

**Revised - March 18, 2005**

**2004-2005 No Child Left Behind - Blue Ribbon Schools Program**

*U.S. Department of Education*

**Cover Sheet**

Type of School:  Elementary  Middle  High  K-12

Name of Principal Mr. Jamie Carlisle

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Baxter Springs High School

(As it should appear in the official records)

School Mailing Address:

100 North Military Avenue  
Baxter Springs, Kansas 66713-1382

County: Cherokee

School Code Number\* 8710

Telephone ( 620 ) 856-3366

Fax ( 620 ) 856-2918

Website/URL http://usd508.org/highschool E-mail carlislj@usd508.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.

\_\_\_\_\_ Date January 25, 2005\_

(Principal's Signature)

Name of Superintendent\* Mr. Dennis Burke

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name U.S.D. 508 Tel. (602) 856-2375

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.

\_\_\_\_\_ Date January 25, 2005 \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. DeAnne Ball Binns

(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.

\_\_\_\_\_ Date January 25, 2005\_\_\_\_\_

(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**

**[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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
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

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All data are the most recent year available.

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

1. Number of schools in the district:
  - \_2\_ Elementary schools
  - \_1\_ Middle schools
  - \_0\_ Junior high schools
  - \_1\_ High schools
  - \_0\_ Other
  - \_4\_ TOTAL
  
2. District Per Pupil Expenditure: \$8,042 \_\_\_\_\_
  
- Average State Per Pupil Expenditure: \$7748.17

**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. 3 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
PreK				7			
K				8			
1				9	32	31	63
2				10	28	22	50
3				11	35	37	72
4				12	29	27	56
5				Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>241</b>

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- |            |                                  |
|------------|----------------------------------|
| <u>88</u>  | % White                          |
| <u>0</u>   | % Black or African American      |
| <u>2</u>   | % Hispanic or Latino             |
| <u>2</u>   | % Asian/Pacific Islander         |
| <u>8</u>   | % American Indian/Alaskan Native |
| <b>100</b> | <b>% Total</b>                   |

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: 15%

(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 <i>to</i> the school after October 1 until the end of the year.	13
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	27
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	40
<b>(4)</b>	Total number of students in the school as of October 1 (same as in #5 above)	267
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.15
<b>(6)</b>	Amount in row (5) multiplied by 100	15

8. Limited English Proficient students in the school: 1%  
3 Total Number Limited English Proficient

Number of languages represented: 1  
 Specify languages: Chuukese

9. Students eligible for free/reduced-priced meals: 40%

Total number students who qualify: 97

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:   8  %  
  20  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>  1  </u> Autism                | <u>      </u> Orthopedic Impairment                 |
| <u>      </u> Deafness             | <u>  5  </u> Other Health Impaired                  |
| <u>      </u> Deaf-Blindness       | <u>  3  </u> Specific Learning Disability           |
| <u>      </u> Hearing Impairment   | <u>      </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> 10 </u> Emotional Disturbance  |   |

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>	<u>  0  </u>
Classroom teachers	<u> 18 </u>	<u>  5 </u>
Special resource teachers/specialists	<u>  1 </u>	<u>  0 </u>
Paraprofessionals	<u>  2 </u>	<u>  0 </u>
Support staff	<u>  1 </u>	<u>  0 </u>
Total number	<u> 25 </u>	<u>  5 </u>

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

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96 %	96 %	96 %	95 %	90 %
Daily teacher attendance	93 %	95 %	94 %	95 %	94 %
Teacher turnover rate	28 %	20 %	32 %	12 %	16 %
Student dropout rate (middle/high)	0 %	2 %	2 %	2 %	5 %
Student drop-off rate (high school)	5 %	15 %	19 %	16 %	30 %

14. (*High Schools Only*) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	<u>62</u>
Enrolled in a 4-year college or university	<u>27</u> %
Enrolled in a community college	<u>27</u> %
Enrolled in vocational training	<u>    </u> %
Found employment	<u>27</u> %
Military service	<u>8</u> %
Other (travel, staying home, etc.)	<u>3</u> %
Unknown	<u>6</u> %
<b>Total</b>	100 %

## PART III - SUMMARY

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**Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.**

Baxter Springs High School is the only high school in our district of two elementary schools, one middle school and one high school. In the high school alone, 48% of teachers possess Master's degrees. Student population consists of 127 males and 114 females, for a total of 241 students. Our student body diversity currently consists of 2 % Pacific Islander, 8% American Indian, 2% Hispanic, and 88% White.

At Baxter Springs High School, we do, as a staff, truly believe that all students can and will learn. Regardless of their previous academic performance, family background, race, or gender, we are committed to helping all students achieve mastery of the essential skills needed for a wide range of options upon graduation.

Our mission statement is designed to incorporate the characteristics of successful schools. We have a common vision, award winning leadership, and high academic standards. We also stress standards of the heart through service to family, school and community in conjunction with partnerships, professional development, and evidence of success. We are part of a proud Kansas tradition that stresses what Lawrence Lezotte calls first generation safe and orderly environments, a climate of high expectations for success, instructional leadership, learning opportunities with student time on task, and frequent monitoring of student progress at school and at home. We are well into second-generation behaviors and are pleased that our state has offered us this opportunity to represent that tradition. The second generation and No Child Left Behind philosophy requires us to constantly pose six questions: Where are we now? What is our target? How will we get there? How will we know we're on target, and what will we do if we're not? How will we continue to focus and sustain our efforts?

We have addressed these issues in various ways including block scheduling, PassPlan, Think Tank, IEP, home schooling, mentoring, staff-led tutoring before and after school, and an Alternative Learning Center to assist our students while they are in school. We have a Virtual School program that allows for credit recovery for students still in school, and gives anyone who has not yet earned a high school diploma the chance to earn one. Cornerstone alternative school is an opportunity for students that are behind in credits and not on track to graduate to attend and graduate with a high school diploma at the state minimum for necessary credits for graduation. We also teach ESL night courses for Micronesian students and parents on site at Baxter Springs High School.

As enrichment, our school has hosted a Renaissance Faire since 1989. We offer a full range of state approved activities, and we have added several new ones this year, including Cross Country. A myriad of clubs including Future Community and Career Leaders of America, Student Council, and LEO (Leadership Experience and Opportunity) Club involve the students in activities that impact our school district, city and county. Our programs also include a Bleacher Creature Program to involve siblings and parents in our activities and an industrial arts house construction project to provide new homes for the city. Our students can participate in the county vocational technical woodshop, Pennies for Toys, and a canned food drive for needy families in our community. Other enrichments include weekly staff meetings, Thanksgiving Dinner and Etiquette Competition, Student of the Week Awards, Wall of Fame, and AIM for Excellence motto: Assessment, Involvement and Motivation on behalf of both students and teachers.

## 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. Explain disparities among subgroups. If the school participates in the state assessment system, briefly explain the state performance levels and the performance level that demonstrates meeting the standard. Provide the website where information on the state assessment system may be found.**

The Kansas State Reading and Math Assessments ([www.ksde.org](http://www.ksde.org)) are prepared by the Center for Educational Testing at the University of Kansas ([www.cete.ku.edu](http://www.cete.ku.edu)). There are five performance levels for both assessments: Exemplary, Advanced, Proficient, Basic, and Unsatisfactory.

Our goal, and the goal of our federal government as set forth in the No Child Left Behind (NCLB) legislation, is for all students to score Proficient or above. The percent of all students required to score Proficient or above in order to make Adequate Yearly Progress (AYP) for 2004 was 51.0% for Reading and 38.0% for Mathematics. In order for a school to meet the Standard of Excellence for math, 25% of the students must score in the highest level, labeled Exemplary, and not more than 15% could score in the lowest level, labeled Unsatisfactory. In addition to the initial criteria, all students must meet the standard of a formula that takes into consideration the percent of students that scored on all levels of the test. In the state of Kansas for 2004, approximately 22% of all high schools met the standard of excellence on the math portion of the state assessment test. We are proud that, not only did we make AYP, but our class of 2006 also met the Standard of Excellence in Mathematics on the 2004 test.

To show the improvements made over the past five years, we will compare State Assessment data in 2000 to that of 2004. In 2000, 41% of all students at our high school scored Proficient or above on the math assessment, while in 2004, 74.6% of all our students scored Proficient or above. Although we are one of the poorest districts in our county, this same improvement occurred in the Low Socio-Economic Status (LSES) subgroup of students. The percentage of students that scored Proficient or above in 2000 was 29.0%, while in 2004 the percentage of students in the same category rose to 67.8%. This is an improvement of 38.8%, a phenomenal increase.

In looking at the reading test for the same time period, the percentage of all students that scored Proficient was 43.0% in 2000, compared to 71.9% in 2004. The LSES subgroup for the reading test in 2000 did not meet the state requirement for reporting data (too few students in the subgroup), but in 2004 we had 23 students in this subgroup and 69.5% of them scored Proficient or above, well above the State average of 44.6%.

These improvements are significant and it is important to note that they did not come easily and it took a total team effort to make this change happen. For the reading test, our entire staff committed to incorporating the teaching of reading strategies in their classroom. Combined with the backing of our local board of education for instituting a mandatory graduation requirement of passing reading for each semester of attendance in order to graduate, our reading levels have steadily improved. Our math and business departments became very creative in trying to improve our math scores. With the use of an online testing center, our math department would create short two to four question tests, and our business department teachers would have their students take these tests as their first task of each school day. Each test would target a different state standard, thus preparing them two-fold for the state assessment test: academically, through addressing the state standards and technologically, by taking the tests online, which would prepare them for taking the assessment tests online through the CETE testing center.

**2. Show in one-half page (approximately 300 words) how the school uses assessment data to understand and improve student and school performance.**

Baxter Springs High School is dedicated in using State Assessment data to understand and improve student performance. A strong dedication is felt by the staff to increase State Assessment scores, and several plans have been enacted.

The primary goal for the Math and Language Arts Departments was to align the curriculum with the Kansas State Standards. The departments analyzed past State Assessment data and areas of deficiencies to narrow the focus of what was being taught.

A deficiency in reading comprehension was recognized as a direct reflection on the ability of the students to do well on the state assessments. As a result, all staff members took ownership by incorporating reading comprehension activities as part of their curriculum. Every department uses reading, writing and problem solving strategies to boost and exceed our AYP goals.

Baxter Springs High School participated in the pilot program for on-line State testing. To prepare students for this method of assessment, the Math Department developed tests on a program called PassPlan, a computerized “bank” of multiple choice questions which are aligned with the Kansas State Standards. The Math Department shared these tests with the Business Department, who agreed to use these as daily bell-work. This ensures that every tenth grade student receives daily exposure to answering multiple choice questions on the computer.

An incentive program for students taking the State Assessments in both reading and math was created. Those who scored in the Proficient range or above were rewarded in various ways, including public recognition and early dismissals from school. Those students who scored in the Unsatisfactory range were enrolled in a nine-week after-school program to focus on deficient skills.

Each of the staff reanalyzes the data to determine whether the school-wide plan to increase student performance needs adjustment.

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

Powerschool, a computer-based grade book program, enables the school community to conveniently monitor student achievement. In addition, with our Ladder of Responsibility, Baxter Springs High School goes the extra step to ensure parental awareness.

Parent/Teacher Conferences are held twice a year and Progress Reports are mailed to parents every four weeks. Furthermore, USD 508 works diligently to maintain a professional, useful, and user-friendly website.

Our local SITE Council, composed of a parent, administrator, student, community member and teacher, serves as an informative liaison between school and community. In the same way, the local newspaper, *The Baxter Springs News*, publishes assessment data, further informing the community of students’ progress.

As individuals approach our high school building to attend a school or sporting event, they are greeted with the Standard of Excellence sign which extols the classes that achieved the Standards of Excellence in Reading, Writing, and Math. Not only do these students receive recognition via the sign, but they are also acknowledged in a football half-time celebration of their academic success.

Students take Kansas State Assessments via computer. This provides the needed impetus to motivate students intrinsically to do well on the Assessment. Having received immediate results, students are instantaneously made aware of the incentives awarded to them based on performance. Without the immediate feedback, previous students did not put forth as much effort as our latest group of test takers.

Prior to test taking, incentives are set in place and communicated to students. The incentives include early release for students who achieve Proficient or higher, as well as recognition and certificates at an Academic Assembly for those that achieve Exemplary. Students who maintain a high grade point average are exempt from semester finals and are awarded Lion Pride Cards, which entitle students to a number of privileges.

**4. Describe in one-half page how the school has shared and will continue to share its successes with other schools.**

Baxter Springs High School communicates student successes with other schools in a multitude of ways. Our school principal plays an integral role in sharing our successes and methodologies across the state of Kansas. For instance, as a member of the board of KASSP (Kansas Association of Secondary School Principals), he has the luxury of imparting information to other principals and school board members statewide. He also regularly attends league principal meetings and state conferences. Having recently discovered an innovative way of communicating amongst fellow administrators statewide, our principal utilizes the Internet as a source for imparting information electronically.

Each year our league has made a commitment to sharing information regarding test results and test preparation strategies. All of the math teachers from our nine-district league will meet at a common site, and on a separate date all of the English/reading teachers will meet. Our teachers have been a focal point of these meetings, as other schools are trying to emulate our results by utilizing as many of the same strategies as possible.

Our principal was asked to write an article for KASSP, highlighting many of the strategies incorporated by BHS on its road to success. After this article was published, our principal was inundated with email questions and responses for more information for their schools.

While *The Baxter Springs News* and *The Joplin Globe* compare and contrast State Assessment scores from various districts in the area, KSDE Online reports those findings, further allowing another avenue for outlying schools to obtain information. The local TV news channels are also responsible for informing the area public, although with us being a small school and community, we many times do not receive priority for local news channels.

## 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 core curriculum is an eligibility requirement in grades seven and higher).**

Going beyond the minimum number of credits required by the state of Kansas, Baxter Springs High School provides a relatively wide curriculum for a small school. In the core curriculum areas, students are required to minimally complete the following:

- 4 units of English-Language Arts
- 3 units of Social Science –
  - 1 unit of World History
  - 1 unit of American History
  - 1 unit of Government
- 2 units of Science
- 3 units of Mathematics
- 1 unit of Physical Education
- 1 unit of Freshman Core – Communications/Choices/Speech/ Health
- 1 unit of Computers
- 1 unit of Fine Arts or Practical Arts
- 12 Units of elective credit
- Reading Credit - All students will be required to have a semester of Accelerated Reader credit for every semester of attendance, with 12 points earned per quarter

While 94% of our current seniors are exceeding these requirements and the remaining 6% are meeting the minimum, they also are given opportunities to excel further in these core areas. For example, our students already have the option of taking dual-credit Government. In each dual-credit course, students must pass a college exit exam in order to receive college credit. Furthermore, our students have other avenues from which to exceed the state requirements by taking upper-division math classes consisting of Algebra II, Geometry, Pre-Calculus, and Calculus. Currently, 25% of the senior class have met their three-year requirement for mathematics and are now enrolled in an optional fourth math class, with 43% of them enrolled in Algebra II or above. Likewise, upper-division science classes include Biology II, Chemistry II, and Physics. Over 30% of our junior class is enrolled in the newly offered Biology II class, with Chemistry II and Physics remaining popular courses among seniors.

We have a Fine Arts Department that consists of Art I-IV, band, vocal music, jazz band, honor choir, Spanish I-IV and French. Our Practical Arts Department offers Building Trades I and II, metals, cabinet making, advanced cabinet making, Nutrition I and II, adult living, and family/parenting class. Business education classes include Computer Applications I and II, accounting, web page building and business technology.

Our building trades program has been a focal point for our high school in the innovative approach it has taken by focusing on more advanced skills than that of traditional programs. Furniture design and construction, cabinet building, and the actual construction of a vocational house that is designed and built by our students set our program apart from others in our region.

Not only do we offer this somewhat traditional curriculum, but we also have some exceptional elective offerings, such as peer leading and freshmen mentoring. In addition, all freshmen go through four quarters of “core classes” including drivers’ education, health, communications, and family and consumer sciences. Speech is offered at all grade levels, as are Interactive Distance Learning classes, such as Spanish III and other curricula designed individually to fit students’ needs. Students with an interest in media can enroll in an annual/newspaper class, or, beginning in 2005-2006, in a television productions class.

Juniors and seniors have the option of enrolling in vocational technical classes in a cooperative program with another school district in which they go through a two-year program and earn a license upon

successful completion. They can be licensed in graphic arts, auto technology, construction, precision machining, or business and computers.

Each of these elective offerings helps students realize that they can be an integral part of society. In doing so, their self-confidence grows, and they become more excited about learning.

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

Many elements compose Baxter Springs High School’s English curriculum, including a cross-curricular vocabulary study, a variety of literary studies from world, American and British literature traditions, and importance placed on a multitude of writing modes that focus not only on content but also on grammatical structures to express ideas clearly and effectively. With our high school English curriculum aligned with state standards and benchmarks, teachers formulate lesson plans in compliance with – and students are made aware of the relevancy of – the standards and benchmarks.

Accelerated Reader is employed during the mandatory 30 minute daily reading classes. Students are pre-assessed via the STAR program, which stipulates reading levels for students so that they are reading within their ability levels. Later, students retake the STAR Test to determine their achievements. Students who show improvement will have their reading levels increased.

Baxter Springs High School achieved high scores in reading because reading was a major focal point of QPA and because the school climate was one that advocated the improvement of reading. Furthermore, one of the most important factors was a mandatory nine-week after-school program for every student who earned an unsatisfactory on the State Reading Assessment Test. This pilot program utilized PassPlan, a computerized program containing test questions geared toward the Kansas Assessment format. Early release incentives provided the impetus needed to drive students toward further success, as did the Academic Assembly that honored their achievements.

While meeting the criteria above, we stipulate to all students that four units of English is a mandatory graduation requirement. Likewise, students who do not fulfill a specific, board-approved reading requirement will not graduate, which further conveys the emphasis placed on reading here at Baxter Springs High School.

**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 school’s mission.**

At Baxter Springs High School, we believe that all students can and will learn. Regardless of previous academic performance, family background, race or gender, we are committed to helping all students achieve mastery of the essential skills needed for a wide range of options upon graduation.

Through our Vocational Education Department, we teach, demonstrate, and engage students in the essential skills needed to be productive in an ever-changing society. Our Vocational Department provides business, technology, woodworking, building trades, and family and consumer science courses to help students gain a wide variety of skills needed for the real world. In these courses, students learn how to use checkbooks, use computer software to create business forms, utilize many types of technology, prepare nutritious meals, manage resources efficiently and become good parents. They also build houses, design and build furnishings and cabinetry, weld, build trailers, and bend metal and pipe. In building a house for the community, the vocational students learn how to operate tools safely, plumbing and electrical skills, and application of shingles and sheetrock.

Students take field trips to observe cabinetmaking and construction. They attend and host Industrial Arts Fairs with their projects in metal and woodworking. Our students also have the opportunity to learn leadership skills by taking an active role in our Future Career and Community Leaders of America (FCCLA) student organization, one of our largest and most active clubs. Students in FCCLA have the opportunity to present and compete locally, at the state level and, if they qualify, at the national level through participation in STAR events.

The vocational education standards are aligned with the state curriculum to offer a wide variety of

methodologies to effectively prepare students for success in higher education, the work force and the community.

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

The Baxter Springs High School staff feels that it is up to us to empower every student with the knowledge needed to achieve. The knowledge obtained throughout their high school years can enable them to become life-long learners and to become more beneficial to society as a whole. The expectation of our staff is to teach every lesson by using at least three different methods of teaching/learning to make sure we are able to reach all students.

Such methods include cooperative learning methodologies, which we feel are very critical in our block-scheduling environment. Cross curriculum instruction with an emphasis on teamwork among staff members have allowed us to reach more students. Use of technological equipment and the Internet have permitted us to expand our horizons to research and incorporate various techniques and lesson plans that have been found to be effective in other educational settings.

We have expanded our technology for students to include two teaching labs, one research/writing lab, and one mobile wireless lab. In each setting we have increased the emphasis on writing, Internet based research, and professional level student presentations. In addition to these labs, each teacher has a computer in his/her room for grades, lesson plans, and action research.

Various media sources, inquiry-based experimentation, tactile and kinesthetic resources, questioning, modeling and competitive learning activities have also added to the overall approach to our already stated school mission, that is to reach and teach every student, believing that every student can learn.

Through all of these methods, we realize the old adage that students will not care how much we know until they know how much we care. Teachers use humor and an enthusiastic approach to make the subject content interesting and applicable to the students' daily lives.

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

The Baxter Springs High School professional development program consists of a Professional Development Committee that monitors, approves or disapproves staff professional development points acquired from attending workshops, conferences, in-services, and college classes. After obtaining pre-approval to attend a professional development seminar or college class, faculty members utilize PDP Toolbox—an on-line Professional Development tracking program used by Greenbush Education Cooperative in conjunction with the state of Kansas--to justify in writing the information acquired from attending the workshop, conference, in-service, or college class. This on-line program mandates that justifications be made by faculty members based on three main criteria: Knowledge, Application, and Impact. The Impact section holds faculty members accountable for taking the acquired information and using that information to impact students in the classroom. Likewise, faculty members are required to provide documentation which conveys the impact that the workshop, conference, in-service, or college class had on increasing student achievement, with one of the best forms of documentation being student work. Since Impact is most vital to increasing student achievement, the justification of Knowledge and Application are worth less points when compared to the justification of Impact.

In addition to these opportunities, professional development is also an integral element of the high school operations, with two days of in-service time at the beginning of the year, followed up with pre-scheduled calendar days throughout the school year. There is also a weekly faculty meeting that predominantly consists of professional growth and student achievement topics.

Baxter Springs High School is highly committed to providing quality professional development for its staff. In doing so, we attempt to ensure that student achievement will increase as a direct result of innovative teaching techniques obtained from professional development opportunities.

## STATE ASSESSMENT RESULTS FOR MATHEMATICS

Subject: Mathematics

Grade: 10

Test: Kansas State Assessments

- Kansas uses five performance level categories, Unsatisfactory, Basic, Proficient, Advanced and Exemplary
- Subgroups that have NA reported for certain year and/or performance levels are because the state criteria for the number of students reported was not met
- Certain subgroups were not reported at all because the state criteria for the number of students reported was not met
- *Math results are continued on the next page*

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month – March/April					
<b>SCHOOL SCORES-All Students</b>					
% At Unsatisfactory	11.3 %	33.3 %	23.5 %	22.0 %	33.0 %
% At or Above Basic	88.7 %	66.7 %	76.5 %	78.0 %	67.0 %
% At or Above Proficient	74.6 %	31.7 %	38.2 %	49.2 %	41.0 %
% At or Above Advanced	50.7 %	13.4 %	20.6 %	18.7 %	19.0 %
% At Exemplary	33.8 %	6.7 %	7.4 %	8.5 %	9.0 %
Number of students tested	71	60	68	59	58
Percent of total students tested	100 %	100 %	100 %	100 %	100 %
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	1.8 %	1.5 %	0	0	0
<b>STATE SCORES-All Students</b>					
% At Unsatisfactory	20.6 %	26.5 %	27.3 %	26.6 %	28.5 %
% At or Above Basic	79.4 %	73.5 %	72.8 %	73.4 %	71.6 %
% At or Above Proficient	50.4 %	45.6 %	44.3 %	44.5 %	42.8 %
% At or Above Advanced	30.2 %	26.3 %	25.1 %	24.3 %	24.2 %
% At Exemplary	17.3 %	14.4 %	13.3 %	13.2 %	12.9 %
<b>SUBGROUP SCORES</b>					
<b>1. BHS Socioeconomic-Free or Reduced Lunches</b>					
% At Unsatisfactory	17.9%	35.0 %	45.5 %	16.6 %	49.0 %
% At or Above Basic	82.1 %	65.0 %	54.5 %	83.4 %	51.0 %
% At or Above Proficient	67.8 %	35.0 %	36.3 %	41.7 %	29.0 %
% At or Above Advanced	35.7 %	15.0 %	22.7 %	16.7 %	12.0 %
% At Exemplary	21.4 %	5.0 %	13.6 %	12.5 %	6.0 %
Number of students tested	28	20	22	24	18
<b>STATE SCORES- Free or Reduced Lunches</b>					
% At Unsatisfactory	34.8 %	43.7 %	44.7 %	44.4 %	47.5 %
% At or Above Basic	65.2 %	56.3 %	55.3 %	55.6 %	52.6 %
% At or Above Proficient	30.3 %	25.8 %	24.7 %	24.2 %	22.9 %
% At or Above Advanced	14.1 %	11.7 %	10.5 %	11.0 %	10.4 %
% At Exemplary	6.4 %	5.4 %	4.8 %	5.3 %	4.4 %
<b>2. BHS Ethnicity-White</b>					
% At Unsatisfactory	9.8 %	28.3 %	26.0 %	22.4 %	36.0 %
% At or Above Basic	90.2 %	71.7 %	74.0 %	77.6 %	64.0 %
% At or Above Proficient	73.8 %	30.4 %	34.0 %	47.0 %	39.0 %
% At or Above Advanced	49.2 %	15.2 %	16.0 %	18.4 %	18.0 %
% At Exemplary	34.4 %	8.7 %	2.0 %	8.2 %	8.0 %
Number of students tested	61	46	50	49	48

## **STATE ASSESSMENT RESULTS FOR MATHEMATICS CONTINUED**

Subject: **Mathematics**

Grade: **10**

Test: **Kansas State Assessments**

STATE SCORES-White					
% At Satisfactory	16.5 %	21.5 %	22.5 %	22.2 %	24.1 %
% At or Above Basic	83.5 %	78.5 %	77.5 %	77.8 %	76.0 %
% At or Above Proficient	55.7 %	51.0 %	49.3 %	49.4 %	47.2 %
% At or Above Advanced	34.1 %	30.0 %	28.5 %	27.3 %	27.1 %
% At Exemplary	19.8 %	16.6 %	15.3 %	15.0 %	14.6 %

## STATE ASSESSMENT RESULTS FOR READING

Subject: **Reading**

Grade: **11**

Test: **Kansas State Assessments**

- Kansas uses five performance level categories, Unsatisfactory, Basic, Proficient, Advanced and Exemplary
- Subgroups that have NA reported for certain year and/or performance levels are because the state criteria for the number of students reported was not met
- Certain subgroups were not reported at all because the state criteria for the number of students reported was not met
- *Reading results are continued on the next page*

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month – March/April					
<b>SCHOOL SCORES-All Students</b>					
% At Unsatisfactory	7.0 %	16.7 %	17.3 %	11.5 %	20.0 %
% At or Above Basic	93.0 %	83.4 %	82.7 %	88.4 %	80.0 %
% At or Above Proficient	71.9 %	37.9 %	44.2 %	57.6 %	43.0 %
% At or Above Advanced	36.8 %	24.3 %	13.4 %	21.1 %	16.0 %
% At Exemplary	10.5 %	9.1 %	1.9 %	3.8 %	3.0 %
Number of students tested	57	66	52	52	59
Percent of total students tested	100 %	100 %	100 %	100 %	100 %
Number of students alternatively assessed	1	2	1	2	1
Percent of students alternatively assessed	1.8 %	3.0 %	1.9 %	3.7 %	1.7 %
<b>STATE SCORES- All Students</b>					
% At Unsatisfactory	11.5 %	13.3 %	17.0 %	15.3 %	15.0 %
% At or Above Basic	88.5 %	86.7 %	83.0 %	84.7 %	85.0 %
% At or Above Proficient	62.4 %	60.7 %	56.0 %	55.6 %	57.8 %
% At or Above Advanced	37.3 %	36.0 %	31.7 %	29.5 %	33.3 %
% At Exemplary	12.9 %	12.2 %	10.3 %	10.3 %	10.9 %
<b>SUBGROUP SCORES</b>					
<b>1. BHS Socioeconomic-Free or Reduced Lunches</b>					
% At Unsatisfactory	13.0 %	15.4 %	20.0 %	24.9 %	NA
% At or Above Basic	87.0 %	84.5 %	80.0 %	75.1 %	NA
% At or Above Proficient	69.5 %	30.7 %	40.0 %	50.1 %	NA
% At or Above Advanced	21.7 %	19.2 %	10.0 %	12.6 %	NA
% At Exemplary	8.7 %	7.7 %	0.0 %	6.3 %	NA
Number of students tested	23	26	10	16	9
<b>STATE SCORES-Free or Reduced Lunches</b>					
% At Unsatisfactory	21.7 %	24.8 %	30.9 %	29.9 %	27.2 %
% At or Above Basic	78.3 %	75.2 %	69.1 %	70.1 %	72.8 %
% At or Above Proficient	44.6 %	42.9 %	36.4 %	36.1 %	40.5 %
% At or Above Advanced	22.9 %	21.3 %	16.7 %	15.5 %	19.0 %
% At Exemplary	6.6 %	6.6 %	4.4 %	4.7 %	4.8 %
<b>2. BHS Ethnicity-White</b>					
% At Unsatisfactory	6.1 %	13.7 %	14.6 %	11.6 %	16.0 %
% At or Above Basic	93.9 %	86.3 %	85.4 %	88.4 %	84.0 %
% At or Above Proficient	71.4 %	37.3 %	43.9 %	55.8 %	46.0 %
% At or Above Advanced	40.8 %	25.5 %	12.2 %	20.9 %	18.0 %
% At Exemplary	12.2 %	9.8 %	2.4 %	2.3 %	4.0 %
Number of students tested	49	51	41	43	50

## **STATE ASSESSMENT RESULTS FOR READING CONTINUED**

Subject: **Reading**

Grade: **11**

Test: **Kansas State Assessments**

STATE SCORES-White					
% At Satisfactory	8.8 %	10.7 %	13.9 %	12.2 %	12.6 %
% At or Above Basic	91.2 %	89.3 %	86.1 %	87.8 %	87.4 %
% At or Above Proficient	66.8 %	64.4 %	59.7 %	59.7 %	61.3 %
% At or Above Advanced	40.9 %	38.9 %	34.6 %	32.3 %	35.9 %
% At Exemplary	14.3 %	13.2 %	11.4 %	11.4 %	12.0 %