

# ***2006-2007 No Child Left Behind - Blue Ribbon Schools Program***

## ***U.S. Department of Education***

**Cover Sheet** Type of School: (Check all that apply) ☐ Elementary ☐ Middle ☒ High ☐ K-12 ☐ Charter

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

Official School Name Bentonville High School  
(As it should appear in the official records)

School Mailing Address 1901 Southeast J Street  
(If address is P.O. Box, a

Bentonville Arkansas 72712-3780  
City State Zip Code+4 (9 digits total)

County Benton State School Code Number\* 04-01-003

Telephone ( 479 ) 254-5140 Fax ( 479 ) 271-1180

Web site/URL www.bentonville.k12.ar.us E-mail sjacoby@bentonville.k12.ar.us

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 \_\_\_\_\_

Name of Superintendent\* Dr. Gary Compton  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Bentonville School District Tel. ( 479 ) 254-5000

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 \_\_\_\_\_

Name of School Board President/Chairperson\* Mrs. Doylene Fuqua  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

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

## **PART I - ELIGIBILITY CERTIFICATION**

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 2006-2007 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 2001 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.

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

1. Number of schools in the district: 8 Elementary schools  
3 Middle schools  
2 Junior high schools  
1 High schools  
       Other  
14 TOTAL

2. District Per Pupil Expenditure: \$7,490  
Average State Per Pupil Expenditure: \$7,307

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☒ Suburban  
☐ Small city or town in a rural area  
☐ Rural

4. 7 Number of years the principal has been in her/his position at this school.

       If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	385	406	791
2				10	401	406	807
3				11	394	361	755
4				12	265	315	580
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							2,933

6. Racial/ethnic composition of the school:
- |                   |                                |
|-------------------|--------------------------------|
| <u>84</u> %       | White                          |
| <u>2</u> %        | Black or African American      |
| <u>10</u> %       | Hispanic or Latino             |
| <u>3</u> %        | Asian/Pacific Islander         |
| <u>1</u> %        | American Indian/Alaskan Native |
| <b>100% Total</b> |                                |

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

7. Student turnover, or mobility rate, during the past year: 14%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	60
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	211
(3)	Total of all transferred students [sum of rows (1) and (2)]	271
(4)	Total number of students in the school as of October 1	1942
(5)	Total transferred students in row (3) divided by total students in row (4)	.14
(6)	Amount in row (5) multiplied by 100	14

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

Number of languages represented: 13

Specify languages: **Chinese, German, Laotian, Mandarin, Marshallese, Navajo, Portuguese, Punjabi, Russian, Spanish, Tagalog, Urdu, Vietnamese**

9. Students eligible for free/reduced-priced meals: 19%

Total number students who qualify: 561

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:  $\frac{11}{321}$  %  
Total Number of Students Served

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

<u>13</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>103</u>	Other Health Impaired
<u>0</u>	Deaf-Blindness	<u>147</u>	Specific Learning Disability
<u>16</u>	Emotional Disturbance	<u>8</u>	Speech or Language Impairment
<u>2</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>24</u>	Mental Retardation	<u>1</u>	Visual Impairment Including Blindness
<u>11</u>	Multiple Disabilities		

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>8</u>	<u>0</u>
Classroom teachers	<u>144</u>	<u>6</u>
Special resource teachers/specialists	<u>34</u>	<u>1</u>
Paraprofessionals	<u>12</u>	<u>0</u>
Support staff	<u>61</u>	<u>2</u>
Total number	<u>259</u>	<u>9</u>

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 20:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	95%	94%	95%	%	%
Daily teacher attendance	96%	94%	94%	%	%
Teacher turnover rate	16%	13%	11%	14%	12%
Student dropout rate (middle/high)	4%	3%	4%	8%	%
Student drop-off rate (high school)	10%	20%	23%	%	%

**\*See explanation at the bottom of page 12**

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

Show what the students who graduated in Spring 2006 are doing as of September 2007.

Graduating class size	<u>476</u>
Enrolled in a 4-year college or university	<u>80%</u>
Enrolled in a community college	<u>15%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>2%</u>
Military service	<u>3%</u>
Other (travel, staying home, etc.)	<u>-%</u>
Unknown	<u>-%</u>
<b>Total</b>	100 %

## **PART III - SUMMARY**

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The flagship of the district's 14 campuses with over 2,900 students in grades 9-12, Bentonville High School is a comprehensive high school that meets the needs and demands of students preparing for the future. Ninety-five percent of our graduates continue their education after high school. The school day is based on a modified A/B block schedule with four 90-minute classes on A days and three 90-minute classes plus a Seminar period on B days. During Seminar, all the resources of the campus are open to students.

Bentonville High School is committed to providing students a rigorous, well-rounded education that prepares them for college and the world of work in the 21<sup>st</sup> Century. Because of the engaging academic, career and technical classes as well as the diverse athletic programs and extracurricular activities, students have a variety of opportunities for academic enrichment and leadership. Through all the offerings at BHS, students have the opportunity to achieve the mission of the campus "...to provide students with opportunities to obtain the skills needed to become productive, responsible citizens capable of making a positive contribution to a changing society."

In addition to a very strong, traditional academic curriculum, honors and Advanced Placement courses are offered to students who possess the aptitude, initiative, and drive to meet the challenges these courses present. BHS has been recognized by NEWSWEEK magazine for two years as one of the top 4% of high schools in the United States. BHS is awaiting approval to become an International Baccalaureate World School and should begin offering the IB Diploma Programme with the start of the 2007-08 school year. Concurrent courses are offered on the BHS campus in partnership with Northwest Arkansas Community College, thus allowing BHS students to take college level classes while still enrolled in high school. Students receive both high school and college credit simultaneously. Career and technical courses ranging from computer technology to architectural drawing to pre-engineering to medical professions as well as the practical family and consumer science and agriculture are offered to students. Our English as a Second Language Program serves students from thirteen different countries and serves as a bridge for students who arrive on campus with limited English speaking skills.

BHS believes that technologically proficient individuals are integral to post secondary success for students. There are four computer labs with excellent hardware and software for training students in the requisite skills. In addition, every classroom in the building has a computer with Internet access. All math classes have interactive whiteboards complete with tools related to mathematics instruction including digital projectors, teacher pads, and personal responders.

Athletic opportunities are offered for boys and girls in grades 9-12 in the areas of baseball, basketball, cross country, football, golf, soccer, softball, swimming, tennis, track, volleyball, bowling, cheerleading, dance, and wrestling.

To graduate from BHS, students must earn 24 credits and have a 1.5 minimum GPA. Four credits in English, 4 in math, 4 in social sciences, 3 in science, 1 in practical arts, .5 in fine arts, .5 in oral communications, .5 in health, .5 in PE, and 6 elective credits geared toward a career focus are required.

In an attempt to "small up" a large high school (2950 students), BHS is implementing small learning communities (SLC) this school year. A Freshman Learning Community serves the needs of freshmen students in helping them make an effective transition to the high school setting. Each SLC has a leadership team comprised of an assistant principal, a counselor, and a lead teacher.

Within each SLC, advisory groups are formed. The goal of the BHS Advisory Program is to provide at least one personal adult advocate for every student and family. Advisory groups will remain intact from 10<sup>th</sup> to 12<sup>th</sup> grade so that bonds can be strengthened and personalized and so that future educational goals can be identified and monitored for success.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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1. **Assessment Results:** Three criterion-referenced tests, mandated by the state of Arkansas, must be administered in all public high schools. The tests are Grade 11 Literacy, End of Course (EOC) Algebra I, and End of Course (EOC) Geometry. On the EOC Algebra and EOC Geometry tests, 60% of the final score is comprised of the student's performance on the constructed response items while 40% of the final score is comprised of the student's performance on the multiple choice items.

Grade 11 Literacy tests all students enrolled in grade 11 who are eligible for testing under standardized conditions, with or without allowable accommodations. Designed to measure how well students are learning the state frameworks (standards) in literacy, the exam measures reading achievement through the use of multiple choice and constructed-response items. Students must read literary, content, and practical passages and answer multiple choice items measuring comprehension of the passages. Additionally, students are required to complete an open response item for each passage. Writing achievement is measured through student production of two writing samples along with eight multiple choice items. The writing samples are scored for content, style, usage, sentence formation, and mechanics. Conventions are also measured through the multiple choice items.

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. All students completing Algebra I or Geometry by the end of the spring semester are tested in late April. On the EOC Geometry, strands assessed are the language of geometry, triangles, measurement, relationships between two and three dimensions, and coordinate geometry and transformations. Given the district grade-level configuration for the reported years, students on the "fast track" in mathematics were instructed in Algebra I and Geometry at the junior high level and did not contribute to BHS's percentages. For the most part, Algebra scores for BHS represent students who were completing the second year of a two-year Algebra I program in the 10<sup>th</sup> grade.

Performance levels for the exams are Advanced, Proficient, Basic, and Below Basic. Students scoring advanced show superior performance well beyond grade level. Proficient indicates solid academic performance and preparedness for the next grade or course. Advanced and proficient scores show proficiency (meeting the standard) while basic and below basic reveal only partial understanding or an insufficiency in mastery. Special education students who participate in a functional curriculum are not included in the standard test administration for Grade 11 Literacy but do participate in the portfolio assessment system. Some LEP students also participate in the portfolio system for Grade 11 Literacy.

Comparing BHS to other Arkansas high schools, in 11<sup>th</sup> grade literacy, of those testing 250 or more students, BHS had the second highest scores in 2006. In 2005, BHS ranked third in the state in the percentage of students scoring advanced/proficient and was, by far, the largest high school of the three. The only subgroup with significant numbers was Caucasian for the reported years, 2003-2006. The percentage showing proficiency in 11<sup>th</sup> grade literacy fluctuated, but consistently stayed above 70%, with a minimum of 71% and a maximum of 79%.

In Algebra I, Caucasians, the only subgroup with significant numbers for the reporting period, showed substantial improvement through the reporting years. In 2003, a low of 26% of students scored advanced or proficient. A high of 76% was achieved in 2005. Of particular note were the percentages of students achieving advanced on the EOC Algebra I exam. No students scored advanced in 2003, but, in 2005 and 2006, advanced was achieved by close to 22% of test-takers in each year. The combined population followed suit. The only other subgroup with significant numbers was the economically disadvantaged group in 2006. Over half of those test-takers scored proficient/advanced.

Geometry results for BHS showed continuous improvement over the reporting period. From 2003 to 2006, the percentage of those meeting the state standard increased over 23 points. Of high schools testing more than 250 students, BHS had the highest percentage in the state in 2006. Caucasians, the only subgroup with significant numbers, showed the same increase through the years. The percentages of students scoring advanced increased dramatically. Where less than 3% scored advanced in 2003, almost 30% did so in 2006. Go to [www.arkansased.org](http://www.arkansased.org) and link to "testing" for more testing information.



2. **Using Assessment Results:** Bentonville High School students participate in a variety of norm referenced and criterion referenced tests. These include the Grade 11 Literacy exam (state mandated CRT for all juniors), the End of Course Algebra exam (state mandated CRT for all students completing Algebra I), the End of Course Geometry exam (state mandated CRT for all students completing Geometry), PLAN, PSAT, Advanced Placement tests, and the ACT. Results from the three state-mandated assessments are examined by staff annually for the purpose of improving instruction and subsequent improved student achievement on these three assessments. Special attention is given to performance in the various strands of the exams and to the performance of student groups, such as economically disadvantaged, special education, etc. Students not scoring at the Proficient level on the exams are enrolled in a semester course that is designed to improve their knowledge and skills in the specific areas in which the student did not perform at the Proficient level. An academic improvement plan is designed for each “non-proficient” student. These students must acquire the requisite knowledge and skills in order to be successful in subsequent coursework and to reach the ultimate goal of graduation.

All sophomores take the PLAN and the PSAT during the fall semester. PSAT performance is used in conjunction with AP Potential to encourage students who might not normally consider taking an AP course to do so in the area in which they show the greatest potential for success. Teachers are provided results of the PLAN and PSAT. This allows them to know which concepts and standards are both strengths and targets for improvements for their particular students. In addition, common assessments are designed by all teachers who teach a particular course and are administered to all students taking that course. The results lead to adjustments in curriculum, instructional practices, expectations, and important exchanges of ideas among members of the particular professional learning community.

3. **Communicating Assessment Results:** Test scores are communicated to parents, students, and the community. Bentonville High School tries to communicate these scores through newspaper and television coverage, letters to parents, public meetings, and individually to students.

Bentonville High School has a strong relationship with the local newspaper and receives a great deal of print each year when test scores are showcased. Results of mandatory state testing are published in newspapers throughout the state. Various newspapers will list state and regional test results as well as the results of individual districts and individual schools. This information is also available online. Papers in Northwest Arkansas as well as television stations in this corner of the state also give coverage to the state test scores and advanced placement test results.

In addition to media coverage, parents and community members receive assessment information by attending school board meetings or attending a meeting held each fall at BHS in which the administration reviews the assessment results as well as the areas of pride and areas of concern based on these results. The principal’s quarterly newsletter addresses any assessment information that has been received during the quarter. Individual student results from state-mandated testing are mailed home to parents. Students have walked into school on the first day of the new school year to be greeted by a huge banner congratulating them on having the best test scores of all the schools in our athletic conference. During class meetings, back-to-school celebrations, banquets, pep assemblies, and other public events, the administration always mentions recent testing results. The BHS fax cover sheet lists testing results as one of several accomplishments.

For those tests which are not state mandated such as the PLAN and PSAT, meetings are held with all students who took the test. One of the counselors presents how to interpret the test results with the students. In addition to this, there is discussion as to what individual students can do to improve their own test results.

Finally, individual meetings are held with students and parents to develop Individual Improvement Plans for those students who scored below the proficient level on the state-mandated criterion referenced tests.

4. **Sharing Success:** Bentonville High School teachers and administrators have been engaged in sharing strategies and practices that are responsible for the success the campus is experiencing by

presenting breakout sessions at state, regional, and national conferences. BHS was invited to present at the 2006 High Schools That Work Conference in Atlanta to share how the campus has achieved such remarkable success in the Advanced Placement Program. A team of AP teachers has presented at the 2007 Southwest Regional AP Forum in New Mexico and at the Regional AP Forum in New York in 2006.

It is quite common for schools in state and out of state to visit our campus in order to learn what the faculty is doing that is making a difference for our students that might also make a difference for them. Schools are interested in the concept of our Freshman Learning Community, our block schedule, and our mentoring/advisory program. Because of our success on the state assessments, in-state schools want to know more about how we are achieving such high student performance in literacy, algebra, and geometry. Members of our staff have trained staff onsite in other schools as well, and we always learn from others.

Networking is one of the keys to success. Teachers are encouraged to become members and take leadership roles in professional organizations. This allows them to meet other teachers in their fields and leads to sharing our practices with others through informal conversations, face-to-face contacts, emails, and phone conversations.

The administration is committed to continue to share with others successful practices and strategies that result in improved student performance and in improved learning opportunities for students.

## PART V – CURRICULUM AND INSTRUCTION

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1. **Curriculum:** Bentonville High School (BHS) is a four-year accredited high school that subscribes to a general and advanced curriculum in all academic core areas. In August 2007 we hope to expand the current curriculum to include the International Baccalaureate Diploma Programme. We are awaiting notification of final approval. Students belong to one of five small learning communities (SLC), each of which houses specific career focus areas. Students choose their area of interest. Each focus area has three required courses and various elective choices out of which they must choose three to complement the required curriculum. The structure of the school day allots much time for academic achievement in these areas with a block schedule of four classes each day Monday through Thursday and with all classes meeting on Fridays.

The general program in English includes English I, English II, English III, and English IV. The advanced program subscribes to a Pre-AP course for students in English I and English II with juniors taking English III Honors or AP Language & Composition and seniors completing English IV Honors, English Composition I & II, or AP Literature & Composition. Electives choices include three levels of Forensics and Debate, four levels of Yearbook, and singleton courses in Oral Communications, Journalism, and Creative Writing. Other electives in this curriculum that are offered are History of Film, Mythology, Study of Poetry & Drama, Short Stories of the World, and World Literature. Students who do not score at the proficient or advanced level on the Grade 11 Literacy Exam are required to take and pass Reading Comprehension and Composition in their senior year.

The general program in Mathematics is comprised of Algebra I (1 or 2 years), Geometry (1 or 2 years), Algebra II and Functional Math and/or Algebraic Connections in the 12<sup>th</sup> grade. The advanced program begins with Algebra I Honors in the 8<sup>th</sup> grade with Geometry Honors and Algebra II Honors at the 9<sup>th</sup> and 10<sup>th</sup> grade levels, and Trig/Pre-calculus Honors, AP Calculus, College Algebra, Finite Math Honors, and AP Statistics as 11<sup>th</sup> and 12<sup>th</sup> grade choices. Students who do not score at the proficient or advanced level on the Algebra EOC exam are required to take and pass the Making Sense of Algebra semester course in order to receive Algebra credit. Likewise students who do not score at the proficient or advanced level on the Geometry EOC exam are required to take and pass Applied Geometry.

The general program in Science begins with Integrated Physical Science, then Biology, then according to student choice Anatomy/Physiology Honors, Physics, Honors Physics, Botany, AP Physics, Chemistry, Environmental Science, Zoology, and/or Geology. The advanced program begins with Pre-AP Biology, then two of the following courses: AP Biology, Physics, Honors Physics, Honors Chemistry, AP Physics C, AP Environmental Science, or Anatomy/Physiology.

The general program in the Social Sciences begins with two years of U.S. History, then World History and two elective choices in the senior year. The advanced program includes Pre-AP U.S. History in the 9<sup>th</sup> grade and choices at each grade level thereafter, including U.S. History Honors, AP World History, AP Human Geography in 10<sup>th</sup> grade; and U.S. History Honors, AP World History, AP Human Geography, Psychology, AP U.S. History, AP European History, AP Psychology, AP Government & Politics in the 11<sup>th</sup> and 12<sup>th</sup> grade. As well, all students must take Economics and Civics or American National Government for graduation.

French and Spanish are the foreign language options offered at BHS. Both languages are taught at each level (I-IV and V as an AP course) as whole-year subjects, and both languages begin in grade 7.

The Fine Arts Program at BHS is extensive with Art I-III, AP Art Studio, Craft, Pottery & Design, and Ceramics I-III; Band I-IV, including Wind Ensemble, Symphonic, Concert, Jazz, and Marching Band. Our choirs include many different levels, including A Cappella, Concert, Chamber, and Harmony. We also offer AP Music Theory and Music History as well as 9<sup>th</sup> grade Chorus for men and women. Next year we will begin an orchestra class. Theatre Arts, complete with Drama I-IV, Tech Theatre, and Costume & Makeup rounds out the Fine Arts Program.

Other curriculum areas are made of elective courses from which all students may choose. These courses are in Business Education, Medical Professions, and Technical and Professional Education including architectural drafting and pre-engineering courses.

Students also have opportunities to earn credit through alternative methods including concurrent enrollment, correspondence courses, and on-line courses. Concurrent enrollment provides high school students the opportunity to enroll in college courses. Earned credits are granted simultaneously by the high school and the college. No more than two credits from correspondence courses and on-line courses are accepted toward meeting graduation requirements. Credit recovery classes, Pre-GED classes, and summer school courses are also available to help low-achieving students still meet standard graduation requirements.

2. **English:** The English curriculum emphasizes reading and writing. All English courses offered for credit are “on grade level” courses. The goal for each year of English is to improve the student’s ability to read and comprehend increasingly complex and varied kinds of text. Students participate in literary, content area, and practical reading selections with various literary genres forming the core of the English curriculum. Equally important is the emphasis upon writing and improving the student’s ability to compose different kinds of writing.....persuasive, compare/contrast, expository, literary analysis, critical essays, argumentation, etc. All students are expected to reach proficiency on the Grade 11 Literacy test. Currently, junior students at BHS perform well on this measure and consistently place BHS in the top three high schools in the state. In addition to the standard classes, BHS offers AP Language and Composition (currently serving 144 juniors) and AP Literature and Composition (currently serving 117 seniors). An additional 80 seniors are served in concurrent English composition classes approved through a partnership with Northwest Arkansas Community College. Pre-AP (honors) courses in 9<sup>th</sup> and 10<sup>th</sup> grade English serve almost 50% of that student population. READ 180 serves special education students who have deficits in reading and writing. These students have 90 minutes of literacy instruction per this instructional model every day. A certified ESL teacher serves LEP students. All seniors who did not score proficient/advanced on the Grade 11 Literacy exam are enrolled in a semester reading class that is designed to increase their reading level as they consider post-secondary options; this class is taught by a certified Reading Specialist. Academic calendars for all English courses have been collaboratively developed by teachers and serve as their plan for teaching and learning for the year. English and reading scores on the ACT have risen steadily (currently English at 23 and Reading at 23.3 – all test takers – 384 seniors).

3. **Additional Curriculum Area: Mathematics:** Ten mathematics courses, including AP Calculus and AP Statistics, are offered to students at BHS. Four years of math are required to graduate. Beginning with this year’s freshman class, students must complete Algebra I, Geometry, Algebra II, and a course sanctioned by the state that is considered to be above Algebra II in content. This requirement is part of the state’s Smart Core curriculum. Two concurrent courses (College Algebra and Finite Math) are offered to seniors. Algebra I and Geometry are taught via the mastery learning methodology, meaning that a student must master individual competencies before they can move to the next competencies. Some students are double blocked for Algebra and/or Geometry, thus providing 90 minutes of Algebra (or Geometry) instruction daily for the full year. Some students take Algebra over two years. Every student can voluntarily participate in tutoring before school or after school or during Seminar period. Some students are required to go to tutoring as an academic intervention strategy.

Academic calendars, developed by teachers, provide the plan for teaching and learning for the particular course for the year. Additionally, every math classroom is equipped with 21<sup>st</sup> Century technology consisting of Interwrite<sup>TM</sup> white boards and slates, student personal responders, digital projectors, and classroom sets of graphing calculators.

4. **Instructional Methods:** Because BHS operates on a block schedule, it is imperative that teachers use a variety of instructional methods in order to hold students’ attention. Differentiated instruction within

the classroom is encouraged. Teachers are expected to change activities at least three times during a 90-minute block. Teachers stress concepts and the “why” as being just as important as or even more important than the facts and the “who, what, when, where.”

Technology is also readily available for use in the classroom. All classroom teachers have access to computer labs for their students to use. Digital projectors are distributed throughout the two buildings which allow teachers to utilize technology in their classrooms on a daily basis. All math students have access to scientific and/or graphing calculators. Math instructors have interactive white boards in their classrooms along with interactive slates and personal responders. We hope to make these available to all teachers during the next two to three years.

While some lecture is involved in all classes, BHS teachers strive to have students actively engaged in the class rather than passively taking notes. Students engaging in research, working in groups, discussing a variety of topics, creating a model, and writing an essay can be found throughout the campus. The goal is for teachers to facilitate learning rather than being the sole source of knowledge.

Algebra and Geometry, two courses which have state testing associated with them, are taught on a mastery basis. Students have up to three opportunities to master each of the five competencies on a test. They must score at least an 80% to receive credit for the competency. The first test is given in class and the two subsequent tests are given before or after school. Students have an incentive to do well on the first test so they don’t have to give up “their time” to take the second or third test. We have found that mastery has shifted the responsibility for learning from the teacher to the student. Our test scores rose significantly after we began teaching for mastery. As a matter of fact, those schools state-wide that use mastery have significantly higher scores than schools using the traditional approach.

**5. Professional Development:** BHS initiatives for professional development revolve around curriculum alignment, research-based instructional practices that promote active student engagement and the development of common assessments.....all leading to increased student achievement. Teacher collaboration is a critical ingredient. Curriculum alignment ensures that the standards we teach match the state frameworks, that all teachers teaching the same course teach the same standards (horizontal alignment), and that we are aligned vertically within the high school and with feeder grades.

The state of Arkansas mandates 10 days of staff development annually. We plan for teachers to collaborate by departments, by SLCs, and by specific study groups. Teachers review their instructional calendars, refine common assessments, review achievement data, identify specific areas for improvement, identify specific strategies to be used, make connections across disciplines, etc. Special education and ESL teachers are included in departmental meetings as we work to build professional learning communities of science educators, math educators, etc.

A very important multi-year initiative for BHS is that of increasing teacher use of research-based instructional practices designed to promote active student engagement. Several teams of teachers have been trained in the Kagan structures and, along with the leadership of the associate principal, have engaged in an ongoing effort to train the staff in these structures.

A specific initiative for English teachers began three years ago and has resulted in improved student writing performance. Essentially all English teachers at a grade level, including special education and ESL teachers, meet four times throughout the school year to analyze student work. Teachers score student writing samples using a common rubric and leave with anchor papers plus specific strategies to help their students score higher on the next assessment.

Teachers are also sent as teams to national conferences that feature areas of focus for BHS. These teachers are expected to share their findings with colleagues in their department, SLC, study group, etc. AP and PreAP teachers are expected to attend College Board summer institutes. Teachers willingly do this during the summer on their own time.

#### **Student drop-off rate – page 5 - explanation**

Arkansas calculates the dropout rate based upon certain criteria and the graduation rate based upon other criteria. Arkansas does not compute “drop off” rates. We have reviewed past data to determine this

measure. Drop off percentages shown are higher than the dropout rate due to the fact that the drop off calculations include 1) students who move out of state – given the fact that we are located within 30 miles of two states, 2) other students who move to another school in-state, 3) home-schooled students, and 4) state law that allows a student who turns 18 to leave school.

## PART VII - ASSESSMENT RESULTS

Subject: English Grade: 11 Test: Grade 11 Literacy Exam

Edition/Publication Year: 2003-2006 Publisher: Arkansas Department of Education/Questar

	2006	2005	2004	2003
Testing month	March	March	March	March
<b>Bentonville High School Scores</b> (combined population)				
% Proficient or Advanced	72%	77%	66%	69%
% Advanced	1%	3%	2%	6%
Number of students tested	543	514	445	428
Percent of total students tested	98%	≥95%	≥95%	DNE
Number of students alternatively assessed	8	7	3	3
Percent of students alternatively assessed	100%	100%	100%	100%
<b>SUBGROUP SCORES</b>				
1. African-American				
% Proficient or Advanced	NA	NA	NA	NA
% Advanced	NA	NA	NA	NA
Number of students tested	5	11	4	5
2. Hispanic				
% Proficient or Advanced	NA	NA	NA	NA
% Advanced	NA	NA	NA	NA
Number of students tested	53	29	25	15
3. Caucasian				
% Proficient or Advanced	75%	79%	71%	72%
% Advanced	2%	3%	2%	6%
Number of students tested	462	458	385	367
4. Economically Disadvantaged				
% Proficient or Advanced	NA	NA	NA	NA
% Advanced	NA	NA	NA	NA
Number of students tested	76	59	60	41
5. Limited English Proficient				
% Proficient or Advanced	NA	NA	NA	NA
% Advanced	NA	NA	NA	NA
Number of students tested	13	6	9	4
6. Students with Disabilities				
% Proficient or Advanced	NA	NA	NA	NA
% Advanced	NA	NA	NA	NA
Number of students tested	57	50	39	49

Year indicates the end of that school year. "NA" for small subgroups. "DNE" means "does not exist."

Subject: Mathematics Grades: 10-12 Test: End of Course Geometry Exam

Edition/Publication Years: 2003-2006 Publisher: Arkansas Department of Education/Questar

	2006	2005	2004	2003
Testing month	Jan. and April	Jan. and April	Jan. and April	Jan. and April
<b>Bentonville High School Scores</b> (combined population)				
% Proficient or Advanced	83%	74%	64%	60%
% Advanced	29%	27%	11%	3%
Number of students tested	449	367	350	370
Percent of total students tested	≥95%	≥95%	60.9%	DNE
Number of students alternatively assessed	1	1	2	0
Percent of students alternatively assessed	100%	100%	100%	100%
<b>SUBGROUP SCORES</b>				
1. African-American				
% Proficient or Advanced	NA	NA	NA	NA
% Advanced	NA	NA	NA	NA
Number of students tested	7	5	4	4
2. Hispanic				
% Proficient or Advanced	NA	NA	NA	NA
% Advanced	NA	NA	NA	NA
Number of students tested	32	31	23	16
3. Caucasian				
% Proficient or Advanced	85%	74%	65%	63%
% Advanced	30%	28%	11%	3%
Number of students tested	400	313	298	317
4. Economically Disadvantaged				
% Proficient or Advanced	NA	NA	NA	NA
% Advanced	NA	NA	NA	NA
Number of students tested	62	53	44	49
5. Limited English Proficient				
% Proficient or Advanced	NA	NA	NA	NA
% Advanced	NA	NA	NA	NA
Number of students tested	4	7	5	1
6. Students with Disabilities				
% Proficient or Advanced	NA	NA	NA	NA
% Advanced	NA	NA	NA	NA
Number of students tested	22	21	24	17



Subject: Mathematics Grades: 10-12 Test: End of Course Algebra I Exam

Edition/Publication Years: 2003-2006 Publisher: Arkansas Department of Education/Questar

	2006	2005	2004	2003
Testing month	Jan. and April	Jan. and April	Jan. and April	Jan. and April
<b>Bentonville High School Scores</b> (combined population)				
% Proficient or Advanced	65%	74%	57%	24%
% Advanced	17%	21%	5%	0%
Number of students tested	228	231	211	166
Percent of total students tested	≥95%	≥95%	60.9%	DNE
Number of students alternatively assessed	4	1	4	0
Percent of students alternatively assessed	100%	100%	100%	100%
<b>SUBGROUP SCORES</b>				
1. African-American				
% Proficient or Advanced	NA	NA	NA	NA
% Advanced	NA	NA	NA	NA
Number of students tested	7	2	8	2
2. Hispanic				
% Proficient or Advanced	NA	NA	NA	NA
% Advanced	NA	NA	NA	NA
Number of students tested	31	12	18	16
3. Caucasian				
% Proficient or Advanced	69%	76%	59%	26%
% Advanced	22%	22%	6%	0%
Number of students tested	181	206	174	122
4. Economically Disadvantaged				
% Proficient or Advanced	53.8%	NA	NA	NA
% Advanced	10%	NA	NA	NA
Number of students tested	80	50	58	43
5. Limited English Proficient				
% Proficient or Advanced	NA	NA	NA	NA
% Advanced	NA	NA	NA	NA
Number of students tested	5	3	4	1
6. Students with Disabilities				
% Proficient or Advanced	NA	NA	NA	NA
% Advanced	NA	NA	NA	NA
Number of students tested	62	36	28	17