

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program  
Cover Sheet**

Name of Principal Mrs. Brenda C. Smith  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name McKinley Classical Junior Academy  
(As it should appear in the official records)

School Mailing Address 2156 Russell Blvd  
(If address is P.O. Box, also include street address)

St. Louis MO 63104-2607  
City State Zip Code+4 (9 digits total)

Tel. (314)773-0027 Fax (314)771-9749

Website/URL www.slps.org E-mail Brenda.Smith@slps.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Brenda C. Smith Date 2/4/04  
(Principal's Signature)

Name of Superintendent\* William V. Roberti  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name St. Louis City Tel. (314) 231-3720

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

William V. Roberti Date 2/3/04  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Darnetta Clinkscale  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Mrs. Darnetta Clinkscale Date 2/4/04  
(School Board President's/Chairperson's Signature)

\*Private Schools: If the information requested is not applicable, write N/A in the space.

## **PART I - ELIGIBILITY CERTIFICATION**

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 has 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:     59 Elementary schools  
   21 Middle schools  
   0 Junior high schools  
   11 High schools  
   4 Other (Briefly explain)  
  
   95 TOTAL

2. District Per Pupil Expenditure:     \$10,617  
  
     Average State Per Pupil Expenditure:   \$7,345

**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. 2yrs 7 mos. Number of years the principal has been in her/his position at this school.

16 years 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>	74	73	147
<b>1</b>				<b>8</b>	63	68	131
<b>2</b>				<b>9</b>			
<b>3</b>				<b>10</b>			
<b>4</b>				<b>11</b>			
<b>5</b>				<b>12</b>			
<b>6</b>	52	65	117	Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>395</b>

6. Racial/ethnic composition of the students in the school: 41 % White  
54 % Black or African American  
1 % Hispanic or Latino  
2 % Asian/Pacific Islander  
2 % American Indian/Alaskan Native  
**100% Total**

7. Student turnover, or mobility rate, during the past year: 6 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	18
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	24
(4)	Total number of students in the school as of October 1	397
(5)	Subtotal in row (3) divided by total in row (4)	.060
(6)	Amount in row (5) multiplied by 100	6.04

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 34 %

142 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 3 %  
11 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>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>6</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>    </u> Hearing Impairment	<u>4</u> Speech or Language Impairment
<u>    </u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>1</u> Multiple Disabilities	<u>    </u> Visual Impairment Including Blindness
	<u>1</u> Emotional Disturbance

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>    </u>
Classroom teachers	<u>41</u>	<u>1</u>
Special resource teachers/specialists	<u>4</u>	<u>    </u>
Paraprofessionals	<u>3</u>	<u>    </u>
Support staff	<u>    </u>	<u>3</u>
Total number	<u>50</u>	<u>4</u>

12. Average school student-“classroom teacher” ratio: 17-1

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	96.1	96.2	96.5	96.1	95.4
Daily teacher attendance	97.23	97.1	97.5	97.3	97.1
Teacher turnover rate	17.0	2.5	10.0	9.1	9.2
Student dropout rate	0	0	0	0	0
Student drop-off rate	0	0	0	0	0

## **PART III - SUMMARY**

The purpose of McKinley Classical Junior Academy is to provide a challenging educational experience for gifted and talented students that is accelerated and enriched beyond the normal curriculum.

The mission is to provide, a culturally diverse educational program for all our students, a teaching atmosphere where the student is encouraged to grow intellectually as well as personally, and a child-school parent support system that improves cooperation between family and school.

McKinley Classical Junior Academy, a gifted and talented magnet middle school, located south central St. Louis city. The selection process for the students who attend McKinley is based on individual intelligence tests and the state's criteria for gifted students. At each grade level, students are randomly placed on grade level teams. Students receive instruction in the core areas of language arts, science, social studies, and mathematics, as well as world language, computer, family and consumer science, industrial technology, vocal and instrumental music, and visual arts. A five-day rotating schedule accommodates this variety of subject matter. All students are accelerated one year above grade level. The in-depth, accelerated learning environment affords students the opportunity of classroom, cultural and career related field experiences, guest speakers and hands on research projects. Data from the state's Missouri Assessment Program (MAP), and other tests data are analyzed and presented to staff, students and parents as resources for updating classroom instruction. This ensures the highest performance levels for McKinley students.

Our current enrollment consists of students who are African American, White, Asian, and Hispanic. This culturally diverse population incorporates ethnic components in its fine arts program, Black History month celebration and weekly-sustained silent reading program. The student population is stable, with a 96% daily attendance rate and a 6% mobility rate. Students at McKinley are motivated and challenged by a staff of certified educators and support personnel. All adults at McKinley are there to offer a nurturing, safe, and positive learning environment so there will be "no child left behind."

The intellectual growth of each student is further reinforced in two additional areas. The first is the high level of sustained effort in the classroom. The children are encouraged to strengthen and develop habits of discipline and organizational skills particularly in researching projects, problem solving in the classroom, or tracking daily assignments. The second area involves the character education program, which has four components. They are (1) the twice weekly Advisory periods, (2) the personal growth lessons in the social studies curriculum, (3) the career awareness and development experiences lead by the counselor/classroom teachers including 8<sup>th</sup> grade college and university visits, and the District's 8<sup>th</sup> Grade Career Awareness Fair, and (4) the weekly Activity time lead by faculty in areas of their extracurricular expertise. The intellectual and personal growth lessons provided for each student are means to assist in paving the way for the student's success in the future.

The child-school-family relationship supports a learning environment to meet the needs of all students. Communication is a key factor and there are several means to keep these lines open. Families are provided with publications and informational guides to ensure their understanding of the academic expectations at McKinley. These include the School Handbook (District Rules and Regulations), the CJA Newsletter (monthly), the Team Handbooks (subject area requirements provided at Open House), the Homework Hotline, the REACH booklet (research project guidelines) and the Parent Library, a resource for specific parenting needs. The counselor, social worker and school nurse also provide community resources to families. Parents are encouraged to volunteer at school functions and do so with the teen town dances, fall festival, and field day.

Community business and education partners finalize the educational support system utilized at McKinley. There is a 6-week summer enrichment program, a partnership with Boeing, which provides direct involvement with the 7<sup>th</sup> grade research project entitled A World in Motion, a partnership with Maryville University for educational undergraduates to have fieldwork experience at McKinley and partnerships with various cultural institutions in St. Louis.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

---

The state achievement test administered by the district is the Missouri Assessment Program (MAP). The MAP test is a standards based assessment that requires students to show what they know not only on the traditional multiple choice questions, but also on constructed response items and performance events. The four subtests, language arts, mathematics, science, and social studies are designed to measure student learning on 33 performance standards and 40 knowledge standards. Students are expected to apply their knowledge and skills to a variety of problems across these disciplines. The data is reported in intervals of achievement. These intervals are from the lowest step through progressing, nearing proficient, proficient and advanced.

The following is a brief description of each interval:

- Step 1- Students are substantially behind on the MAP standards.
- Progressing- Students are beginning to use their knowledge of simple concepts to solve problems.
- Nearing proficient- Students may understand key concepts, although their application of that knowledge is limited.
- Proficient – This is the desired achievement level for all students in the state.
- Advanced – Students demonstrate an in-depth understanding of all concepts and apply that knowledge to complex problems.

The State of Missouri has identified benchmarks for acceptable performance in all areas. McKinley has been identified by the State of Missouri as a high performing school. This means that each year our students have not only met the minimum acceptable achievement scores, but have also exceeded the state average. In addition, we consistently score as one of the top ten schools in the state.

Two major subgroups are represented in the population of students at McKinley CJA. There are 54% African American, 42% Caucasian, and less than 4% Asian, Hispanic, and Native American. No students are excluded from testing.

In 2003, on the mathematics portion of the test, 13.9% of all students in the state of Missouri scored at Proficient or Advanced on the MAP. At McKinley, 36% of the eighth graders scored at Proficient or Advanced. This level of high achievement has been consistent for the past four years. In Communication Arts, at the state level 32.5% of all seventh graders scored at Proficient or Advanced. At McKinley 59% of the seventh graders scored at Proficient or Advanced. Again, this high achievement has been consistent over four years of testing. At the middle school level reading is reported separately from Communication Arts. The range of student scores at the state level has been between 57.5% and 62.6% at the satisfactory or proficient level. Our students, over the past four years, have scored 87.5% to 92.9% at the satisfactory or proficient levels in reading. Our scores represent a consistently higher level than the state's benchmark.

2. Analyzing testing data is viewed as an opportunity for teachers to discover the areas that require more instruction and/or a new instructional approach. Subject-area departments meet to analyze data derived from the Missouri Assessment Program (MAP). Teachers tally all of the objectives that the students did not meet. Next, each department brainstorms appropriate methodology to further instruct students and supply additional time for students to practice the skills that need strengthening. Each teacher revisits long-term instructional action plans that were established at the beginning of the school year. These plans are revised to include lessons designed to teach the targeted objectives. The Literacy Coach then checks the plans to ensure that the teacher has not overlooked any important objectives. Teachers use data derived from end-of-unit tests to guarantee that the academic objectives were mastered. Testing is beheld as a means by which the teacher can assess the effectiveness of his or her teaching strategies.

3. McKinley communicates student performance including assessment data to parents, students, and the community in a variety of ways. In an effort to meet a wider audience, we communicate through print, multi-media resources, and person-to-person interactions. We print a monthly newsletter that is distributed to all the constituents of our learning community. A parent syllabus is generated every five weeks detailing expected student performance. Student performance is highlighted in the student generated newspaper and literary magazine, awards assembly, National Junior Honor Society, press releases, and several competitions including math counts, world languages, Cripps-Howard spelling bee, and science fair. Parental conferences are scheduled twice per year by the district. In addition at McKinley parents are informed about student performance on an ongoing basis through electronic email, written communication, homework hotline, student assignment planner, and telephone calls, and weekly grade level meetings with individual parents as needed. A family and parent resource specialist is on staff to serve as a liaison between home and school.

Missouri Assessment Program, and other standard based assessments results are communicated to parents and the wider community in a variety of ways. At the district level an annual report to the community is compiled. This report includes test data, enrollment, attendance, and school population data. At the state level the Department of Elementary and Secondary Education documents test data, and student performance data by school for the entire state. As a high performing school we are showcased on the states' website. At the national level, On the Great Schools Site McKinley is again recognized as a high performing school.

4. We share our successes with college partnerships and with area pre-service educators. Many of our teachers are presenters at local and state conferences, showcasing our academic excellences. Over the past decade, many of our teachers have been selected as teachers of the year and have been recognized at local and state ceremonies.

We participate regularly in activities such as magnet school open houses, and the Voluntary Interdistrict Choice Corporation Parent Fair. We invite teachers and students from a variety of elementary schools to participate in our middle school transition program. Our partnership with a local radio station included a broadcast from our site on the first day of school. We visit a variety of locations such as elementary schools, civic and community groups, and businesses to share our student performance data. It is our plan to continue these means of communication to share the success that McKinley enjoys.

## PART V – CURRICULUM AND INSTRUCTION

---

1. The McKinley CJA curriculum employs a variety of research derived acceleration strategies. Students are exposed to textual and research material that is at least one grade level higher than their age level peers. We have raised the bar on academic achievement by selecting curriculum activities that integrate reading and writing across the curriculum, and we infuse of higher order thinking skills into every lesson.

**Language Arts:** The language arts curriculum provides opportunities for students to develop competence in all communication skills including research. Reading is an integral part of our literature-based program. Excellence is fostered through analysis of classical literature, development of optimal writing performance through a portfolio system, and exposure to situations that require the use of real life oral communication. The 6th & 7th grade curriculum is a telescoped version of the traditional middle school language arts program. The 8th grade curriculum is the equivalent of Freshman English 100.

**Mathematics:** The mathematics curriculum at the 6th grade is traditional pre algebra. The 7th grade course is the equivalent of high school algebra. The 8th grade curriculum is the equivalent of high school geometry. Mathematical thinking is enhanced through student participation in projects utilizing math related technology for data collection, analysis and application. Tools such as spreadsheets, database, and graphing calculators are used in the total mathematics program.

**Science:** The inquiry method is infused throughout the science curriculum. Scientific experimentation and the scientific method enhance the content of the three major thrusts: Earth, Life, and Physical Science. The curriculum at the 6th and 7th grade is a telescoped version of a traditional middle school science curriculum. The curriculum at the 8th grade is the equivalent of 9th grade Physical Science. The writing skills are used to log data and generate reports.

**Social Studies:** Our social studies curriculum infuses the diversity of human kind with the emphasis on multi-cultural and gender-based perspectives. The social studies curriculum begins with United States History from pre-colonial to Reconstruction. The curriculum concludes in the 8th grade with the equivalent ninth grade Social Studies 100 (Civics, Law, Economics and Geography). Student product includes re-creation of period artifacts, dialogues of historical figures, biographies and original short works of historical fiction.

**Foreign Language:** The world language curriculum introduces students to the four basic areas: listening, speaking, reading, and writing in either French or Spanish. The French or Spanish curriculum at 6th, 7th and 8th grades is a telescoped version of the first year world-language course in high school. Students are taught new vocabulary, dialogues, and children's literature in the respective foreign languages. The grammatical structure of the English language and their chosen foreign language is explored through the collaboration between the teachers of world language and language arts.

**Research.** Interdisciplinary research project integrate the content areas. Research in the natural sciences produces a project that integrates science and mathematics. Social studies and language arts collaborate on a research project in the social sciences. Field experiences, on-site enrichment and projects are planned throughout the year to integrate various themes and content. One such project, a *World in Motion*, simulates product development from inception to production through marketing.

**Exploratory:** The library media center supports independent and small group student research. Our technology education curriculum provides s the opportunity to use computers in a real-world application. The fine arts curriculum includes instrumental and vocal music, the visual arts, and dance. Instrumental music includes theory and performance in woodwinds, brass and percussion. Vocal music includes performance and theory. The visual arts provide an opportunity for students to learn about art fundamentals, explore and develop art skills, become exposed to various media, and to gain a solid background in art history. A professional level dance studio in our building provides a nurturing environment for students interested in exploring this classical medium. The students' personal and intellectual growth toward becoming a responsible and healthy citizen is paramount to our program. To that end, students take family and consumer science and physical education for three years.

2. McKinley Classical Junior Academy's English language curriculum takes an integrated approach. Reading is an integral part of the literature-based program. As opposed to teaching reading separate from writing, each student has one English teacher who weaves all of the facets of English instruction into one class. Literature selections are culled from the classics as well as contemporary writings, ensuring that woman writers and writers from a variety of cultural backgrounds are represented. Research indicates that the cognitive processes of reading and writing are connected. As a result, the writing *process* is paramount in this program. Writing assignments are often based upon the literature selection. Throughout the school year, eight of the many assigned writing pieces are selected for the student portfolio. With each piece all steps of the writing process are taught; with allowance for individual choice in each assignment. Grammar is taught within the context of the writing pieces. Teachers hold conferences with the students to strengthen writing skills. On the rare occasion that a gifted student is reading below grade level, the teacher addresses this deficiency in a variety of ways. The literature selections remain the same. Research based reading strategies such as sidebars of information including vocabulary words and focus questions are used. Support staff such as research teachers meet with the student during class time to provide instruction in additional reading strategies.

3. McKinley CJA Computer Literacy Curriculum is based on the premise that students today will use computers on a daily basis as they continue their education, graduate, attend college, and join the workforce. No matter what their chosen profession, McKinley CJA students will have the foundation required to effectively use technology to their advantage.

McKinley CJA Computer Literacy Curriculum will introduce students to computer use, Windows Operating System and related technology. It will focus on the development of "touch" keyboarding skills and introduces word processing, desktop publishing, multimedia, computer graphics, spreadsheets, the Internet, and computer ethics. A spiraling process will be used to revisit all topics over the years of the middle school experience. Coursework is designed to use practical skills that have immediate value, and emphasis is placed on hands-on learning; therefore, age appropriate information is presented in an exciting and stimulating manner. Computer literacy teachers work closely with core subject area teachers to provide technology assistance in research projects, multi-media presentations, and word processing documents. Professional development activities are provided for teachers and staff who are interested in becoming more proficient in technology, and enhancing the learning experience for students by integrating technology into classroom activities.

4. As teachers we strive on a daily basis to provide a challenging experience that is data-driven and accelerated beyond the standards set by the state and national curricula. Our teachers provide a student-centered environment that is conducive for learning and encourages intellectual and emotional growth.

Instructional methods that we employ that are designed for use with gifted students are, compacting, contracting, graphic organizing, and scaffolding. Other instructional techniques include but are not limited to interdisciplinary research projects, authentic teamwork projects, higher order questioning techniques, peer coaching, and cooperative learning. Effective study and personal growth skills are reinforced during twice a week advisory sessions.

We are implementing the tenets of two research based reform models, Framework For Understanding Poverty and Instrumental Enrichment. In both reform models low achievement is closely correlated with lack of resources. Our goal is to improve achievement by providing several resources in the classroom setting. This is done primarily through the use of direct instruction, role modeling, character development, and strategies which mediate skill gaps.

Aside from emphasizing literacy across the curriculum through reading, writing, speaking, and listening skills, we also provide enrichment activities to encourage literacy such as sustained silent reading,

oratorical competitions, spelling bee, guest readers, channel one, and newspaper and literacy magazines. Efficient instruction on the use of student planners, and the binder system has assisted our students in organization, task completion, and focus on short and long term educational goals.

5. As committed life-long learners, the administration, teachers and staff at McKinley view professional development as an integral part of our responsibilities. Our school is mandated by the state to participate in professional development activities. Each administrator, teacher, and staff member must earn at least ten professional development units each year. At the beginning of each school year, teachers formulate individual plans that are reviewed by their peers and the principal.

Missouri “Show Me Standards” provide the framework for developing professional goals. The McKinley professional development committee, administration, teachers and staff collaborate on assessing needs and determining a course of action that will improve the daily activity of teaching and learning. There is a district professional development committee that assesses professional development needs, determines procedure, assists with providing orientation, support, mentoring new teachers, and monitoring compliance.

McKinley teachers meet weekly in small teams and departments to discuss student concerns curriculum and student performance data. We meet as a faculty to discuss procedures, issues, and planning. Our professional development committee meets regularly with administration to discuss the best way resources can be used to improve student achievement. The most recent outcome of these discussions resulted in a sustained investigation of *A Framework of Poverty* research by Ruby Payne, PhD. This research is assisting us in bridging the achievement gap and improving student test scores. This interactive group investigation into understanding the values and actions of children who live in poverty helps us to develop strategies that work with students who are mired in underachievement.

**Criterion Referenced Tests  
Data Table Display for Mathematics**

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
% At or Above Basic	83%	77%	86%	71.7%	63.5%
% At or Above Proficient	36%	35%	43%	23%	24.8%
% At Advanced	3.9%	5.2%	3.3%	2.5%	3.6%
Number of students tested	154	115	121	120	137
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>					
1. Black Non-Hispanic					
% At or Above Basic	70%	63%	75%	58.6%	41.1%
% At or Above Proficient	15.5%	14.8%	21.4%	8.6%	7.1%
% At Advanced	0%	1.9%	1.8%	0%	0%
Number of students tested	71	69	50	56	59
2. Free/Reduced Lunch					
% At or Above Basic	80%	66.7%	73.5%	61.5%	43.5%
% At or Above Proficient	30%	11.1%	23.5%	12.8%	15.2%
% At Advanced	0%	0%	0%	0%	0%
# of Students Tested	53	60	32	37	39
3. White					
% At or Above Basic	96%	89.1%	96.7%	84.2%	87.5%
% At or Above Proficient	52%	47.3%	62.3%	38.6%	42.2%
% At Advanced	5.3%	9.1%	4.9%	5.3%	6.3%
# of Students Tested	60	77	59	64	55
<b>STATE SCORES</b>					
<b>TOTAL</b>					
% At or Above Basic	47.8%	44.6%	44.8%	41.6%	%
State Mean Score	Unavailable	Unavailable	Unavailable	Unavailable	Unavailable
% At or Above Proficient	13.9%	13.7%	14.7%	14.1%	10.4%
State Mean Score	Unavailable	Unavailable	Unavailable	Unavailable	Unavailable
% At Advanced	1.1%	1.2%	1.4%	1.2%	0.6%
State Mean Score	Unavailable	Unavailable	Unavailable	Unavailable	Unavailable

**Criterion Referenced Tests  
Data Table Display for Communication Arts**

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
% At or Above Basic	90.4%	91.1%	94.7%	93.5%	90.6%
% At or Above Proficient	59.6%	61.8%	61.9%	73.2%	64.1%
% At Advanced	3.7%	7%	3.5%	11%	7.7%
Number of students tested	137	157	114	123	118
Percent of total students tested	99.3	100%	100%	99.1%	99.2%
Number of students excluded	1	0	1	0	1
Percent of students excluded	0%	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>					
1. Black Non-Hispanic					
% At or Above Basic	84.3%	88.4%	88.0%	92.9%	89.7%
% At or Above Proficient	40%	50.7%	54%	57.1%	50%
% At Advanced	1.4%	2.9%	0%	3.6%	1.7%
Number of students tested	71	69	50	56	59
2. Free/Reduced Lunch					
% At or Above Basic	86.5%	88.4%	88.0%	92.9%	89.7%
% At or Above Proficient	42.3%	50%	56.3%	54.1%	50%
% At Advanced	1.9%	1.7%	0%	2.7%	2.6%
# Students Tested	53	60	32	37	39
3. White					
% At or Above Basic	96.7%	92.2%	100%	93.8%	92.7%
% At or Above Proficient	81.7%	68.8%	67.8%	89.1%	78.2%
% At Advanced	6.7%	9.1%	5.1%	19%	15%
# Students Tested	60	77	59	64	55
<b>STATE SCORES</b>					
TOTAL					
% At or Above Basic	62.2%	63.3%	63.8%	60.3%	58.7%
State Mean Score	65.2	63.3	63.8	60.3	58.7
% At or Above Proficient	32.4%	32.0%	34.2%	32.3%	30.5%
State Mean Score	Unavailable	Unavailable	Unavailable	Unavailable	Unavailable
% At Advanced	1.9%	2%	2%	3.1%	2.4%
State Mean Score	Unavailable	Unavailable	Unavailable	Unavailable	Unavailable

Missouri reports scores using five categories. They are Advanced, Proficient, Nearing Proficient, Progressing, and Level One. To report scores that will meet the requests of the No Child Left Behind, Blue Ribbon Application, some categories were combined in the following manner.

- At or Above Basic= Advanced, Proficient and Nearing Proficient
- At or Above Proficient= Advanced and Proficient
- Advanced= Advanced

Attached to the original application is how McKinley student scores are reported using the Missouri criteria. This is at the request of the Blue Ribbon Committee to provide amore thorough look at McKinley scores.

# Mathematics



Report Number: MAP-0003

## Mathematics

Grade	Year	Accountable	Reportable	LND	LND%	%Step1	%Prog	%NP	%Prof	%Adv	%Bot2	%Top2	MAP Index*
6260	08	2002	1	0	1	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0
3130	MCKINLEY/CLASSICAL JR	08	121	121	0	0.00	27.30	36.40	33.90	2.50	27.30	36.40	205.8
3130	MCKINLEY/CLASSICAL JR	08	112	110	2	1.80	16.40	50.90	24.50	4.50	20.00	29.10	205.0
3130	MCKINLEY/CLASSICAL JR	08	137	137	0	0.00	34.30	38.70	21.20	3.60	36.50	24.80	194.9
3130	MCKINLEY/CLASSICAL JR	08	120	120	0	0.00	25.80	48.30	20.80	2.50	28.30	23.30	197.5
3130	MCKINLEY/CLASSICAL JR	08	121	121	0	0.00	13.20	43.80	39.70	3.30	13.20	43.00	216.5
3130	MCKINLEY/CLASSICAL JR	08	115	115	0	0.00	20.90	45.20	27.00	5.20	22.60	32.20	206.5
3130	MCKINLEY/CLASSICAL JR	08	154	154	0	0.00	15.60	47.40	32.50	3.90	16.20	36.40	211.7

Date: 08/28/2003

# Communications



Report Number: MAP-0003

## Communication Arts

Grade	Year	Accountable	Reportable	LND	LND%	%Step1	%Prog	%NP	%Prof	%Adv	%Bot2	%Top2	MAP Index*
0200	01	2002	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0
3130	MCKINLEY/CLASSICAL JR	01	142	142	0	0.00	10.60	35.20	48.60	5.60	10.60	54.20	224.6
3130	MCKINLEY/CLASSICAL JR	01	118	117	1	0.80	7.70	26.50	56.40	7.70	9.40	64.10	230.3
3130	MCKINLEY/CLASSICAL JR	01	123	123	0	0.00	5.70	20.30	61.80	11.40	6.50	73.20	238.6
3130	MCKINLEY/CLASSICAL JR	01	114	113	1	0.90	4.40	32.70	58.40	3.50	5.30	61.90	229.6
3130	MCKINLEY/CLASSICAL JR	01	157	157	0	0.00	6.40	29.30	54.80	7.00	8.90	61.80	228.7
3130	MCKINLEY/CLASSICAL JR	01	137	136	1	0.70	9.60	30.90	55.90	3.70	9.60	59.60	226.8