

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mr. Chad Norman

Official School Name: Fairmont Senior High School

School Mailing Address:
Loop Park Drive
Fairmont, WV 26554-2599

County: Marion State School Code Number*: 47502

Telephone: (304) 367-2150 Fax: (304) 366-5988

Web site/URL: http://fhs.mari.k12.wv.us/ E-mail: cnorman@access.k12.wv.us

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Tom Deadrick

District Name: Marion County Tel: (304) 376-2100

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Reverend James Saunders

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

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

**Private Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

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 one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. 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.
8. 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.
9. 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.
10. 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: (per district designation)	11	Elementary schools (includes K-8)
	6	Middle/Junior high schools
	4	High schools
	0	K-12 schools
	21	TOTAL

2. District Per Pupil Expenditure: 10068

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. 6 Number of years the principal has been in her/his position 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	0	0	0	6	0	0	0
K	0	0	0	7	0	0	0
1	0	0	0	8	0	0	0
2	0	0	0	9	127	98	225
3	0	0	0	10	107	77	184
4	0	0	0	11	97	93	190
5	0	0	0	12	87	98	185
TOTAL STUDENTS IN THE APPLYING SCHOOL							784

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
1 % Asian
15 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
82 % White
0 % Two or more races
100 % Total

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

7. Student turnover, or mobility rate, during the past year: 18 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	43
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	106
(3)	Total of all transferred students [sum of rows (1) and (2)].	149
(4)	Total number of students in the school as of October 1.	815
(5)	Total transferred students in row (3) divided by total students in row (4).	0.183
(6)	Amount in row (5) multiplied by 100.	18.282

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 3

Number of languages represented: 2

Specify languages:

Mandarin Chinese, Spanish

9. Students eligible for free/reduced-priced meals: 40 %

Total number students who qualify: 310

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals 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: 11 %

Total Number of Students Served: 86

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>28</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>35</u> Specific Learning Disability
<u>15</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u></u>
Classroom teachers	<u>49</u>	<u>1</u>
Special resource teachers/specialists	<u>8</u>	<u></u>
Paraprofessionals	<u>2</u>	<u></u>
Support staff	<u>3</u>	<u></u>
Total number	<u>65</u>	<u>1</u>

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

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	95%	96%	97%	96%
Daily teacher attendance	96%	97%	97%	96%	97%
Teacher turnover rate	11%	10%	10%	9%	8%
Student dropout rate	4%	1%	3%	3%	4%

Please provide all explanations below.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	174	
Enrolled in a 4-year college or university	<u>72</u>	%
Enrolled in a community college	<u>1</u>	%
Enrolled in vocational training	<u>1</u>	%
Found employment	<u>3</u>	%
Military service	<u>1</u>	%
Other (travel, staying home, etc.)	<u> </u>	%
Unknown	<u>22</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Commemorating 80 years of exemplary education at the Loop Park campus on Oakwood Road in Fairmont, WV, Fairmont Senior High School has won its fifth consecutive Exemplary School status from the West Virginia Department of Education. The West Virginia Exemplary School is also a West Virginia School of Excellence, Benedum Professional Development School, and a Southern Regional Education Board *High School That Works* Pacesetter School. FSHS was the first high school in the state to receive the School Wide Positive Behavior Support "Exemplar" School. The "Tradition of Excellence" continues, perpetuated by devoted teachers, achieving students, and supportive parents. Preparing for the future while preserving the building and its rich history, FSHS is listed on the National Register of Historic Places.

Fairmont Senior High School is the quintessential school of excellence. For over a century, FSHS has been the foundation for thousands of students, creating a challenging learning environment preparing all students for productive roles in society, promoting lifelong learning and fostering achievement, as well as honoring accomplishment.

Academically, twelve members of the class of 2008 earned AP Scholar Awards in recognition of their exceptional achievement on AP exams. Such accomplishments indicate the level of academic rigor for the school. Athletically, FSHS, the second smallest schools in class AAA, earned a GEISA award and 33 state championships.

WFHS-TV NEWS established a unique collaborative partnership in 1999 with the local newspaper, the *Times West Virginian*, for a collaborative partnership. Local businesses mentor students, provide shadowing opportunities, and encourage community involvement through the Partners in Education program. All students participate in experiential learning through actual work-based activity or a simulation thereof. Students explore their areas of interest through tours, field trips, classroom speakers, job shadowing, community service, and part-time employment.

Committed to preparing a school community for 21st Century Learning, the staff and administration encourage students to develop a sense of respect for individuals, ideas, and institutions. The faculty also promotes a sense of responsibility to one's community as evidenced through volunteerism and service to others. These attributes are fostered and implemented by a school environment that is consistently engaged in self-examination and appropriate restructuring of curriculum and instruction, and by a school environment rich in technology. Acknowledged by *Newsweek* in 1999 as "cutting-edge in utilizing technology in the curriculum," the faculty continues to introduce, update, and integrate technology in all disciplines.

Graduates remain devoted to FSHS. Multiple classes return each summer for reunions and enrich the school through donations to scholarships established by a supportive FSHS Foundation. The \$300,000.00 restoration of the auditorium is a prime example of a capital improvement initiative with funds garnered from school community sources.

Fairmont is a community of approximately 20,000 citizens located in the North-Central region of the state, along West Virginia's I-79 High Tech Corridor. Built in 1928 for grades 10-12, FSHS was constructed to be the county showplace. The 11.5 acre campus on Oakwood Road ranks among the most beautiful in the state and country. Approximately 800 students comprise the ethnic and economic diversity of the school of excellence.

FSHS prides itself above all else on preparing its students as lifelong learners. By valuing quality education, citizenship, and self-worth, graduates are prepared for the challenges of the 21st Century.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The West Virginia Department of Education has developed a new rigorous criterion referenced exam (**WESTEST 2**) beginning with the 2008-2009 school year focusing on higher levels of **Depth of Knowledge (DOK)**. There is now a greater emphasis on strategic and extended reasoning with less emphasis on simple recall questioning.

The West Virginia Department of Education requires that all students in grades 3-11 be assessed in the spring of each school year by taking the criterion referenced West Virginia Education Standards Test (WESTEST 2) examination. This exam measures student achievement of the West Virginia Content Standards and Objectives (WV CSOs) in mathematics, social studies, reading/language arts, and science. The WVDE has defined five levels of student achievement listed below.

1. **Distinguished** - An exception/exemplary performance that exceeds course or grade level standards.
2. **Above Mastery** - A competent/proficient performance that exceeds course or grade level standards.
3. **Mastery** - A solid academic performance that meets course or grade level standards.
4. **Partial Mastery** - A basic understanding performance but lacks consistent application of course or grade level standards.
5. **Novice** - A performance that does not demonstrate fundamental knowledge/skills of course or grade level standards.

All students are expected to score at or above Mastery in reading/language arts and math by 2014. Adequate Yearly Progress (AYP) standards are established yearly by the WVDE as a means of measuring equitable progress towards this goal.

In addition to the WESTEST 2, all students in grades 3-11 participate in the West Virginia Writing Assessment which is normed in the Reading/Language Arts section of the WESTEST 2. This assessment measures a student's ability to demonstrate proficiency of the following writing skills: sentence structure, organization, development, word choice, and language development. Results of this examination provide data in the form of "assessment of learning" and, more importantly, "assessment for learning".

For the past five years, WESTEST and WESTEST 2 data have shown an overall increase in student achievement in Mathematics, Science and Reading/Language Arts. FSHS students consistently perform as a top high school in the state of West Virginia in **reading/language arts**. Over a five year period test scores range from 75% to 83% at or above mastery. 2007-2008 data show a four percent increase over the previous years RLA scores. The first year of the new rigorous WESTEST 2 Assessment showed 74% at or above mastery, which in reading language arts, places FSHS fourth among the 120 high schools in the state of West Virginia.

Significant gains in **reading/language arts** are evident in the improvement of black students, with scores at 57% at or above mastery in 2006 to 80% at or above mastery in 2008. Significant losses in reading language

arts are apparent in the performance of students with disabilities scoring at 28% at or above mastery in 2006 and 17% at or above mastery in 2008.

Mathematics scores consistently place FSHS in the top five schools in the state with test scores ranging from 75% to 81% at or above mastery. The data from 2007 - 2008 show a 6% increase over the previous years' scores. The first year of the rigorous WESTEST 2 showed 76% at or above mastery placing FSHS fourth out of 120 high schools statewide.

Significant gains in **mathematics** are evident in the improvement of black students, scoring at 48% at or above mastery in 2006, increasing to 62% at or above mastery in 2008. Significant losses in mathematics are apparent in the performance of students with disabilities scoring at 24% at or above mastery in 2006 and 20% at or above mastery in 2008.

[WVEIS Achieves Report Cards](http://wveis.k12.wv.us/nclb/pub/index.cfm?rptnum=westest2_g) http://wveis.k12.wv.us/nclb/pub/index.cfm?rptnum=westest2_g

2. Using Assessment Results:

FSHS utilizes multiple assessments to provide data about individual student achievement, grade level/course curriculum strengths and weaknesses, program effectiveness and progress towards county and state goals.

At the beginning of each school year, administrators, counselors and teachers disaggregate WESTEST 2 results to identify students' overall strengths and weaknesses. All teachers help determine a list of strategies to be used to improve students' abilities to achieve mastery. Assessment data help determine adjustments that need to be made in curriculum. This opportunity to collaborate provides a continuous focus on improving teacher effectiveness and ensuring higher levels of achievement for all students.

The WESTEST 2 data is used to determine which students are placed in math, English or reading skills classes to address weaknesses. This process of reviewing data, planning effective instructional strategies, teaching, assessing and re-teaching is an ongoing practice in the classrooms.

Though the WESTEST 2 (including the West Virginia Writing Assessment) serves as a primary data resource, FSHS also utilizes other assessment data in this continuous process of improving school effectiveness and increasing student achievement. The West Virginia Writing Assessment, PLAN test for 10th graders, benchmark testing in all core classes, PSAT, High Schools That Work assessment, ACT and SAT data, textbook and teacher developed quizzes and tests, projects, group activities, discussions and peer evaluations are instrumental in this process.

3. Communicating Assessment Results:

FSHS communicates student performance and assessment data to parents, students, and the school community in various manners. Freshman Orientation is held in August for all incoming freshmen and their parents. Students are introduced to the school, faculty and staff, school procedures, and policies. WESTEST 2 scores are discussed and students are encouraged to take pride in their school's achievements and perform at the highest levels. Pertinent information is posted on EdLine, a web-based program that allows parents and students to have private, secure access to student grades. Additionally, the administration posts important announcements and student accomplishments. Guidance counselors regularly update parents and students with school news. Teachers update assignments, announcements, and classroom information. Parents and students can also communicate with the faculty through email posted on EdLine. A telephone informational system, ParentLink, updates parents and students with vital dates and school activities.

GearUp, a partnership with the local university, is utilized to communicate with parents and students information regarding student performance and college preparatory requirements. Parent Teacher Conferences and parent and student newsletters are used to communicate assessment and student performance. Each semester, students who have made the honor roll have their names printed in the local newspaper.

In September, WESTEST 2 results are shared with students. Guidance counselors and administrators explain the results of all standardized assessments with students prior to sending that information home for parent viewing. The West Virginia School Report Card communicates school, county, and state results of all testing programs. This information is available for all students, shared in open Local School Improvement Council meetings, printed in local newspapers, and posted on county and state websites.

4. **Sharing Success:**

The FSHS community values the school's successes and understands the importance of sharing these achievements with other institutions. FSHS is often called upon to present at Board of Education and Local School Improvement Council meetings where teachers, administrators, and parents from other schools are in attendance. FSHS uses these opportunities to discuss relevant achievements in curriculum and instruction, student performance, school-wide initiatives, and teacher leadership. In the broader sense, FSHS teachers are often requested to work with the WVDE and the *High Schools That Work* network where they present to other educators their successful teaching strategies, lessons, and the school's positive behavior reinforcement program.

Utilizing 21st century tools and technology has greatly improved the speed with which information is processed and translated to other concerned parties. FSHS utilizes EdLine technology to optimize the community's ability to access the most up-to-date information on the school via the internet. When notified of FSHS's status as a West Virginia Exemplary school for the fifth consecutive year, the administration instantaneously shared that information with the community.

The staff realizes the importance of media relations. To that end, a faculty member acts as a media liaison to relay information about the school, staff, and student body to various media outlets in the area. Local television and newspaper publishers provide coverage of school events and accomplishments. To ensure that community stakeholders have access, FSHS also publishes and mails a quarterly newsletter, *The Loop Connection*, and school newspaper, *The Loop Park Legacy*.

If selected as a Blue Ribbon School, FSHS shall utilize all available outlets to notify parents, community stakeholders, educators, and neighboring school districts of this amazing accomplishment. Through use of 21st century technologies, media relations, and teacher presentations in organizations such as the Benedum Collaborative Model of Teacher Education, the Fairmont State Professional Development School network, the North Central Athletic Conference, and *High Schools That Work*, a wide variety of interested parties will be privy to FSHS's Blue Ribbon School status.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The staff of FSHS provides a curriculum that enables its students to succeed in post-secondary education or the world of work. The curriculum and instruction reflects our students' needs and embraces the Global 21 challenge of increasing the rigor and expectations for academic success.

English Language Arts: Communication - both written and oral - is vital if one is to function in the 21st Century. FSHS students master a variety of technologies for communication such as word processing, PowerPoint and Moviemaker. Classical and modern literature is used to expose students to diverse cultures and ideas. FSHS's library is virtually linked to Fairmont State University and other institutions of higher learning. Students apply their communication skills in every course. Ultimately, in order to graduate, students must develop a research paper and a senior project. The culminating event is the 21st Century Passport Project Presentation that incorporates the multi-media technologies each student has learned.

Mathematics: Because mathematics is essential to many vocations, the staff, including three Presidential Award for Excellence in Mathematics and Science Teaching recipients, has implemented a variety of instructional strategies to ensure student success. Graphing calculators, mimos, presentation software, virtual math manipulatives, responders, document cameras and other technologies help students comprehend mathematical concepts. Students complete real-world problems as teams and post their solutions for other students to review.

In addition to the required course offerings, students may enroll in AP Calculus or the dual credit courses of College Algebra and College Trigonometry enabling FSHS students the opportunity to complete their college math requirements prior to high school graduation. The average AP Calculus score was 4.0 out of a possible 5.0 in 2008-2009. As a co-curricular activity, FSHS students consistently excel at the local and state math field day competitions.

Science: FSHS students explore the biological, chemical and physical science CSOs through hands-on investigations utilizing probes and software, problem-based learning and virtual experimentation. Science teachers provide the students with numerous inquiry-based opportunities. For example, freshmen participate in project "ZOOM", sponsored by Toyota, combining robotics design and programming with real life problem solving. Upperclassmen are afforded the opportunities to enroll in AP Chemistry, AP Biology and AP Earth Science, all of which afford students the opportunities to receive college credit for advanced studies at the high school level.

Social Studies: As students seek to understand the current political and social world, history, geography, civics, psychology, and sociology provide students with coursework to explore past events and places in a 21st Century context. Photo Story enables FSHS students to present a visual documentation of the American Revolution. The staff uses blogs to provide students with a vehicle to write about issues and to respond to other students' ideas. The entire student population participates in the weeklong Constitution Day activities developed and implemented by the staff. As a culmination of social studies coursework, students compete in the local, regional, and state social studies fairs.

Foreign Language: 77% of FSHS students are enrolled in a foreign language course. Students are offered multi-year programs in French and Spanish as well as opportunities to learn Chinese and German through virtual school. In collaboration with Fairmont State University, dual credit course offerings allow students to earn nine credit hours in French.

The ultimate experience for a foreign language learner is an immersion study in the country of the target language. In June 2009, the International Language Club sponsored a ten day tour of Paris, Normandy, and the Loire Valley in which 30 students and 12 parents participated. Travel to foreign countries is provided through the school's International Language Club.

Fine Arts: The visual and performing arts enable students to creatively express their ideas. Theatre presentations are given annually by FSHS students for the elementary children of Marion County. A steel drum band was added to the music curriculum and is one of only four such programs in West Virginia. Annually, the Madrigals produce a Yuletide Feast attended by over 500 guests. Art students in all disciplines participate in a variety of state and national festivals, competitions and exhibitions. A student art exhibit is provided for the community each spring.

2b. (Secondary Schools) English:

(This question is for secondary schools only)

Language Arts impacts every student, every year in high school. Because reading, writing, listening and speaking - skills traditionally associated with the language arts classroom - directly or indirectly affect every other curriculum area, it is essential for students to have a firm foundation in this discipline.

FSHS accommodates every level of student proficiency. In the junior and senior years, approximately one-third of the students are enrolled in the advanced placement classes. In the freshman and sophomore years, accelerated students may take Honors English 9 and 10. At the other end of the spectrum, a very small number of special needs students are in self-contained classrooms. Most lower performing students are mainstreamed. If they make up a high percentage of a particular class, the regular educator is in a collaboration with a special educator for that period. Similarly, freshmen who score below the fiftieth percentile on a district wide test are placed in a language support class in addition to their regular English class.

The incorporation of computers is an integral part of each course. Currently, Fast ForWord are offered in reading in order to assist those students who have speed and concentration problems. Every 9th, 10th and 11th grade teacher utilizes the Acuity and Writing Roadmap programs, which are directly linked to the textbooks and state CSOs.

Each year the entire faculty participates in the disaggregating of test data to set goals for the academic year. This cross-curricular planning encourages other faculty members to implement writing across the curriculum throughout the various disciplines.

Finally, English teachers also instruct and coach broadcasting, theatre, creative writing and speech. Thus, while some of these may technically fall under other departments, there is no question that they reinforce basic language arts skills.

3. Additional Curriculum Area:

Numerous course offerings in the science department prepare students for the 21st Century. The students develop responsibility toward the community through volunteer efforts. The department utilizes 21st Century tools and technologies while increasing the rigor and expectations for academic success.

Half of all instruction in the science classes is dedicated to hands-on activities. All classes utilize lab work, model construction, and interpretation to enhance student learning. Each course is instructed using the teach-reteach curriculum model. This instructional strategy builds on students' prior knowledge from past science coursework.

The science department offers co-curricular volunteer activities. Chemistry and biology classes have partnered with the community to build and maintain a weather station at the high school that sends updated information directly to both classes. Parental involvement is evident as they transport students to sites where data collection and observations are made.

To raise global awareness, the science department encourages student involvement in recycling. The department aids students in fundraising for science related projects. A prime example is the Heifer organization that provides animals to third world nations for food consumption. In addition, the Science Honorary organization collects money to replace trees on the school campus that have been damaged or destroyed. This organization has also raised money to plant trees in southern California destroyed by the recent wildfires. This semester, the organization sponsored *Hats for Haiti*, raising over \$1000.00 for the earthquake victims.

4. Instructional Methods:

At FSHS, the staff works for our clients, the students, to be successful not only in the school setting, but in life. Differentiated instruction strategies are used by all instructors trained by national experts in the field. FSHS has high expectations for all students from the at-risk gifted to the moderately mentally impaired. Students in the at risk gifted program are challenged to reach their full potential in honors and AP classes with support and monitoring services. A myriad of services are offered: monitoring, modified general education curriculum, co-teaching environments (utilizing all four co-teaching models), and a resource room for extreme curriculum modifications. Once modifications are in place, all students are expected to meet the highest level of their abilities. Students are regarded, as individuals, not labels.

The special education staff is highly qualified in all resources classes, and continually train to keep abreast of the latest research-proven strategies and instructional methods. A special education staff member acting as case manager works with students from the 8th grade IEP process through high school graduation. Working with the same special education staff member ensures a solid foundation between school and home. Additionally, the case manager works closely with staff and administrators to ensure a safe, successful educational experience.

Job coaching is a program for the students with lower abilities. These students work in a job with their "coach" at a local business with classes on campus in the afternoon. This gives the student on-the-job training and experiences in a co-teaching partnership between the business and educational worlds. Many of our students participates in the Gear Up program, Special Olympics and other community linked programs working in partnership with FSHS.

5. Professional Development:

Modeling the attributes of lifelong learning for students is only one of the reasons teachers enjoy attending staff development opportunities at the local, state and national levels. Teacher groups have attended national conferences i.e. *High Schools that Work* and the National Council of Teachers of Mathematics convention Northeast Conference on the Teaching of Foreign Language to return with ideas and implement in their classrooms. Cohorts have formed to take single Blue Ribbon classes together or to complete advanced degrees. Teachers have attended train-the-trainer models in all disciplines to provide job embedded professional development. The goal of these endeavors is to increase the knowledge of our students.

Prior to this year, staff development was organized and offered at the county level where teachers chose topics of study from a broad list of offerings. This year, however, the county implemented a school based

Professional Learning Communities. Currently, FSHS has seven PLCs grouped not according to subject matter, but to shared interests.

One of the PLCs has chosen to research the use of technology devices to focus students' attention. In so doing, it has discovered current research that reinforces teacher observations that some technology (i.e., cell phones and mp3 players) create more distractions than educational opportunities. Another PLC has used this opportunity to allow each member to model cooperative learning techniques through a variety of share and expand activities. In January, several PLCs met in joint sessions to investigate the new state sponsored program, TechSteps. This unique program will teach content and technology standards simultaneously in the four core curriculum areas. Life-long learners are now sharing their educational experiences to benefit not only their acquisition of new knowledge, but to expand their collegial commitments as well.

6. School Leadership:

FSHS prides itself on not only having a strong leader, but on having a strong leadership team. From the opening work day of school and the disaggregating of test scores, every teacher is an active stakeholder in the process of improving student achievement. This idea that all participants are stakeholders in the outcome of student achievement has proved to be very successful, and has enhanced the teaching techniques of the faculty.

The vehicle for communication at the school is the curriculum council, a body composed of the principal and all department chairpersons. The primary goal of the council is the maintenance and improvement of students' achievement. Throughout the year, the council meets on a regular basis to review, assess, and implement new strategies of success.

To monitor the effectiveness of the goals, intradepartmental meetings are held, and information from Acuity tests are reviewed. Any necessary modifications are made, and reported to the entire council for further review and comment. The principal issues weekly memos through EdLine, keeping the faculty abreast of all developments concerning the progress of students.

Through the networks of EdLine, Parent Link, senior newsletter, and the quarterly Loop Connection newsletter, parents are informed of all remedial opportunities offered during and after school hours, upcoming tests and dates, and available scholarships. Informational parent meetings, Parent-Teacher conferences, and LSIC meetings take place at school during the evening hours to present material concerning new curriculum and graduation requirements, and financial aid for students. Effective, thorough communication is essential in implementing the many programs, in which FSHS takes pride.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: Westest 2/Westest

Edition/Publication Year: 2009/1997

Publisher: CTB McGraw

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	66	82	75	78	84
% Advanced	25	38	35	33	43
Number of students tested	205	189	210	194	186
Percent of total students tested	98	93	96	95	96
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	46	67	55	63	67
% Advanced	10	20	12	9	18
Number of students tested	70	68	65	63	55
2. African American Students					
% Proficient plus % Advanced	33	62	65	48	70
% Advanced	7	8	11	17	15
Number of students tested	27	26	24	23	20
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	27	21	22	24	29
% Advanced	3	0	0	4	0
Number of students tested	30	24	25	25	17
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2009/1997

Grade: 10 Test: Westest 2/Westest
Publisher: CTB McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	63	81	77	75	83
% Advanced	27	52	46	44	45
Number of students tested	204	189	210	194	187
Percent of total students tested	97	93	96	95	96
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	39	66	61	60	64
% Advanced	14	30	25	9	22
Number of students tested	70	67	65	63	56
2. African American Students					
% Proficient plus % Advanced	41	80	55	57	62
% Advanced	7	20	11	13	29
Number of students tested	27	25	24	23	21
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	14	16	15	28	47
% Advanced	3	8	6	4	12
Number of students tested	29	24	25	25	17
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics
Edition/Publication Year: 2009

Grade: 11 Test: WESTEST 2
Publisher: CTB McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May				
SCHOOL SCORES					
Mastery, Above Mastery, and Distinguished	77				
Above Mastery and Distinguished	28				
Number of students tested	175				
Percent of total students tested	99				
Number of students alternatively assessed	1				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Mastery, Above Mastery, and Distinguished	63				
Above Mastery and Distinguished	17				
Number of students tested	59				
2. African American Students					
Mastery, Above Mastery, and Distinguished	55				
Above Mastery and Distinguished	0				
Number of students tested	22				
3. Hispanic or Latino Students					
Mastery, Above Mastery, and Distinguished	100				
Above Mastery and Distinguished	100				
Number of students tested	2				
4. Special Education Students					
Mastery, Above Mastery, and Distinguished	35				
Above Mastery and Distinguished	0				
Number of students tested	17				
5. Limited English Proficient Students					
Mastery, Above Mastery, and Distinguished	0				
Above Mastery and Distinguished	0				
Number of students tested	0				
6. Largest Other Subgroup					
Mastery, Above Mastery, and Distinguished	100				
Above Mastery and Distinguished	67				
Number of students tested	3				

Notes:

In 2008-2009, the state of West Virginia began administering the WESTEST 2 to grades 9-11. Prior to the 2008-2009 school year, the state assessment was the WESTEST, which was only administered to grade 10. Due to this change in testing policy, data for grade 11 is not available prior to 2008-2009.

Subject: Reading
Edition/Publication Year: 2009

Grade: 11 Test: WESTEST 2
Publisher: CTB McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May				
SCHOOL SCORES					
Mastery, Above Mastery, and Distinguished	70				
Above Mastery and Distinguished	32				
Number of students tested	174				
Percent of total students tested	98				
Number of students alternatively assessed	1				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Mastery, Above Mastery, and Distinguished	51				
Above Mastery and Distinguished	22				
Number of students tested	58				
2. African American Students					
Mastery, Above Mastery, and Distinguished	60				
Above Mastery and Distinguished	5				
Number of students tested	22				
3. Hispanic or Latino Students					
Mastery, Above Mastery, and Distinguished	0				
Above Mastery and Distinguished	0				
Number of students tested	2				
4. Special Education Students					
Mastery, Above Mastery, and Distinguished	12				
Above Mastery and Distinguished	0				
Number of students tested	17				
5. Limited English Proficient Students					
Mastery, Above Mastery, and Distinguished	0				
Above Mastery and Distinguished	0				
Number of students tested	0				
6. Largest Other Subgroup					
Mastery, Above Mastery, and Distinguished	100				
Above Mastery and Distinguished	100				
Number of students tested	3				

Notes:

In 2008-2009, the state of West Virginia began administering the WESTEST 2 to grades 9-11. Prior to the 2008-2009 school year, the state assessment was the WESTEST, which was only administered to grade 10. Due to this change in testing policy, data for grade 11 is not available prior to 2008-2009.