

# 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

Type of School (Check all that apply)  Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

Name of Principal Mr. Thomas Neil Wood

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

Official School Name John Marshall High School

(As it should appear in the official records)

School Mailing Address 1300 Wheeling Avenue

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

Glen Dale

City

West Virginia

State

26038-1798

Zip Code+4(9 digits total)

County Marshall

State School Code Number\* 502

Telephone (304) 843-4444

Fax (304) 843-4456

Web site/URL http://jmhs.mars.k12.wv.us/

E-mail tnwood@access.k12.wv.us

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

Date \_\_\_\_\_

Principal's Signature \_\_\_\_\_

Name of Superintendent Mr. Alfred N. Renzella

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

District Name Marshall County Schools

Tel. (304) 843-4400

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

Date \_\_\_\_\_

(Superintendent's Signature) \_\_\_\_\_

Name of School Board

President/Chairperson Mr. Roger Lewicki

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

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

Date \_\_\_\_\_

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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

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

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

## PART II - DEMOGRAPHIC DATA

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

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

1. Number of schools in the district: \_\_\_\_\_ 11 Elementary schools  
 \_\_\_\_\_ 0 Middle schools  
 \_\_\_\_\_ 2 Junior High Schools  
 \_\_\_\_\_ 2 High schools  
 \_\_\_\_\_ 0 Other  
 \_\_\_\_\_ 15 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 9219  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 8449

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

3. Category that best describes the area where the school is located  
 Urban or large central city  
 Suburban school with characteristics typical of an urban are  
 Suburban  
 Small city or town in a rural are  
 Rural
4. \_\_\_\_\_ 1 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ 5 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7			0
K			0	8			0
1			0	9	182	174	356
2			0	10	164	164	328
3			0	11	171	175	346
4			0	12	176	151	327
5			0	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>1357</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 0  | % American Indian or Alaska Native |
| 0  | % Asian or Pacific Islander        |
| 1  | % Black or African American        |
| 0  | % Hispanic or Latino               |
| 99 | % White                            |

**100 % TOTAL**

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

7. Student turnover, or mobility rate, during the past year 12 %

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

<b>( 1 )</b>	Number of students who transferred to the school after October 1 until the end of the year	64
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	107
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	171
<b>( 4 )</b>	Total number of students in the school as of October 1	1399
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.12
<b>( 6 )</b>	Amount in row (5) multiplied by 100	12

8. Limited English Proficient students in the school: 0 %
- |   |   |
|---|---|
| 1 | Total Number Limited English Proficient |
|---|---|

Number of languages represented 1

Specify languages: Korean

9. Students eligible for free/reduced-priced meals 41 %

Total number students who qualify: 559

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: 13 %  
170 Total Number of Students Serve

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

<u>1</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>1</u>	Deafness	<u>8</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>112</u>	Specific Learning Disabilit
<u>4</u>	Emotional Disturbanc	<u>0</u>	Speech or Language Impairment
<u>1</u>	Hearing Impairment	<u>2</u>	Traumatic Brain Injury
<u>39</u>	Mental Retardation	<u>2</u>	Visual Impairment Including Blindness
<u>0</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>4</u>	<u>0</u>
Classroom teachers	<u>88</u>	<u>0</u>
Special resource teachers/specialist	<u>15</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support Staff	<u>37</u>	<u>0</u>
Total number	<u>144</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of 15 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	93 %	97 %	97 %	97 %	93 %
Daily teacher attendance	93 %	92 %	94 %	94 %	94 %
Teacher turnover rate	14 %	12 %	10 %	9 %	9 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	3 %	3 %	3 %	3 %	4 %

Please provide all explanations below

Our high teacher turnover rate was due to our teachers reaching the age of retirement.

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

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

Graduating class size	330	
Enrolled in a 4-year college or university	52	%
Enrolled in a community college	8	%
Enrolled in vocational training	10	%
Found employment	16	%
Military service	4	%
Other (travel, staying home, etc.)	5	%
Unknown	5	%
<b>Total</b>	100	%

## PART III - SUMMARY

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John Marshall High School (JMHS) opened in 1969 as a result of the consolidation of three high schools. The school is located in Marshall County, West Virginia, which is a rural Appalachian county in the Northern Panhandle of West Virginia. Approximately 1,460 students are enrolled at JMHS in grades nine through twelve.

Our tight knit community makes the education of our children a top priority. Whether providing opportunities for the college-bound or vocational student, our vision at JMHS is that all students will actively participate in their education and leave our school with the skills, knowledge, discipline, and character to succeed in the next phase of their lives. To facilitate this, our mission is to provide a safe, caring, and productive environment for our students. Through parents, students, faculty and staff working together as one, students will attain the necessary skills and knowledge to be productive citizens of our modern technological society.

Due to the fact that the Northern Regional Jail and a regional detention center which houses young adults are located within two miles of JMHS, we see many students who enroll in JMHS with unique educational/emotional needs at varying times within a school year. It is essential that our curriculum be aligned to meet their needs also.

Realizing that the way students learn has changed through the years, it is essential that our programs and teaching methods change accordingly. We are proud to report that the number of students proficient in Reading has risen from 69% in May 2004 to 84% in May 2007. In the area of Math, our scores have progressively risen from 60% proficient in 2004 to 81% proficient in 2007. From instituting co-teaching to altering discipline strategies, we knew a cultural change was essential if our students were going to increase their overall achievement. We believe these changes contributed to our recently being named as an Exemplary School for 2007.

At JMHS, we take a proactive approach to discipline. Our goal is to build self esteem and student/community pride. Our Positive Behavior Support Program encourages both students and faculty to be the best they can be. Our students and faculty wear pride pins and our PRIDE slogan is displayed throughout our building. PRIDE stands for Productive, Responsible, Involved, Diligent and Efficient. We regularly evaluate our discipline data and adjust our reward systems accordingly. Community businesses such as Wal-mart, McDonald's, Wendy's, Pittsburg Plate Glass and other local industries are also becoming involved in recognizing and rewarding student success.

JMHS is a community school. We are presently working with industry and our local Chamber of Commerce to provide employment opportunities that will allow our students to remain in the area. JMHS is the first in the valley to develop a formal partnership with the Building Trades Industry which provides our students specialized apprenticeship opportunities immediately following high school. JMHS is also actively involved with the local parochial schools to share our expertise, consultation and direct intervention strategies and activities. Law enforcement from across the nation at state, local and federal levels converge yearly at JMHS in conjunction with the National Corrections and Law Training and Technology Center to provide unique scenarios and mock trainings. Our state CSOs are incorporated across curriculum by our teachers to make this a unique learning opportunity. This experience also provides our students with unique insight into various law enforcement careers. Our communications department provides students with exceptional opportunities. Country music star Brad Paisley recently involved our students in the taping of Letter to Me at JMHS. These opportunities combine to provide our students with a learning environment conducive for acquiring 21st Century skills.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Beginning with the 2003-2004 school year, the West Virginia Department of Education implemented the West Virginia Educational Standards Test (WESTEST) as the statewide assessment tool. At the high school level, students in the sophomore class are required to participate in this assessment. This criterion referenced test is used to assess student mastery of the West Virginia Content Standards and Objectives in reading/language arts, mathematics and science. Results are disaggregated by subject area and subgroup, which include gender, race/ethnicity, low socioeconomic status, and students with disabilities. Test results are categorized by one of five descriptors:

**Distinguished:** A student at this level has demonstrated exceptional and exemplary performance. The work shows a distinctive and sophisticated application of knowledge and skills beyond course or grade level expectations.

**Above Mastery:** A student at this level has demonstrated competent and proficient performance that exceeds the standard. The work shows thorough and effective application of knowledge and skills.

**Mastery:** A student at this level has demonstrated fundamental knowledge and skills that meet the standard. The work is accurate, complete and fulfills all requirements. The work shows solid academic performance at the course/ grade level.

**Partial Mastery:** A student at this level has partially demonstrated fundamental knowledge and skills toward meeting the standard. The work shows basic but inconsistent application of knowledge and skills characterized by errors and/or omissions. Performance needs further development.

**Novice:** A student at this level has not demonstrated the fundamental knowledge and skills needed to meet the standard. Performance at this level is fragmented and/or incomplete and needs considerable development.

Specific information about state testing procedures and scores can be found on the West Virginia Department of Education/WV Achieves website (<http://wvachieves.k12.wv.us>). All students are expected to attain Proficiency level by 2014. To determine Adequate Yearly Progress toward that goal, West Virginia has set annual measurable objectives for a percentage of each subgroup to attain the Proficiency level. To achieve AYP, each subgroup of 50 or more students at JMHS must attain these objectives in both reading and mathematics.

During the past two years, we have had two subgroups with the required number of fifty students. These are the White and Low SES subgroups. Our scores indicate that our rate of overall student proficiency is increasing. Our four year gain in Reading is 15% and in Mathematics, 21%. Our Low SES groups increased 26% in Reading and 26% in Math. Although we do not have the cell size of 50 in Special Education, those scores have shown an increase of 16% in Reading and 27% over the past three years. We are successfully meeting our goal to close this achievement gap. Significant increases can be seen in the percentage of student scoring at the Above Mastery and Distinguished levels.

The West Virginia Writing Assessment is also administered to all sophomore students. The purpose of this test is to assess a student's ability in the areas of organization, development, sentence structure, word choice, and language mechanics. JMHS saw an increase of 9% in the number of students scoring at Mastery or Above.

JMHS offer its students with special needs the opportunity to participate in statewide testing through the use of alternate assessment. This Alternate Performance Task Assessment was developed by the state to target our student with even the most severe disabilities. Using the WESTEST as a blueprint, WV studied their content standards and developed extended standards designed to better target the abilities of students with special needs. JMHS was proud to be one of the schools selected to participate in the pilot of this current best practice model.

### 2. Using Assessment Results:

John Marshall High School utilizes a variety of assessment data to determine student instruction. As part of the transition program for ninth grade students, the WESTEST and Writing results are reviewed by parents, counselors, teachers and administrators. As a result of this review, we work to develop a schedule that will address the identified strengths and weaknesses of each student. If the assessment indicates a student requires remediation, the student's schedule is adjusted. Ninth grade students are

enrolled in a career awareness course that focuses on writing skills, career exploration and basic skills that will improve mastery of content standards. Prior to the start of each school year, teachers analyze the scores of previous students as well as their incoming class rosters. This analysis of class mastery is used to evaluate the effectiveness of teaching strategies and to plan adjustments accordingly. JMHS uses assessment to change how we deliver instruction. Our goal is to create a school wide focus on specific skill deficiencies. For example, the understanding of bar graphs can be taught and applied in all curricular areas as opposed to only in Science class. Analyzing student mastery of the WV Content Standards is an ongoing process at JMHS. In addition to state assessments, we have implemented quarterly benchmarks that enable us to assess student progress toward mastering content in language arts and mathematics. The results from the ACT-PLAN is analyzed and shared with all faculty. This assessment provides the teachers with specific areas of weakness of the students in grade ten. Utilizing these various assessment tools has provided the instructional community with the information they need to provide students with the instruction that will enable them to master and enrich their skills.

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

Assessment results are only valuable if they are shared with others to guide the instruction. Upon receiving WESTEST scores, test results are mailed to parents with a letter of explanation regarding the performance indicators. As part of the scheduling process, the scores and individual item analysis are reviewed with each individual student. An informational meeting is held with parents. This same procedure is followed with the ACT-PLAN and Writing Assessment. At the interim of each grading cycle as well as at the end of each grading period, parents receive a progress report that shows how the student is progressing in each class. Parent Teacher Conferences, School Assistance Team meetings and telephone calls keep parents informed of each student's progress. At-risk students will also meet with their guidance counselors and a letters are sent to their parents.

Parents of students on Individual Education Plans attend a minimum of one IEP meeting per year. Additionally at JMHS, to assure understanding and involvement of low functioning students in their program, we have initiated the concept of self-directed IEPs. In this process, students are directly involved in formulating their individual plans. With the assistance of teacher(s) and parents, they develop their IEP for the upcoming year. At the meeting, it is their responsibility to communicate the purpose and goals of their plans to those in attendance.

To acknowledge our students' hard work, posters were placed throughout the building congratulating the students on their outstanding performance on WESTEST. An assembly was also held to acknowledge student success. Names of all students who participated in the testing procedure were drawn and they were awarded prizes donated by the community. Post cards called 'ROAR CARDS' are also sent to the homes of students to congratulate students on improvements and hard work.

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

The faculty at John Marshall High School shares their knowledge of successful strategies and techniques with other teachers via a variety of venues, including workshops, forums, and presentations. Our faculty members are involved in a variety of trainings, meetings and activities that place us into interaction with personnel from other schools. This is a dynamic and effective way to network, enabling all involved to learn valuable techniques and tools to effectively present our curriculum to our students. Some of these techniques include: prioritizing the curriculum standards, mapping of the curriculum for optimal sequencing of objectives, re-writing the 21st century content standards and objectives into student friendly terminology, and collaborating with the junior high schools to coordinate curricular materials. Faculty members have attended several state and county sponsored trainings including: differentiated instruction, collaborative teaching with special education, Advanced Placement workshops, Kansas Writing, Algebraic Thinking, and new teacher training workshops. In addition, we have faculty members participating in dialogue and discussion via on-line courses as well as Advanced Placement blogs. These forums allow teachers to discuss and share with their peers across the country. Our teachers also participate in Professional Learning Communities (PLC) within their own disciplines. The PLCs are comprised of groups of colleagues working toward a common professional learning goal. Each PLC works and learns collaboratively with the overall goal of increasing student achievement through high quality leadership and effective teaching practices. Several of our teachers are involved with writing Instructional Guides for the West Virginia Department of Education Teach 21 website. Through the West Virginia Center for Professional Development our teachers can interact via the web at 'New Teacher Cafe.' Through the multitude of interactive opportunities at the school, county, and state levels, the faculty at John Marshall continue to share with and learn from others.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

John Marshall High School faculty believe that all students can learn. Our rigorous curriculum is designed to meet the needs of students functioning at all levels. From the profoundly mentally impaired students to those taking college level classes, our goal is to help students master the Content Standards and Objectives set forth by the state of West Virginia. (WV CSO's).

Beginning in 2004, Marshall County implemented the use of curriculum mapping in English and Mathematics. Teachers at John Marshall High School were instrumental in the development of these maps for the secondary level. Faculty teams then developed benchmark assessments to provide an ongoing check of mastery for each student. Our high expectations for each student, continuous assessment, and changing strategies as a result of assessment analysis result in a positive and progressive school climate for all.

Our English Content Standards are integrated within all other classes. Writing skills are emphasized in all classes. As an example, the English Department provided faculty with a map to guide them on the time frame with which to emphasize various types of paragraph structure. They also developed rubrics to ensure uniformity of expectations across all grade levels and classes. This focus of instruction was proven to be beneficial based on the positive results of our last year's Writing Assessment.

The core of our mathematics curriculum is Algebra I and II, Geometry, Trigonometry and Pre-Calculus which stress standards based learning. Our Algebra I classes encourage a student-centered learning environment through the use of Carnegie Tutor Program. This program stresses the WV requirements as well as life situations. Our Geometry classes utilize many discovery type activities in addition to the WV CSO's. These activities are based on course content, but encourage the student to expand their thinking through comparison, contrast, and discovery.

Science, Social Studies, Visual and Performing Arts and Physical Education and Health incorporate English, Reading and Math strategies into the CSO's of their curriculum. We continually use assessment data to determine student instruction across all curricular areas.

In the area of Foreign Language, we also see cross curricular activities. With the integration of Kansas Writing and areas of targeted deficiencies from the ACT Plan and Explore/Westest we work to strengthen the abilities of all students. From the first year throughout the AP level, that is our goal.

Our Vocational Department provides outstanding opportunities for students. Vocational students learn lifelong skills that enable them to graduate from John Marshall High School with certifications in the area of welding, mechanics, auto technology, prostart and computer repair. Currently in progress is a program that will result in the students being certified to work in the local coal mines upon graduation from high school.

We are continuing to expand our Fine Arts programs with the most recent addition of a 13- station piano lab and a steel drums class. Our steel drum program offers a unique multi-cultural music experience to students. Our Center for Performing Arts is home to the Wheeling Symphony and is utilized by various community performing groups and artists. This venue provides our students with many enrichment opportunities in the Fine Arts.

In addition to our high school curriculum, we offer opportunities for students to earn college credit while still in the high school setting. Course offerings are currently provided through West Liberty State College and West Virginia Northern Community College. We are also working to secure a partnership for satellite course offerings through West Virginia University. Our goal is to provide a well rounded education for all. Across all areas of the curriculum, we work together at JMHS to help all students maximize their instructional potential.

Across all areas of the curriculum, we work together at JMHS to help all students maximize their instructional day. Our goal is a well rounded and meaningful education for all.

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

Our English Department utilizes the WV Content Standards (WV CSO's) for the 21st Century. These guide the curriculum for our required classes in English 9, 10, American Literature, British Literature and Advanced Composition. John Marshall High School has initiated several effective strategies to improve the reading skills of students who read below grade level. Identified students are initially selected from those scoring below average on the WESTEST, and then are further evaluated using the Gray Oral Reading Tests (GORT). Low achieving students are then scheduled into assisted reading classes. The reading program emphasizes the research based components of reading, such as phonics, fluency, vocabulary, and comprehension. Our program is aligned with the WV CSO's and incorporates a variety of instructional programs including the Wilson Reading System, Dolch sight words (word walls), and other research-based programs. Teachers also provide direct instruction using LETRS (Language Essentials for Teachers of Reading and Spelling). Students utilize the Resource Room which is staffed with highly qualified teachers eager to provide tutoring or other remedial assistance.

We blend a literature based and four-block approach to our instruction by incorporating guided reading, shared reading, writing workshops, and independent reading. A wide genre of books is available at both the independent and instructional levels for students to explore.

Technology has played a key roll in the enhancement of the reading program. The Failure-free reading software program interactive web sites accessed through the Neumonics board, the Kurzweil program, and the Victor Reader Wave have proven to be invaluable tools in assisting our students to advance.

The many facets of our reading program have provided our students with varied opportunities to become successful readers.

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

John Marshall High School utilizes technology integration in all areas. Teachers at JMHS collaboratively address the Digital Divide, a gap in computer usage among socio-economic groups. Being cognizant of the gap is one thing, but the staff at JMHS addresses this issue knowing that there is a direct correlation between digital and achievement gaps. The students presently attending JMHS began interacting with digital and computer enhanced programs before they entered kindergarten. They have been 'wired' to learn digitally. Our instructional strategies address this issue by saturating students with technological opportunities.

We have completed installing a school-wide wireless network utilizing 32 wireless hubs. JMHS utilizes 8 multi-station computer labs to address whole class activities on a one-one basis. The Library has multiple mini-labs integrated into the resource area of the building. There are 8 fully operational mobile presentation carts available to teachers to utilize in their classrooms throughout the school day.

Many JMHS teachers have notebook computers, projectors, whiteboards and access to Numonics Boards for interactive instruction. Cognitive Tutor software provides individualized math instruction for students. Also available is Geometer Sketchpad which facilitates the learning of geometry. Inspiration concept mapping software is another program used to teach difficult vocabulary and reading through graphic organizers. Science teachers use handheld computers/probes to conduct labs outside of the school. Kurzweil, computer reading, and Failure Free Reading software are utilized by the special education teachers and students.

Statewide programs such as Discovery Learning (formerly United Streaming), Bridges Career Software, and SAS In School are utilized daily and faculty workshops are offered continually. Teachers at John Marshall High School have been actively involved in additional training and support to provide programs to students across all areas of the curriculum with all levels of ability.

## **4. Instructional Methods:**

Our faculty utilizes a wide variety of instructional methods to enhance student learning at John Marshall High School. Every student learns in his/her own unique way. Research indicates that our strategies must be changed approximately every 15 minutes. If a student is successful in one class, but not another, our teachers will work together to replicate the successful environment. Whether a student learns best by seeing a visual example, hearing the information or hands-on activities, our teachers adapt to that need.

Implementation of the co-teaching model has resulted in increased success at JMHS. In the core areas of Math, English, Social Studies and Science, special education teachers are paired with regular educators.

Through joint planning times, our teachers work together to develop effective student-centered classrooms. Rewards and contracts are established with specific students to provide them with the additional motivation needed to help them remain engaged and focused.

Another instructional method is the availability of an Instructional Resource Room. At any time during the day, students may come to this room to receive additional help from a highly qualified teacher. Computers with remedial software are available should a student desire additional practice in relation to a certain skill.

Credit Recovery is available at JMHS. This program allows students to retake classes which they have failed outside of the regular school day. A pretest is given and the student, with the help of a teacher who facilitates the process within the computer lab, will proceed through mastery of the CSOs of the class. A computerized program provides an instructional plan individualized to meet the needs of each student. This allows the student to learn at his own pace while staying within the timeline of his projected graduation date.

## **5. Professional Development:**

The professional development opportunities provided at John Marshall High School focus on increasing student achievement and are determined by the ever changing needs of our students and staff. Formative assessments, classroom information, surveys and questionnaires are among the tools used to determine the needs of our students and staff. Based upon these determinations, professional development workshops, conferences, and seminars are provided as appropriate.

Over the past three years, John Marshall High School has acquired approximately 39 new teacher professionals. In response to this influx of new educators, we provide assistance in those areas in which new teachers are sometimes challenged. We collaborate with our community agencies, county beginning teacher programs, Regional Education Service Area -VI and local law enforcement to provide valuable training opportunities to our new and veteran teachers.

In direct response to student need, we have provided a wide variety of staff development opportunities in the areas of classroom behavior management, parental involvement, understanding students from a variety of economic and cultural backgrounds, and violence prevention, including bullying and harassment. We are supplying our teachers with the knowledge and resources they need to help students combat the effects of aggression, neglect, poverty, and racism.

Teachers have worked together to develop, plan, implement, and assess teaching strategies that will help our students achieve their goals and master basic and advanced skills. We have trained all teachers in basic writing and reading skills. When students are practicing needed skills, they are able to apply these skills in multiple subjects with many uses and applications. By matching professional development with student need, we will continue to see the growth that has all students reaching high levels of proficiency.

# PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 10 Test West Virginia Educational Standards Test (WESTEST)

Edition/Publication Year 2004 Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May 07	May 06	May 05	May 04	
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient (Mastery & Above)	84	76	72	69	
% "Exceeding" State Standards					
Highly Proficient (Above Mastery & Distinguished)	43	38	35	34	
Number of students tested	324	349	370	335	
Percent of total students tested	99	99	96	99	
Number of students alternatively assessed	11	10	3	6	
Percent of students alternatively assessed	3	3	1	2	
<b>SUBGROUP SCORES</b>					
1. Low Socio Economic Status					
% "Meeting" plus % "Exceeding" State Standard					
Proficient (Mastery & Above)	79	64	59	53	
% "Exceeding" State Standards					
Highly Proficient (Above Mastery & Distinguished)	32	27	21	21	
Number of students tested	135	145	143	122	
2. Students with Disabilities (Special Education)					
% "Meeting" plus % "Exceeding" State Standard					
Proficient (Mastery & Above)	48		32		
% "Exceeding" State Standards					
Highly Proficient (Above Mastery & Distinguished)			7		
Number of students tested	33	43	57	53	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
'Proficient' (Mastery & Above)	81	72	68	60	
% "Exceeding" State Standards					
Highly Proficient' (Above Mastery & Distinguished)	29	21	19	15	
Number of students tested	324	350	371	336	
Percent of total students tested	99	99	97	99	
Number of students alternatively assessed	11	10	3	6	
Percent of students alternatively assessed	3	3	1	2	
<b>SUBGROUP SCORES</b>					
1. Low Socio Economic Status					
% "Meeting" plus % "Exceeding" State Standard					
' Proficient' (Mastery & Above)	73	63	56	47	
% "Exceeding" State Standards					
Highly Proficient' (Above Mastery & Distinguished)	16	14	8	8	
Number of students tested	135	146	144	123	
2. Students with Disabilities (Special Education)					
% "Meeting" plus % "Exceeding" State Standard					
'Proficient' (Mastery & Above)	45		18		
% "Exceeding" State Standards					
Highly Proficient' (Above Mastery & Distinguished)	3				
Number of students tested	33	43	57	53	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					