

McKISSACK FAMILY RESOURCE CENTER

915 38th Avenue
Nashville, Tennessee 37209
(615) 321-8366

Service Area: The McKissack Family Resource Center (FRC) is located within McKissack Professional Development School at 915 38th Avenue, North. McKissack Professional Development School serves students in grades Pre-Kindergarten (PK) thru eight.

The map below shows the school zone for McKissack Professional Development School.

McKissack Family Resource Center



History: The mission of the McKissack Family Resource Center (FRC), located in the McKissack Professional Development School (formerly Moses McKissack Middle School), is to address the educational, developmental and emotional progress of children to prepare them for a successful school career. The FRC also seeks to bring educational, social, medical, and leadership training services to students, parents and community residents.

Vanderbilt University through its Imagine College Program became the lead agency for the McKissack FRC in 2002. Imagine College is a joint initiative between Vanderbilt University and Metropolitan Nashville Public Schools. This initiative guarantees college scholarship dollars and support to Nashville inner-city students who maintain good grades and follow other specified requirements.

During the 2001-2002 school year, McKissack School was closed for renovations. While the building was closed, students zoned to McKissack School attended school at the old John Early Middle School site. In 2002, the school reopened as a middle school serving students in grades 5, 6, and 7. The school also housed pre-kindergarten and kindergarten classes. The FRC was instrumental in helping community residents re-settle into the neighborhood by providing welcome home baskets and school supplies for students attending McKissack. In 2003, McKissack School began temporarily housing Creswell Professional Development School (the elementary counterpart to McKissack), which is, has now relocated. Beginning the 2006-07 school year, the I.T. Creswell name was assigned to a middle school magnet program focusing on the arts. McKissack Professional Development School became the only public school in the district serving students Pre-Kindergarten through 8th grades.

The McKissack FRC continues to work toward improving family access to health, educational and social services through partnerships with community agencies and stakeholders. The FRC provides educational, counseling, social, medical, leadership training, workshops and extracurricular services for students and families at McKissack as well as to residents in the immediate community.

Academy for Educational Development offers skills building workshops for teens that focus on the prevention of HIV/AIDS, other sexually transmitted diseases, and teen pregnancy prevention.

Family and Children's Service FACES program (Families and Children Emerging Successfully) provides group counseling, classroom workshops, and trauma debriefing groups (on an as needed basis).

Girl Scouts offers a troop for inner city girls that focus on self-esteem, peer relations, and coming-of-age issues. The group provides two troops serving girls students at McKissack.

There are two YMCA Youth Development Programs. The first, "Investing Time in Youth" (Preston Taylor Boys & Girls Club) seek to improve the health and well being of the children by providing career choices, development assessments, resume writing, job shadowing opportunities and career training workshops.

The second YMCA program, Lil' Sisters and Buffalo Soldiers is a rites of passage program offered to boys and girls ages 10-14. This, too, is a prevention effort that offers youth the opportunities to learn about their bodies, gender issues, sexuality, and making good choices

The Youth Life Learning Center provides a tutoring and mentoring program for students after school.

There are several other informal partners and stakeholders that participate in helping the FRC reach its goal by providing resources and services to parents, students and community residents. These informal partners represent area colleges and universities, faith-based organizations, fraternities, and sororities.

The current goal for McKissack Family Resource Center is "Children are Succeeding in School".

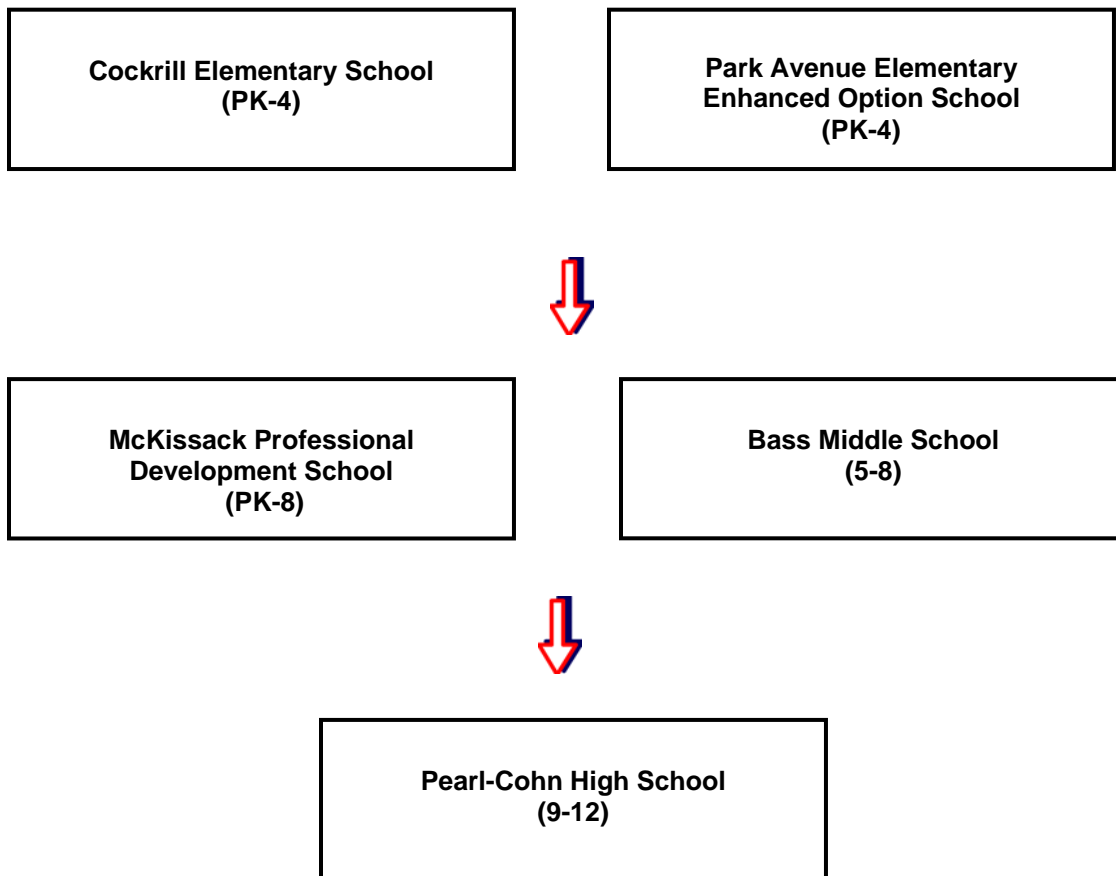
FRC Partners:

Imagine College of Vanderbilt University serves as the lead agency for the McKissack FRC. Additional partner agencies include:

Academy for Educational Development
Family and Children's Service (FACES)
Girl Scouts
United Way of Metropolitan Nashville

YMCA Youth Development Programs
(Lil' Sisters & Buffalo Soldiers)
Youth Life Learning Center
YWCA Job Readiness Program

McKissack Professional Development School Feeder Pattern



Note: Pearl-Cohn also contains a Business Magnet School

Notes Related to School Data:

(Individual profiles do not necessarily include all data types referenced in the following notes.)

School data provided in the following charts are from the Tennessee Department of Education (TDE) website. According to the TDE, “reported data may change due to a number of factors, such as: districts correcting errors in demographic data; the (TDE) reviewing and identifying additional data errors; the application of safe harbor calculations; and schools being identified as having incomplete data.”

Information provided in previous PREP profiles reflects the data that were reported in earlier report cards posted on the TDE website.

Criterion Referenced Tests

The Tennessee 2004, 2005 and 2006 Report Cards only provided the percentage of students (school wide) scoring proficient on the criterion referenced (CRT) portion of the Tennessee Comprehensive Assessment Program (TCAP). The percentage of “proficient” students includes the percentage of students whose scores would be considered “advanced.” Previously, academic achievement data had been reported in terms of norm referenced test (NRT) scores. Further changes in testing occurred in 2005-2006. Students’ scores in reading and math in each of grades 3-8 were used to calculate the results for elementary and middle schools. This was the first year that English Language Learner (ELL) students were required to take the reading/language arts test regardless of their level of English comprehension. The inclusion of ELL student scores in the reading test computations likely impacted overall results.

ACT Scores

The degree of certainty in test scores is related to the size of the tested population. Beginning in school year 2003-2004, ACT scores were only reported as three-year averages. Data from prior years which were gathered from previous state report cards were not reported as “three-year averages.”

Gateway Exams

Gateway English II exams were not administered in 2001-2002.

Dropout Rates

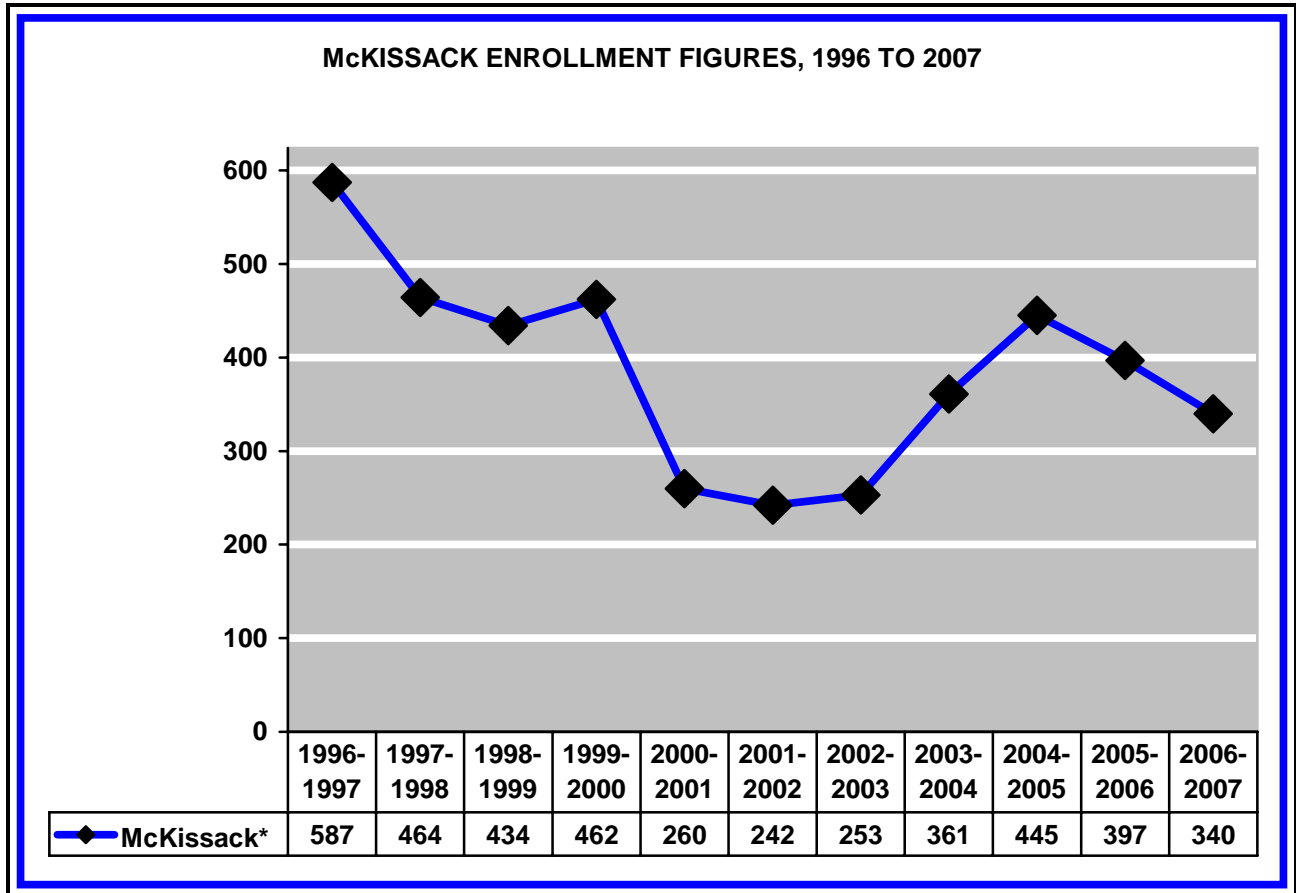
The degree of certainty in dropout rates is related to the accuracy of each school’s records.

Out-of-School Suspensions

The degree of suspensions is related to the individual school’s enforcement. PREP profiles have been revised to reflect data reported on the Tennessee Department of Education website. Percent of suspensions for Davidson County middle schools were estimated using enrollment and suspension figures posted on the state website.

Enrollment, McKissack Professional Development School, 1996-2007

The Hope VI Renovation Project resulted in a neighborhood transformation for people residing in the Preston Taylor Housing Development. In 2000, Preston Taylor residents began relocating to allow the progression of construction. This significantly impacted the enrollment figures during this period for McKissack as illustrated in the graph below. Enrollment declined measurably from 2004-2005 to school year 2006-2007.



Source: Metropolitan Nashville Public School website

Notes: *McKissack served children in grades PK, K, 5 and 6 from 1996-1997 through 2001-2002. McKissack served children in grades K, 5-7 in 2002-2003. In 2003-2004, the school became McKissack Professional Development School and Creswell Professional Development School and began serving grades K-2, 5-8. McKissack Professional Development School serves grades PK-8 in 2007-2008.

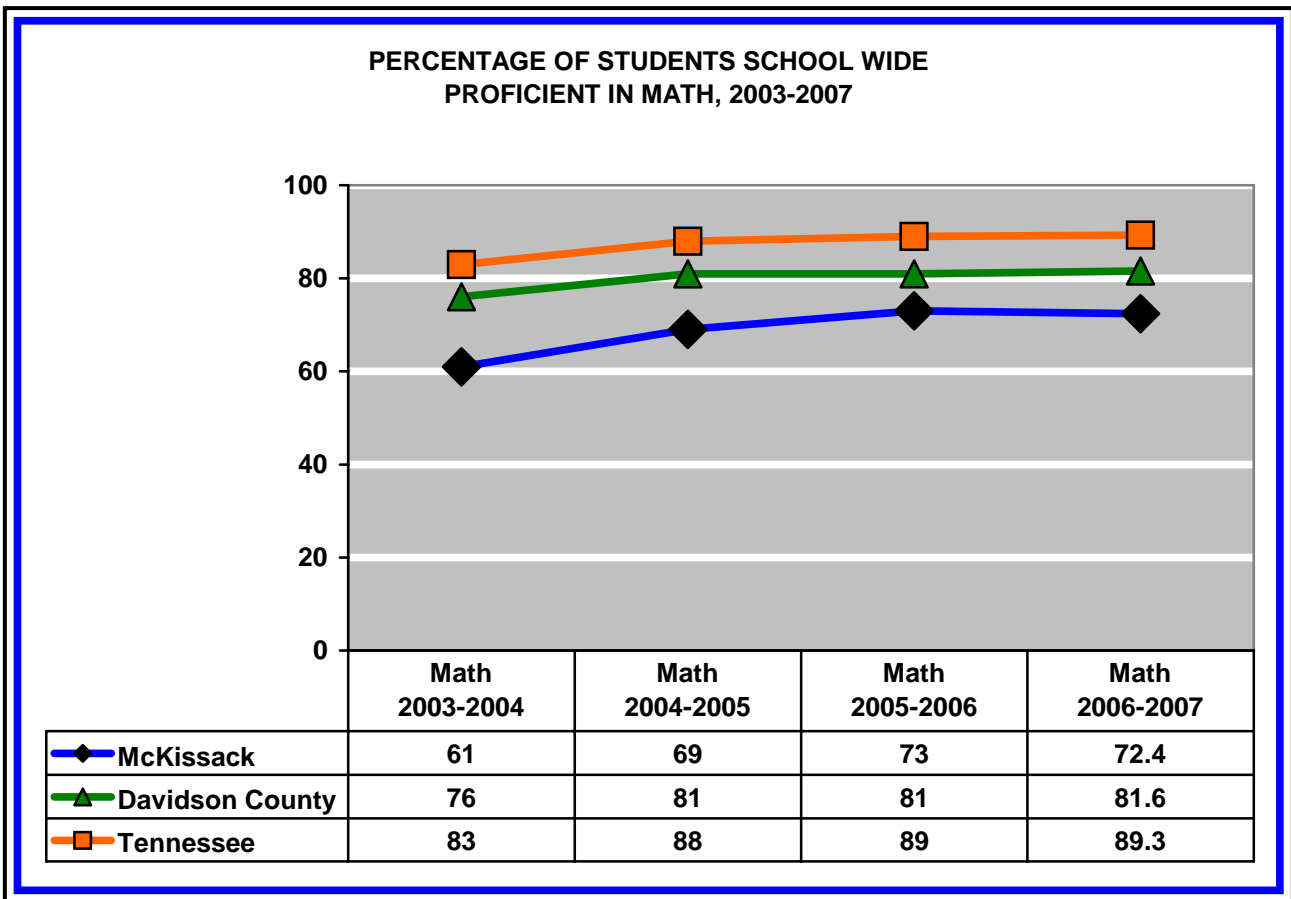
Goal: Children are Succeeding in School

Measure: Percentage of students (school wide) scoring proficient on the Criterion Referenced Test (CRT) math portion of the Tennessee Comprehensive Assessment Program (TCAP).

What the data show: The percentage of students proficient in math decreased slightly for McKissack Professional Development School during the 2006-2007 school year.

Description: Criterion referenced tests measure an individual student's performance against a predetermined set of standards which are established based on the curriculum. Percentages include all grades 3-8.

Measure implications: Middle school students who are not proficient in math will have academic difficulties in successive school years. Schools and school systems that do not meet a required federal benchmark in at least one area for the first year are assigned the status of "Target." Schools and school systems that do not meet the same federal benchmark for more than one consecutive year are assigned the status of "High Priority."



Source: Tennessee Department of Education website

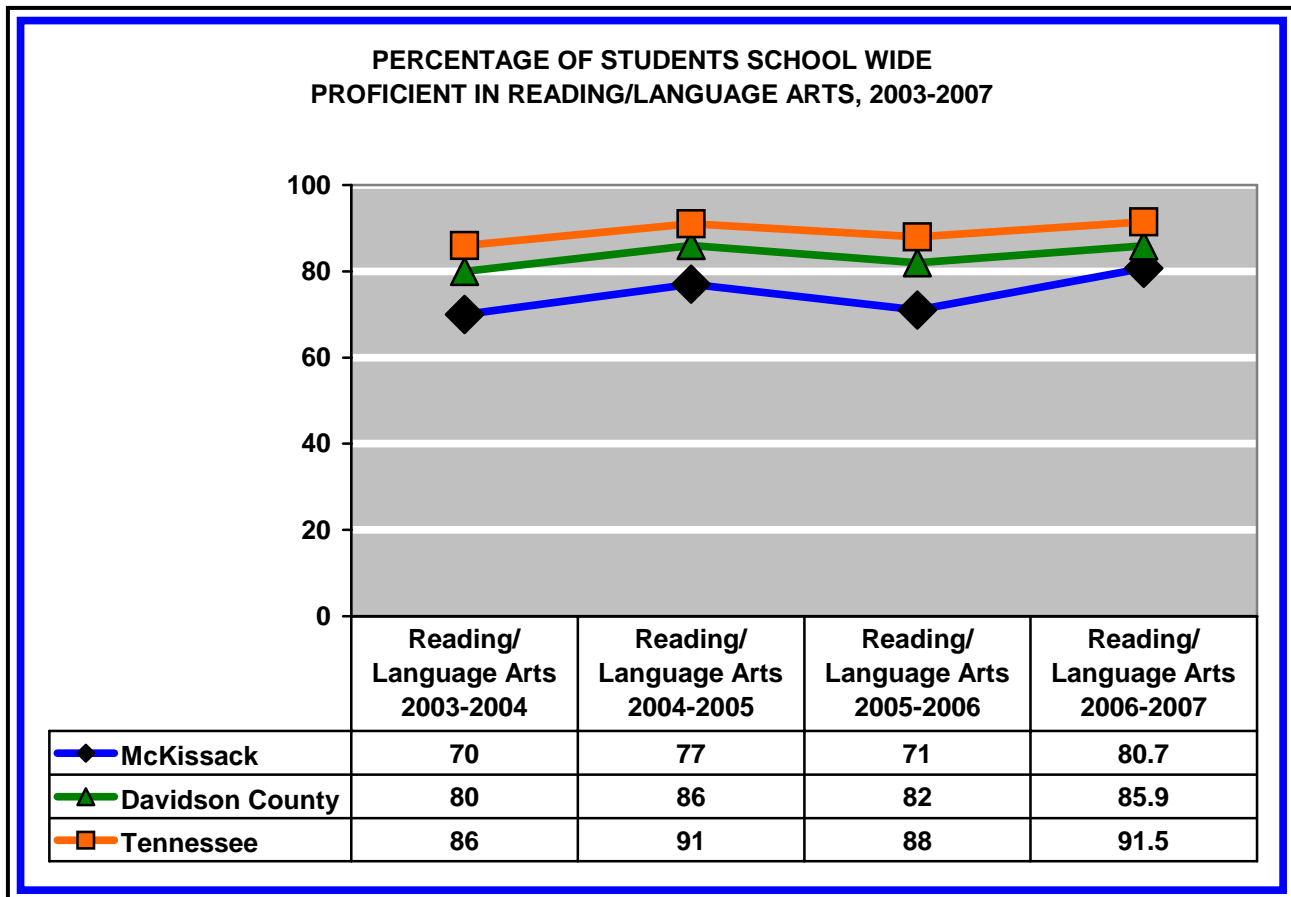
Goal: Children are Succeeding in School

Measure: Percentage of middle school students (school wide) scoring proficient on the Criterion Referenced Test (CRT) reading portion of the Tennessee Comprehensive Assessment Program (TCAP).

Description: Criterion referenced tests measure an individual student's performance against a predetermined set of standards which are established based on the curriculum. Percentages include all grades 3-8.

What the data show: In 2006-2007 McKissack Professional Development School demonstrated a marked increase in the average percentage of students who were considered proficient in reading/language arts.

Measure implications: Middle school students who are not proficient in reading will have academic difficulties in successive school years. Schools and school systems that do not meet a required federal benchmark in at least one area for the first year are assigned the status of "Target." Schools and school systems that do not meet the same federal benchmark for more than one consecutive year are assigned the status of "High Priority."



Source: Tennessee Department of Education website