



## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:       4   Elementary schools  
   1   Middle schools  
    Junior high schools  
   1   High schools  
   1   Other (Briefly explain)  
   Vocational-Technical School  
   7   TOTAL
2. District Per Pupil Expenditure:        \$6,599.10   
     Average State Per Pupil Expenditure:  \$7,345.00

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4.   4   Number of years the principal has been in her/his position at this school.  
     \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>K</b>				<b>7</b>			
<b>1</b>				<b>8</b>			
<b>2</b>				<b>9</b>	94	79	173
<b>3</b>				<b>10</b>	87	99	186
<b>4</b>				<b>11</b>	87	69	156
<b>5</b>				<b>12</b>	64	73	137
<b>6</b>				Other			652
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							



\_\_\_100\_\_\_ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>  2  </u> Autism	<u>  0  </u> Orthopedic Impairment
<u>  0  </u> Deafness	<u>  2  </u> Other Health Impaired
<u>  0  </u> Deaf-Blindness	<u> 83 </u> Specific Learning Disability
<u>  2  </u> Hearing Impairment	<u>  5  </u> Speech or Language Impairment
<u>  5  </u> Mental Retardation	<u>  1  </u> Traumatic Brain Injury
<u>  0  </u> Multiple Disabilities	<u>  0  </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>  2  </u>	_____
Classroom teachers	<u> 35 </u>	<u>  1  </u>
Special resource teachers/specialists	<u>  4  </u>	_____
Paraprofessionals	<u>  3  </u>	_____
Support staff	<u>  9  </u>	_____
Total number	<u> 54 </u>	_____

12. Average school student-“classroom teacher” ratio:  23:1 

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	98.64	94.8	91.3	100.4	98.5
Daily teacher attendance	97.2	96.9	97.2	97.4	-----
Teacher turnover rate	11.6	6.5	4.1	0	-----
Student dropout rate	3.7	3.4	1.5	1.18	3.66
Student drop-off rate	6.2	10.1	10.4	5.4	8.91

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	<u>143</u>
Enrolled in a 4-year college or university	<u>38.46</u> %
Enrolled in a community college	<u>31.47</u> %
Enrolled in vocational training	<u>11.19</u> %
Found employment	<u>11.89</u> %
Military service	<u>2.10</u> %
Other (travel, staying home, etc.)	<u>    </u> %
Unknown	<u>4.90</u> %
<b>Total</b>	<u>100</u> %

## **PART III - SUMMARY**

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Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement.

Located 90 miles northeast of Kansas City, Chillicothe High School is a public secondary school placed in a rural, agrarian area in north central Missouri. Chillicothe, the county seat of Livingston County, has a population of 8,968. Although considered a quite progressive community, the city has experienced limited population growth over the past ten years. The area is made up of single-family homes, apartment complexes, rental properties, farmsteads, and rural residences all representing various levels of socio-economic status. Within the 110 square miles of the school district, several light industrial manufacturing plants are located.

The student population of the Chillicothe R-II School District is 60% city and 40% rural. The high school, with a 9-12 enrollment of 652 students, serves as the unifying entity for our community, which supported an \$11.2 million high school campus in 2000. This project included the donation of a \$2.4 million state-of-the-art performing arts center, which is a showcase for district performance groups and the Chillicothe Area Arts Council.

Our school promotes excellence through its commitment to individual and team accomplishments. Our mission is to “. . .meet the needs of each student by providing the opportunity to succeed in school and graduate with the skills and knowledge necessary to become a productive member of society.” Chillicothe High School is “AAA” classified, fully accredited by the Missouri Department of Elementary and Secondary Education, and has earned distinction in performance by meeting 13 of 13 performance indicators on the Missouri Annual Performance Report. We have also earned A+ distinction, a state-funded accreditation based on outstanding curriculum development and strong student performance. Our curriculum boasts diverse AP/Dual Credit offerings, numerous vocational-technical programs, and special individualized services. Chillicothe High School students demonstrate their traditionally high standards of achievement by demonstrating significant improvement and state recognition on the required Missouri Assessment Program each year. Our ACT data reflects scoring above the state and national averages. In recent years our students have been designated “Missouri 100 Scholars.” Chillicothe High School, over the past five years, has sent 78.5% of all graduating seniors on to post high school training.

In addition to our focus on academic excellence, our students' achievements are not limited to the confines of the classroom. Through our thirty-three extracurricular organizations and seventeen sports teams, nearly 90 percent of our students participate in after school activities. Much of our school's tradition is embodied in the academic, artistic, and athletic achievements of these supplemental programs.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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1. Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.

### 1. Description of Achievement Data

Missouri schools receive an Annual Performance Report from the department of elementary and secondary education, which assesses school performance by evaluating thirteen categories including state assessment scores, reading skills, ACT scores, advanced and vocational course enrollment, post high school placement, and dropout and attendance rates. Chillicothe has met all criteria and has scored 100 points, the highest standard possible over the past three years. This Annual Performance Report directs each school's state improvement plan, known as the Missouri School Improvement Plan (M-SIP). M-SIP is a cyclic review, which evaluates a school through twenty-seven areas such as school environment/climate, curriculum, teacher/staff development, parental involvement, community service, technology and resources, special services, gifted programs, and vocational instruction. This whole process scores and evaluates comprehensive school performance. Our school has met all the performance indicators of this review in our last three reviews. One of our greatest strengths in the review process has been our state assessment (MAP) scores.

The MAP is a performance-based assessment system for use by all public schools in the state required by the Outstanding Schools Act of 1993. The assessment system is designed to measure student progress toward meeting the Show-Me Standards, 73 rigorous academic standards that were adopted by The State Board of Education in January 1996. Improvements to the testing format include the following specifications:

--The MAP is now aligned to grade level expectations.

--The MAP is more rigorous than the previous state assessments because it is based on actual student performance, which assesses higher order thinking skills and application of knowledge.

--Students taking the MAP are evaluated according to specific scoring guides that set standards for five levels of performance:

*Step 1:* Students are substantially behind in terms of meeting the Show-Me standards. They demonstrate only a minimal understanding of fundamental concepts and little or no ability to apply that knowledge.

*Progressing:* Students are beginning to use their knowledge of simple concepts to solve basic problems, but they still make many errors.

*Nearing Proficient:* Students understand many key concepts, although their application of that knowledge is limited.

*Proficient:* This is the desired achievement level for all students. Students demonstrate that knowledge and skills called for by the Show-Me Standards.

*Advanced:* Students demonstrate in-depth understanding of all concepts and apply that knowledge in complex ways.

The Communication Arts MAP test evaluates reading, comprehension, literary analysis, literary elements, decoding skills, usage, mechanics, and spelling through short answer constructed response items that require students to supply rather than select an appropriate response. A

holistically graded writing assignment is also a significant component. The Mathematics Test evaluates problem solving, communication, reasoning, connections, number sense, geometric and spatial sense, data analysis, probability, and statistics, patterns and relationships, mathematical systems and number theory, and discrete mathematics. This test is constructed of short answer/constructed response items and a performance event, which requires direct application of knowledge.

Over the past five years, Chillicothe has demonstrated significant improvement in Communication Arts and math test scores. (See tables in Appendix.) We have received commendations from the state department including “Top Ten Most Improved Schools.”

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Since the MAP test is a curricular-based assessment tool, faculty and administration utilize student results to analyze disaggregated data to make adjustments and improvements to the curriculum, including vertical alignment between grades. This data, as presented to the school in an intricate summary format, points out strengths and weaknesses, which are directly aligned to state standards and school curriculum objectives.

Additionally, the data is used to monitor student development to ensure adequate yearly progress and to identify students with special needs and accelerated abilities. We also use test results to motivate students in setting personal academic goals. Several incentives, such as a field trip and semester exam waivers, are presented to students to encourage significant progress from one testing year to another. This focus on the individual student fosters greater student ownership and accountability.

In the classroom the state standardized test results initiate changes in testing formats, instructional strategies, and teacher-generated materials. In order to help our students achieve, our educators make adaptations in their teaching strategies to engage all students actively in the process of learning. Accordingly, our test results are also utilized to drive professional development focus. Throughout the building, departments develop specific focus groups to address student weaknesses as identified through test data. Our school also utilizes a state leadership-testing program in which one of our colleagues receives specialized training through workshop sessions. She then parallel trains the faculty, creating an in-depth awareness of testing preparation, procedures, criteria, and scoring. This intense commitment to the state department’s plan has been instrumental to our testing and teaching success.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

It has been, and continues to be, the focus of the administration of Chillicothe High School to keep open communication with the parents regarding academics. Communicating data regarding student performance has been key to the ongoing, and continued success of the student population at Chillicothe High School. Communicating broad student achievement to the general population has also provided more community support for the school and its programs. The staff of Chillicothe High School utilizes numerous methods for the reporting of student

assessment data to the students and the parents.

As with most schools, progress reports are given to the students at each mid-quarter interval showing the academic level each class. Report cards are mailed to the home at the quarter and semester points of the school year. Letters are sent to parents of students failing classes or working at a low academic level. In addition to the letters sent home, guidance counselors and administrators make personal telephone calls to parents regarding student progress. Individual teachers use methods such as newsletters, personal telephone calls, letters, and parent-teacher meetings to communicate student progress and achievement.

Results of standardized tests are sent to the home of the individual students with an explanation of the meaning of the test scores. District averages on standardized test scores, such as ACT and MAP, are made available to all patrons of the school district in the Annual Public Information Report. All this information is also available electronically on the Internet for public access.

Numerous award ceremonies are held throughout the school year to recognize student achievement. The Academic Banquet, Awards Assembly, National Honor Society Induction, and recognition at graduation are a few examples of this public recognition.

4. Describe in one-half page how the school will share its successes with other schools.

It is important to the administration of Chillicothe High School to share successful classroom practices and testing strategies, which have shown an improvement in scores on standardized tests among the student population at Chillicothe High School. Every effort is made by the administration to provide opportunities for staff members to attend or present at conferences at the state and national level. In addition, several of the staff members have taken on the responsibility of helping score statewide standardized tests during the summer months.

Members of the teaching staff have volunteered to serve as resource people for our state regional Professional Development Committee. This committee serves as a resource for all teachers and school districts in Northwest Missouri. Other teachers are encouraged to contact our volunteering teachers for advice and information regarding successful classroom practices and are available to go to other schools to present workshops.

Two of the teaching staff members have been trained by the Missouri Department of Elementary and Secondary Education in methods to better prepare students for taking the state standardized test. These teachers are then encouraged to assist other teachers in our district, as well as teachers in other districts, in better preparing their students for taking state tests. There are another two teachers trained to be consultants for the National Writing Project and serve northwest Missouri as trained teacher consultants. They hold workshops to assist other teachers in developing and implementing successful writing strategies in the classroom.

## PART V – CURRICULUM AND INSTRUCTION

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1. Describe in one page the school’s curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the regular curriculum is an eligibility requirement for middle, junior high, high schools, and elementary schools in grades seven and higher).

The curriculum at Chillicothe High School is challenging and comprehensive, centered around the state standards and developed with the goal of helping all students reach achievement. Ten departments in the high school building offer college preparatory and dual credit courses through articulated agreements with North Central Missouri College and Central Methodist College. Within the district we also provide a vocational-technical school which draws students from a 40-mile radius and offers six intense career training programs to high school and post-high school students. Many areas of our curriculum include out-reach programs which allow students to further enhance outside of the classroom. Some of these include A+ tutoring, cadet teaching, FACS, FFA, FBLA, student-taught elementary self-assuredness program, and the community-focused Key Club. Additional programs, such as Upward Bound, Credit Recovery, and GED Options, provide encouragement for the non-academically oriented student to be successful and to earn a high school diploma.

The focus of the lab-oriented science curriculum is the integration of technology and research to the inquiry-based exploration of scientific issues. The courses are designed to provide scientific literacy, which is considered to be essential to an understanding and appreciation of the nature and events of our technological society. Courses offered present a wide variety of study in earth science, biological sciences, applied sciences, chemistry, and physics.

Encouraging students to become informed, responsible citizens now and in the future is the emphasis of the social studies curriculum. This area’s focus is the study of economic, civic/political, social/cultural, historical, and geographical perspectives. Topics of concentration include utilizing geographical skills and the appraisal of social, behavioral, and economic problems.

English and mathematics departments’ curricula are outlined in sub-sections 2 and 3.

From nutrition and wellness courses to leadership class, our FACS department provides opportunities for students to develop skills necessary to become adept in all phases of family, individual, and community well-being. The department also offers clothing courses, parenting instruction, housing studies, and health occupations training.

Our foreign language department is comprised of a four-year sequence of Spanish courses that emphasize vocabulary development, comprehension, decoding, and translating from the target language. Twenty-six percent of our students take foreign language instruction.

Through our award-winning fine arts department, our students have opportunities to develop performance skills in theater, vocal music, and instrumental music. Our expansive visual arts

courses focus on historical studies and techniques for self-expression. By offering a basic “elements of culture” class, we ensure all students exposure to fine arts. Through selective offerings, dedicated fine arts students participate in competitive ensembles such as jazz band, show choir, art masters, and theatrical productions.

Total health and wellness is encouraged through our physical education department, which offers required basic classes and weight-training/lifetime sports electives. An essential component of all courses is the focus on lifetime health.

In order to prepare students for the rapidly changing field of technology, our business department focuses on the study and appreciation of modern business equipment and updated business principles. These courses teach basic business concepts as well as advanced technological training which provides on-the-job-career experience. Advanced classes include application of computer skills, accounting practices, and business principles.

Our highly accomplished industrial-technology department provides drafting, architectural drawing, and metal processing courses utilizing state-of-the-art technology and advanced concepts to prepare students for entrance to college-level engineering courses or entry into the workplace.

Our curriculum strengths are embodied in the successes of our students. Whether obtaining entry-level employment in technological fields or pursuing collegiate education, graduates demonstrate abilities beyond basic knowledge and skills. Our graduates receive thousands of dollars in scholarships, often from prestigious universities and are accepted into programs of honor and distinction. Through an ever-changing curriculum structure, the teachers at Chillicothe High School instill a tradition of academic excellence from one generation to the next.

2. **(Secondary Schools)** Describe in one-half page the school’s reading curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

The English curriculum at Chillicothe is organized by Graduate Goals, including standards for reading, writing, listening & speaking, and information literacy, and is aligned to district and state objectives. Having just completed a newly aligned curriculum, our English teachers are committed to nurturing an appreciation for the English language, a desire for knowledge through reading and research, and a commitment to life-long development as communicators.

Each course ascribes to the state-mandated standards, which focus on reading, writing, and speaking and are evaluated through high-level performance-based assessment. Our curriculum is organized by content standards. At each level of the English curriculum, students develop vocabulary through a four-year systematic program.

To foster communication skills, our curriculum implements a writing focus. Our teachers utilize portfolio development and implementation of the writing process, including teacher-student conferencing, to direct students through each writing assignment. Our students learn to write for

specific audiences and for specific situations while realizing the power of the written word.

Because the English department realizes the responsibility for creating solid readers who will utilize their skills across the curriculum and into personal lives, we strive to encourage a willingness to read and improve student ability at all levels. At the beginning of each year, all students are tested for reading level and are a developmental reading range. Then their English teachers assist students in choosing independent literature that will gradually enhance student ability. Students are given independent reading requirements for each quarter, which the teachers supplement through sustained, silent reading, active reading strategies, group discussions, and guided oral practice. Student reading levels are retested at the end of the school year to monitor individual growth. We have been quite pleased with overall student progress as we have studied the last three years' growth statistics.

The reading focus of our curriculum is based on grade-level units of literature studies including the major works *To Kill a Mockingbird*, *Romeo and Juliet*, *Julius Caesar*, *A Separate Peace*, *Twelve Angry Men*, *Our Town*, *The Adventures of Huckleberry Finn*, *Lord of the Flies*, *Beowulf*, *The Canterbury Tales*, and *Hamlet*. In addition, each grade level offers studies in short stories, nonfiction, poetry, and drama. In supplementation of the school reading curriculum, we offer an extracurricular book club, summer reading programs, and individualized reading instruction. It is through this focus on reading and nurturing of literature appreciation that our students develop a life-long desire for reading and develop solid reading skills across the curriculum.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the schools mission.

The Math curriculum is designed to meet the National Council of Teachers of Mathematics standards as well as the Missouri Show-Me Standards. The curriculum integrates and applies knowledge and skills to kinds of problems and decisions students will likely encounter.

Students are encouraged to take four years of Math. The curriculum is designed for all levels of mathematical abilities. Conceptual classes address students who may be headed to technical school, community college or the work force. Accelerated and college bound students are encouraged to take four years of Math, including Pre-Calculus and Calculus for college dual enrollment, preparing students for both college entrance exams and Missouri Assessment. We challenge students to use higher –level thinking skills. The curriculum includes problems that are constructed response, performance events, and selected response. We encourage investigations and hands-on learning. Technology, including graphing calculators, is utilized to complete course work and is one of the various strategies used to achieve solutions.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

A variety of instructional methods in student-centered classes are utilized at Chillicothe High

School. Our goal is to create productive citizens who will show an appreciation of learning and a commitment to acquiring knowledge throughout life. Our teachers focus on inductive thinking and deductive reasoning tasks. Staff members across the curriculum integrate both reading and writing skills through textbook assessments and teacher generated materials. Tasks that require students to use brain-based learning are offered to encourage students to express their creativity through a variety of curriculum-based projects. A number of classroom formats allow students to experience real-life problem solving situations through cooperative learning and student inquiry.

In order to meet special needs of individual students, our special services department organizes and implements several class-within-class opportunities. This model provides students with a regular education teacher and a special education teacher working together to individualize and modify lessons and assessments. Although established to serve the special needs population, two teachers in a classroom daily has marked benefits for all students. Furthering the individual growth of the special needs student, annual instruction plans are developed and implemented by a team including parents, regular education staff, counselors, local education administrator, special services staff, and student.

As an added support for personal and academic success of all students, our school has implemented a faculty committee, the CARE Team, to identify and intervene in the education of at-risk students. Based on teacher referral, identified students are provided instructional guidance and emotional support. Individual academic needs are met with placement in a one-hour tutorial lab, which provides supportive strategies for the regular classroom instruction. In an attempt to meet the diverse learning needs of our students, foreign language interpreters and personal teacher assistants are hired as needed.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

The Chillicothe R-II School District has set the long-term focus for the district to improve achievement both in the classroom and on standardized testing while preparing students for successful graduation and continuation of their ambitions through rigorous and meaningful instruction. In response, the Professional Development Committee has adopted long term goals to ensure this success.

Goal 1 of the Professional Developments (PD) plan is to provide professional development opportunities in areas of need based on analysis of yearly student assessment. This student assessment includes student behavior, student achievement on local and standardized testing and student involvement in school activities. In response to the yearly professional development assessment tool analysis, focus (study) groups have been established throughout the district. The study groups allow teachers to focus on needs of their buildings and building improvement goals and meet collaboratively to study and implement strategies imperative to success of district goals. Small group studies foster the ability to respond to behavior issues and take necessary steps to train teachers to respond appropriately to improving student behavior. This year, in addition to small group studies, Dr. Sig Zielke, a clinical psychologist, spoke to teachers of the district about behavior modification strategies at the beginning of the year and then returned at

semester after teachers had the opportunity to implement strategies to work with teachers in grade level groups. Teachers have the opportunity to discuss the success and failure of the implementation of student behavior modification strategies and which strategies lead to the greatest positive change in student behavior.

Challenging students through a rigorous course of instruction has a direct impact on student behavior. Setting high expectations for students about time on task and acquiring the necessary skills for success is imperative to positive student behaviors. Goal 2 of the PD plan is to provide teachers with the necessary skills to implement technology in the classroom. Technology has become an integral part of the curriculum at all building levels. The increased use of technology increases available resources, thereby strengthening student performance. The Professional Development Committee has provided opportunities for teachers to engage in ongoing technology training workshops are held in each building to provide teachers with the skills to implement technology throughout the curriculum.

Professional Development Committee goals also include addressing curriculum as it relates to student success. Curriculum camps have been held in three core subject areas to assist teachers in writing and implementing curriculum. Assessing, writing, and enhancing curriculum through technology, as well as managing student behavior through collaborative study groups, leads to success at Chillicothe R-II.

## APPENDIX

### Summary of Testing Results (Tables 1 and 2)

Chillicothe High School's improvement in test scores over the last five years is significant and exemplifies our continual efforts to improve student achievement. From 1998 to 2003, the percent of students testing in the lower two categories, Step 1 and Progressing, has lowered while the percent of students testing in the top two categories, Proficient and Advanced, has risen.

Communication Arts scores have improved significantly from 2001 to 2003 by decreasing the number of students testing in the lower levels while increasing performance in the top two levels (See Table 1).

Similarly, students showed improvement in Mathematics over the last three years by decreasing the percent of students in the lower levels and increasing the percent of students in the upper levels (See Table 2).

Table 1  
CRITERION-REFERENCED TESTS  
Chillicothe High School  
Chillicothe, Missouri

**Communication Arts – Grade 11**

Edition/publication year: **2000 – 2002**

Publisher: **CBT McGraw-Hill**

What Groups were excluded from testing? **None**

School Scores	2002-2003	2001-2002	2000-2001
% Level Not Determined	0.00%	0.00%	4.30%
% Step 1	9.20%	6.30%	4.50%
% Progressing	12.40%	7.50%	11.40%
% Nearing Proficiency	45.80%	46.90%	47.70%
% Proficient	30.10%	36.30%	36.40%
% Advanced	2.60%	3.10%	0.00%
MAP Index*	202.30	211.30	208.00
Number of Students Tested	153	160	138
Percent of Total Students Tested	100.00%	100.00%	100.00%
Number of Students Excluded	0	0	0
Percent of Students Excluded	0.00%	0.00%	0.00%
<b>SUBGROUP SCORES</b>			
<b>1. Free and Reduced Lunch</b>			
% Level Not Determined			
% Step 1	12.50%	10.70%	11.80%
% Progressing	28.12%	14.28%	5.90%
% Nearing Proficiency	37.50%	46.42%	58.80%
% Proficient	21.87%	28.57%	23.50%
% Advanced	0.00%	0.00%	0.00%
Number of Students Tested	32	28	17
<b>STATE SCORES</b>			
% Level Not Determined	3.60%	3.70%	4.10%
% Step 1	17.20%	17.10%	15.10%
% Progressing	18.20%	17.50%	18.70%
% Nearing Proficiency	42.80%	41.70%	43.60%
% Proficient	21.40%	23.00%	22.30%
% Advanced	0.40%	0.70%	0.30%
MAP Index*	184.80	186.40	187.00
School/State Index Comparison	17.5	24.9	21

MAP Index\* = (% Step 1\*1)+(% Progressing\*1.5)+(% Nearing Proficient\*2)+(% Proficient\*2.5)+(%)  
 Advanced\*3)

School/State Index Comparison = School Index-State Index

Table 2  
CRITERION-REFERENCED TESTS  
Chillicothe High School  
Chillicothe, Missouri

**Mathematics – Grade 10**

Edition/publication year: **2000 – 2002**

Publisher: **CBT McGraw-Hill**

What Groups were excluded from testing? **None**

School Scores	2002-2003	2001-2002	2000-2001
% Level Not Determined	0.00%	0.60%	0.00%
% Step 1	10.10%	6.50%	2.90%
% Progressing	22.80%	33.80%	23.60%
% Nearing Proficiency	43.00%	43.50%	44.30%
% Proficient	24.10%	14.90%	26.40%
% Advanced	0.00%	1.30%	2.90%
MAP Index*	190.50	185.40	201.40
Number of Students Tested	158	155	174
Percent of Total Students Tested	98.75%	100.00%	100.00%
Number of Students Excluded	2	0	0
Percent of Students Excluded	1.25%	0.00%	0.00%
<b>SUBGROUP SCORES</b>			
<b>1. Free and Reduced Lunch</b>			
% Level Not Determined			
% Step 1	21.42%	10.00%	8.30%
% Progressing	38.09%	40.00%	45.80%
% Nearing Proficiency	30.95%	35.00%	33.33%
% Proficient	9.52%	15.00%	12.50%
% Advanced	0.00%	0.00%	0.00%
Number of Students Tested	42	20	24
<b>STATE SCORES</b>			
% Level Not Determined	2.70%	2.60%	3.00%
% Step 1	22.70%	24.90%	22.90%
% Progressing	32.70%	34.20%	33.90%
% Nearing Proficiency	32.20%	30.30%	30.40%
% Proficient	11.50%	9.90%	11.80%
% Advanced	0.80%	0.80%	1.00%
MAP Index*	167.50	163.80	167.00
School/State Index Comparison	23	21.6	34.4

MAP Index\* = (% Step 1\*1)+(% Progressing\*1.5)+(% Nearing Proficient\*2)+(% Proficient\*2.5)+(%)  
 Advanced\*3)

School/State Index Comparison = School Index-State Index