

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13KSI

School Type (Public Schools):
(Check all that apply, if any)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Charter	Title 1	Magnet	Choice

Name of Principal: Mr. Myron Regier

Official School Name: Campus High School

School Mailing Address: 2100 W. 55th Street South
Wichita, KS 67217-4199

County: Sedgwick State School Code Number*: 020

Telephone: (316) 554-2236 E-mail: mregier@usd261.com

Fax: (316) 554-2241 Web site/URL: USD261.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. John Burke Superintendent e-mail: jburke@usd261.com

District Name: Haysville District Phone: (316) 554-2200

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Susan Walston

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

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

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

13KS1

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 configuration includes one or more of 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 (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. 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

13KS1

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 6 Elementary schools (includes K-8)
 (per district designation): 2 Middle/Junior high schools
1 High schools
0 K-12 schools
9 Total schools in district
2. District per-pupil expenditure: 5275

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 11
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0			6	0	0
K	0	0	0			7	0	0
1	0	0	0			8	0	0
2	0	0	0			9	224	190
3	0	0	0			10	196	195
4	0	0	0			11	209	180
5	0	0	0			12	166	173
Total in Applying School:								1533

6. Racial/ethnic composition of the school: 3 % American Indian or Alaska Native
5 % Asian
3 % Black or African American
9 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
79 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 9%
This rate is 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, 2011 until the end of the school year.	74
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	65
(3)	Total of all transferred students [sum of rows (1) and (2)].	139
(4)	Total number of students in the school as of October 1, 2011	1542
(5)	Total transferred students in row (3) divided by total students in row (4).	0.09
(6)	Amount in row (5) multiplied by 100.	9

8. Percent of English Language Learners in the school: 1%
Total number of ELL students in the school: 3
Number of non-English languages represented: 6
Specify non-English languages:

Lao, Spanish, Khmer, Vietnamese, Hmong, Chinese

9. Percent of students eligible for free/reduced-priced meals: 47%
 Total number of students who qualify: 716

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 free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 12%
 Total number of students served: 187

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>16</u> Autism	<u>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>53</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>79</u> Specific Learning Disability
<u>9</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>22</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>6</u>	<u>0</u>
Classroom teachers	<u>48</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>53</u>	<u>2</u>
Paraprofessionals	<u>26</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>38</u>	<u>0</u>
Total number	<u>171</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 16:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	92%	93%	93%	93%	93%
High school graduation rate	90%	88%	84%	92%	90%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>390</u>
Enrolled in a 4-year college or university	<u>25%</u>
Enrolled in a community college	<u>32%</u>
Enrolled in vocational training	<u>11%</u>
Found employment	<u>11%</u>
Military service	<u>6%</u>
Other	<u>15%</u>
Total	<u>100%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

Campus High School

The mission of Campus High School is to prepare students to be life-long learners and responsible, contributing citizens in a changing world.

The school community comprises the city of Haysville, areas of southwest Wichita and unincorporated areas of southern Sedgwick County, Kansas. The town of Haysville is located two miles south of Campus and is home to over 12,000 residents.

The median age of the population is 37.7 years, and the average household income is \$58,218. The city of Haysville is a typical bedroom community. The city's major employer is USD 261 with over 800 employees, while the City of Haysville is second on the list with roughly 80 employees.

Campus High School and Haysville High School (alternative high school) combine to serve just over 1500 students. Haysville High School operates under the umbrella of Campus High School and offers students the opportunity to reclaim credits and return to Campus or complete diploma requirements for the alternative school.

While Haysville High School is a program of Campus High School it functions as a separate entity in terms of location, structure and administration. It exists to give students who are at risk of not completing high school an opportunity to complete their education in an alternative setting. Enrollment at HHS increased from 76 in the fall of 2002 to just under 120 in the fall of 2012. The overall goal of HHS is assisting students with building a foundation on which to gain knowledge, develop skills and create a desire to learn.

Campus High School students may select from a wide array of courses in several departments: Fine Arts, Business, Family and Consumer Science, Foreign Language, Language Arts, Mathematics, Physical Education, Science, Social Science and Technical Education. The Special Education department meets the needs of students who have Individualized Education Plans.

Advanced Placement courses are offered in all core areas plus the Fine Arts Department and the Business Department. Advanced Placement classes are open to a wide variety of students including those enrolled in the AVID (Advancement Via Individual Determination) program. Historically underserved students may enroll in the AVID program at Campus. This program of study prepares students for entry into colleges and universities upon completion of high school. The AVID program has raised expectations for the entire student body. It has also improved instruction as various teachers train in the AVID teaching methods and share ideas with colleagues. The AVID program is in its seventh year at Campus and has helped students understand that learning is expected of all students regardless of background.

Campus High School has been authorized as an International Baccalaureate school for the fall of 2013. This program targets the top tier of students at Campus but is also open to any student who is willing to take on the challenge of a rigorous and challenging curriculum.

Campus High School believes that it is important to develop a nurturing environment for students in order for them to achieve academic goals. The Advisory program provides students with an annually updated curriculum aligned with grade level needs of the students. The purpose of Advisory is to create a mentoring relationship with one adult and to provide support leading to graduation. Part of the Advisory time is spent with junior and senior Link Crew students, mentoring freshmen during their initial year of

high school. Link Crew members receive training in August and then work with incoming freshmen during 9th grade orientation. This mentoring continues throughout the year during the Advisory time period. During this time, Link Crew members monitor the grades of their mentees and work with them to be successful during their high school years.

Campus High School believes that all students can be successful in high school and we expect all students to have fundamental academic skills mastered by the time they graduate from high school. In the past five years, special education students have more than doubled their pass rate on the Kansas State Assessments in reading and math. During that same time period overall assessment scores in reading and math have continued to rise in the general student population. As assessment scores increased for our school, the graduation rate also rose to 89.6%, higher than the state average. This emphasis on academics plus a commitment to graduate all students makes Campus High School an institution worthy of Blue Ribbon Status.

1. Assessment Results:

Part A

Kansas State assessments have the following five categories: academic warning, approaching standard, meets standard, exceeds standard, and exemplary. We work to move all students out of the academic warning and approaching standard categories into at least the meets standards range. We have two overriding goals in regard to our assessments. First, we want all students to be proficient in both the math and reading assessments. Second, we want to make Standard of Excellence in both math and reading. In Kansas, students may take the assessment at any time in their first three years. We have always chosen to wait until the junior year so that students have as much math and reading instruction as possible before they take their assessments. We feel this practice gives our students the best chance of scoring in the exemplary range. We are an “opportunity to learn” state and once students pass an assessment, they may not take it again in hopes of improving their score.

Part B

Campus High School students have made significant gains in both reading and math assessments during the past five years. The percentage of total students passing the state reading assessment rose from 77.6% in 2008 to 93.5% in 2012. Special education students improved the most, going from 37.2% in 2008 to 73.8% passing in 2012. The free/reduced-price meal subgroup also made significant improvement, going from 71.99% in 2008 to 88% in 2012. In 2008 we had no special education students score in the exemplary range on the reading assessment, while 11% of our special education students scored in the exemplary range in 2012. We saw similar gains in our free/reduced subgroup as those students went from scoring 8.3% in the exemplary range in 2008 to 21.1% in 2012.

Campus High School math scores for overall student performance went from 63.1% in 2008 to 87.3% in 2012. As in reading, the most gains were shown in the special education subgroup who improved from passing at a rate of 26.2% in 2008 to 75% in 2012. The free/reduced group also saw significant gains, going from 56.9% to 83.5 in 2012. Special education students went from only 2.1% reaching the exemplary level in 2008 to 8.7% scoring exemplary in 2012.

Campus is an AdvancEd (North Central) school and so the improvement of reading and math is a primary focus for all of our faculty members. Math interventions were developed for each department and made a part of instruction throughout the school. Most of the interventions focused on probability/odds and formulas which were identified through data as weak areas for our students.

Incoming 9th graders who struggle with math in middle school are placed in a daily Algebra class. Campus is on an alternating block schedule, which doubles the time these students spend on math during their freshman year. This class focuses on the following areas: number sense, algebra, geometry and data.

One of the most significant things we did to improve student learning was to change our schedule to add an additional hour to the day in the 2010-11 school year. This additional hour allowed us to provide tiered instruction for students who were struggling in reading and math. It also allowed our highest level students an additional elective course.

Our tiered instruction in reading allows us to offer an “Intensive” level course for our students who are three or more grade levels behind. This population is made up primarily of special education students.

These students are still approximately 20 pts. below our overall student population, but our data show that we are closing the gap with the “Intensive” instruction and Tier II support.

Struggling math students are given Tier II instruction in which they focus on weak areas as indicated by formative assessments. We also give them additional instruction during our seminar time. During seminar, para-educators give these students additional support in homework completion. Special Education students are approximately 12 points below our overall population but are closing the gap through our tiered instruction.

In the past five years we have greatly improved our instructional capacity by working with our para-educators to improve their instructional abilities in a couple of ways. First, we began training our paras in tutoring techniques using the AVID methodologies taught to our AVID tutors. We also began setting aside our Advisory time each Monday for para-inservice. Each Monday our students have Advisory time with their seminar teachers. We are able to use this time to work with our paras to improve their instructional techniques.

2. Using Assessment Results:

We realized in 2008 and 2009 that if we continued with instruction as it was, we were not going to see the student improvement that we wanted to see. We began to look at different schedules to accommodate increased student learning. In our quest to improve student learning, we developed our current schedule. In brief, we added one block per day in our block schedule and placed a shortened seminar at the end of each day rather than have seminar every other day. This revised schedule allowed us to offer Tier II instruction to our students who were struggling in math and reading. The more our faculty looked at this, the more they liked it. We were also able to sell the new schedule to our Site Council, which liked the fact that the new schedule allowed all students to add an elective. Many of our higher level students had schedules that were so tight that they were unable to take electives.

The use of assessment data actually begins before students enter high school. We work with our middle schools to determine which students need help the most in the core areas of reading and math. Reading students are either placed in Tier II reading or in our “Intensive” reading classes. Those needing remediation in math are either placed in the daily Algebra I class or in a Tier II math class. This placement means that some students will have double math or reading instruction from the time they enter high school. In some cases, it may take three years to catch up to grade level, but we believe it is possible.

Since we are an “opportunity to learn” state, students take the assessment in the fall of their junior year and then take it again in the spring if they fail. This practice allows us to find where their weaknesses are in math and reading and tailor instruction to remediate those weaknesses. Students may test out of their Tier II classes if they show enough improvement.

We are committed to transparency at Campus High School. Our entire community should know how their school is doing in regard to students' achievement of basic academic skills. We share math and reading scores with our community in several ways.

Each fall we have parent meetings for each class (freshmen parents, sophomore parents, etc.). At those parent meetings we talk about the importance of being proficient in basic academic skills and then show them how our students performed the previous year. We post our school-wide AYP scores in the main entrance of the building so everyone can see them as they enter our school. The district office publishes a student achievement newsletter once a year in the fall, so our AYP data are shared with the community. We share our assessment scores with our Site Council and they are printed in the annual district newsletter. In the past couple of years we have shared this information with both the Chamber of Commerce and with the local Lions Club.

3. Sharing Lessons Learned:

We strongly believe in the AdvancEd philosophy of school-wide interventions and promote that philosophy within our school. As a result, we have given a couple of presentations at AdvancEd conferences on motivating high school faculty members. These presentations focus on giving our staff members a voice and involving them as much as possible in the school improvement process. We feel that the more we involve staff in the improvement process, the more they will help other members of the team when called upon to do so. Our faculty members determine what interventions we will use to improve math and reading scores and then train their colleagues to make improvement happen on a school wide basis. These interventions must be research-based and measurable. They may be adapted to individual departments as needed.

During our last five-year cycle we had ten school improvement committees, which made the committees small. All members had the opportunity to directly impact our school and make a contribution to our school improvement efforts. We try to create a team atmosphere in regard to school improvement. If everyone does their part, big things can happen for our students. This is the message we try to convey when presenting at conferences.

We also have our AVID teachers share their instructional strategies with others both in the district and outside the district. Word gets around when something works - - education is no different. Our AVID teachers have improved their own classroom instruction and we have found that teachers in our district outside the building are eager to learn about what works for their colleagues.

We have had the same experience with our special education teachers. Their insight into teaching special education students has been very well received by our entire faculty. They have also helped define the role of paras in the inclusion classroom. Our school makes much better use of the abilities of our para-educators and our students have greatly benefited from our paras' effective instruction.

4. Engaging Families and Communities:

Each fall we have parent meetings for each class during which we discuss graduation requirements, college and career readiness, and general school requirements. In those meetings we also share data from the previous school year such as math scores, reading scores, and graduation rate.

Parents and community members are actively recruited to become a part of our Site Council. We share data with Site Council members on a yearly basis. Site Council members are also a part of the approval process for new courses, handbook changes, discipline policies, and new programs to be offered.

One of the most successful events we have is spring enrollment conferences. In February, instead of Parent-Teacher conferences, we have enrollment conferences. Faculty members invite parents of each student in seminar to these conferences. At conferences, the teacher discusses future academic plans with the student and parent. The goal is to have a course schedule which fits the needs of the student for future academic and career endeavors.

Our Student Council has helped to organize a community service week for our student body. During this week, they create a list of community service projects for students and clubs to do as they see fit. Our alternative school, Haysville High School also periodically does community service work with the city of Haysville. All of these projects have been very positive for our school and community.

We also hold numerous meetings for parents of our various academic groups such as AVID, Advanced Placement and International Baccalaureate. At these meetings, expectations are discussed and questions are answered. Parents also have the opportunity to get to know the various faculty members in these programs.

1. Curriculum:

In our curriculum, we try to meet students where they are when they enter high school and then challenge them as they go through their high school years. We have eased entrance into our higher level academic courses to encourage all of our students to challenge themselves. We have Advanced Placement courses in every core area plus Fine Arts and Business. We have encouraged our students to challenge themselves with at least one Advanced Placement course. AP enrollment has risen from 50 in the fall of 2005 to 471 in the fall of 2012. AP courses are a good way for students to earn college credit as most colleges will give credit for scores of three or higher. For economically disadvantaged students, success on AP examinations is a good way to earn college credits at minimal cost.

Campus High School has worked to develop various Kansas Career Pathways over the past several years. At this point, we offer 10 Career Pathways including: Information Technology, Architecture and Construction, Transportation, Manufacturing, Hospitality and Tourism, Finance, Marketing, Education and Training, Human Services and Health Science. Students who complete three credits in a particular pathway are considered completers by the State of Kansas. Completers will have had an internship experience and had a good idea of what a particular career would entail. Students in the pathways tend to more clearly see the relevance of core courses and how they fit into a career. The connection between core classes and a possible career is motivational for our students.

This is our seventh year for the AVID program at Campus. It is a unique program that targets students who do not have a family history of college attendance. They are taught the “unwritten” rules of the academic world, including specific study strategies. AVID includes a specific class with hired tutors for the four core academic areas. Students are encouraged to take Advanced Placement courses to strengthen their college resume. We have had many AVID students go to college who might otherwise not have attended.

One of the leading job areas in Kansas is in the health professions. With that in mind, we added the Health Science Pathway at Campus High School this year. We have two outstanding courses, Sports Medicine and Anatomy and Physiology, which expose our students to the Health Science professions. This pathway can then lead our students into a number of areas such as nursing, medicine, physical therapy, etc.

The final program which we are in the process of offering is the International Baccalaureate program. Campus has recently been authorized as an International Baccalaureate World School. We will have our first class in the fall of 2013. The International Baccalaureate program emphasizes an interdisciplinary approach to education. Students are required to complete a community service component during their IB experience. Multi-cultural thinking is emphasized along with a world view. This program is aimed at our top students and will give them a world class education.

2. Reading/English:

We offer multiple layers of English courses at Campus High School. At the ninth grade level we offer regular and honors English; from there course offerings are expanded. In the senior year we have regular, honors and college bound English. Top level students are challenged with a concurrent college level course, English 101/102, or an Advanced Placement Literature course.

Honors level classes typically require a summer reading component and are built around the components of writing inquiry, collaboration, and reading. All courses are built with an emphasis on writing and the use of higher level thinking. We want students to use what they have learned to evaluate and create.

Our entire school uses Literacy First as an instructional model. This model is designed to make reading a part of everyday instruction in every classroom. Literacy First methodologies require student interaction and manipulation of content. One component of Literacy First is “Walls that Teach.” This model was adopted as an AdvancEd intervention which focuses on vocabulary. Research has shown a clear connection between vocabulary and reading comprehension. Classrooms throughout our building display vocabulary on walls, windows, or ceilings to help with comprehension. Ideally these are fluid displays that change as units change in the course of study.

Tier II reading instruction is required of students who fall below grade level in reading comprehension. These students focus on comprehension and fluency to remediate weaknesses. Once they test at grade level, they may move to another elective course out of their Tier II class. Campus also offers an “Intensive” or Tier III reading class. This class is primarily (but not exclusively) designed for special education students. Students can expect to be in the Intensive class for the entire year as they move toward proficiency.

3. Mathematics:

Mathematics at Campus is different than English in that we have fewer course options as students move through our curriculum. Our course sequence is traditional: freshmen at Campus typically begin with Algebra I or Geometry, then subsequently take Algebra II, Trigonometry, and finally either Calculus or AP Statistics. Next year, we are adding a College Algebra course that students may choose to take for concurrent credit.

All of our math courses are taught using our Literacy First instructional model. The emphasis on vocabulary and reading comprehension helps students with understanding math terms and word problems. Word problems have been a primary area in need of improvement for our students. Interestingly enough, a significant part of our math problem was found to be a reading problem.

Students performing below grade level are given several interventions. If they are freshmen, they are placed in our daily Algebra I class rather than taking math every other day in our block schedule. Two teachers teach this class, with students changing rooms at the mid-point of the 80-minute block. Students are given regular Algebra I instruction along with an emphasis on the foundational skills of number sense, algebra, geometry, and data.

Other students who are below grade level are placed in a Tier II math class. In Tier II, students are given specific instruction targeting weak areas as identified in formative assessments. This year we began using the Scantron Performance series to identify weak areas for 9th and 10th graders. Juniors focus on weak areas as identified by the initial state assessment given in the fall. If students test out, they are placed in an elective for the remainder of the year.

4. Additional Curriculum Area:

Our Social Studies/History Department offers a wide range of courses for our students at several different levels. Freshmen take Intro to Social Studies, which gives students a strong background in geography and world cultures. World History is typically taken by most sophomores and AP World History is offered for those students who prefer a more rigorous course load. Juniors have the option of taking U.S. History or AP U.S. History as required credit. Seniors have Government and AP Government from which to choose. We also offer Psychology, AP Psychology, Sociology, and Economics as electives.

The emphasis on basic skills is a good fit for Social Studies because of the interdisciplinary nature of most Social Studies courses. Students are required to read, write and discuss almost everything they study in their Social Studies courses. Social Studies also lends itself to project-based learning so students have to create something with the knowledge they gain. Reaching synthesis and evaluation level thinking on a regular basis helps our students to maximize their learning time.

The use of mathematics in social studies is certainly an essential skill that our teachers use in their courses. When studying such topics as population trends, industrial production, per capita income, etc., it is a necessity for students to understand about odds and probability or the use of and interpretation of graphs.

5. Instructional Methods:

We have adopted Literacy First as a school-wide instructional model. Literacy First focuses on the development of reading comprehension. At the high school level, Literacy First is centered on the development of reading skills through the active manipulation of content. This is best done through brain-based instruction. We have successfully moved away from lecture dominated instruction to more student-centered instruction. We believe that it is important to reach higher levels of thinking in each class and the use of brain-based activities helps students achieve that goal.

Building vocabulary in every academic area has been one of our primary goals at Campus. This is achieved through the use of “Walls that Teach” and “Word Walls” in each classroom. The building of vocabulary is of primary importance to reading comprehension, so “Word Walls” became one of our interventions for AdvancEd.

Also popular with our faculty has been the adoption of the various AVID instructional methods. WICR (writing, inquiry, collaboration, and reading) is a foundation for our AVID teachers and they have willingly shared those techniques with their colleagues.

Writing strategies include Cornell notes, reflective writing, peer editing, and summarizing. All these activities help students learn content through writing. Inquiry asks students to reach higher levels of thinking in each class period. Based on Costa’s three levels, students should reach level 3 thinking by using knowledge to create and evaluate. Collaboration activities include such things as jigsaws, think-pair-share, and group projects. Reading activities help students understand content. They are divided into pre-reading, during reading, and after reading strategies.

AVID instructional methods have been shared by our AVID teachers. To date, about a third of our faculty members have been to AVID training. We began our AVID program seven years ago and it has had a major impact on instruction at Campus High School.

6. Professional Development:

Staff development is a priority in our school district. Our staff members have a broad range of options to choose from in regard to staff development.

Upon adoption of Literacy First, all of our staff members were trained in the instructional model over a three year period. A consultant periodically returns to give us input and suggestions for improvement in the entire process. In addition, we send a core group of teachers and administrators to the Literacy First conference each summer. This is a time to refresh ourselves on various strategies and then bring them back to our faculty members for the next school year.

Our AVID teachers attend training each summer through a refresher course in AVID instructional techniques. These instructional approaches are then brought back to our faculty for inservices and sometimes just informal sharing.

Advanced Placement is another area in which we spend considerable resources to improve student learning. Each year we send several of our AP instructors to regional and national AP conferences to improve their instructional techniques. We have worked hard to increase our enrollment in AP courses; now we need to improve the number of students who score three or higher on the AP exams.

One area that can easily be overlooked in staff development is the time to work with each other to improve curriculum and assessments. This Professional Learning Community time should not be overlooked and can have a major impact on a school. We have carved out time in our schedule for PLC time. The last day of each week is early release time where our qualifying 10th-12th graders can earn early release by scoring well on assessments and having few discipline and attendance referrals. The resulting hour is then used to allow departments PLC time on a rotating basis to work on curriculum and assessments. This has proven to be valuable professional growth time for all of our teachers.

7. School Leadership:

We believe that leadership is action, not position. We also believe that leadership should be shared among skilled and talented faculty members. Having an entire faculty moving in the same direction at the same time is a powerful force that can have a major impact on a school.

One thing we think about is how to involve as many people as possible in decision making. We want everyone to have a voice, discuss issues, determine a direction, and then move! With this in mind we have developed a school improvement team based on the effective schools correlates. We have our typical committees for math, reading, and writing which focus on improvement in those areas. We also have committees such as Opportunity to Learn/Time on Task, which focuses on PBIS and MTSS. Our Student Progress committee works on graduation rate and dropout prevention, Home/School relations works on marketing our school, High Expectations focuses on the improvement of ACT and AP scores, Safety and Environment works on student engagement. Instructional Leadership coordinates all of our inservices based on the needs of the various committees. The Haysville HS committee focuses on the needs of the Alternative School that is a part of Campus High School.

Our entire faculty is divided among the above mentioned committees. We ask that they choose a committee they feel passionate about but also keep in mind that each department should be represented on the various committees if possible. This structure makes our committees small enough that each faculty member can contribute in a meaningful way. The objective is to have as much buy-in as possible. We are a team, trying to make our school the best it can be for kids.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: Kansas Mathematics

Edition/Publication Year: 2005 Publisher: KSDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	87	85	76	81	63
Exemplary	8	11	8	8	5
Number of students tested	322	340	339	317	333
Percent of total students tested	99	99	99	99	97
Number of students alternatively assessed	11	11	11	9	3
Percent of students alternatively assessed	3	3	3	3	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	84	80	66	76	57
Exemplary	7	7	2	6	5
Number of students tested	127	149	127	110	102
2. African American Students					
Met Standard	80	75	40	0	50
Exemplary	20	0	0	0	0
Number of students tested	5	4	5	3	2
3. Hispanic or Latino Students					
Met Standard	92	67	71	82	48
Exemplary	8	17		71	7
Number of students tested	38	24	31	28	31
4. Special Education Students					
Met Standard	75	76	64	54	26
Exemplary	9	9	3	11	2
Number of students tested	44	49	36	35	42
5. English Language Learner Students					
Met Standard	86	67	33	0	
Exemplary	14	0	0	0	
Number of students tested	7	3	3	1	
6. Asian					
Met Standard	92	75	54	63	75
Exemplary	0	13	8	6	5
Number of students tested	13	8	13	16	20
NOTES:					
Kansas offers both alternate and modified assessments. The modified assessments are included in our alternate data.					

13KS1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 11 Test: Kansas Reading

Edition/Publication Year: 2005 Publisher: KSDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	94	93	86	82	78
Exemplary	25	19	21	15	11
Number of students tested	321	343	351	318	334
Percent of total students tested	99	99	98	99	96
Number of students alternatively assessed	7	10	10	8	4
Percent of students alternatively assessed	2	3	3	3	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	88	91	79	77	72
Exemplary	21	15	9	13	8
Number of students tested	125	149	131	103	103
2. African American Students					
Met Standard	60	100	80	33	50
Exemplary	20	20	0	0	50
Number of students tested	5	5	5	3	2
3. Hispanic or Latino Students					
Met Standard	100	88	71	74	68
Exemplary	21	25	19	7	7
Number of students tested	38	24	31	27	31
4. Special Education Students					
Met Standard	74	82	60	51	37
Exemplary	11	16	5	17	0
Number of students tested	42	50	35	35	43
5. English Language Learner Students					
Met Standard	100	67	33	0	
Exemplary	0	33	0	0	
Number of students tested	7	3	3	1	
6. Asian					
Met Standard	93	89	85	67	95
Exemplary	14	11	0	13	20
Number of students tested	14	9	13	15	20
NOTES:					
Kansas offers both alternate and modified assessments. Modified assessments are included in the alternate data.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	87	85	76	81	63
Exemplary	8	11	8	8	5
Number of students tested	322	340	339	317	333
Percent of total students tested	99	99	99	99	97
Number of students alternatively assessed	11	11	11	9	3
Percent of students alternatively assessed	3	3	3	3	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	84	80	66	76	57
Exemplary	7	7	2	6	5
Number of students tested	127	149	127	110	102
2. African American Students					
Met Standard	80	75	40	0	50
Exemplary	20	0	0	0	0
Number of students tested	5	4	5	3	2
3. Hispanic or Latino Students					
Met Standard	92	67	71	82	48
Exemplary	8	17	0	71	7
Number of students tested	38	24	31	28	31
4. Special Education Students					
Met Standard	75	76	64	54	26
Exemplary	9	9	3	11	2
Number of students tested	44	49	36	35	42
5. English Language Learner Students					
Met Standard	86	67	33	0	0
Exemplary	14	0	0	0	0
Number of students tested	7	3	3	1	0
6. Asian					
Met Standard	92	75	54	63	75
Exemplary	0	13	8	6	5
Number of students tested	13	8	13	16	20
NOTES:					
Kansas offers both alternate and modified assessments. The modified assessments are included in our alternate data.					

13KS1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	94	93	86	82	78
Exemplary	25	19	21	15	11
Number of students tested	321	343	351	318	334
Percent of total students tested	99	99	98	99	96
Number of students alternatively assessed	7	10	10	8	4
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Met Standard	100	88	71	74	68
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Number of students tested	38	24	31	27	31
4. Special Education Students					
Met Standard	74	82	60	51	37
Exemplary	11	16	5	17	0
Number of students tested	42	50	35	35	43
5. English Language Learner Students					
Met Standard	100	67	33	0	0
Exemplary	0	33	0	0	0
Number of students tested	7	3	3	1	0
6. Asian					
Met Standard	93	89	85	67	95
Exemplary	14	11	0	13	20
Number of students tested	14	9	13	15	20
NOTES:					
Kansas offers both alternate and modified assessments. Modified assessments are included in the alternate data.					