

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

HAMPSHIRE COUNTY SCHOOL SYSTEM

JANUARY 2006

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An unannounced Education Performance Audit of the Hampshire County School System was conducted on December 5-9, 2005. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to examine compliance with Board policy and West Virginia Code and to make recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress to meet the standard.

The Education Performance Audit Team reviewed the Unified School Improvement Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records.

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Dr. Donna Davis, Deputy Director

West Virginia Department of Education Team Leader – Pam Abston, Coordinator, Office of Professional Preparation

West Virginia Department of Education Team Leader – Ghaski Browning, Coordinator, Office of Special Education Programs and Services

West Virginia Department of Education Team Leader – Bill Elswick, Executive Director, Office of School Facilities

West Virginia Department of Education Team Leader – Kay Johnston, Coordinator, Office of Special Education Programs and Services

West Virginia Department of Education Team Leader – Bane McCracken, Coordinator, Office of Student Services and Health Promotion

TEAM MEMBERS

Name	Title	School/County
Scott Albright	Elementary School Principal	Bunker Hill Elementary Berkeley County
Dave Bailey	HVAC Technician	Office of Facilities WV Department of Education
John Bennett	Vocational School Director	Calhoun County
Don Bower	Elementary School Principal	Beale Elementary Mason County
Dr. Rick Butler	Superintendent	Ritchie County
Richard Clendenin`	Retired High School Principal	Kanawha County

Name	Title	School/County
Suzette Cook	Assistant Superintendent	McDowell County
Dr. Theodora Cox	Assistant Superintendent	Grant County
Wilma Dale	Elementary School Principal	Marlinton Elementary Pocahontas County
Larry Dalesio	Elementary School Principal	Cameron Elementary Marshall County
Tom Deadrick	Assistant Superintendent	Marion County
Michele Griffith	Elementary School Principal	West Milford Elementary Harrison County
Scott Hammer	High School Teacher	Moorefield High Hardy County
Sharon Hammer	Director of Instruction	Hardy County
Joan Haynie	Middle School Principal	Clay Middle Clay County
Ken Hughart	HVAC Technician	Office of Facilities WV Department of Education
Allen Laugh	Middle School Assistant Principal	Ritchie County Middle Ritchie County
Mary McClung	Special Education Academic Coach	Raleigh County
Suzanne Offutt	Elementary School Principal	Shepherdstown Elementary Jefferson County
Delores Ranson	Assistant Superintendent	Jackson County
Drexel Sammons	Curriculum Specialist	Raleigh County
Carroll Staats	Member, County Board of Education	Jackson County
Joyce Diane Watt	High School Principal	Brooke High Brooke County
Dr. Pat White	Director of Instruction	Logan County
Dan Zirkle	High School Principal	Mount View High McDowell County

SCHOOL PERFORMANCE

This section presents the Annual Performance Measures for Accountability and the Education Performance Audit Team's findings.

28 HAMPSHIRE COUNTY

Jill Parker, Assistant Superintendent

201 AUGUSTA ELEMENTARY SCHOOL - Passed

Jeff Pancione, Principal

Grades K - 05

Enrollment 304

2004 – 2005 WESTEST

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	155	168	168	100.00	63.22	Yes	Confidence Interval	✓
White	153	166	166	100.00	62.74	Yes	Confidence Interval	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	83	92	92	100.00	57.83	Yes	Confidence Interval	✓
Spec. Ed.	31	33	33	100.00	48.38	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	155	168	168	100.00	77.41	Yes	Yes	✓
White	153	166	166	100.00	77.12	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	83	92	92	100.00	71.08	Yes	Confidence Interval	✓
Spec. Ed.	31	33	33	100.00	29.03	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.4%

Adequate Yearly Progress (AYP) Information by Class

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	57	51	57	51	100.00	9.80	31.37	39.22	11.76	7.84	58.82
04	60	54	60	54	100.00	3.70	33.33	48.15	7.41	7.41	62.96
05	51	50	51	50	100.00	2.00	30.00	38.00	30.00	0.00	68.00

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	57	51	57	51	100.00	3.92	17.65	47.06	25.49	5.88	78.43
04	60	54	60	54	100.00	7.41	12.96	51.85	24.07	3.70	79.63
05	51	50	51	50	100.00	8.00	18.00	38.00	34.00	2.00	74.00

Enr. - Enrollment
 FAY - Full Academic Year
 Part. - Participation

Other Relevant Performance Data

2004-2005 Writing Assessment Distribution of Performance Across All Performance Levels Grade 4

	Total # Tested	% Novice	% Partial Mastery	% Mastery	% Above Mastery	% Distinguished	% Below # Mastery	% At or # Above Mastery
STATE – WV	20498	4%	19%	49%	18%	5%	24%	74%
HAMPSHIRE COUNTY	272	4%	24%	55%	12%	1%	29%	68%
AUGUSTA ELEMENTARY	54	3%	25%	61%	9%	0%	29%	70%

**Physical Assessment – Presidential Physical Fitness Test
Passage Rate**

Percentage of Students	School Year
61.05%	2003-04
53.48%	2002-03
50.364%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard

5.1.1. Achievement.

Augusta Elementary School achieved adequate yearly progress (AYP) in mathematics in the all students (AS), racial/ethnicity white (W), and economically disadvantaged (SES) subgroups in mathematics and in the SES subgroup in reading/language arts by application of the confidence interval. It is also noted that an achievement gap exists between the SES subgroup and the AS and W subgroups in both subjects. This is another indication that the county and school must apply interventions specific to the individual students based on analysis of achievement data. Furthermore, the Adequate Yearly Progress Information by Class data showed a high percentage of students performing below mastery in mathematics: Grade 3 (31.37 percent), Grade 4 (33.33 percent), and Grade 5 (30 percent).

Hampshire County and Augusta Elementary School must address the mathematics achievement deficiencies and implement high-yield instructional strategies and activities to improve student achievement.

The county and school must be aware of the special education (SE) subgroup not considered in the AYP because of the number (N) less than 50. This subgroup had 48.38 percent proficient in mathematics which is promising and 29.03 percent proficient in reading/language arts. It was noted that the SE subgroup showed significant improvement from the previous year: 36.36 percent in mathematics and 18.18 percent in reading/language arts.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Augusta Elementary School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

- 6.1.8. **Instructional materials.** The school staff wrote a Reading First grant and successfully implemented and sustained the program in classroom instruction. Evidence of this program was in every classroom the Team observed. The WESTEST results in reading/language arts also supported the effectiveness of the program.
- 6.1.11. **Guidance and advisement.** The guidance counselor is scheduled at the school three days a week and does an excellent job of implementing many programs for the students in all grades K – 05. The counseling logs showed that the counselor exceeded State time requirements for direct student contact.
- 6.8.1. **Leadership.** The Team commended the principal for his demonstrated leadership skills. The principal was organized; prepared; and ensured that staff, students, and parents were knowledgeable of all school information and activities. Curriculum leadership was outstanding in that the principal constantly pursued ways to improve the school.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard.

6.1. Curriculum

- 6.1.6. **Instruction in writing. Instruction in writing shall be a part of every child's weekly educational curriculum in grades K through 12 in every appropriate class. (Policy 2510; Policy 2520)**

The school needed to implement a schoolwide writing program. Different writing models were being used in classrooms and an established plan for writing instruction was not in place for writing achievement. Furthermore, formative writing assessments were not in place.

- 6.1.7. **Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)**

The computer laboratory contained 52 computers and had been inoperative the entire school year. This seriously impeded students' use of technology. Note: According to the Assistant Superintendent, numerous attempts have been made for the IBM consultant to provide assistance to no avail and has been an ongoing problem. It was also stated that software is now available and the laboratory will be functioning. The Team recommended that the computer laboratory be immediately available for teachers and students.

6.4. Regulatory Agency Reviews

- 6.4.1. Regulatory agency reviews. Determine during on-site reviews and include in reports whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the State Fire Marshal, the Health Department, the School Building Authority of West Virginia, and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection nor mandate more stringent compliance measures. (W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100; W.Va. Code §18-5-9; Policy 6200; Section 504, Rehabilitation Act of 1973 §104.22 and §104.23; Policy 4334; Policy 4336)**

Finance

1. Bank statements included the photocopied front of checks only. According to §1-28 of the *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, the bank is to provide an image of both the front and back of every check.
2. The Team noted during the review that two invoices were paid in an untimely manner. One was a telephone bill paid on September 15, 2005 for June and July usage. The principal noted that neither he nor the secretary were year-round employees causing the payment of bills received during summer months to be delayed.
3. The Team noted that receipt summaries were consolidated for a particular drawn out fundraiser and were difficult to trace and tie to deposit slips. According to §1-13 of the *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, procedures must be established to regulate such activities to ensure that they are conducted in a proper manner and that all proceeds are receipted and deposited correctly.
4. A purchase order was dated December 12, 2005 for a December 9, 2005 invoice in the amount of \$348.80. According to §1-18 of the *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, a purchase order system is to be maintained whereby all purchases are made through a pre-numbered purchase order approved before the purchase is made.

RECOMMENDATION

- 6.1.12. Multicultural activities.** A countywide Multicultural Plan was recently received by the school. The Team recommended that the plan be reviewed and the school's multicultural activities be aligned with the county plan.

Safety Issue

A breaker panel in the kitchen was missing a blank and an electrical bus bar was exposed. This was corrected; however, the Facilities Team Leader will review this issue when a Follow-up Education Performance Audit Team returns to the school.

SCHOOL PERFORMANCE

This section presents the Annual Performance Measures for Accountability and the Education Performance Audit Team's findings.

28 HAMPSHIRE COUNTY

Jill Parker, Assistant Superintendent

204 JOHN J. CORNWELL ELEMENTARY SCHOOL - Passed

M. Thomas Dooley, Principal

Grades K - 05

Enrollment 101

2004 – 2005 WESTEST

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	53	55	55	100.00	75.47	Yes	Yes	✓
White	49	51	51	100.00	77.55	Yes	NA	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	42	44	44	100.00	73.80	NA	NA	NA
Spec. Ed.	15	16	16	100.00	46.66	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	53	55	55	100.00	73.58	Yes	Yes	✓
White	49	51	51	100.00	73.46	Yes	NA	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	42	44	44	100.00	69.04	NA	NA	NA
Spec. Ed.	15	16	16	100.00	40.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 98.9%

Adequate Yearly Progress (AYP) Information by Class

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	13	12	13	12	100.00	0.00	8.33	58.33	33.33	0.00	91.67
04	16	16	16	16	100.00	6.25	12.50	50.00	12.50	18.75	81.25
05	26	25	26	25	100.00	0.00	36.00	60.00	4.00	0.00	64.00

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	13	12	13	12	100.00	8.33	25.00	50.00	16.67	0.00	66.67
04	16	16	16	16	100.00	12.50	25.00	43.75	12.50	6.25	62.50
05	26	25	26	25	100.00	0.00	16.00	60.00	20.00	4.00	84.00

Enr. - Enrollment
 FAY - Full Academic Year
 Part. - Participation

Other Relevant Performance Data

2004-2005 Writing Assessment Distribution of Performance Across All Performance Levels Grade 4

	Total # Tested	% Novice	% Partial Mastery	% Mastery	% Above Mastery	% Distinguished	% Below # Mastery	% At or # Above Mastery
STATE – WV	20498	4%	19%	49%	18%	5%	24%	74%
HAMPSHIRE COUNTY	272	4%	24%	55%	12%	1%	29%	68%
JOHN J. CORNWELL ELEMENTARY	16	0%	12%	75%	12%	0%	12%	87%

**Physical Assessment – Presidential Physical Fitness Test
Passage Rate**

Percentage of Students	School Year
54.44%	2003-04
48.31%	2002-03
58.00%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard

5.1.1. Achievement.

John J. Cornwell Elementary School achieved adequate yearly progress (AYP). The economically disadvantaged (SES) subgroup achieved slightly lower than the all students (AS) and racial/ethnicity white (W) subgroups. While the special education (SE) subgroup achieved below the State’s benchmark, 46.55 percent in mathematics and 40.00 percent in reading/language arts, these scores improved substantially from 2003-2004 (mathematics 33.33 percent; reading/language arts 22.22 percent). Improvement in the SE subgroup achievement results is promising in closing the achievement gap.

The Adequate Yearly Progress Information by Class data showed a high percentage (36 percent) of Grade 5 students performing below mastery. Hampshire County and school staff are advised to analyze the Grade 5 mathematics results and apply interventions as indicated at the appropriate levels, e.g., Grade 5 and/or Grade 6.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that John J. Cornwell Elementary School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

- 6.2.1. Unified County and School Improvement Plan.** The principal had been at the school only four months. He orchestrated development and submission of the Five-Year Strategic Plan on time. He received this responsibility when first hired and led the development of a good plan and staff were implementing the plan.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard.

6.1. Curriculum

- 6.1.3. Learning environment. School staff provides a safe and nurturing environment that is conducive to learning. (Policy 2510)**

The lack of an intercom system impacted the safety of students and staff. An emergency plan was in place; however, staff had to yell or go from door to door to implement the plan. This compromised the efficiency of the plan.

- 6.1.6. Instruction in writing. Instruction in writing shall be a part of every child's weekly educational curriculum in grades K through 12 in every appropriate class. (Policy 2510; Policy 2520)**

A formal and consistent approach to instruction in writing was not being used. Staff indicated that Hampshire County was supposed to have one in place soon. Although the school performed well above West Virginia's and Hampshire County's percentage at or above mastery, a common schoolwide rubric would enhance the writing instruction and prepare students to perform at the distinguished level.

- 6.1.9. Programs of study. Programs of study are provided in grades K-12 as listed in Policy 2510 for elementary, middle, and high school levels, including career clusters and majors and an opportunity to examine a system of career clusters in grades 5-8 and to select a career cluster to explore in grades 9 and 10. (Policy 2510; Policy 2520)**

- Policy 2510, Programs of Study - Chart III Intermediate Elementary (3-4) states, "It is required, in accordance with scientifically based reading research, that, at a minimum, 90 minutes of reading and English language arts instruction be provided which shall include 60 minutes of uninterrupted daily reading instruction."

Grade 4. The 60 minutes of uninterrupted reading was reduced to 50 minutes each Wednesday due to the physical education schedule.

- Programs of Study - Chart II Intermediate Elementary (K-2) states, “It is required, in accordance with scientifically based reading research, that, at a minimum a daily uninterrupted 90 minutes reading block would be scheduled.”

Kindergarten. The scheduled instructional time for reading was displaced by 30 minutes of music on Monday and by 40 minutes of developmental guidance on Thursday. Additionally, the 90 minutes scheduled for reading was not solely devoted to reading instruction; language phonics, and handwriting were included.

- Policy 2510, Programs of Study - Chart II Intermediate Elementary (K-2) states, “A minimum of 60 minutes of daily mathematics instruction is required.”

Kindergarten. 30 minutes was scheduled for mathematics.

Grade 1. 45 minutes was scheduled for mathematics.

6.4. Regulatory Agency Reviews

- 6.4.1. Regulatory agency reviews. Determine during on-site reviews and include in reports whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the State Fire Marshal, the Health Department, the School Building Authority of West Virginia, and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection nor mandate more stringent compliance measures. (W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100; W.Va. Code §18-5-9; Policy 6200; Section 504, Rehabilitation Act of 1973 §104.22 and §104.23; Policy 4334; Policy 4336)**

Kitchen – The breaker box had an exposed bus bar.

7.1. Indicators of Efficiency

- 7.1.3. Facilities. Schools are operated efficiently, economically, and without waste or duplication, and the number and location of schools efficiently serves the student population. (W. Va. Code §18-9D-15 and §18-9D-16 (d))**

The principal and secretary shared an office. This was a serious issue regarding confidentiality as well as impeding effective and efficient operation of the school. The secretary left the office for the Team to interview the principal. The lack of privacy also interfered with parent and principal conferences and meetings. During the exit conference, it was stated that this issue had been addressed with the Hampshire County Board of Education. According to central office staff, potential space is available for use.

7.1.4. Administrative practices. The school district assesses the assignment of administrative personnel to determine the degree managerial/administrative services provided schools establish and support high quality curriculum and instructional services.

The principal was a half-time principal and half-time teacher. This hindered administrative services and availability for staff, students, and parents in the afternoons. It also interfered with instruction when the teacher is interrupted by administrative responsibilities. This may be an equity issue as the school has a similar number of students at Springfield-Green Spring Elementary School which has a full time principal.

SCHOOL PERFORMANCE

This section presents the Annual Performance Measures for Accountability and the Education Performance Audit Team's findings.

28 HAMPSHIRE COUNTY
Jill Parker, Assistant Superintendent
206 ROMNEY ELEMENTARY SCHOOL - Passed
Terrie Jo Saville, Principal
Grades K - 05
Enrollment 524

2004 – 2005 WESTEST

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	241	264	260	98.48	70.29	Yes	Yes	✓
White	233	256	252	98.43	70.56	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	152	173	169	97.68	63.33	Yes	Confidence Interval	✓
Spec. Ed.	37	49	46	93.87	44.44	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	241	264	260	98.48	78.66	Yes	Yes	✓
White	233	256	252	98.43	77.92	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	152	173	169	97.68	73.33	Yes	Yes	✓
Spec. Ed.	37	49	46	93.87	41.66	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
* -- 0 students in subgroup
** -- Less than 10 students in subgroup

Passed
Attendance Rate = 97.1%

Adequate Yearly Progress (AYP) Information by Class

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	79	71	78	70	98.73	7.14	15.71	55.71	21.43	0.00	77.14
04	96	87	94	86	97.92	2.33	25.58	46.51	24.42	1.16	72.09
05	89	83	88	83	98.88	2.41	34.94	51.81	10.84	0.00	62.65

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	79	71	78	70	98.73	0.00	21.43	38.57	38.57	1.43	78.57
04	96	87	94	86	97.92	4.65	9.30	55.81	25.58	4.65	86.05
05	89	83	88	83	98.88	3.61	25.30	48.19	22.89	0.00	71.08

Enr. - Enrollment
FAY - Full Academic Year
Part. - Participation

Other Relevant Performance Data

2004-2005 Writing Assessment Distribution of Performance Across All Performance Levels Grade 4

	Total # Tested	% Novice	% Partial Mastery	% Mastery	% Above Mastery	% Distinguished	% Below # Mastery	% At or # Above Mastery
STATE – WV	20498	4%	19%	49%	18%	5%	24%	74%
HAMPSHIRE COUNTY	272	4%	24%	55%	12%	1%	29%	68%
ROMNEY ELEMENTARY	85	5%	19%	49%	21%	1%	25%	72%

**Physical Assessment – Presidential Physical Fitness Test
Passage Rate**

Percentage of Students	School Year
57.69%	2003-04
49.35%	2002-03
89.473%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard

5.1.1. Achievement.

Romney Elementary School achieved adequate yearly progress (AYP) in the Annual Performance Measures for Accountability. However, AYP was achieved in mathematics in the economically disadvantaged (SES) subgroup by application of the confidence interval. It is also noted that an achievement gap exists between the SES subgroup and the all students (AS) and racial/ethnicity white (W) subgroups in both mathematics and reading/language arts. The school and Hampshire County must apply high-yield instructional strategies to improve achievement of the SES subgroup.

The Adequate Yearly Progress Information by Class showed that a high percentage of Grade 5 students performed below mastery in mathematics (34.94 percent) and reading (25.30 percent). This indicates a need for the school and county to provide targeted assistance to this grade level in both subject areas.

The special education (SE) subgroup with a number (N) less than 50 was not considered in AYP. While the percent proficient was below the State's required level, the percent proficient of this subgroup is promising: Mathematics (44.44 percent) and reading/language arts (41.66 percent).

The following professional development and training opportunities were provided.

1. Crisis Management.
2. Math Investigations.
3. Content Standards and Objectives.
4. Safe Schools – Bomb Threat/Evacuation.
5. Positive Behavioral Support.
6. Max Thompson – Learning Focus Strategies.
7. Odyssey (New Basic Skills Computer Program).
8. Five-Year Strategic Plan (A team from each grade level met five to six times during the summer to complete the plan).

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Romney Elementary School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

6.1.1. Curriculum based on content standards and objectives. Teachers used various methods to communicate the Content Standards and Objectives (CSOs) and expectations to students. The following examples demonstrated some methods used by teachers to guide instruction.

1. CSOs were contained in the back of lesson plans for reference.
2. Pocket charts were displayed in which weekly CSOs were written on tag board. These were changed throughout the week, month, and year.
3. One Grade 2 teacher posted the CSOs in a linear design with arrows labeled and pointing to, “We have learned . . .” and “We are learning today . . .”

This reflected that the administrator gave teachers the latitude to select their own method for implementing the overall plan for ensuring mastery of the CSOs.

6.1.3. Learning environment. The hospitality, friendliness, and positive climate of the school were reflected in the positive student behavior. Teachers’ classroom management skills were excellent, students were on task, and the Content Standards and Objectives (CSOs) were being presented in classrooms.

The facility increased in size through the move to the former middle school. The old middle school had been painted and was attractive for the elementary students. Staff made the facility look good for students and created a positive learning environment.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard.

6.2. Student and School Performance

6.2.2. Counseling services. Counselors shall spend at least 75 percent of the work day in a direct counseling relationship with students, and shall devote no more than 25 percent of the work day to counseling-related administrative activities as stated in W.Va. Code §18-5-18b. (W.Va. Code §18-5-18b; Policy 2315)

The school was not served by a certified guidance counselor. The substitute counselor delivered developmental guidance. However, during the Team interview the individual indicated that she did not meet with at-risk students because of not feeling qualified. The Team noted the numerous positive remarks about the substitute counselor. The position was posted.

6.4. Regulatory Agency Reviews

- 6.4.1. Regulatory agency reviews. Determine during on-site reviews and include in reports whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the State Fire Marshal, the Health Department, the School Building Authority of West Virginia, and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection nor mandate more stringent compliance measures. (W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100; W.Va. Code §18-5-9; Policy 6200; Section 504, Rehabilitation Act of 1973 §104.22 and §104.23; Policy 4334; Policy 4336)**

Finance

1. The Team found that accounting records were not filed in an orderly manner to enable a quick review of specific records. The school monthly financial statements, canceled checks, bank statements, receipts, and purchase orders for both the school's General Fund and the Hot Lunch Fund were all filed in the same file folder. It is recommended that different records be filed separately so that they could be provided in a more timely manner to interested parties. Since the school financial statements are a permanent record, they should be filed in a separate notebook and retained by fiscal year.
2. Canceled checks were not filed in numeric order, but rather with each bank statement in the file folder discussed above, which made it difficult to ascertain whether any canceled checks were missing.
3. The explanation entered in the Expense Ledger for practically all expenditures was "See attached PO". Since the Expense Ledger is a permanent record, but the purchase orders are not, the purpose of each expenditure should be entered in the Expense Ledger.
4. Receipts are not always issued in a timely manner and on occasion, an unofficial receipt is issued. According to the school secretary, receipts for a new month can not be printed until the books for the prior month have been closed. Consequently, receipts can not be printed at the beginning of each month until the bank statement for the preceding month has been received from the bank, the bank reconciliation completed, and the financial statements for that month printed, which can take several days. To provide receipts to individuals who request a receipt before one can be printed from the system, the school secretary is issuing an unofficial receipt book from an old receipt book that she maintained and then issued an official receipt when she is able. This practice creates a serious internal control weakness. The only receipts that should be issued are those from officially authorized receipt books and receipts must be issued at the time the collections are received.
5. The Team noted that the same receipt numbers were used for different collections and some receipt number had been issued out of sequence. According to the school secretary, the ISSAC school accounting system crashed in December 2005 and she had to wait 7-10 days for support from the central business office to

correct the problem. After the problem was resolved, she had to reenter several receipts, and she admitted that she apparently entered several receipt numbers incorrectly. The ability to reissue the same receipt numbers in the system and to issue receipt out of numeric sequence creates a serious internal control weakness which must be resolved.

6. The original and the copy of all receipts issued during the month of December were still filed in the file folder unsigned awaiting the signature of the school principal. All receipts must be issued at the time monies are collected, the receipt should be signed by the individual collecting the funds, and the original provided to the individual from whom the funds were collected at that time.
7. The receipts issued for book sales that the receipt amount entered on the official receipt did not always agree with the total reflected in the attached cash collection summary. The school secretary explained that the reason was that some parents made the checks for the book purchases payable directly to the book company, which she forwarded to the book company when paying the book invoice, so she made the official receipt out for the just the amount being deposited into the school's bank account. This practice creates a serious internal control weakness. All checks should be made payable to the school and the checks deposited into the school's bank account. If checks are accepted that are made payable to the book company, the school should ascertain whether the book company and the bank will allow the school to counter-sign the checks and deposit them into the school's bank account. At the very least, an annotation should be made on the cash collection summary to indicate which checks are made payable directly to the book company, so that an auditor can easily ascertain that all checks have been accounted for and those made payable to the school have been deposited into the school bank account.

RECOMMENDATIONS

- 6.1.6. Instruction in writing.** During student interviews and classroom observations, the Team noted that Grade 4 students were not aware of the writing process. The Team recommended that greater emphasis be placed on instruction in writing and that a county system be developed and implemented.
- 7.1.5. Personnel.** Grade 5 had lower scores on the WESTEST. Two classrooms were taught by substitutes for most of last school year (2004-2005). The Grade 5 class has a long term substitute this school year (2005-2006). Additionally, the school did not have the services of a librarian and students were taken to the library by the teachers. Students were limited in their independent use and access of the library. The Team recommended that Hampshire County central office staff actively pursue a permanent teacher for Grade 5. Additionally, alternatives need to be developed to provide student access to the library.

SCHOOL PERFORMANCE

This section presents the Annual Performance Measures for Accountability and the Education Performance Audit Team's findings.

28 HAMPSHIRE COUNTY

Jill Parker, Assistant Superintendent

207 SLANESVILLE ELEMENTARY SCHOOL - Passed

Joyce Malcolm, Principal

Grades PK - 05

Enrollment 235

2004 – 2005 WESTEST

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	81	88	88	100.00	76.54	Yes	Yes	✓
White	80	87	87	100.00	76.25	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	45	50	50	100.00	68.88	Yes	NA	✓
Spec. Ed.	**	**	**	**	**	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	81	88	88	100.00	77.77	Yes	Yes	✓
White	80	87	87	100.00	77.50	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	45	50	50	100.00	68.88	Yes	NA	✓
Spec. Ed.	**	**	**	**	**	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.9%

Adequate Yearly Progress (AYP) Information by Class

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	28	26	28	26	100.00	0.00	11.54	53.85	30.77	3.85	88.46
04	30	28	30	28	100.00	3.57	14.29	64.29	14.29	3.57	82.14
05	30	27	30	27	100.00	7.41	33.33	51.85	3.70	3.70	59.26

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	28	26	28	26	100.00	0.00	19.23	57.69	23.08	0.00	80.77
04	30	28	30	28	100.00	0.00	7.14	42.86	39.29	10.71	92.86
05	30	27	30	27	100.00	3.70	37.04	48.15	11.11	0.00	59.26

Enr. - Enrollment
FAY - Full Academic Year
Part. - Participation

Other Relevant Performance Data

2004-2005 Writing Assessment Distribution of Performance Across All Performance Levels Grade 4

	Total # Tested	% Novice	% Partial Mastery	% Mastery	% Above Mastery	% Distinguished	% Below # Mastery	% At or # Above Mastery
STATE – WV	20498	4%	19%	49%	18%	5%	24%	74%
HAMPSHIRE COUNTY	272	4%	24%	55%	12%	1%	29%	68%
SLANESVILLE ELEMENTARY	30	0%	13%	76%	10%	0%	13%	86%

**Physical Assessment – Presidential Physical Fitness Test
Passage Rate**

Percentage of Students	School Year
56.40%	2003-04
50.26%	2002-03
62.941%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard

5.1.1. Achievement.

Slanesville Elementary School achieved adequate yearly progress (AYP) for the Annual Performance Measures for Accountability. The school and Hampshire County must be mindful of the economically disadvantaged (SES) subgroup not considered in the AYP because of the number (N) less than 50. A gap existed between the SES subgroup and the all students (AS) and racial/ethnicity white (W) subgroups. Additionally, the Adequate Yearly Progress Information by Class showed that a high percent of Grade 5 students achieved below mastery in both mathematics (33.33 percent) and reading/language arts (37.04 percent). These disparities in achievement indicate the urgency for specific interventions provided by the school and county.

The following professional development and training opportunities were provided.

1. Technology – Digital camera.
2. Textbook (Math) – County.
3. Data Analysis – School.
4. Plan, Rewards, and Intervention – School.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard.

6.1. Curriculum

6.1.2. **High expectations. Through curricular offerings, instructional practices, and administrative practices, staff demonstrates high expectations for the learning and achieving of all students and all students have equal education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)**

High expectations were not observed in the following situations.

1. Students were grouped by ability in a split class (Grades 4/5). The lower performing students were grouped together in this class for all core subjects. The staff explained the rationale for this was to reduce the class size for this group of students and provide more individualized instruction. The Team recommended that the Grades 4 and 5 split class be reconfigured to reflect heterogeneous grouping. The Team also recommended that teachers utilize high-yield instructional strategies to address the academic deficiencies of the students and improve achievement. The gap in achievement between the economically disadvantaged (SES) subgroup and the all students (AS) and racial/ethnicity white (W) subgroups further indicated that this grouping practice is not effective in improving student achievement.
2. Students who finish work early should have greater access to technology and the library to explore areas of interest, conduct research, and expand learning opportunities.
3. The school staff needed to review the process for identifying gifted students. The Team recommended that staff development be provided on the characteristics of gifted students and the referral process. The Team believed that some students who may be eligible for the gifted program had not been identified or referred.
4. Students revealed that the Title I teacher was used at times to substitute for the absent teacher. When this occurred, students did not receive the support instructional services provided by the Title I teacher. Note: During the exit conference teachers and central office staff emphatically indicated that Title I teachers “had never” been used to substitute for other teachers. A Team member was contacted subsequent to the audit and was very specific about the student interviews. Several Team members were present during this interview in which a member asked, “What kinds of things does (named Title I teacher) do?” A student replied that she comes and gets us and sometimes we work on reading and sometimes we work on mathematics. When (student named general education teacher) is not here, then she (Title I teacher) is our teacher.

6.1.5. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)

The Team did not observe any examples of teachers using high-yield instructional strategies in Grades 3 through 5. Additionally, when asked about hands-on activities, students could remember only two in science and none in mathematics.

6.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)

It was indicated that students were permitted to use the library only once a week, when the teacher takes the whole class, and at no other time. This limited student access to library materials.

6.1.9. Programs of study. Programs of study are provided in grades K-12 as listed in Policy 2510 for elementary, middle, and high school levels, including career clusters and majors and an opportunity to examine a system of career clusters in grades 5-8 and to select a career cluster to explore in grades 9 and 10. (Policy 2510; Policy 2520)

Policy 2510, Programs of Study - Chart III Primary Education (K-2) states, "A minimum of 60 minutes of daily mathematics instruction is required." Three teachers' schedules reflected fewer than the required 60 minutes daily mathematics instruction. One Kindergarten class only had 30 minutes scheduled on Tuesdays and Fridays, another Kindergarten class schedule showed mathematics taught 30 minutes daily, and a Grade 1 class only had 45 minutes of mathematics scheduled daily.

6.4. Regulatory Agency Reviews

6.4.1. Regulatory agency reviews. Determine during on-site reviews and include in reports whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the State Fire Marshal, the Health Department, the School Building Authority of West Virginia, and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection nor mandate more stringent compliance measures. (W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100; W.Va. Code §18-5-9; Policy 6200; Section 504, Rehabilitation Act of 1973 §104.22 and §104.23; Policy 4334; Policy 4336)

The drain for the boys' rest room sink had not been repaired as cited in the Health Department report.

RECOMMENDATIONS

6.1.5. Instructional strategies. The Team recommended that the staff at Slanesville Elementary School focus on staff development to drive instruction. The professional development should be succinct, ongoing, and embedded in instructional practices. Hampshire County should take a proactive role in assuring that meaningful staff development is provided that is specific to the school's needs.

The Team offered the following topics as examples for staff development.

1. Characteristics of Gifted Children.
2. Writing Program.
3. Differentiated Instruction.

6.1.6. Instruction in writing. While the writing assessment scores were good (86 percent), the principal indicated that each teacher in the grade levels provided their own individual instruction in writing rather than a uniform system. The Team recommended that the county or school adopt a unified writing instruction curriculum that the total staff administers.

6.1.12. Multicultural activities. While elements of multicultural education were presented, i.e., teachers taught respect and diversity, a multicultural day was held in the spring, and a German speaker presented at the school; the countywide multicultural plan was being developed. The school needed clear direction from the county to support their efforts in including all elements of Policy 2421.

6.4.1. Regulatory agency reviews. The recently established PreK classroom did not contain rest room facilities.

Safety Issue

Entire Facility – The mechanical, electrical, and custodian rooms in the facility were not secured. The Team recommended that the doors to these rooms be locked to prevent unauthorized access.

SCHOOL PERFORMANCE

This section presents the Annual Performance Measures for Accountability and the Education Performance Audit Team's findings.

28 HAMPSHIRE COUNTY

Jill Parker, Assistant Superintendent

208 SPRINGFIELD-GREEN SPRING ELEMENTARY SCHOOL - Passed

Dr. Robert O. Knighton, Principal

Grades K - 05

Enrollment 143

2004 – 2005 WESTEST

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	72	72	72	100.00	81.94	Yes	Yes	✓
White	72	72	72	100.00	81.94	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	47	47	47	100.00	80.85	NA	NA	NA
Spec. Ed.	**	**	**	**	**	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	72	72	72	100.00	83.33	Yes	Yes	✓
White	72	72	72	100.00	83.33	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	47	47	47	100.00	78.72	NA	NA	NA
Spec. Ed.	**	**	**	**	**	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 98.1%

Adequate Yearly Progress (AYP) Information by Class

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	23	23	23	23	100.00	0.00	21.74	30.43	34.78	13.04	78.26
04	28	28	28	28	100.00	0.00	25.00	32.14	35.71	7.14	75.00
05	21	21	21	21	100.00	0.00	4.76	33.33	33.33	28.57	95.24

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	23	23	23	23	100.00	0.00	21.74	47.83	17.39	13.04	78.26
04	28	28	28	28	100.00	3.57	10.71	57.14	21.43	7.14	85.71
05	21	21	21	21	100.00	4.76	9.52	14.29	38.10	33.33	85.71

Enr. - Enrollment
FAY - Full Academic Year
Part. - Participation

Other Relevant Performance Data

2004-2005 Writing Assessment Distribution of Performance Across All Performance Levels Grade 4

	Total # Tested	% Novice	% Partial Mastery	% Mastery	% Above Mastery	% Distinguished	% Below # Mastery	% At or # Above Mastery
STATE – WV	20498	4%	19%	49%	18%	5%	24%	74%
HAMPSHIRE COUNTY	272	4%	24%	55%	12%	1%	29%	68%
SPRINGFIELD-GREEN SPRING ELEMENTARY	26	0%	7%	70%	14%	3%	7%	88%

**Physical Assessment – Presidential Physical Fitness Test
Passage Rate**

Percentage of Students	School Year
52.07%	2003-04
46.67%	2002-03
48.80%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard

5.1.1. Achievement.

Springfield-Green Spring Elementary School achieved adequate yearly progress (AYP) and was awarded Exemplary Accreditation status.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard.

6.1. Curriculum

6.1.5. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)

Classroom observations and student interviews indicated that the majority of lessons were textbook/worksheet driven. The Team noted that Grades 3 to 5 classrooms had science kits available; however, Grade 4 students reported two hands-on activities this year, and Grade 3 and Grade 5 students reported no hands-on activities.

RECOMMENDATIONS

6.1.2. High expectations. The Team observed some students reading at a very high grade level. The school staff should investigate the process for identification and referral of students for gifted education.

- 6.1.7. Library/educational technology access and technology application.** The Computer/Library room did not have a full time media specialist or an alternative solution for the room to be freely accessed by students. Thus, the students could only use these facilities when taken by the classroom teacher. The Team recommended that Hampshire County and the school investigate solutions to have library coverage so that students may have greater access to library resources.

SCHOOL PERFORMANCE

This section presents the Annual Performance Measures for Accountability and the Education Performance Audit Team's findings.

28 HAMPSHIRE COUNTY
Jill Parker, Assistant Superintendent

209 CAPON BRIDGE ELEMENTARY SCHOOL - Passed

Dr. Robert Carter, Principal
Grades K - 05
Enrollment 423

2004 – 2005 WESTEST

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	189	205	205	100.00	60.31	Yes	Confidence Interval	✓
White	182	198	198	100.00	61.53	Yes	Confidence Interval	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	93	101	101	100.00	54.83	Yes	Confidence Interval	✓
Spec. Ed.	46	53	53	100.00	28.26	Yes	NA	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	189	205	205	100.00	69.84	Yes	Confidence Interval	✓
White	182	198	198	100.00	70.87	Yes	Confidence Interval	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	93	101	101	100.00	64.51	Yes	Confidence Interval	✓
Spec. Ed.	46	53	53	100.00	23.91	Yes	NA	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 98.2%

Adequate Yearly Progress (AYP) Information by Class

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	67	63	67	63	100.00	4.76	34.92	41.27	17.46	1.59	60.32
04	68	61	68	61	100.00	9.84	37.70	42.62	8.20	1.64	52.46
05	70	65	70	65	100.00	6.15	26.15	47.69	16.92	3.08	67.69

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	67	63	67	63	100.00	6.35	26.98	53.97	11.11	1.59	66.67
04	68	61	68	61	100.00	8.20	24.59	44.26	21.31	1.64	67.21
05	70	65	70	65	100.00	4.62	20.00	41.54	29.23	4.62	75.38

Enr. - Enrollment
FAY - Full Academic Year
Part. - Participation

Other Relevant Performance Data

2004-2005 Writing Assessment Distribution of Performance Across All Performance Levels Grade 4

	Total # Tested	% Novice	% Partial Mastery	% Mastery	% Above Mastery	% Distinguished	% Below # Mastery	% At or # Above Mastery
STATE – WV	20498	4%	19%	49%	18%	5%	24%	74%
HAMPSHIRE COUNTY	272	4%	24%	55%	12%	1%	29%	68%
CAPON BRIDGE ELEMENTARY	61	9%	46%	38%	1%	1%	55%	41%

**Physical Assessment – Presidential Physical Fitness Test
Passage Rate**

Percentage of Students	School Year
46.37%	2003-04
44.76%	2002-03
45.566%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard

5.1.1. Achievement.

Capon Bridge Elementary School achieved adequate yearly progress (AYP) only by application of the confidence interval in all applicable subgroups in both mathematics and reading/language arts. The special education (SE) subgroup was not considered in AYP because of the number (N) fewer than 50; however, the subgroup had a low percent proficient in both mathematics (28.26 percent) and reading/language arts (23.91 percent). Adequate Yearly Progress Information by Class showed a high percentage of students below mastery in mathematics in Grades 3 (34.92 percent), 4 (37.70 percent), and 5 (26.15 percent).

Assessment results indicated that Hampshire County and the school must provide high-yield instructional practices that will improve students' achievement. County support is needed to assist this school in improving achievement in all subgroups and at all grade levels.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Capon Bridge Elementary School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

- 6.8.1. Leadership.** The principal was making significant progress and improvements in curriculum issues and created a positive working environment for staff.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard.

6.1. Curriculum

- 6.1.6. Instruction in writing.** Instruction in writing shall be a part of every child's weekly educational curriculum in grades K through 12 in every appropriate class. (Policy 2510; Policy 2520)

The Team observed lesson plans that included writing assignments; however, examples of quality student writing were not available. The Team observed a fragmented, ineffective approach to instruction in writing. Teachers were unable to articulate how they utilized assignments that progressed in complexity and simulated the formal writing assessment. Students at Grades 4 and 5 did not recognize basic terms such as paragraph or essay. The low writing assessment scores (41 percent at or above mastery) showed the need for a cohesive schoolwide writing program.

6.2. Student and School Performance

- 6.2.3. Lesson plans and principal feedback.** Lesson plans that are based on approved content standards and objectives are prepared in advance and the principal reviews, comments on them a minimum of once each quarter, and provides written feedback to the teacher as necessary to improve instruction. (Policy 2510; Policy 5310)

While most teachers had good to excellent plans, one teacher did not have plans, another teacher did not have plans until 12/5/05 – 12/09/05, and another teacher had sketchy plans.

RECOMMENDATION

- 6.4.1. Regulatory agency reviews.** Items were stored in front of and near some of the electrical panels. The Team recommended that the items be removed to maintain the required code clearances.

SCHOOL PERFORMANCE

This section presents the Annual Performance Measures for Accountability and the Education Performance Audit Team's findings.

28 HAMPSHIRE COUNTY

Jill Parker, Assistant Superintendent

401 CAPON BRIDGE MIDDLE SCHOOL - Needs Improvement

Jeff Meadows, Principal

Grades 06 - 08

Enrollment 355

2004 – 2005 WESTEST

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	325	344	341	99.12	73.45	Yes	Yes	✓
White	320	337	334	99.10	73.35	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	150	162	160	98.76	65.77	Yes	Yes	✓
Spec. Ed.	53	60	60	100.00	28.30	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	325	344	341	99.12	79.32	Yes	Yes	✓
White	320	337	334	99.10	79.31	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	150	162	160	98.76	72.48	Yes	Confidence Interval	✓
Spec. Ed.	53	60	60	100.00	30.18	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.5%

Adequate Yearly Progress (AYP) Information by Class

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	102	100	102	100	100.00	9.00	21.00	48.00	18.00	4.00	70.00
07	112	107	112	107	100.00	1.87	21.50	61.68	11.21	3.74	76.64
08	130	118	127	117	97.69	9.40	17.09	49.57	21.37	2.56	73.50

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	102	100	102	100	100.00	5.00	27.00	45.00	18.00	5.00	68.00
07	112	107	112	107	100.00	1.87	11.21	56.07	26.17	4.67	86.92
08	130	118	127	117	97.69	3.42	14.53	45.30	25.64	11.11	82.05

Enr. - Enrollment
FAY - Full Academic Year
Part. - Participation

Other Relevant Performance Data

2004-2005 Writing Assessment Distribution of Performance Across All Performance Levels Grade 7

	Total # Tested	% Novice	% Partial Mastery	% Mastery	% Above Mastery	% Distinguished	% Below # Mastery	% At or # Above Mastery
STATE – WV	21040	2%	24%	57%	14%	3%	27%	73%
HAMPSHIRE COUNTY	277	3%	33%	58%	5%	1%	36%	64%
CAPON BRIDGE MIDDLE	109	2%	28%	65%	4%	1%	30%	70%

**Physical Assessment – Presidential Physical Fitness Test
Passage Rate**

Percentage of Students	School Year
41.13%	2003-04
41.94%	2002-03
48.159%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Capon Bridge Middle School failed to achieve adequate yearly progress (AYP) in the special education (SE) subgroup in both mathematics and reading/language arts. In accordance with Section 9.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education issued the school Temporary Accreditation status at the September 10, 2004 State Board meeting. The school revised its United School Improvement Plan (USIP) to improve progress on the standard and the West Virginia Board of Education upgraded Capon Bridge Middle School to Conditional Accreditation status with a May 31, 2007 Date Certain to achieve AYP.

Capon Bridge Middle School achieved AYP in the economically disadvantaged (SES) subgroup in reading/language arts only by application of the confidence interval. Additionally, an achievement disparity existed between the SES subgroup and the all students (AS) and racial/ethnicity white (W) subgroups in both mathematics and reading/language arts. Hampshire County and Capon Bridge Middle School must monitor the achievement of the SE and SES students and provide high-yield instructional strategies that are designed to close the achievement gap.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Capon Bridge Middle School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

- 6.1.3. Learning environment.** Students were well behaved and responded to adults in an appropriate fashion. The cafeteria and halls were orderly and quiet.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard 5.1.1. (SE).

6.1. Curriculum

- 6.1.2. High expectations.** Through curricular offerings, instructional practices, and administrative practices, staff demonstrates high expectations for the learning and achieving of all students and all students have equal education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)

Expectations for high achievement were evident throughout the school; however, the Team observed a mathematics class in which the teacher gave a test, but failed to monitor during the test. Students were throwing notes and were disruptive while others were completing the test. Special education students in that class were directed to “find something to do” while the test was being taken. The teacher’s Bell Ringer activity was “study for the test.” In essence, the class time allotted was not productive and wasted time.

The Team observed another mathematics class in which the predominant instructional delivery was lecture with little or no evidence of student interaction.

- 6.1.3. Learning environment.** School staff provides a safe and nurturing environment that is conducive to learning. (Policy 2510)

The physical plant was not conducive to a cohesive learning environment. A new school is being constructed and will eliminate this problem.

- 6.1.7. Library/educational technology access and technology application.** The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)

Computer technology was grossly outdated and the number of computers was inadequate to serve the student population.

6.1.12. Multicultural activities. Multicultural activities are included at all programmatic levels, K-4, 5-8, and 9-12 with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence. (Policy 2421)

A county Multicultural Plan was recently available; however, students in Grades 6 and 8 were unable to articulate any multicultural activities this school year. Note: The Hampshire County Multicultural Plan will not be finalized until the end of the school year.

6.4. Regulatory Agency Reviews

6.4.1. Regulatory agency reviews. Determine during on-site reviews and include in reports whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the State Fire Marshal, the Health Department, the School Building Authority of West Virginia, and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection nor mandate more stringent compliance measures. (W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100; W.Va. Code §18-5-9; Policy 6200; Section 504, Rehabilitation Act of 1973 §104.22 and §104.23; Policy 4334; Policy 4336)

Finance

1. Bank statements included the photocopied front of checks only. According to §1-28 of the *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, the bank is to provide an image of both the front and back of every check.
2. The Team noted during the review that bank statements did not contain the signature/initials of both the principal and the secretary. According to §1-28 of the *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, bank statements are to be reviewed by the principal and forwarded to the individual preparing the bank reconciliations. In an audit completed on June 6, 2005, a management response indicated that the principal and secretary would begin signing and dating each monthly bank reconciliation.
3. The Team noted that some receipt summaries were missing or misplaced. Most appeared to tie to ticket sale receipts but were difficult to ascertain inasmuch as some single deposit slips were composed of two to three deposit summaries that included ticketed events as well as other events. According to §1-13 of the *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, procedures must be established to regulate such activities to ensure that they are conducted in a proper manner and that all proceeds are receipted and deposited correctly.

RECOMMENDATIONS

- 6.2.3. Lesson plans and principal feedback.** A consistent lesson plan format was neither developed nor required. The Team recommended that the Curriculum Team and principal develop a lesson format to be applied schoolwide.
- 6.2.4. Data analysis.** Data analysis was completed by the principal and counselor. The Team recommended that the analysis be completed by a wide range of personnel. Note: During the exit conference, staff indicated that data were provided to departments and individual teachers of the subjects tested for analysis. This was commendable; however, all staff are recommended to be part of schoolwide achievement analysis and improvement, not just the subject areas assessed by the WESTEST.

SCHOOL PERFORMANCE

This section presents the Annual Performance Measures for Accountability and the Education Performance Audit Team's findings.

28 HAMPSHIRE COUNTY

Jill Parker, Assistant Superintendent

402 ROMNEY MIDDLE SCHOOL - Passed

John Watson, Principal

Grades 06 - 08

Enrollment 494

2004 – 2005 WESTEST

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	465	503	497	98.80	74.13	Yes	Yes	✓
White	453	488	482	98.77	74.55	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	248	273	268	98.16	69.26	Yes	Yes	✓
Spec. Ed.	84	97	93	95.87	37.03	Yes	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	465	503	498	99.00	74.62	Yes	Yes	✓
White	453	488	483	98.97	74.83	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	248	273	269	98.53	68.57	Yes	Confidence Interval	✓
Spec. Ed.	84	97	94	96.90	31.70	Yes	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.0%

Adequate Yearly Progress (AYP) Information by Class

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	150	139	149	138	99.33	7.97	16.67	46.38	21.01	7.97	75.36
07	175	164	173	163	98.86	4.91	17.18	60.12	15.95	1.84	77.91
08	178	162	175	159	98.31	5.66	25.16	47.80	18.24	3.14	69.18

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	150	139	149	138	99.33	7.25	18.12	44.20	21.01	9.42	74.64
07	175	164	173	163	98.86	7.36	20.86	51.53	16.56	3.68	71.78
08	178	162	176	160	98.88	2.50	20.00	46.88	21.25	9.38	77.50

Enr. - Enrollment
FAY - Full Academic Year
Part. - Participation

Other Relevant Performance Data

2004-2005 Writing Assessment Distribution of Performance Across All Performance Levels Grade 7

	Total # Tested	% Novice	% Partial Mastery	% Mastery	% Above Mastery	% Distinguished	% Below # Mastery	% At or # Above Mastery
STATE – WV	21040	2%	24%	57%	14%	3%	27%	73%
HAMPSHIRE COUNTY	277	3%	33%	58%	5%	1%	36%	64%
ROMNEY MIDDLE	168	4%	36%	53%	6%	1%	40%	60%

**Physical Assessment – Presidential Physical Fitness Test
Passage Rate**

Percentage of Students	School Year
51.93%	2003-04
59.72%	2002-03
66.962%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard

5.1.1. Achievement.

Romney Middle School achieved adequate yearly progress (AYP) for the Annual Performance Measures for Accountability. The school achieved AYP only by the application of the confidence interval in the economically disadvantaged (SES) subgroup in reading/language arts and application of safe harbors in the special education (SE) subgroup in both mathematics and reading/language arts. Additionally, an achievement disparity existed between the SE and SES subgroups and that of the all students (AS) and racial/ethnicity white (W) subgroups. Hampshire County and Romney Middle School must implement high-yield instructional practices that are designed to close the achievement gap.

The Team reported that overall Romney Middle School was organized and focused on student needs. The principal had done an excellent job delegating authority to teachers on each grade level team. The Team observed that the school would be stronger if the principal could encourage the Grade 8 team to better implement collaborative teaching techniques for including special education students.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Romney Middle School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

- 6.1.2. **High expectations.** The Team commended the teachers for developing a procedure for students to analyze their own WESTEST results, identify areas to improve, and plan for improving. A form was designed that included the four core subject areas with space to record actions the student will take and a place for students and parents to sign the form. This procedure conveyed confidence in the students' ability to take responsibility for their own learning and to improve on the next achievement assessment.
- 6.2.4. **Data analysis.** The Common Team planning period for grade level academic teachers provided an excellent opportunity for teachers to address data analysis as well as many other relative issues. The teachers reviewed curriculum alignment to determine Content Standards and Objectives (CSOs) that needed to be emphasized to increase student achievement. The administration and faculty reviewed test data to address student and school weaknesses. They analyzed specific student WESTEST data and worked with students during advisory time to explain the data. The teachers then had the students develop steps to improve future test scores on the school's student "Learning Good Sheet" which was developed by the school. The students took their "Learning Good Sheet" home for parent/guardian signature. The parents/guardians also completed an attachment on what the parent/guardian and student can complete at home to help improve any identified weak areas. The Team commended this approach as it included strong parental support.
- 6.8.1. **Leadership.** The teaming approach used by the staff was an effective communication technique applied throughout all aspects of the educational day. The teachers were able to discuss student concerns; thereby, minimizing confusion among the grade level teachers and implement practices such as writing across the curriculum and thematic units. The teams were also able to diffuse minor discipline problems before more serious actions were necessary. Teams were able to communicate schoolwide concerns to administration that decreased confusion and increased effective procedures to better educate students.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard.

6.1. Curriculum

6.1.2. High expectations. Through curricular offerings, instructional practices, and administrative practices, staff demonstrates high expectations for the learning and achieving of all students and all students have equal education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)

The severe and profound program included five (5) mentally impaired students, one (1) behavioral disordered student, and four (4) autistic students. The classroom did not meet the caseload requirement; therefore, an autism classroom needed to be established.

6.1.5. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)

Note: Several teachers modeled effective instructional strategies. They implemented a variety of teaching strategies, wrote Content Standards and Objectives (CSOs) on the board, addressed the needs of auditory and visual learners, engaged students in active learning, and provided WESTEST Warmups.

Not all teachers were implementing instructional strategies that were effective and actively engaged students. Example included:

1. Round Robin reading involved only one student at a time. Other students were observed with heads down or looking away and not following along.
2. A teacher was sitting behind the desk while some students were writing and some were drawing. When asked to discuss the assignment, the teacher said that students were looking up definitions for spelling words. At that point, three students raised their hands and asked for books.
3. A teacher was writing almost illegibly on the white board with very light colors. This class included special education students who would have benefited from clear, well-written words and directions.
4. A teacher asked for the definition of a word and no one in the class answered. The teacher said that they had just gone over that a day or two before. The teacher went on with little explanation or elaboration about the meaning of the word.

6.1.6. Instruction in writing. Instruction in writing shall be a part of every child's weekly educational curriculum in grades K through 12 in every appropriate class. (Policy 2510; Policy 2520)

Only 60 percent of the students attained mastery on the Grade 7 writing assessment; therefore, the Team recommended that a schoolwide, focused writing program be applied. The county office provided a poster for each classroom that outlined the six stages of writing. However, teachers would benefit from professional development and consistent implementation of a standard instruction in writing process.

- 6.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)**

The Library/Media Center had very few books and reference materials. Although the school had three computer laboratories, students had little access to self-selected reading material. The Team recommended that the Library/Media Center be adequately supplied.

- 6.1.8. Instructional materials. Sufficient numbers of approved up-to-date textbooks, instructional materials, and other resources are available to deliver curricular content for the full instructional term. (Policy 2510)**

The students identified as behavioral disorder (BD) and placed in the self contained program did not have access to science materials that are provided to regular education students.

- 6.1.9. Programs of study. Programs of study are provided in grades K-12 as listed in Policy 2510 for elementary, middle, and high school levels, including career clusters and majors and an opportunity to examine a system of career clusters in grades 5-8 and to select a career cluster to explore in grades 9 and 10. (Policy 2510; Policy 2520)**

Special education students were denied instruction in the required programs when their teachers covered classes for other special education teachers when the other teachers were absent.

6.4. Regulatory Agency Reviews

- 6.4.1. Regulatory agency reviews. Determine during on-site reviews and include in reports whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the State Fire Marshal, the Health Department, the School Building Authority of West Virginia, and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection nor mandate more stringent compliance measures. (W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100; W.Va. Code §18-5-9; Policy 6200; Section 504, Rehabilitation Act of 1973 §104.22 and §104.23; Policy 4334; Policy 4336)**

1. The Team noted during the review that some receipt summaries were missing. Some had been given back to teachers and were obtained during the visit. Copies of receipt summaries should be made and attached to ISSAC cover sheets. Reference numbers to ISSAC receipts were also missing. A receipt dated September 7, 2005 for \$6 had no support. According to §1-15 of the *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, receipts are to be prepared in duplicate: the original is to be given to the individual from whom the funds were received at the time the moneys were remitted; the copy is to

be retained in numeric order, either in the receipt book or in a file established for this purpose.

2. One deposit consisted of numerous events with cash deposited one day and checks on a subsequent day causing difficulty in determining the nature of activities to be credited. According to §1-16 of the *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, all funds collected must be deposited intact in a bank depository account and that care must be exercised to be certain that collections are deposited in the correct bank account.
3. The school uses a Wal*Mart credit card upon occasion. While the card is kept secure, no log exists to determine when it is checked out or returned. According to §1-2 of the *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, a good internal control system includes adequate safeguards over use and access of a school's assets.
4. Bank statements included the photocopied front of checks only. According to §1-28 of the *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, the bank is to provide an image of both the front and back of every check.
5. Tickets for football games are issued to fans. However, the lack of a fence around the field deems that tickets are issued to fans as they enter in automobiles. No other individuals are then located to collect tickets. According to §4-5 of the *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, whenever practical separate individuals should be used to sell and collect the tickets.

6.6. Personnel

6.6.2. **Licensure. Professional educators and other professional employees required to be licensed under West Virginia Board of Education policy are licensed for their assignments including employees engaged in extracurricular activities. (W.Va. Code §18A-3-2; Policy 5202)**

The special education teachers covered for special educators when the teachers were absence; therefore, special education students' Individualized Education Programs (IEPs) were not being implemented.

Substitutes were not provided for special education instructional aides when the instructional aides were absence.

RECOMMENDATION

6.1.12. Multicultural activities. The Team observed a very good collection of activities that could be used effectively to meet multicultural goals. The problem with this was there was no actual plan to explain the direction the school wanted to go multiculturally. The collection of activities needed to be brought together to form an actual plan to show what the school wanted to accomplish. The county plan had recently been disseminated and will not be final until the end of the school year. The Team recommended that the county plan be finalized to provide the school direction for multicultural activities.

SCHOOL PERFORMANCE

This section presents the Annual Performance Measures for Accountability and the Education Performance Audit Team's findings.

28 HAMPSHIRE COUNTY

Jill Parker, Assistant Superintendent

501 HAMPSHIRE SENIOR HIGH SCHOOL - Passed

William Cottrill, Principal

Grades 09 - 12

Enrollment 1,066

2004 – 2005 WESTEST

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	269	284	273	96.12	60.00	Yes	Yes	✓
White	261	275	264	96.00	59.52	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	112	122	115	94.26	50.94	By Average	Confidence Interval	✓
Spec. Ed.	45	49	44	89.79	23.80	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	269	284	272	95.77	67.56	Yes	Confidence Interval	✓
White	261	275	263	95.63	67.72	Yes	Confidence Interval	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	112	122	114	93.44	57.14	By Average	Confidence Interval - Averaging	✓
Spec. Ed.	45	49	44	89.79	28.57	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Graduation Rate = 84.0%

Adequate Yearly Progress (AYP) Information by Class

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
10	284	269	273	260	96.13	11.54	28.46	46.92	11.54	1.54	60.00

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
10	284	269	272	259	95.77	5.02	27.41	37.84	19.69	10.04	67.57

Enr. - Enrollment
 FAY - Full Academic Year
 Part. - Participation

Other Relevant Performance Data

2004-2005 Writing Assessment Distribution of Performance Across All Performance Levels Grade 10

	Total # Tested	% Novice	% Partial Mastery	% Mastery	% Above Mastery	% Distinguished	% Below # Mastery	% At or # Above Mastery
STATE – WV	18579	2%	12%	51%	27%	9%	14%	86%
HAMPSHIRE COUNTY	262	1%	9%	50%	32%	8%	10%	90%
HAMPSHIRE SENIOR HIGH	262	1%	9%	50%	32%	8%	10%	90%

**Physical Assessment – Presidential Physical Fitness Test
Passage Rate**

Percentage of Students	School Year
21.85%	2003-04
64.26%	2002-03
52.995%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard

5.1.1. Achievement.

Hampshire Senior High School achieved adequate yearly progress (AYP) for the Annual Performance Measures for Accountability. However, the economically disadvantaged (SES) subgroup in mathematics and the all students (AS), racial/ethnicity white (W) and SES subgroups in reading/language arts met AYP only by application of the confidence interval. This indicates that the school must pay particular attention to these subgroups and implement high-yield instructional strategies to improve student achievement.

Additionally, the special education (SE) subgroup with a number (N) less than 50 was far below the State's percent proficient in both mathematics and reading/language arts. Hampshire County's curriculum staff and school staff are urged to vigorously address these issues. A significant achievement gap exists in the SES and SE subgroups in both mathematics and reading/language arts in relation to the achievement of the AS and W subgroups. The school and county must implement interventions to decrease the achievement disparity.

The following professional development and training opportunities were provided.

1. APL.
2. SREB.
3. I Know Website.
4. Multicultural.
5. Textbooks.
6. Multimedia.
7. Max Thompson.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard.

6.1. Curriculum

6.1.1. Curriculum based on content standards and objectives. The curriculum is based on the content standards and objectives approved by the West Virginia Board of Education. (Policy 2510; Policy 2520)

There was no evidence that the curriculum was based on Content Standards and Objectives (CSOs) in the classroom of a long-term substitute and that of another substitute. A special education teacher did not address the CSOs. The teacher stated, "My kids can't do them." Content Standards and Objectives (CSOs) for physical education did not address the CSOs. According to the Department Chairman there were no elective standards for Weight Training (a physical education elective).

A consistent method for identifying that all CSOs had been taught did not exist. Several teachers did not keep track of CSOs that had been taught. Not all the science curriculum conducted 50 percent of inquiry, investigation, experimentation.

The Presidential Physical Fitness Test (PPFT) results were indicative of a greater need to address the CSOs.

6.1.2. High expectations. Through curricular offerings, instructional practices, and administrative practices, staff demonstrates high expectations for the learning and achieving of all students and all students have equal education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)

The Applied Mathematics served 26 special education students and one (1) regular education student which resulted in a remedial class or ability grouping. Note: During the exit conference, it was reported that collaboration training had been conducted. However, generally the special education teachers as well as the general co-teachers needed more extensive and sustained training to fully benefit the students.

Special education teacher interviews indicated that special education students had been placed in special education programs (consultative) based on the service delivery model available and not based on individual students' instructional needs.

6.1.3. Learning environment. School staff provides a safe and nurturing environment that is conducive to learning. (Policy 2510)

1. Classes held in the cafeteria were not conducive to learning. Some classes had 32 – 34 students. One health class had 39 students, 31 were special education. Science classrooms were ill equipped to handle the class load of students, i.e., one class had 33 students and another had 31. These facility issues impeded teaching and learning.
2. Eye wash was not available in Room 211.
3. Fire extinguisher and eye wash were not available in Room 208.

4. The Team found an outside door unlocked which allowed entry from unregistered visitors.
5. Hallways had missing and non-operational emergency lighting units.
6. The exterior doors to the facility were not secured.

6.1.4. Instruction. Instruction is consistent with the programmatic definitions in West Virginia Board of Education Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* (hereinafter Policy 2510). (Policy 2510)

The following examples illustrated that instruction was not always consistent with the programmatic definitions in West Virginia Board of Policy 2510, *Assuring the Quality of Education: Regulations for Education*.

1. Students were playing games in physical education. Content Standards and Objectives (CSOs) were not being addressed and teachers were not instructing skills identified in the CSOs.
2. Special education teachers were in the classroom with the general educator; however, they were assisting (one teaching/one assisting). The general educator provided written plans.
3. Two (2) homebound students had not received instruction for this school year 2005-2006.
4. A teacher was observed knitting during class time as well as during the group teacher interview.

6.1.5. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)

A variety of instructional strategies were not observed, most often the predominant delivery method was teacher lecture. The Team noted a small number of graphic organizers in some classrooms, but not used consistently throughout the building.

The special education teachers expressed and the Team noted a need for collaboration training.

6.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)

Evidence of a school technology plan was not presented. Note: During the exit conference it was stated that the Technology Plan had been presented to teachers. This plan needs to be presented again to refresh staff on the contents and expectations in the plan so that all staff are aware of the plan's contents.

- 6.1.9. Programs of study. Programs of study are provided in grades K-12 as listed in Policy 2510 for elementary, middle, and high school levels, including career clusters and majors and an opportunity to examine a system of career clusters in grades 5-8 and to select a career cluster to explore in grades 9 and 10. (Policy 2510; Policy 2520)**

The full spectrum of the science curriculum could not be delivered due to the lack of facilities in the science laboratories. Teachers were impeded in delivering the science Content Standards and Objectives (CSOs) because of the lack of fume hoods and critical emergency equipment.

The physical education program of study was not being completely delivered as students were playing games during the Team's on-site review.

- 6.1.10. Approved elective offerings. An elective offering must be based on approved West Virginia Board of Education content standards and objectives, if available, or have written content standards and objectives that are approved by the county board. (Policy 2510)**

The Physical Education Department was unaware of Content Standards and Objectives (CSOs) for weight training.

- 6.1.12. Multicultural activities. Multicultural activities are included at all programmatic levels, K-4, 5-8, and 9-12 with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence. (Policy 2421)**

The school lacked an adequate multicultural education plan.

6.2. Student and School Performance

- 6.2.1. Unified County and School Improvement Plan. A Unified County Improvement Plan and a Unified School Improvement Plan are established, implemented, and reviewed annually. Each respective plan shall be a five-year plan that includes the mission and goals of the school or school system to improve student or school system performance or progress. The plan shall be revised annually in each area in which the school or system is below the standard on the annual performance measures.**

The Five-Year Strategic Plan needed to be distributed to teachers. Teachers were not fully aware of the plan. Administrators and teachers needed to be more familiar with the plan and the plan needed to be communicated more with teachers. A community member was not involved in developing the Five-Year Strategic Plan.

- 6.2.3. Lesson plans and principal feedback. Lesson plans that are based on approved content standards and objectives are prepared in advance and the principal reviews, comments on them a minimum of once each quarter, and provides written feedback to the teacher as necessary to improve instruction. (Policy 2510; Policy 5310)**

Lesson plans were not available in many of the classrooms the Team observed and a consistent method of submitting lesson plans or providing written feedback was not practiced. Additionally, teachers did not have a uniform method of developing lesson

plans. Some plans had little or no details (i.e., dates, times, what was being taught, procedures, etc.)

6.4. Regulatory Agency Reviews

- 6.4.1. Regulatory agency reviews. Determine during on-site reviews and include in reports whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the State Fire Marshal, the Health Department, the School Building Authority of West Virginia, and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection nor mandate more stringent compliance measures. (W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100; W.Va. Code §18-5-9; Policy 6200; Section 504, Rehabilitation Act of 1973 §104.22 and §104.23; Policy 4334; Policy 4336)**

The special education Behavior Disorder program was located in the Alternative School building. This was a violation of *Harris v. Marockie*.

Finance

1. The Team noted instances where monies were collected from students, but a cash collection summary report was not maintained to support the funds receipted. For example, a cash collection summary report was not available for Receipt No. 1880, dated September 9, 2005, in the amount of \$332.50. The receipt indicated that the collections were for shoes. According to §1-15 of the *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, in situations where classroom teachers, sponsors or other individuals are originally collecting monies from a group of students, the collections may be recorded on a single list rather than issuing a receipt to each student individually, with a copy retained by the individual collecting the monies and a copy submitted to the office with the monies that were collected to support the receipt.
2. The Faculty Senate has not prepared its budget for the current school year as of the date of the review. In discussing this issue with the Faculty Senate treasurer, she indicated that there was confusion regarding the amount of funds the Faculty Senate was to receive for the year, and she was awaiting the final payment before presenting a budget to the members.
3. The Faculty Senate was allowing members who had not expended the total amount of funds allocated during the year to retain the balances and expend the funds the following school year. According to WVC §18-5A-5 and §1-15 of the *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, funds not expended during the current school year are to be returned to the Faculty Senate.
4. The audit of Hampshire High School for FYE 2004 was dated June 28, 2005, but the report was not issued to the school until November 2005. According to §1-35 of the *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, the examination is to be completed and the report issued within 12 months after the end of the fiscal year.

6.6. Personnel

- 6.6.2. Licensure. Professional educators and other professional employees required to be licensed under West Virginia Board of Education policy are licensed for their assignments including employees engaged in extracurricular activities. (W.Va. Code §18A-3-2; Policy 5202)**

The special education teachers who provided consultative services were utilized as substitute teachers when regular education teachers are absent; therefore, special education students' Individualized Education Programs (IEPs) were not implemented.

The self-contained special education teachers substitute for each other when substitutes were needed. Substitutes were not called for these programs; therefore, special education students' Individualized Education Programs (IEPs) were not implemented.

- 6.6.3. Evaluation. The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, West Virginia Board of Education policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; Policy 5314)**

Evidence of personnel observations being done in a timely manner was not available.

6.8. Leadership

- 6.8.1. Leadership. Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)**

Hampshire Senior High School has had three principals in four years. The current principal began employment December 12, 2005. This lack of a consistent leader impacted the school and the noted deficiencies in the following areas.

1. The vision, goals, and implementation plan were not regularly monitored, evaluated, and revised.
2. Student and staff accomplishments were not recognized and celebrated.
3. A variety of approaches to learning was not available to all students.
4. Curricular programs were not designed, implemented, evaluated, and refined on a continuing basis.
5. Curriculum decisions were not based on research, expertise of teachers, and recognized promising practices.
6. The principal did not serve as a mentor and coach for staff.
7. Personnel evaluations were not used as a means to promote staff growth and include coaching and motivating techniques.
8. Professional development did not promote a focus on student learning consistent with the school vision and goals.
9. Continuous improvement strategies were not evident in all aspects of the school environment.

10. A collaborative team building approach was not in place.
11. Strength of diversity was not promoted.
12. Prioritization and decisiveness were not evident in decision-making.

The Team noted that in view of the instability in leadership, staff demonstrated a strong commitment to pull together to get the job done.

RECOMMENDATIONS

5.1.1. Achievement. The Team recommended that the following career programs increase the student passage rate on the Work Keys assessment.

1. WVEIS Code 0110 – Power, Structural, and Technical Systems – (0 percent in reading for information). Expected passage rate 50.40 percent.
2. WVEIS Code 0130 – Agriscience and Agricultural Production – (35 percent in reading). Expected passage rate 50.40 percent.
3. WVEIS Code 0180 – Forestry – (0 percent in reading/0 percent in math). Expected passage rate 50.40 percent.
4. WVEIS Code 1620 – Automotive Technology – (11 percent in reading). Expected passage rate 50.40 percent.
5. WVEIS Code 1000 – Child Development Specialist – (50 percent in math). Expected passage rate 50.40 percent.
6. WVEIS Code 0710 – Health Occupations Science Technology – (25.33 percent) did not meet the 46.55 percent passage rate of students scoring 74 percent or above on the end-of-course tests.
7. WVEIS Code 1410 – Finance/Accounting – (88 percent) did not meet the positive placement rate of 90 percent.
8. WVEIS Code 1620 – Automotive Technology – (50 percent) did not meet the placement in field rate of 60 percent.

6.1.3. Learning environment. The Team recommended that the size of the automotive laboratory be increased rather than limiting the number of students permitted to enroll in the class. The Team also recommended that an additional section of Agricultural Education Science I be added. One section had 39 students and another section is needed for safety when students use the Agricultural Mechanics laboratory.

6.4.1. Regulatory agency reviews. Vocational Shop – The automotive and wood shops had exposed electrical bus bars in the breaker boxes. The Team recommended that spacer blanks be installed.

Hampshire County School System

This section presents the county school district high quality standards identified by the Education Performance Audit Team as being out of compliance with state policies and regulations. It also presents, recommendations, commendations, and building capacity to correct deficiencies.

EDUCATION PERFORMANCE AUDIT

COMMENDATION

- 6.4.1. Regulatory agency reviews.** Finance. The Team commended the Treasurer/Chief School Business Official for implementing a centralized billing program from the Board Office for the Child Nutrition program. A centralized billing program not only enables the school secretaries to be better able to serve students by relieving them from time-consuming detailed accounting work that can be best performed at the central office, it improves internal accounting controls over collections, and more importantly, it has been demonstrated to increase student participation, which means that more students are receiving nutritional meals during the school day.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard.

6.1. Curriculum

- 6.1.2. High expectations. Through curricular offerings, instructional practices, and administrative practices, staff demonstrates high expectations for the learning and achieving of all students and all students have equal education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)**

The Team noted an achievement gap between the economically disadvantaged (SES) and special education (SE) subgroups and all students (AS) and racial/ethnicity white (W) subgroups in several of the Hampshire County schools. Areas identified for improvement at many of the schools identify practices that may be partially responsible for the disparity in achievement. Some of these include: Ability grouping; collaboration (general education and special education) issues; long-term substitutes, special education covering/substituting when other teachers are absent, etc. Additionally, other areas throughout the report are problematic and discourage student achievement. Hampshire County needs to have research-based programs and practices in place that will eliminate the gap in student achievement.

6.1.6. Instruction in writing. Instruction in writing shall be a part of every child's weekly educational curriculum in grades K through 12 in every appropriate class. (Policy 2510; Policy 2520)

The percent at or above mastery writing assessment score for Hampshire County at Grade 4 was 68 percent which was below the State's percentage (74 percent) and Grade 7 (64 percent) which was below the State's percentage (73 percent). The Team noted that a countywide system for instruction or expectations for in writing was not in place. Consequently, the instruction in writing at the elementary and middle school was fragmented, inconsistent, and sometimes lacking. Consequently, five of the nine schools scored below West Virginia's average (Augusta Elementary, Romney Elementary, Capon Bridge Elementary, Capon Bridge Middle, and Romney Middle).

6.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)

Student access to the library was limited in the following schools: Romney Elementary, Slanesville Elementary, and Springfield-Green Spring Elementary. Additionally, Augusta Elementary and Romney Middle School lacked available/functioning technology (computers).

6.1.12. Multicultural activities. Multicultural activities are included at all programmatic levels, K-4, 5-8, and 9-12 with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence. (Policy 2421)

A Multicultural Plan had recently been disseminated to schools. The plan was not final, awaiting comments/suggestions from principals and teachers. While this input is desirable for those implementing the plan, Hampshire County has not had and does not have an official Multicultural Plan in place as required by West Virginia Board of Education Policy 2421. This lack was reflected in the county's schools multicultural activities.

6.4. Regulatory Agency Reviews

6.4.1. Regulatory agency reviews. Determine during on-site reviews and include in reports whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the State Fire Marshal, the Health Department, the School Building Authority of West Virginia, and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection nor mandate more stringent compliance measures. (W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100; W.Va. Code §18-5-9; Policy 6200; Section 504, Rehabilitation Act of 1973 §104.22 and §104.23; Policy 4334; Policy 4336)

Finance

1. Duties within the finance office at the board were not properly segregated. The Team found that this was a repeat of one noted by the accounting firm that

conducted the financial audit of the Hampshire County Board of Education for the 2004 fiscal year. One employee receipted cash, prepared deposits, took deposits to the bank, posted invoices, and printed and mailed checks to vendors. No one person should receipt, record, and disburse cash.

2. Some required quarterly reports were not submitted, or not submitted timely, to the West Virginia Department of Education (WVDE) Office of Child Nutrition. The Team found that this was a repeat of one noted by the accounting firm that conducted the financial audit of the Hampshire County Board of Education for the 2004 fiscal year. The first and fourth quarter FY 05 reports were submitted late. The second quarter FY 05 and the first quarter FY 06 have not been submitted at all.
3. The school district's capital asset records were not maintained on the West Virginia Education Information System (WVEIS) at cost or estimated historical cost. A listing of capital assets and their historical cost or estimated historical cost had been obtained by contracting with an appraisal company; however, the assets had not yet been entered into WVEIS. According to the Department of Education's instructions for preparing the annual financial statements for the fiscal year ended June 30, 2004, each county board was required to include all capital assets costing \$5,000 or more in its capital asset inventory system maintained on WVEIS and to report those assets at cost or estimated historical cost in the financial statements for the year ended June 30, 2004.

RECOMMENDATION

- 6.4.1. Regulatory agency reviews.** Finance. The Team noted that most of the individual school audits were practically identical with the same findings noted. The Team recommended the audit report of each school be tailored specifically to that school with the specific findings noted at the school so that school administrators can address any noncompliance issues or weaknesses in internal accounting controls.

Indicators of Efficiency

Indicators of efficiency for student and school system performance and processes were reviewed in the following areas: Curriculum delivery, including but not limited to, the use of distance learning; facilities; administrative practices; personnel; utilization of regional education service agency, or other regional services that may be established by their assigned regional education service agency. This section contains indicators of efficiency that the Education Performance Audit Team assessed as requiring more efficient and effective application.

The indicators of efficiency listed are intended to guide Hampshire County in providing a thorough and efficient system of education. Hampshire County is obligated to follow the Indicators of Efficiency noted by the Team. Indicators of Efficiency shall not be used to affect the approval status of Hampshire County or the accreditation status of the schools.

7.1.2. Transportation. The school district evaluates the cost containment and effectiveness of the transportation system and provides students efficient transportation services consistent with State laws and policies.

- At Slanesville Elementary School, the 2005-2006 school schedule has the first group of students arriving at 7:15 a.m., Grades 4 and 5 students begin class at 7:45 a.m., Grades 1, 2, and 3 students begin class at 7:50 a.m., and Grade K begins at 8:00 a.m.

School ends at 2:45 p.m. and all students are dismissed with the majority of buses transporting students home prior to 3:00 p.m. The remainder of the students wait until 3:50 p.m. for the last bus to arrive to pick up the remaining K-5 students, a period of 45 to 50 minutes. A student interview revealed that a Grade 3 student boards the bus daily at 6:45 a.m. and the late bus delivered him home at 4:15 p.m.

The transportation schedule for this school needs to be evaluated to determine a more expeditious delivery system for these children.

- The effectiveness and efficiency of transportation is hindered as certain bus(es) pass the area school to pick up students in another attendance area and then return to the school. This adds time to the bus run as well as creates overcrowding the bus. It was also reported that individual bus stops were created that do not follow the West Virginia Transportation guidelines. These increased stops increase transportation.

7.1.4. Administrative practices. The school district assesses the assignment of administrative personnel to determine the degree managerial/administrative services provided schools establish and support high quality curriculum and instructional services.

The principal at John J. Cornwell Elementary School was a half-time principal and half-time teacher. This hindered administrative services and availability for staff, students, and parents in the afternoons. It also interferes with instruction when the teacher is interrupted by administrative responsibilities. This was also an equity issue as the school has a similar number of students at Springfield-Green Spring Elementary School which has a full time principal.

Building Capacity to Correct Deficiencies

West Virginia Code §18-2E-5 establishes that the needed resources are available to assist the school or school system in achieving the standards and alleviating the deficiencies identified in the assessment and accountability process. To assist Hampshire County in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.1. Curriculum based on content standards and objectives.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
	West Virginia Department of Education Office of Technical & Secondary Program Improvement (304) 558-2438
6.1.2. High expectations.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
	West Virginia Department of Education Office of Technical & Secondary Program Improvement (304) 558-2438
6.1.3. Learning environment.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
	West Virginia Department of Education Office of Technical & Secondary Program Improvement (304) 558-2438
6.1.4. Instruction.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
	West Virginia Department of Education Office of Technical & Secondary Program Improvement (304) 558-2438

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.5. Instructional strategies.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
	West Virginia Department of Education Office of Technical & Secondary Program Improvement (304) 558-2438
6.1.6. Instruction in writing.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.7. Library/educational technology access and technology application.	West Virginia Department of Education Office of Instructional Technology (304) 558-7880
	West Virginia Department of Education Office of Technical & Secondary Program Improvement (304) 558-2438
6.1.8. Instructional materials.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
	West Virginia Department of Education Office of Technical & Secondary Program Improvement (304) 558-2438
6.1.9. Programs of study.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
	West Virginia Department of Education Office of Technical & Secondary Program Improvement (304) 558-2438
6.1.10. Approved elective offerings.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
	West Virginia Department of Education Office of Technical & Secondary Program Improvement (304) 558-2438

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.12. Multicultural activities.	West Virginia Department of Education Office of Student Services and Health Promotion (304) 558-8830
6.2.1. Unified County and School Improvement Plan.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.2.2. Counseling services.	West Virginia Department of Education Office of Student Services and Health Promotion (304) 558-8836
6.2.3. Lesson plans and principal feedback.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.4.1. Regulatory agency reviews.	West Virginia Department of Education Office of School Facilities (304) 558-2711
	West Virginia Department of Education Office of School Finance (304) 558-6300
6.6.2. Licensure.	West Virginia Department of Education Office of Professional Preparation (304) 558-7842
6.6.3. Evaluation.	West Virginia Department of Education Office of Human Resources (304) 558-3401
6.8.1. Leadership.	West Virginia Department of Education Office of Professional Development (304) 558-0539
	West Virginia Department of Education Office of Technical & Secondary Program Improvement (304) 558-2438

- 16.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified Improvement Plan development is intended, in part, to provide mechanisms to target resources strategically to the teaching and learning process to improve student, school, and school system performance.**

Refer to Section I – Education Performance Audit that discusses issues related to Capacity Building.

Identification of Resource Needs

A thorough and efficient system of schools requires the provision of an adequate level of appropriately managed resources. The West Virginia Board of Education adopted resource evaluation as a part of the accreditation and evaluation process. This process is intended to meaningfully evaluate the needs for facilities, personnel, curriculum, equipment and materials in each of the county's schools and how those impact program and student performance.

- 17.1. Facilities, equipment, and materials.** Facilities and equipment specified in Policy 6200, Chapters 1 through 14, are available in all schools, classrooms, and other required areas. A determination will be made by using the Process for Improving Education (W.Va. Code §18-2E-5) whether any identified deficiencies adversely impact and impair the delivery of a high quality educational program if it is below the West Virginia Board of Education standards due to inadequacies or inappropriate management in the areas of facilities, equipment, and materials. The Education Performance Audit Teams shall utilize an assessment instrument for the evaluation of school facilities which generally follows the requirements of Policy 6200. Note: Corrective measures to be taken in response to any identified resource deficiency will of necessity be subject to the feasibility of modifying existing facilities, consideration of alternative methods of instructional delivery, availability of funding, and prioritization of educational needs through Comprehensive Educational Facilities Plans and the West Virginia School Building Authority. This policy does not change the authority, judgment, or priorities of the School Building Authority who is statutorily responsible for prioritizing "Need" for the purpose of funding school improvements or school construction in the State of West Virginia or the prerogative of the Legislature in providing resources. (Policy 6200 and *Tomblin v. Gainer*)

According to the items checked in the School Facilities Evaluation Checklist, the school was below standard in the following areas. The principal checked and the Team confirmed the following school facility resource needs.

Augusta Elementary School

17.1.1. School location.

- C. The site was not large enough for future expansion.

17.1.3. Teachers' workroom.

- A. The teachers' work area was inadequate in size.
- B. The teachers' work area did not provide access to communication technology.

17.1.4. Counselor's office.

- A. The counselor's office was inadequate in size.

17.1.5. Library/media and technology center.

- B. The library did not have newspapers, periodicals, or pamphlets.

17.1.7. K classrooms.

- A. The Kindergarten classrooms were inadequate in size.
- C. Two Kindergarten classrooms did not have sinks, hot and cold water, and did not have a carpet area.

17.1.8. Grades 1-12 classrooms.

- A. The academic learning areas were inadequate in size.

17.1.9. Grades K-12 remedial.

- A. The remedial area was inadequate in size.

17.1.10. Specialized instructional areas.

- I. The physical education facility was inadequate in size.
- J. The physical education area was not located close to lockers and showers.
- K. The physical education area did not have forced ventilation, teaching stations, display case, seating available, or a ceiling height of at least 24 feet.

17.1.14. Food service.

- D. The food service area did not have a chalkboard or bulletin board.
- E. The teachers' dining area was inadequate in size.
- H. The food service area did not have lockers/dressing room.

17.1.15. Health service units.

- A. The health service unit was inadequate in size.

Recommendation

Entire Facility - Most rooms had elevated carbon dioxide levels. The Team recommended that the supply fans for the heating, ventilation, and air conditioning (HVAC) system remain in the ON position while students are present and the outside air dampers be adjusted to provide outside air as designed.

John J. Cornwell Elementary School

17.1.2. Administrative and service facilities.

- A. The administrative reception/waiting area was inadequate in size.
- B. The administrative personnel were not provided sufficient work space and privacy.

17.1.3. Teachers' workroom.

- A. The teachers' work area was inadequate in size.
- B. The teachers' work area did not provide access to communication technology.

17.1.4. Counselor's office.

- A. The counselor's office was inadequate in size.
- B. The counselor's office did not insure privacy.
- C. The counselor's office did not have easy access to student records.

17.1.5. Library/media and technology center.

- A. The library was inadequate in size.
- B. The library did not provide newspapers, periodicals, pamphlets, or other materials that were adequate.
- C. Space for technology was not available.

17.1.8. Grades 1-12 classrooms.

- D. Classroom storage was inadequate.

17.1.10. Specialized instructional areas.

- I. The physical education facility was inadequate in size.
- J. The physical education facility was not located close to lockers and showers.
- K. The physical education facility ceiling was less than 24ft. in height.

17.1.14. Food service.

- E. The teachers did not have a designated dining area.
- H. A locker/dressing room was not available.

17.1.15. Health service units.

- A. The health service unit was inadequate in size.
- B. The health service unit did not have cots, bulletin boards, toilets, lavatory, scales, medicine chest, refrigerator with locked storage, or a work counter.

Recommendation

Entire Facility - Most rooms had elevated carbon dioxide levels. The Team recommended that the supply fans for the heating, ventilation, and air conditioning (HVAC) system remain in the ON position while students are present and the outside air dampers be adjusted to provide outside air as designed.

Romney Elementary School

17.1.2. Administrative and service facilities.

- A. The administrative area did not include an adequate reception/waiting area.

17.1.5. Library/media and technology center.

- A. Media Center- Newspapers and periodicals were not available.

17.1.8. Grades 1-12 classrooms.

- A. Classrooms for two teachers were not adequate in size (25 ft²/student and 18 ft²/student).
- E. Some classrooms did not have computer stations.

17.1.10. Specialized instructional areas.

- K. Physical education facilities did not have display cases.

17.1.14. Food service.

- D. A chalkboard was not available.
- E. A teachers' dining area did not exist.

- F. The kitchen size was not adequate (1.5 ft²/meal).
- H. Locker rooms were not available.

17.1.15. Health service units.

- B. Equipment and furnishings were not adequate.

Recommendations

Entire Facility – Supply fans were set to the AUTO mode in all classrooms and most rooms had highly elevated carbon dioxide levels. The Team recommended that the supply fans for the heating, ventilation, and air conditioning (HVAC) system remain in the ON position and the outside air dampers be adjusted to introduce the design volume of outside air.

Entire Facility – Stained ceiling tiles were in many of the classrooms. The Team recommended that the source of the water staining the ceiling tiles be determined and repaired all stained and molded ceiling tiles be replaced.

Kindergarten Building – The lighting in the rest rooms was very dim and some children were afraid in the room with the door closed. The Team recommended that the bulb be changed to meet the maximum wattage allowed in the lighting fixture and the yellowed light lens be cleaned or replaced. If lighting levels are still a concern to the children, the Team recommended an addition lighting fixture be added.

Slanesville Elementary School

17.1.4. Counselor's office.

- A. A dedicated counselor's office was not available in the facility.
- B. The classroom used did not provide acceptable privacy.
- C. Student records were not easily accessible.

17.1.5. Library/media and technology center.

- A. Newspapers, periodicals, pamphlets, recordings, and tapes were not available.

17.1.7. K classrooms.

- C. The rest rooms for the Kindergarten classrooms contained adult sized fixtures that were inappropriate for Kindergarten age students.

17.1.8. Grades 1-12 classrooms.

- A. Classrooms 114 and 119 did not have computers for the students or the teacher.

17.1.10. Specialized instructional areas.

- J. Physical Education – The physical education classes were in the multi-purpose room, which was located adjacent to several classrooms.
- K3. Physical Education – Teaching stations were not provided.
- K4. Physical Education – A display case was not available.

17.1.15. Health service units.

- A. A health service unit was not available.
- B. Equipment and furnishings were not adequate.

Recommendations

Main Electrical Room – The surge suppression and the power monitor on the main electrical switchgear were showing alarms. The Team recommended that the cause of the alarms be investigated and repaired and the devices be reset.

Entire Facility - Supply fans were set to the AUTO mode in all classrooms and most rooms had highly elevated carbon dioxide levels. The Team recommended that the supply fans for the heating, ventilation, and air conditioning (HVAC) system remain in the ON position and the outside air dampers be adjusted to introduce the design volume of outside air.

Springfield-Green Spring Elementary School

17.1.5. Library/media and technology center.

B. The library did not provide newspapers, periodicals, or pamphlets.

17.1.10. Specialized instructional areas.

I. The physical education facility was inadequate in size.

J. The physical education facility was not located near lockers or showers.

K. The physical education facility did not have a display case and the ceiling height was less than 24ft.

17.1.14. Food service.

H. The food service area did not have a toilet or dressing room.

17.1.15. Health service units.

A. The health service area was inadequate in size.

B. The health service area equipment and furnishings were not adequate. The health service area was not equipped with a cot, bulletin board, toilet, lavatory, scales, medicine chest, or a refrigerator with locked storage.

Recommendation

Entire Facility - Most rooms had elevated carbon dioxide levels. The Team recommended that the supply fans for the heating, ventilation, and air conditioning (HVAC) system remain in the ON position while students are present and the outside air dampers be adjusted to provide outside air as designed.

Capon Bridge Elementary School

17.1.15 Health service units.

A. The health service unit was inadequate in size (100 sq. ft.).

Recommendations

Entire Facility - Supply fans were set to the AUTO mode in several classrooms and some rooms had elevated carbon dioxide levels. The Team recommended that the supply fans for the heating, ventilation, and air conditioning (HVAC) system remain in the ON position and the outside air dampers be adjusted to introduce the design volume of outside air.

A few stained ceiling tiles were present in the facility. The Team recommended that the source of the water staining the ceiling tiles be determined and repaired and stained ceiling tiles be replaced.

Romney Middle School

17.1.11. Grades 6-12 science facilities.

C. The science rooms did not have ventilation fume hoods and the rooms were not isolated to keep odors from migrating to the remainder of the building.

17.1.12. Grades 7-12 auditorium/stage.

C. The middle school stage was not properly equipped with fire resistant curtains, acoustical panels, film screens, and controlled illumination.

Recommendation

Entire Facility – The facility was over ventilated which caused excessive energy consumption. The Team recommended that staff use the existing building control system and incorporate some form of demand ventilation control to ventilate areas on an as needed basis to prevent excessive energy usage.

Hampshire Senior High School

17.1.2. Administrative and service facilities.

A. The administrative area did not have an adequate reception/waiting area.
B. The administrative personnel were not provided sufficient workspace and privacy.

17.1.3. Teachers' workroom.

A. The teachers' work area was not adequate (84 ft²).
B. The teachers' work area did not provide access to communications technology.

17.1.5. Library/media and technology center.

A. Periodicals, recordings, or tapes were not available.

17.1.8. Grades 1-12 classrooms.

A. The academic learning areas were not adequate.
B. Classroom storage was not adequate.

17.1.10. Specialized instructional areas.

D1. Art Room - Only one deep sink was available.
D9. Art Room - Blackout areas were not available.
G. Music Room - Adequate storage was not available.
H. Music Room - The Music Room did not have recording devices, microphones, stereo sound systems, or sound equipment.

17.1.11. Grades 6-12 science facilities.

A. Science rooms were not of adequate size.

- B. Rooms were not located with easy access to outdoor activities or isolated to keep odors from the remainder of the facility.
- C. Science rooms did not have the required equipment and materials.
- C6. Some science rooms did not have fire blankets or emergency showers.

17.1.12. Grades 7-12 auditorium/stage.

- E. Broadcasting capabilities were not available.
- E6. Distance learning capabilities were not available.
- H. The stage did not have adequate storage.

17.1.13. Grades 7-12 school site vocational.

- A. The facilities were not adequately equipped.
- D. Vocational Automotive Shop – The shop area did not meet the required area stated by Policy 6400 of 160 ft²/student (94 ft²/student).
- E. Consumer and homemaking, agricultural education and vocational, industrial and technical education were not offered at the main high school. These courses were offered at the Vocational-Technical Center

17.1.14. Food service.

- A. A teachers' dining area did not exist.
- D. A chalkboard was not available.
- H. A locker/dressing room was not available.

17.1.15. Health service units.

- A. The health service unit was not adequate in size (102 ft²).
- B. Equipment and furnishings were not adequate.

Recommendations

Entire Facility – Supply fans were set to the AUTO mode in all classrooms and most rooms had highly elevated carbon dioxide levels. The Team recommended that the supply fans for the heating, ventilation, and air conditioning (HVAC) system remain in the ON position and the outside air dampers be adjusted to introduce the design volume of outside air.

Entire Facility – Stained ceiling tiles were in many of the classrooms. The Team recommended the source of the water staining the ceiling tiles be determined and repaired and all stained and molded ceiling tiles be replaced.

Room 201 – Floor mounted electrical receptacles posed a tripping hazard. The Team recommended that the outlets be replaced with wall mounted electrical receptacles.

Early Detection and Intervention

One of the most important elements in the Education Performance Audit process is monitoring student progress through early detection and intervention programs.

Hampshire County must be fiscally responsible and anticipate rising costs to operate the school system.

School Accreditation Status

The Office of Education Performance Audits recommends that the West Virginia Board of Education issue the schools the accreditation status listed in the chart.

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
28-201 Augusta Elementary	Full Accreditation	6.1.6; 6.1.7; 6.4.1		
28-204 John J. Cornwell Elementary	Full Accreditation	6.1.3; 6.1.6; 6.1.9; 6.4.1		
28-206 Romney Elementary	Full Accreditation	6.2.2; 6.4.1		
28-207 Slanesville Elementary	Full Accreditation	6.1.2; 6.1.5; 6.1.7; 6.1.9; 6.4.1		
28-208 Springfield-Green Spring Elementary	Exemplary Accreditation	6.1.5		
28-209 Capon Bridge Elementary	Exemplary Accreditation	6.1.6; 6.2.3		
28-401 Capon Bridge Middle	Conditional Accreditation	6.1.2; 6.1.3; 6.1.7; 6.1.12; 6.4.1		
			5.1.1 (SE)	May 31, 2007
28-402 Romney Middle	Full Accreditation	6.1.2; 6.1.5; 6.1.6; 6.1.7; 6.1.8; 6.1.9; 6.6.2; 6.4.1		
28-501 Hampshire Senior High	Full Accreditation	6.1.1; 6.1.2; 6.1.3; 6.1.4; 6.1.5; 6.1.7; 6.1.9; 6.1.10; 6.1.12; 6.2.1; 6.2.3; 6.4.1; 6.6.2; 6.6.3; 6.8.1		

Education Performance Audit Summary

The Team identified 45 high quality standards – necessary to improve performance and progress and presented 16 recommendations and 11 initiatives for achieving adequate yearly progress (AYP).