

# 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

Type of School  
(Check all that apply)

Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

Name of Principal Dr. Carter Burns

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

Official School Name Blue Valley North High School

(As it should appear in the official records)

School Mailing Address 12200 Lamar

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

Overland Park

Kansas

66209-2711

City

State

Zip Code+4(9 digits total)

County Johnson

State School Code Number\* 0769

Telephone (913) 239-3000

Fax (913) 345-7338

Web site/URL www.bv229.k12.ks.us

E-mail cburns01@bluevalleyk12.org

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

Date \_\_\_\_\_

Principal's Signature

Name of Superintendent Dr. Tom Triggnone

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

District Name Blue Valley School District

Tel. (913) 239-4000

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 Mr. Clint Robinson

(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

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

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

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

## PART II - DEMOGRAPHIC DATA

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

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

1. Number of schools in the district: \_\_\_\_\_ 19 Elementary schools  
 \_\_\_\_\_ 8 Middle schools  
 \_\_\_\_\_ Junior High Schools  
 \_\_\_\_\_ 4 High schools  
 \_\_\_\_\_ 1 Other  
 \_\_\_\_\_ 32 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 8978  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 9488

### 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. \_\_\_\_\_ 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
Pre K			0	7			0
K			0	8			0
1			0	9	194	172	366
2			0	10	192	183	375
3			0	11	192	181	373
4			0	12	243	203	446
5			0	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>1560</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 6  | % American Indian or Alaska Native |
| 5  | % Asian or Pacific Islander        |
| 3  | % Black or African American        |
| 86 | % Hispanic or Latino               |
| 86 | % 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 5 %

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

<b>( 1 )</b>	Number of students who transferred to the school after October 1 until the end of the year	42
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	42
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	84
<b>( 4 )</b>	Total number of students in the school as of October 1	1594
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.05
<b>( 6 )</b>	Amount in row (5) multiplied by 100	5

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

Number of languages represented 5

Specify languages: Hebrew, Chinese, Korean, Spanish, Farsi

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

Total number students who qualify: 50

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:  $\frac{8}{130}$  % 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.

16	Autism	1	Orthopedic Impairment
0	Deafness	31	Other Health Impairment
0	Deaf-Blindnes	46	Specific Learning Disabilit
9	Emotional Disturbanc	1	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
14	Mental Retardation	0	Visual Impairment Including Blindness
11	Multiple Disabilities		

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

**Number of Staff**

	<b>Full-time</b>	<b>Part-time</b>
Administrator(s)	5	0
Classroom teachers	94	15
Special resource teachers/specialist	10	0
Paraprofessionals	9	7
Support Staff	32	15
Total number	150	37

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  $\frac{17}{1}$  : 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	97 %	96 %	97 %	97 %	95 %
Daily teacher attendance	96 %	96 %	96 %	95 %	95 %
Teacher turnover rate	4 %	7 %	10 %	4 %	7 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	6 %	7 %	0 %

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	389
Enrolled in a 4-year college or university	87 %
Enrolled in a community college	11 %
Enrolled in vocational training	0 %
Found employment	0 %
Military service	1 %
Other (travel, staying home, etc.)	0 %
Unknown	1 %
<b>Total</b>	<b>100 %</b>

## PART III - SUMMARY

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'Blue Valley North High School is dedicated to educational excellence resulting in academic achievement and personal growth for each student.' This mission, demonstrating a commitment to excellence in all areas of the school community, has made Blue Valley North one of the best high schools in the Kansas City metropolitan area, in the state of Kansas, and in the nation. Recognized with honors including the Kansas Governor's Award; Siemens Award; Advanced Placement Awards; Milken Awards; Newsweek Top 1200; and US News and World Report Silver Medalist High School, BVNHS prides itself on its successes in both academics and activities.

One of four high schools in the suburban Blue Valley School District, BVNHS serves approximately 1,600 middle- to upper-middle-class students. Although 86% Caucasian, BVNHS celebrates its increasing diversity of race, religion, socioeconomic status, and special education students. Annual district surveys confirm that the environment at BVNHS is physically and psychologically safe for all. BVNHS received accreditation through the North Central Association and has received a Small Learning Communities grant from the federal government. The staff collaborates in Professional Learning Communities in course-alike, discipline-alike, and/or interdisciplinary teams to ensure success for every student.

Academic success is a trademark at BVNHS. Every year, the school leads the state in its number of National Merit Scholars and commended scholars; in 2007-2008, a total of 32 students received these recognitions. In 2006-2007, BVNHS administered over 740 Advanced Placement exams, a school record, with 89% of the students scoring a 3, 4, or 5. This record number of administered exams is a reflection of the school's 'open enrollment' policy for honors and AP courses, encouraging all students to enroll in rigorous coursework. To support students in rigorous classes, BVNHS implemented the Advancement Via Individual Determination (AVID) program in 2007-2008 which encourages students 'in the middle' to take honors and AP classes. BVNHS students also excel on the ACT and SAT exams. Over 80% of the 2007 seniors took the ACT and collectively earned a composite score of 24.6.

A weekly 35-minute advisory period connects each student with one adult in the building to establish critical relationships for success. During advisory, students are supported and encouraged to engage in rigorous courses and relevant school activities.

The student activity programs, both curricular-related and athletics, also receive state and national attention. Award-winning activities include science research, debate, Future Business Leaders of America, drama, fine arts, boys and girls' soccer, tennis, and girls' basketball. The school provides more than 30 organizations in which students may participate including Student Council, Guitar Club, Juggling Club, National Honor Society, and multiple foreign language honor societies. Not only do students become involved in extra-curricular activities in school, but they also engage in community service. Approximately 200 students individually compiled over 100 hours of community service in 2006-2007 to receive the Presidential Community Service Award.

Community and parent involvement along with high expectations support and drive the school's success. Many parents and community members actively engage in the Parent Booster Club, special activity support groups, and various site-based leadership committees.

At the heart of BVNHS's success lies its highly qualified staff including 86% with master's degrees, two with National Board Certification, one Milken Award winner, and an average of 17 years experience in education. The teachers maintain high expectations for the students and provide a rigorous preparation for life beyond high school both academic achievement and personal growth for every student. Currently, 98% of the students attend college after graduation.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Ninety-six percent of Blue Valley North High School's students met the Kansas state proficiency standards (students must achieve a score of at least 68% to meet standards) in the area of reading in 2007. Equally impressive is the fact that 86% of students exceeded state standards in reading with 90% of every identifiable subgroup meeting standards. Ninety-five percent of BVNHS's students met the Kansas state proficiency standards (students must achieve a score of at least 50% to meet standards) in the area of mathematics in 2007. Sixty-seven percent exceeded the state math standards with 82% of every identifiable subgroup meeting standards.

It should be noted that the state assessments in mathematics and reading changed in 2005-2006.

Therefore, the terminology for AYP reporting results changed from 'Proficient,' 'Advanced,' and 'Exemplary' to 'Meets Standards,' 'Exceeds Standards,' and 'Exemplary.' The percentages above referenced as meeting the state proficiency standards include students scoring in all three of these categories. Students referenced as exceeding standards include those scoring in the top two ('Exceeds Standards' and 'Exemplary') categories. The lower categories of 'Unsatisfactory' and 'Basic' also changed in 2005-2006 to 'Academic Warning' and 'Approaching Standards.' The staff made great progress in moving students from 'Academic Warning' to 'Approaching Standards.'

In 2006, BVNHS had tremendous growth in students meeting proficiency standards and continued this growth in 2007. This success is a reflection of the interventions that BVNHS has implemented. In the area of reading, teachers across all content areas are incorporating reading strategies in their classrooms, and BVNHS implemented the reading intervention program READ 180. In the area of mathematics, the building has incorporated a Math Strategies class as an intervention for struggling students. In addition, all staff members engage in Professional Learning Communities to establish SMART (Specific, Measurable, Attainable, Results-Oriented, Time-Bound) goals. This requires teachers to carefully examine data and individual student's scores to see where instruction could be improved and modified to increase student learning and improve performance.

The website to access the school's state assessment information is <http://online.ksdeorg/rcard>.

### 2. Using Assessment Results:

BVNHS uses assessment data to guide instruction, identify students who need additional support, and place students in strategic interventions.

Teachers of math and reading align their instruction with tested indicators to ensure that all students receive solid core instruction. All BVNHS teachers analyze state assessment results by indicator to brainstorm ways that skill development can be incorporated across the curriculum. For example, to reinforce reading, all staff found ways to help students analyze how writers use text structures, i.e. cause and effect, to help achieve the writers' purpose in content-area textbooks. Teachers have also met as a group to identify common vocabulary used for teaching the indicators.

In addition, teachers have developed formative assessments of the indicators to determine whether or not students have a strong grasp of the content and skills; based on students' results, teachers either make necessary adjustments to core instruction or work with individual students to enhance their learning.

Some students, based on data, are identified as needing additional interventions. Interventions that teachers have used for math include a Math Strategies class for students who need more time and support in Geometry and Algebra; a math study hall where students may go for additional one-on-one help; and individual assistance from math teachers before and after school or during a study hall. In reading, BVNHS has implemented the READ 180 program from Scholastic. In this class, students who are struggling readers receive individualized assistance and strategies to improve their reading ability. All of the interventions at BVNHS have proven effective for students, evidenced by the increase in student performance.

Data-driven decisions in the areas of core instruction, cross-curricular connections, and interventions have increased student learning, including moving a large number of students into the top performance category of 'Exemplary' in both math and reading.

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

For continuous feedback on daily student performance, the district uses an on-line grade book and attendance program where both students and parents may view current progress in all classes at any time. In addition to the on-line program, students receive quarterly progress reports at school and semester grade cards through the mail.

To track growth in skill development, the district administers the standardized Measures of Academic Progress tests in reading and math twice each year in both 9th and 10th grades. The detailed results of these assessments are mailed home with interpretive materials, and the results track growth over time.

State assessment results in math, reading, science, social studies, and/or writing are formally presented to the faculty members who then distribute the information to students; state-prepared assessment results are also distributed to parents. Assessment data is shared and celebrated through the school newspaper, weekly announcements, and advisory periods.

The school distributes various publications on assessment topics. Results and interpretive materials from standardized assessments, including ACT, PLAN, PSAT, and Advanced Placement, are reviewed and analyzed with students and shared with parents. In addition, school-wide assessment results are reviewed with various parent committees.

BVNHS publishes a monthly newsletter that includes performance data; this newsletter is mailed to parents and includes a link to the building website. The BVNHS website houses a variety of information for students, parents, and community.

A variety of media outlets also share information with the community. The metropolitan newspaper prints ACT, SAT, and state assessment results. The district and school have liaisons who communicate success stories, such as perfect scores on ACT exams, with the media, including television news stations. The district also shares student performance results in its regular newsletter that is mailed to all district patrons and on the district website.

### **4. Sharing Success:**

Blue Valley North High School shares its successes with other schools both internally, with the other buildings in the district, and externally, with districts across the state and nation. Utilizing district-sponsored in-service time, the staff shares successful ideas with other schools in the district. These sessions are often in content-area collaborative groups and are based on data; this extends the building-level Professional Learning Community conversations to a greater group. In addition, the teachers at BVNHS engage in curriculum mapping; the district uses curriculum mapping software that allows teachers to share their diary maps and instructional tools with other course-alike teachers in the district. This electronic option makes sharing across buildings productive and meaningful for all teachers.

Beyond the district, BVNHS has many staff members who are actively engaged in local, state, and national educational committees and organizations. The school and district encourage and support teacher presentations at local, state, and national conferences. For example, teachers have presented their successful teaching strategies at conferences sponsored by the National Council of Teachers of English, National Council of Teachers of Mathematics, and Advanced Placement. In addition, several staff members serve as trainers, consultants, and mentors for topics including Advanced Placement, READ 180, and National Board Certification.

To make the most of learning and sharing, BVNHS staff members are encouraged to attend conferences across the country where they interact with other educators. For easy accessibility, the school website provides resources and information about a variety of educational topics.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

A wide variety of course options are available to all students.

The communication arts curriculum prepares students for critical reading, critical thinking, and effective writing. For four full years, students examine a variety of classic and contemporary genres and improve their vocabulary; writing; speaking and presentation; research; and grammar skills. Nearly half of the students participate in an honors or Advanced Placement communication arts class.

In mathematics, student success is promoted through an individualized path of courses; freshmen may begin with Continuing Algebra, Geometry, or Honors Geometry and extend through AP Calculus, AP Statistics, or College Algebra. Honors and AP classes not only provide more options and rigor for students but may also offer college credit. Most BVNHS students take four years of math.

A core of physical and biological science experiences engage students in the study of science and foster their interest in science. These courses are complemented by an array of electives such as the hands-on technical physics, zoology, and a science research course. These electives provide project experience along with career exploration through job shadowing. Honors and Advanced Placement options are also offered in science.

The social science department is committed to a global vision of the social sciences and to the idea of active participation. Every student engages in the Model United Nations and participates in a Mock Congress. These experiences actively involve students in the learning process while instilling in them knowledge of both world and national governments. Every student is encouraged to enroll in an Advanced Placement course and may do so as early as the sophomore year in AP European History.

Foreign language classes focus on the use of proficiency-oriented instruction and assessment based on the national standards of communication, culture, communities, connections, and comparisons along with the American Council on the Teaching of Foreign Languages proficiency guidelines. The district offers four-five years of Spanish, French, Latin, and German, and one year of Mandarin Chinese, including Advanced Placement options.

The physical education department offers a variety of courses including health, aerobics, weight training, and aquatics. P.E. aims to get students more involved in physical activity on a daily basis while utilizing technologies such as heart monitors and Trifit fitness testing.

Numerous career and technical education classes bridge the gap between education and the work world. The business and computer department utilizes technological advancements, incorporates ethical responsibility, and recognizes potential career opportunities. Family and consumer science, journalism, broadcasting, and industrial technology courses employ practical applications to teach concepts, and students work individually and in teams to develop leadership skills.

Students have a broad selection of two-dimensional and three-dimensional visual arts offerings including an entry-level Design Fundamentals class, digital photography, and an advanced portfolio seminar. Teachers reflect on and apply current research and strategies for the most effective instruction in art and visual literacy.

In performing arts, courses are designed to develop skills in the areas of music, theater, debate, forensics, mass media, and broadcast technology. Students hone their skills in these areas through coursework, competitions, and performances.

Special education programs include gifted, FOCUS (students with developmental delays), learning resource center (students with a learning disability, attention-deficit hyperactivity disorder, Asperger's syndrome, physical impairment), and emotionally disturbed. The goal of all SPED programs is to help students become life-long learners while meeting their individual needs. In addition, the school offers a program for English Speakers of Other Languages.

To graduate, students must earn the following 24 credits: Communication Arts (English) 4.0, Mathematics 3.0, Science 3.0, Social Sciences 3.0, Health 0.5, Physical Education 1.0, Computer Science 1.0, Arts 1.0, and Electives 7.5.

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

The communication arts (CA) curriculum balances reading and writing instruction with speaking, listening, and viewing skills. Four state benchmarks govern the curriculum in all CA classes: reading, literature, writing, and research. The curriculum places high value on classic literature, emphasizing its timeless relevance, while allowing for student choice; courses include a rigorous study of non-fiction. The art of rhetoric and multiple forms of writing are emphasized each year. Students engage in a variety of authentic research tasks designed to develop responsible, ethical users of information. The reading curriculum, designed to develop the skills for strategic critical reading, is supported across the curriculum through strategies such as Cornell note-taking and Socratic Seminar.

The BVNHS staff is characterized by collaboration, dedication to student learning, and commitment to rigorous skills-based instruction. Reading instruction at BVNHS has been shaped by the building-wide goal of teaching metacognitive reading strategies. Incorporating research-based ideas (primary source, *Mosaic of Thought* by Susan Zimmerman and Ellin Oliver Keene), teachers in all disciplines have worked to develop lessons in which reading and the thought processes students use while reading are emphasized. Building-wide support in reading enhances the CA curriculum.

BVNHS uses a pyramid of interventions designed to identify and assist struggling readers. Data from standardized and formative assessments are analyzed routinely to identify student learning needs. In addition to differentiated practices in core instruction, a Reading Strategies course (using READ 180 from Scholastic) was established to meet the needs and raise the confidence of struggling readers; the class includes instruction in decoding and phonics, fluency, comprehension, and vocabulary development. In addition, the Language! program from Sopris West was adopted by the Special Education and ESOL departments for non-proficient readers. The results of the interventions can be seen not only in test scores, but also in the students' positive attitudes.

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

All BVNHS students are expected to achieve in science classes specifically designed to provide options for a diverse student population to exceed state and national standards for science education. Following their freshman biology course, recommendations based on assessments of each individual's knowledge and skill level are used to direct course selections to ensure that each student will be successful yet challenged to excel.

Annually, presentations are made in every science classroom encouraging each student to exceed the three- science-credit graduation requirement. A broad spectrum of courses has been developed to meet needs of students of all levels, ranging from the Technical Physics students, who will spend their junior and senior years earning their Board of Regents physics credit in a hands-on classroom, to students who desire to earn pre-college credits in AP Physics. Special courses, such as a junior physical science course, have been added to help students develop skills to succeed in senior Chemistry and Physics classes.

Career strands are embedded in the curriculum to encourage student growth in areas of personal interest. The Health Careers strand has students taking upper level courses, such as Anatomy & Physiology, AP Biology, and AP Chemistry, while spending time shadowing health professionals. The Science Research class provides an outlet for senior students to complete an in-depth year-long research project in an area of interest, 'a class that has resulted in numerous student presentations at the International Science and Engineering Fair. An Engineering strand, Project Lead the Way, is being implemented to foster student interest in pursuing science electives.

In addition, extracurricular opportunities, such as the Science Olympiad, the Greater Kansas City Science and Engineering Fair, the Regional Science Knowledge Bowl, Biology/Environmental Club, Robotics Club, and Chemistry Club, encourage students to achieve academically at high levels while also meeting personal goals.

## **4. Instructional Methods:**

In Professional Learning Communities, teachers explore a variety of instructional methods to improve student learning based on current research-based 'best practices.' All staff design and deliver data-driven instruction through assessment for learning (formative assessment) practices that help teachers determine what skills need strengthening. One method used for formative assessment is the CPS (clicker) system to allow teachers to gather and analyze data quickly and efficiently.

All departments establish SMART goals that determine the focus for instruction. Instructional designs include the use of hands-on learning opportunities through research, projects, performances, simulation experiences, competitions, formal class debates, and lab activities; student investigations, both individually and in groups; guided instruction through a variety of media; Socratic Seminars; and the Cornell note-taking method to help students develop critical thinking skills. Students collect portfolios of their work in many classes to assess and demonstrate growth and development over time.

BVNHS staff members incorporate technology into instruction through teacher and student PowerPoint presentations; interactive SMART board utilization; mp3 recordings of lectures and discussions; creation and use of podcasts; and interactive lessons such as 'blogging.'

Teachers and students interact with community resources through field trips and classroom presentations from local experts. Students visit a variety of community resources such as the Federal Reserve Bank and the Negro League Baseball Museum. Guest speakers occasionally address the student body.

All class instruction is enhanced by one-on-one support or enrichment from teachers who are available during the weekly 40-minute academic support time every Wednesday. Many instructors also provide before and after school sessions for assistance or special reviews to enhance student learning.

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

Job-embedded, sustained professional development is a reality at BVNHS through weekly 85-minute Professional Learning Community sessions. For six years, staff members have met in both small and large teams to assess student learning and discuss the four guiding PLC questions (What do we want students to learn? How will we know when they have learned it? What do we do when students don't learn it? What do we do if students already know it?). Classroom application is facilitated by collaborative work within the PLCs. Teachers examine critical skills, including state assessment indicators, and determine where they are embedded in the curriculum. Teachers then identify areas needing improvement and plan instruction accordingly. As a result, student performances have shown tremendous improvement as evidenced in student test data.

Three areas have been identified as priorities for current professional development: assessment for and of learning, curriculum mapping, and literacy. BVNHS has formed interdisciplinary teams within the building on each of these topics and sends teachers to various conferences and workshops on these topics. These teachers then become the 'experts' and leaders in the building and share their knowledge with others on professional development days.

Professional development at BVNHS ensures educators acquire or enhance the knowledge, skills, attitudes, and beliefs necessary to create high levels of learning for all students. Professional development is focused and directly related to the teacher's practice and results in high levels of student performance. At BVNHS, professional development draws upon both internal and external expertise and promotes a sense of inquiry and reflection to help make teachers make sense of their professional practice.

# PART VII - ASSESSMENT RESULTS

Subject Math Grade 11 Test Kansas State Math Assessment  
 Edition/Publication Year 2006 Publisher Kansas State Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	95	86	72	75	66
% "Exceeding" State Standards	67	64	51	55	43
Number of students tested	448	438	370	388	367
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	5	1	1	
Percent of students alternatively assessed	1	1	1	1	
<b>SUBGROUP SCORES</b>					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard	100	88	60	57	22
% "Exceeding" State Standards	63	56	52	45	17
Number of students tested	16	16	23	17	18
2. Special Education					
% "Meeting" plus % "Exceeding" State Standard	95	62	0	14	88
% "Exceeding" State Standards	30	22	0	1	75
Number of students tested	37	37	15	24	16
3. Black					
% "Meeting" plus % "Exceeding" State Standard	86	69			
% "Exceeding" State Standards	43	38			
Number of students tested	14	13			
4. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	82	54			
% "Exceeding" State Standards	46	30			
Number of students tested	11	13			

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	96	95	68	69	75
% "Exceeding" State Standards	86	80	43	46	51
Number of students tested	421	386	408	372	364
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	6	3	1	2	
Percent of students alternatively assessed	1	1	1	1	
<b>SUBGROUP SCORES</b>					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard	92	81	61	53	88
% "Exceeding" State Standards	75	62	50	27	72
Number of students tested	12	26	18	15	18
2. Special Education					
% "Meeting" plus % "Exceeding" State Standard	90	92	32	22	23
% "Exceeding" State Standards	63	64	0	11	17
Number of students tested	30	24	22	27	17
3. Black					
% "Meeting" plus % "Exceeding" State Standard	93	64	50		
% "Exceeding" State Standards	79	36	30		
Number of students tested	14	11			
4. Multicultural					
% "Meeting" plus % "Exceeding" State Standard	100	81		72	45
% "Exceeding" State Standards	75	69		56	27
Number of students tested	12	16		50	11