

KANSAS CITY 33 (048078)
CARVER DUAL LANGUAGE SCHOOL PK-06 (5500)
[Link to District/Charter website](#)

2022 MSIP 6 Annual Performance Report
Year 1 Pilot

State law prohibits the State Board of Education from lowering the classification of an LEA when implementing new standards for purposes of accreditation. The 2022 APR includes points for both performance and continuous improvement standards.

	Points Possible	Points Earned	% Points Earned
Performance:	78.0	57.0	73.1%
Continuous Improvement:	8.0	4.0	50.0%
Totals:	86.0	61.0	70.9%

Performance Totals						
Performance		Points Possible	Points Earned	% Points Earned	MPI	Designation
Academic Achievement Status - English Language Arts	All Students	12.0	6.0	50.0%	338.2	Approaching
	Student Group	6.0	3.0	50.0%	338.2	Approaching
Academic Achievement Status - Mathematics	All Students	12.0	6.0	50.0%	347.3	Approaching
	Student Group	6.0	4.5	75.0%	347.3	On Track
Academic Achievement Status - Science	All Students	4.0	2.0	50.0%	337.7	Approaching
	Student Group	2.0	1.0	50.0%	337.7	Approaching
Academic Achievement Growth - Eng. Language Arts	All Students	12.0	11.1	92.5%		Above Average
	Student Group	6.0	5.7	95.0%		Above Average
Academic Achievement Growth - Mathematics	All Students	12.0	11.8	98.3%		Above Average
	Student Group	6.0	5.9	98.3%		Above Average

* Suppression has been applied to protect small student populations.

¹CCR assessments include the following: ACT™, SAT™, WorkKeys™, Accuplacer™, and ASVAB.

²Advanced Credit includes: AP™, IB™, Dual Credit, Dual Enrollment, PLTW™, IRC or two qualifying stackable credentials.

Continuous Improvement Totals					
Continuous Improvement		Points Possible	Points Earned	% Points Earned	Met/Not Met
Success-Ready Students	KEA ³	4.0	4.0	100.0%	
	ICAP ⁴				
	Attendance	4.0	0.0	0.0%	

³Kindergarten Entry Assessment

⁴Individual Career and Academic Plan



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Assessment Participation Rates			
Content Area	Total Test Records	Valid Test Scores	Participation Rate
English Language Arts	193	192	99.4%
Mathematics	196	196	100%
Science	48	48	100%
Social Studies	*	*	*