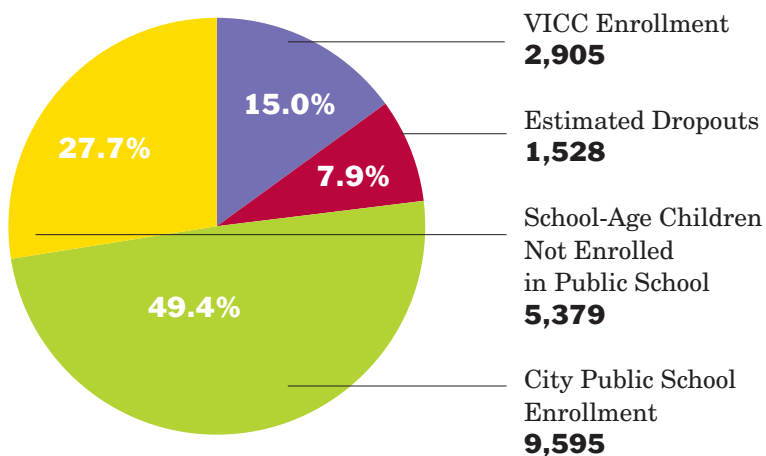
High School Service Gap and Enrollment

The prioritization of need compares current enrollment to Tier 1 neighborhood capacity. When there is no neighborhood capacity, the service gap or absolute measure of need determines the relative need among the different zip codes. Zip code 63115 has the largest service gap of 1,197 as compared to a gap of only 85 in zip codes 63101-03. In the latter area, few high school students are enrolled in public school. In addition, there are five other zip code areas where at least 750 high school students are in need of performing seats.

The drop-out of a substantial portion of the high school population reduces the perceived need for better performing high schools when the service gap is based on public school enrollment. There is an estimated total high school-age population of 19,407 students, but current city public school enrollment totals only 9,595. Therefore, approximately 9,800 high school students attend other schools or have left the system. Among these students, 2,905 attend suburban high schools through VICC and approximately 1,500 students are estimated to have dropped out based on the average of estimates from 2005-2007.¹¹

High school enrollment figures for SLPS indicate that fewer students are enrolled in the 10th through 12th grade years than in 9th grade. In 2008, 9th grade enrollment was 3,108 and 12th grade enrollment was only 1,953 students, which equals 62.8 percent of 9th graders.

Figure 4: High School-Age Children by Enrollment



There are also several charter schools with high school grades and they enrolled a total high school population of 1,251 students in the same academic year. Given the significant variation between 9th and 12th grade public school enrollment in St. Louis, the data on high school students participating in VICC was also analyzed. In the same year, there were 2,905 9th graders in VICC, which equals 23.2 percent of all public high school students in St. Louis.

Total public school enrollment drops from 70.2 percent of elementary and 72.4 percent of middle school-age children to 64.4 percent of high school-age children. High school students that are no longer enrolled in the public school system include students who have enrolled in parochial and other private schools, as well as drop outs.

With no Tier 1 neighborhood high school capacity, the neighborhood high school service gap is equal to the number of students enrolled in city public schools or 9,595 seats.

Magnet and Charter High Schools

At the high school level, like the middle school, the only Tier 1 capacity consists of the few seats

available in the Metro Academic and Classical High School (Metro), a selective enrollment magnet school that few students are eligible to attend, which met Missouri's 2008 Annual Proficiency Target. The school has the capacity to serve approximately 370 students and enrolled 304 students in 2007-08. McKinley Classical Leadership Academy (McKinley) recently expanded to include grades nine and ten and served fewer than 20 high school students. McKinley is in a building with the capacity for 1,000 students and could accommodate additional middle and high school enrollment. In the analysis, McKinley is estimated to provide 51 seats of performing high school capacity and, like Metro, met Missouri's 2008 Annual Proficiency Target. None of the remaining four magnet or specialty schools met one-half of the Missouri State Standard, the level of Tier 1 schools.

There were four charter schools with high school grades that operated during the academic year on which this analysis is based. These schools enrolled a total of 1,300 high school students. However, none of these schools met half of the Missouri State Standard in both Communication Arts and Math and are not in the first tier.

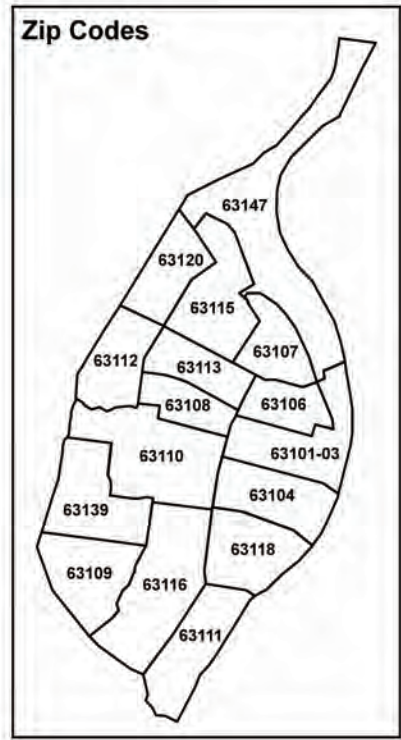
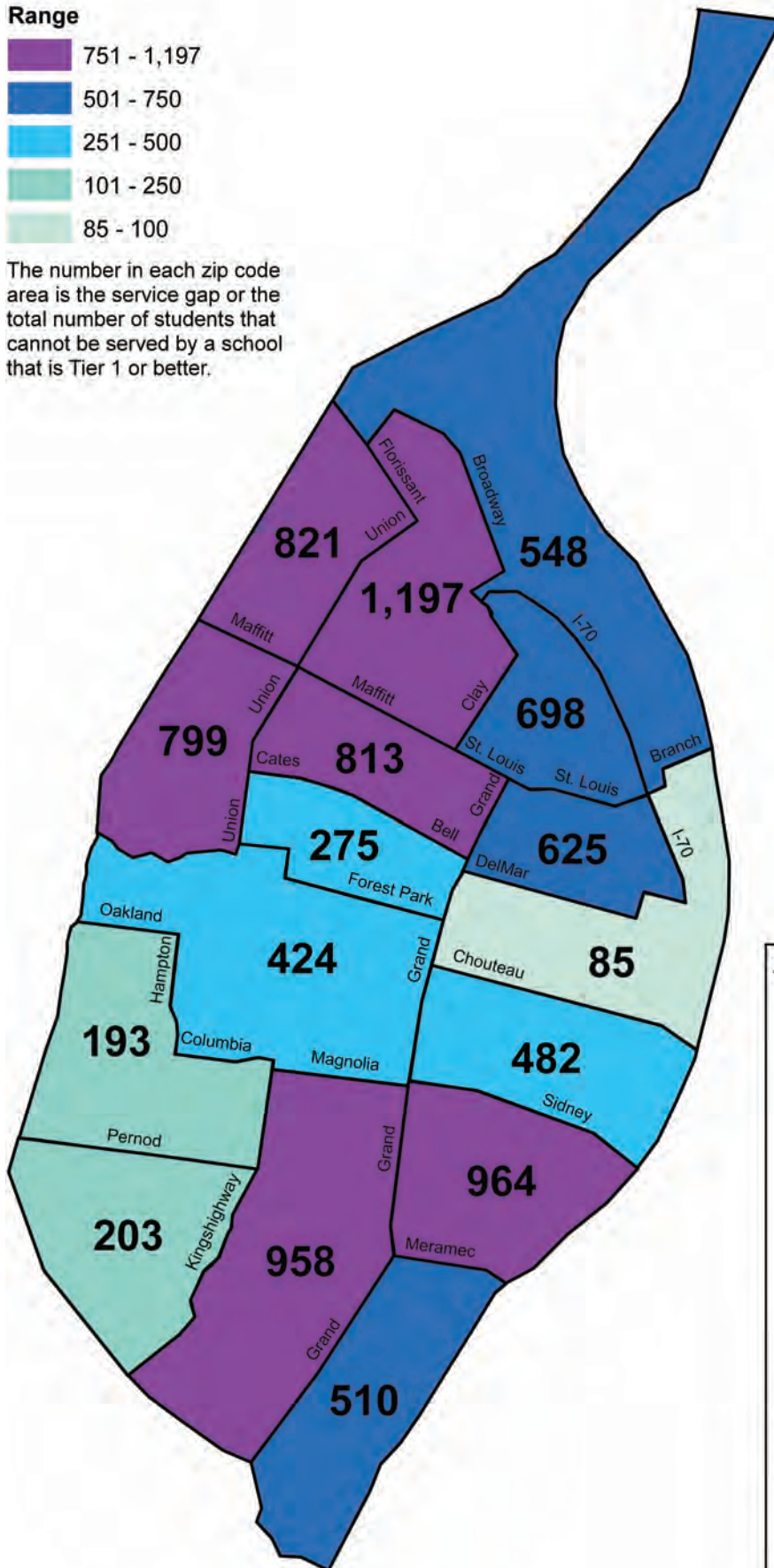
Currently, the parents of the 17,230 middle and high school students enrolled in SLPS face a complete lack of neighborhood performing schools.

Map 4: High School Service Gap by Range of Need and Absolute Number of Students

Range

- 751 - 1,197
- 501 - 750
- 251 - 500
- 101 - 250
- 85 - 100

The number in each zip code area is the service gap or the total number of students that cannot be served by a school that is Tier 1 or better.



Use of St. Louis Public School Facilities

The above analysis uses capacity rather than enrollment to determine the supply of SLPS schools. The choice of the capacity figure rather than school enrollment reflects the core assumption that children should not only have a performing neighborhood school, but that when neighborhood schools are performing more students will attend them.

In St. Louis, many of the older school buildings were designed when the city's population was substantially higher and the use of neighborhood schools was the norm. As a result, many buildings are considerably under-utilized. According to IFF's analysis of school capacity and enrollment, SLPS facilities are 58.1 percent utilized. While utilization is not a factor in the IFF ranking, facility information plays a key role in planning. A utilization rate or percent was calculated by taking enrollment as a percent of capacity for each SLPS school. The utilization rates for all school facilities show that:

- Only 12 school buildings were more than 80 percent full during the 2007-08 academic year.
- On average, school buildings were less than 60 percent utilized. Utilization of neighborhood schools did not differ from magnet schools.

- Utilization rates ranged from a low of 22.7 percent to a high of 99.8 percent.
- On average, Tier 1 schools have higher rates of utilization at 66.8 percent. The range varies from 31.4 percent to 91.5 percent in the nonselective Tier 1 schools.

As discussed in the Introduction, a report was recently completed for SLPS that focused on consolidating, repurposing, and closing public schools that were under-enrolled and housed in poor quality facilities. As a result of that report's recommendations, the St. Louis School Board voted in March 2009 to close 14 school buildings in June 2009 and to construct three new schools to replace existing schools by June 2011. The 14 schools closing in June 2009 have a combined total capacity of 5,247 seats, including 360 Tier 1 seats at Scruggs Elementary School.

Ranking The Overall Need For Performing Public Schools

The priority areas are determined by ranking performance in the zip code areas for kindergarten through 12th grade, based on a combination of service level and service gap. The result is a weighted average that measures need based on current enrollment and Tier 1 capacity. The following conclusions are drawn from the rankings:

- 1) There are four zip codes with no Tier 1 neighborhood elementary, middle, or high schools. Children residing in these areas do not have access to a school that meets half of the Missouri State Standard.

These areas are clustered together on the city's north side between Forest Park and Broadway and between Union and Grand as well as to the east between Delmar and St. Louis. There is a need in these areas for a total of 9,714 seats of performing capacity in grades K-12.

- 2) There is also high need in the two areas on the south side with large populations of public school students in zip code areas 63116 and 63118.

These two areas are south of Magnolia between Kingshighway and Grand and east of Grand between Sydney and Meramac. Zip code 63118 has a current public school population of approximately 4,600 students and 63116 has approximately 4,400 students. Unlike the four areas on the north side, both 63118 and 63116 have Tier 1 neighborhood elementary capacity. Zip code 63116 includes the majority of the attendance areas for two Tier 1 neighborhood

elementary schools and a small portion of three others. Together they provide 338 seats of elementary capacity and six seats of middle school capacity in a K-6 school. In 63118, the attendance area of the Tier 1 Froebel Elementary School is located entirely within the zip code. It has the capacity to serve 319 elementary students. This area also has 168 seats of capacity from Hodgen Elementary School, Shenandoah Elementary School, and Scruggs Elementary School.

- 3) The combined service gap or need for performing neighborhood schools in the six top ranked zip codes is 16,190 seats.

The need in these communities is equal to 52.2 percent of the total neighborhood need citywide. These areas account for a higher proportion of the need than the public school enrollment of 49.1 percent.

- 4) There is significant need for performing options throughout the city of St. Louis. Tier 1 neighborhood capacity in the remaining 10 zip code areas ranges from a low of 18 seats in 63101-03 to a high of 472 seats in 63104.

There are four zip codes with no Tier 1 neighborhood elementary, middle, or high schools. Children residing in these areas do not have access to a school that meets even half of the Missouri State Standard.

The effect of the lack of neighborhood capacity is highlighted by the fact that two of the six areas ranked highest in need of Tier 1 options, 63118 and 63116, also have considerable elementary capacity. Relative need is largely a function of population and the number of children enrolled in public school as opposed to access to a Tier 1 school. For example, Catholic and Lutheran schools located in St. Louis serve over 400 students in 63116 and 63118.

The data in this report on magnet, specialty, and charter schools in St. Louis also found that only magnet schools significantly increased the Tier 1 options for St. Louis families during the study year.

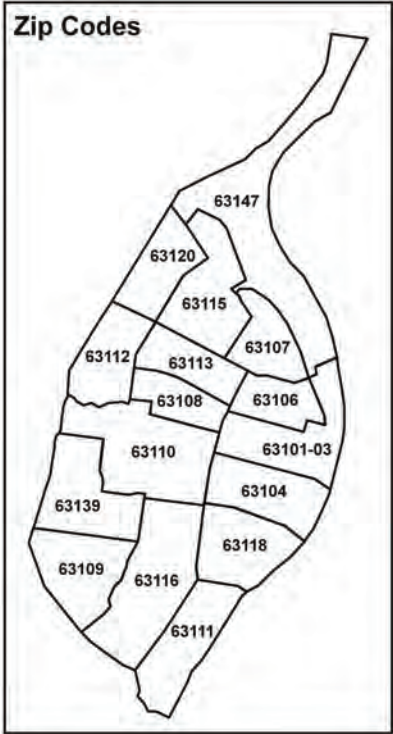
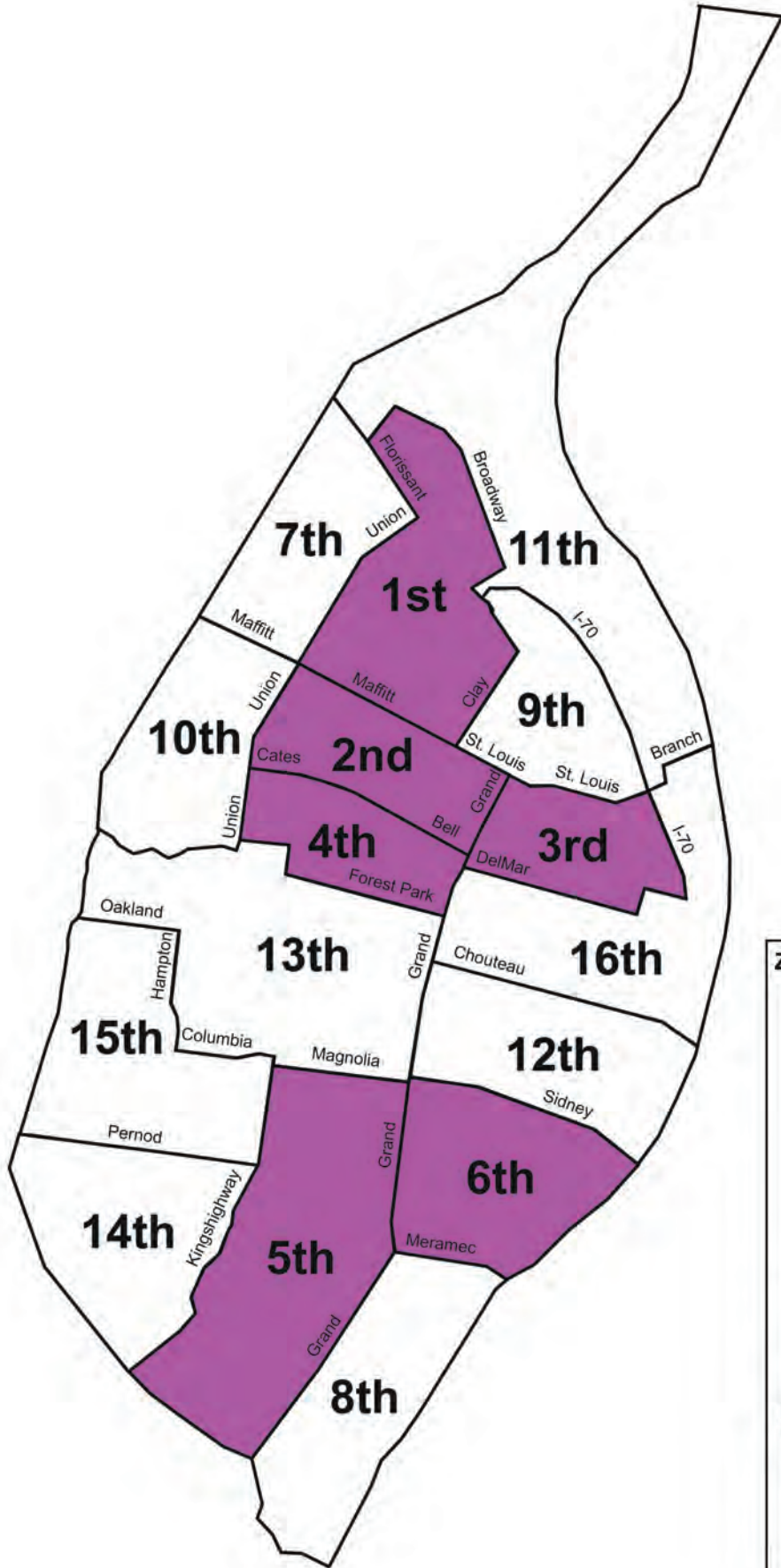
As expected, there are individual variations in rankings based on the distribution of Tier 1 capacity and demographics in each zip code, as shown by grade level in Table 9.

Table 9: Ranked Need for Tier 1 Schools by Grade Division and Overall

Zip Code	Elementary	Middle	High	K-12
63115	1	1	1	1
63113	3	2	5	2
63106	2	4	8	3
63108	4	7	13	4
63116	5	8	3	5
63118	7	9	2	6
63120	11	10	4	7
63111	6	5	10	8
63107	8	3	7	9
63112	10	11	6	10
63147	9	6	9	11
63104	12	14	11	12
63110	13	12	12	13
63109	15	13	14	14
63139	14	15	15	15
63101-03	16	16	16	16

The analysis found that 16,190 performing seats are needed in the top six ranked zip codes. Some St. Louis students can have immediate access to better performing schools by enrolling in Tier 1 schools.

Map 5: Top Six Zip Codes Most in Need of Performing Schools



Zip Code Profiles

The following profile provides a summary of the enrollment and school type data for the city overall, including the location of the schools analyzed in this study. Each zip code is analyzed on a two-page spread, from pages 36 to 67. These zip code profiles follow the methodology of combining demographics, enrollment, and capacity data. The zip code profiles constitute an action plan and demonstrate that the data can be combined to understand the school system at a neighborhood-level rather than on a school-by-school basis. These profiles can be used as a basic tool for parent involvement in community planning.

As previously discussed, the guiding principle of the analysis is that all students should have performing public schools where they reside. In order to complete a point-in-time analysis, data are compiled for the 2007-08 school year – the most recent year for which performance data are available.

Each of the following zip code profiles depicts a single zip code, except in the case of downtown St. Louis.¹² The information moves from general demographic data to school-level data.

The school-age children bar chart shows the portion of children residing in the zip code and enrolled in a SLPS School, a Charter School, the VICC program, or Other Schools, which includes children presumed to be enrolled in parochial and private schools by grade division. For high schools, the Other School category also includes children who have dropped out of school, since this data is not readily available at the zip code level.

Each profile also provides a more detailed picture of enrollment in public schools. The pie charts depict the distribution of public school students enrolled in kindergarten through grade 8 and grade 9 through grade 12 based on the type of school attended. The total number of students reflected in each pie chart is the sum of

SLPS, charter, and VICC enrollment shown in the bar chart. The pie charts capture enrollment for three types of SLPS schools – neighborhood, magnet, and specialty.

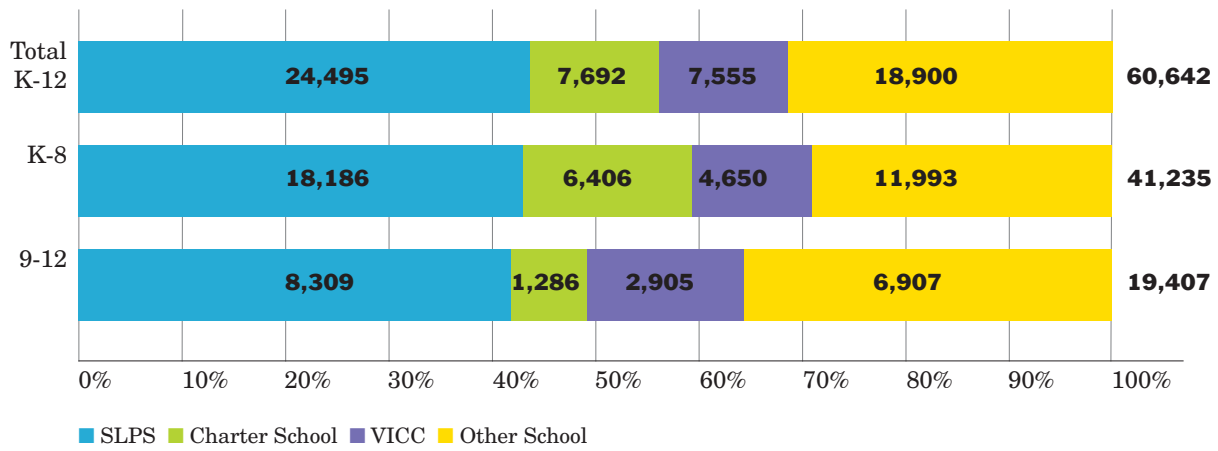
The map shows the public schools that are located within the zip code, differentiating between SLPS neighborhood, magnet, and specialty and charter schools.

Finally, each profile includes a list of the SLPS and charter schools located within each zip code during the 2007-08 school year that provides basic summary data for each school, including its current status—open, closed, or closing in the future. A comparison of the percent of enrolled students residing in the zip code and the percent of the attendance area in the zip code highlights the extent to which the school serves the zip code in which it is located. The percent of school utilized is based on dividing enrollment in kindergarten through grade 12 by the school's capacity as reported by SLPS. Since charter school capacity data was not available for this analysis, enrollment serves as a proxy. Therefore, all charter schools are reported as enrolled at capacity. This is consistent with reports from these schools that they have waiting lists of students who would like to be admitted should a seat become available.

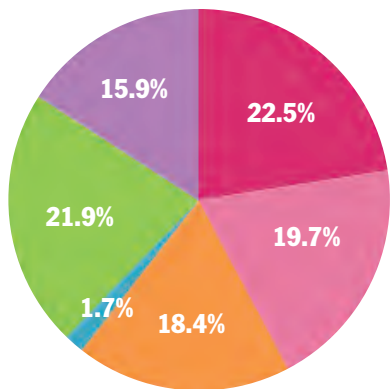
Demographic Change, 2000-2008

- Stable population of approximately 350,400
- Declining population of children ages 5-17 (8.4% decline)
- Sharpest decline among children ages 5-10 (14.3% decline) with a stable population of children ages 14-17
- 68% of school-age children are enrolled in a public school
- 63% of students enrolled in public schools are enrolled in a St. Louis Public Schools (SLPS) school

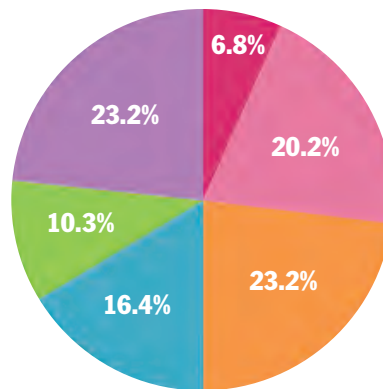
Estimated School-Age Population by Type of School Attended in 2007-2008



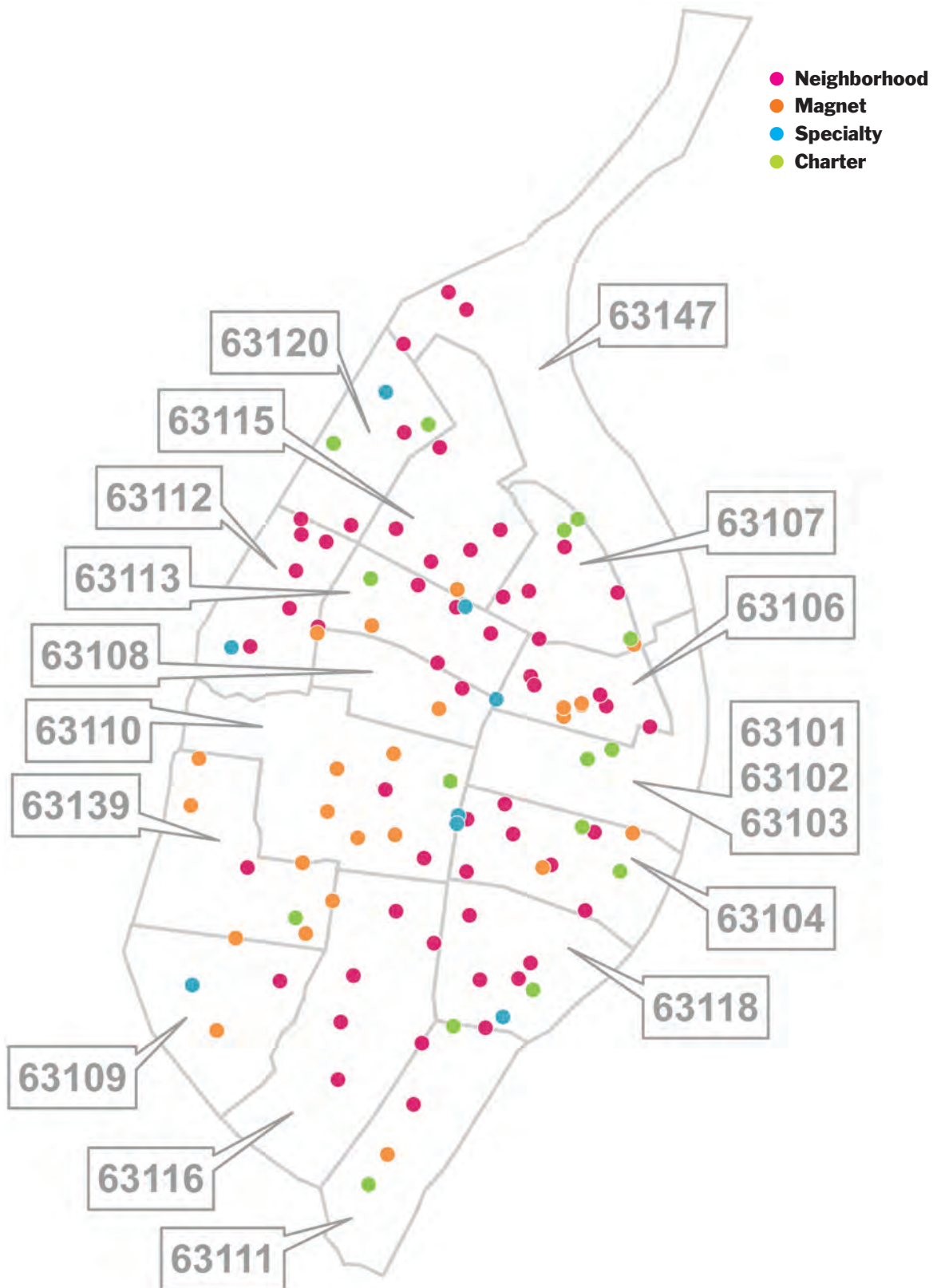
Children Enrolled in Grades K-8 by Type of Public School



Children Enrolled in Grades 9-12 by Type of Public School



- Neighborhood School Inside Zip Code
- Neighborhood School Outside Zip Code
- Magnet School
- Specialty Schools
- Charter School
- VICC



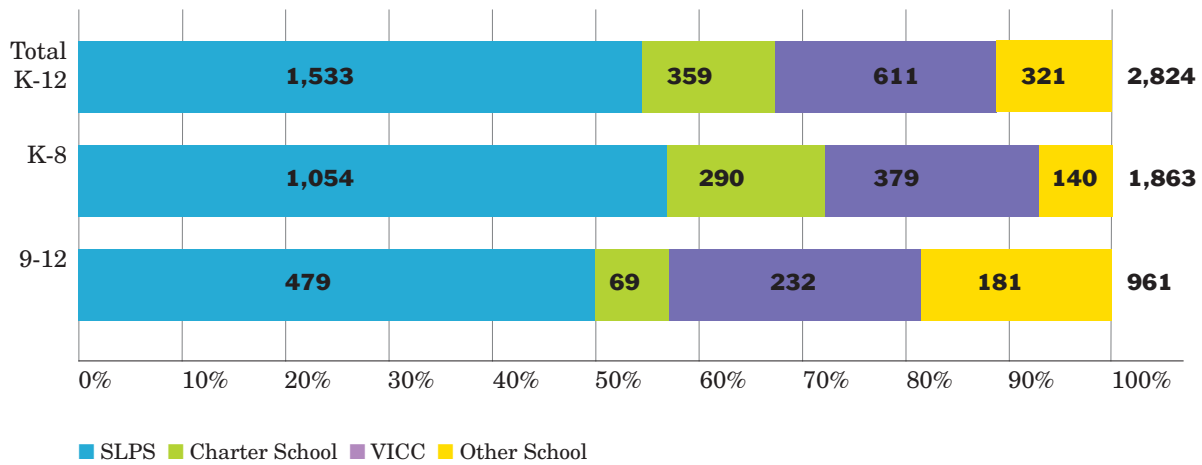
Zip Code 63147

Demographic Change, 2000-2008

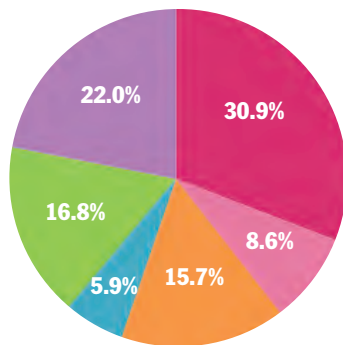
- Total population is stable (approximately 15,200 in 2008)
- Declining population of children ages 5-17 (15.2% decline)
- Sharpest decline among children ages 5-10 (19% decline)
- 89% of school-age children are enrolled in a public school
- This area ranks 11th in overall need for performing schools

- Benefits from the performing neighborhood capacity of Herzog Elementary School (K-6) and the Tier 1 neighborhood capacity of Bryan Hill Elementary School (PS-5) located in nearby zip code 63107
- Students are less likely to be enrolled in charter schools and more likely to participate in VICC than public school students in the city overall
- Second highest rate of VICC participation in St. Louis with 24.4% of K-12 public students enrolled in VICC

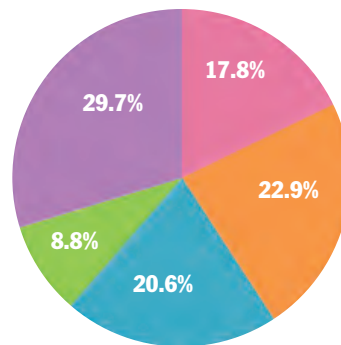
Estimated School-Age Population by Type of School Attended in 2007-2008



Children Enrolled in Grades K-8 by Type of Public School



Children Enrolled in Grades 9-12 by Type of Public School



- Neighborhood School Inside Zip Code
- Neighborhood School Outside Zip Code
- Magnet School
- Specialty Schools
- Charter School
- VICC



Public Schools Located in Zip Code

	Type	Grades	MAP Score		K-12 Enrollment	% Students Residing in Zip Code	% Attendance Area in Zip Code	Total School Capacity	% School Utilized*
			CA	Math					
Elementary									
Herzog	Neighborhood	K-6	59.2%	63.3%	267	24%	36%	503	53%
Nance	Neighborhood	PS-6	16.5%	9.8%	306	82%	100%	375	82%
Baden	Neighborhood	PS-6	3.3%	4.1%	281	77%	97%	400	70%

* % **School Utilized** is calculated by dividing total K-12 enrollment by the school's total capacity

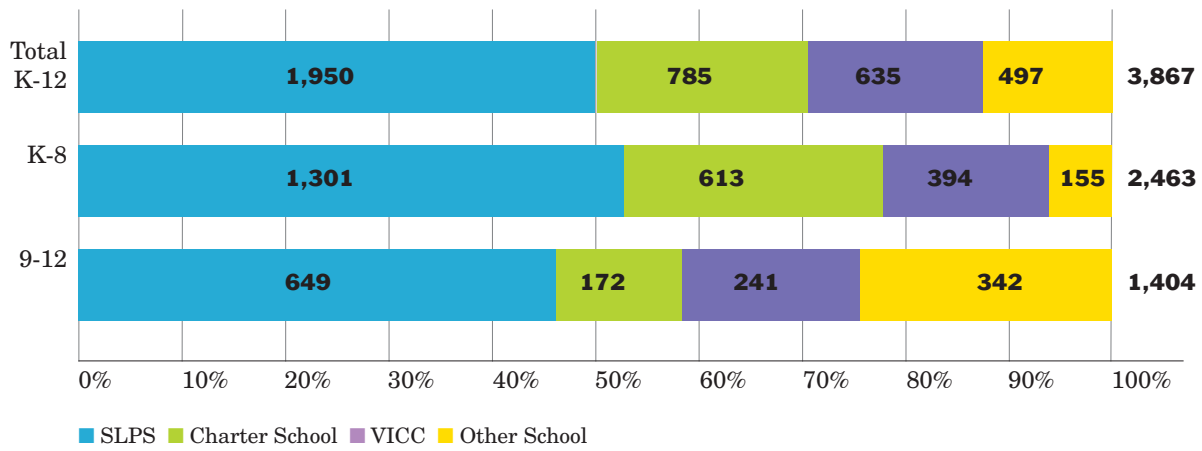
Zip Code 63120

Demographic Change, 2000-2008

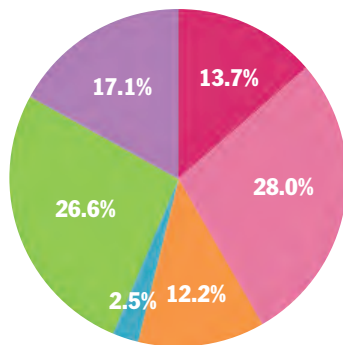
- Total population is stable (approximately 16,200 in 2008)
- Declining population of children ages 5-17 (11.0% decline)
- Sharpest decline among children ages 5-10 (18.2% decline)
- 87% of school-age children are enrolled in a public school

- This area ranks 7th in overall need for performing schools
- Benefits from the performing neighborhood capacity of Herzog Elementary School (K-6) located in zip code 63147 and the Tier 1 neighborhood capacity of Ford Elementary School (PS-6) in zip code 63112
- Students are more likely to be enrolled in charter schools and less likely to be enrolled in magnet schools than public school students in the city overall

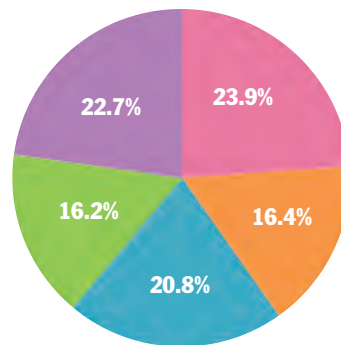
Estimated School-Age Population by Type of School Attended in 2007-2008



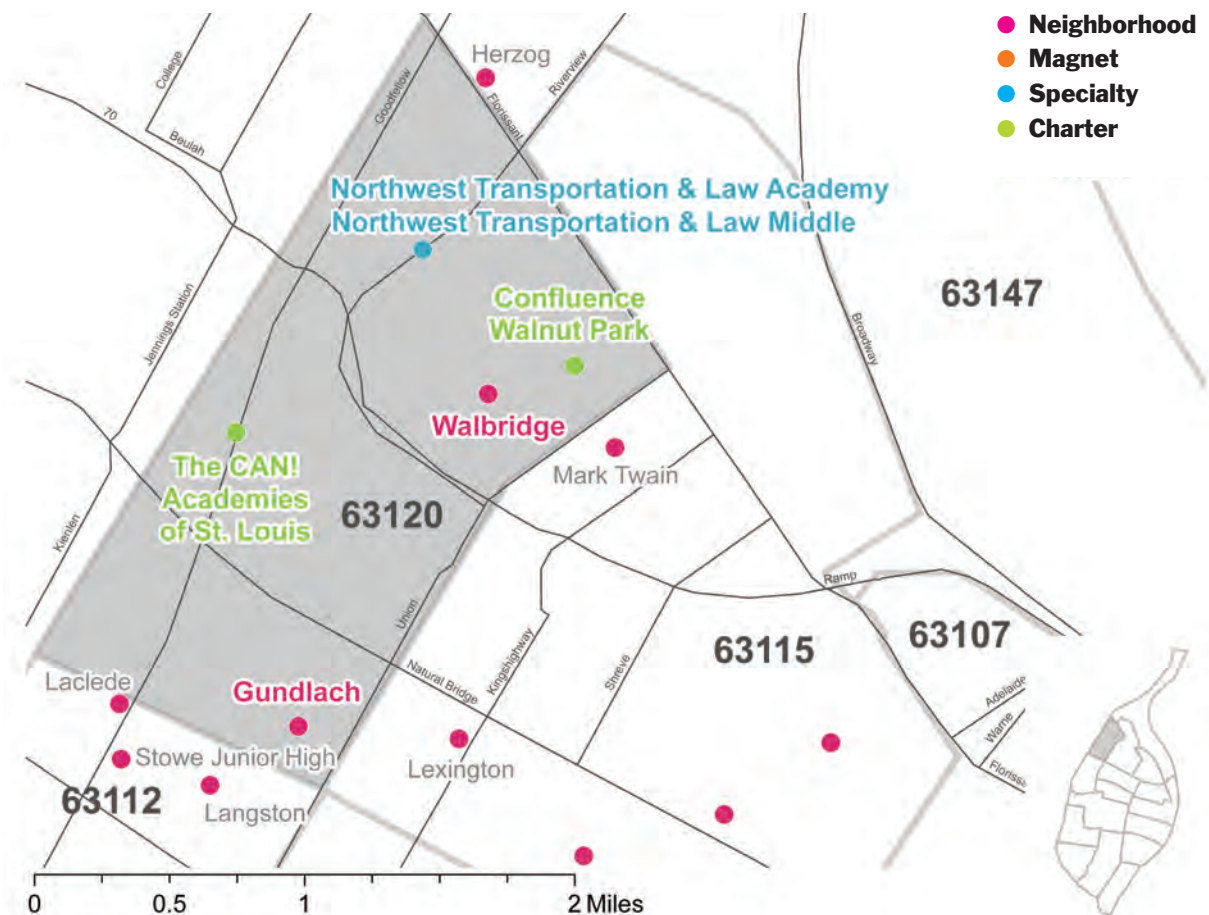
Children Enrolled in Grades K-8 by Type of Public School



Children Enrolled in Grades 9-12 by Type of Public School



- Neighborhood School Inside Zip Code
- Neighborhood School Outside Zip Code
- Magnet School
- Specialty Schools
- Charter School
- VICC



Public Schools Located in Zip Code

	Type	Grades	MAP Score		K-12 Enrollment	% Students Residing in Zip Code	% Attendance Area in Zip Code	Total School Capacity	% School Utilized*
			CA	Math					
Elementary									
Confluence-Walnut Park	Charter	K-8	19.7%	23.6%	814	31%	n/a	814	n/a
Gundlach	Neighborhood	PS-6	12.5%	4.5%	192	57%	77%	557	34%
<i>Closed August 2008</i>									
Walbridge	Neighborhood	PS-6	2.6%	5.1%	283	73%	100%	493	57%
Middle									
Northwest Transportation & Law Middle	Specialty	7-8	10.6%	5.3%	149	19%	0%	511	29%
High									
Northwest Transportation Academy & Law	Specialty	9-10	0.0%	13.3%	198	37%	n/a	490	40%
The CAN! Academies of St. Louis	Charter	9-12	0.0%	0.0%	357	20%	n/a	357	n/a
<i>Closed June 2008</i>									

* % **School Utilized** is calculated by dividing total K-12 enrollment by the school's total capacity

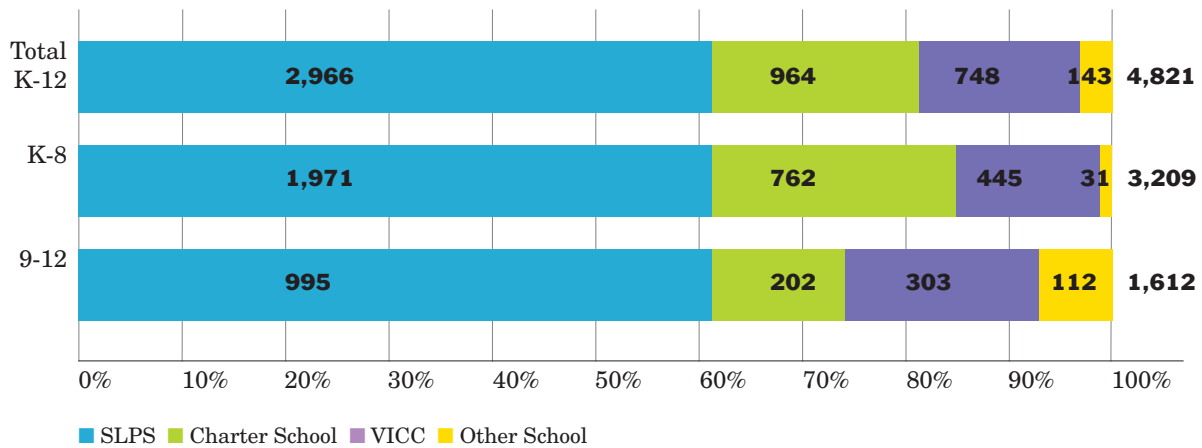
Zip Code 63115

Demographic Change, 2000-2008

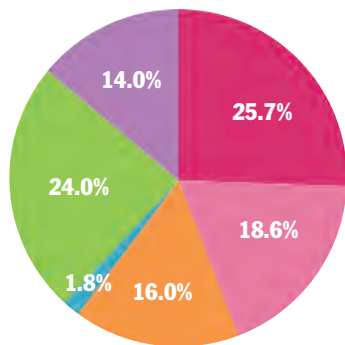
- Decline (2.6%) in total population to approximately 24,700
- Declining population of children ages 5-17 (13.5% decline)
- Sharpest decline among children ages 5-10 (21.6% decline)
- 2nd highest percentage of school-age children enrolled in a public school—97%

- This area ranks 1st in overall need for performing schools
- Highest number of public school children enrolled in charter schools
- 1 of only 4 zip codes with no Tier 1 or performing neighborhood capacity at any grade level
- Ranked most in need of performing schools across all grade divisions

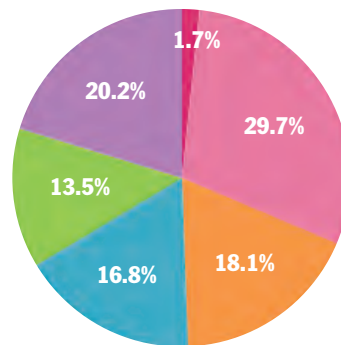
Estimated School-Age Population by Type of School Attended in 2007-2008



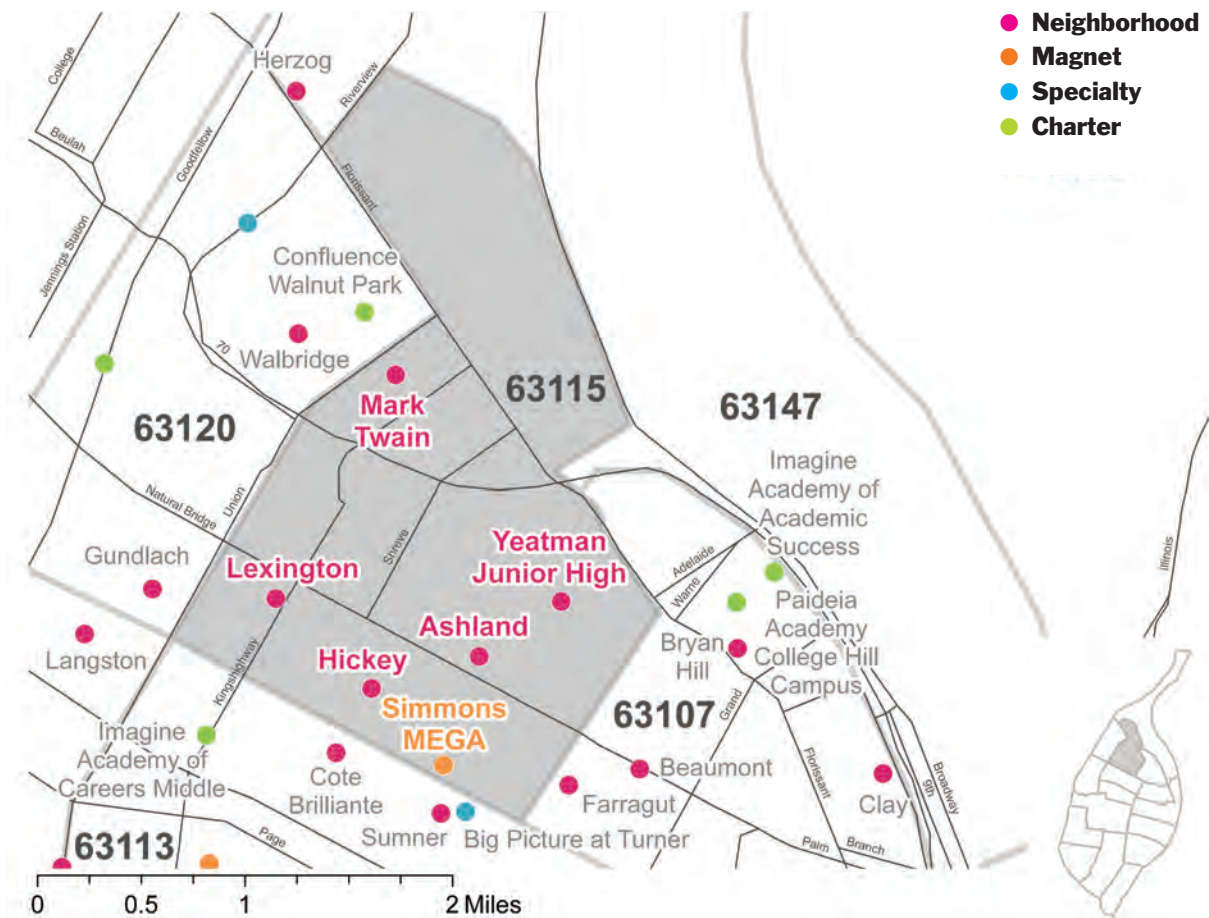
Children Enrolled in Grades K-8 by Type of Public School



Children Enrolled in Grades 9-12 by Type of Public School



- Neighborhood School Inside Zip Code
- Neighborhood School Outside Zip Code
- Magnet School
- Specialty Schools
- Charter School
- VICC



Public Schools Located in Zip Code

	Type	Grades	MAP Score		K-12 Enrollment	% Students Residing in Zip Code	% Attendance Area in Zip Code	Total School Capacity	% School Utilized*
			CA	Math					
Elementary									
Lexington	Neighborhood	PS-6	21.7%	20.9%	302	48%	76%	420	72%
Simmons MEGA	Magnet	PS-6	19.0%	6.0%	204	23%	n/a	500	41%
Mark Twain	Neighborhood	PS-6	8.8%	11.0%	192	65%	70%	375	51%
Hickey	Neighborhood	PS-5	8.0%	13.8%	232	65%	94%	400	58%
Ashland	Neighborhood	PS-6	7.9%	4.2%	369	78%	100%	447	83%
Middle									
Yeatman Junior High	Neighborhood	7-9	10.0%	5.6%	266	50%	55%	620	43%

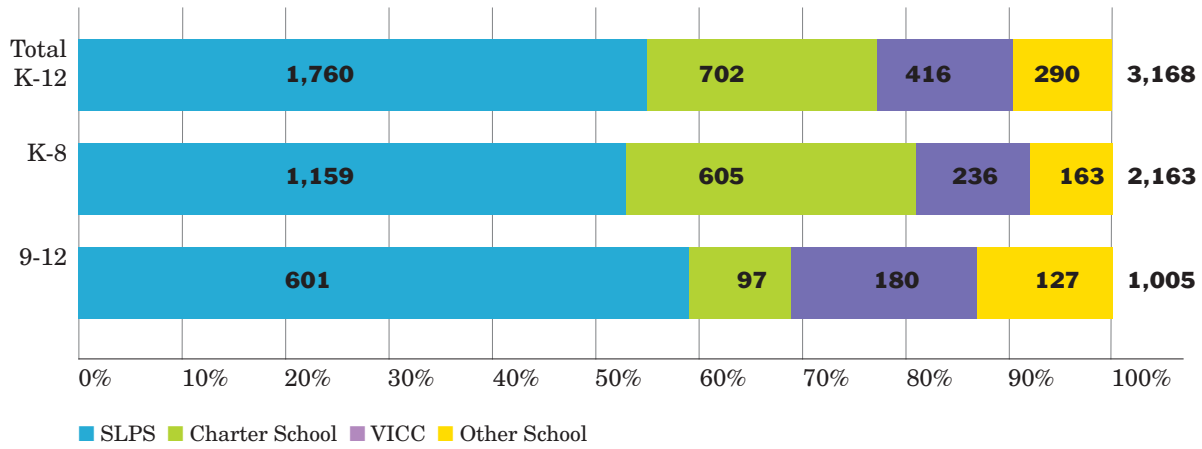
* % **School Utilized** is calculated by dividing total K-12 enrollment by the school's total capacity

Zip Code 63107

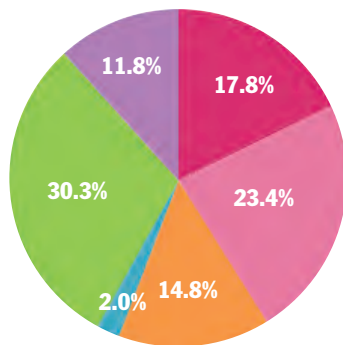
Demographic Change, 2000-2008

- Declining population—6.7% decline in total population to approximately 14,100
- Sharply declining population of children ages 5-17 (17.1% decline)
- Sharpest decline among children ages 5-10 (22.0% decline)
- 4th highest percentage of school-age children enrolled in a public school—91%
- This area ranks 9th in overall need for performing schools
- Benefits from the Tier 1 neighborhood capacity of Bryan Hill Elementary School (PS-5)
- High school students are more likely to be enrolled in a neighborhood school, while elementary students are more likely to be enrolled in charter schools

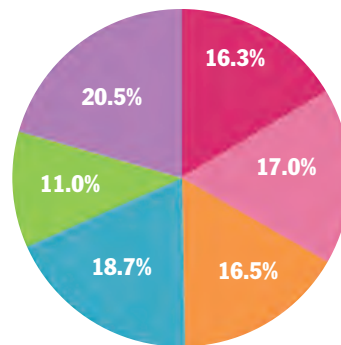
Estimated School-Age Population by Type of School Attended in 2007-2008



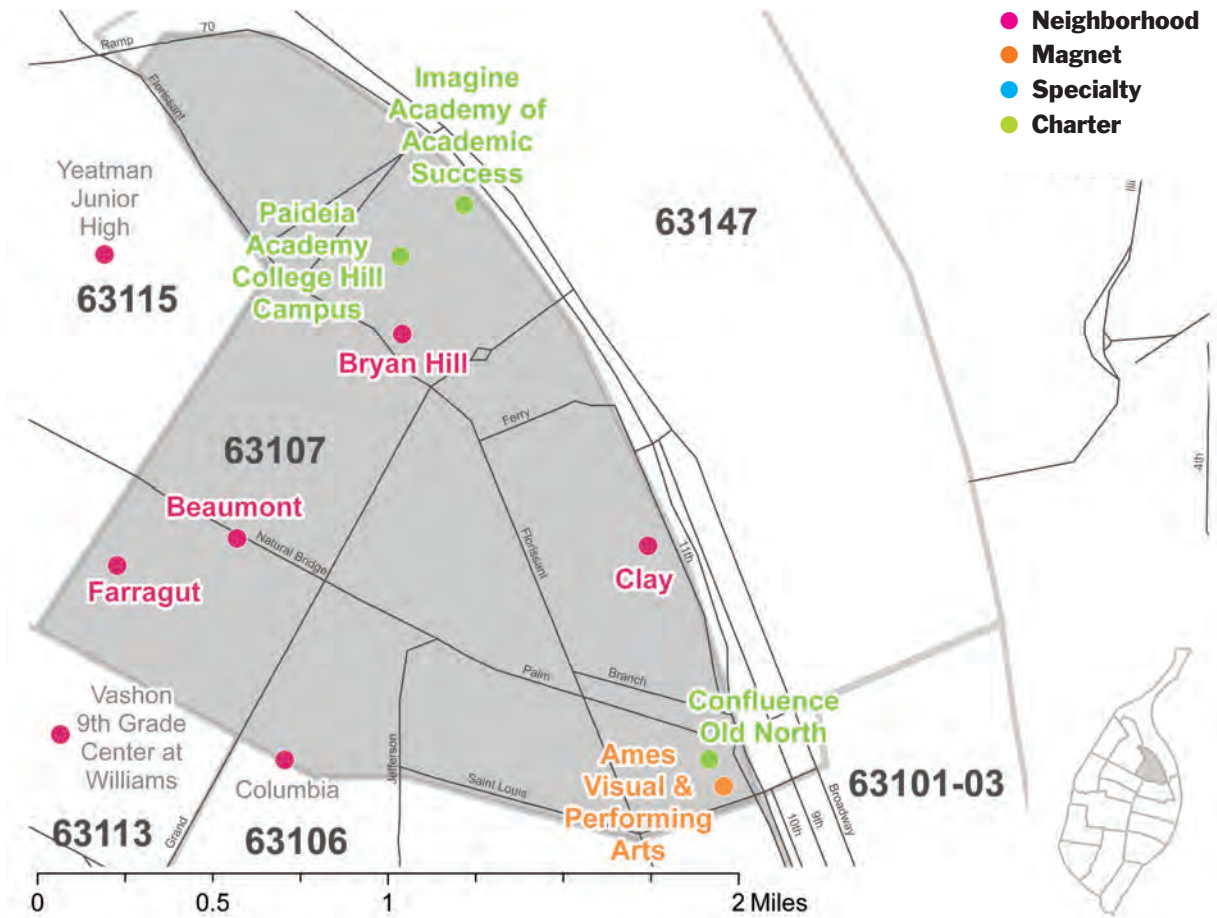
Children Enrolled in Grades K-8 by Type of Public School



Children Enrolled in Grades 9-12 by Type of Public School



- Neighborhood School Inside Zip Code
- Neighborhood School Outside Zip Code
- Magnet School
- Specialty Schools
- Charter School
- VICC



Public Schools Located in Zip Code

	Type	Grades	MAP Score		K-12 Enrollment	% Students Residing in Zip Code	% Attendance Area in Zip Code	Total School Capacity	% School Utilized*
			CA	Math					
Elementary									
Bryan Hill	Neighborhood	PS-5	45.8%	31.9%	208	62%	51%	292	71%
Confluence-Old North	Charter	K-8	19.1%	23.0%	857	21%	n/a	857	n/a
Ames Visual and Performing Arts	Magnet	PS-5	25.7%	13.2%	236	13%	n/a	463	51%
Clay	Neighborhood	PS-5	13.5%	13.5%	215	67%	59%	385	56%
Farragut	Neighborhood	PS-6	17.6%	6.9%	215	40%	79%	391	55%
Imagine Academy of Academic Success	Charter	K-8	7.5%	3.5%	403	25%	n/a	403	n/a
Paideia Academy-College Hill Campus	Charter	K-8	3.2%	2.5%	226	34%	n/a	226	n/a
High									
Beaumont	Neighborhood	9-12	18.4%	5.1%	737	19%	16%	1,715	43%

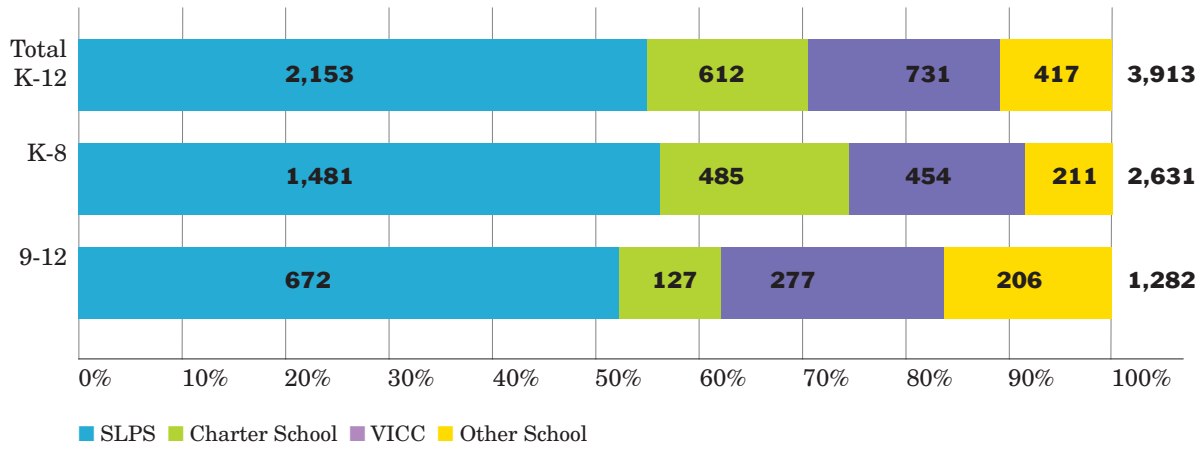
* % **School Utilized** is calculated by dividing total K-12 enrollment by the school's total capacity

Zip Code 63112

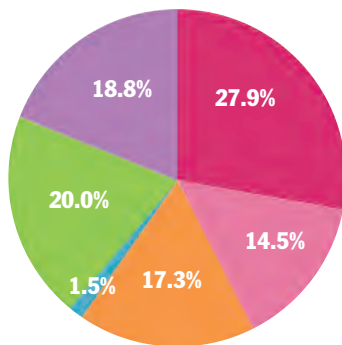
Demographic Change, 2000-2008

- Increasing population - 3.3% increase in total population to approximately 22,800
- Declining population of children ages 5-17 (9.6% decline)
- Sharpest decline among children ages 5-10 (17.0% decline)
- Slight increase in the population of children ages 14-17 (1.7% increase)
- Highest percentage of school-age children enrolled in a public school—98%
- This area ranks 10th in overall need for performing schools
- Benefits from the Tier 1 neighborhood capacity of Ford Elementary School (PS-6) and Mason EMINTS Elementary School (PS-6) in zip code 63139

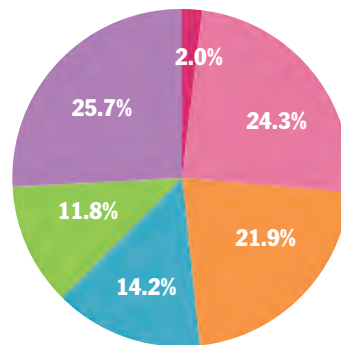
Estimated School-Age Population by Type of School Attended in 2007-2008



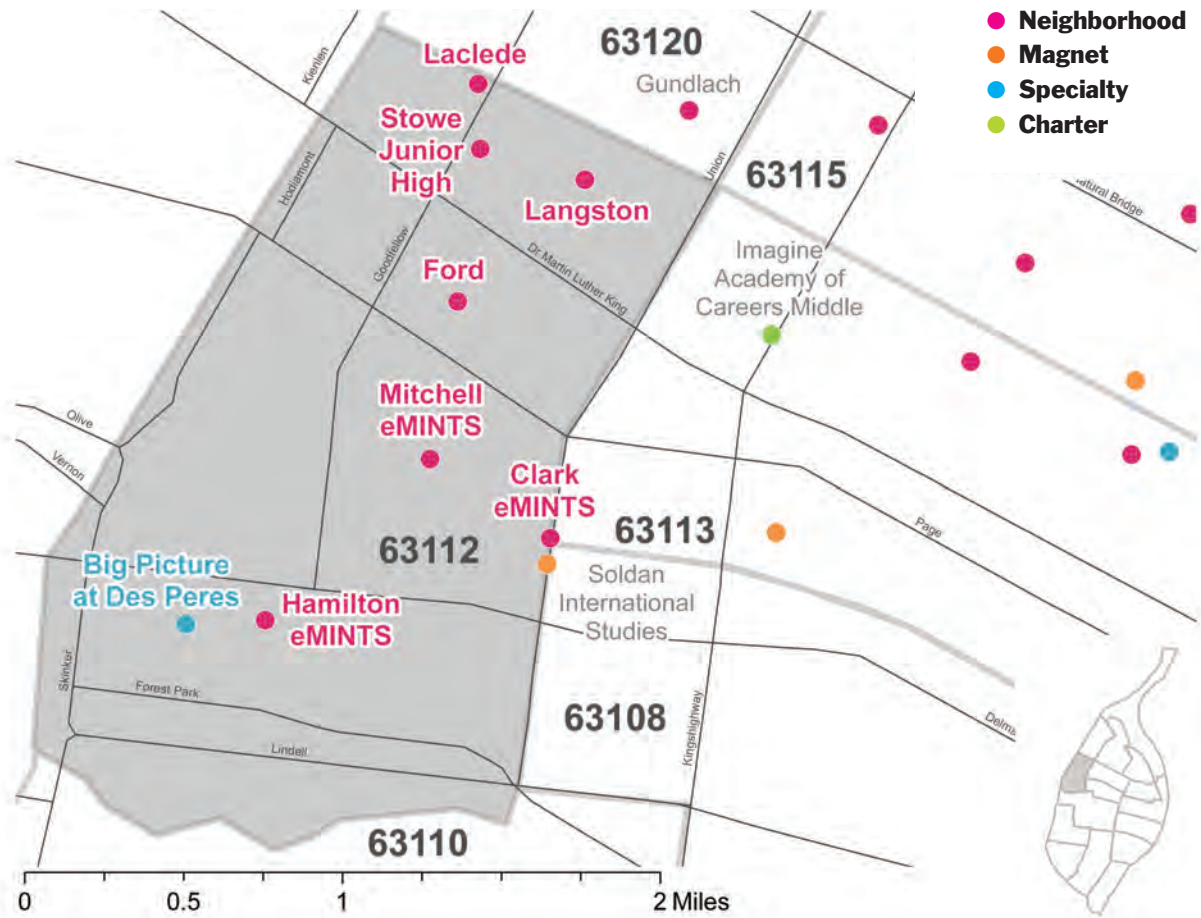
Children Enrolled in Grades K-8 by Type of Public School



Children Enrolled in Grades 9-12 by Type of Public School



- Neighborhood School Inside Zip Code
- Neighborhood School Outside Zip Code
- Magnet School
- Specialty Schools
- Charter School
- VICC



Public Schools Located in Zip Code

	Type	Grades	MAP Score		K-12 Enrollment	% Students Residing in Zip Code	% Attendance Area in Zip Code	Total School Capacity	% School Utilized*
			CA	Math					
Elementary									
Ford	Neighborhood	PS-6	39.3%	29.1%	270	70%	98%	522	52%
Laclede	Neighborhood	PS-5	31.3%	19.2%	229	55%	60%	350	65%
Mitchell EMINTS	Neighborhood	PS-6	14.9%	6.9%	228	34%	54%	517	44%
<i>Closed August 2008</i>									
Hamilton EMINTS	Neighborhood	PS-8	13.7%	4.9%	233	71%	100%	453	51%
Big Picture at Des Peres	Specialty	1-6	2.3%	2.3%	66	12%	n/a	127	52%
Middle									
Langston	Neighborhood	6-8	8.7%	4.4%	278	21%	23%	500	56%
Stowe Junior High	Neighborhood	7-9	6.6%	2.9%	233	34%	38%	525	44%

* % **School Utilized** is calculated by dividing total K-12 enrollment by the school's total capacity

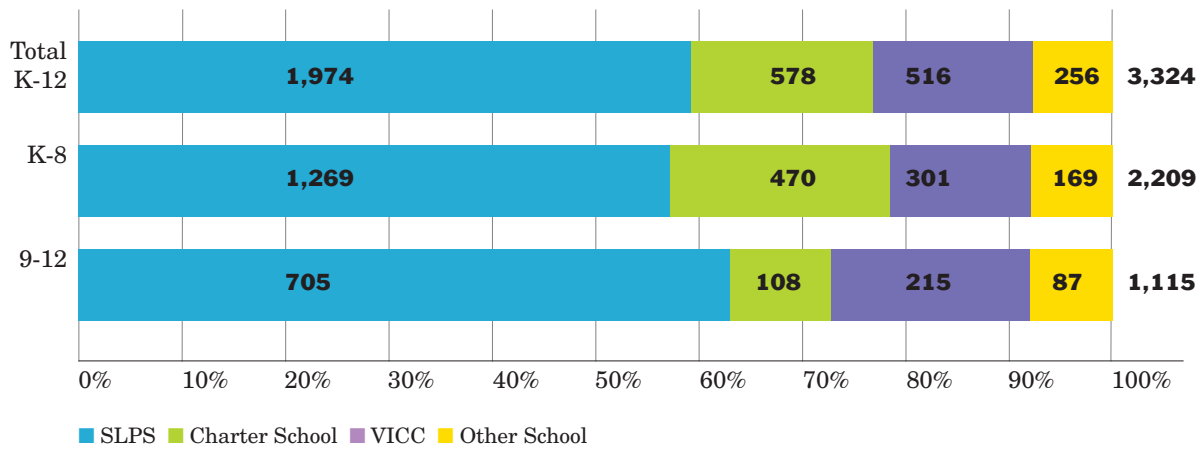
Zip Code 63113

Demographic Change, 2000-2008

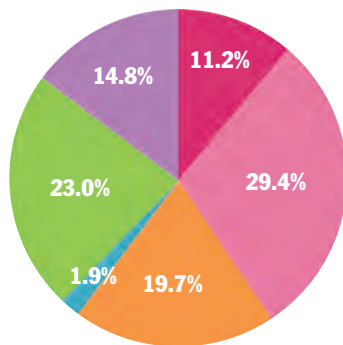
- Declining population - 3.9% decline in total population to approximately 17,200
- Sharply declining population of children ages 5-17 (18.9% decline)
- Sharpest decline among children ages 5-10 (24.2% decline)
- 78% of school-age children are enrolled in a public school

- This area ranks 2nd in overall need for performing schools
- 1 of only 4 zip codes with no Tier 1 or performing neighborhood capacity at any grade level
- High school students are more likely to be enrolled in a neighborhood school than the city overall, while elementary students are more likely to be enrolled in charter schools

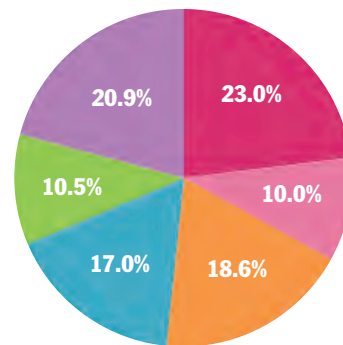
Estimated School-Age Population by Type of School Attended in 2007-2008



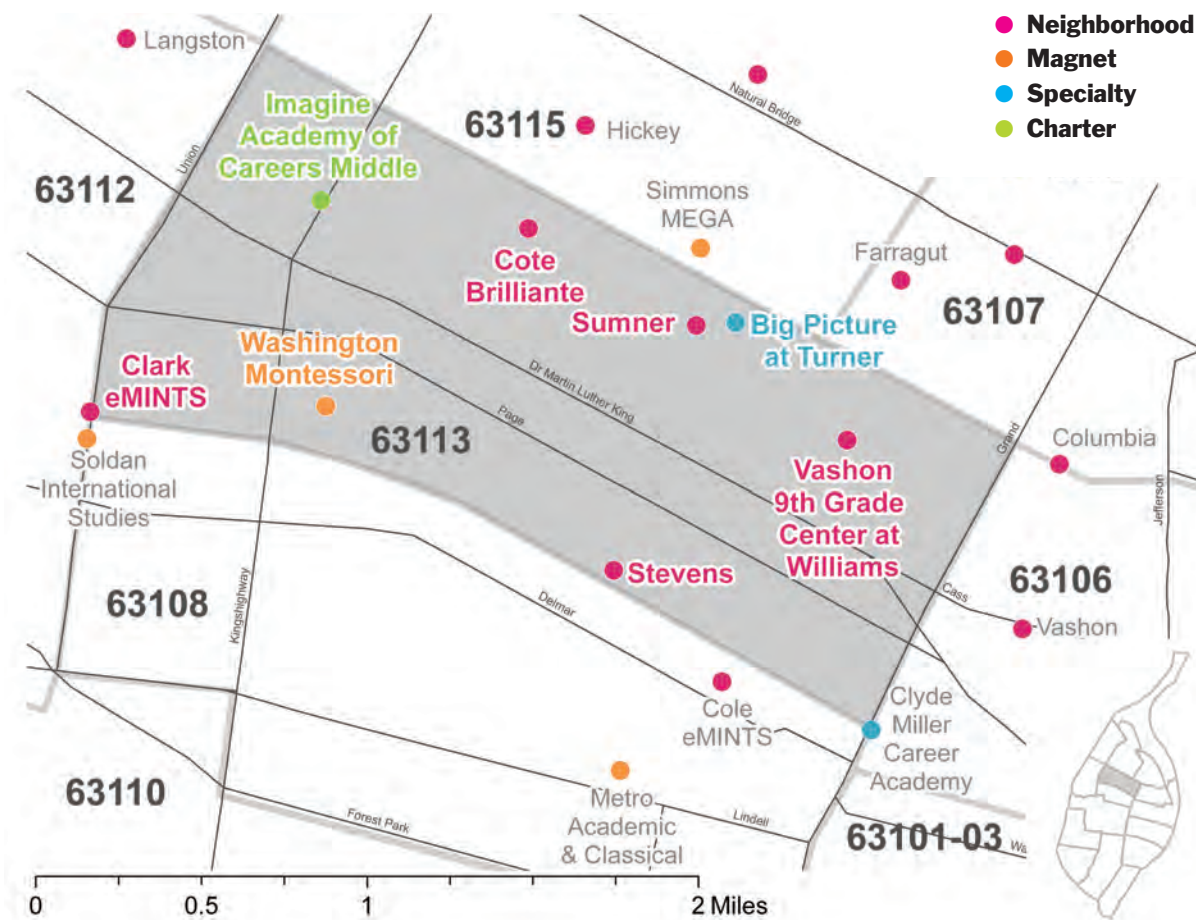
Children Enrolled in Grades K-8 by Type of Public School



Children Enrolled in Grades 9-12 by Type of Public School



- Neighborhood School Inside Zip Code
- Neighborhood School Outside Zip Code
- Magnet School
- Specialty Schools
- Charter School
- VICC



Public Schools Located in Zip Code

	Type	Grades	MAP Score		K-12 Enrollment	% Students Residing in Zip Code	% Attendance Area in Zip Code	Total School Capacity	% School Utilized*
			CA	Math					
Elementary									
Cote Brilliante	Neighborhood	PS-6	17.9%	19.7%	233	55%	70%	455	51%
Washington Montessori	Magnet	PS-5	21.0%	11.6%	265	11%	n/a	458	58%
Clark eMINTS	Neighborhood	PS-6	7.5%	5.0%	185	25%	16%	413	45%
Middle									
Stevens	Neighborhood	6-8	11.6%	10.0%	228	24%	24%	525	43%
Imagine Academy of Careers Middle	Charter	6-8	11.1%	5.8%	302	32%	n/a	302	n/a
Big Picture at Turner Branch	Specialty	7-8	11.1%	4.4%	56	13%	n/a	247	23%
High									
Summer	Neighborhood	9-12	6.2%	5.8%	766	29%	26%	960	80%
Vashon 9th Grade Center at Williams	Neighborhood	9	3.3%	1.8%	156	10%	2%	523	30%

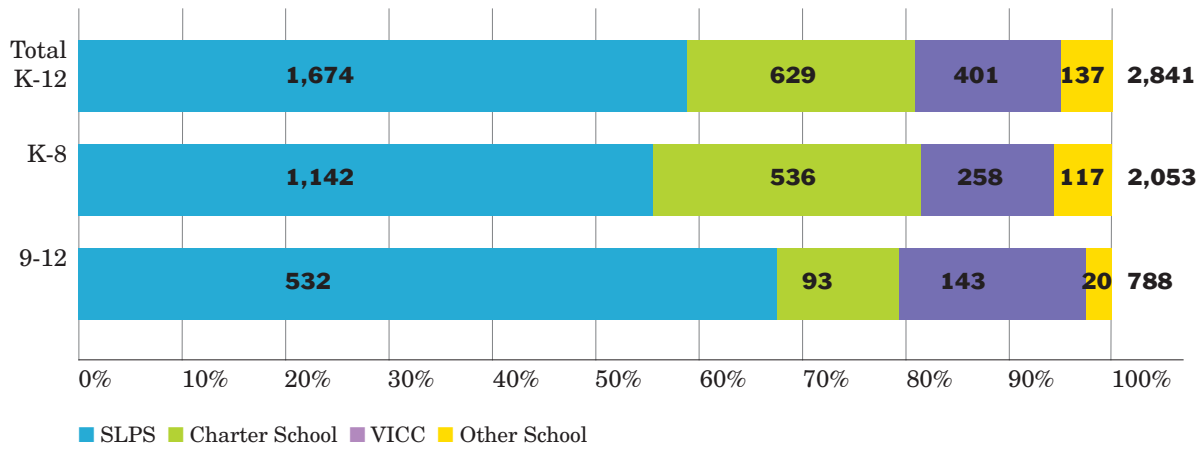
* % **School Utilized** is calculated by dividing total K-12 enrollment by the school's total capacity

Zip Code 63106

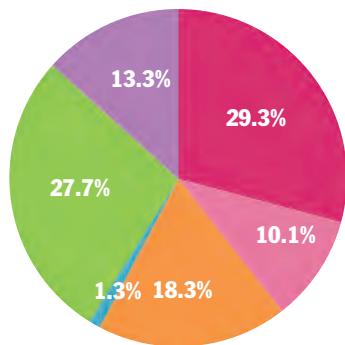
Demographic Change, 2000-2008

- Slight decline (1.0%) in total population to approximately 11,100
- Declining population of children ages 5-17 (5.4% decline)
- Sharpest decline among children ages 5-10 (9.8% decline)
- Slight increase in population of children ages 14-17 (3.0% increase)
- 3rd highest percentage of school-age children enrolled in a public school—95%
- This area ranks 3rd in overall need for performing schools
- 1 of only 4 zip codes with no Tier 1 or performing neighborhood capacity at any grade level
- Tied for most in need of performing elementary schools
- Elementary school students are more likely to be enrolled in a neighborhood school than public school students in the city overall

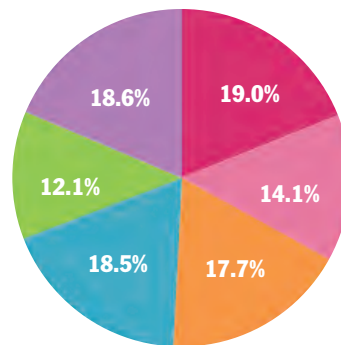
Estimated School-Age Population by Type of School Attended in 2007-2008



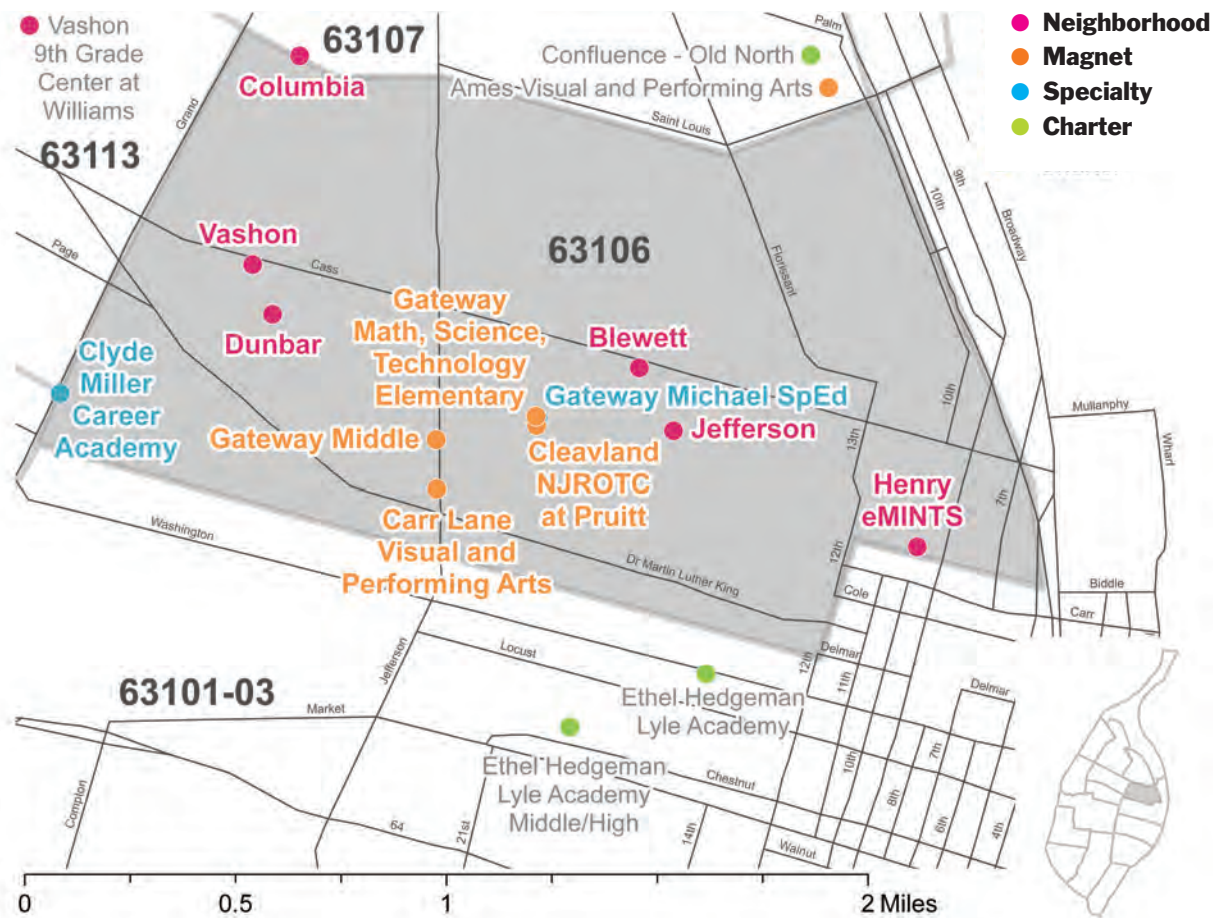
Children Enrolled in Grades K-8 by Type of Public School



Children Enrolled in Grades 9-12 by Type of Public School



- Neighborhood School Inside Zip Code
- Neighborhood School Outside Zip Code
- Magnet School
- Specialty Schools
- Charter School
- VICC



Public Schools Located in Zip Code

	Type	Grades	MAP Score		K-12 Enrollment	% Students Residing in Zip Code	% Attendance Area in Zip Code	Total School Capacity	% School Utilized*
			CA	Math					
Elementary									
Gateway Math, Science, Technology Elementary	Magnet	PS-5	27.2%	26.0%	467	15%	n/a	552	85%
Henry eMINTS	Neighborhood	PS-8	16.9%	6.0%	158	42%	30%	340	46%
Dunbar	Neighborhood	PS-6	11.6%	8.9%	246	59%	59%	522	47%
Jefferson	Neighborhood	PS-6	12.6%	5.5%	276	76%	46%	408	68%
Columbia	Neighborhood	PS-6	9.0%	6.8%	223	20%	40%	351	64%
Gateway Michael SpEd	Specialty	PS-8	n/a	n/a	34	6%	n/a	88	39%
Middle									
Gateway Middle	Magnet	6-8	14.9%	16.0%	369	12%	n/a	764	48%
Carr Lane Visual & Performing Arts	Magnet	6-8	17.7%	10.4%	470	10%	n/a	837	56%
Blewett	Neighborhood	7-8	11.3%	4.1%	248	40%	45%	751	33%
High									
Cleveland NJROTC at Pruitt	Magnet	9-12	19.8%	24.2%	299	4%	n/a	693	43%
Clyde Miller Career Academy	Specialty	9-12	20.1%	6.4%	697	8%	n/a	1,013	69%
Vashon	Neighborhood	9-12	3.3%	1.8%	460	32%	21%	1,310	35%

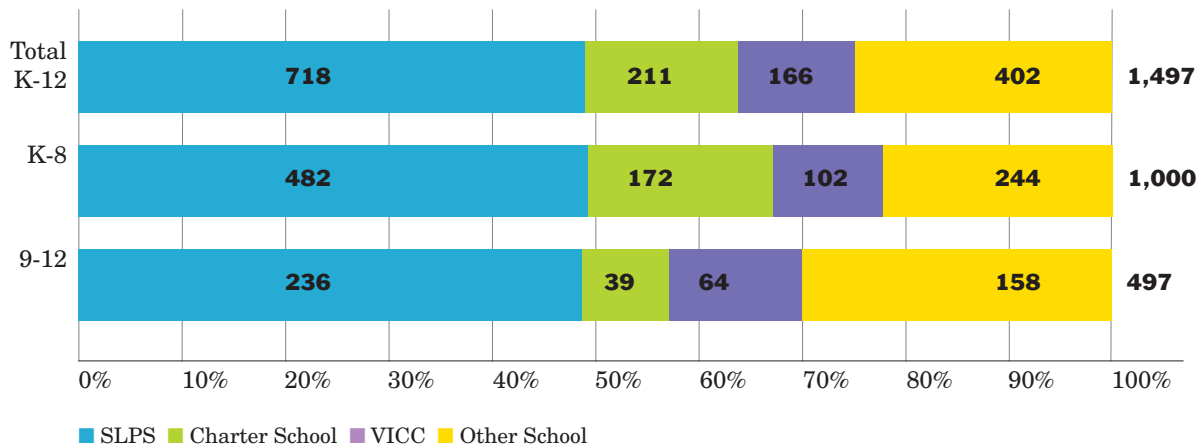
* % **School Utilized** is calculated by dividing total K-12 enrollment by the school's total capacity

Zip Code 63108

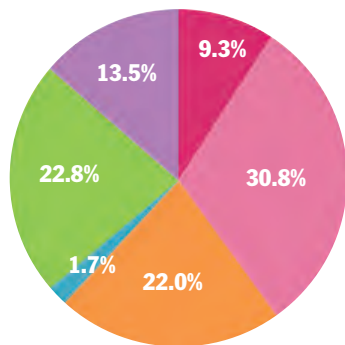
Demographic Change, 2000-2008

- Increasing population - 5.2% increase in total population to approximately 20,700
- Declining population of children ages 5-17 (4.6% decline)
- Declining populations of children ages 5-10 (9.5% decline) and 11-13 years (4.4% decline)
- Increasing population of children ages 14-17 (2.9% increase)
- 73% of school-age children are enrolled in a public school
- This area ranks 4th in overall need for performing schools
- 1 of only 4 zip codes with no Tier 1 or performing neighborhood capacity at any grade level
- Among Top 5 for elementary schools

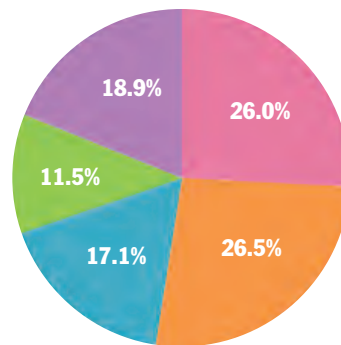
Estimated School-Age Population by Type of School Attended in 2007-2008



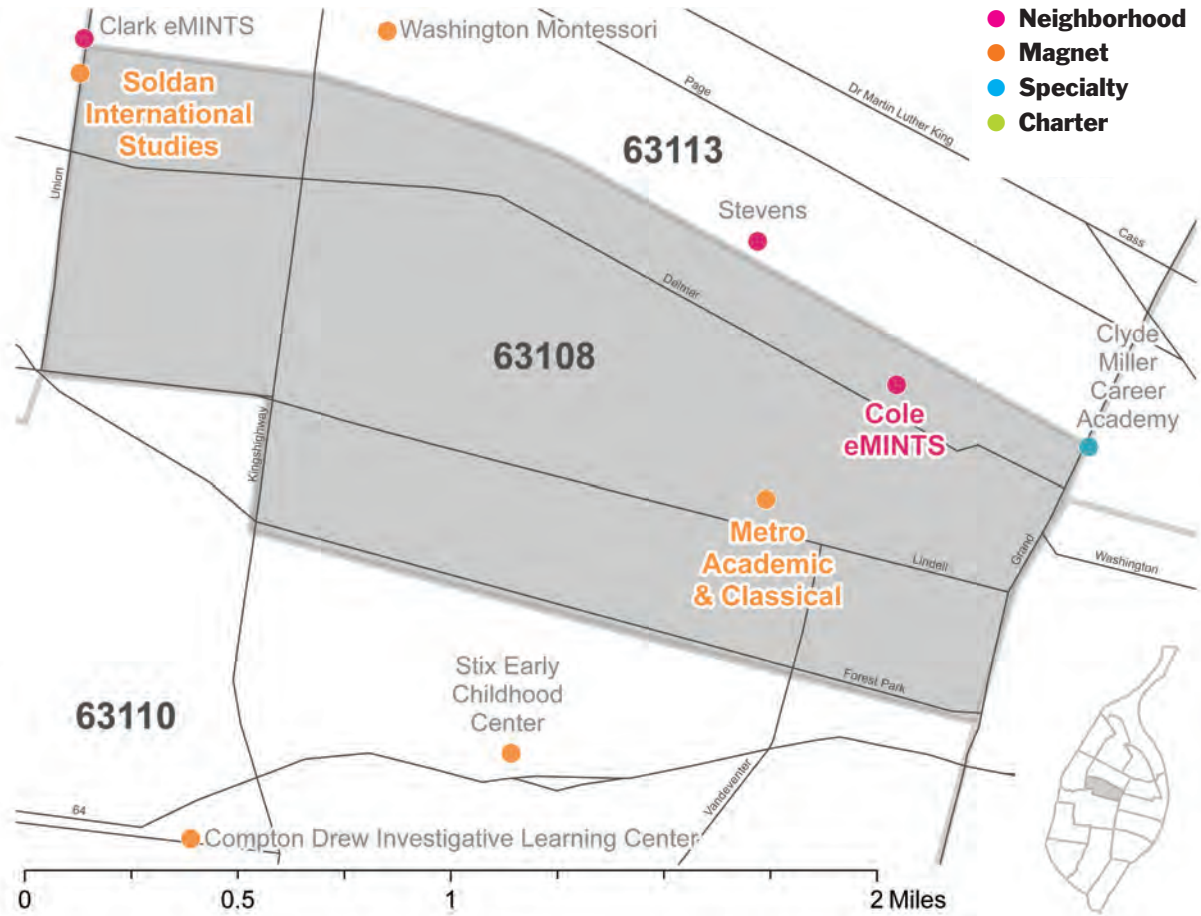
Children Enrolled in Grades K-8 by Type of Public School



Children Enrolled in Grades 9-12 by Type of Public School



- Neighborhood School Inside Zip Code
- Neighborhood School Outside Zip Code
- Magnet School
- Specialty Schools
- Charter School
- VICC



Public Schools Located in Zip Code

	Type	Grades	MAP Score		K-12 Enrollment	% Students Residing in Zip Code	% Attendance Area in Zip Code	Total School Capacity	% School Utilized*
			CA	Math					
Elementary									
Cole EMINTS	Neighborhood	PS-6	12.0%	8.0%	198	35%	40%	368	54%
High									
Metro Academic & Classical	Magnet	9-12	95.1%	94.4%	304	6%	n/a	366	83%
Soldan International Studies	Magnet	9-12	10.9%	16.1%	615	4%	n/a	1,246	49%

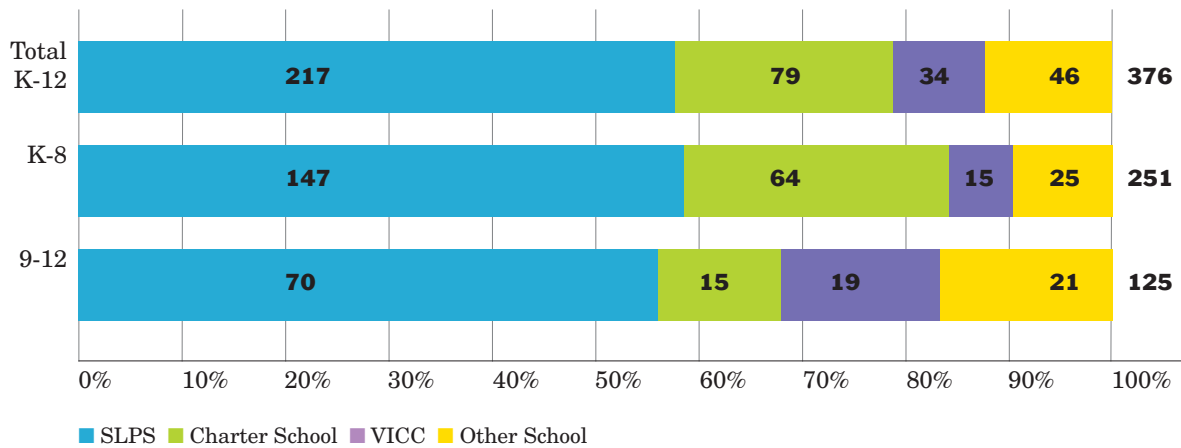
* % **School Utilized** is calculated by dividing total K-12 enrollment by the school's total capacity

Zip Code 63101, 63102, 63103

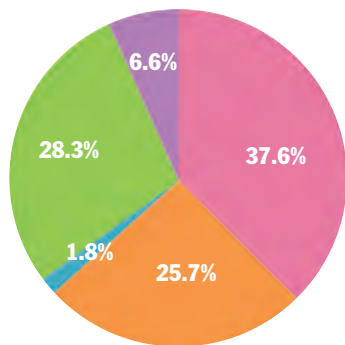
Demographic Change, 2000-2008

- Least populous zip codes in the city of St. Louis with a total population of 7,200 – an increase of 11.6%
- Approximately 375 children ages 5-17 – an increase of 13.9%
- 88% of school-age children are enrolled in a public school
- This area ranks 16th in overall need for performing schools
- Benefits from the Tier 1 neighborhood capacity of Peabody EMINTS Elementary School (PS-8) and Hodgen Elementary School (PS-6) both located in nearby zip code 63104
- Second highest percentage of students enrolled in charter schools

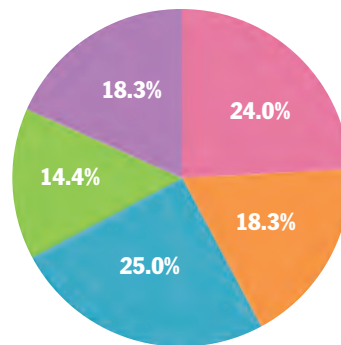
Estimated School-Age Population by Type of School Attended in 2007-2008



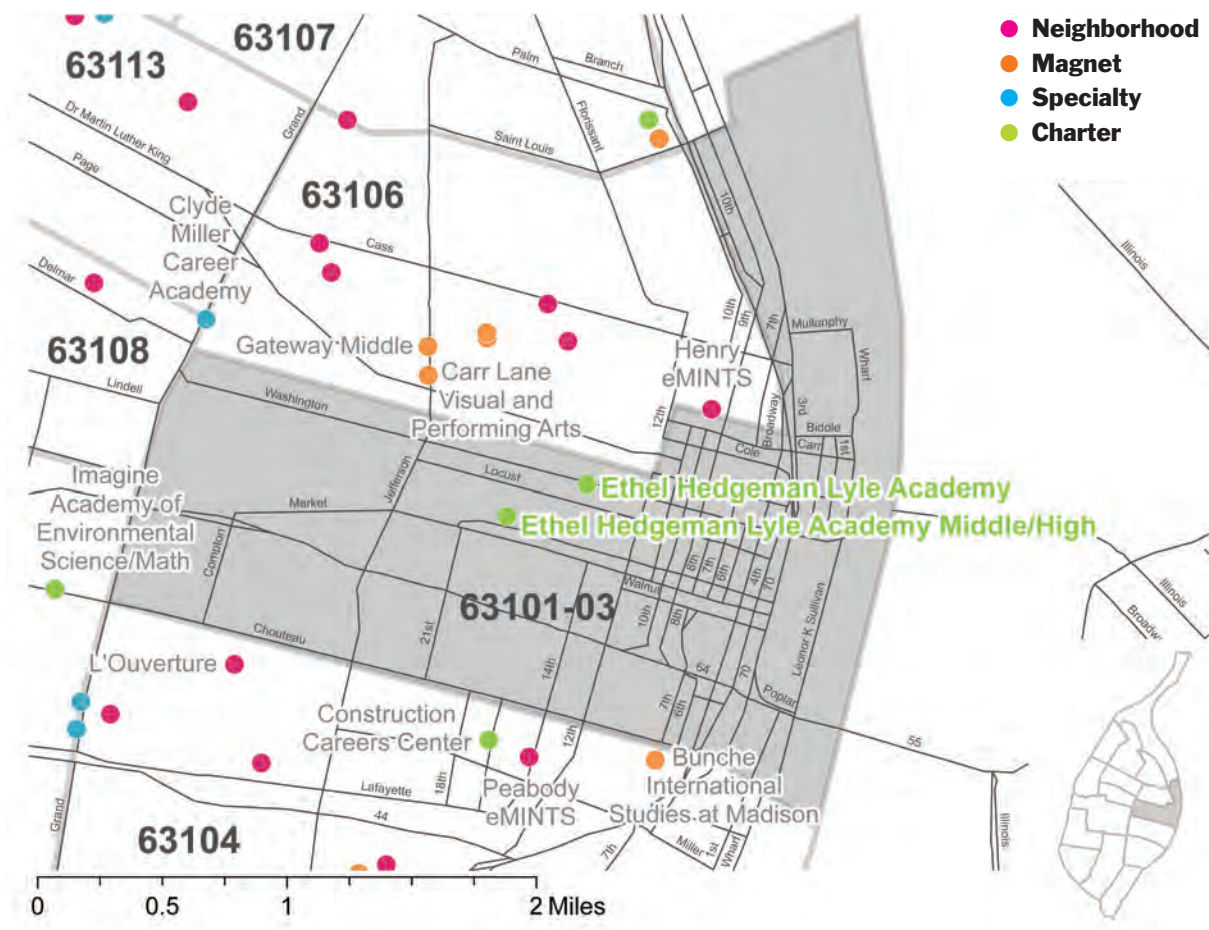
Children Enrolled in Grades K-8 by Type of Public School



Children Enrolled in Grades 9-12 by Type of Public School



- Neighborhood School Inside Zip Code
- Neighborhood School Outside Zip Code
- Magnet School
- Specialty Schools
- Charter School
- VICC



Public Schools Located in Zip Code

	Type	Grades	MAP Score		K-12 Enrollment	% Students Residing in Zip Code	% Attendance Area in Zip Code	Total School Capacity	% School Utilized*
			CA	Math					
Elementary									
Ethel Hedgeman Lyle Academy	Charter	K-5	14.4%	8.3%	675	2%	n/a	n/a	n/a
Multi-Level									
Ethel Hedgeman Lyle Academy—Middle/High	Charter	6-12	11.0%	6.7%	824	1%	n/a	n/a	n/a

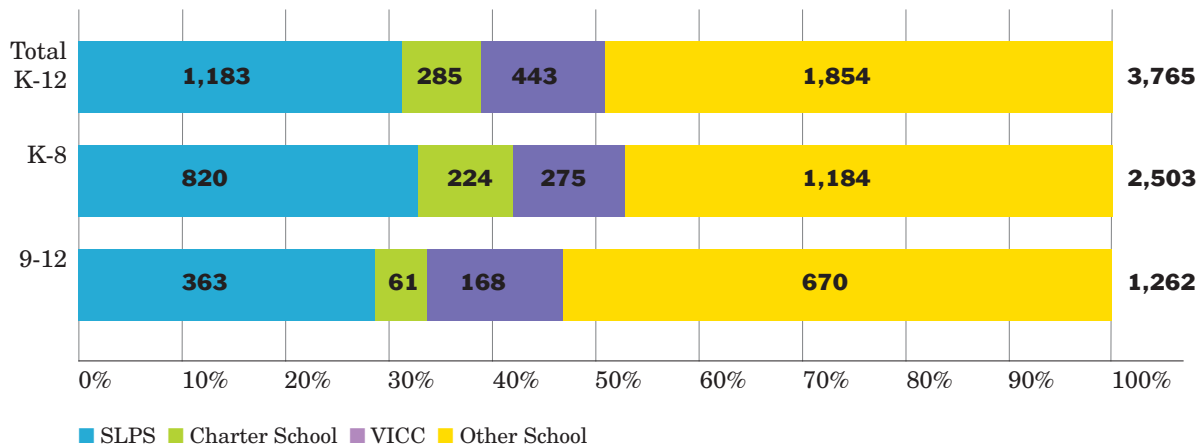
* % **School Utilized** is calculated by dividing total K-12 enrollment by the school's total capacity

Zip Code 63110

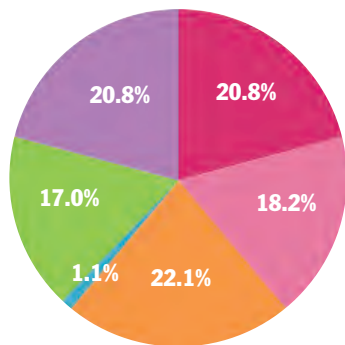
Demographic Change, 2000-2008

- Slight decline (1.7%) in total population to approximately 20,700
- Declining population of children ages 5-17 (14.1% decline)
- Sharpest decline among children ages 5-10 (25.0% decline)
- 58% of school-age children are enrolled in a public school
- This area ranks 13th in overall need for performing schools
- Benefits from the Tier 1 neighborhood capacity of Sherman Elementary School (PS-6) and the capacity of four other performing neighborhood schools - Mason EMINTS Elementary School (PS-6) in zip code 63139, Buder Elementary School (PS-5) in zip code 63109, and Shenandoah Elementary School (PS-6) and Hodgen Elementary School (PS-6) located in zip code 63104
- Highest percentage of students enrolled in VICC or charter schools

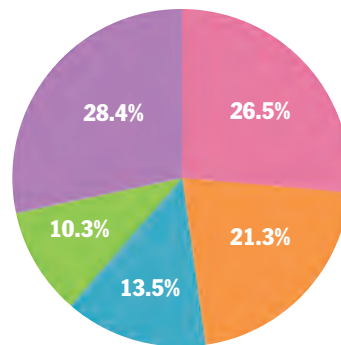
Estimated School-Age Population by Type of School Attended in 2007-2008



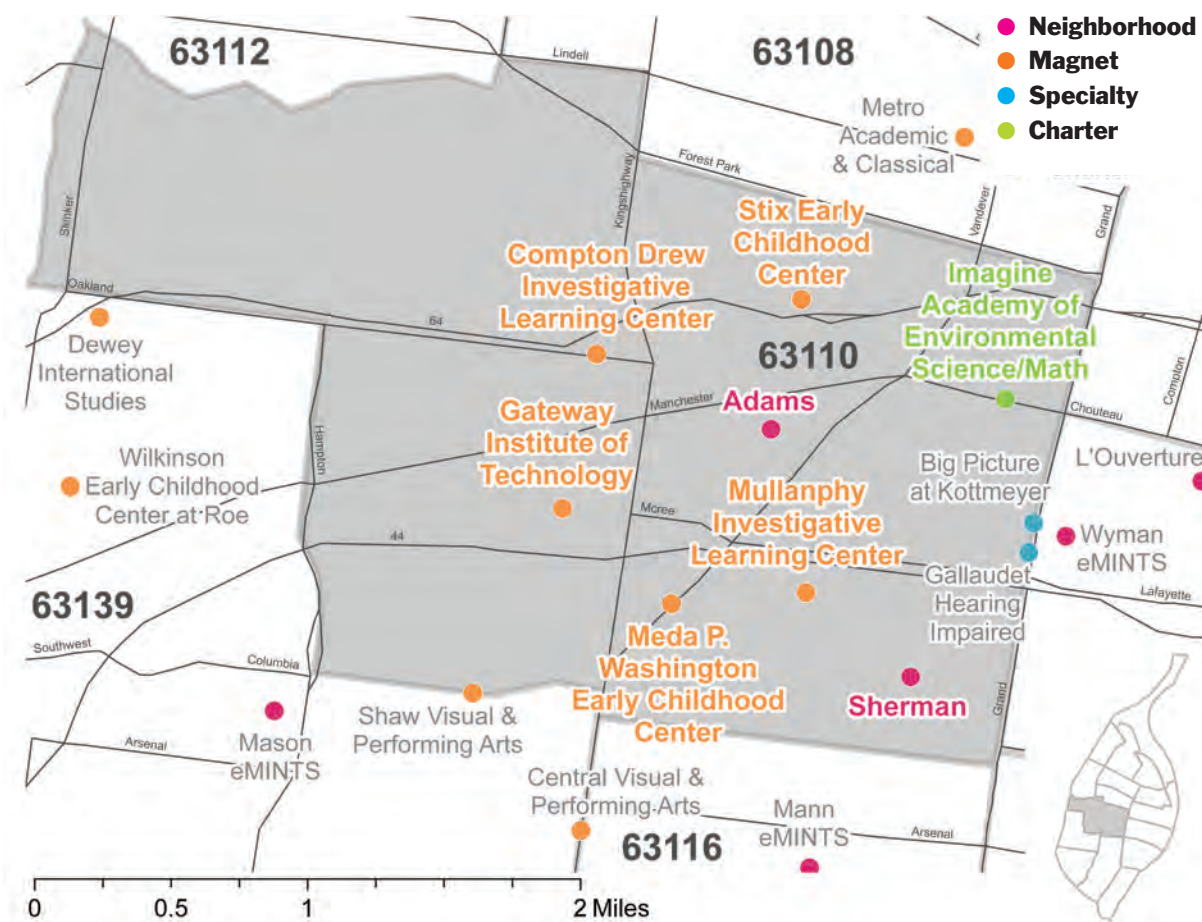
Children Enrolled in Grades K-8 by Type of Public School



Children Enrolled in Grades 9-12 by Type of Public School



- Neighborhood School Inside Zip Code
- Neighborhood School Outside Zip Code
- Magnet School
- Specialty Schools
- Charter School
- VICC



Public Schools Located in Zip Code

	Type	Grades	MAP Score		K-12 Enrollment	% Students Residing in Zip Code	% Attendance Area in Zip Code	Total School Capacity	% School Utilized*
			CA	Math					
Elementary									
Mullanphy Investigative Learning Center	Magnet	PS-5	33.7%	26.3%	392	10%	n/a	550	71%
Sherman	Neighborhood	PS-6	32.0%	24.0%	205	64%	98%	305	67%
Adams	Neighborhood	PS-6	18.2%	9.1%	297	48%	82%	367	81%
Imagine Academy of Environmental Science/Math	Charter	K-8	11.4%	8.5%	592	6%	n/a	592	n/a
Meda P. Washington Early Childhood Center	Magnet	P3-PS	n/a	n/a	0	n/a	n/a	245	n/a
Stix Early Childhood Center	Magnet	P3-2	n/a	n/a	312	9%	n/a	171	182%
Middle									
Compton Drew Investigative Learning Center	Magnet	6-8	26.4%	23.0%	420	7%	n/a	600	70%
High									
Gateway Institute of Technology	Magnet	9-12	24.3%	13.9%	1,110	5%	n/a	1,850	60%

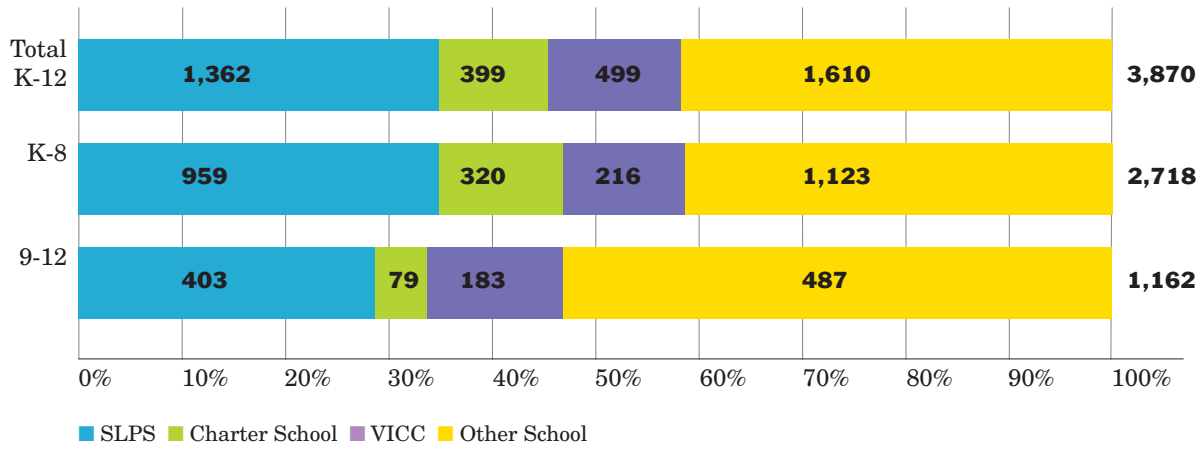
* % **School Utilized** is calculated by dividing total K-12 enrollment by the school's total capacity

Zip Code 63104

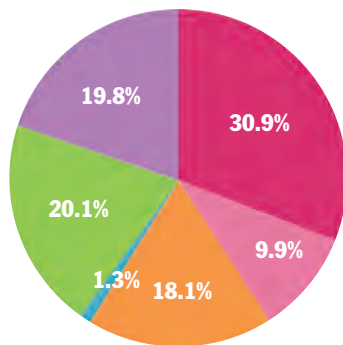
Demographic Change, 2000-2008

- Increasing population - 5.9% increase in total population to approximately 21,000
- Decreasing population of children ages 5-17 (2.3% decrease)
- Decline in population of children ages 5-10 (11.0% decline) with increases in population of children 11-13 years (2.0% increase) and ages 14-17 (11.4% increase)
- 58% of school-age children are enrolled in a public school
- This area ranks 12th in overall need for performing schools
- Benefits from the Tier 1 neighborhood capacity of three schools - Shenandoah Elementary School (PS-6), Hodgen Elementary School (PS-6), and Peabody EMINTS Elementary School (PS-8)

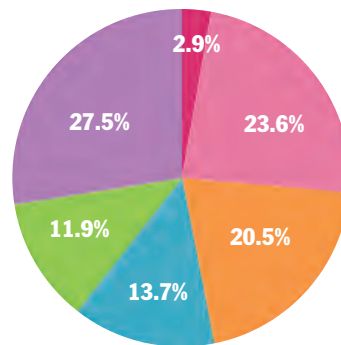
Estimated School-Age Population by Type of School Attended in 2007-2008



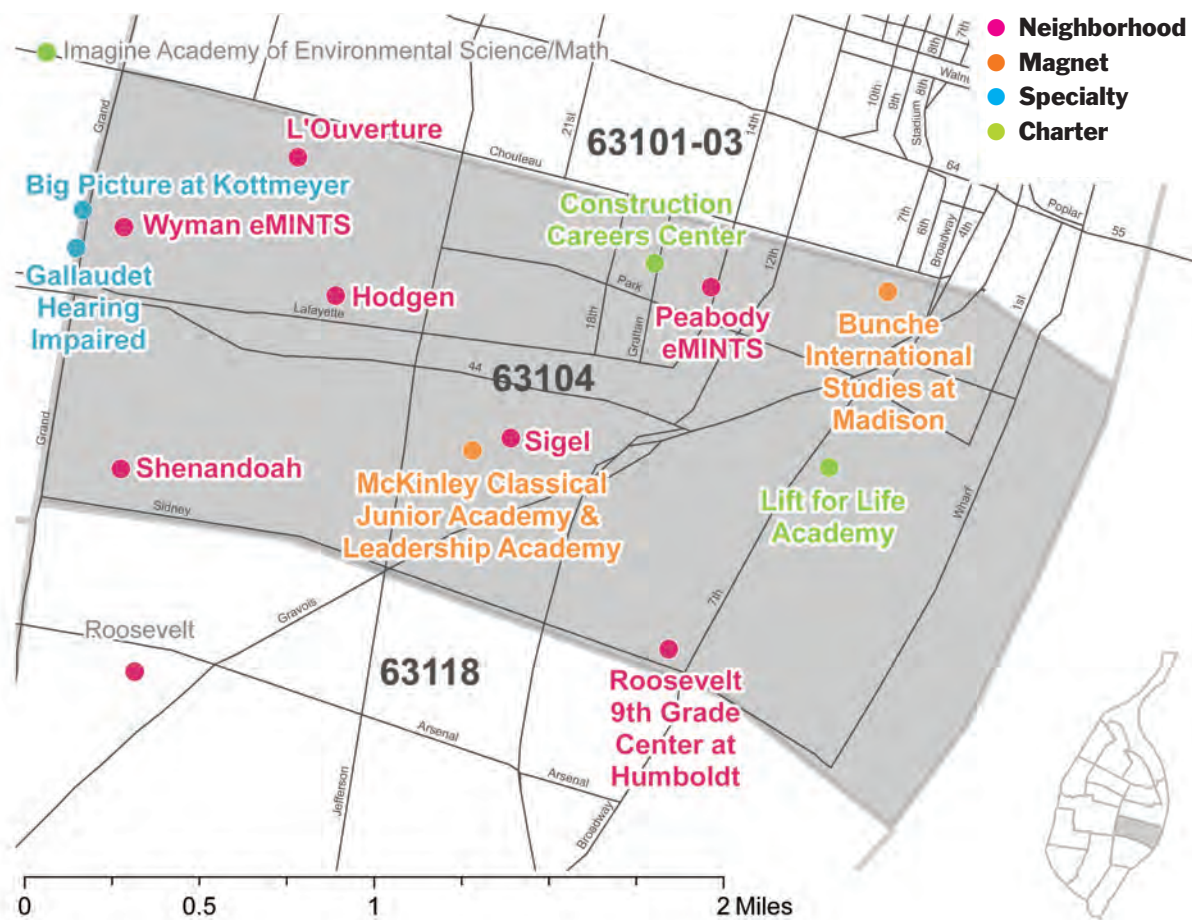
Children Enrolled in Grades K-8 by Type of Public School



Children Enrolled in Grades 9-12 by Type of Public School



- Neighborhood School Inside Zip Code
- Neighborhood School Outside Zip Code
- Magnet School
- Specialty Schools
- Charter School
- VICC



Public Schools Located in Zip Code

	Type	Grades	MAP Score		K-12 Enrollment	% Students Residing in Zip Code	% Attendance Area in Zip Code	Total School Capacity	% School Utilized*
			CA	Math					
Elementary									
Shenandoah	Neighborhood	PS-6	41.5%	35.8%	132	17%	36%	212	62%
Hodgen	Neighborhood	PS-6	39.1%	34.5%	197	65%	72%	338	58%
Peabody EMINTS	Neighborhood	PS-8	47.4%	24.8%	269	70%	30%	350	77%
Sigel	Neighborhood	PS-6	7.6%	6.3%	271	36%	74%	400	68%
Wyman EMINTS	Neighborhood	PS-8	5.2%	5.2%	165	9%	25%	460	36%
<i>Closed August 2008</i>									
Middle									
Lift for Life Academy	Charter	6-9	22.9%	25.7%	277	11%	n/a	277	n/a
Bunche International Studies at Madison	Magnet	6-8	20.8%	14.6%	236	7%	n/a	525	45%
L'Ouverture	Neighborhood	6-8	11.4%	5.7%	191	21%	45%	575	33%
High									
Construction Careers Center	Charter	9-12	9.8%	16.8%	423	9%	n/a	423	n/a
Big Picture at Kottmeyer	Specialty	9-10	0.0%	15.4%	55	5%	n/a	184	30%
Roosevelt 9th Grade Center at Humboldt	Neighborhood	9	7.2%	7.2%	310	6%	8%	562	55%
Multi-Level									
McKinley Classical Junior Academy & Classical Leadership Academy	Magnet	6-10	85.0%	81.6%	314	7%	n/a	1,000	31%
Gallaudet Hearing Impaired	Specialty	PS-12	13.0%	23.7%	39	8%	n/a	141	28%

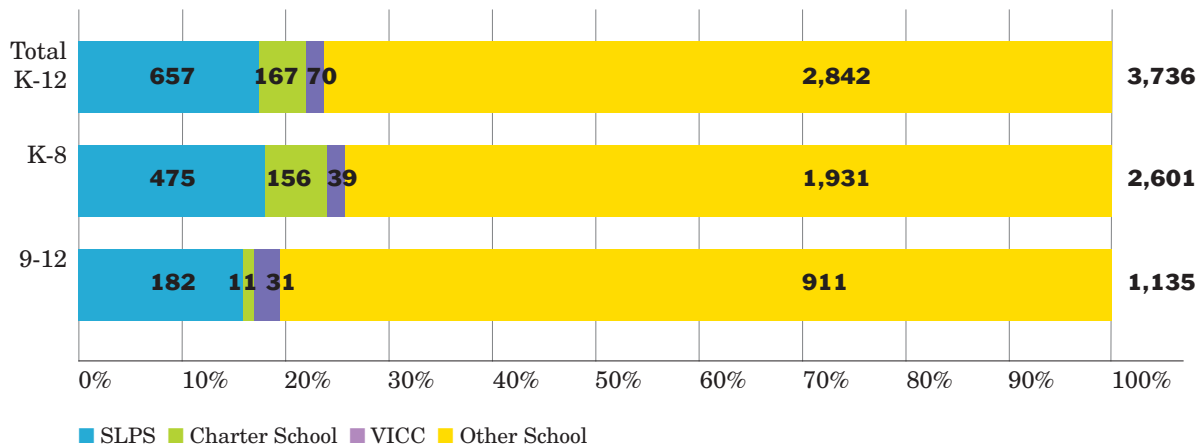
* % **School Utilized** is calculated by dividing total K-12 enrollment by the school's total capacity

Zip Code 63139

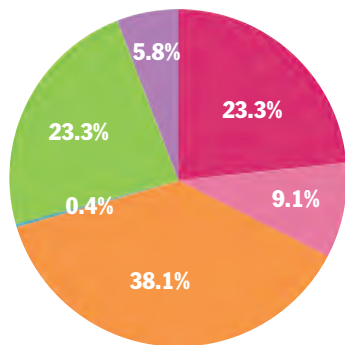
Demographic Change, 2000-2008

- Increasing population - 4.5% increase in total population to approximately 28,000
- Increase in the population of children ages 5-17 (6.9% increase)
- Largest increase in population among children ages 5-10 (9.5% increase)
- 1 of 2 zip codes in which less than 1/4 of school-age children are enrolled in a public school
- 24% of school-age children are enrolled in a public school
- public schools and only 70 children participate in VICC
- This area ranks 15th in overall need for performing schools
- Benefits from the Tier 1 neighborhood capacity of Mason EMINTS Elementary School (PS-6) and Buder Elementary School (PS-5) located in zip code 63109
- Students are much less likely to be enrolled in VICC, but much more likely to be enrolled in magnet schools than public school students in the city overall

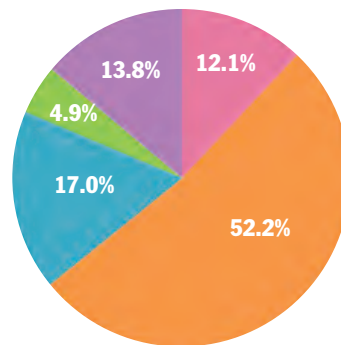
Estimated School-Age Population by Type of School Attended in 2007-2008



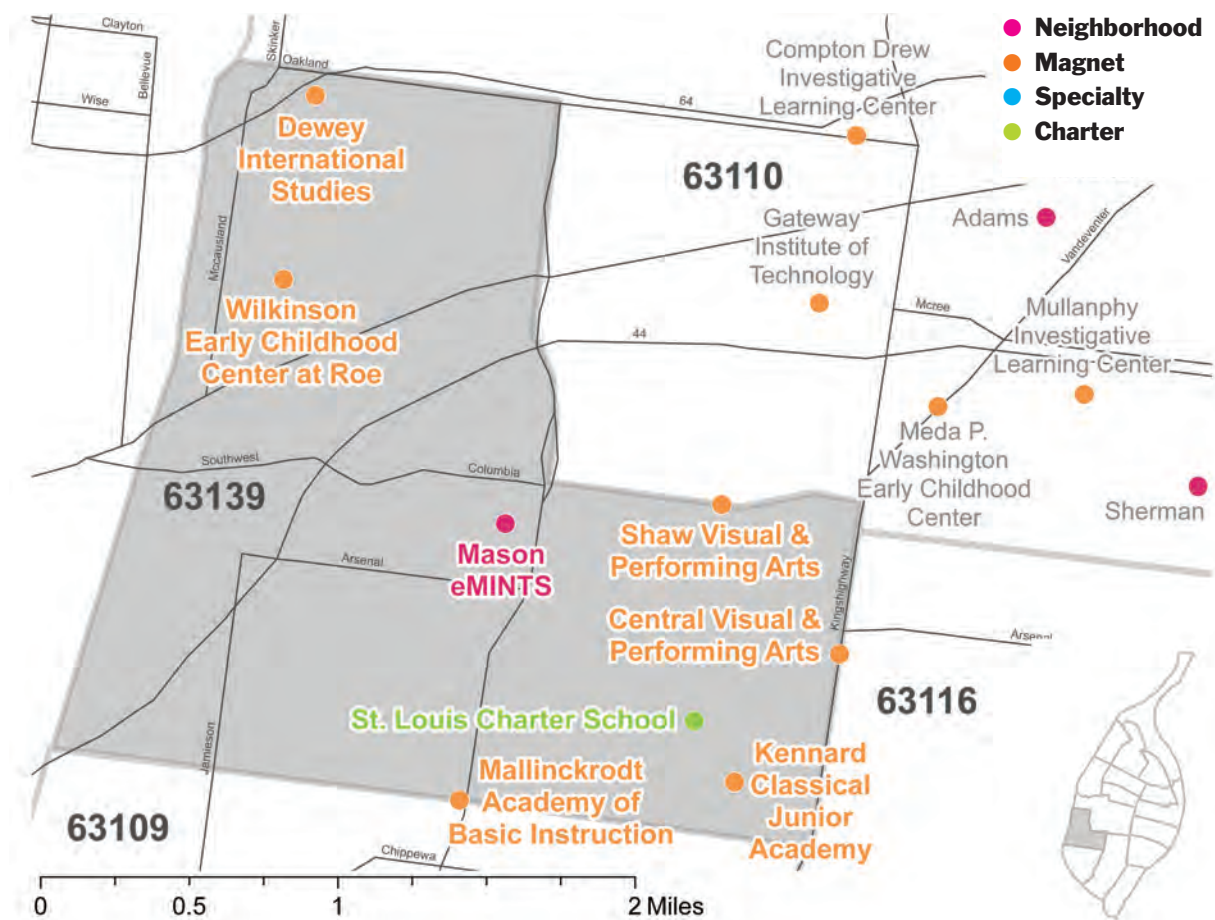
Children Enrolled in Grades K-8 by Type of Public School



Children Enrolled in Grades 9-12 by Type of Public School



- Neighborhood School Inside Zip Code
- Neighborhood School Outside Zip Code
- Magnet School
- Specialty Schools
- Charter School
- VICC



Public Schools Located in Zip Code

	Type	Grades	MAP Score		K-12 Enrollment	% Students Residing in Zip Code	% Attendance Area in Zip Code	Total School Capacity	% School Utilized*
			CA	Math					
Elementary									
Kennard Classical Junior Academy	Magnet	PS-5	83.3%	77.8%	367	12%	n/a	401	92%
St. Louis Charter School	Charter	K-8	26.4%	27.9%	918	14%	n/a	918	n/a
Mallinckrodt Academy of Basic Instruction	Magnet	PS-5	32.5%	21.7%	220	8%	n/a	333	66%
Mason EMINTS	Neighborhood	PS-6	29.6%	23.3%	300	52%	69%	454	66%
Shaw Visual & Performing Arts	Magnet	PS-5	27.5%	13.0%	303	8%	n/a	400	76%
Dewey International Studies	Magnet	PS-5	24.6%	22.5%	404	8%	n/a	500	81%
Wilkinson Early Childhood Center at Roe	Magnet	PS-2	n/a	n/a	141	13%	n/a	425	33%
High									
Central Visual and Performing Arts	Magnet	9-12	13.8%	13.0%	649	4%	n/a	1,590	41%

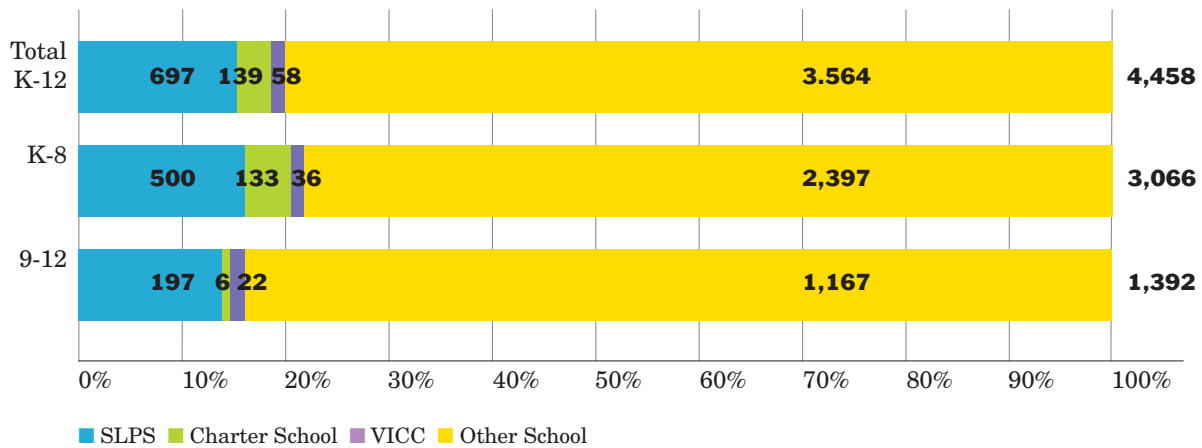
* % **School Utilized** is calculated by dividing total K-12 enrollment by the school's total capacity

Zip Code 63109

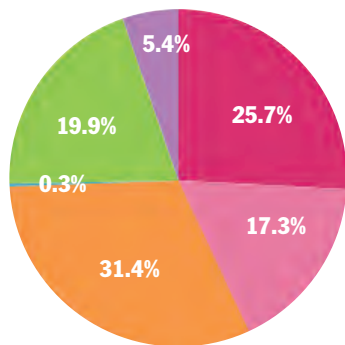
Demographic Change, 2000-2008

- Increasing population - 4.5% increase in total population to approximately 31,900
- Increase in the population of children ages 5-17 (9.2% increase)
- Largest increase in population among children ages 14-17 (10.3% increase)
- 1 of 2 zip codes in which less than 1/4 of school-age children are enrolled in a public school
- 20% of school-age children are enrolled in a public school
- Fewer than 1,000 children are enrolled in public schools and only 58 children participate in VICC
- This area ranks 14th in overall need for performing schools
- Benefits from the Tier 1 neighborhood capacity of Buder Elementary School (PS-5) and Mason EMINTS Elementary School (PS-6) located in zip code 63139
- Students are much more likely to be enrolled in magnet schools than public school students in the city overall

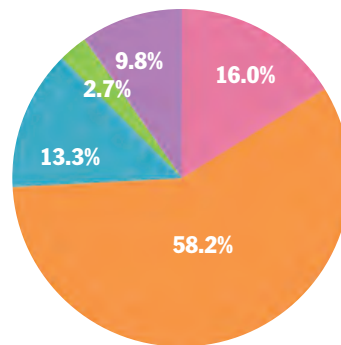
Estimated School-Age Population by Type of School Attended in 2007-2008



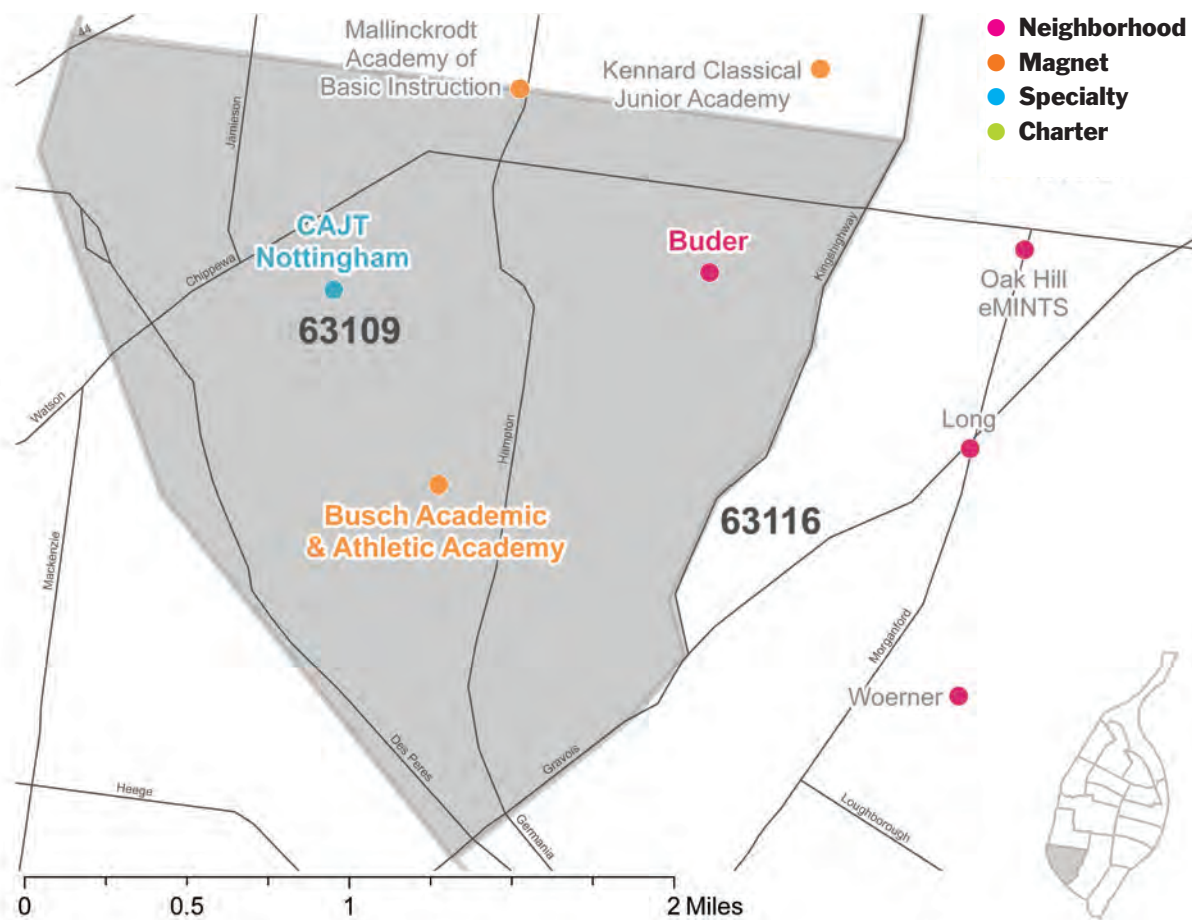
Children Enrolled in Grades K-8 by Type of Public School



Children Enrolled in Grades 9-12 by Type of Public School



- Neighborhood School Inside Zip Code
- Neighborhood School Outside Zip Code
- Magnet School
- Specialty Schools
- Charter School
- VICC



Public Schools Located in Zip Code

	Type	Grades	MAP Score		K-12 Enrollment	% Students Residing in Zip Code	% Attendance Area in Zip Code	Total School Capacity	% School Utilized*
			CA	Math					
Elementary									
Buder	Neighborhood	PS-5	30.1%	25.8%	358	48%	66%	410	87%
Middle									
Busch Academic and Athletic Academy	Magnet	6-8	29.9%	38.9%	232	10%	n/a	400	58%
High									
CAJT Nottingham	Specialty	9-12	13.6%	100.0%	106	2%	n/a	256	41%

* % **School Utilized** is calculated by dividing total K-12 enrollment by the school's total capacity

Zip Code 63116

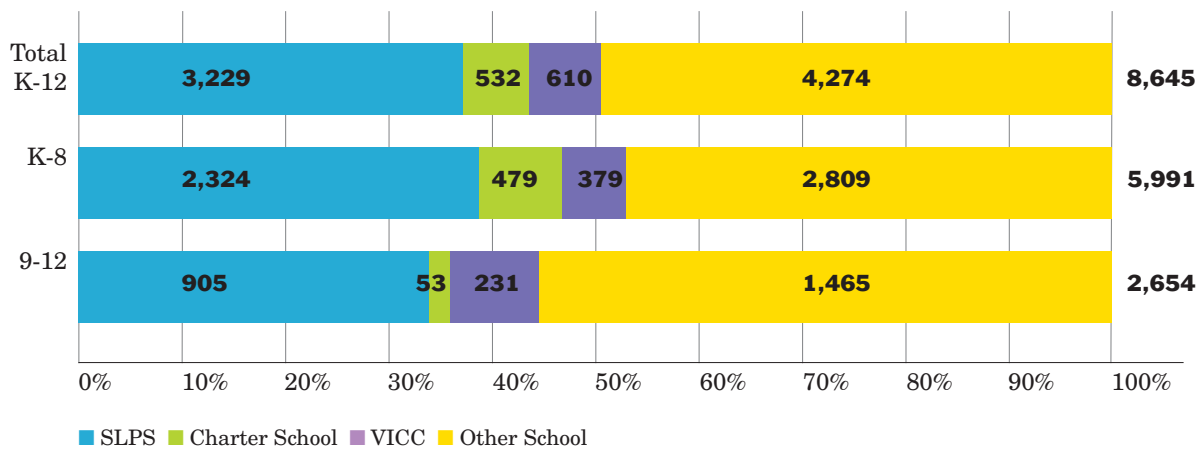
Demographic Change, 2000-2008

- Most populous zip code in the city of St. Louis
- Increasing population - 3.7% increase in total population to approximately 51,500
- Stable population of children ages 5-17
- Declining population of children ages 5-10 (3.8% decline) offset by increases among populations of children ages 11-13 (1.1% increase) and ages 14-17 (4.0%)
- 51% of school-age children are enrolled in a public school
- This area ranks 5th in overall need for performing schools
- Benefits from the Tier 1 neighborhood

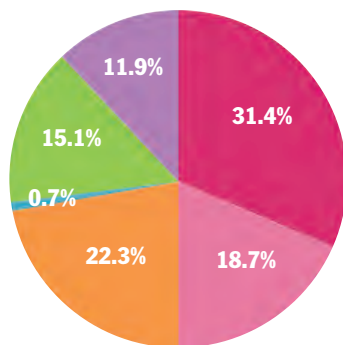
capacity of four neighborhood schools located in nearby zip codes—Mason EMINTS Elementary School (PS-6) in zip code 63139, Buder Elementary School (PS-5) in zip code 63109, Shenandoah Elementary School (PS-6), and Scruggs Elementary School (PS-6) located in zip code 63104

- Elementary students are more likely to be enrolled in neighborhood schools and less likely to be enrolled in charter schools while high school students are less likely to be enrolled in neighborhood and charter schools, but much more likely to be enrolled in magnet schools than public school students in the city overall

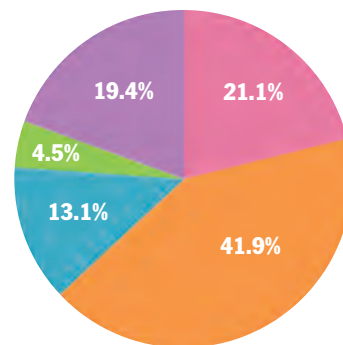
Estimated School-Age Population by Type of School Attended in 2007-2008



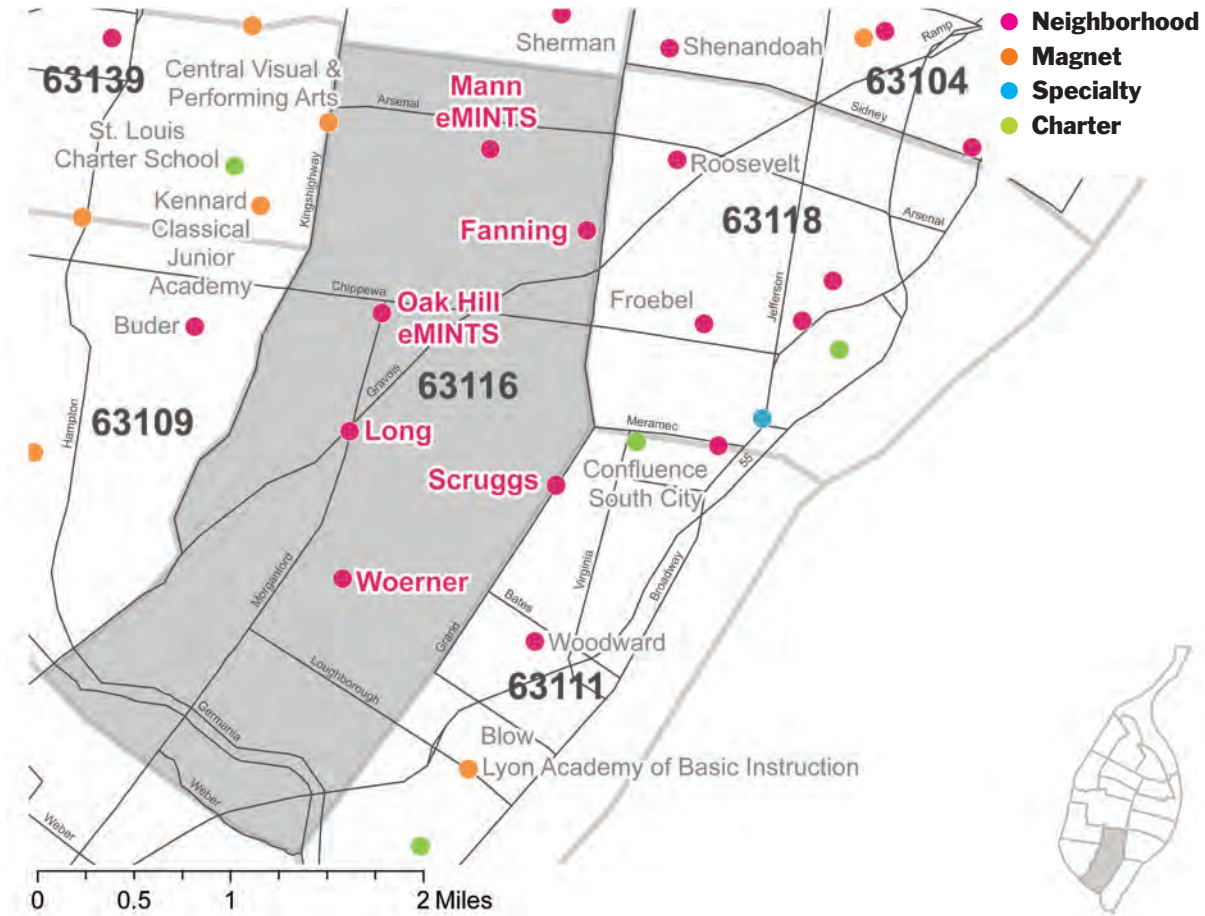
Children Enrolled in Grades K-8 by Type of Public School



Children Enrolled in Grades 9-12 by Type of Public School



- Neighborhood School Inside Zip Code
- Neighborhood School Outside Zip Code
- Magnet School
- Specialty Schools
- Charter School
- VICC



Public Schools Located in Zip Code

	Type	Grades	MAP Score		K-12 Enrollment	% Students Residing in Zip Code	% Attendance Area in Zip Code	Total School Capacity	% School Utilized*
			CA	Math					
Elementary									
Oak Hill eMINTS	Neighborhood	PS-5	18.0%	12.8%	349	85%	100%	353	99%
Woerner	Neighborhood	K-5	13.4%	15.6%	406	67%	51%	407	100%
Mann eMINTS	Neighborhood	PS-6	9.9%	5.9%	225	73%	100%	325	69%
Middle									
Long	Neighborhood	6-8	20.6%	15.6%	308	62%	54%	484	64%
Fanning	Neighborhood	6-8	10.2%	10.6%	277	26%	42%	450	62%

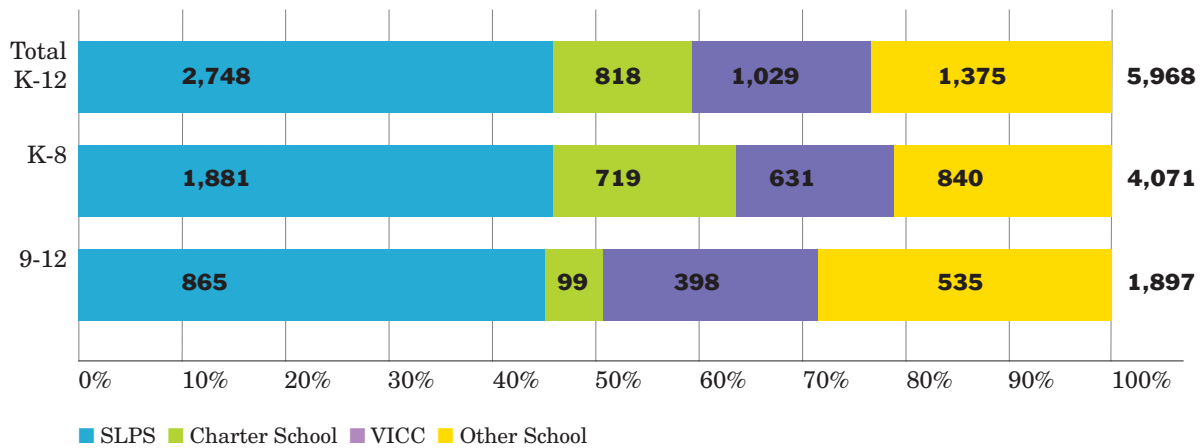
* % **School Utilized** is calculated by dividing total K-12 enrollment by the school's total capacity

Zip Code 63118

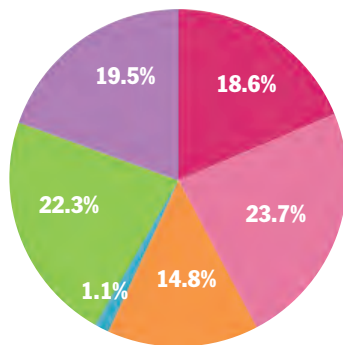
Demographic Change, 2000-2008

- Declining population - 7% decline in total population to approximately 27,800
- Declining population of children ages 5-17 (17.9% decline)
- Sharpest decline among children ages 5-10 (25.7% decline)
- 77% of school-age children are enrolled in a public school
- Highest number of public school children participating in VICC
- This area ranks 6th in overall need for performing schools
- Benefits from the Tier 1 neighborhood capacity of Froebel Elementary School (PS-5) and three performing neighborhood schools located in nearby zip codes—Shenandoah Elementary School (PS-6) and Hodgen Elementary School (PS-6) located in zip code 63104 and Scruggs Elementary School (PS-6) located in 63111
- Students more likely to participate in VICC than public school students in the city overall

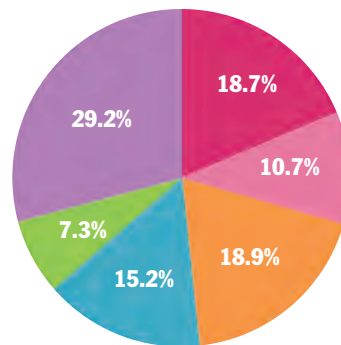
Estimated School-Age Population by Type of School Attended in 2007-2008



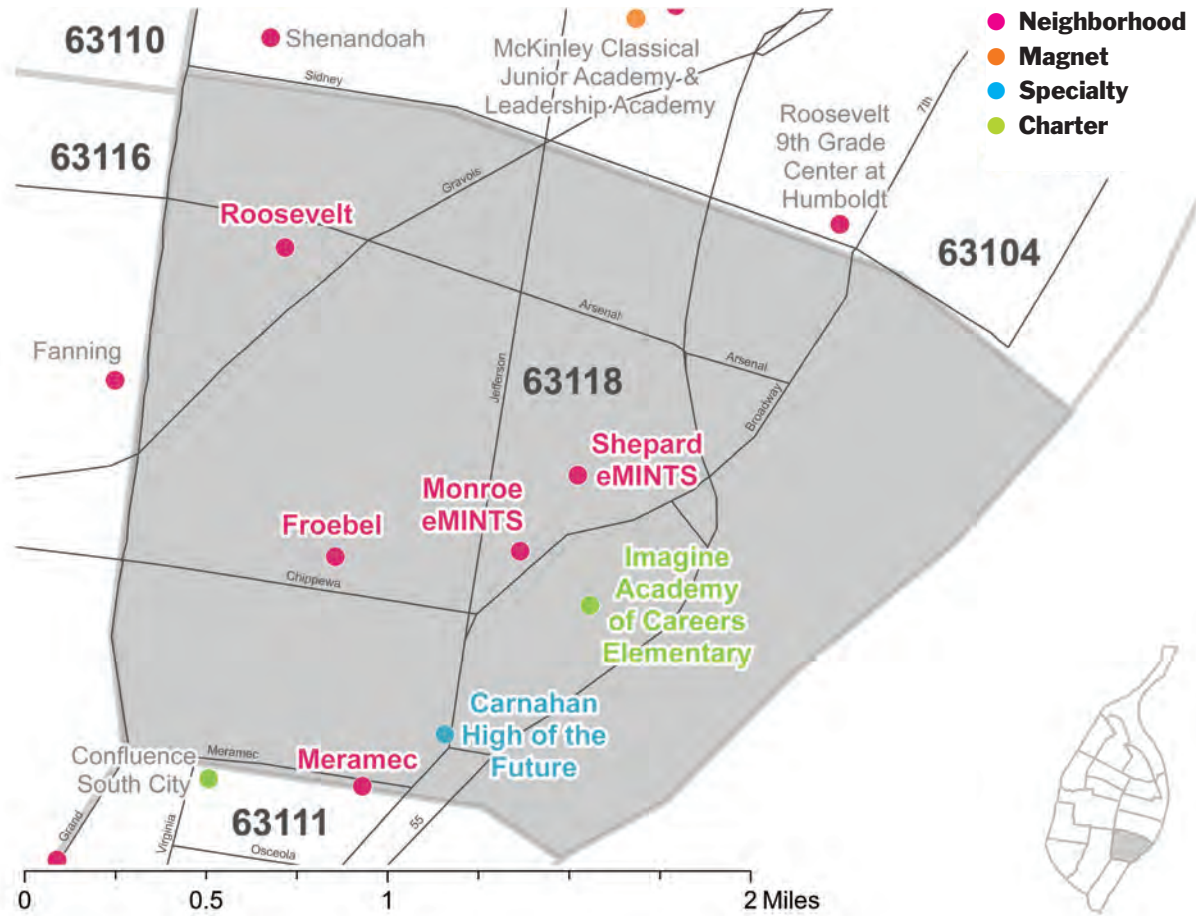
Children Enrolled in Grades K-8 by Type of Public School



Children Enrolled in Grades 9-12 by Type of Public School



- Neighborhood School Inside Zip Code
- Neighborhood School Outside Zip Code
- Magnet School
- Specialty Schools
- Charter School
- VICC



Public Schools Located in Zip Code

	Type	Grades	MAP Score		K-12 Enrollment	% Students Residing in Zip Code	% Attendance Area in Zip Code	Total School Capacity	% School Utilized*
			CA	Math					
Elementary									
Froebel	Neighborhood	PS-5	41.8%	40.7%	262	71%	100%	460	57%
Monroe EMINTS	Neighborhood	PS-8	22.3%	26.9%	258	48%	53%	384	67%
Shepard EMINTS	Neighborhood	PS-8	15.8%	13.5%	251	73%	99%	444	57%
Meramec	Neighborhood	PS-5	5.1%	3.8%	217	49%	65%	261	83%
Imagine Academy of Careers–Elementary	Charter	K-5	3.2%	4.0%	302	9%	n/a	302	n/a
High									
Carnahan High of the Future	Specialty	9-10	0.0%	25.4%	188	24%	n/a	500	38%
Roosevelt	Neighborhood	9-12	7.2%	7.2%	837	30%	16%	1,713	49%

* % **School Utilized** is calculated by dividing total K-12 enrollment by the school's total capacity

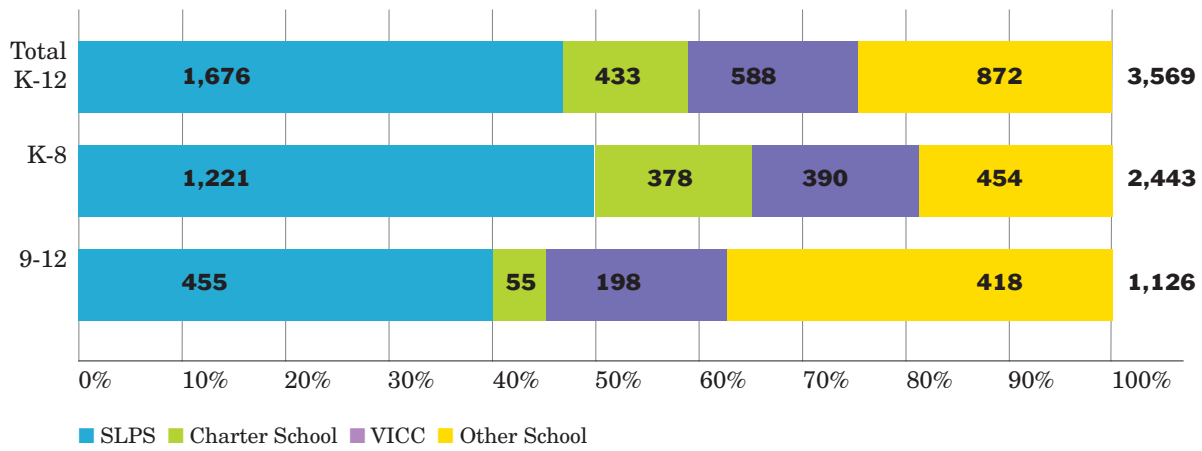
Zip Code 63111

Demographic Change, 2000-2008

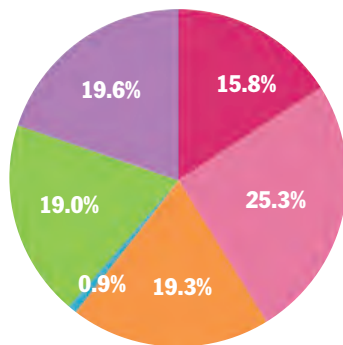
- Decline (3.6%) in total population to approximately 20,400
- Declining population of children ages 5-17 (9.0% decline)
- Sharpest decline among children ages 5-10 (16.2% decline)
- 72% of school-age children are enrolled in a public school

- This area ranks 8th in overall need for performing schools
- Benefited from the Tier 1 neighborhood capacity of Scruggs Elementary School (PS-6), which closed in June 2009
- Students are more likely to participate in VICC than public school students in the city overall

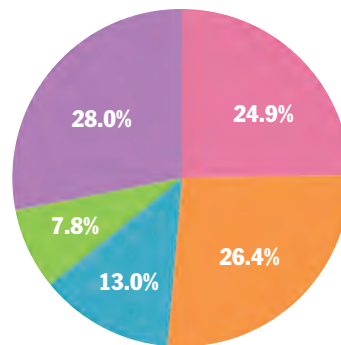
Estimated School-Age Population by Type of School Attended in 2007-2008



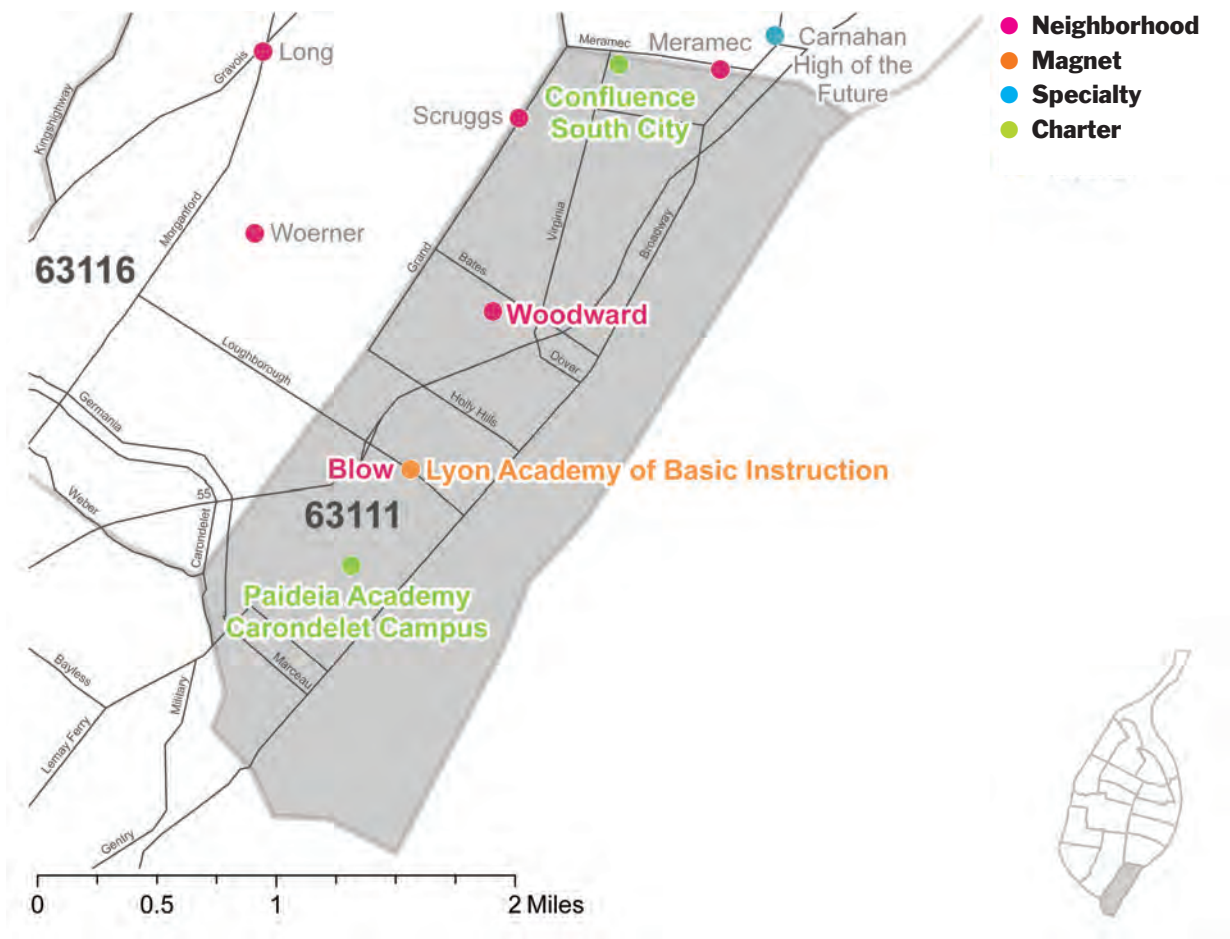
Children Enrolled in Grades K-8 by Type of Public School



Children Enrolled in Grades 9-12 by Type of Public School



- Neighborhood School Inside Zip Code
- Neighborhood School Outside Zip Code
- Magnet School
- Specialty Schools
- Charter School
- VICC



Public Schools Located in Zip Code

	Type	Grades	MAP Score		K-12 Enrollment	% Students Residing in Zip Code	% Attendance Area in Zip Code	Total School Capacity	% School Utilized*
			CA	Math					
Elementary									
Scruggs	Neighborhood	PS-5	37.9%	38.8%	254	17%	27%	360	71%
Confluence–South City	Charter	K-6	13.1%	20.5%	656	19%	n/a	656	n/a
Woodward	Neighborhood	K-5	15.4%	9.4%	289	57%	88%	469	62%
Lyon Academy of Basic Instruction	Magnet	K-5	14.5%	4.8%	146	37%	n/a	294	50%
Paideia Academy–Carondelet Campus	Charter	K-8	6.5%	9.5%	200	51%	n/a	200	n/a
Middle									
Blow	Neighborhood	6-8	9.9%	8.6%	228	47%	n/a	294	78%

* % **School Utilized** is calculated by dividing total K-12 enrollment by the school’s total capacity

Conclusions, Recommendations, and Comments

This report provides a new and critical perspective on how the City of St. Louis can meet the promise society makes to educate children. The data and maps in *Place, Performance, and Promise* add new information to the complex set of tools now available to strengthen school reform efforts, especially in combination with the recent MGT report and the study commissioned by the state legislature.

The city can also draw on the new energy and focus on public education from Washington, DC. When the city has only four performing schools out of 105 schools, serving only 1,167 children out of the 34,200 enrolled, the challenge may seem overwhelming. The conclusions below set the stage for recommendations on how to take on this challenge.

Conclusions

Elementary school students have access to more schools in IFF's Tier 1 than their middle and high school peers. Currently, the parents of the 17,230 middle and high school students enrolled in SLPS face a complete lack of neighborhood performing schools. Moreover, many of these neighborhood schools are located where fewer children are enrolled in public school, which effectively limits their contribution. The only exceptions are for gifted or talented students and the handful accepted by lottery into the city's single charter school that is in Tier 1, but still does not meet Missouri State Standards.

Many school-age children in St. Louis attend non-neighborhood schools. It is clear that VICC plays a vital role in providing options for African American students. Similarly, the parochial and private schools provide options for several thousand children. At the same time, the individual zip code profiles highlight that the children in search of better performing options, who do not or are unable to participate in VICC, travel throughout the city to attend magnet, charter, or even other neighborhood schools.

Few of these schools are performing better than the neighborhood schools located where these children reside.

Less than half of St. Louis' high school population is enrolled in an SLPS high school. Many students are in specialty schools, alternative schools for children involved in the court system, or have dropped out. Therefore, only the 2,900 enrolled in suburban school districts through VICC and the 1,400 who are able to enroll in parochial and other private schools have meaningful options.

Another challenge faced by St. Louis is evident in the city demographics as well as the comparison of school enrollment with school capacity. SLPS currently experiences high under-utilization of facilities across the city. The MGT report provided a thorough assessment of the physical plants and how best to use the district's resources when closing, consolidating and repurposing current facilities. These real estate factors, combined with the results of *Place, Performance, and Promise*, enable a future strategy to increase school performance that takes into account location and facilities.

Recommendations

1) Focus on Six Areas of the City with the Highest Need

This study identified four zip codes that have no elementary, middle, or high schools in IFF's Tier 1, which is half of the Missouri State Standard. These areas are clustered in the north central area of the city. Their boundaries are as follows:

- Zip code 63115, bounded by Union Street on the west, Broadway and Clay on the east, and Maffitt on the south.
- Zip code 63113, bounded by Maffitt and St. Louis on the north, Grand on the east, Belle and Cates on the south, and Union on the west.
- Zip code 63106, bounded by St. Louis on the north and I-70 on the east, with Delmar on the south and Grand as its border to the west.
- Zip code 63108, bounded by Cates and Bell on the north, Union on the west, Forest Park on the south, and Grand as its eastern border.

In these four areas alone, there are 13,072 school-age children and 9,714 (74.3 percent) are enrolled in city public schools, including 2,416 in charter schools, and another 2,046 are enrolled in VICC. However, there are no schools that meet even half of the Missouri State Standard. School-age children in these areas are less likely to be enrolled in VICC than peers on the south side. A plan to move quickly to bring new schools to these communities would address 31 percent of the need citywide.

Second, there are densely populated areas in south central and south east St. Louis where there is limited Tier 1 capacity. These areas are ranked 5 and 6 in terms of need due to the high number of school-age children. They are:

- Zip code 63116, bounded by Magnolia on the north, Kingshighway on the west, Grand on the east, and the city limit on the south.
- Zip code 63118, bounded by Sidney on the north, Grand on the west, Merramac on the south, and the river on the east.

These areas are home to 14,613 school-age children, and 7,325 (50 percent) of them are enrolled in SLPS, including 1,350 children (9.2 percent) in charters, and another 1,639 children (11.2 percent) in VICC on average. However, children in 63118 are more likely to be enrolled in VICC with enrollment equal to 22.4 percent. Only 849 seats in these two areas are in Tier 1.

When added to the four areas mentioned above, a focus on these six areas will address 52 percent of the need citywide. There are plans to bring high-performing charter schools to these areas, which, if completed, could serve between 500 and 1,000 children. (See Comments section.) This still leaves more than 15,000 children in need of a performing school.

2) Increase Access to Existing Tier 1 Schools

Public school students in St. Louis can be provided with immediate options because the data on enrollment and capacity of the schools that achieve IFF's Tier 1 level or higher indicates that these schools have room for more students. The combined reported K-12 capacity of the Tier 1 neighborhood, magnet, and charter schools is 7,819. However, these schools currently enroll only 5,086 students who reside in St. Louis, equal to only 65 percent of their capacity. For example, Froebel, which is among the Tier 1 schools, is on track to make AYP, and is located in a high need community, can increase its student body by 43 percent given its capacity. This report's zip code profiles clearly demonstrate that each day St. Louis children travel to attend schools in a different neighborhood or part of the city, but these do not offer an option better than their neighborhood schools.

The long-term assumption for this study is that children should have performing schools in their own neighborhoods, but in the short term, if families are willing to travel to find better schools for their children, an approach to occupy every seat in a better school could reach several thousand children immediately.

3) Ensure that Charter Schools Offer a Performing Option to Students

It is unfortunate that only one of the 14 charter schools currently operating in St. Louis is ranked in the first tier and therefore offers a better performing option. In other cities nationwide, charters provide a meaningful choice for parents and families in need of better performing schools. The public/private partnership represented by nonprofit charter schools is a model for achieving many public benefit goals and has proven so in other cities. The reputation of the entire charter school movement is potentially damaged unless each school achieves higher performance as

a result of the greater opportunity and teaching flexibility that is not available in the established school district.

To realize the full potential of charter schools, attention is now being given to strengthening the sponsorship process as well as school accountability. Sponsors have the ability and responsibility to close the poorest performing charter schools.

A number of states, like Arizona and Michigan, struggled with early charter school quality before making significant changes to their charter school authorizing processes over time. Those changes have led to higher quality charter schools run by operators that are results-oriented and committed to accountability.

Missouri has taken steps to strengthen accountability of sponsorship in several ways, most recently through the passage of SB 291. Over the past two years NACSA has helped increase the capacity of sponsors, through the development of a statewide sponsor network. The Mayor's Office is also working to increase the number of sponsors, and created a separate Request for Proposals (RFP) process, using best authorizing practices to endorse charter schools for sponsorship.

4) Address the Specific Needs of High School-Age Children in St. Louis

The difficult task of tracking, retaining or recapturing high school students has both short- and long-term goals, objectives, and measures. Fewer than 300 of the SLPS' 8,300 high school students are in performing schools and those schools are selective. SLPS can increase high school participation by 18 percent by recapturing the estimated 1,500 high school eligible students that dropped out from 2005-2007. More importantly, reengaging these students has lasting benefits for not only the students, but the community, and it will also increase SLPS resources.

5) Strategic Planning Using Neighborhood, Performance, and Facilities Information

Meeting the needs of the 34,000 students enrolled

in St. Louis public schools will require short-term action plans and a long-term, broad reform strategy that engages not only educators and immediate stakeholders, but parents, civic, and community leaders.

Short-term actions or three-year goals for SLPS can begin the process with a rapid and intense focus on the six high need areas of the city. As recommended above, filling each seat in a performing school can begin immediately.

A five-year strategic plan will provide a comprehensive blueprint for addressing the broader educational needs and major real estate issues faced by the district, which represent both opportunity and challenge. By combining the performance and enrollment data in this report with the facilities information in the MGT analysis, SLPS, the Mayor's Office, and other leadership already have much of the information needed to consider how best to meet the needs of St. Louis public school students today and in the future. Critical to both the short- and long-term planning efforts is the engagement of parents and the community. They can and should play a role in both the issues of school improvement and new school development in St. Louis. Immediate next steps, even as short-term action plans and a longer term strategic plan are being formulated, might include:

- Evaluate vacant public school buildings in the six priority areas identified in the MGT study and make available to charter operators as an incentive to open schools.
- Educate parents about school performance across the city.
- Make seats available in Tier 1 neighborhood schools to SLPS students outside the attendance area.
- Increase enrollment of children residing in the six priority areas in magnet schools, which have set aside 35 percent of seats for children residing within a mile and a half of the school.

Sponsors have the ability and responsibility to close the poorest performing charter schools.

- Consider additional authorizing and sponsorship models to stimulate new charter school development.
- Given that there exist a variety of public and private school options in St. Louis, strategic planning would benefit from a coordinated effort to share information on the part of all school and program operators, including, but not limited to, SLPS, VICC, charter schools, and private and parochial schools.

Comments

As this study was being completed, important changes in St. Louis reflected a new approach to school reform including:

- SLPS launched an initiative to give more autonomy to principals at five neighborhood schools. Two of the schools, Froebel and Jefferson, are located in the high need areas identified in this report.

An integral part of this Pilot project is community engagement with the goal of bringing more neighborhood children into these schools.

- Mayor Slay launched Charter 2.0 and issued an RFP for charter schools to develop a list he will then recommend to sponsors of charters.

The approved Knowledge is Power Program (KIPP) charter school's first campus in St. Louis is to be located in priority zip code 63118 and in close proximity to priority zip code 63116. KIPP is recognized as a national leader and hopes to open more than one school in the city.

So far, Charter 2.0 secured sponsorship for Gateway High School, a Concept School that is scheduled to open in 2010 and will be located in 63118. It will also serve children residing in 63116. The Mayor's Office has also endorsed a third charter school to be operated by American Quality Schools (AQS). The school is proposed for the 63111 zip code but offers close proximity for children in the 63116 zip code. Unfortunately, the AQS school has not been able to secure a sponsor, delaying its ability to serve these high need areas. The proposed charter school operators, KIPP, Concept Schools, and AQS, all operate schools nationally that meet or exceed local and state standards.

Local operators also responded to the Charter 2.0 RFP and were approved. They include the St. Louis Languages Immersion Schools, which will open in 2009 in zip code 63110. It is proximate to students living in 63116. The Northside Community School will open a K-5 eMINTS school in the area most in need of school options, zip code 63115. In addition, City Garden will expand its school by a grade and in 2010 Shearwater will open to serve dropouts. The opening of these seven schools constitutes a new beginning for the charter movement in St. Louis. The mayor has also been active in the high school dropout issue by convening three youth summits funded by America's Promise Alliance.

Place, Performance, and Promise has identified important opportunities for increasing the impact of current reforms that are underway in SLPS and the City of St. Louis. The combination of information and insight in this and other recent reports, together with new leadership and resources as well as government and civic support, make possible the development and implementation of a comprehensive educational plan for St. Louis with a high probability of success.

Critical to both the short- and long-term planning efforts is the engagement of parents and the community. They can and should play a role in both the issues of school improvement and new school development in St. Louis.

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Elementary School Current Enrollment
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Appendix A: Detailed Methodology

In 2003, IFF developed a methodology for studying the relative need for better performing schools in a school district. The need determined by the analysis is relative because the method takes into account the number of children (demand), the number of school seats (supply), school performance, and location. This report represents a point-in-time analysis of the school-age population and public school enrollment as well as school performance in St. Louis. The outcome is an assessment of the distribution of public schools within the city of St. Louis by zip code.

IFF's method for assessing need evaluates not only the number of school-age children, the number of students enrolled in public schools, and the number of seats in public schools, but data on how schools are performing and in which communities they are located. In order to apply the methodology, IFF compiles information by zip code and for the city overall using the following data:

- School-age population
- Public school enrollment
- School performance
- School capacity
- School location
- School attendance area

School-age population data is compiled by zip code from 2008 ESRI Population Estimates. St. Louis Public Schools (SLPS) provided enrollment, capacity, location, and attendance area data for each of its schools for the 2007-08 school year. Some individual charter schools provided comparable data, while the remaining enrollment and location data for charter schools were provided by the Missouri Department of Elementary and Secondary Education (DESE). The Voluntary Interdistrict Choice Corporation (VICC) provided enrollment data for students participating in the program and residing in St. Louis. Performance data for the 2007-08 school

year for all schools located in St. Louis are from the DESE's Missouri Assessment Program (MAP).

Geography

These data are compiled at both the citywide and zip code levels. In addition to approximating clusters of neighborhoods in St. Louis, zip codes represent a common denominator for aggregating data from multiple sources and allow for consistent and reliable aggregation for a more complete picture of school enrollment in St. Louis.

St. Louis is comprised of 18 individual zip codes.¹³ An examination of the demographics of each of the zip codes indicated that, as expected, few children reside in the three zip codes, 63101, 63102, and 63103, encompassing Downtown and Midtown. Therefore, these zip codes are combined into one zip code area, which results in 16 zip code areas for analysis.

The census tract-level school-age population estimates are aggregated to zip codes for comparison with other available data.

School Performance

School performance is measured using academic performance data only. While there are other measures of performance that account for a broader range of factors such as truancy, dropout, and graduation rates, this analysis focuses on academic performance alone. The 2008 MAP data

were obtained from DESE for each SLPS school and charter schools.

DESE sets an Annual Proficiency Target for student academic performance as part of the process for determining Adequate Yearly Progress (AYP) under the No Child Left Behind Act (NCLB). MAP data is used to evaluate students' academic proficiencies in Communication Arts and Math in order to determine whether a school or district has met the Annual Proficiency Target.¹⁴

For 2007-08 – the most recent year for which MAP data were available – the Annual Proficiency Target was 51 percent of students scoring proficient or above in Communication Arts and 45 percent in Math. Individual students were assigned by DESE into one of four achievement-level categories based on their scale score in each subject area. Students in the “Proficient” and “Advanced” categories represent a district’s or school’s percent proficient or above.

In order to prioritize where the relative need is greater, IFF’s original methodology distinguished between performing and nonperforming schools at the neighborhood level, i.e. zip code in St. Louis. However, only four schools met Missouri’s 2008 Annual Proficiency Target. Therefore, an alternative measure of performance was applied to public schools located in St. Louis. IFF classified schools that performed above or at half of the Annual Proficiency Target in both Communication Arts and Math as Tier 1 schools. By definition, Tier 1 also includes those schools that met the State Standard for performance that year.

In addition to the four schools meeting Missouri’s Annual Proficiency Target, there are an additional 15 public schools that met the Tier 1 performance criteria, including one charter school. Together these 19 schools comprise the total supply of Tier 1 capacity used for this analysis.

Annual Proficiency Target Compared to IFF Tier 1

	Missouri’s 2008 Annual Proficiency Target	IFF Tier 1 Performance Target
Communication Arts	51.0%	25.5%
Math	45.0	22.5

The remaining 87 public schools in St. Louis were ranked based on their combined Communication Arts and Math score and grouped into Tiers 2-4, each with 29 schools.

Need for and Supply of Tier 1 Schools

An assessment of the need for public schools in a given geographic area compares the number of children who could attend schools in the community with the capacity of the schools to serve them. This methodology, however, focuses on two subgroups of the public school system:

- 1) Neighborhood schools which serve any school-age child in a defined geographic area.
- 2) Neighborhood schools that meet state standards of performance. In the case of St. Louis, this group is comprised of the Tier 1 public schools providing a better performing option relative to other public schools in St. Louis. A map of these schools and their attendance areas is in Appendix G.

Non-neighborhood schools are excluded from zip code area supply because their enrollment is not governed by geographic boundaries, meaning any student in the city may attend these schools. Some of these schools also have academic requirements for enrollment and therefore are open to a select group of public school students. Most charter schools are also non-neighborhood schools and rely on a lottery system when selecting their student bodies. The analysis of these non-neighborhood schools in *Place, Performance, and Promise* takes into account that they serve children citywide. Maps of the zip codes include those non-neighborhood schools located in the area.

Citywide Tier 1 Capacity

For SLPS schools, capacity or supply is the total number of students each Tier 1 school is designed to serve or seat. The sum of the capacity of each of these schools represents most of the citywide Tier 1 capacity. Charter schools did not report capacity information for their school buildings. Since these schools enroll to their approved capacity and have waiting lists, enrollment is used as a proxy for capacity in the analysis. The total Tier 1 capacity is the sum of all the seats in Tier 1 schools in St. Louis. In cases where Tier 1 schools serve children in multiple grade divisions, e.g. a school with grades 7 through 12, it is necessary to

estimate how much of the school's total capacity should be attributed to each division. The percent of total enrollment by grade division is used to estimate the portion of Tier 1 capacity that should be attributed to each division.

Neighborhood Tier 1 Capacity

The focus of *Place, Performance, and Promise's* neighborhood analysis is the Tier 1 capacity in each of the individual zip codes in St. Louis. Seats in Tier 1 neighborhood schools represent the city's neighborhood capacity. The capacity of each school is attributed to the zip codes that the school's attendance area overlaps. The portion of capacity in each zip code is calculated by taking the same percent as the enrollment from each zip code. For example, Sherman Elementary School's attendance area overlaps two zip codes (63110 and 63116). The table below shows how Sherman's Tier 1 capacity is attributed to each of these areas.

The assessment of need compares Tier 1 capacity or supply with public school enrollment or the combined enrollment of SLPS and charter schools. Two measures, service level and service gap, are calculated to gauge both the relative and absolute need for Tier 1 schools in the city of St. Louis and each of its zip codes.

- **Service Level**—the percent of public school students that can be served by Tier 1 capacity (total seats in Tier 1 schools divided by the total number of public school students who reside in the zip code)
- **Service Gap**—the total number of students that cannot be served by Tier 1 capacity (total number of public school students who reside in the zip code less the number of Tier 1 seats)

Service level is a relative or scaled measure of need whereas service gap is an absolute measure of need. For St. Louis and each of its zip codes, service levels and service gaps are calculated based on capacity in Tier 1 neighborhood schools relative to current demand as measured by enrollment in public schools in St. Louis. The table below provides data for a hypothetical community with 500 children enrolled in public school and 200 seats of neighborhood Tier 1 capacity.

Example of Service Gap and Service Level Measures

Enrollment	500
Tier 1 Capacity	200
Service Gap (Enrollment - Tier 1 Capacity)	300
Service Level (Tier 1 Capacity ÷ Enrollment)	40%

Each of the zip codes, including the combined downtown area, is then ranked from one to 16 for service level and service gap for each grade division and overall. Areas are ranked by calculating the weighted average of each zip code area's service level and service gap rank.

Rank	Weight
Service Gap Rank	50%
Service Level Rank	50%

This results in St. Louis' 16 zip code areas being ranked. Ties among areas based on this weighted average are broken by assigning a higher rank to the area with a larger service gap. The area with a final rank of one has the highest relative level of need for performing attendance area school options.

Example of Neighborhood Tier 1 Capacity Distribution for Sherman Elementary School

Total	K-12 Enrollment		K-12 Capacity	
	205		305	
63110	136	66.3%	66.3% x 305 =	202
63116	5	2.4%	2.4% x 305 =	7
Other	64	31.3%	31.3% x 305 =	96

Appendix B

Elementary School Current Enrollment Service Level and Service Gap Based on Tier 1 Neighborhood Capacity

Zip Code	Tier 1 Neighborhood Capacity	Final Rank	Gap	Service Level
63115	0	1	1,769	0.0%
63106	0	2	1,143	0.0%
63113	0	3	1,135	0.0%
63108	0	4	420	0.0%
63116	338	5	1,613	17.3%
63111	66	6	1,052	5.9%
63118	487	7	1,337	26.7%
63107	171	8	995	14.7%
63147	131	9	786	14.3%
63112	323	10	1,001	24.4%
63120	313	11	928	25.2%
63104	361	12	548	39.7%
63110	239	13	491	32.7%
63139	200	14	242	45.2%
63109	232	15	220	51.3%
63101-03	12	16	131	8.4%
City	2,873		13,811	17.2%

Appendix C

Middle School Current Enrollment Service Level and Service Gap Based on Tier 1 Neighborhood Capacity

Zip Code	Tier 1 Neighborhood Capacity	Final Rank	Gap	Service Level
63115	0	1	964	0.0%
63113	0	2	604	0.0%
63107	0	3	598	0.0%
63106	0	4	535	0.0%
63111	0	5	481	0.0%
63147	0	6	427	0.0%
63108	0	7	234	0.0%
63116	6	8	846	0.7%
63118	17	9	759	2.2%
63120	3	10	670	0.4%
63112	54	11	588	8.4%
63110	39	12	275	12.4%
63109	7	13	174	3.9%
63104	111	14	259	30.0%
63139	30	15	159	15.9%
63101-03	6	16	62	8.8%
City	273		7,635	3.5%

Appendix D

High School Current Enrollment Service Level and Service Gap Based on Tier 1 Neighborhood Capacity

Zip Code	Tier 1 Neighborhood Capacity	Final Rank	Gap	Service Level
63115	0	1	1,197	0.0%
63118	0	2	964	0.0%
63116	0	3	958	0.0%
63120	0	4	821	0.0%
63113	0	5	813	0.0%
63112	0	6	799	0.0%
63107	0	7	698	0.0%
63106	0	8	625	0.0%
63147	0	9	548	0.0%
63111	0	10	510	0.0%
63104	0	11	482	0.0%
63110	0	12	424	0.0%
63108	0	13	275	0.0%
63109	0	14	203	0.0%
63139	0	15	193	0.0%
63101-03	0	16	85	0.0%
City	0		9,595	0.0%

Appendix E

Overall Current Enrollment Service Level and Service Gap Based on Tier 1 Neighborhood Capacity

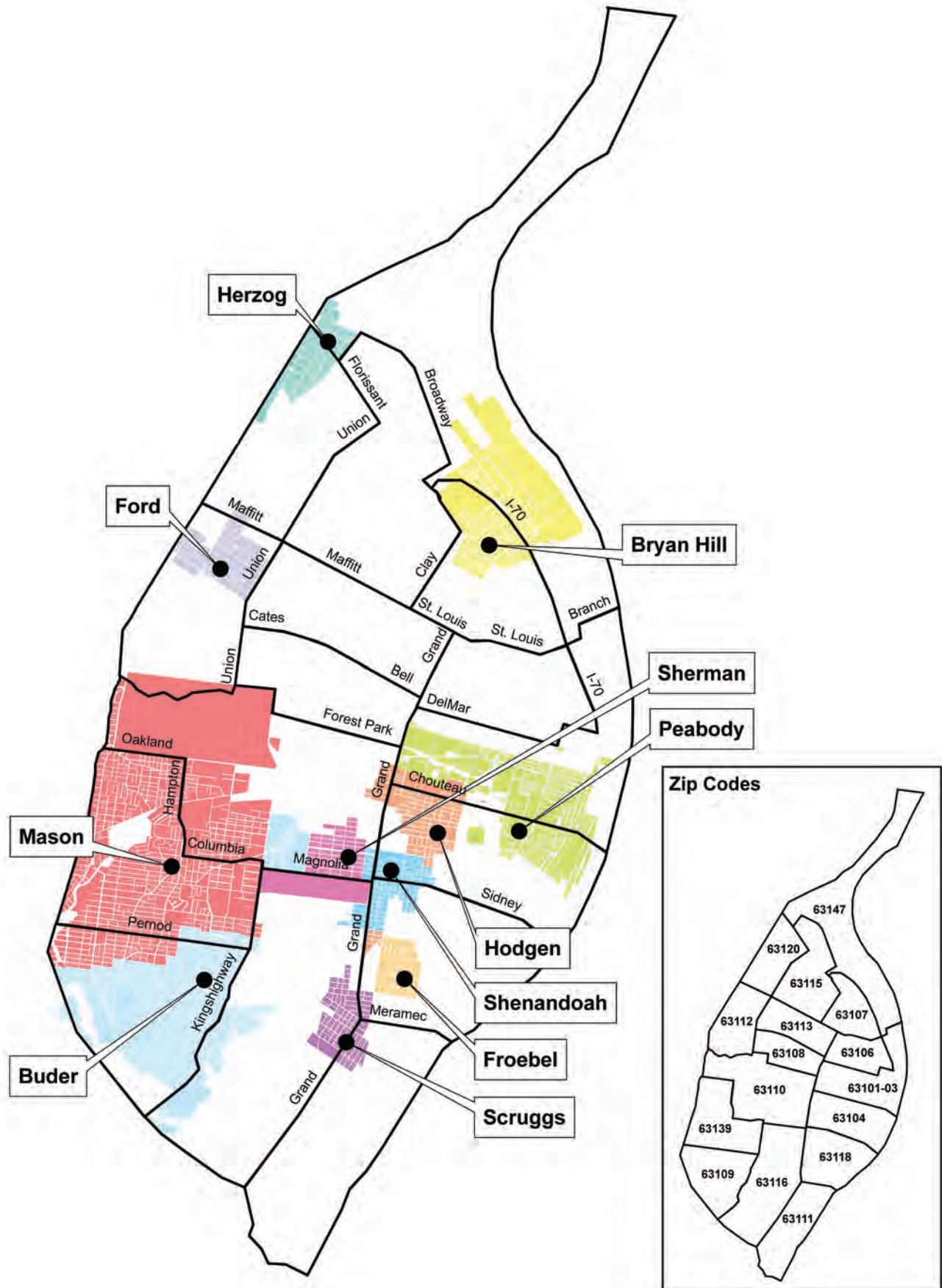
Zip Code	Tier 1 Neighborhood Capacity	Final Rank	Gap	Service Level
63115	0	1	3,930	0.0%
63113	0	2	2,552	0.0%
63106	0	3	2,303	0.0%
63108	0	4	929	0.0%
63116	345	5	3,416	9.2%
63118	504	6	3,060	14.1%
63120	316	7	2,419	11.6%
63111	66	8	2,043	3.1%
63107	171	9	2,291	6.9%
63112	377	10	2,388	13.6%
63147	131	11	1,761	6.9%
63104	472	12	1,289	26.8%
63110	279	13	1,189	19.0%
63109	238	14	598	28.5%
63139	230	15	594	27.9%
63101-03	18	16	278	6.1%
City	3,147		31,040	9.2%

Appendix F

VICC Enrollment as a Percent of Public School Enrollment by Zip Code and Grade

Zip Code	Elementary	Middle	High	K-12
63101-03	4.0%	11.7%	18.3%	10.3%
63104	16.8%	26.3%	27.5%	22.1%
63106	11.5%	17.1%	18.6%	14.8%
63107	9.5%	15.9%	20.5%	14.5%
63108	12.1%	15.8%	18.9%	15.2%
63109	3.8%	9.0%	9.8%	6.5%
63110	18.1%	26.6%	28.4%	27.0%
63111	17.2%	24.7%	28.0%	16.4%
63112	16.8%	22.5%	25.7%	16.8%
63113	12.7%	18.4%	20.9%	23.8%
63115	12.9%	16.0%	20.2%	16.0%
63116	10.1%	15.9%	19.4%	14.0%
63118	16.4%	26.1%	29.2%	22.4%
63120	14.9%	20.7%	22.7%	18.8%
63139	3.9%	10.0%	13.8%	7.8%
63147	20.4%	25.2%	29.7%	24.4%
City	13.8%	20.0%	23.2%	18.1%

Attendance Areas of Tier 1 Neighborhood Schools



Endnotes

1. *St. Louis Public Schools Comprehensive Facilities Review Final Report*, MGT of America, Inc. January 29, 2009.
2. Heaney and Uchitelle, *Unending Struggle: The Long Road to an Equal Education in St. Louis*. Reedy Press. St. Louis. 2004. pp. 153-157.
3. Detailed data on individual suburban district performance for the same time period is reported in the St. Louis Black Leadership Roundtable's *2008 Regional Report Card: Eliminating the African American Academic Achievement Gap*.
4. Census 1970 and Census 2000.
5. Annual Population Estimates, Census Bureau.
6. 2008 ESRI Population Estimates.
7. See *Here and Now: The Need for Performing Schools in Chicago's Neighborhoods* (2004) and *Here and Now 2: Change We Can Measure* (2009).
8. Portions of suburban zip codes are included in the analysis of zip codes 63116, 63120, 63139, and 63147 since these zip codes overlap with the city of St. Louis.
9. Students are also tested in Science, but these data are not included in the Annual Proficiency Target.
10. The three magnets are selective enrollment schools admitting students based on academic performance.
11. Dropout estimate is based on the average of three years of dropout counts.
12. Data for zip codes 63101, 63102, and 63103 are combined to represent the downtown area.
13. Portions of suburban zip codes are included in the analysis of zip codes 63116, 63120, 63139, and 63147 since these zip codes overlap with the city of St. Louis. Zip code 63147 includes a portion of 63137, 63120 includes a portion of 63136, zip code 63139 includes a portion of 63143, and zip code 63116 includes a portion of 63123.
14. Students are also tested in Science, but these data are not included in the Annual Proficiency Target.



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