

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

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

Official School Name Brittany Hill Middle School
(As it should appear in the official records)

School Mailing Address 2701 NW 1st Street
(If address is P.O. Box, also include street address)

Blue Springs MO 64015-1328
City State Zip Code+4 (9 digits total)

Tel. (816) 224-1700 Fax (816) 224-1704

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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.

(Principal's Signature) Date February 9, 2004

Name of Superintendent* Dr. Paul Kinder
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Blue Springs Reorganized IV School District Tel. (816) 224-1300

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.

(Superintendent's Signature) Date February 9, 2004

Name of School Board
President/Chairperson Mrs. Joyce Spears
(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.

(School Board President's/Chairperson's Signature) Date February 9, 2004

**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 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

- Number of schools in the district:

13	Elementary schools
4	Middle schools
_____	Junior high schools
3	High schools
2	Other (Briefly explain) Freshman Center, Special Education Center
22	TOTAL

- District Per Pupil Expenditure: \$6,555.43
 Average State Per Pupil Expenditure: \$7,345.00

SCHOOL (To be completed by all schools)

- 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

- 6 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?

- Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K					7	139	153	292
1					8	128	145	273
2					9			
3					10			
4					11			
5					12			
6	144	144	288		Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →								853

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>90</u> | % White |
| <u>.05</u> | % Black or African American |
| <u>.03</u> | % Hispanic or Latino |
| <u>.02</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% Total | |

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

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	25
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	26
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	51
(4)	Total number of students in the school as of October 1	854
(5)	Subtotal in row (3) divided by total in row (4)	.0598
(6)	Amount in row (5) multiplied by 100	5.98

8. Limited English Proficient students in the school: .006 %
5 Total Number Limited English Proficient

Number of languages represented: 2

Specify languages:

9. Students eligible for free/reduced-priced meals: 7 %

60 Total Number Students Who Qualify

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

10. Students receiving special education services: 9 %
74 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> 1 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 36 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 11 </u> Speech or Language Impairment
<u> 23 </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> 1 </u> Visual Impairment Including Blindness

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

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 2 </u>	<u> </u>
Classroom teachers	<u> 46 </u>	<u> </u>
Special resource teachers/specialists	<u> 5 </u>	<u> </u>
Paraprofessionals	<u> 10 </u>	<u> </u>
Support staff	<u> 18 </u>	<u> </u>
Total number	<u> 81 </u>	<u> </u>

12. Average school student-“classroom teacher” ratio: 25.09

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96	95.1	95.5	95.5	94.5
Daily teacher attendance	95.7	95	95.3	94.5	94.5
Teacher turnover rate	.03	.03	.03	.05	.03
Student dropout rate	0	0	0	0	0
Student drop-off rate	0	0	0	0	0

PART III – SUMMARY

Brittany Hill Middle School, part of the Blue Springs Reorganized IV School District in Blue Springs, Missouri, takes pride in being a student-centered, innovative school. Focusing on the whole child, staff gives each student opportunities to develop academically, socially, emotionally, and morally. Brittany Hill offers students a comprehensive range of curricular, non- and co-curricular activities giving each the prospect to meet with success.

Brittany Hill thrives in a city of approximately 55,000 residents on the eastern edge of the metropolitan Kansas City area. The city motto, “The City of Cooperation” carries over to the school and is tangibly evident as parents, students, staff, business partners, and community patrons work together to provide a quality education for students. This spirit is a driving force behind the school’s success.

The school district embraced the middle school concept by building and opening the school in the fall of 1994 as a facility designed both physically and philosophically to address prevailing research on the curricular, emotional, and physical needs of the middle level child. The facility, its curriculum and staffing design, and mission provided the model for the district as it built three additional middle schools over the last nine years. The school remains focused on the middle school concept and continues to investigate, evaluate, redesign, and implement instruction that accommodates the whole student. Teachers work in grade level teams to incorporate innovative teaching strategies (many cross-curricular), critical thinking skills, hands-on experiences, cooperative learning opportunities, alternative performance assessments, interdisciplinary units, and technology into every classroom. At the heart and focus of each day’s activities is the school’s mission that “the administrators, teachers, students, and families of BHMS are committed to the fostering of lifelong active learning, high academic performance, and positive self worth through an atmosphere of mutual cooperation and respect.”

Brittany Hill sixth, seventh, and eighth graders come from a somewhat diverse neighborhood of families representing a cross section of educational and occupational levels. The socioeconomic status of families ranges from lower to upper incomes. Students might come from some of the most affluent neighborhoods in the city to government-subsidized homes. Ninety-four percent of the students are white and the student turnover rate is eight percent. The student enrollment averages 875 students. BHMS houses the district’s EMH (Educable Mentally Handicapped) program giving full inclusion to special needs students based on the least restrictive environment. Students come to school ready and eager to learn because their teachers and parents expect them to learn and because students want to learn.

Quality, professional staff is a hallmark of the school. Ninety-nine percent of the teachers are classified as “highly qualified teachers” under the guidelines of national and state legislation. Teachers average thirteen years of experience. All teachers, counselors, and administrators are teaching and working in their certification areas. Longevity and low turnover rates are also characteristics of the support staff that includes custodians, secretaries, food service workers, and paraprofessionals. BHMS staff consider themselves to be risk takers who are willing to ensure students the best education possible. Staff members model life-long learning with sixty-one percent of the teachers earning advanced degrees. Teachers are actively involved in professional organizations for teachers and for subject areas. Many are district, state, and national conference presenters, teach additionally at the college level, have been on state committees to define assessments for Missouri’s children, and have earned state and national recognition.

BHMS operates under the premise that parental support and involvement is imperative to student success. The positive link between school and home becomes evident when one walks through the doors of BHMS. Parents are actively involved in their children’s education through volunteer efforts, PTSA event attendance, high participation in all school activities, and conference attendance to name a few. Students do their homework because teachers expect it to be done and parents guarantee it will be done. Parents participate in school and district planning for curriculum, strategic planning, and advisement.

The school also enjoys an “open door” policy with the community. A variety of businesses are involved in the school modeling the American free enterprise system to the students through the business and school partnership program. In the evenings and on weekends, gymnasiums and sports fields are in constant use by community-sponsored sports organizations.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Interpreting School's Assessment Results

Missouri is implementing a performance-based assessment system for use by all public schools in the state required by the Outstanding Schools Act of 1993. The assessment system is designed to measure student progress toward meeting the Show Me Standards, 73 rigorous academic standards that were adopted by the State Board of Education in January of 1996. To achieve the Show-Me Standards, students must have a strong foundation of knowledge and skills in subject areas and be able to apply what they know to real-world problems and new situations. Therefore, the Missouri Assessment Program (MAP) measures what students know as well as what they can do.

The MAP tests in the areas of math, communication arts, science, social studies, and health/physical education. Brittany Hill seventh graders are tested in communication arts and science; eighth graders are tested in math and social studies.

Three types of items are used on the tests: multiple choice questions, short-answer constructed response items requiring students to supply an appropriate response, and performance events that require students to work through more complicated problems or issues. The tests are scored and normed by CTB/McGraw-Hill and Missouri teachers. Scores are reported in a percent score, percent of students mastering multiple choice questions and on other items using five descriptors: Step 1, Progressing, Near Proficient, Proficient, and Advanced. In compliance with national No Child Left Behind legislation and as indicated by the State of Missouri, BHMS is striving to see all students score in the top two descriptors: Proficient and Advanced. McGraw-Hill also calculates a percentile score (TerraNova) so that Brittany Hill students can be compared to students nation-wide. Each year Brittany Hill students score well above the state and national averages in all areas.

Brittany Hill Middle school students have consistently scored above the state average on the MAP tests and in the upper ten percent of all Missouri seventh and eighth graders. Over the last three years, sixty-four percent of eighth graders scored in the top two categories, “advanced” and “proficient”, on the social studies test with nineteen percent in the “nearing proficient” category. Thirty-one percent of the eighth graders scored in the top two categories, “advanced” and “proficient”, on the MAP mathematics test and forty-four percent scored in the “nearing proficient” range.

Again over the last three years, fifty-three percent of seventh graders taking the communication arts MAP test scored in the top two categories of “advanced” or “proficient” with another thirty percent scoring “nearing proficient”. Seventh graders also scored well on the MAP science test with twenty-one percent of the student performing in the top two categories.

Missouri does not mandate the MAP test for sixth grade. However, the Blue Springs School District chose the CTB/McGraw-Hill TerraNova Test to test this grade level. The TerraNova test uses nationally normed percentiles to measure scores in reading, language arts, math, science, social studies, and spelling. Testing sixth graders allows the district to have a clearer understanding of student achievement before seventh grade and gives teachers a head start on teaching students skills to meet the Show Me Standards.

Last year, sixth graders scored above the national average in all categories and scored at the 65th percentile in reading, 73rd percentile in language arts, and 70th percentile in spelling last year.

2. Connecting Assessment to Improved Student and School Performance

The leadership to continually interpret, define, and redefine assessment comes from the administrators, teachers who have served on state-level assessment committees, and dynamic master teachers in the building. The entire faculty has used staff development to learn how to assess, read, and interpret test results across the curriculum. Faculty is proficient at interpreting and analyzing strengths and weaknesses then locating and using resources to improve instructional strategies. For example, an expert reading instructor in-serviced the staff on reading strategies after evaluating reading test scores and targeting that subject for improvement. The staff has also identified a variety of performance predictors to enhance instructional methods to improve standardized test performance.

In addition, the district provides the school with Clear Access reports which break down each item on the state assessments, pairs the item with skills taught, and indicates what percentage of students performed at what level on each test item. The Clear Access reports give the teachers specific information to redirect teaching strategies toward better student performance. As a result, teachers deliver instruction appealing to multiple intelligences. It also allows them to strategize in teams to align the curriculum, define best delivery, and identify what skills to emphasize to show student improvement and higher mastery of skills.

Individual students are helped by adjusting IEP's or 504's. Scholastic Reading Inventory (SRI) is given to students, scores are evaluated, and instructional strategies adjusted to fit each student who needs it.

Finally, the building identifies curricular weaknesses to identify best methodology that in turn defines the building's ongoing overall strategic plan for instruction.

3. Communicating Performance and Assessment Data

BHMS incorporates middle level philosophy emphasizing the association between promoting positive self worth and student achievement. Student-led conferences allow students to describe in their own words, while using their own work samples, what they are learning. Preparation for the conferences gives students and their teachers a chance to review learning and assessment scores. The actual conferences helps the students share their knowledge with their parents including dialogues about formal test scores.

Communicating with parents about how well their children are doing includes discussion of and hard copies of TerraNova and MAP scores, bi-annual SRI reports, e-mails/web site, written communication in the form of midterm reports, school newspaper, and team letters/newsletters. Students are required to keep daily plan books and parents sign the books each week. Fine arts students communicate assessment through concerts and exhibits. Parents enjoy attending extra-curricular activities that showcase students' knowledge includes scholar bowl, strategizers, forensics and music competitions, awards ceremonies for academic excellence, Reading Counts breakfast, PTA Reflections contest, Presidential Academic breakfast, and State Reading Certificates. Parents receive phone calls, might have individual conferences with teachers, receive e-mails and voice mails, and are critically involved in 504, IEP or LEP conferences.

Staff communicates student performance to students in a variety of ways. Discussions include academic eligibility for interscholastic sports program, intramurals participation, assemblies for spirit, anti-drug, and motivation. Geography, spelling and math contests are school-wide events highlighting those who excel. Students regularly receive fitness and happy grams reporting student's success. Small group and personal counseling help students focus on success and achievement as does the Eagle Time student advisory sessions. There are small group opportunities for at-risk students and individual academic advising times for those needing extra help with achievement.

The community at large hears and reads about BHMS students and how well they are learning through local newspaper and television coverage, which includes everything from printing honor rolls to covering events. The Adopt-A-School business partnership program brings in business executives to experience first hand the skills of their future workforce as do parents and community members who come in to share on career days. BHMS is highlighted monthly on the district's local television channel.

Reading bumper stickers acknowledging academic success and listening to presentations at school board meetings and civic organizations gives citizens opportunities to witness success at BHMS.

4. Sharing Success with Other Schools

Brittany Hill Middle School staff has opportunities to share the school's and students' successes with other schools within the district at district-wide curriculum meetings, professional development days, and through smaller group settings such as the district's math and writing cadres and Success Link (science counsel). Participation in professional organizations such as the Missouri State Teacher's Association, where BHMS has the highest percentage of assembly delegates, gives teachers a chance to showcase their school; they often are called upon at state meetings to make presentations to share what they do to foster student success on mandatory state tests and on general mastery of their teaching subject. Most teachers are active participants in professional organizations for their subject area.

Two teachers have been National Disney Teachers of the Year modeling best practice and methodology to a national audience. Teachers have produced original music CDs of science songs and have had lesson plans published on websites and in professional magazines.

Teachers also present at the national level and use BHMS student samples and lesson plans as means for modeling student success and best teaching practices. BHMS teachers serve as valuable active participants on state teams developing and realigning the state assessment tools while again demonstrating what is happening in their classrooms and showcasing the knowledge level of their students.

Brittany Hill students participate in a variety of competitions with other schools in forensics, gifted and talented education (Extempore, Scholar Bowl, and Strategizers), spelling, math, and geography bees, stock market games, and music competitions. These competitions give students a chance to display their knowledge, logic processes, and talents while webbing subject matter across the curriculum.

Currently one teacher from Brittany Hill is on assignment as a Missouri STARR teacher who inservices teachers in other districts presenting curriculum ideas to other districts based on what she teaches at BHMS. Two other teachers have also served in past years as STARR teachers.

PART V – CURRICULUM AND INSTRUCTION

1. The Curriculum

Students are placed in teams of 100 with a student to teacher ratio of 25 to one and share a team of core teachers who have a collective plan time. Core classrooms are next to each other and students' lockers are located in the hallways near their team's classes. The building's physical design separates each grade level helping facilitate interdisciplinary teaching across the curriculum.

Sixth graders enroll in the required core classes science, social studies, mathematics or advanced math, language arts, and reading; core courses align with the nationally normed McGraw Hill TerraNova and allow one to measure BHMS students with students nationally. Exploratory classes include art, computers, speech/drama, foreign language, family/consumer science, technology, physical/health education, music (vocal, instrumental, orchestra), and STRETCH (gifted/talented).

Students use language arts as a tool for learning and communicating in all disciplines. Language arts encompasses writing, reading and writing comprehension and organization, grammar, usage, language mechanics, and literature exploration. Reading skills are emphasized through studying a variety of literature. Reading strategies and use of media reference resources are also taught in preparation for life-long learning. The math curriculum emphasizes number sense. Units include decimals, fractions, measurement, mental math, geometry, statistics, graphing, and probability. Critical thinking, logical reasoning skills, and problem solving skills are part of everyday learning. An extended math offering is available for highly motivated students who did well in fifth grade math. The science core uses hands-on activities for processing science concepts in a general framework that emphasizes physical science. Laboratory experiences and scientific research are part of the students' work in science. In social studies, students learn about government, economics, geography, ethnic cultures, historical and current events, and general study skills.

Seventh graders enroll in the required core courses of language arts, math or pre-algebra, science, social studies, academic skills, and physical education/health. In addition, students choose one of the following: computer exploration, language for everyone, or speech and drama. Students take exploratory

classes in art, family and consumer science, technology, and vocal or instrumental (band or orchestra) music.

Language arts is an in-depth continuation of the previous year; students are expected and tested on a deeper understanding and mastery of the concepts taught the year before. Skills to be mastered are carefully aligned with MAP skills and standards. Students may choose to enroll in either mathematics or pre-algebra. Math class emphasizes computational and problem-solving skills. Pre-algebra is designed for students planning to follow a more demanding course of study. Science overviews the six major kingdoms of living things and their environmental relationships and are specifically aligned with the state's MAP test criteria. Social studies explores the major periods of ages in ancient history and includes political, economic, and geographic insights. Academic skills class provides opportunities for building additional skills related to reading, writing/MAP, study skills, economics, and career exploration. Seventh graders have the same exploratory options as sixth grade and are expected to increase proficiency.

Eighth graders take the required courses of language arts, pre-algebra or algebra (high school curriculum), science, social studies, academic skills, and physical education/health. Students take the MAP test in math and social studies.

As in the two previous grades, students are expected to master a hierarchy of skills in the core areas and are accountable for these skills through proficiency on the MAP tests. Again, language arts is an in-depth continuation of previous skills with a strong emphasis on mastering new age-appropriate skills, which align with the MAP. Pre-algebra includes all standard topics of middle school math while algebra is designed as a more rigorous study of algebraic concepts. Science for eighth grade furthers skills in scientific inquiry and relevance, matter and energy, and universe and earth systems such as meteorology, hydrology, oceanography, and geology. In social studies, students learn about American history from exploration to the Civil War along with emphasis on heritage, events, and people. In the spring students take the Social Studies MAP test. Academic skills class provides opportunities for building additional skills related to reading, writing/MAP, studying, economics, and career exploration.

2. English Language Curriculum and Reading Improvement

Students use language arts as a tool for learning and communicating in all disciplines; it encompasses writing, reading and writing comprehension and organization, grammar, usage, language mechanics, literature exploration, reading strategies, journaling, reflection, and use of media reference resources. Students use a variety of forms to write for different audiences and purposes. Students interact and respond to professional and peer writers. Writing skills are paired with literary elements and are discussed and applied to the student's use of language. Teachers continually look at test scores to find weaknesses and realign their teaching strategies and the curriculum accordingly. Students have opportunities for reading and writing in all classes including foreign language (vocabulary, grammar and writing skills), art (reports on artists), speech/drama (speech/play/scene writing), computers (brochures, reports, flyers), industrial tech (research and reading in modules), and family/consumer science (create brochures and reports). Students learn to "power write", an intense design for organizing and structuring their writing so that they know how to write what they want and in what order. A major component of the reading strategy for the school is the Reading Counts motivational program that rewards students for developing reading skills and good reading habits. Students earn points for answering comprehension questions, accumulate points, and cash them in at a recognition breakfast where they may win prizes.

Students reading below grade level are identified through the MAP Clear Access reports and through the Scholastic Reading Inventory; reading intervention plans are designed for each. Areas to improve such as comprehension, vocabulary, and writing skills are targeted for the individual student using the McGraw-Hill Read 180 program and Reading After School Club. The Success Club provides tutors.

All students can strengthen reading skills through activities such as reading club, literature circles, author/speaker visits, Eagle Time reading time, Book Talks, The Mark Twain Program, ESL books/program, and the SAT/ACT vocabulary study. There are competitions and rewards for achieving success in reading; these include the PTSA Reflections contest, Reading competition awards for high readers, The Mark Twain Program, District Poetry Contest, VFW Essay Contest, and the Read XL writing contest.

3. Social Studies Curriculum/Essential Skills and Knowledge Base

Social studies test scores show significant mastery of this discipline. Social studies focuses many activities across the curriculum beginning with yearly school-wide thematic units (Lewis and Clark Expedition, history of Kansas City, anniversary of 9-11, Oregon Trail, decades study, etc.). Each grade level works through several interdisciplinary units in a school year. Sixth grade uses social studies to drive the curriculum webbing reading and writing projects with math and science activities. For example, the unit on culture/regions around the world shows students cultural differences; students use all subjects to create their own culture which includes developing a language, government, currency, food, clothing, economic structure, etc.

Seventh grade studies the Middle Ages, Egypt, Charles Dickens, and Ancient Greece, China, and Mesopotamia to teach across the curriculum incorporating activities such as using math skills to design stain glass window art when studying the Renaissance and math and art skills to make Chinese kites. For example, the Charles Dickens unit incorporates all subjects as they study the plague (science and health), design clothing (art and science), read *A Christmas Carol* (language arts), prepare a feast (foods/consumer science), build models and displays (math and art), and produce flyers and brochures (computers).

Eighth grade revisits cultures turning them into colonies with a more in-depth study of how people live and work together. The year begins with a comprehensive study and understanding of team building where students are randomly grouped and given a series of challenges to solve. Becoming problem solvers and recognizing the work of the individual are the two primary skills students learn from the unit as they learn to be team players. These skills are fine-tuned as the year progresses through a series of other social studies activities that includes studying the Civil War and the history of Kansas City. Current events are studied across the curriculum using Channel One broadcasts.

4. Instructional Methods

BHMS teachers are creative and innovative practitioners who use current research and in-service opportunities to design the best methods for delivering instruction and learning opportunities. Among these methods are graphic organizers (a way students can learn to think and visually organize to connect ideas, formulate thoughts, flow charting, outline, graph, diagram, and map visually), computers, labs, cooperative learning, groups and clubs, teambuilding, interdisciplinary units, subject matter songs, mnemonics, simulations, presentations, debates, Socratic seminars and academic controversies, games, student work displays, self-questioning – Webquests (a web page that asks students to use linked websites; used at BHMS to do real-world projects such as designing a house), journals, tutors, peer tutors, career days, job site visits, field trips, ETV/Channel 1, guest speakers, co-teaching – class within a class, tactile learning, and supplementary texts and resources.

Interdisciplinary units are a consistent approach to instruction and are taught throughout the building, within a grade level, and within a team. Faculty uses an interdisciplinary approach to help students see connections and patterns between the different disciplines and to emphasize learning as a life-long skill.

Computers are used for Internet research, publishing, and Power Point (presentations, speeches, and reports). Inspiration software is used so students may create mind maps and graph their thoughts and ideas and educational games to peak curiosity about all subjects.

5. Professional Development

Faculty recognized a few years back that a weakness in the building's professional development was that it was random and only related to individual goals not necessarily the school's goals and student achievement. The staff has worked diligently to relate professional development to building (CSIP) and state (MSIP) curricular goals. Further, the staff realized a need to align PD standards to the national standards in order to become a more collaborative, analytical faculty (culture) and, to assimilate a high number of new teachers, the staff felt need to team build before doing higher level collaborations. Several examples are listed.

After being designated as a Disney Teacher of the Year, the teacher and the principal received professional development from Center for Collaborative Education which resulted locally in a "Critical Friends" group where teachers regularly use protocols for analyzing student work and linking teacher practice to student achievement. As one of the building's CSIP 2002-03 goals for reading, a master

teacher shared expertise in job-embedded, collaborative format. Each teacher implemented a new reading strategy in their core subject area and presented it back to the group. Teachers read the book, *Teaching with the Brain in Mind* and rich conversation ensued. Many text-based discussions followed. Action research data was collected. Teachers went to professional conferences and learned to conduct student-led conferences then shared the technique with other teachers. Now fall parent-teacher conferences are all student-led.

A book club meets regularly where teachers voluntarily come together to discuss professional readings/research. There are also regular text-based discussions in curriculum groups where teachers study “best practice”, concepts then read through and discussed the NMSA position statement.

Math cadre/middle school math meetings discuss weaknesses in MAP scores and discuss common problems and best practices, mentored young teachers, discuss and collaboratively look at released items and look at ways to improve scores. Brittany Hill’s state STARR teacher shared with entire faculty how to use common graphic organizers simultaneously to improve student organization and improve writing. ESL in-service, special education in-service, and an in-service on dealing with the emotionally disturbed students have all been focuses of faculty meetings.

Paraprofessionals annually attend a day of training in various behaviors.

CRAFTS (Creating Really Alleviates Faculty and Teaching Stress) as a team building tool, meets one time per month and different teachers teach basket weaving, beadwork, cake decorating, gift wrapping, candle making, etc. to other teachers building relationships and rapport with one another.

6. Foreign Language

BH offers three years of foreign language curriculum. All levels emphasize listening comprehension, reading, writing, and cultural issues. The use of technology provides students with an extensive interactive approach to learn foreign languages and cultures.

All sixth graders are introduced to eight languages (Arabic, Chinese, French, German, Japanese, Russian, Spanish, Swahili) in a six-week course. Students sing songs, construct crafts and flags, and prepare authentic foods. Using computers, they study geography, modern native pronunciations to learn basic phrases, and do research to create informative brochures. Seventh grade foreign language students meet every other day in a class team-taught by the French and Spanish teachers. This innovative class teaches French and Spanish simultaneously enhancing language exposure and language recognition. This vital trip to Mexico and France leads students to learn situational phrases in order to acquire passports, exchange money, plan travel itineraries, visit famous sites, experience cultures and cuisines, and go on an archeological dig. This is partly accomplished by using the Internet and interactive computer programs. Students with a variety of ability levels find success in these two exploratory years because assessment is based on participation.

Eight grade students pick either French or Spanish Level I courses to accelerate their foreign language learning. These classes provide students the opportunity to begin their high school foreign language program a year early. Students can then enter Level II as freshmen. Classes at this level stress basic skills and listening comprehension, speaking, reading, writing, and culture with an introduction to simple grammar.

Grade Six

Test CTB McGraw-Hill TerraNova – Reading

Edition/publication year Edition One, 1997 Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered:

Year	Number of Sixth Graders	Number of Sixth Graders Tested
1998-99	292	287
1999-2000	322	296
2000 - 01	312	306
2001-02	320	299
2002-03	280	264

What groups were excluded from the testing? These are students who did not finish the test due to absences or did not make a valid attempt on the test. Therefore, they were not assessed

Scores are reported here as (check one): NCEs X* Scaled scores X** Percentiles _____

	2002-03	2001-02	2000-01	1999-2000	1998-99
Testing month - April					
SCHOOL SCORES					
Total Score (National Percentile of the Normal Curve Equivalent*)	65	78	78	75	78
Number of students tested	264	299	306	296	287
Percent of total students tested	94	93	98	92	98
Number of students excluded	26	21	6	26	5
Percent of students excluded	.09	.06	.02	.08	.02
SUBGROUP SCORES					
1. Special Education	654.6	663.3		669.5	
Number of students tested	13	13		15	
NATIONAL MEAN SCORE**	679.2	690.6	691.1	686.5	690.9
NATIONAL STANDARD DEVIATION	32.5	30.8	30.7	31.5	32.2

Grade Six

Test CTB McGraw-Hill TerraNova – Mathematics
The test

Edition/publication year Edition One, 1997 Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered:

Year	Number of Sixth Graders	Number of Sixth Graders Tested
1998-99	292	287
1999-2000	322	296
2000 - 01	312	306
2001-02	320	299
2002-03	280	264

What groups were excluded from the testing? These are students who did not finish the test due to absences or did not make a valid attempt on the test. Therefore, they were not assessed

Scores are reported here as (check one): NCEs X* Scaled scores X** Percentiles

	2002-03	2001-02	2000-01	1999-2000	1998-99
Testing month - April					
SCHOOL SCORES					
Total Score (National Percentile of the Normal Curve Equivalent*)	71.2	78.3	77	76	82
Number of students tested	264	299	306	296	287
Percent of total students tested	94	93	98	92	98
Number of students excluded	1	1	1	1	3
Percent of students excluded	.003	.003	.003	.003	.01
SUBGROUP SCORES					
1. Special Education	653.5	642.2		657.3	
Number of students tested	13	13		15	
NATIONAL MEAN SCORE**	684.7	693.8	693.6	691.4	699.8
NATIONAL STANDARD DEVIATION	32.3	32.1	32.1	32.5	34.1

Grade Seven

Test Missouri Assessment Program (MAP) Test – Communication Arts

Edition/publication year Edition One, 1997

Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered:

Year	Number of Seventh Graders	Number of Seventh Graders Tested
1998-99	316	293
1999-2000	339	330
2000 - 01	335	325
2001-02	3198	318
2002-03	282	274

What groups were excluded from the testing? These are students who did not finish the test due to absences or did not make a valid attempt on the test. Therefore, they were not assessed

Standards for basic proficient, and advanced state categories: Scores are reported in percent scores, percent of students who master multiple choice questions, and on other items, using five descriptors: **Step 1** (students not mastering the concepts taught), **Progressing** (students mastering some concepts, but not performing at their grade level), **Nearing Proficiency** (students at or near average for their grade level), **Proficient** (student performing many items at their grade level), and **Advanced** (students mastering most of the skill at their grade level). The level of student mastery for each of the five descriptors varies from test to test and year to year as state standards are met and testing is reviewed and revised. Student mastery levels continue to rise and expectations for higher achievement continues to focus on and be tied to the No Child Left Behind legislation.

SEE FIVE-YEAR TEST SCORE TABLE ON NEXT PAGE

**Missouri Assessment Program (MAP) Test
Seventh Grade Communication Arts Test**

Scores are reported here as (check one): NCEs Scaled scores Percent X

	2002-03	2001-02	2000-01	1999-2000	1998-99
Testing month April					
SCHOOL SCORES					
Nearing Proficient	83	82	81	85	85
Proficient	53	53	54	50	5157
Advanced	3	5	4	4	6
Number of students tested	274	318	325	330	293
Percent of total students tested	97	99.6	97	97	92.7
Number of students excluded	8	1	10	9	23
Percent of students excluded	3	.04	3	3	7.03
SUBGROUP SCORES					
1. Amer. Indian or Alaska Native					
Nearing Proficient	0	0	84	100	100
Proficient	0	0	17	33	67
Advanced	0	0	0	0	0
Number of students tested	0	0	6	4	5
2. Asian					
Nearing Proficient	50	0	0	100	100
Proficient	50	0	0	67	40
Advanced	17	0	0	0	0
Number of students tested	6	0	0	4	4
3. Black (not Hispanic)					
Nearing Proficient	90	67	54	100	100
Proficient	54	50	23	50	38
Advanced	9	0	0	8	0
Number of students tested	11	6	13	14	8
4. Hispanic					
Nearing Proficient	78	0	80	100	100
Proficient	56	0	70	50	67
Advanced	0	20	0	0	0
Number of students tested	9	5	10	6	7
5. LEP Students					
Nearing Proficient	0	0	0	0	0
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	2	1
6. Free and Reduced Lunch					
Nearing Proficient	43	0	0		
Proficient	14	0	0		
Advanced	0	0	0		
Number of students tested	7	0	0		
7. Pacific Islander					
Nearing Proficient	0	0	0	0	100
Proficient	0	0	0	0	50
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	2
8. White (not Hispanic)					
Nearing Proficient	53	79	80	81	78
Proficient	51	55	70	54	64
Advanced		5	0	4	7
Number of students tested	232	279	248	295	284
STATE SCORES					
Nearing Proficient	64	65	65	62	61
Proficient	33	32	34	32	30
Advanced	2	2	2	3	2

Grade Eight

Test Missouri Assessment Program (MAP) Test – Mathematics

Edition/publication year Edition One, 1997

Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered:

Year	Number of Eighth Graders	Number of Eighth Graders Tested
1998-99	302	294
1999-2000	336	321
2000 - 01	338	322
2001-02	343	329
2002-03	303	297

What groups were excluded from the testing? These are students who did not finish the test due to absences or did not make a valid attempt on the test. Therefore, they were not assessed

Standards for basic proficient, and advanced state categories: Scores are reported in percent scores, percent of students who master multiple choice questions, and on other items, using five descriptors: **Step 1** (students not mastering the concepts taught), **Progressing** (students mastering some concepts, but not performing at their grade level), **Nearing Proficiency** (students at or near average for their grade level), **Proficient** (student performing many items at their grade level), and **Advanced** (students mastering most of the skill at their grade level). The level of student mastery for each of the five descriptors varies from test to test and year to year as state standards are met and testing is reviewed and revised. Student mastery levels continue to rise and expectations for higher achievement continues to focus on and be tied to the No Child Left Behind legislation.

SEE FIVE-YEAR TEST SCORE TABLE ON NEXT PAGE

Missouri Assessment Program (MAP) Test
Eighth Grade Mathematics Test

Scores are reported here as (check one): NCEs Scaled scores Percent X

	2002-03	2001-02	2000-01	1999-2000	1998-99
Testing month April					
SCHOOL SCORES					
Nearing Proficient	76	63	72	68	56
Proficient	31	28	28	23	18
Advanced	4	5	3	4	1
Number of students tested	297	329	322	321	294
Percent of total students tested	100	100	100	96	97
Number of students excluded	6	14	16	15	8
Percent of students excluded	1	5	4	4	3
SUBGROUP SCORES					
1. Amer. Indian or Alaska Native					
Nearing Proficient	0	0	0	50	67
Proficient	0	0	0	25	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	4	7
2. Asian					
Nearing Proficient	0	0	0	60	1000
Proficient	0	0	0	40	50
Advanced	0	0	0	0	0
Number of students tested	0	0	0	6	4
3. Black (not Hispanic)					
Nearing Proficient	20	55	54	45	20
Proficient	10	0	9	0	0
Advanced	0	0	0	0	0
Number of students tested	10	11	11	9	10
4. Hispanic					
Nearing Proficient	83	28	63	45	40
Proficient	33	14	0	0	0
Advanced	0	0	0	0	0
Number of students tested	6	14	8	10	10
5. LEP Students					
Nearing Proficient	0	0	0		
Proficient	0	0	0		
Advanced	0	0	0		
Number of students tested	0	0	0		
6. Free and Reduced Lunch					
Nearing Proficient	60	0	0		
Proficient	13	0	0		
Advanced	0	0	0		
Number of students tested	15	0	0	0	0
7. Pacific Islander					
Nearing Proficient	0	0	0	0	50
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	2	2
8. White (not Hispanic)					
Nearing Proficient	78	66	74	72	58
Proficient	32	30	31	31	22
Advanced	4	6	4	5	1
Number of students tested	266	278	284	286	242
STATE SCORES					
Nearing Proficient	49	45	45	43	40
Proficient	14	13	14	14	11
Advanced	1	1	1	1	1

