

2005-2006 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. David Faulkner
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 2221 High School Drive
(If address is P.O. Box, also include street address)

Brentwood Missouri 63144 -1700
City State Zip Code+4 (9 digits total)

County St. Louis County State School Code Number* 096101

Telephone (314) 962 – 3837 Fax (314) 963 – 3166

Website/URL www.brentwood.k12.mo.us E-mail dfaulkner@brentwood.k12.mo.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 Revised, 04/27/06

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

District Name: Brentwood School District Tel. (314) 962 – 4507

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

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

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

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: 2 Elementary schools
 1 Middle schools
 0 Junior high schools
 1 High schools
 0 Other
- 4 TOTAL
2. District Per Pupil Expenditure: \$12,707
 Average State Per Pupil Expenditure: \$7,679

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. 1.5 Number of years the principal has been in her/his position at this school.
13 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	33	30	63
2				10	36	32	68
3				11	28	21	49
4				12	28	30	58
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							238

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- 63 % White
 - 32 % Black or African American
 - 2 % Hispanic or Latino
 - 3 % Asian/Pacific Islander
 - 0 % American Indian/Alaskan Native
 - 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: 3 %

[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.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)]	7
(4)	Total number of students in the school as of October 1	238
(5)	Total transferred students in row (3) divided by total students in row (4)	.0294
(6)	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: 2 %
4 Total Number Limited English Proficient
 Number of languages represented: 2
 Specify languages: Spanish and Hindi

9. Students eligible for free/reduced-priced meals: 16 %

Total number students who qualify: 35

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: 25 %
60 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>2</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>10</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>40</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>4</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>1</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>1</u>	<u>1</u>
Classroom teachers	<u>14</u>	<u>11</u>
Special resource teachers/specialists	<u>4</u>	<u>1</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff	<u>4</u>	<u>1</u>
 Total number	 <u>26</u>	 <u>14</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 11:1

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.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	94%	95%	95%	96%	95%
Daily teacher attendance	94 %	90%	94%	N/A	N/A
Teacher turnover rate	6%	31*%	12%	4%	15%
Student dropout rate (middle/high)	3%	4%	7%	1%	4%
Student drop-off rate (high school)	8%	9%	10%	10%	16%

*the last year of a retirement incentive program

Discrepancy between drop-out rate and drop-off rate: In the last 5 years, we have lost students due to a change in the Voluntary Desegregation Transfer Program attendance zones, a change in the program so that it accepts no new high school students, and the closing of an entire apartment complex due to road construction and commercial development. Furthermore, students who choose full-time tech school in 11th grade are no longer credited to our rolls.

14. (*High Schools Only*) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	<u>61</u>
Enrolled in a 4-year college or university	<u>67</u> %
Enrolled in a community college	<u>22</u> %
Enrolled in vocational training	<u>6</u> %
Found employment	<u>2</u> %
Military service	<u>4</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
Total	<u>100</u> %

PART III – SUMMARY

Every school should be like Brentwood High School. Located in the geographic center of a 2.9-square-mile city in St. Louis County, Missouri, Brentwood High School is also the center of a vibrant community, rich in traditions of excellence and neighborliness and committed to remaining “a small town in the big city.” Economically and socially diverse, Brentwood has also welcomed 20% of its nearly 250 students from St. Louis City through a voluntary desegregation transfer program since 1986. Holding on to small-town traditions, Friday night football games here are social events where families gather to eat bratwursts, work the concession stand, catch up on the week’s events, and, occasionally, watch some football. The high school’s “no-cut” policy for all athletic teams guarantees every interested student the opportunity to learn the joys and the disciplines of being on a team, but old-fashioned talent and hard work are needed to earn playing time. On the field on Friday nights, just as in classrooms on Friday mornings, the same values hold true: everyone is welcomed, everyone is challenged to excel, and hard work pays off.

It is the mission of Brentwood Public Schools that every student develop the skills, attitudes, and values to become a self-sufficient, community-minded citizen, capable and willing to both lead and serve in a diverse community. Toward that goal, Brentwood High School offers a rigorous variety of courses designed to prepare students for their highest post-secondary plans. Though small, Brentwood High School is creatively staffed so that we can offer over 100 different courses, including three foreign languages, 13 college-credit courses, band, choir, theater, and a variety of practical arts electives. Working on an 8-block schedule in which classes meet on alternate days, students still receive daily contact with an advisory teacher who supports them through their four-year journey toward graduation. The Advisory program maintains a personal connection for students as they grow toward independence. The advisor also serves as a conduit of information to and from parents. Although 85-90% of Brentwood students continue on to college, all students receive individual guidance counseling for their highest post-secondary aspirations, including work, military service, or technical school.

Extracurricular programs are a key component of the Brentwood High School program. The no-cut policy allows every student a place on a team. In years when demand is high, new teams are created to provide greater opportunity, whether it is a separate 9th grade basketball team or a cross-country squad of four. The Student Council (STUCO) is open to anyone who wants to volunteer—and the spirit of volunteerism is strong—and STUCO annually raises thousands of dollars at Thanksgiving and Christmas for needy families. For fun, STUCO organizes school dances in the gym—Homecoming, the Winter Dance, and Spring Fling—which are attended by most students with great enthusiasm. Students enjoy coming to school events.

Brentwood is a community connected to its school. Parents and students feel welcomed and safe; alumni are proud of their alma mater. Because the relationships among students, staff, parents and community are strong, students excel—they do a good job because they care and because they believe that the adults in their lives care for them. Brentwood is a “feel-good” place, but the proof is in the assessments. Held up to the rigorous standards of the Show-Me State’s tests, Brentwood’s students demonstrate not only that they are intellectually proficient but also that they are willing to show their best efforts on the state tests, a commitment students will not make if they do not care about their school. A review of the data shows that we are a high-performing school that has continued to show improvement over time in every sub-group. Not yet perfect, we strive to meet the needs of every child. It is hard to get lost in Brentwood, so, indeed, no child is left behind.

PART IV: INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: Since 2001, Missouri has used the rigorous Missouri Assessment Program (MAP) tests as its performance assessment. Annual tests are mandated for all 10th graders for Mathematics and for all 11th graders for Communication Arts. Both tests include selected response items and performance event items that include written responses. Students' scores are placed into the five categories below. Only Proficient or Advanced scores count toward meeting NCLB standards.

Step 1: Students are substantially behind in meeting Show-Me standards and demonstrate only a minimal understanding of fundamental concepts and little ability to apply that knowledge.

Progressing: Students are beginning to use their knowledge of simple concepts to solve basic problems, but they still make many errors.

Nearing Proficiency: Students understand many key concepts although their application of that knowledge is limited.

Proficient: This is the minimum desired level for all students. Students demonstrate the knowledge and skills called for by the Show-Me standards.

Advanced: Students demonstrate in-depth understanding of all concepts and apply that knowledge in complex ways.

Information on the Missouri Assessment Program may be accessed at www.dese.mo.us.

Under the *No Child Left Behind Act*, Missouri set its ambitious standards for meeting Adequate Yearly Progress (AYP) in terms of the percentage of students scoring in the top two levels (Proficient and Advanced) although a portion of students in the Nearing Proficiency category are at or above grade-level expectations. Data Tables 1 and 2 show Missouri's target percentage to meet 100% proficiency by 2014, the state's averages for 10th and 11th graders in Math and Communications Arts, and Brentwood High School's consistently outstanding performance in meeting those expectations. All data is disaggregated according to our key subgroups even though the provisions for marking AYP do not hold us accountable for cell groups smaller than 30. We are committed to serving every child, whether their scores "count" or not. As the data indicate, our subgroups with potential disadvantage consistently out-perform their peers in the state.

Table 1 - Communication Arts: Brentwood's students consistently exceed NCLB AYP targets and always outperform their peers in the state. Table 1 shows that, overall, Brentwood's students have exceeded the NCLB targets by more than 20 percentage points for the last four years and have shown consistent improvement at the same time, increasing from 38% in scoring Proficient or Advanced in 2001 to 40% in 2005. While some achievement gaps persist, Brentwood's students out-performed their Missouri peers in most years and categories, with few exceptions. In three out of the last five years, Brentwood's students with IEPs or who participate in the Free/Reduced Lunch program, consistently and dramatically exceeded state averages in those subgroups. The consistent annual improvement of African American students, increasing from 0% in 2001 to 42% in 2005, is dramatic, especially in comparison to the Missouri average of only 7%. Compared to scores for white students the same year (44%), it is clear that Brentwood students exceeded the NCLB targets by more than 20 percentage points and narrowed the gap between white and black students to a mere 2%.

Table 2 - Mathematics: Brentwood's 10th graders greatly exceed the NCLB AYP goals, show dramatic and consistent progress, and out-perform their Missouri peers in every subgroup level. Since 2001, Brentwood's percentage of students in the top two levels has increased from 14% to 38%, which is more than two times both the average state scores and each year's NCLB targets. When disaggregated, the data shows that every year, Brentwood's subgroups out-perform their state peers. Except for one anomalous year, Brentwood's African American students have shown consistent annual improvement. Of particular note in Mathematics is the consistent improvement among students receiving Special Education services. In 2005, students with IEPs scored at essentially the same level as those without (38% vs. 39%), exceeding the NCLB goal of 18% and the Missouri state average of 2%.

2. Using Assessment Results: A variety of assessment data and means are utilized to serve students in Brentwood schools. Prior to the start of each school year, eighth and ninth grade teachers meet to share qualitative and quantitative middle school assessment data so that entering freshmen are greeted with teachers who already have some familiarity with individual and group needs, strengths, and learning styles. Because preparation for college is set as an expectation for all students, Brentwood High School utilizes ACT's EXPLORE, PLAN, and pre-ACT assessment products to track students' progress, beginning in the ninth grade. Each fall, ninth graders take the EXPLORE test, which assesses their academic skills, needs, and post-secondary aspirations. The 11th/12th grade counselor shares these testing results with classroom teachers by the end of first semester so that enrichment and remediation may take place in accordance with testing results. In the 10th grade, students take the PLAN test, which is preparation for the ACT, normally given in the junior year. Again the data is shared with staff, who assess not only students' progress but also the school curriculum's adequacy in preparing students for college entrance exams. Students also take the MAP Mathematics test in the spring of their sophomore year. MAP results, returned in August, are disaggregated and reviewed by administrators and teachers at every level. In the 11th grade, the district pays for each junior to take a practice ACT test in the fall to familiarize them with the test's format and gauge their preparation for the actual test. In the spring, Juniors take the MAP Communication Arts test. This data is presented to staff as a final standardized evaluation of Brentwood's reading and writing curriculum and instruction. Finally, disaggregated ACT data from each year's graduating class gauges our effectiveness at meeting the college preparation goal. Results are shared with staff in faculty meetings and analyzed by teachers in K-12 curriculum meetings so that a clearly articulated district curriculum can be continually evaluated and revised.

3. Communicating Assessment Results: Assessment data provides good news for the Brentwood community, which takes great pride in its schools. To serve students, the 11th/12th grade counselor meets with each student individually in his or her junior year, if not earlier, to finalize the post-secondary planning process. Scores from practice tests are reviewed, goals are set for the ACT or SAT, and recommendations are made for junior and senior year testing, college visits, meetings with military recruiters, or other career exploration. Parents also receive printed reports of external assessments along with instructions for interpreting the reports. The broader community is informed directly of the district's successes through monthly full-page ads in the community newspaper, *The Pulse*. The high school's ad, published in January, highlights testing results received in the fall along with other school successes. Teachers and administrators also report disaggregated data and strategies to support African American achievement through annual reports to the standing African American Achievement Committee, comprised of teachers, parents, and administrators. The district's School Report Card, with supporting data, is available at <http://dese.mo.gov/planning/profile/096101.html>. This report is listed in a common format so that other districts and interested parties may review and compare our assessment data with that from other schools.

4. Sharing Success: The success of Brentwood in meeting the annual goals of No Child Left Behind are shared with other schools in a variety of formal and informal ways. The Missouri Department of Elementary and Secondary Education publishes an annual list of "Top Ten" schools, based on test performance, which has included Brentwood High School for several years. Because the stakes are so high, many other schools seek out Brentwood in researching how they can reproduce our success; Brentwood's administrators and teachers gladly share what we have learned in our work. The District's superintendent, who is well-informed on each school's improvement strategies, is involved with other school leaders at the local and state level, both sharing and receiving strategies with other school leaders. Our district also works closely with the St. Louis Black Leadership Roundtable, a private group committed to eliminating the achievement gap between white and black students. The math department chair, instrumental in dramatically changing the curriculum in 2002, works with the state's MAP Math committee, communicating our work as she assists in evaluating and refining the assessment program with educators from around the state.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: The total curriculum of Brentwood High School is designed and implemented to prepare students for ambitious post-high school plans by equipping them to be critical thinkers who can approach problems from a variety of perspectives and experiences. Brentwood High School students must earn 28 Carnegie units to graduate--significantly more than the state minimum of 24. Along with the curriculum's academic content, character education is embedded in lessons as students are reminded that good character and active citizenship are also expected outcomes of a free and appropriate public education. More than 100 different courses, taught by 40 full-time and part-time staff members, provide students with not only a common core of learning objectives in each curricular area but also with a variety of electives to explore interests and talents in the core academic areas, in the fine arts, in the practical arts, and in physical education. In addition to choosing from 13 college credit courses, eleventh and twelfth grade students may also dually enroll in local community colleges or in a technical school operated by the St. Louis Special School District.

Language Arts and Mathematics curricula, to be detailed in following sections, form the core of the educational program for Brentwood students. The small size of the teaching staff and its commitment to collegial work and professional development allow teachers from each discipline to build upon the core concepts taught in these two departments. In Language Arts, students are taught literature and composition in a sequence of literature courses (The American Experience, British Literature, and World Literature, followed by electives) that are coordinated with the sequence of history courses (American Voices, World History, and the Modern World, followed by electives). In a similar fashion, the Mathematics sequence (Pre-Algebra, Algebra I and II, and Geometry, followed by advanced electives) supports the skills needed in the spiraled Science sequence (Physics, Biology, Chemistry, and Principles of Science and Research, followed by advanced electives). Since the 2002-2003 school year, all staff have been trained in teaching reading and writing in every content area, and rigorous final exams include performance assessments that require students to demonstrate mastery of each content area through constructed response items that require deeper knowledge of the content area.

Each curricular area supports and expands upon the development of effective language skills, math skills, and values of citizenship and personal responsibility. The Physical Education program includes required Team Sports and Health courses and offers electives in Personal Fitness and Strength Training. Aligned with standards identified by the National Association for Sport and Physical Education, the full P.E. program strives to develop individuals who are knowledgeable and capable of living a healthy and active lifestyle as adults; on average, more than 60% of students also participate in extracurricular team sports. Brentwood's Foreign Language program, which includes Spanish, French, and German, begins in middle school and offers students up to five levels of instruction in each language. Each language curriculum teaches both language and culture and an appreciation of the connectedness of each citizen to the global economy. Four units of Social Studies are required for graduation. In addition to required courses in American history, government, and ancient and modern world history, students may take electives in sociology, psychology, or community service. The Practical Arts curriculum includes eight semester or year-long courses in Business, including Business Principles, Accounting, Computer Applications, and Entrepreneurship. Seven courses make up the popular Family and Consumer Arts curriculum in which students learn skills for self-sufficiency in Foods, Sewing, Interior Design, Family Living, and Child Development. Five courses in Woodworking and Drafting are offered in Industrial Technology, but students who desire further training may jointly enroll in the technical school. An extensive Fine Arts curriculum includes not only four years of Art but also Theatre, Band, and Choir programs. Twelve science courses, built on a physics/chemistry/biology foundation, prepare students for knowledgeable citizenship and for advanced scientific research in college or beyond.

2. English: Our English curriculum engages each student in reading and writing by focusing on literature and the expository essay. Students may enroll in either standard or Honors-level courses in their first three years of study. The required sequence—The American Experience, The British Experience, and World Literature—exposes students to both classics of literature and modern works representing a variety of literary genres and voices. By experiencing a diverse group of authors at a variety of levels of difficulty, students encounter the themes and styles of a multicultural world while improving their communication skills. Entering students are recommended for courses through personal consultation with the middle school teachers. Students who read significantly below grade level may also be simultaneously enrolled in Academic Literacy, a course that teaches and reinforces specific reading and writing skills needed in every course. By writing regularly and with various purposes, students gain facility with the language and an ability to complete an array of academic, professional, and personal tasks. Since 2003, our teachers have been engaged in on-going staff development in teaching reading and assessing writing in each curriculum area. Through challenging classes, standardized tests, and an active academic literacy program, we serve students who read below grade level by supporting and encouraging reading and writing throughout the school's entire curriculum. Data from the 11th grade MAP Communication Arts tests (Table 1), which is annually shared with and analyzed by each department, indicate not only perennial high performance in reading and writing but also consistent improvement among under-performing subgroups.

3. Mathematics: The best mathematics education possible is one that enables students to continue their education, pursue career goals, and fulfill personal ambitions. In 2002, our mathematics program underwent a significant change that has yielded dramatic improvement in our students' performance (see Table 2). Beginning in 2002, all 9th grade students, whether in Pre-Algebra or Honors Algebra I, have taken math each day for 86 minutes. This intensive daily exposure allows us to meet the goals of the mathematics curriculum--to provide instructional activities that involve students in exploring, investigating, representing, explaining, justifying and writing about mathematics to promote the development of students' analytic abilities.

Our sequential curriculum is designed to ensure all students benefit from a successful foundation in algebra. Although every student is required to complete at least three units of math, including Algebra and Geometry, the majority complete four units of math, either at the standard or Honors level. Many graduates complete five, including College Algebra, Pre-calculus and Advanced Credit Calculus.

Our math department is committed to increasing achievement for all students, particularly focusing on reducing the number of students scoring in the lower achievement levels on the state assessment and implementing strategies to narrow achievement gaps. While we are aware that gaps still exist, we are encouraged by the positive results the first three years of implementation have shown. In addition to utilizing data from standardized tests, a variety of unit assessments have been employed to help teachers gather data, communicate student needs, and improve instruction. Unit lessons are supported with technology integration and investigative learning; students are challenged to develop ideas and solve problems through research and disciplined practice. Our curriculum helps students to communicate effectively, reason logically, read symbolically, and make connections by extending their understanding of mathematics to related ideas.

4. Instructional Methods: Brentwood High School is fortunate to have a faculty who have a diversity of backgrounds and experiences and who share their expansive professional knowledge with their peers. All faculty members have been trained in strategies to differentiate instruction according to students' interests, abilities, and backgrounds. All new curriculum material is written utilizing a "backwards design" model to ensure that instructional activities and goals are in alignment. Teachers access a repertoire of strategies to engage students. Among these are project-driven learning, direct instruction, student-led research and presentations, small-group work, alternative assessments, field trips, and after-school tutoring. However, the most important and influential instructional strategy utilized by faculty is developing collaborative, one-on-one relationships with students. Because of our small size, many

students have the same teacher for more than one course, allowing these relationships to continue. The daily academic advisory program provides a mechanism for students to retain contact with one staff member throughout the student's time in school. Individual, relationship-based attention allows teachers to tailor instructional support to students' needs and encourages students to accept higher levels of challenge and accountability.

5. Professional Development: In keeping with state and national standards, Brentwood's professional development is led and developed by teachers themselves. For their work, Brentwood School District was recognized in 2004 with Missouri's Excellence in Staff Development Award. The annual calendar provides two full days and four half-days for building-level staff development in addition to two full days and two half-days for K-12 work within each curriculum area, which facilitates district-wide articulation of curriculum. Administrators provide advice and support based on whole-school observations and analysis of data, which is disaggregated each fall and shared for analysis among the whole staff and within each curricular area. Over the last three years, staff have participated in on-going training in teaching reading in the content areas (2003-2004, 2004-2005); the training has been expanded to include assessing writing using the 6+1 Traits model in 2005-2006. Staff have also worked together in addressing the African American achievement gap through large group training (two days with Larry Bell) and small-group workshops (Teaching for Social Justice and Action and Dismantling Racism). In 2004-2005, teachers also completed an independent book study of Gail Thompson's, *Through Ebony Eyes: What Teachers Need to Know But Are Afraid to Ask about African American Students*. Monthly faculty meetings begin with sharing successful strategies that work with students who are at-risk for being "in the gap." However, with a small faculty, professional development occurs most effectively in daily peer-to-peer sharing of challenges, success stories, shared professional reading, and collegial problem-solving. When something "new" arrives, such as a local conference or our new Smart Board for the computer lab, the most interested staff member steps up to leadership and then conveys the new learning to his or her colleagues. Grass-roots leadership and development of "local experts" allow us to quickly assess and tailor new strategies to our school community.

**Table 1: No Child Left Behind – Blue Ribbon School
STATE CRITERION REFERENCED TESTS**

Subject: Communication Arts Grade: 11 Test: Missouri Assessment Program (MAP)
Edition/Publication Year: 2001-2005 Publisher: CTB/McGraw-Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April '05	April '04	April '03	April '02	April '01
State Adequately Yearly Progress (AYP) Goal for Proficient or Advanced	26%	20%	19%	18%	N/A
State AYP Average for Proficient or Advanced (11 th grade)	23%	23%	22%	24%	23%
SCHOOL SCORES					
% At or Above State Standards (Proficient or Advanced)	40%	42%	43%	37%	38%
% Above State Standards (Advanced)	2%	2%	3%	0%	2%
Number of Students Tested	45	59	63	52	65
Percent of total students tested	98%	100%	97%	96%	100%
Number of students alternatively assessed	0	0	0	0	0
Number of students Level Not Determined (LND)	1	0	2	2	0
SUBGROUP SCORES					
1a. Ethnicity: White					
% At or Above State Standards (Proficient or Advanced)	44%	54%	55%	42%	42%
% Above State Standards (Advanced)	4%	3%	5%	0%	3%
Number of Students Tested	27*	35	42	36	37
State AYP Average for Proficient or Advanced	26%	25%	24%	26%	N/A
1b. Ethnicity: Black					
% At or Above State Standards (Proficient or Advanced)	42%	30%	12%	21%	0%
% Above State Standards (Advanced)	0%	0%	0%	0%	0%
Number of Students Tested	12*	20*	17*	14*	12*
State AYP Average for Proficient or Advanced	7%	7%	6%	7%	N/A
2a. Special Education: Students without Individual Education Plans (IEPs)					
% At or Above State Standards (Proficient or Advanced)	51%	49%	51%	42%	43%
% Above State Standards (Advanced)	3%	2%	4%	0%	2%
Number of Students Tested	35	47	51	45	54
State AYP Average for Proficient or Advanced	25%	25%	24%	26%	25%
2b. Special Education: Students with Individual Education Plans (IEPs)					
% At or Above State Standards (Proficient or Advanced)	0%	17%	8%	0%	9%
% Above State Standards (Advanced)	0%	0%	0%	0%	0%
Number of Students Tested	10*	12*	12*	8*	11*
State AYP Average for Proficient or Advanced	5%	3%	1%	2%	2%
3a. SES: Students NOT receiving Free or Reduced Lunch					
% At or Above State Standards (Proficient or Advanced)	39%	45%	42%	39%	42%
% Above State Standards (Advanced)	3%	2%	3%	0%	2%
Number of Students Tested	39	53	60	49	57
State AYP Average for Proficient or Advanced	27%	26%	25%	26%	24%
3b. SES: Students receiving Free or Reduced Lunch					
% At or Above State Standards (Proficient or Advanced)	50%	17%	67%	0%	0%
% Above State Standards (Advanced)	0%	0%	0%	0%	0%
Number of Students Tested	6*	6*	3*	3*	8*
State AYP Average for Proficient or Advanced	10%	10%	10%	11%	10%

*The Missouri Department of Elementary and Secondary Education does not hold schools accountable for cell groups with fewer than 30 students. However, we disaggregate this data in striving to serve each group.

**Table 2: No Child Left Behind – Blue Ribbon School
STATE CRITERION REFERENCED TESTS**

Subject: Mathematics Grade: 10 Test: Missouri Assessment Program (MAP)
Edition/Publication Year: 2001-2005 Publisher: CTB/McGraw-Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April '05	April '04	April '03	April '02	April '01
State Adequately Yearly Progress (AYP) Goal for Proficient or Advanced	18%	10%	9%	8%	N/A
State AYP Average for Proficient or Advanced (10 th grade)	17%	15%	12%	11%	13%
SCHOOL SCORES					
% At or Above State Standards (Proficient or Advanced)	38%	31%	28%	15%	14%
% Above State Standards (Advanced)	8%	6%	2%	2%	0%
Number of Students Tested	63	49	60	60	64
Percent of total students tested	98%	98%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Number of students Level Not Determined (LND)	1	1	0	0	0
SUBGROUP SCORES					
1a. Ethnicity: White					
% At or Above State Standards (Proficient or Advanced)	58%	43%	42%	7%	16%
% Above State Standards (Advanced)	12%	10%	3%	2%	0%
Number of Students Tested	40	28*	36	39	37
State AYP Average for Proficient or Advanced	20%	18%	14%	12%	15%
1b. Ethnicity: Black					
% At or Above State Standards (Proficient or Advanced)	5%	14%	10%	6%	0%
% Above State Standards (Advanced)	0%	0%	0%	0%	0%
Number of Students Tested	22*	14*	21*	17*	13*
State AYP Average for Proficient or Advanced	3%	2%	2%	1%	2%
2a. Special Education: Students without Individual Education Plans (IEPs)					
% At or Above State Standards (Proficient or Advanced)	39%	41%	33%	19%	17%
% Above State Standards (Advanced)	9%	8%	2%	2%	0%
Number of Students Tested	55	33	48	49	52
State AYP Average for Proficient or Advanced	19%	17%	14%	12%	14%
2b. Special Education: Students with Individual Education Plans (IEPs)					
% At or Above State Standards (Proficient or Advanced)	38%	7%	0%	9%	0%
% Above State Standards (Advanced)	0%	0%	0%	0%	0%
Number of Students Tested	8*	15*	12*	11*	12*
State AYP Average for Proficient or Advanced	2%	1%	1%	1%	1%
3a. SES: Students NOT receiving Free or Reduced Lunch					
% At or Above State Standards (Proficient or Advanced)	44%	35%	30%	18%	15%
% Above State Standards (Advanced)	9%	7%	2%	2%	2%
Number of Students Tested	53	40	56	56	54
State AYP Average for Proficient or Advanced	21%	19%	15%	12%	14%
3b. SES: Students receiving Free or Reduced Lunch					
% At or Above State Standards (Proficient or Advanced)	10%	11%	0%	0%	10%
% Above State Standards (Advanced)	0%	0%	0%	0%	0%
Number of Students Tested	10*	8*	4*	4*	10*
State AYP Average for Proficient or Advanced	7%	5%	4%	3%	4%

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