



## **PART I - ELIGIBILITY CERTIFICATION**

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12VA4

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12VA4

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district   1   Elementary schools (includes K-8)  
 (per district designation):   1   Middle/Junior high schools  
  1   High schools  
  0   K-12 schools  
  3   Total schools in district
2. District per-pupil expenditure:  10933

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school:   13
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		<b>6</b>	0	0	0
K	0	0	0		<b>7</b>	0	0	0
1	0	0	0		<b>8</b>	0	0	0
2	0	0	0		<b>9</b>	24	40	64
3	0	0	0		<b>10</b>	40	38	78
4	0	0	0		<b>11</b>	25	33	58
5	0	0	0		<b>12</b>	33	27	60
<b>Total in Applying School:</b>								260

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native  
2 % Asian  
14 % Black or African American  
3 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
78 % White  
1 % 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 2010-2011 school year: 8%

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, 2010 until the end of the school year.	10
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	11
(3)	Total of all transferred students [sum of rows (1) and (2)].	21
(4)	Total number of students in the school as of October 1, 2010	254
(5)	Total transferred students in row (3) divided by total students in row (4).	0.08
(6)	Amount in row (5) multiplied by 100.	8

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 2

Number of non-English languages represented: 2

Specify non-English languages:

Spanish and Vietnamese

9. Percent of students eligible for free/reduced-priced meals: 23%

Total number of students who qualify: 58

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 5%

Total number of students served: 12

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>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</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>2</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>7</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>3</u>	<u>4</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>8</u>	<u>3</u>
Total number	<u>32</u>	<u>14</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:

14:1

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	95%	93%	95%	96%
High school graduation rate	95%	91%	90%	90%	88%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>56</u>
Enrolled in a 4-year college or university	<u>42%</u>
Enrolled in a community college	<u>40%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>12%</u>
Military service	<u>1%</u>
Other	<u>5%</u>
<b>Total</b>	<b><u>100%</u></b>

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

No

Yes

If yes, what was the year of the award?

West Point, in King William County, Virginia, is unique in that it is one of two towns in the State to have a school division which is independent from the county in which it is located. According to the 2010 census, the county has a population of 3,306. West Point High School serves 260 students in grades 9-12. The school has a strong relationship with its students, parents, and community, and it is recognized for its outstanding academic performance, as well as meeting Adequate Yearly Progress (AYP).

Given the high school's rigorous academic standards, emphasis on personal responsibility, and high expectations for personal success, the students excel and show that the school is worthy of receiving the Blue Ribbon status. The high school is ranked among Virginia's highest performing schools, as measured by the State's assessments in both reading (English language arts) and mathematics. The school was recognized for achieving a 97% on-time graduation rate, among the top on-time graduation rates in Virginia for 2011. The drop-out rate for the high school is less than 1%.

A key strength of West Point High School is its administration and staff, who provide their students with the knowledge and skills that prepare them to compete successfully in a global community. The school's strong relationships with students, parents, and community nourish its commitment to this goal. As a result of the outstanding achievements of the high school students and staff and with the continued support of the community, West Point High School remains stellar and exceeds increasingly higher benchmarks. West Point School Division is ranked among the top three percent of school divisions in the State as a result of meeting highly-stringent AYP goals. As a testament to the diligence of the high school's students and staff, in collaboration with that of the elementary and middle schools, West Point is one of only four school divisions in Virginia that met or exceeded the 30 required goals.

West Point High School has been recognized for its commitment to excellence in education; among its awards are the following:

- 2012 Virginia Index of Performance (VIP) award for advanced learning and achievement, awarded by Governor Bob McDonnell and the Board of Education, January 5, 2012;
- One of eleven high schools in the State of Virginia selected for a study of academic success by the International Center for Leadership in Education (ICLE) to identify school policies and instructional practices that are associated with student success as evidenced by high school indicators;
- 2011 Board of Education Award, awarded by Governor Bob McDonnell, January 20, 2012;
- 2010 Governor's Award of Educational Excellence for meeting all State and Federal achievement benchmarks for at least two consecutive years. This honor also required applicable excellence goals for enrollment in college-level courses, high school graduation, attainment of advanced diplomas, and increased attainment of career and industry certification;
- Bronze Award, "America's Best High Schools," presented by U.S. News & World Report, on December 8, 2008, based on performance indicators, including demographic information, overall student performance and college readiness.

West Point High School's mission is to maximize the intellect and abilities of all of its students. The vision of the high school is to prepare students for success in the 21st century by building "A Bridge to Opportunity" through a rigorous curriculum, a focus on positive relationships, and efforts to make learning relevant outside the classroom. The school's mission and vision are achieved by the following:

- Providing a culture that is student-centered;
- Sustaining all students through remediation, tiered instruction, teacher-parent cooperation and peer tutoring, while also continuing to provide gifted learners with enriched learning opportunities;
- Developing students/citizens who are innovative, critical, and global thinkers, team players, adaptable and flexible problem solvers and effective communicators; and
- Cultivating learning through a curriculum that goes well beyond the State standards to prepare students

for admission to a college or university where their talents, academic abilities, and unique character will cultivate progressively toward attainment in their personal lives, careers, and positive involvement in the community.

Being located in a small town in rural Virginia has not hindered the academic potential and accomplishments of West Point High School's students. The Class of 2011 earned \$748,490 in scholarships, and over 85% of its members were accepted to colleges and universities, including George Mason, University of Richmond, University of Virginia, Virginia Commonwealth University, and Virginia Polytechnic Institute and State University.

## 1. Assessment Results:

Virginia's accountability system supports teaching and learning by setting rigorous academic standards, known as the Standards of Learning (SOL), and through annual End of Course (EOC) assessments, which include 2-English at Grade 11, and 3 math and science and 4 social studies at grades 9-12. Students must obtain a scaled score of 400 for an achievement level of pass/proficient and a scaled score of 500 for pass/advanced on all SOL test. Schools in Virginia receive two annual accountability ratings based on performance of SOL tests and on the Graduation and Completion Index, and the school's federal "Adequate Yearly Progress".

During the past five years in the area of English and mathematics, West Point High School's test data illustrate strong student performance. The data reflect that students' performance on the English SOL tests has remained consistently at/or above a 99% pass rate. Additionally, the student performance on the mathematics SOL tests has consistently ranged between a 92%- 97% pass rate.

While the trend data reflect an overall high rate of success, it is important to note that we recognize the impact of each student's success in our small subgroup populations and work to ensure high achievement through individualized student plans. When reviewing the English test data for the subgroup of students receiving special education, the pass rate has fluctuated between 100% (2006-2007 and 2009-2010) and 75% (2007-2008). At the same time, the number of students taking the test dropped from a high of 10 (2006-2007) to a low of four (2007-2008) followed by five in 2010-2011. This drop is also very similar to the one defined in the area of mathematics. This reflects the efforts of the faculty delivering high quality, explicit instruction and interventions through the school's adopted Multi-Tiered Instruction program which has resulted in the reduction in the number of students needing to access special education services. This also mirrors the division's overall trend of students receiving special education services dropping from a high of 35% to a present level of 7% because of the Multi-Tiered Instruction program.

West Point High School's commitment to the division's Multi-tiered Instruction program has provided a framework to focus the instructional resources on the students regardless of the subgroup. Again, the low numbers of students in the various subgroups provides unique challenges and opportunities to instructional planning. We utilize data and data trends to plan effective instruction and interventions for individual students. As a high school, we utilize data and data trends to monitor our educational progress for all students and make needed adjustments as a result of the school's data team analysis.

## 2. Using Assessment Results:

The faculty and staff of West Point High School make every effort to use data from student performance on division, state and national assessments to improve teaching and learning. Many aspects of the school's organization and schedule reflect the school's commitment to its continuing goals of high expectation/high performance for all students. The school day and year reflect this use of time to address identified needs. Teachers at West Point High School work a longer than normal teaching day (eight hours) and are scheduled for an additional two weeks of planning time prior to the opening of school. During the two-week planning session, teachers review data for all students. Data reviewed at this time include detailed performance reports that accompany the Virginia Standards of Learning results for all students, grades in all classes from the previous year, teacher notes, and any other pertinent information. Students are placed on a scale according to this data. Any students falling into the lower quartile in any content area are scheduled to begin the year in the eighth-period intervention/support program. Also, at this time, students are identified for Multi-Tiered Instruction (MTI).

Throughout the school year, nine-week assessments/benchmarks are administered in all core subjects. Other disciplines are reviewed with semester exams. Performance on these assessments, as well as student performance on more frequently administered assessments, is used to move students in and out of the eighth-period program and also to move them within MTI. This extensive use of data is a key factor in the success of the school's "no failure" approach to instruction.

Data teams meet at least monthly during the school year and review the data available at that time on each student in the content area. The size of the school (approximately 260 students) and keen focus on instruction make this possible. The typical procedure for this meeting is to review each student and discuss student progress with all other data, such as running record of attendance and behavior. If, after discussion, a student qualifies for an intervention or modification of an intervention, the meeting and student's needs are documented. For students who meet criteria for an intervention, including special education services, an intervention plan is written at the content meeting. Parents are notified by letter of the findings and interventions planned, and if necessary, a meeting is planned with the parents. The student begins/continues with services based on the criteria established in the intervention plan.

Beyond the use of data to identify students in needs of additional support, school leaders and teachers use data from student performance reports to evaluate both the effectiveness of programs and individual instruction. This plays a vital role in measuring the effectiveness of the staff's efforts to support students, reach identified achievement targets, and maintain a focus on instruction. Teachers are encouraged to utilize student performance in their self-reflections as a major criterion for the determination of their own performance. School leaders use such data in the development of individual professional growth plans for the staff. West Point High School teachers measure their own success by the results achieved by their students.

The West Point High School faculty and staff have developed and maintained a number of resources to ensure that open lines of communication with parents, students and the community are in place. The resources used by the staff to communicate with its stakeholders include the following: Back to School Night, College Planning Meetings, Parent Teacher Conferences, Open Houses, Family Fun and Fitness Nights, Financial Aid Workshops, and Workshops on Completing the FAFSA. Also, teachers regularly call and email parents. Articles are submitted and printed in the local newspaper to inform stakeholders of the academic achievement of the students. The Superintendent submits an annual report, "A Bridge to Opportunity: Superintendent's Report to the Community," to the community that involves all of the achievements of the three schools in the division.

The Parent Academy for Student Success (PASS) is a new initiative that will help to strengthen West Point High School's partnership with parents and the community at-large through interactive and relevant sessions that will increase family and community involvement. The five major partnership categories for PASS include: (1) Academic Success; (2) Social Development; (3) Career Awareness; (4) Financial Planning; and (5) Health/Wellness. West Point High School continues to strive to create meaningful parental relationships and to keep parents informed of school programs and activities through the school's website, newsletters, emails, and phone calls.

### **3. Sharing Lessons Learned:**

West Point High School has a rich history of sharing its success and strategies with other educators. For example, between 2007 and 2011, West Point was selected to participate in a study for the Virginia Department of Education for "WHAT WORKS: A Comprehensive Study of 10 Successful High Schools in the Commonwealth" that was prepared by the International Center for Leadership in Education. In 2008, West Point presented at the 2008 Virginia Association of School Superintendents' Conference a program entitled "Small Schools Can Achieve Big Results." Also, West Point has presented at the State's Response to Intervention (RTI) Conference on the success of the RTI program at West Point High School. More recently, the school has been asked to provide mentoring service to a similar school in "school improvement." The high school is actively involved in the School-University Research Network

(SURN) with the College of William and Mary.

West Point High School teachers frequently attend conferences and keep abreast of current trends in their content area. The mathematics teachers presented at the State Mathematics Conference. Often, teachers are requested to present at national, state and regional conferences on “best practices” in their area of expertise. One of the technology teachers has served as the Virginia President of Technology Student Association for several years, and he also oversees the Virginia Aerospace and Technology Scholars. The principal and assistant principal have served on State committees with Virginia Department of Education and the Virginia High School League. In addition, several WPHS teachers teach at the local community college.

As life-long learners, West Point’s teachers and administrators are eager to network with other professionals. They enjoy learning from others and welcome the opportunity to share their successful programs and teaching strategies.

#### **4. Engaging Families and Communities:**

West Point High School believes that students thrive when their high schools encourage positive learning relationships among families, educators, businesses, and other members of the community. The faculty and staff provide parents with many opportunities to visit the school building, talk with teachers and staff, voice concerns, share ideas, serve as volunteers, and suggest ways to improve the school. School leaders reach out to their neighbors by attending community events and forming partnerships with local organizations in order to increase effectiveness and tap additional resources.

West Point High School values the collaborative partnership with parents. West Point High School views parents and the community as knowledgeable partners in education, thereby forming a caring community around students.

The following are the strategies that the school has found most successful in working with family and community members for student success:

- Implemented the Parent Academy for Student Success (PASS) initiative;
- Continued the involvement of parent and community members through their participation on committees, such as Career and Technical Education, Special Education, Athletic Advisory, and Health and Safety;
- Provided Back to School Nights for parents and students;
- Provided Parent/Teacher Conferences; and
- Implemented a Family Fitness Night.

Through these varied and imaginative forms of communication between home, community, and school, the staff and administration have enabled parents and community members to volunteer, provide learning opportunities at home and in the community, participate in governance and decision-making, and promote collaboration with the community. All activities are geared to the diverse needs of families, their children, and the community.

West Point High School and its family and community partners recognize that the best predictor of student achievement in school is not income or social status, but the extent to which the students’ families are able to (1) create a home environment that encourages learning; (2) communicate high, yet reasonable expectations for their children’s achievement and future careers; and (3) become involved in their children’s education at home, at school, and in the community.

## 1. Curriculum:

There is an expectation among the staff at West Point High School that each student will graduate from high school, having had opportunities to take challenging, relevant courses that have prepared each student for success in post-secondary learning and the workplace and to be productive citizens. Over the years, West Point High School has focused on improving the rigor of the high school curriculum, not only offering of higher level coursework to all students and/or raising graduation requirements, but also requiring that consideration be given to the degree to which students develop proficiency in the subject matter. Students must demonstrate conceptual understanding of important content and use their knowledge and skills to create or explore new ideas, rather than reproduce information. This requires them to organize, interpret, evaluate and synthesize information and to clearly communicate the results.

West Point High School strives to provide a learning environment that is relevant and connected to the real-world, allowing students to see a connection between schoolwork and their life after high school. Relevant assignments ask students to address questions or problems with real-world applications. With the unique size of West Point High School, all students are able to build a relationship with a caring, nurturing adult who mentors and advises them throughout their high school career.

All core classes (English, mathematics, science, social studies and foreign languages) and some elective classes are offered with honors credit, dual enrollment credit, or Advanced Placement. The Early College Scholars program allows eligible high school seniors to complete their high school diploma while earning at least 15 hours of transferable credits toward a college degree, resulting in a more productive senior year and reducing the expense of college tuition for families. Students earn these credits through dual enrollment programs and by taking Advanced Placement courses at the high school or through the Virginia Virtual Advanced Placement School.

English offerings at West Point High School include English 9, English 9 Honors, English 10, English 10 Honors, English 11, English 11 Honors, English 12, Dual Enrollment English 12, Dramatic Literature, and Public Speaking. Mathematics offerings include Algebra I, Geometry, Algebraic Functions and Data Analysis, Algebra II, Dual Enrollment Mathematical Analysis/Pre-Calculus, Mathematical Analysis, Dual Enrollment Probability and Statistics, and Dual Enrollment Calculus. Science offerings include Earth Science, Biology, Dual Enrollment Biology, Chemistry, Dual Enrollment Chemistry, Dual Enrollment Physics, Geology, Ecology, Principles of Technology I, and Principles of Technology II. History/Social Studies offerings include World Geography, World History and Geography I, Virginia and U.S. History, Advanced Placement U. S. History, Virginia and U. S Government, Advanced Placement Government & Politics: United States, and Dual Enrollment Physical and Cultural Anthropology Part I and II.

Visual and Performing Arts offerings include Art I, II, III, and IV, Band, Chorus, Dual Enrollment Music Theory, Music Appreciation- History and Theory, and Class Percussion. Health, Safety and Physical Education offerings include Health & PE 9, Health and PE 10/Drivers' Education, Dual Enrollment Fitness, Fitness I, and Fitness II. Foreign Language offerings include French I, II, and III, Dual Enrollment French IV, Dual Enrollment French V, French IV Honors, French V Honors, Spanish I, II, and III, Dual Enrollment Spanish IV, Spanish V Dual Enrollment, Spanish IV Honors, and Spanish V Honors. Technology Education offerings include Technology Foundations, Principles of Technology I, and II, Technology Transfer and Assessment, Dual Enrollment Programming in C++, Programming in C++ Second Year, Dual Enrollment Introduction to Engineering, Research and Development Engineering, Dual Enrollment Personal Computer Hardware Troubleshooting, Dual Enrollment Electronics I and II, and Geospatial Information Systems I and II.

## **2. Reading/English:**

West Point High School's English Department offers writing and literature courses to students at each grade level. Course offerings range from developmental classes, which prepare students for the challenge of honors high school writing, to dual enrollment classes in which students craft expository essays that persuade, synthesize, analyze, and inform. These English classes are designed to develop and strengthen the critical thinking and writing skills that students need to succeed at the college level, in their future careers, and in their personal lives. The English Department believes that the fundamental skills, such as articulating ideas, collaborating with others, and problem solving, are necessary for students to participate in the 21st century.

The focus in the English Department is student-driven assignments/projects which are enhanced with technology. All students have access to computers, and dual enrollment English students have iPads. SmartBoards are used as interactive tools in each class to enhance teaching and learning. Students use technology to create products such as storybooks, videos, presentations, and music to show their understanding of literature.

Students who experience difficulty in reading and writing are provided academic coaching and remediation. Teachers build reading proficiency at the secondary level by using the Strategic Instruction Model (SIM). The goal of SIM is to create independent, successful learners who master the content of the general education curriculum. Teachers use explicit and direct instruction as a part of their educational pedagogy. Through strategy instruction, students are able to find, study, and access information independently. SIM exposes the students to a well-designed scope and sequence of strategy instruction.

The primary goal of the English Department is to prepare students who can write with clarity, precision, and depth with a strong sense of audience and voice and with a good command of grammar for academic English. West Point High School prepares students to become comprehensive readers, writers, and revisers who can work independently on assignments and projects.

## **3. Mathematics:**

The West Point High School mathematics teachers understand that a solid foundation in mathematics is essential for college and career readiness skills and to be successful in the 21st century. Courses available to the students in mathematics include Algebra I, Geometry, Algebraic Functions and Data Analysis, Algebra II, Dual Enrollment Mathematical Analysis/Pre-Calculus, Mathematical Analysis, Dual Enrollment Probability and Statistics, and Dual Enrollment Calculus.

Mathematics teachers systematically unpack the new Virginia math standards and use the Virginia Department of Education Blueprints, Enhanced Scope and Sequence, and Curriculum Framework to constantly revise and update the West Point High School Mathematics Curriculum Framework and Assessment Maps. All mathematics teachers and students use a mathematics problem solving model to find solutions and are expected to provide justification for the process as well as the answer. The incorporation of appropriate test-taking strategies and an emphasis on test-taking endurance are stressed in each classroom.

Students receive daily instruction which must match the rigor of the 2009 Virginia Mathematics Standards of Learning. Teachers use a "Think Aloud" approach when helping students to solve math problems. Students are given a true simulation of math problems as a part of their daily practice. Students are required to show the steps and provide reasoning for the answers when solving problems. Sufficient opportunities are provided for students to demonstrate an understanding and mastery of math standards. All students participate in daily guided practice and independent practice assessments.

West Point High School teachers utilize technology to support the teaching of mathematics. Resources available include SmartBoards, document cameras, graphing calculators, and appropriate software to support specific content areas.

Students who have difficulty mastering Tier 1 instruction are provided additional interventions as necessary. An extended day is provided for teachers to work with students to provide additional individualized instruction and/or remediation. Students performing above grade level are offered the opportunity to take dual enrollment courses for college credit.

#### **4. Additional Curriculum Area:**

West Point High School's mission is to maximize the intellect and abilities of all of its students. In achieving this mission, the Pointer Pathways Program at the high school has been developed with a partnership with Rappahannock Community College (RCC). Pointer Pathway provides high school students a path to start or to complete an associate degree, while acquiring high school credits for an Advanced Studies Diploma.

The 5 Pointer Pathways include:

1. Arts and Sciences – enables students to earn an Associate of Arts and Sciences Transfer Degree from RCC. This degree is designed for students who plan to transfer to a four-year college or university to complete a baccalaureate degree.
2. Business Management – enables students to earn 33-39 credits toward an Associate of Applied Science Degree (AAS) in Business Management. This pathway is designed for students looking to acquire skills and knowledge necessary for a career in business. Students are able to start their AAS degree at West Point High School and to complete the degree at RCC following graduation from West Point High School.
3. Electronics Technology – enables students to earn 34 credits toward an Associate of Applied Science Degree in General Engineering Technology with a specialization in electronics. This program of study is designed to develop engineering technicians who will be able to enter the workforce or to pursue additional education in electronics technology. Students are able to start their AAS degree at West Point High School and to complete the degree at RCC following graduation from West Point High School.
4. Industrial Electricity - enables students to earn 34 credits toward an Associate of Applied Science Degree in General Engineering Technology with a specialization in industrial electricity. This program of study is designed to develop engineering technicians who are able to enter the workforce or to pursue additional education in electrical engineering technology. Students will be able to start their AAS degree at West Point High School and to complete the degree at RCC following graduation from West Point High School.
5. Nursing – enables students to earn 18 credits toward an Associate Degree in Nursing. At the completion of the associate degree in the nursing program and upon passing the licensure exam, students will be able to pursue a career as a registered nurse (RN). Students are able to start this degree at West Point High School and complete the degree at RCC following graduation from West Point High School.

#### **5. Instructional Methods:**

West Point High School uses multi-tiered instruction to meet the diverse needs of students in subgroups. Importance is placed on school-wide differentiated, universal core instruction at Tier 1, Tier 2, Tier 3, and Tier 4. Each tier provides intensive and increasingly individualized interventions. This multi-tiered system involves targeting specific areas in which students are struggling and then increasingly applying evidence-based interventions until the barriers to learning are addressed. Such evidence-based interventions include the use of specific instructional strategies researched and adopted by the school to address specific student deficiencies.

Multi-tiered instruction includes the following:

- Tier 1 refers to the core curriculum that is delivered to all students that have a high likelihood of bringing the majority of students to acceptable levels of proficiency;
- Tier 2 provides supplemental instruction to students who display poor response to the core instruction provided at Tier 1;
- Tier 3 involves the application of intensive instructional interventions designed to increase the rate of

student progress; and

- Tier 4 involves the delivery of differentiated instruction that is used with special needs students.

Data collection of students' progress in a monitored schedule determines the effectiveness of instruction at each tier.

Teachers and staff at West Point High School are committed to providing all students with a safe and supportive learning environment. Learning is project based, outcome based and connected to the global society. Students are provided instruction which promotes high productivity and quality results with teachers serving as facilitators and coaches.

Technology is used to personalize and enrich the learning experience for students at West Point High School. SmartBoards are included in each classroom to provide for interactive learning. Many dual enrollment students have iPads for their advanced classes. Class discussions are interactive with students using video clips, animation of processes, and search engines. Computers and netbooks are available for students to use for research assignments and projects. Through the use of technology, teachers at West Point High School are designing engaging and imaginative curriculum linked to students' interests and instructional needs.

## **6. Professional Development:**

The commitment to professional learning among the faculty at West Point High School extends well beyond the creation of professional learning communities. The intellectual and emotional commitment of the staff to "leaving no stone unturned" in the pursuit of quality experiences for students is ingrained in the culture of West Point High School. Collectively, school leaders and staff identify common areas of exploration based on the performance reports of the students. Data drives professional development for West Point High School.

Annually, the staff explores identified topics and commits to the integration of such concepts in the classes. The implementation of the identified concepts and evaluation of their impact are critical components of the annual exploration process in which staff meet during the last two weeks of summer to access the placement of incoming students, their past performance, and the effectiveness of programs.

Professional development for staff and teachers at West Point High School is embedded into a five-year instructional framework which creates focus and stability. The pillars of the school-based plan support the following:

- Enhancing individual and organizational development related to improving student achievement;
- Developing expertise in both content and process;
- Teaching and learning for all students;
- Discovering and use of relevant evidence-based strategies and programs;
- Modeling, coaching, and specific problem-solving;
- Helping school staff to meet the needs of a diverse student population;
- Using the latest brain research regarding how people learn and process information;
- Including accountability measures for changing practices based on professional development.

Teachers are encouraged throughout the year to attend workshops and conferences related to their content area, as well as to their individual staff development plan. Continuing professional development is grounded in the research of Classroom Instruction that Works, by Robert Marzano and Conscious Classroom Management, by Rick Smith. These two complimentary schools of thought have helped West Point High School to build classrooms that are inviting, engaging, rigorous, and student-centered. All professional development at West Point High School is linked to the division's vision, strategic plan, and specific objectives for school improvement.

## **7. School Leadership:**

The leadership of West Point High School has enjoyed remarkable stability. The principal has served in this capacity for 13 years, and prior to becoming the principal, he taught in the division and served as assistant principal for 11 years. Good schools are rarely without strong and positive leadership, and West Point High School is no exception. The principal is a respected, dedicated, and gifted educator. His commitment to the continuation of the school's success and to the maintenance of its exceptional reputation is clear. What is equally important is his understanding that the continuation of the school's success is related directly to the success of its students and staff. The principal's collaborative approaches to problem-solving and his unfailing commitment to high standards are a critical aspect of West Point High School's success.

West Point High School has one assistant principal who works closely with the principal. Their common sense of commitment and collaboration allows the school to function effectively. This shared commitment has resulted in the ability to quickly and thoroughly analyze the impact of efforts and to adjust accordingly. Results are reviewed collectively, data are analyzed, decisions are made quickly, and their impact is evaluated in a timely manner by the principal, assistant principal, and staff. The school leaders at West Point High School expect, as well as hold staff accountable for, challenging all students with a rigorous, culturally relevant curriculum and for demonstrating high expectations for each student.

School leaders ensure time-on-task for teachers in the classrooms by minimizing interruptions. The administration team works collaboratively with the teachers. The school leaders are visible throughout the building and maintain clearly defined policies that ensure consistency in administering consequences. The administration provides excellent communication through emails and meetings. Students are active members of the school's advisory council. Both the principal and assistant principal provide an open-door policy to students, teachers, staff, parents, and the community.

West Point High School has a leadership team that demonstrates flexibility in dealing with change and a willingness to experiment; analyzes disaggregated data from multiple sources and uses it to inform decisions; recognizes individual differences in staff and students and provides opportunities to meet their needs; facilitates and builds consensus that guides, rather than mandates; stays current on educational research and trends and provides the same information to stakeholders; and responds to the needs of culturally and linguistically diverse students and their families.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11 Test: Virginia State Standards of Learning

Edition/Publication Year: Unknown Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Passed	100	100	99	99	100
Passed Advanced	58	53	58	57	67
Number of students tested	112	117	103	128	104
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	0	1	0
Percent of students alternatively assessed	1	1	0	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Passed	94	100		100	100
Passed Advanced	27	30		50	21
Number of students tested	15	20	7	16	29
<b>2. African American Students</b>					
Passed	100	100		100	100
Passed Advanced	42	28		50	33
Number of students tested	12	18	8	16	14
<b>3. Hispanic or Latino Students</b>					
Passed					
Passed Advanced					
Number of students tested	2	1	1		2
<b>4. Special Education Students</b>					
Passed					100
Passed Advanced					30
Number of students tested	5	6	6	4	10
<b>5. English Language Learner Students</b>					
Passed					
Passed Advanced					
Number of students tested					
<b>6. Asian</b>					
Passed					
Passed Advanced					
Number of students tested	4	5	4	8	2
<b>NOTES:</b>					
The English scores in Virginia are composed of a writing score and reading score so each number of students tested is doubled. Any blank squares reflect a "0" data point					

12VA4

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 9 Test: Virginia State Standards of Learning

Edition/Publication Year: Unknown Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Passed	97	98	96	92	96
Passed Advanced	28	23	31	21	27
Number of students tested	149	122	118	131	142
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	0	1	0
Percent of students alternatively assessed	1	1	0	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Passed	95	100	93	97	96
Passed Advanced	25	13	13	13	26
Number of students tested	20	16	15	14	26
<b>2. African American Students</b>					
Passed	84	94	93	96	95
Passed Advanced	12	30	7	16	15
Number of students tested	25	17	13	13	20
<b>3. Hispanic or Latino Students</b>					
Passed					
Passed Advanced					
Number of students tested	2		4	4	8
<b>4. Special Education Students</b>					
Passed			72	50	
Passed Advanced			10	0	
Number of students tested	2	6	11	10	7
<b>5. English Language Learner Students</b>					
Passed					
Passed Advanced					
Number of students tested					1
<b>6. Asian</b>					
Passed					
Passed Advanced					
Number of students tested	2	2	2	2	3
<b>NOTES:</b>					
Virginia's math scores are composed of students in grades 9, 10, 11, and 12. Blank squares reflect a "0" data point					

12VA4

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Passed	97	98	96	92	96
Passed Advanced	28	23	31	21	27
Number of students tested	149	122	118	131	142
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	0	1	0
Percent of students alternatively assessed	1	1	0	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Passed	95	100	93	97	96
Passed Advanced	25	13	13	13	26
Number of students tested	20	16	15	14	26
<b>2. African American Students</b>					
Passed	84	94	93	96	95
Passed Advanced	12	30	7	16	15
Number of students tested	25	17	13	13	20
<b>3. Hispanic or Latino Students</b>					
Passed					
Passed Advanced					
Number of students tested	2	0	4	4	8
<b>4. Special Education Students</b>					
Passed			72	50	
Passed Advanced			10	0	
Number of students tested	2	6	11	10	7
<b>5. English Language Learner Students</b>					
Passed					
Passed Advanced					
Number of students tested	0	0	0	0	1
<b>6. Asian</b>					
Passed					
Passed Advanced					
Number of students tested	2	2	2	2	3
<b>NOTES:</b>					
Virginia's math scores are composed of students in grades 9, 10, 11, and 12. Blank squares reflect a "0" data point					

12VA4

# STATE CRITERION-REFERENCED TESTS

Subject: Reading      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Passed	100	100	99	99	100
Passed Advanced	58	53	58	57	67
Number of students tested	112	117	103	128	104
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	0	1	0
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<b>4. Special Education Students</b>					
Passed					100
Passed Advanced					30
Number of students tested	5	6	6	4	10
<b>5. English Language Learner Students</b>					
Passed	0	0	0	0	0
Passed Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. Asian</b>					
Passed					
Passed Advanced					
Number of students tested	4	5	4	8	2
<b>NOTES:</b>					
The English scores in Virginia are composed of a writing score and reading score so each number of students tested is doubled. Any blank squares reflect a "0" data point					

12VA4