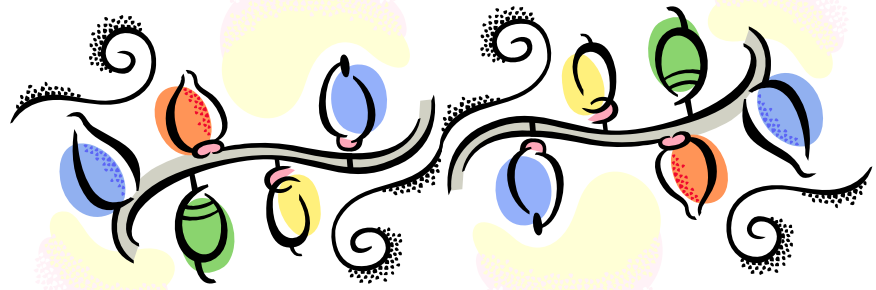


Haysville USD 261 School News



2006 Holiday Programs

- | | |
|--------------|---|
| December 5 | Rex Elementary Vocal Program & Third Grade Musical, 7 p.m. at Rex |
| December 7 | Nelson Elementary Winter Program 7 p.m. at Nelson |
| December 7-9 | CHS Advanced Acting Class presents "Noises", 7:30 p.m. nightly, In the CHS Auditorium |
| December 11 | Jazz I and Haysville M. S. Band Concert 7:00 p.m. at Campus H.S. Auditorium |
| December 12 | Ruth Clark Elementary Fifth Grade Winter Program, 7:00 p.m. in the Gym |
| December 14 | Campus H. S. & Haysville M. S. Orchestra Concert, 7:00 pm. at CHS |
| December 18 | Campus H.S. Band Concert 7:00 p.m. at CHS |
| December 19 | Oatville Elementary Winter Program 7:00 p.m. at Campus High School |
| December 21 | Campus H. S. Vocal Concert 7:00 p.m. at CHS |

December 2006

District Happenings



On Friday, November 10, Freeman Elementary students participated in an assembly recognizing Veterans Day. In particular, the event recognized the Veterans that work at Freeman elementary and students' family members who are Veterans. The children prepared patriotic songs to sing and made speeches expressing their appreciation. Whitney Lee, a fifth grade student, painted a patriotic picture. She is shown with Freeman custodian Jesse Bohler who was one of the honored guests. Students also wrote "thank you" letters that were taken to the Veteran's Hospital.



Haysville Middle School principal Mike Maurer is shown accepting a check for \$1099.58 from Homeland Grocery Store manager Tim Massey. The funds are from the Homeland One card program that gives a percentage of sales to schools. So far USD 261 schools have received almost \$3500 from Homeland.



Tabitha Wheeler and Viviana Molina, fifth grade students at Ruth Clark Elementary, are shown with Principal Missy Hollenbeck. The girls accepted the challenge of entering a creative writing contest sponsored by Kansas Studies Weekly, a Kansas history newspaper for young students. The topic of Viviana's article was the U.S. Constitution. Tabitha's article was about the three branches of our government. Both students were chosen from among other students across Kansas to have their articles published in the newspaper. They also received a Certificate of Merit awarded for 1st place in their respective categories.



Campus High School senior Terri Anderson is shown signing an athletic national letter of intent to attend Purdue University in West Lafayette, Indiana. She will participate on the Purdue track team and will throw both the shot put and discus. Purdue is a member of the Big Ten Athletic Conference. Terri spent all four years of her high school athletic career at Campus. While attending Campus she lettered in volleyball three years and in track four years. This past spring Terri finished first in the discus throw at the Kansas State Track Meet and set a new state record with a throw of 156'11". She participated in a national track meet in California over the summer and finished third in the discus throw. Terri is coached by Steve Miller and Brandon Craig. Terri is the daughter of Katy Anderson and Carl Anderson both of



Transition Committee Forming

A Transition Committee is being formed by the USD 261 Board of Education to help with several tasks including recommending names for the new facilities being built as part of the bond initiative.

Persons interested in volunteering to serve on this committee can contact Sandy Bradshaw, Transition Committee Facilitator, at 554-2200 or she can be emailed at sbrasha@usd261.com.

The committee will begin work in early January and will make recommendations to the Board of Education in Early May. Please contact Sandy Bradshaw with questions or for more information.

Haysville USD 261 Parents As Teachers program visited a local farm where children and their parents got to meet a couple of Thanksgiving birds up close. Children also were able to select a pumpkin. Parents As Teachers serves children age birth through three years of age and provides both parenting information and educational/social activities for the children.

Student Achievement in Haysville USD 261

Through Professional Learning Communities (PLCs), the Haysville School District has placed a concerted effort into curriculum alignment, both vertically and horizontally, with the Kansas State Curriculum Standards. Not only has a renewed emphasis been placed with standards, but teachers are learning and implementing scientifically-based researched instructional practices (Robert Marzano's Effective Instructional Practices) to meet the needs of an increasingly diverse population. All efforts are in keeping with the increased requirements outlined in the Kansas curriculum standards, the Quality Performance Accreditation Process (QPA), and the federal legislation (No Child Left Behind, NCLB). This year, all buildings and the district demonstrated the Adequate Yearly Progress (AYP) targets on state assessments in reading and mathematics.

The strategic plan continues to be a road map for improved curriculum and instruction, whereby action plans provide processes to assure that consistent curriculum is taught across the district, and multiple assessments will be used to measure learning. Teacher training has also been emphasized through the Tapping Teacher Talent mentoring program. The State approved program pairs new-to-the-district teachers with a USD 261 veteran teacher. This year for the first time, pairs of teachers will be divided into two groups. The first group is for those teachers who are brand new to the profession and focuses on the Kansas Performance/Portfolio Assessment that is required of new teachers in order to earn his/her official teaching license. The second group is designed for those experienced teachers who are new to Haysville. This group will focus on Fred Jones' *Tools for Teaching*, allowing the group to go through a book study on classroom management and good instructional designs followed by an opportunity to practice and then dialogue about their experiences. For both groups the focus of collaboration, is student learning!

CAMPUS HIGH SCHOOL

The ACCESS Program provides support for students struggling to make the transition from middle school to high school. The AVID program encourages students to set more rigorous academic goals. School Improvement teams are targeting specific skills and knowledge for improvement. The number of students performing at proficient and above on the State Reading and Math assessments continues to increase. CHS students also saw significant improvement on ACT scores.

Enrollment: 1292
Males: 54% Females: 46%
Economically Disadvantaged: 28%
Attendance Rate: 94.4 %

Haysville Campus High School				
Year	Reading Grade 11		Math Grade 10	
	Campus	AYP Target	Campus	AYP Target
2003	60.8	44.0	33.2	29.1
2004	51.2	57.3	39.7	38.0
2005	57.0	58.0	37.0	46.8
2006	76.7	58.0	44.8	46.8

HAYSVILLE MIDDLE SCHOOL

With the 2005-06 school year came a significant change in the assessment process for public schools. HMS is now held accountable for ALL students. ALL sixth, seventh, and eighth grade students take the Kansas Assessment in both reading and mathematics annually. HMS aggressively pursues improved student achievement with many initiatives, and the products from that pursuit are beginning to become visible. Students and staff at HMS are proud of these accomplishments.

Enrollment: 1123
Males: 51% Females: 49%
Economically Disadvantaged: 38%
Attendance Rate:

Haysville Middle School								
Year	Reading				Math			
	Grade 6	Grade 7	Grade 8	AYP Target	Grade 6	Grade 7	Grade 8	AYP Target
2003			70.0	51.2		51.8		46.8
2004			68.4	57.3		63.9		53.5
2005			61.9	63.4		72.7		60.1
2006	75.9	76.2	77.0	63.4	71.3	64.8	69.6	60.1

FREEMAN ELEMENTARY

Freeman Elementary is taking steps to improve student achievement in the area of reading by providing 90 minute reading blocks. Teachers also collaborate weekly to set goals, plan instruction and monitor student progress. New State Assessment requirements included testing students 3rd through 5th grades.

Enrollment: 302

Economically Disadvantaged: 37%

Male: 53%

Female: 47%

Attendance Rate: 93.1%

Freeman Elementary School								
Year	Reading				Math			
	Grade-3	Grade-4	Grade-5	AYP Target	Grade-3	Grade-4	Grade-5	AYP Target
2003			56.8	51.2		97.3		46.8
2004			70.7	57.3		88.5		53.5
2005			47.2	63.4		91.6		60.1
2006	51.0	76.4	45.6	63.4	63.8	94.1	54.3	60.1

NELSON ELEMENTARY

Nelson Elementary enjoys an excellent attendance rate and a safe learning environment. Through staff collaboration, reading and math strategies are developed to support an aggressive school improvement effort. Nelson has seen great improvements in both areas of Math & Reading over the past few years.

Enrollment: 508

Economically Disadvantaged: 43%

Male: 52%

Female: 48%

Attendance Rate: 94.9

Nelson Elementary School								
Year	Reading				Math			
	Grade-3	Grade-4	Grade-5	AYP Target	Grade-3	Grade-4	Grade-5	AYP Target
2003			73.8	51.2		68.0		46.8
2004			52.6	57.3		70.2		53.5
2005			61.1	63.4		77.7		60.1
2006	93.8	84.6	65.7	63.4	95.0	79.1	55.8	60.1

OATVILLE ELEMENTARY

Oatville fosters a climate of high expectations for student academic achievement and behavior as well as promoting a positive school climate. Through an aggressive school improvement initiative, students' performance on the state assessments continues to improve. Teachers collaborate weekly to monitor student progress, determine instructional strategies, review curriculum, and discuss positive behavior supports. The staff is committed to doing whatever it takes for students.

Enrollment: 382

Economically Disadvantaged: 33%

Male: 53%

Female: 47%

Attendance Rate: 95.4%

Oatville Elementary School								
Year	Reading				Math			
	Grade-3	Grade-4	Grade-5	AYP Target	Grade-3	Grade-4	Grade-5	AYP Target
2003			58.3	51.2		77.3		46.8
2004			80.3	57.3		84.7		53.5
2005			76.2	63.4		87.9		60.1
2006	90.3	90.1	95.3	63.4	82.2	98.3	90.6	60.1

REX ELEMENTARY

Rex Elementary has an excellent attendance rate and a safe learning environment. Target areas for improvement include reading comprehension skills across the curriculum, problem solving, and skills in written composition. Student achievement is addressed through Professional Learning Communities and Kagan Cooperative Learning Structures.

Enrollment: 451`

Male: 47% Female: 53%

Economically Disadvantaged: 40.1%

Attendance Rate: 92.3

Rex Elementary School Kansas Assessment Data								
Year	Reading				Math			
	Grade 3	Grade 4	Grade 5	AYP Target	Grade 3	Grade 4	Grade 5	AYP Target
2003			57.7	51.2		58.8		46.8
2004			56.9	57.3		65.7		53.5
2005			61.4	63.4		84.0		60,1
2006	82.2	69.0	67.2	63.4	88.7	60.5	68.9	60.1

RUTH CLARK ELEMENTARY

Ruth Clark Elementary continues to target the areas of reading comprehension skills across the curriculum, problem solving skills, and skills in written comprehension. The school enjoys an excellent attendance rate. Student achievement will continue to be addressed through strategies in the school improvement plan.

Enrollment: 334

Males: 48% Females 52%

Economically Disadvantaged: 43%

Attendance Rate: 94.2%

Ruth Clark Elementary School Kansas Assessment Data								
Year	Reading				Math			
	Grade 3	Grade 4	Grade 5	AYP Target	Grade 3	Grade 4	Grade 5	AYP Target
2003			67.3	51.2		61.3		46.8
2004			66.1	57.3		91.0		53.5
2005			75.8	63.4		84.8		60,1
2006	91.6	86.5	60.4	63.4	93.3	91.0	66.6	60.1

Haysville Alternative High School

Haysville Alternative High School is a program of Campus High School. Both schools target math, reading, and writing as part of the school improvement process. AYP data doe HAHS is incorporated in the Campus data. The North Central Association (NCA) is the organization that monitors, supports and determines accreditation through the school improvement process. The purpose of the school is to help students graduate from high school by giving them additional support and structure. HAHS showed an improvement in reading and math during the 2005-2006 on state assessments. The percentage of students reading at the proficient level and above at HAHS rose from 35.6% to 40%. Math scores showed an even greater improvement with the number of student's proficient and above rising from 4.3% to 31%. While this is cause to celebrate, the staff and students at HAHS strive to show continued improvement in the future.

Graduates (Class of 2005-2006): 49

05-06 Enrollment: 79

Parent Connection

by Teresa Tosh

Director of Elementary Curriculum

Using Praise to Encourage Better Behavior

We all need recognition for a job well done. Children are no exception. Specific praise is one strategy we can use to recognize a child for a desired or correct behavior. Praise is useful to help us build relationships with our kids and helpful in changing behavior. There are some tips to keep in mind to help us make our praise meaningful, effective and powerful for our kids...

- **Be nonjudgmental.** Keep the praise focused on the specific accomplishment or behavior at the moment. Don't compare the child with another child.
- **Be specific.** Include details about what the child did that inspired your praise. Avoid vague "Good Job!" statements. Being specific helps the child connect the praise to the desired behaviors. For example – Instead of saying "Carl, you did a good job on your essay." Say – "Carl, you used several vivid words in your writing to describe the setting. Those words helped me to picture the scene." OR "Carl, thanks for helping me set the table. You placed all of the forks on the left side of the plate and the knives and spoons on the right."
- **Be sincere.** Match your body language and tone of voice so the child hears and sees a consistent message. A behavior noticed is a behavior repeated. Focus on the good things and you will get more of it.
- **Be quick.** Kids need positive feedback quickly. Praise that immediately follows a behavior increases the likelihood that the child will engage in that behavior in the future.

Again and Again!! Positive statements should outnumber negative reprimands. Work to make 3 positive statements for every 1 negative one. Surprise your child with a quick positive note stuck in a lunchbox or on a bathroom mirror. Those positive statements can be written as well as verbal.

Use these tips and soon you might hear..."Wow, Mom/Dad! You do a really great job of praising my efforts at school by being specific and sincere when you notice me doing good work. Thanks for your extra effort catching me being good. You rock!!"

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The Haysville School News is published five times a year by the Haysville USD 261 Community Relations Department for patrons of the district. We realize with a saturation mailing, some people outside our district will receive this newsletter. We hope readers will enjoy reading about the exciting things happening in the Haysville public schools. All correspondence related to the newsletter should be forwarded to: Community Relations, 1745 West Grand, Haysville, KS 67060, (316)554-2200, sbradsha@usd261.com. Haysville USD 261 is an equal Opportunity Employer. Visit our website at: www.usd261.com. Copyright 2006.

Tech Talk By Lisa Cundiff, Director of Instructional Technology, USD 261

Around this time of year I get asked lots of questions about digital cameras. With so many options and specifications, deciding which camera to purchase can be a challenge. While I do not claim to be an expert in this area, I can give you a few things to consider as you select the digital camera that is right for you. Actually, that is where you begin---by determining what it is that you want to do with your camera. Do you want to take basic pictures that can be printed or processed as 4"x6" prints? Would you use a video capture feature? What are you willing to pay? Once you decide upon a price range and the features that are most important to you, the following guidelines may be helpful as you head out to purchase a general purpose digital camera.

When it comes to pricing, generally, try not to buy the least expensive or the most expensive camera available. The least expensive may not have the features or quality you desire and the most expensive will be outdated in a short period of time anyway. Sony, Canon, HP, Kodak, Fuji and Olympus make good quality, reasonably priced point and shoot digital cameras.

How many "mega-pixels" do you need? Image quality is impacted by the camera's mega-pixel number. Higher mega-pixel cameras can produce better pictures at larger sizes like 8x10 and above. If you simply want 5x7, 4x6, or smaller prints, a 4 or 5 mega-pixel camera will do the trick. Even a 3 mega-pixel camera can produce nice quality 3x5 or 4x6 prints. This holiday season it will be easy to find digital cameras priced around \$100 or even less, but remember to consider more than just the mega-pixel count when purchasing a digital camera.

Another feature that you will see listed in a digital camera's specifications is 'zoom'. Basically, there are two types of zoom—optical and digital. Optical zoom is more important than digital since you can enlarge photos digitally on a computer with photo software. Look for digital cameras with 2x to 4x optical zoom.

What about memory cards? Most digital cameras come with very small memory cards and/or have very little internal memory for storing photos, so you will need to purchase a memory card for your camera to store images until you print them, save them to your computer, or take the card to get the images printed at Walmart, Dillons, etc. The good news is that memory card prices have dropped tremendously in the last few years. When purchasing a memory card, make sure to get the right type of card for your camera and consider your camera's mega-pixel capacity. For example, a 1GB (gigabyte) memory card will hold up to 400 images taken at a 5 mega-pixel high-resolution setting and can be purchased for as little as \$20 depending on the card type/brand. Note: As digital cameras go on sale this season, watch for ads that offer 'a free memory card' or other accessory with the purchase of a digital camera.

Battery Power Options: Many inexpensive digital cameras rely on disposable AA batteries for power, which can really add to the cost of owning a digital camera, especially if you use the built-in flash, video capture, and sound recording features that many digital cameras offer. Lithiumion or nickel-metal hydride (NiMH) rechargeable batteries typically hold a charge the longest.

A few last thoughts - Good quality pictures are not only impacted by the equipment you are using, but also by lighting and camera settings. Higher mega-pixel cameras (7+) often require a tri-pod, very steady hand or built-in stabilization feature in order to take clear, best quality pictures. As with any electronic purchase, when it comes time to buy, ask lots of questions to make sure you are getting exactly what you want.

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