

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

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

Name of Principal Mr. David Campbell

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

Official School Name Batesville High School

(As it should appear in the official records)

School Mailing Address 1 Pioneer Drive

(If address is P.O. Box, also include street address.)

Batesville

Arkansas

72501-7916

City

State

Zip Code+4(9 digits total)

County Independence

State School Code Number* 32-010000

Telephone (870) 793-6846

Fax (870) 793-0607

Web site/URL www.batesvilleschool.com

E-mail dcampbell@bsd.k12.ar.us

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

Date _____

Principal's Signature

Name of Superintendent Mr. Ted Hall

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

District Name Batesville School District

Tel. (870) 793-6861

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Dr. Paul Hance

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

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

Date _____

(School Board President's/Chairperson's Signature)

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

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

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind—Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district: _____ 5 Elementary schools
 _____ 1 Middle schools
 _____ 1 Junior High Schools
 _____ 1 High schools
 _____ Other
 _____ 8 TOTAL
2. District Per Pupil Expenditure: _____ 8271
 Average State Per Pupil Expenditure: _____ 7307

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 are
 Suburban
 Small city or town in a rural are
 Rural
4. _____ 5 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7			0
K			0	8			0
1			0	9			0
2			0	10	96	94	190
3			0	11	87	91	178
4			0	12	64	72	136
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							504

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 2 | % American Indian or Alaska Native |
| 8 | % Asian or Pacific Islander |
| 6 | % Black or African American |
| 84 | % Hispanic or Latino |
| 84 | % White |

100 % TOTAL

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

7. Student turnover, or mobility rate, during the past year 13 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	31
(2)	Number of students who transferred from the school after October 1 until the end of the year	34
(3)	Total of all transferred students [sum of rows (1) and (2)]	65
(4)	Total number of students in the school as of October 1	491
(5)	Total transferred students in row (3) divided by total students in row (4)	0.13
(6)	Amount in row (5) multiplied by 100	13

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

Number of languages represented 2

Specify languages: Spanish and Vietnamese

9. Students eligible for free/reduced-priced meals 3 %

Total number students who qualify: 17

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

10. Students receiving special education services: $\frac{42}{212}$ %
 Total Number of Students Serve

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

1	Autism		Orthopedic Impairment
	Deafness	7	Other Health Impairment
	Deaf-Blindnes		Specific Learning Disabilit
2	Emotional Disturbanc	50	Speech or Language Impairment
	Hearing Impairment		Traumatic Brain Injury
16	Mental Retardation		Visual Impairment Including
1	Multiple Disabilities		Blindness

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

Number of Staff

	Full-time	Part-time
Administrator(s)	2	0
Classroom teachers	36	11
Special resource teachers/specialist	4	0
Paraprofessionals	2	0
Support Staff	11	16
Total number	55	27

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

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	93 %	93 %	95 %	94 %	95 %
Daily teacher attendance	96 %	97 %	96 %	95 %	96 %
Teacher turnover rate	14 %	16 %	14 %	15 %	13 %
Student drop out rate (middle/high	3 %	4 %	5 %	6 %	6 %
Student drop-off rate (high school	%	%	%	%	%

Please provide all explanations below

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

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

Graduating class size	180	
Enrolled in a 4-year college or university	65	%
Enrolled in a community college	20	%
Enrolled in vocational training	3	%
Found employment	9	%
Military service	2	%
Other (travel, staying home, etc.)	1	%
Unknown		%
Total	100	%

PART III - SUMMARY

Batesville High School is dedicated to the efforts to see that every child has a chance to an equal opportunity, not to become equal, but to become different; to realize whatever unique potential of body, mind, and spirit he or she possesses. We are committed to providing a rigorous education, which will prepare our students for the 21st Century. Through the offerings at BHS, students have the opportunity live our mission of working together to develop life skills and accept challenging situation so they might become responsible participants in the global community.

Eighty-five percent of our students continue their education at a 2-year or 4-year college. In order to provide more instruction time and less transition time, the school day is based on an A/B block schedule with 90-minute classes. BHS has been recognized in the top 8% of high schools by U.S. News and World Report and as a Golden Apple School District by the Arkansas Department of Education. Through the partnerships with Lyon College and the University of Arkansas Community College at Batesville, students earn concurrent credit for high school and college credit. In addition, students can earn concurrent credit through distance learning with the University of Arkansas Monticello.

BHS students are digital learners. The teaching staff integrates technology into curriculum with white boards, projectors, digital cameras, science probes, calculators, document cameras, classroom computers, and four computer labs. Every classroom has internet connection for student use. Students have e-mail accounts and server space for technology projects.

To graduate from BHS, students must have a minimum of 22 credits. The three avenues for graduation are Core, Smart Core, and College Prep. To graduate with a College Prep Diploma, students must have a 2.75 GPA. Students graduating through the Smart Core or College Prep must take higher level classes such as Algebra I, Algebra II, Geometry and a higher math class. In addition to the traditional classes, BHS offers rigorous AP classes in Literature, Language Arts, Calculus, U.S. History, Chemistry, and Biology.

BHS has additional programs of study such as a fine arts program, which includes Band, Choir, Select Choir, Music Appreciation, Drama, Art. Foreign Language classes are available for students in grades 9-12. An example of the specialty classes available is Multimedia which includes broadcasting.

Vocational education plays a critical role in preparing BHS students for the world of work. Currently there are five vocational programs offered. Students may study in Medical Professions, Agriculture, Family and Consumer Sciences, Business, and JAG (Jobs for Arkansas Graduates). A collaborative agreement between UACCB and BHS provides students a doorway to medical classes as well as internships at the White River Medical Center. The JAG program partners with Workforce Investment to provide paid internships for 15 to 20 students each year. Students in the JAG program have a 100% graduation rate.

English as a Second Language Program serves students from 11 ethnic groups. Specially trained teachers work with students on an individual basis, communicate with parents, serve as an advocate for ESL students, assist students with credit recovery, and serve as an interpreter on campus.

Extra curricular activities are an integral component for student engagement. Learning social skills and team spirit, students participate in clubs such as Student Council, Key Club, BETA Club, Book Club, FCA Christian Club, Drama, FBLA, FCCLA, FFA, FCS, Science Club, Earth Club, and Chess Club. The academic learning easily leads into club focus activities.

Athletics are an additional opportunity for BHS students. They may elect to participate in 14 different sports. However, athletic eligibility must be met before a student can take time away from academic studies. These requirements include four passed academic courses the previous semester, a minimum increase of one tenth of one point in his/her GPA after the first semester of participation, no unexcused absences for current semester, no school disciplinary action for current semester, no known criminal convictions, and restricted to a maximum of two semesters of supplemental instruction any time GPA falls below a 2.0 for previous semester before ineligible for athletic participation.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Arkansas currently mandates three assessments for grades 10-12 which consists of Grade 11 Literacy, End of Course (EOC) Algebra, End of Course Geometry, EOC Algebra II, and EOC Biology. The assessment performance levels for the exams are Advanced, Proficient, Basic, and Below Basic. Students scoring at the advanced level demonstrate a level of superior understanding beyond the grade level. Solid academic understanding and application of learned content provides a score of Proficient. Basic indicates that the student has some mastery of the content but is unable to apply. Below Basic indicates that the student does not have mastery of the grade level content. Special education students, who meet the state criteria, are tested with an alternative portfolio assessment based on state frameworks. All enrolled students are mandated to be assessed.

Grade 11 Literacy tests all enrolled students in the 11th grade who are eligible for testing under standardized conditions. This is a criterion-referenced assessment, which measures how well students are using and applying content learned from the state frameworks (standards) for literacy across all content areas. The CRT assessment measures how well students comprehend reading passages, develop short constructed responses, and respond to higher-level multiple-choice questions. Students respond to literary, practical, and content reading passages. Writing achievement is measured through two writing essay samples along with higher level multiple-choice questions. The writing samples are scored for content, style, usage, sentence formation, and mechanics. A student's final level of performance is measured with 60% coming from constructed responses and writing samples and 40% from multiple-choice questions.

The EOC Algebra and EOC Geometry assessments include both multiple choice and constructed response questions. The EOC Algebra measures student achievement in five strands of algebra: language of algebra, solving equations and inequalities, linear functions, nonlinear functions, and data interpretation and probability. The EOC Geometry measures student achievement is measured in the five strands of geometry: language of geometry, triangles, measurement, relationships between two and three dimensions, and coordinate geometry and transformations. A student's final level of performance is measured with 60% coming from constructed responses and 40% coming from multiple-choice questions.

BHS 11th Grade Literacy combined students moved from 53% proficient in 2003 to 72% in 2007. We are closing the achievement gap for our subpopulations of Economically Disadvantaged, Special Education, and Caucasian. The Economically Disadvantaged subpopulation went from 24% proficient in 2003 to 61% proficient in 2007. The Special Education subpopulation went from 6% proficient in 2003 to 69% proficient in 2007. The last subpopulation, Caucasian, went from 59% proficient in 2003 to 78% in 2007. By addressing both the type of testing needed, appropriate modifications, aligned curriculum, and high yield strategies in classrooms, the subpopulation students are making significant gains in student achievement.

BHS EOC Geometry and EOC Algebra have one subpopulation, Economically Disadvantaged. Data for this subpopulation does not extend back to 2003. However, the Economically Disadvantaged subpopulation moved from 63% proficient in 2006 to 80% proficient in 2007 for the EOC Geometry. The EOC Algebra Economically Disadvantaged students are 63% proficient in 2007. The Caucasian subpopulation went from 57% in 2003 to 92% in 2007 for EOC Geometry. In addition, the Caucasian subpopulation went from 68% in 2003 to 78% in 2007 for EOC Algebra. Based on an analysis of past algebra student achievement, we have made significant curriculum changes in the junior high algebra classes to better prepare students for success. We strongly feel that these changes will show up in our algebra data over the next two years.

In comparison to other schools in the state, BHS ranks in the top 5% of the state for proficiency levels on the EOC Geometry. BHS is ranked #4 out of 251 school districts for proficiency and advanced levels of student achievement for the EOC Geometry. Ninety-two percent of our students are proficient in EOC Geometry. Of that total percent, 56% of the students scored at the advanced level. BHS also ranks in the top 5% of the state for proficiency levels on the 11th Grade Literacy Assessment. In 2007, our statewide rank was #8 out of 251 school districts. Seventy-eight percent of our students were proficient on a state assessment, which required 77% of the total raw points to reach the level of proficiency.

Arkansas state assessment results are available for the public at The National Office for Research on

Measurement and Evaluation Systems Website, which is located at <http://norms.uark.edu>. In addition, state scores are located at www.arkansased.org from the testing link.

2. Using Assessment Results:

BHS students participate in the state mandated assessments such as 11th Grade Literacy, EOC Algebra, and EOC Geometry. In addition, students take the PLAN, PSAT, Advanced Placement tests, and ACT tests. As a formative assessment, students take target tests, which are criterion-referenced assessments aligned with state standards and student learning expectations (SLE) as well as BHS Pacing Guides. Teachers meet, for one week June, to examine student data, work on pacing guides, and develop target test SLEs. Based on student achievement scores, teachers make changes in the types of instruction and resources for the upcoming school year. Teachers also select additional practical, literary, or content resources to enrich the areas of weakness shown in student data. Teachers meet again in August to examine data vertically and horizontally with all 7-12 teachers. They work as a total group for literacy as well as in content area groups. Special attention is given to how students score in each strand from grades 6-11. In addition, each subpopulation's strengths and weakness are examined to better prepare for the next year of instruction. Modifications are selected and added to the pacing guides. Teachers take knowledge gained from student data and make school improvement plans. The BHS Arkansas Consolidated School Improvement Plan (ACSIP) is based on recommendations from the different teacher groups. During the year, teachers use TRIAND to examine target test data. If a particular strength or weakness is evident, teachers make changes in pacing guides and daily instruction. Teachers meet as a group to grade constructed responses to set and maintain consistent levels of expectations for student responses.

Students not proficient in the 11th Grade Literacy, EOC Algebra, and EOC Geometry are placed for one semester into remediation or tutoring. Specific skills, to be taught, are selected using student data reports and state student learning expectations. BHS has one teacher specifically hired to assist with student remediation. In addition, teachers work with each student in the regular classroom to teach the identified areas of weakness.

3. Communicating Assessment Results:

Batesville School District just completed North Central Accreditation. When parents were asked how they knew their students were in a good school, parents responded by saying, 'We know this is a good school, just look at our test scores.'

One goal for BHS is for student achievement to be owned by all: teachers, students, parents, and the community. Test scores are communicated to parents, students, and the community. BHS works closely with the local radio and two local newspapers to share updates each week. The student achievement data is posted in a full-page ad in September. Parents are invited to an open house where student achievement is shown on a continuous scrolling PowerPoint. Handouts are available with student data. Individual student data reports are mailed to each parent.

BHS hosts the district board meetings four times a year. At each board meeting, the principal and/or teachers provide a curriculum report to the board, newspaper representatives, and public attending the meeting.

Counselors and teachers meet with groups of students to explain the results of testing, how to interpret the report, strengths and weakness, and how each student can improve performance on assessments. Individual meetings are held with students and parents to examine student reports and develop an academic improvement plan. Parents are requested to sign all academic improvement plans as support for the student as well as acknowledgement of the information for their child's academic achievement.

4. Sharing Success:

Batesville High School teachers and administrators understand the critical reasons why collaboration, partnerships, and learning teams are a necessary part of education today. Many of the BHS staff present professional development sessions for the regional cooperative, state meetings, as well as within their own faculty groups. Teachers are encouraged to become members and take leadership roles in state groups. Arkansas Department of Education frequently requests for BHS staff members to serve on various committees relating to testing, framework revisions, and literacy planning. Other schools have requested to send teams to visit our literacy teams. Because of the success our students have on state assessments, BHS receives calls from other curriculum coordinators and administrators asking what strategies and resources are used. They want to know what we do that makes a difference. BHS staff is

always willing to share our strategies. In addition, our staff wants to visit other successful districts to seek out more ideas as we work to leave no child behind. The Batesville School District was recognized as a Golden Apple School. The JAG (Jobs Across America) Program has received numerous state and national awards for the academic success of at-risk students. In 2007, 15 of the 18 students taking the AP Calculus scored at a three or higher. These successes, along with many others, continue to encourage staff and students alike to strive for the best. BHS students expect, deserve, and demand the best from our educational staff.

The partnerships with parents, students and the community are invaluable for any staff. BHS staff takes this to heart as they strive to help each student set his/her own goals in order to realize whatever unique potential of body, mind, and spirit he or she possesses.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Batesville High School is a four-year accredited high school. The curriculum is advanced in all academic core areas. While we know not every student will attend college, the curriculum prepares them to do so if they choose. The structure of the school day is the A/B block with four classes on the A Day and four classes on the B day. This enables our teachers to use a variety of teaching methods to facilitate student accomplishment.

Regular courses are offered in English 9, English 10, English 11, and English 12. While these courses have a rigorous curriculum, advanced classes are also offered in these grade levels. Beginning with the 2009 school year, all honors courses will have Pre-AP or AP designation. Honors courses are offered in English 9 and 10. Advanced classes are also offered for juniors and seniors. Juniors take AP Language and Composition, and seniors complete AP Literature and Composition. Students may also take college level English Composition I and II; however, this class may not take the place of senior English. Elective courses include two years of Journalism ' Yearbook, two years of Journalism ' Newspaper, and Oral Communication. Students who do not score proficient on the Grade 11 Literacy Exam are required to participate in a remediation program.

Students must remain in the remediation program until they score proficient in the deficit areas. For some students, this may be a few weeks while others may be remediated for a full year.

The mathematics program consists of Algebra I (one or two years), Geometry (1 or 2 years), Algebra II, and Algebra III for those students who are not taking the most rigorous math curriculum. The advanced program begins with Honors Algebra I in the eighth grade, followed by Honors Geometry in the 9th grade, Honors Algebra II in the 10th, Honors Precalculus in the 11th grade, and AP Calculus in the 12th grade. Students may take Algebra II and Geometry in the same year in order to take the higher levels of math. Students who do not score at the proficient or advanced level on the Algebra EOC exam or Geometry EOC exam are required to take a remediation course.

The science program begins with Physical Science followed by Biology and Environmental Science for those students who choose to take an easier curriculum. Students may choose to take Anatomy and Physics as elective science courses. The advanced program begins with Physical Science, followed by Biology, Chemistry, and AP Chemistry.

The Social Studies Program consists of Civics, World History, U. S. History, and AP US History. Students may elect to take college credit courses, World Civilization and Psychology. through concurrent credit with the University of Arkansas Community College at Batesville.

Spanish I and II are offered at BHS. College Spanish may be taken via the distance-learning lab for concurrent credit with University of Arkansas Monticello.

The Fine Arts Program at BHS includes Art I and II, Band I, II, III, and IV, two levels of Choir I, II, III, and IV, and Drama I and II.

Students must have a career focus area which may include the courses listed above and elective courses in Business Education, Medical Professions, Agriculture, Family and Consumer Science, and Jobs for Arkansas's Graduates.

Students may earn other credit through UACCB, UAM, and Lyon College. No more than two credits from correspondence courses are accepted toward meeting graduation requirements.

2a. (Elementary Schools) Reading:

The BHS English curriculum consists of thematic units in English classes grades 10-12, with students exploring a core text in light of an essential question. Within each unit, students read a variety of texts'poetry, nonfiction, practical, literary'from various time periods connected thematically to the unit. Each unit focuses on teaching students to be active and analytical readers, critical thinkers, skilled writers, and apt technology users by having students undertake a variety of project-based activities. Embedded within each unit is specific instruction in reading strategies, literary and rhetorical analysis, and writing.

Students undertake a variety of writing tasks from creative to analytical to argumentative to expository. To encourage a habit of lifelong reading, BHS immerses students in texts, requiring all students to choose texts to read independently and providing outlets for students to discuss and share their reading via wikis, online discussion boards, book talks, and multimedia presentations. To facilitate extensive independent reading, each English classroom maintains a continually growing library of current and classic texts appropriate to students of varying reading levels. In addition to grade-level English courses, BHS offers pre-AP English beginning at grade nine, AP English Language at grade eleven, and AP English Literature at grade twelve. AP classes encourage students to develop deeper analytical skills, delving into advanced literary and rhetorical analysis of a broad range of texts. In addition to rigorous courses for advanced students, BHS offers remediation and tutoring for struggling students. Administering target tests each quarter and collaborating as a department to grade the tests allows English teachers to pinpoint specific weaknesses and plan activities and lessons designed for students not mastering skills. Free after-school tutoring and remediation during a student's study hall period by a certified teacher provides an opportunity for one-on-one instruction and re-teaching. English Language Learners (ELL) also benefit from individualized instruction from an ESL teacher available to pull students from classes as needed. Additionally, students not scoring proficient on the Arkansas End of Level (EOL) Literacy exam receive targeted instruction their senior year by enrolling in a remediation class offered within the school day. These classes differentiate instruction through the JEDI software program and through individualized teacher instruction. English scores on the EOL Literacy exam have steadily risen and ACT scores are above the state average.

2b. (Secondary Schools) English:

See hardcopy for additional subgroups

3. Additional Curriculum Area:

The primary focus of the mission of Batesville High School is 'to ensure that the curriculum will support students who will develop life skills and accept challenging situations so that they might become responsible participants in the global community.' While members of the mathematics faculty appreciate and love mathematics, we understand that not all students share that same love and passion. Because of this, we view teaching mathematics as a way to foster students thinking and analytical skills through understanding mathematics. The goal of any teacher should be to instill in students a desire to learn new things, and, through learning new and challenging things, students become better thinkers and analyzers of information in an effort to solve problems.

Understanding that all students learn differently through different modes of instruction and at different paces, Batesville High School offers a variety of different math courses in a traditional sequence. Requiring all students to complete four credits of mathematics upon graduating ensures that all students, for the duration of their time at Batesville High School, will be exposed to challenging situations that foster analytical thinking skills. For those students who struggle with mathematics, Batesville High School offers an intense program of study of mathematics. The typical BHS student attends an academic class every other day. These students attend mathematics classes every single day, receiving remediation and enrichment in Algebra 1 and geometry. Beyond these two subjects, students will tackle concepts of Algebra 2 and algebraic connections during their junior and senior years at BHS.

For students who excel in mathematics, honors classes are available to them in Algebra 1, Geometry, Algebra 2, Pre-calculus, and Advanced Placement Calculus AB. Students begin this program in the eighth grade and continue until their senior year, after which they take the Advanced Placement exam on which, in recent years, performance has been extremely high. Some students in this course of study opt to not take AP Calculus during their senior year, during which they will take college algebra or a non-AP calculus course. Batesville High School also offers the same course of study for students who do not opt to take the honors classes. In recent years, we have seen greater than 85% of these students who score proficient and advanced on the end of level exams in Algebra 1 and geometry.

The focus on mathematics at BHS serves as one of many anchors for the academics of our high school. Students understand that these core classes must be completed each year to ensure graduation. Within the mathematics classes, the focus is on understanding mathematics and not merely knowing mathematics procedures. When the understanding is the focus, students are able to become complex problem solvers, analytical thinkers, and leading students in the collegiate world.

4. Instructional Methods:

BHS has an A/B block schedule. The A day and the B day have four ninety minute class periods. Teachers are required to use a variety of instructional methods. Teachers should change activities or teaching methods three times during the class period. Teachers have the time to teach, show, and verify understanding during this block of time. Labs are especially facilitated by this schedule. After school tutoring and remediation during and after the school day are available for students who need additional help.

All classroom teachers have access to computer labs. Math teachers have scientific and/or graphing calculators. Some teachers use blogs, pod-casting, and power point to facilitate learning.

BHS teachers involve students in research, group discussions, group work, and writing essays. Tasks which require problem-solving skills and critical-thinking skills are required.

5. Professional Development:

BHS works collaboratively with the central office curriculum director and the other campuses for timely and effective staff development. Staff development starts with an evaluation of the previous year's student data and reflections from staff on previous sessions. Based on student data, priorities are set for the campus and district. These priorities may be based on one year or several years to ensure knowledge is gained and implemented in the classroom. Representatives from each campus meet to reflect on the previous year's staff development. Based on data analysis, brainstorming sessions are held to come up with needs for continued staff development, new areas of staff development, and areas of staff development that have been fulfilled. Plans are made for staff development required for new Batesville employees. Based on this committee work, the director of curriculum puts together a plan for the district needs as well as individual campus needs. Input is gathered from the co-op specialists, district specialists and Arkansas Department of Education literacy, math, and science supervisors. Our plan includes sessions organized at the campus level, district level, co-op sessions and state level conferences and meetings. Once this tentative plan is developed, principals meet again with the curriculum director to review the plan. The staff development sessions are entered into the statewide database for registration. The BHS principal works with all staff to review individual needs as well as campus needs. Each certified staff member completes a staff development request plan. The principal reviews each plan with the staff member. At this point, the principal meets with the director of curriculum for final district approval. The director of curriculum secures and approves budgets to cover registration, travel, salary, and other associated costs. The staff development calendar is on our district website for the convenience of each teacher. In addition, each campus receives hard copies of the plan for the teacher lounge. As changes are needed, they are posted to the website for teacher information. As the school year progresses, BHS principal receives staff development reports to evaluate if each staff member is attending the appropriate sessions. At the end of the school year, the principal receives a final report of staff development per campus. He examines this to ensure that all staff members received the appropriate type and amount of staff development based on student achievement data, ACSIP plans, teacher growth plans, and budgets.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 11 Test Grade 11 Literacy

Edition/Publication Year 2003-2007 Publisher Arkansas Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	72	64	59	68	53
% "Exceeding" State Standards	3	2	2	5	3
Number of students tested	142	195	173	146	143
Percent of total students tested	95	95	95	95	95
Number of students alternatively assessed	17	22	3	1	0
Percent of students alternatively assessed	11	11	1	1	
SUBGROUP SCORES					
1. African-American					
% "Meeting" plus % "Exceeding" State Standard		27	26	50	25
% "Exceeding" State Standards			0	0	0
Number of students tested	9	15	19	12	12
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested	4	5	2	3	5
3. Caucasian					
% "Meeting" plus % "Exceeding" State Standard	78	72	67	73	59
% "Exceeding" State Standards	3	1	3	6	3
Number of students tested	107	144	144	111	123
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	61	43	30	58	24
% "Exceeding" State Standards					
Number of students tested	38	51	43	33	33

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	74	91	84	79	64
% "Exceeding" State Standards	33	41	41	30	22
Number of students tested	146		129	172	152
Percent of total students tested	95	95	95	95	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. African-American					
% "Meeting" plus % "Exceeding" State Standard				55	54
% "Exceeding" State Standards				0	8
Number of students tested	10	10	9	11	13
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested	8	7	6	2	5
3. Caucasian					
% "Meeting" plus % "Exceeding" State Standard	78	93	89	81	68
% "Exceeding" State Standards	11	56	49	32	24
Number of students tested	125	126		140	127
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	63	85			
% "Exceeding" State Standards	23	31			
Number of students tested	62	45			

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	90	72	76	80	51
% "Exceeding" State Standards	56	34	32	26	7
Number of students tested		140	160	132	108
Percent of total students tested	95	95	95	95	95
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. African-American					
% "Meeting" plus % "Exceeding" State Standard		43	46		
% "Exceeding" State Standards		14	8		
Number of students tested	10	14	13	6	9
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested	10	3	2	4	2
3. Caucasian					
% "Meeting" plus % "Exceeding" State Standard	92	76	78	79	57
% "Exceeding" State Standards	60	35	34	26	9
Number of students tested	177	117		118	92
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	80	63			
% "Exceeding" State Standards	47	21			
Number of students tested	55	38			