

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

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

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

School Mailing Address 515 Johnson Ave.
(If address is P.O. Box, also include street address)

Bridgeport West Virginia 26330-1311
City State Zip Code+4 (9 digits total)

County Harrison State School Code Number* 490-150

Telephone (304) 326-7137 Fax (304) 842-6288

Website/URL www.wvonline.com/bhsindians E-mail llbennet@access.k12.wv.us

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

 (Principal's Signature) Date _____

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

District Name Harrison County Schools Tel. (304) 624-3325

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

 (Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mrs. Sally Cann
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

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

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

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: 14 Elementary schools
 6 Middle schools
 0 Junior high schools
 5 High schools
 0 Other
 25 TOTAL
2. District Per Pupil Expenditure: \$8,987.00
 Average State Per Pupil Expenditure: \$8030.14

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. 20 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	127	120	247
2				10	106	109	215
3				11	108	100	208
4				12	94	99	193
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							863

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

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 97 | % White |
| 1 | % Black or African American |
| 0 | % Hispanic or Latino |
| 2 | % Asian/Pacific Islander |
| 0 | % American Indian/Alaskan Native |
| 100% Total | |

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

7. Student turnover, or mobility rate, during the past year: 6%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	22
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	29
(3)	Total of all transferred students [sum of rows (1) and (2)]	51
(4)	Total number of students in the school as of October 1	849
(5)	Total transferred students in row (3) divided by total students in row (4)	.06
(6)	Amount in row (5) multiplied by 100	6%

8. Limited English Proficient students in the school: 1%
10 Total Number Limited English Proficient
 Number of languages represented: 6
 Specify languages: Arabic, Mandarin, Greek, Vietnamese, Russian, Other

9. Students eligible for free/reduced-priced meals: 14%

Total number students who qualify: 122

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: $\frac{9}{79}$ % Total Number of Students Served

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

<u>3</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>10</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>49</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>16</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </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>3</u>	<u> </u>
Classroom teachers	<u>43</u>	<u>6</u>
Special resource teachers/specialists	<u>5</u>	<u>1</u>
Paraprofessionals	<u> </u>	<u>1</u>
Support staff	<u>14</u>	<u>1</u>
Total number	<u>65</u>	<u>9</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 19:1

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96%	97%	95%	96%	95%
Daily teacher attendance	96%	96%	95%	94%	95%
Teacher turnover rate	8%	10%	5%	14%	7%
Student dropout rate (middle/high)	2%	2%	1%	3%	3%
Student drop-off rate (high school)	12%	13%	10%	14%	12%

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

Graduating class size	<u>193</u>
Enrolled in a 4-year college or university	<u>90%</u>
Enrolled in a community college	<u>3%</u>
Enrolled in vocational training	<u>3%</u>
Found employment	<u>1%</u>
Military service	<u>2%</u>
Other (travel, staying home, etc.)	<u>1%</u>
Unknown	<u>0%</u>
Total	100 %

PART III - SUMMARY

Bridgeport High School is located in the small town of Bridgeport, West Virginia, with about 7,000 residents, a significant number of whom are educated professionals in upper middle class socioeconomic levels. The school, with 863 students, has the county's highest attendance rate, at 96% and a low dropout rate, at 2%. A very telling indicator is the steep decline in out-of-school suspensions, with 137 in 1998-99 to 60 in 2004-05. Fourteen percent of students are enrolled in free or reduced breakfast and lunch programs.

The BHS vision statement reflects the awareness of 21st Century educators that students be prepared for a global economy. The vision statement used in 2004-2005 reads, "To provide all students with a challenging and broad-based education, enabling them to become productive world citizens."

The success of the policies and procedures derived from the vision statement is reflected in the achievements of students, who consistently have test scores well above county, state, and national mean scores. A high percentage of students are college bound. In recent years, about 85% of seniors took the ACT; over 20% took the PSAT, with about 30% taking the SAT. An increasing number of 11th and 12th are taking Advanced Placement courses.

The professional staff includes three administrators and 57 professional educators with average levels of teaching experience of 20 years. Over 77% of the professional staff hold a masters' degree or higher. The average class size is 19 students

Bridgeport High School utilizes site-based planning, innovation, and decision making. BHS staff's very active Faculty Senate involves every teacher in committees such as Staff Development, Technology, Curriculum, School Improvement, Healthy Schools, and Inclusion. Every teacher serves on at least one school focus team, dealing with issues such as school rules/discipline and curriculum concerns. Teachers host clubs and special/seasonal activities, chaperone trips to other countries, set up and chaperone field trips to cultural events, and participate in co-curricular activities in academics, athletics, and community service.

The staff at BHS believe that the responsibilities of the school to the community are to educate the students socially, emotionally, physically, and intellectually. Service to the community is reciprocated by groups of parents and community members who have provided resource people, raised funds to provide the school with materials and improvements, and rewarded scholarship with special awards and encouragement.

By modifying two types of block scheduling - the standard 4 x 4 with some morning classes operating on an alternate day block - more students can take music, fine arts, and other course electives all year maintaining continuity for the performing arts. A wide range of extracurricular activities is available to students, including a variety of sports, academic challenge competitions, and community service. Large audiences attend athletic competitions, musical concerts, and stage productions directed by theatre professionals.

BHS students can attend the United Technical Center with other area students for vocational-technical training. Fairmont State University has a branch in Clarksburg at the Caperton Center. Many BHS students enroll in dual credit courses, earning college credit while still in high school.

The Harrison County Board of Education's Parent/Educator Resource Center is housed at BHS. Information and referral to other social service providers are available through the Resource Center for parents, as well as training programs for parents and teachers on specific topics related to special needs children.

The majority of special needs students at BHS are included in regular classes. Curriculum and instruction is modified by regular and special educators to meet their needs and to help them be successful in the regular classroom. Classes and support personnel serve students with specific learning disabilities, mild behavior or emotional disabilities, and the mildly mentally impaired. Students with visual, auditory, or physical impairments are provided with interpreters and support services.

In keeping with WV Senate Bill 300 and the School-To-Work Initiative, BHS has a coordinator who serves AA (Advisor-Advisee) homerooms in preparing students to complete course requirements needed to fulfill their major course of study. Students are also assisted in making contacts with professional and business owners for their required thirty hours of work-based experience.

A dedicated staff of educators and service personnel take pride in the accomplishments of their students, the well-kept appearance of the building and grounds, and the cooperation with and service to a small, close-knit community.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results** - BHS 10th grade students are tested each spring on the WV Educational Standards Test (WESTEST) that measures student achievement of the WV Content Standards and Objectives (CSOs). The resulting scores place students in levels of proficiency: Distinguished, Above Mastery, Mastery, Partial Mastery, and Novice. Instructionally, leveled scores give teachers information regarding each individual student's level of knowledge and skill to plan for appropriate accommodations from remediation to acceleration.

A review of 2004-2005 test scores indicates that BHS students' scores were at 86% Mastery or above in math, and 85% Mastery or above on reading/language arts. The only disparity on WESTEST scores appears among the 17 students in the Disabilities subgroup.

A second state-mandated test is the WV Writing Assessment, given to students in grade 10. It assesses each student's writing ability in (1) effective organization, (2) development, (3) control of sentence structure, (4) word choice and usage, and (5) mechanics. These tests are scored from N (not enough to evaluate) to 6. During the 2004-05 school year, 99% of grade 10 students took the Writing Assessment and 95% scored at or above Mastery.

Administrators, teachers, parents, and community representatives meet to assess, evaluate, and develop the Strategic 5 Year Plan using student assessment data. Items reviewed relate to school environment,

facility needs, special-needs students, scheduling, instructional strategies, discipline and management, etc. Satisfaction surveys are completed by students and parents and are used in determining any modifications for the Strategic Plan. In addition, the High Schools That Work Action Survey and a Needs Assessment Survey are carefully analyzed by staff and parent/community representatives. Teachers are evaluated both formally and through classroom walk-thru observations. BHS maintains a high level of proficiency as stated in Policy 2340 – West Virginia Measures of Academic Progress. The full policy may be viewed at <http://wvde.state.wv.us/policies/p2340.html>.

In the 2004-05 school year, 86% of seniors took the ACT and scored an average composite score of 22.1. (WV average was 20.4 and national average was 20.9). In addition, 19% of seniors took the SAT with an average verbal score of 557 and an average math score of 541. A total of 51 AP exams were taken by 45 BHS students in grades 10 – 12. AP Exam scores at 3 and above were 65%.

Detailed test data can be viewed at <http://wvachieves.k12.wv.us/resources.html>.

2. Using Assessment Results - Testing students on standardized tests and using the resulting data to guide and improve instruction are the leading forces in school reform. BHS staff uses a detailed analysis of assessment data to find areas of student strengths and weaknesses.

WESTEST results are reviewed by each student who is guided through his/her Individual Item Analysis for each subtest and required to identify those low areas needing improvement. These individualized reports are submitted to each specific content area teacher. This process provides both the student and the teacher a detailed academic view of the student's areas of need. The staff at BHS meets regularly to analyze testing data to plan for modifications in scheduling, to determine course adjustments, to select content needed for Special Needs Study Skills classes, and to schedule those students who need structured class remediation.

Assessment data of incoming freshmen are obtained from the middle school and reviewed to provide information for grades 9-10 teachers. A result of reviewed data revealed the need to implement English and algebra readiness courses for students who enter BHS scoring below the Mastery levels, but who do not qualify for special services.

Presently, students scoring below Mastery in reading/language arts and math are encouraged to work with the networked SkillsBank software program during the Advisor/Advisee period. Individualized SkillsBank progress reports can be generated to view student results. Students scoring Mastery and above are encouraged to take more challenging courses.

Regular classroom teachers with special needs students placed in their classrooms are provided confidential modification lists that identify the necessary accommodations, goals, and modifications needed for the student to be successful. Special educators consult, collaborate, and/or co-teach when necessary. Students needing additional assistance are scheduled into study skills classes.

3. Communicating Assessment Results - BHS supports the exchange of open and effective communication within the school system and throughout the community. The school maintains a web page; sends newsletters to parents, teachers, and interested community support personnel; creates and posts an on-line school newspaper; and notifies parents and guardians regarding student achievement and absences. BHS also maintains a web-calendar that keeps the staff, students, and community informed regarding activities ranging from athletic events to scholarship opportunities. Detailed information regarding the event, contact information, and e-mail reminders are unique features of the web-site. The BHS web-calendar may be viewed at www.calendarwiz.com/bhsindians.

Parent/community booster groups are continually involved in school activities, and community volunteers

are readily available to serve as chaperones, sell tickets at events, assist with stage productions, set up Open House receptions, and sponsor fund raisers. The local Bridgeport newspaper gives coverage of student and school events and achievements. Journalism students are invited to submit articles to the paper. The county's two other newspapers provide ample coverage of school news. Harrison County's two TV stations, WBOY and WDTV, are frequent visitors in the schools to cover events and to interview and question school officials for daily news coverage. The school system has its own Channel 18 to telecast public forums, student performances, etc.

4. **Sharing Success** - Bridgeport High School's professional staff hold leadership roles and participate in state and national professional organizations. Staff members serve on WV Department of Education committees in shaping policies that will influence the direction of schools around the state. Leadership Training Academies involve staff members as presenters and attendees, and the professional staff makes presentations at county-wide staff development sessions.

Originating at BHS, AP Physics is offered through the WV Virtual School and credit can be utilized both in state and out-of- state. A literary magazine, an online newspaper, and video productions by students reach other area schools and the general public. Via distance learning French, Sociology, Psychology, and Driver Education courses originating from BHS serves another rural county school. The annual Academic Quiz Bowl Competition at BHS hosts students from 38 state high schools and 18 middle schools.

BHS math students provide tutoring to elementary and middle school students while chemistry students demonstrate science concepts to elementary students. Selected students in Spanish courses spend time in a nearby elementary school teaching beginning Spanish to young classes. Foreign language students also participate in field trips to cultural events and student exchange programs.

In the area of Fine Arts, BHS has been the host site for the WV Regional Band Festival for several years. Annual clinics and competitions bring middle and high school bands from around the region to BHS for work sessions and adjudicated performances. Professional musicians in the area have commented upon the improved quality of musicianship through these interactions.

The annual All-School Musical and Senior Musical are presented for feeder area schools along with occasional invitations extended to the entire county. Interested students from all Harrison County schools audition and participate in summer theatre productions presented at BHS and directed by theatre professionals.

Next year, the newly formed BHS Dance Company will host the WV State Dance Conference and also participate in the WV Dance Festival and WV Secondary Dance Alliance Conference.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** BHS provides all students with the state required core courses for graduation: Math-3 units, English-4 units, Science-3 units, and Social Studies-4 units. Complete educational requirements are stated in WV Policy 2510 beginning on pg. 29 of the policy and can be found at <http://wvde.state.wv.us>. Advanced Placement, honors courses, and a wide variety of electives fill out the course offerings. Vocational/Technical courses are available at BHS as well as United Technical Center. End-of-Course Technical Skills tests are given to all students enrolled in Vocational/Technical courses. Students scoring 74% or above can receive E.D.G.E. credit. Additional information regarding the E.D.G.E. program can be found at <http://careertech.k12.wv.us/edge.html>.

The standard 4 x 4 block schedule allows time for extensive laboratory work and research. In addition, some morning classes operate on an alternate-day block, providing continuity throughout the arts curriculum and enabling students the opportunity to achieve advanced performance/artistic levels.

With a large percentage of college bound students, BHS maintains upper-level coursework aimed at college preparation. Dual credit courses are also offered through Fairmont State University and West Virginia University. Counselors meet with seniors and parents to provide information about college scholarships and financial aid opportunities. Representatives from colleges, armed services, and businesses visit the school along with resource people to help with such issues as voter and selective service registration. The School-To-Work initiative places students in area professional/business places for the required on-the-job exploration.

Mathematics

Courses are designed for multiple levels of student preparation and skill. Algebraic concepts applicable for the workplace in Applied Math I and II meet requirements for an Algebra I credit. At the upper end of math offerings are Trigonometry, Pre-calculus, AP Calculus-AB, AP Calculus-BC, Probability and Statistics, Conceptual Math, and Math 129 (WV University pre-calculus credit).

English

The English department offers English (9-12); Honors English (9-12); AP English Language and Composition; AP English Literature and Composition; Speech: Appalachian Literature/Creative Writing; Great Books; Humanities I and II; Journalism I through VI; Media Production I through VI, and Journalism/Photography I through V.

Science

Coordinated and Thematic Science (CATS) offered for grades 9-10 focuses upon hands-on laboratory experiences and high-level thinking activities. Biology - Technical Conceptual, Chemistry - Technical Conceptual, Physics - Technical Conceptual, Advanced Environmental Earth Science, Advanced Anatomy/Physiology I and II, Advanced Biology, Botany, Microbiology, Zoology, Advanced Chemistry I and II, and Advanced Physics I and II round out the offerings.

Social Studies

U. S. History, World History, 20th/21st Century History, and Civics/Government all meet state requirements for graduation. Electives include Contemporary World Issues, Economics, Law, Sociology, Geography, and Psychology.

Foreign Language

Students have the choice between French and Spanish, with five levels of each, along with availability for students to earn credits in Work-Based learning opportunities. French I and II classes are offered to a rural area high school through distance learning technology.

Fine and Performing Arts

Available options in the arts include Theatre, Stagecraft, Chorus, Piano I and II, Show Choir, Dance I and II, Band I through IV, Strings, Jazz Band, Percussion, Music Theory, Music Technology and Composition, Art I through IV, and Art Portfolio.

Vocational/Technical

Vocational/Technical courses available at BHS Business Department include Accounting Principles I and II, Introduction to Business & Marketing, Business Computer Applications I and II, Office Management,

Marketing I and II, Management/Entrepreneurship, and Tourism & Hospitality. Pre-Engineering courses include Construction Technology, Manufacturing Technology, Communications Technology, Transportation Technology, Fundamentals of Drafting, Drafting Techniques, Mechanical or Architectural Drafting, and Foundations in Engineering.

2. **(Secondary Schools) English:** The WV Department of Education requires four years of English coursework for graduation. BHS offers a wide variety of courses from which students can choose: English (9-12), Advanced Placement English (11-12), Honors (9-12), Journalism (9-12), Speech (11-12), Photographic Journalism (9-12), Media Production, Web-Design, and Mass Communication.

Students with reading problems use books on tape, reading circles, and class discussions followed by reader response logs with class presentations. Emphasis in student writing is on style, mood, voice, audience, grammar, and mechanics.

The 11th grade Advanced Placement Language and Composition course, offered at the junior level is available to students who have a “B” average in Honors English 9 and/or 10, a high score on the WESTEST, and a teacher recommendation. In this course, students are expected to produce collegiate level work with an emphasis on non-fiction writing and analysis of such rhetorical elements as tone, diction, and style. Students develop critical standards for independent appreciation of any literature. Through the experience of their own writing, students use the resources of language – connotation, syntax, inference, and purpose to write clear, coherent essays. Assignments include research writing, exposition, rhetorical analysis, and persuasion with an emphasis on style, mood, voice, audience, grammar, and mechanics.

The 12th grade Advanced Placement English Literature and Composition, offered at the senior level by teacher recommendation, provides college level content. Students develop critical standards for independent appreciation of any literary work. Through the experience of their own writing, students use the resources of language--connotation, metaphor, irony, syntax, inference, and tone. Assignments include essays in exposition and argument with the goals of the effective use of language in a clear, coherent, and persuasive way.

BHS' journalism classes have won awards for the quality of student work in the areas of media production, critical review, sports writing, yearbook design, and photography along with a two time Harrison County Teacher of the Year award for the veteran instructor. A significant number of her students have gone on to successful careers in the field of journalism.

3. **Mathematics, Science, Art, Etc.:** Courses available in the sciences include Coordinated and Thematic Science (CATS) grades 9-10, Advanced Biology, Biology Technical/ Conceptual, Botany/Zoology, Human Anatomy and Physiology I and II, Microbiology, Chemistry I and II, Chemistry Technical/Conceptual, Physics I and II, Physics - Technical/Conceptual, and Senior Science Seminar.

An interdisciplinary approach is used as a strong basis for instruction in the classes. Throughout all coursework, biological history is presented with an emphasis placed on illustrating the continuity of development in biological theory and its application to current scientific questions and discussions. The integration of math skills--graphing, interpretation of data, and solving numerical problems-- is also used. In addition a strong focus is placed on the study of root words, prefixes and suffixes especially in the life science courses, helping students to interpret biological and medical terms enhancing their ability to use foreign language skills. Writing skills such as grammar, spelling, and continuity of thought are consistently challenged through the use of essay questions. Intensive research projects play a major part in the science teaching strategy.

Students in upper division science courses, especially the Senior Science Seminar, utilize scientific abstracts, Internet resources, and both the school and local libraries during their advanced research. Students in the Senior Science Seminar have an extraordinary opportunity to sharpen their research skills. These students select a topic of interest and submit it for approval. Such projects have included topics in the areas of comparative anatomy, aviation, and pharmaceuticals. Upon approval, the teacher and student discuss a strategy for approaching the topic, and a contract is signed. Their research is then shared with their classmates through class discussions, power point presentations, and model displays. These students are also required to develop their own research manual containing information and documentation regarding their research, digital photographs outlining lab procedures, and final analysis of their project. Often students are able to shadow professional mentors in the field. The role of the teacher is to provide a guided design approach, giving the student independence of thought, curiosity, and discovery.

4. **Instructional Methods:** BHS instructors use effective traditional methods: lecture, direct instruction, question and answer, small group work, student-led discussion, student presentations, self critiques, portfolio development, and journaling. With the advent of the School-to-Work Initiative, workplace skills, internships, teamwork, technology, and career development instruction use self-management, responsibility, and problem-solving as tools to prepare students for the future. Students in the five county high schools can also enroll in online courses in Harrison County developed health and art courses and also through the WV Department of Education's Virtual School Program. Complete Virtual School course listings can be found at <http://virtualschool.k12.wv.us/vschool> .

In addition to the strong student involvement activities (listed in the sections on English and science curriculum), outdoor activities such as the pumpkin catapult, water testing of a nearby stream, rocket launching, and meteorology are used. Community service projects, technology with interactive web sites, "star parties" with the Central Appalachian Astronomy Club, and use of the TI-83 calculators are a few of the exciting opportunities for student involvement and self-direction.

Product development, promotional materials and business ownership are just a few of the hands-on activities offered through the business and marketing courses. Members of DECA attend the quarterly meetings for the Associated Small Business Owners of Bridgeport, a local merchant organization, and report to the association regarding BHS business/marketing oriented projects.

5. **Professional Development:** Faculty members are required to attend eighteen hours of approved professional development opportunities annually, both during the school day, after school, and during Instructional Support and Enhancement Days. Staff development sessions, largely determined through teacher survey requests, include topics dealing with specific academic content teaching strategies, character education, school safety issues, harassment and bullying, and working with special-needs students. Credit is also given to teachers attending professional conferences and county-wide meetings dealing with curriculum, assessment, and new textbook adoption. Professional Development Sessions are also scheduled to address recommendations identified by the WV Department of Education Office of Education Performance Audits and the SREB High Schools That Work Technical Assistance Team.

New teachers are mentored within departments, as well as through administrative observations and evaluations to ensure teacher success, to monitor student learning, and to maintain a high level of academic achievement.

Since technology has become a vital part of instruction, all teachers have received training from basic computer literacy to utilizing WVEIS for record-keeping, including recording and transmitting grades and attendance. Although we are in the beginning stages of utilizing this program, WVEIS presently allows for teachers, administrators, and counselors to request and access a wealth of information regarding student academic performance. This information is then utilized in the development of individualized instructional strategies to enhance student performance.

The iKNOW web-site training provided basic content area teachers an avenue to access, design, and utilize sample WESTEST questions to evaluate student mastery of WV content standards and objectives and to implement instructional strategies to increase student preparation for state testing. Teachers are also able to develop formative content area assessment tools.

In the future, however, our district will be moving to the ETS Data-Driven Decision-Making Solutions program. Once teachers are trained, they will be able to pace their curriculum area state content standards, develop benchmark tests, administer district-wide formative assessments, monitor student progress, and review student achievement data. This information will then be utilized in the development of classroom instructional strategies and individualized instruction to improve student achievement.

Teachers have been trained in School Kit which offers them pre-designed lesson plans integrating computer applications into specific content areas. Each teacher can access and utilize this material for a variety of instructional strategies and as a form of instructional enhancement. Basic remediation for students can be addressed through the networked SkillsBank program for math, reading, and language arts. Complete classes or individual students may access this program to work on building essential basic skills.

Several computer accessed programs are reviewed by staff and students in regard to research. EBSCOHost Periodical Database for searching periodical materials and OPAC-Online Public Access for searching the BHS library collection from school-networked computers are the two most frequently utilized. Classroom teachers schedule research time with the librarian, who works in conjunction with the classroom teacher in developing student research skills.

The BHS English Department utilizes the Rinehart, Holt, & Winston's Online Writing Assessment tool in grades 9-12. The writing program is used in conjunction with the state and district approved textbook program. This program allows students and classroom teachers to evaluate student writing samples throughout the course. Immediate performance feedback is provided to the student and teacher for continued development and improvement. In addition, the state of West Virginia has made provisions for grades 9 & 10 to participate in practice sessions for the West Virginia Writing Assessment. The program evaluating student writing samples can be found through the web at www.writingroadmap.com.

PART VII - ASSESSMENT RESULTS

**BRIDGEPORT HIGH SCHOOL – WESTEST
STATE CRITERION-REFERENCED TESTS**

Subject - Mathematics **Grade** – 10th

Test - WESTEST

Edition/Publication Year – 2004 **Publisher** – CTB McGraw-Hill

	2004-05	2003-04
Testing month - May		
West Virginia NRT/CRT		
% Distinguished	7%	6%
% At or Above Meets State Standards	67%	64%
Number of students tested	19149	18851
Harrison County		
% Distinguished	5%	5%
% At or Above Meets State Standards	71%	69%
Number of students tested	771	754
Bridgeport High School		
% Distinguished	9%	13%
% At or Above Meets State Standards	87%	86%
Number of students tested	206	203
Percent of total students tested	94%	99.5%
Gender		
Female		
% Distinguished	10%	13%
% At or Above Meets State Standards	87%	82%
Number of students tested	101	99
Male		
% Distinguished	9%	13%
% At or Above Meets State Standards	87%	90%
Number of students tested	105	104
Race/Ethnicity		
1. White		
% Distinguished	9%	13%
% At or Above Meets State Standards	87%	86%
Number of students tested	203	200
2. Low SES		
% Distinguished	0%	4%
% At or Above Meets State Standards	68%	59%
Number of students tested	44	27
3. Special Education		
% At or Above Meets State Standards	29%	27%
Number of students tested	17	15

**BRIDGEPORT HIGH SCHOOL – WESTEST
STATE CRITERION-REFERENCED TESTS**

Subject - English/Language Arts

Grade – 10th

Test - WESTEST

Edition/Publication Year – 2004 **Publisher** – CTB McGraw-Hill

	2004-05	2003-04
Testing month - May		
West Virginia NRT/CRT		
% Distinguished	11%	12%
% At or Above Meets State Standards	75%	77%
Number of students tested	19133	18839
Harrison County		
% Distinguished	10%	12%
% At or Above Meets State Standards	78%	78%
Number of students tested	772	752
Bridgeport High School		
% Distinguished	16%	23%
% At or Above Meets State Standards	85%	88%
Number of students tested	206	203
Percent of total students tested		
Gender		
Female		
% Distinguished	21%	27%
% At or Above Meets State Standards	91%	89%
Number of students tested	102	100
Male		
% Distinguished	12%	18%
% At or Above Meets State Standards	80%	87%
Number of students tested	104	103
Race/Ethnicity		
1. White		
% Distinguished	16%	23%
% At or Above Meets State Standards	85%	88%
Number of students tested	203	200
2. Low SES		
% Distinguished	7%	11%
% At or Above Meets State Standards	70%	61%
Number of students tested	44	28
3. Special Education		
% At or Above Meets State Standards	41%	27%
Number of students tested	17	15

**BRIDGEPORT HIGH SCHOOL – SAT9
STATE CRITERION-REFERENCED TESTS**

Subject - Complete Battery

Grade – 9th, 10th, & 11th

Test – SAT9

Edition/Publication Year – 2003 **Publisher** – CTB McGraw-Hill

	% of Students Tested	% of Students 3rd & 4th Quartile	% of Students Tested	% of Students 3rd & 4th Quartile
Testing Month - April	2002-03	2002-03	2001-02	2001-02
All				
School	99	80	97	77
County	98	61	95	60
State	98	58	96	57
Gender				
Female				
School	99	81	97	81
County	98	64	97	63
State	99	61	99	59
Male				
School	99	79	98	74
County	98	58	94	58
State	98	54	93	55
Race/Ethnicity				
1. White				
School	99	80	98	78
County	98	62	95	61
State	98	59	96	57
2. Black				
School	100	53	93	46
County	99	42	92	42
State	97	41	92	40
3. Low SES				
School	98	59	95	52
County	97	46	93	43
State	98	45	95	44
4. Special Education				
School	97	28	100	19
County	94	20	96	23
State	96	18	100	19

**BRIDGEPORT HIGH SCHOOL – SAT9
STATE CRITERION-REFERENCED TESTS**

Subject - Reading/Language Arts/Math

Grade – 9th, 10th, & 11th

Test – SAT9

Edition/Publication Year – 2003 **Publisher** – CTB McGraw-Hill

	Reading	Lang Arts	Math
Testing Month – Spring 2003			
9th Grade			
School	69	77	81
County	50	61	65
National	50	50	50
10th Grade			
School	74	78	79
County	59	64	64
National	50	50	50
11th Grade			
School	74	78	80
County	59	63	61
National	50	50	50
Testing Month – Spring 2002			
9th Grade			
School	69	80	82
County	54	65	69
State	54	64	69
National	50	50	50
10th Grade			
School	74	80	82
County	61	66	67
State	59	62	63
National	50	50	50
11th Grade			
School	70	76	72
County	64	67	60
State	62	65	62
National	50	50	50
Testing Month – Spring 2001			
9th Grade			
School	70	78	82
County	56	66	69
State	54	64	69
National	50	50	50
10th Grade			
School	79	78	76
County	65	65	61
State	59	62	63
National	50	50	50
11th Grade			
School	79	78	76
County	65	65	61
State	63	64	61
National	50	50	50

**BRIDGEPORT HIGH SCHOOL – ACT
NATIONAL CRITERION-REFERENCED TESTS**

Subject - Reading/Language Arts/Math

Grade –11th /12th

Test – ACT

Edition/Publication Year – Annual

Publisher – The College Board

	Reading	Lang Arts	Math	Composite
Testing Year				
2004-05				
School	22.4	22.7	21.3	22.1
State	20.9	20.5	19.3	20.4
National	21.3	20.4	20.7	20.9
2003-04				
School	22.6	22.5	21.4	22.2
State	21.1	20.6	19.4	20.5
National	21.3	20.4	20.7	20.9
2002-03				
School	21.8	21.7	20.5	21.4
State	20.9	20.3	19.2	20.3
National	21.2	20.3	20.6	20.8
2001-02				
School	22.5	22.3	20.3	21.8
State	21.0	20.3	19.1	20.3
National	21.1	20.2	20.6	20.8
2000-01				
School	21.8	22.0	19.6	21.2
State	20.8	20.2	18.9	20.2
National	21.3	20.5	20.7	21.0

**BRIDGEPORT HIGH SCHOOL – SAT
NATIONAL CRITERION-REFERENCED TESTS**

Subject - Math/Verbal

Grade –12th

Test – SAT

Edition/Publication Year – Annual

Publisher – The College Board

	Math	Verbal
Testing Year		
2004-05		
School	541	557
State	523	511
National	520	508
2003-04		
School	568	571
State	524	514
National	518	508
2002-03		
School	553	564
State	522	510
National	519	507
2001-02		
School	527	539
State	515	525
National	516	504
2000-01		
School	539	570
State	512	527
National	514	504