

## 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

Type of School (Check all that apply)  Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

Name of Principal Dr. Wilfred Douglas Moore  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Metro Academic and Classical High School  
(As it should appear in the official records)

School Mailing Address 4015 McPherson Avenue  
(If address is P.O. Box, also include street address.)

St. Louis Missouri 63108-3117  
City State Zip Code+4(9 digits total)

County St. Louis State School Code Number\* 1151151560

Telephone (314) 534-3894 Fax (314) 531-4894

Web site/URL http://www.slps.org/school/high/metro/ E-mail wilfred.moore@slps.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
Principal's Signature Date \_\_\_\_\_

Name of Superintendent Dr. Diana Bourisaw  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. 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 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

### DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ 57 Elementary schools  
 \_\_\_\_\_ 14 Middle schools  
 \_\_\_\_\_ 2 Junior High Schools  
 \_\_\_\_\_ 19 High schools  
 \_\_\_\_\_ Other  
 \_\_\_\_\_ 92 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 13680  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 8687

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

3. Category that best describes the area where the school is located  
 [ X ] Urban or large central city  
 [ ] Suburban school with characteristics typical of an urban are  
 [ ] Suburban  
 [ ] Small city or town in a rural are  
 [ ] 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 as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7			0
K			0	8			0
1			0	9	29	46	75
2			0	10	35	56	91
3			0	11	30	53	83
4			0	12	24	37	61
5			0	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>310</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 0  | % American Indian or Alaska Native |
| 3  | % Asian or Pacific Islander        |
| 47 | % Black or African American        |
| 3  | % Hispanic or Latino               |
| 47 | % White                            |

**100 % TOTAL**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 4 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>( 1 )</b>	Number of students who transferred to the school after October 1 until the end of the year	1
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	13
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	14
<b>( 4 )</b>	Total number of students in the school as of October 1	328
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.04
<b>( 6 )</b>	Amount in row (5) multiplied by 100	4

8. Limited English Proficient students in the school: 0 %
- |          |   |
|----------|---|
| <u>0</u> | Total Number Limited English Proficient |
|----------|---|

Number of languages represented 0

Specify languages:

9. Students eligible for free/reduced-priced meals 35 %

Total number students who qualify: 109

If this method does not produce an 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:  $\frac{2}{5}$  %  
 Total Number of Students Serve

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>0</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>5</u>	Specific Learning Disabilit
<u>0</u>	Emotional Disturbanc	<u>0</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

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>0</u>
Classroom teachers	<u>21</u>	<u>0</u>
Special resource teachers/specialist	<u>4</u>	<u>2</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support Staff	<u>5</u>	<u>0</u>
Total number	<u>37</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of 15 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	96 %	96 %	96 %	97 %
Daily teacher attendance	94 %	99 %	100 %	97 %	93 %
Teacher turnover rate	5 %	10 %	0 %	11 %	11 %
Student drop out rate (middle/hig	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	4 %	2 %	6 %	0 %	1 %

Please provide all explanations below

In 2003-04 and 2006-07, during each of those years a teacher became very ill with cancer and used up their sick days before retiring from the school district.

During 2003-04 teachers were reallocated for the school. During 2005-06 and 2006-07 several teachers retired.

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	56	
Enrolled in a 4-year college or university	98	%
Enrolled in a community college	2	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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Metro Academic and Classical High School in St. Louis, Missouri is an exemplary model of student achievement and success, academic rigor, and a nurturing school climate. We strive to develop in each student a hunger for academic and personal excellence and an appreciation for all cultures. Along with the diversity of our student population, five unique components at Metro bring strength to this mission: the International Baccalaureate Diploma Programme, our community involvement, our grading policy, our academic probation policy, and our open campus.

The International Baccalaureate Organization offers a two-year curriculum culminating with a secondary school diploma known as the International Baccalaureate which is based upon international standards, critical thinking skills, and reflective evaluation. To offer this curriculum and the corresponding examinations, schools need to be authorized by the IBO. This process involves several phases beginning with a formal application. Next, the teachers must be trained, the curriculum for the program is written, and the school is evaluated by a visiting team. Approval of each of the above components results in affiliation status followed by full participation. The Diploma Programme commenced at Metro Academic and Classical High School in August, 2002, with the first ten diplomas awarded in 2004. Now our annual average is 15 International Baccalaureate Diplomas or approximately 25 percent of our senior class.

For our students, involvement in the community means both learning from and giving to the community that provides their education. Through mentoring and shadowing, our students have the opportunity to learn from professionals in the community. Our community service requirement provides our students with a chance to 'pay back' the community by performing 300 hours of volunteer work. This requirement spurs a life-long dedication to service in many of our students.

Personal responsibility and an appreciation for academic accomplishment are both fostered by our grading and academic probation policies. We have no grade of D, and therefore a student must master at least 70% of the material to receive a passing grade. Additionally, no student may remain at our school if he/she fails three concurrent courses over the two semesters of an academic year. We include these policies because of our strong belief that students who take responsibility for their own growth and who see consequences for lack of application, develop an appreciation for personal achievement.

We believe our open campus fosters the opportunity for independence, self-motivation and maturity for our students. In a school with college-type scheduling, no class bells, unassigned free periods, and no restriction of movement off campus, students must develop the strength to realize that freedoms only lead to success if used wisely.

Since its inception in 1971 as an alternative high school with selected enrollment, Metro has developed into a true college preparatory experience for students. With cultural diversity at the foundation of the school's mission, the student body is comprised of an almost equal mix of African-American and white students, with a smaller representation of Asian and Hispanic students, from both the city of St. Louis and its suburbs. Metro's location in mid-town St. Louis, near famous cultural landmarks and the eclectic offerings of the Central West End, introduces students of disparate backgrounds to an appreciation of the rich offerings which our city brings.

Metro's students persist to a 100% commencement rate, marking the road to graduation with top scores on district and state assessments. Metro has regularly been home to National Merit and National Achievement finalists and averages two to four finalists annually. Competitively high ACT and SAT scores produce mean scores exceeding both city and national means. In this, its 36th year, Metro Academic and Classical High School continues to thrive and to extend its history of success.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1 Assessment Results:

One of the most significant elements of Metro Academic and Classical High School's mission is the belief that all instruction should be data-driven. The Communication Arts Department and the Mathematics Department have successfully provided an array of rigorous assessments that lead to well designed and aligned curricula. The assessment results have demonstrated continuous academic success by Metro students. An example is the Missouri Assessment Program (MAP), a performance based assessment initiated by the Missouri Department of Elementary and Secondary Education to measure student progress in meeting high school communication arts (grade level-11) and mathematics (grade level-10) Show-Me-Standards. Students meeting the standards should be prepared for higher education, careers, and civic responsibilities.

Three types of items are used to evaluate student achievement. They are the multiple choice component, which is composed of selected-response items and/or the survey portion of the Terra Nova, a nationally normed test; constructed-response items that require students to supply, rather than select, an appropriate response; and performance events that are longer, more demanding tasks requiring students to work through problems, experiments, arguments, or extended pieces of writing. The MAP describes student performance in terms of four levels of achievement in each content area tested. The four levels are (from lowest level to highest level): Below Basic, Basic, Proficient, and Advanced.

A summary of Metro High School's Missouri state testing results in Communication Arts indicates that from 2002-03 to 2006-07 there has been an overall improvement in the number of students scoring at the proficient and advanced level, with the percentage scoring in the top two categories in 2002-03 at 82% and rising to 92% by 2006-07. (In 2005-06, 100% of Metro students scored at the proficient or advanced level.) The percentage of students at Metro who scored at the advanced level rose from 8% in 2002-03 to 43% by 2006-07.

MAP data indicate that the Communication Arts scores of African American students at Metro have improved markedly. In 2002-03, 68% of African American students at Metro scored in the proficient or advanced level, with only 5% scoring at the top, i.e. the advanced, level. By 2006-07, the number of African American students scoring in the top two levels had risen to 85%, with 30% scoring at the advanced level. (In 2005-06, fully 100% of the African American students scored in the top two levels, with 58% scoring at the advanced level!)

In 2002-03, 80% of the Caucasian students at Metro scored at the proficient or advanced level on the Communication Arts assessments; that number had progressed to 97% by 2006-07. (All Caucasian students scored proficient or advanced in 2005-06.) The percentage of Caucasian students scoring at the advanced level increased from 12% in 2002-03 to 50% in 2006-07. (In 2005-06, 85 percent of the students scored on the advanced level.)

The trend for Metro High School's scores on the Missouri state assessments in Mathematics is similar to that of the Communication Arts scores. Starting in 2002-03, 54% of all students scored at the proficient or advanced level; by 2006-07 that number had progressed to 94%. In 2002-03, only 2% of Metro's students scored on the advanced level; by 2006-07, 50 % were scoring at this level.

Scores for subgroups reflect this trend. In 2002-03, 35% of our African American students scored at the proficient or advanced level. The number rose to 93% by 2006-07. In 2002-03, no African American students scored on the advanced level. By 2006-07 29% of the African-American students were scoring on the advanced level.

Although 71% of Caucasian students scored at the proficient or advanced level in 2002-03, the percentage had risen to 95% by 2006-07. Although no Caucasian students scored at the advanced level in 2002-03, by 2006-07 49% were scoring at the advanced level. It is important to keep in mind that each year a different cohort of students is tested and different teachers have taught each cohort. It can be seen that in some years there are higher scores than others, but the number of students scoring at the top two levels has steadily increased. Overall, the trend of both subgroups reflects an increase in the number of students scoring at the proficient and the advanced level. The state assessment results indicate ascending achievement for the whole population including tightening the gap among ethnically diverse students. The adequate yearly progress report for the past 5 years can be accessed at

## **2. Using Assessment Results:**

The use of assessment plays an intricate role in the way we prepare for instruction and in the way we deliver instruction. Assessment tools used are MAP tests, District-wide Assessments, Standardized Tests (PSAT and PLAN), Department Diagnostic Tests and Teacher-made Tests. As a result of analysis and evaluation of the data by grade, gender and race, we institute the following strategies:

- (a) All-incoming freshmen are given a placement test to ensure correct course placement.
- (b) Many freshmen attend a summer enrichment program to help them adapt to our rigorous course of study. The summer program also incorporates several assessments to diagnose non-proficient skills and remediate, to identify proficient skills and review, or to recognize advanced skills and enrich.
- (c) Instructors of all disciplines include problem-based learning in their curricula.
- (d) Students are required to do research, projects, and presentations involving real-life situations.
- (e) All 10th graders must enroll in a testing class (one semester English and one semester Mathematics) that focuses on honing skills for the ACT, SAT and MAP.
- (f) We have a strong commitment to provide our students with access to supplemental educational and enrichment opportunities at a host of institutions. Results of standardized assessments play a large role in predicting success and determining student eligibility for these experiences.

## **3. Communicating Assessment Results:**

The most effective way Metro communicates student performance to parents is through our Advisory Program. Each student is assigned to a teacher who acts as an advisor for multilevel and sibling-based groups of fifteen students. The students stay with this advisor for all four years of high school. The advisor calls home with progress reports four times a year and communicates performance at various functions during the school year: the annual Meet and Greet BBQ, the Open House, the fall and spring Parent Conference Days and PTO meetings, which teachers frequently attend. Teachers and advisors are also available during their prep periods to talk or meet with parents.

Students learn about their achievement at school. Some teachers give detailed grade reports or require students to keep track of their own grades. The counselor presents special auditorium sessions to decipher PLAN and PSAT results. The ACT/SAT testing course teaches students to interpret scores and determine which testing areas need more work. The counselor also acknowledges Bright Flight winners (ACT score of 31 or above) and other major achievements on a student bulletin board and in daily announcements.

For communicating achievement to the community, Metro gets help from the media. The St. Louis Post Dispatch annually publishes MAP results for both individual districts and individual schools. The community learns about our students' ACT and SAT scores through announcements in the newspaper and on local television news. The Missouri Department of Elementary and Secondary Education also posts school assessment results on its website as well as an annual report.

Nationally, Metro was recognized by Newsweek magazine for ranking in The 100 Best American High Schools. Following two consecutive years on the top 100 list, Metro was awarded one of two silver medals in the state of Missouri by US News and World Report for academic quality. (Missouri was not awarded any gold medals.)

## **4. Sharing Success:**

Metro's academic success has always been something shared with the community. Metro's reputation, a source of general civic pride, is enjoyed by all of St. Louis through school-generated newsletters and through school and district websites. We disseminate news and information to parents, alumni, and the community. Today, Metro shares its academic success when our students participate in all-city debates, chess tournaments, and athletic contests. Though Metro students have a reputation for compassion and fairness, they're also competitors, and competition sets standards which affect other schools. Such success inspires others. Metro's success in maintaining a safe and friendly campus is not something we keep to ourselves; students from schools all over the city know that they will have fun in a safe but unoppressive atmosphere at Metro dances or concerts. And when Metro students tutor in elementary schools, there is true sharing. Metro students benefit as much as the children they are tutoring. The most important successes we share with other schools are our graduates. When these students matriculate, colleges and universities benefit from students who are prepared to engage in demanding undergraduate programs, prepared to lead campus organizations, and prepared to attest to the benefits of diverse urban education.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The curriculum at Metro encompasses and surpasses state standards in all areas of instruction through depth of content and high expectations for students. Specific courses are available in all content areas offering incentives and challenges for students. Two examples are the International Baccalaureate Programme and Advanced Placement Programs. The goal of the curriculum is to provide the student with a clearly integrated and interdisciplinary approach using critical thinking skills that allow for and encourage individuality of the students and the instructors.

The primary goal of the Communication Arts curriculum is to provide students with a framework to enable them to respond to literature orally and in writing in personal, creative and critical ways. The curriculum also instills esteem for other cultures and traditions while nurturing the enjoyment of reading. Students are exposed to national and international works in order to sharpen their awareness of language and its structures and to develop critical standards that lead to an independent appreciation of literature and how it is rooted in a world view and shared experience.

Mathematics curriculum provides an integrated approach encouraging students to develop a sense of the various interpretations and methods of problem solving. Students analyze data, make predictions, and examine patterns and functions in order to appreciate the use of mathematics techniques in real life situations.

The Science curriculum is centered on activities, labs and projects that give students the ability to understand the processes, concepts and structures of the world within and around them. Students gain skills in scientific writing and analysis necessary for laboratory investigation which in turn leads to the ability to distinguish between opinion, inference and fact.

Through the Social Sciences, students develop a global perspective of the origin of values, cultures and traditions and the effect on their own culture and on the future. Students are encouraged to analyze and synthesize historical events from different points of view, leading to the appreciation of the achievements of other cultures and traditions.

The goal of the World Languages curriculum is to foster skills that prepare the student to be able to function successfully in the spoken target language. Using practical, cultural and social situations, students develop an appreciation of the target culture and how this culture is expressed through language. Using listening, speaking, reading and writing skills, students are able to comprehend and analyze a broad range of texts by and for native speakers.

In Art, students learn to 'see' by realizing the importance of accumulating visual experiences to use as inner resources while becoming sensitive to personal impressions of images, ideas, forms feelings and beliefs. Through the design of personal projects and study of technique, students acquire knowledge and understanding of technological applications in art as they realize that art is a powerful resource in meeting human needs and refining the quality of life and culture.

### 2b. (Secondary Schools) English:

The primary goal of the Communication Arts program at Metro Academic and Classical High School is to provide students with a framework enabling them to respond to literature in personal, critical, and creative ways. An important, related goal is to draw students into the literary experience through a study of material selected to pique student interest. The materials are selected to motivate the student to participate actively in the process of reading, understanding, and writing about literature. Throughout the curriculum, students are encouraged to offer opinions, to make choices, and to explore connections with their own experiences and between the literary and the real world. Students are afforded opportunities to respond both individually and collaboratively, both orally and in writing.

The courses are designed to be an integrated language arts experience, using a literature-driven, language arts approach. Classes generally start with a piece of literature, and instruction is incorporated using

language arts skills in an integrated framework of reading, writing, grammar, usage, mechanics, spelling, vocabulary, critical thinking and listening.

The curriculum offers process writing at the ninth grade level. At the sophomore level, students study American Literature (from the 15th century through the contemporary period). There is also a semester in which to prepare for the ACT and the SAT exams. Juniors at Metro are exposed to English Literature (of the past and the present). Senior year offers the students a range of electives including World Literature, African-American Literature, Creative Writing, and Advanced Placement in Language and Literature.

Metro also offers a two-year elective, the International Baccalaureate Language A1. The IB language curriculum is designed to permit students to explore and engage with literature that covers a time period from classical antiquity to the twentieth century. The program's prescribed selections represent three continents and several cultures from both male and female writers. The ultimate purpose is to promote a world spirit by enriching international awareness and developing empathy and respect for perspectives other than the students' own through a detailed study of literature and rhetoric.

Metro's Communication Arts program is designed to foster the greatest possible intellectual growth and development of students so they may function in an increasingly global society. Students, therefore, are presented a structured, sequential development of skills maximizing their ability to listen, speak, read, write, observe and think critically.

Our enrollment process provides us with students who are reading above grade level when they enter ninth grade.

### **3. Additional Curriculum Area:**

Science is a required four-year sequence at Metro Academic and Classical High School. The requirement addresses not only the need for students to be scientifically literate in this complex and technology-based world, but also addresses the need of state and local mandated testing requirements to reinforce scientific literacy. Our science curriculum keeps the students aware of the implications of science in their everyday lives, providing an impetus for lifelong learning.

The curriculum sequence is designed so students can experience the separate disciplines in science. We offer a high level International Baccalaureate Biology course and a dual enrolled Biology course for the students who feel the need for greater challenge. Recently, an Advanced Placement Environmental Science course has been added to broaden course offerings in our science program. This allows those students with an interest in science to challenge themselves before entering college. The level of knowledge presented in any science class at Metro will challenge all students, improving thinking and problem solving skills, but the aforementioned classes will enable them to experience higher level learning during their high school experience.

The focus for each science class is developed around higher order thinking skills, cooperative learning, independent projects, and analysis of science and technology in the world and how it relates to the individual and society. Students are encouraged to work in groups both inside and outside the classroom to foster shared learning and cooperative effort, helping them understand the value of group as well as individual effort. The students find that in extending help to other students they retain the material in a more organized manner, and the idea of respect and sharing become part of their academic ethic. The idea of respect for others ideas and sharing of materials for more in-depth understanding becomes part of the educational experience that will continue into adulthood.

### **4. Instructional Methods:**

At Metro, we realize that all students do not learn the same way. We encourage self-directed learning on an individual basis. Moreover, the faculty and administration have collected data on multiple intelligences and identified student learning styles and made accommodations in teaching strategies to address each student's strengths and weaknesses. Instructors expose students to a variety of modes and a variety of materials which are selected for academic substance, diversity, and relevance to college-bound adolescents.

Several instructional methods are employed to improve student learning and performance. Assessment data informs and guides instruction. Metro teachers reinforce skills targeted to the curriculum and to standardized local and national exams, fashion lesson plans and determine appropriate professional development activities to enhance their own learning. Cooperative learning, team teaching across the curriculum, performance-based projects and activities, individualized instruction, higher order thinking and

questioning strategies, journaling, teacher-directed and cooperative learning, facilitating and coaching, peer and teacher tutoring, teacher/student and parent/teacher conferences, small group instruction, using community and parental resources are all teaching strategies that have proven effective.

Classroom instruction engages students as active participants in their own learning as they begin to construct meaning from the various curriculum areas. Teachers insist on interpretations and responses based on textual support as well as personal experience. Metro reinforces learning through a multiplicity of educational experiences that permit young people to demonstrate comprehension, interpretation, and appreciation.

Metro successfully reaches students and fosters consistently remarkable achievement. These efforts by both administrators and staff have been rewarded by unleashing the potential of our students to learn and achieve both inside and outside of the classroom.

#### **5. Professional Development:**

The Metro Academic and Classical High School Program of Professional Development is a program of varied job-embedded practices that supports the use of learning teams and individual self-directed practices. A community of learners has evolved through participation in practices such as action research, critical friends groups, peer coaching, speaker seminars, total quality management teams, leadership teams, mentoring, faculty and staff retreats, teacher-led workshops, reflective practice, and study groups. We have found these practices to be relevant. The practices provide feedback through a variety of data, through observations, interviewing, video taping, etc. There is a significant transfer of learned skills into classroom practice.

Growth in knowledge and skills in content areas has been demonstrated by members of the Metro faculty. Many have worked on curriculum committees to revise and align curricula to state standards. Some have been presenters and teacher trainers at local and national workshops. The entire faculty has engaged in extensive work in interdisciplinary studies, multiple intelligences, and learning styles. The focus of our professional development, of course, is improved student learning. We believe professional development promotes sound curriculum design, instruction strategies that work, and measurable student achievement. We also believe that the community of learners, once open only to Metro faculty and staff, has grown to include the students, parents, and members of the community because the atmosphere is charged with learning possibilities for all.

# PART VII - ASSESSMENT RESULTS

Subject Reading (E) Grade 11 Test Missouri Assessment Program

Edition/Publication Year 2007 Publisher CTB/McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	92	100	72	86	82
% "Exceeding" State Standards					
Advanced	43	70	0	6	8
Number of students tested	59	51	61	43	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	85	100	55	65	68
% "Exceeding" State Standards					
Advanced	30	58	0	6	5
Number of students tested	8	18	31	17	22
2. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	97	100	90	78	80
% "Exceeding" State Standards					
Advanced	50	85	0	22	12
Number of students tested	32	20	29	23	25
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	94	91	49	47	54
% "Exceeding" State Standards					
Advanced	50	35	8	7	2
Number of students tested	89	65	61	71	50
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	93	85	21	31	35
% "Exceeding" State Standards					
Advanced	29	15	0	0	0
Number of students tested	42	27	34	36	23
2. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	95	94	81	66	71
% "Exceeding" State Standards					
Advanced	49	35	14	16	0
Number of students tested	40	36	21	32	24
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					