



**Office of Education
Performance Audits**

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

ST. MARYS HIGH SCHOOL

PLEASANTS COUNTY SCHOOL SYSTEM

MAY 2011

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of St. Marys High School in Pleasants County was conducted December 10, 2009.

A Follow-up Education Performance Audit of St. Marys High School in Pleasants County was conducted March 15, 2011. The purpose of the follow-up was to verify correction of the findings identified during the original Education Performance Audit. The review was in accordance with West Virginia Code §18-2E-5 and West Virginia Board of Education Policy 2320 which specify that a school that meets or exceeds the performance and progress standards but has other deficiencies shall remain on full accreditation status and a county school district shall remain on full approval status for the remainder of the accreditation period and shall have an opportunity to correct those deficiencies. The Code and policy include the provision that a school “. . . does not have any deficiencies which would endanger student health or safety or other extraordinary circumstances as defined by the West Virginia Board of Education.”

SCHOOL PERFORMANCE

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

67 PLEASANTS COUNTY

Dr. F. Joseph Super, Superintendent

501 ST. MARYS HIGH SCHOOL – Passed

David Gaul, Principal

Grades 09 - 12

Enrollment 421 (2nd month 2008-09 enrollment report)

WESTEST 2008-2009

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	93	94	93	98.93	42.39	Yes	Confidence Interval	✓
White	92	93	92	98.92	41.75	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	34	34	34	100.00	35.29	NA	NA	NA
Spec. Ed.	16	16	16	100.00	18.75	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	93	94	93	98.93	40.21	Yes	Confidence Interval	✓
White	92	93	92	98.92	39.56	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	34	34	34	100.00	20.58	NA	NA	NA
Spec. Ed.	16	16	16	100.00	18.75	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Graduation Rate = 89.2%

67 PLEASANTS COUNTY
Dr. F. Joseph Super, Superintendent
501 ST. MARYS HIGH SCHOOL – Passed
David Gaul, Principal
Grades 09 - 12
Enrollment 422 (2nd month 2009-10 enrollment report)

WESTEST 2009-2010

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	97	100	97	97.00	47.87	Yes	Yes	✓
White	93	95	92	96.84	45.55	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	**	**	**	**	**	**	**	**
Spec. Ed.	15	15	14	93.33	7.14	NA	NA	NA
Low SES	36	36	33	91.66	33.33	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	97	100	97	97.00	41.48	Yes	Yes	✓
White	93	95	92	96.84	42.22	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	**	**	**	**	**	**	**	**
Spec. Ed.	15	15	14	93.33	7.14	NA	NA	NA
Low SES	36	36	33	91.66	24.24	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

Passed
Graduation Rate = 95.1%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

St. Marys High School achieved adequate yearly progress (AYP) in the all students (AS) and the racial/ethnicity white (W) subgroups in mathematics and reading/language arts only by application of the confidence interval for two consecutive years. It is further noted that the economically disadvantaged (SES) and the special education (SE) subgroups with the number (N) less than 50, scored far below the State's percent proficient level in mathematics and reading/language arts. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plans and apply interventions to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class data indicated scores severely below mastery in both mathematics and reading: Grade 11 – 57.61 percent in mathematics and 59.78 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

Although the WESTEST2 administered in 2009 was more rigorous than the 2008 WESTEST, the substantial decline of student achievement in mathematics and reading/language arts caused serious concern about the educational program at St. Marys High School.

The AS subgroup mathematics percent proficient declined from 60.2- in 2007-2008 to 42.39 in 2008-2009 and from 74.22 in reading/language arts to 40.21.

The following professional development and/or training opportunities were provided as reported by the principal.

1. Pearson Leadership.
2. Application of Technology.
3. Bullying, Harassment, and Intimidation Policy.
4. Exam Exemption Policy.
5. Student Data and Grading Policy.
6. Reporting Child Abuse.
7. Five-Year Strategic Plan.
8. WESTEST2 Analysis.
9. Curriculum Mapping.
10. Curriculum Alignment.
11. Pacing Guides.
12. West Virginia 21st Century Content Standards and Objectives (CSOs).
13. Standards Based Instruction.
14. Collaboration.
15. Curriculum Management.

16. Instructional Practices.
17. School Effectiveness.
18. Benchmark Testing.
19. Teacher Leadership Institution.
20. Pleasants County Schools Reading Academy.

FOLLOW-UP REVIEW

ACHIEVED STANDARD.

St. Marys High School achieved adequate yearly progress (AYP) on the 2010 WESTEST2.

While the student percent proficient on the WESTEST2 declined in many schools throughout the State, St. Marys High School improved the percent proficient of the all students (AS) and racial/ethnicity white (W) subgroups in mathematics and reading/language arts and the economically disadvantaged (SES) subgroup in reading/language arts. The AS subgroup improved from 42.39 percent in 2008-2009 to 47.87 percent in 2009-2010; the W subgroup improved from 41.75 percent in 2008-2009 to 45.55 percent in 2009-2010. The AS subgroup improved in reading/language arts from 40.21 percent in 2008-2009 to 41.48 percent in 2009-2010; the W subgroup improved from 39.56 percent in 2008-2009 to 42.22 percent in 2009-2010. The SES subgroup improved from 20.58 percent in 2008-2009 to 24.24 percent in 2009-2010.

The special education (SE) subgroup declined in mathematics from 18.75 percent in 2008-2009 to 7.14 percent in 2009-2010 and declined in reading/language arts from 20.58 percent in 2008-2009 to 7.14 percent in 2009-2010.

The percent proficient for the SES subgroup declined in mathematics from 35.29 in 2008-2009 percent to 33.33 percent in 2009-2010.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

7.1.2. 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 educational opportunities including enrichment and acceleration. (Policy 2510)

One science teacher openly stated to a Team member in front of the class, "These are all LD students" during introduction of the Team member to the class. This comment served no purpose and did not reflect high expectations for all students.

FOLLOW-UP REVIEW

COMPLIANCE. The Team interviewed teachers, administrators, and students; reviewed lesson plans; and observed classrooms which provided evidence that the staff had taken steps to set high expectations for students and for themselves.

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

All teachers were not varying instruction in all classes. At least half the teachers implemented only one instructional strategy during the 30 minute Team classroom observations. A variety of instructional strategies must be implemented to maintain student interest and engagement and ensure students attain mastery of the content standards and objectives. The student low percent proficient on the WESTEST2 in addition to the lack of varied instructional strategies were indicative that current instructional strategies were not being effective.

Teachers reported that training had not been provided in implementing the block schedule. This was the second year of block scheduling and teachers expressed a great deal of anxiety in determining how to implement the block. The Team recommended that teachers be provided and participate in staff development on teaching on the block schedule.

FOLLOW-UP REVIEW

COMPLIANCE. Teachers had been provided training on a variety of instructional strategies which will be especially valuable when teaching in a block schedule. Training included: West Virginia Writes, Acuity, Project Based Learning, Using CSOs, Summer Institute on using technology, IPI Training, Differentiating Instruction, Tech Steps, and Using Varied Strategies in Instruction. Faculty members reported that instructional strategies was a topic on the agenda for discussion at all faculty senate meetings. The Team observed instruction in several classrooms and verified that instruction was being effectively implemented.

7.1.7. 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)

Although technology was available (schoolwide wireless access, mobile and stationary computer laboratories, whiteboard and data projector for all teachers), the Team found no evidence of extensive technology use by student logs, student interviews, and observations. The school technology plan was incomplete as the plan lacked a data analysis and Technology Compliances #3, #6, #7, and #8 were incomplete. The school did not have a technology planning committee.

FOLLOW-UP REVIEW

COMPLIANCE. The Team visited classrooms, reviewed computer laboratory logs, and interviewed teachers to verify the use of technology. The computer lab logs showed the labs being used a high percentage of the time each day. The Team observed several teachers using Whiteboards and data projectors during instruction. Students throughout the building were using computers for creative writing, research, and other instructional activities. The Team reviewed a revised copy of the school Technology Plan which was complete. The school had an operating technology planning committee.

7.1.12. 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 Team could not verify that multicultural activities were included at the 9-12 programmatic level to expose students to other cultures across the state, country, and world. According to teachers and administrators, neither a written county nor a school Multicultural Plan was in place to meet the requirements of Policy 2421.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed the school's Multicultural Plan. During the opening of the school year the requirements of West Virginia Board of Education Policy 2421 were discussed with students. The policy was also provided to students in the student handbook. The school newspaper, *The Argus*, provided articles each month on multicultural events and many other items of student, parent, and community interest.

7.2. Student and School Performance

7.2.1. County and School electronic strategic improvement plans. An electronic county strategic improvement plan and an electronic school strategic 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.

A review of the school's Five-Year Strategic Plan by the West Virginia Department of Education, Office of Organizational Effectiveness and Leadership, revealed weaknesses in the school's plan.

Plan Committee

- No discussion of the process of the construction of the plan nor revision of the plan or how the constituents were involved was present.

Data Analysis

- No data analysis was present.
- A prioritized list of strategic issues was included from the frameworks for literacy only.
- No analysis from the Office of Education Performance Audit checklist was present.
- No student achievement data were analyzed.

Goals and Objectives

- Goals and objectives were derived from data; however, a data analysis did not exist.

Action Steps

- No evaluation of action steps from the previous year or the current status of action steps existed in the data analysis or the prioritized issues.

Professional Development

- Professional Development was the same for three of the four goals. Goals one and two could easily have the same professional development, but goal three should dictate different professional development.

Parental Involvement

- The plan did not embed parental involvement throughout.
- The aspect of high expectations for parents, families, and community members to become partners in education clearly communicated throughout the plan was not present.

The school must contact the Office of Organizational Effectiveness and Leadership to discuss the areas of weakness and develop a plan to address the methods of correction.

FOLLOW-UP REVIEW

COMPLIANCE. With assistance from the West Virginia Department of Education, the school's Five-Year Strategic Plan was revised to address the areas of weakness shown in the Education Performance Audit report. The staff was implementing the action steps of the Strategic Plan to improve instruction and student learning.

7.2.2. 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)

While teachers reported that the two guidance counselors were available and accessible, the counselors indicated that they were not meeting with students at least 75 percent of the time. The counseling logs also showed that counselors were not spending at least 75 percent of the work day in a direct counseling relationship with students. The reason given by the counselors was that they were required to perform administrative duties such as test coordination.

FOLLOW-UP REVIEW

COMPLIANCE. The Team interviewed counselors and reviewed the counselors' logs which showed more than 75 percent of the counselors' work day was used for counseling students.

7.2.3. 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)

At least one half of the lesson plans were incomplete and could not be followed by a substitute teacher. Three teachers did not have lesson plans for the Team to review. The principal did not review all lesson plans at least once each quarter. Low WESTEST2 percent proficient of all subgroups in both mathematics and reading/language arts and the numerous classroom deficient high quality standards enumerated in this report signified that the principal and

assistant principal must review lesson plans; provide relevant, written feedback to teachers; and observe classrooms frequently.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed teacher lesson plans, interviewed the principal and teachers and found the principal regularly provided teachers feedback on the lesson plans. The principal informally and formally reviewed and commented on lesson plans each quarter. Teachers reported the reviews were helpful and appreciated. The lesson plans the Team reviewed were complete and provided sufficient information for substitute teachers.

7.2.4. Data analysis. Prior to the beginning of and through the school term the county, school, and teacher have a system for analyzing, interpreting, and using student performance data to identify and assist students who are not at grade level in achieving approved state and local content standards and objectives. The county, principal, counselors, and teachers assess student scores on the American College Test and the Scholastic Aptitude Test and develop curriculum, programs, and/or practices to improve student and school performance. (Policy 2510)

WESTEST2 data analysis had not been completed as of the day of the Education Performance Audit. The principal had not disseminated the data to teachers. All teachers must have access to student data as soon as the data are available to the school to identify and assist students who are not achieving proficiency on the WESTEST2 and mastering the West Virginia 21st Century content standards and objectives (CSOs).

FOLLOW-UP REVIEW

COMPLIANCE. The WESTEST2 data were provided to teachers prior to the beginning of classes in the fall. The West Virginia Department of Education Staff provided training in test result analysis and planning for instructional strategies to address the student weaknesses.

7.6. Personnel

7.6.3. 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)

The following evaluations did not meet the requirements of W.Va. Code §18A-2-12 and West Virginia Board of Education Policy 5310.

- Two teachers did not receive an official observation before November 1, 2009.
- Football and cross country coaching observations/evaluations had not been completed.
- The counselors had not been observed and goal setting had not been completed.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed a sample of evaluations for personnel for the 2010-2011 school year and found all evaluations reviewed met the requirements of West Virginia Board of Education Policy 5310.

7.7. Safe, Drug Free, Violence Free, and Disciplined Schools

7.7.2. Policy implementation. The county and schools implement: a policy governing disciplinary procedures; a policy for grading consistent with student confidentiality; policies governing student due process rights and nondiscrimination; the Student Code of Conduct policy; the Racial, Sexual, Religious/Ethnic Harassment, and Violence policy; an approved policy on tobacco use; an approved policy on substance abuse; and an approved policy on AIDS Education. (W.Va. Code §18A-5-1 and §18-8-8; Policy 2421; Policy 2422.4; Policy 2422.5; Policy 4373; Policy 2515)

Tobacco use was evident in the student rest rooms. Students reported that tobacco use was an issue at the school.

FOLLOW-UP REVIEW

COMPLIANCE. The Team inspected the rest rooms during the morning and again during the afternoon and observed no evidence of tobacco use.

7.8. Leadership

7.8.1. 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)

The Team found the leadership at all levels of the school to be severely lacking. Teachers overwhelmingly voiced dissatisfaction with the principal and stated that the school was extremely disorganized and chaotic. The general consensus of the staff was that the principal “handed off” tasks and duties to the assistant principal, counselors, and teachers. Students stated that the school was disorganized and indicated that if a problem arose they would not go to the principal; however, they would go to the assistant principal and the guidance counselor. Teachers stated that morale was extremely low and that communication was deficient.

Leadership issues were not isolated to the school’s administrators. The Team noted that a number of the deficiencies reflected poorly on teachers and counselors. Teachers and counselors must take an active role in increasing student achievement and correcting the issues identified in this report. It was evident that a unified approach to the educational process was absent between teachers and the school’s administration.

FOLLOW-UP REVIEW

COMPLIANCE. A new principal was assigned to the school prior to the beginning of the 2010-2011 school year. According to the staff interviewed, the school experienced a complete turnaround in the operations since the audit team visited last school year. Team visits to several classrooms found evidence teachers were well prepared, effective instruction was taking place, students showed good discipline, and students were actively involved in the learning process. Teachers spoke highly of the administrative leadership in the school this year. The school was well organized and operating smoothly.

RECOMMENDATION

7.1.1. Curriculum based on content standards and objectives. There was no staff development on implementing the West Virginia 21st Century content standards and objectives (CSOs). The Team recommended that training be implemented and frequent school level and county office level support occur to assist teachers in properly implementing the CSOs.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

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 St. Marys High School in providing a thorough and efficient system of education. Pleasants 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 Pleasants County or the accreditation status of the schools.

8.1.1. Curriculum. The school district and school conduct an annual curriculum audit regarding student curricular requests and overall school curriculum needs, including distance learning in combination with accessible and available resources.

With 11 deficiencies found at the school, the principal and teachers have a daunting task to correct the issues and minimize the negative impact on student achievement. The staff must work on bridging the gap between the principal and the teachers for cohesion in working toward the goal of educating students. A unified approach to correcting the issues must be taken and assistance from the Pleasants County Central Office, RESA 5, the West Virginia Department of Education, and the West Virginia Center for Professional Development must be sought in achieving this goal.

FOLLOW-UP CONCLUSION

The new principal provided the leadership to organize the school to support teacher instruction and student learning. Curriculum guides and instructional pacing guides had been prepared by the staff to ensure the appropriate curricula were being taught. The staff worked together and worked with the administration to ensure effective instruction and learning was taking place. The staff worked together to sufficiently address the deficiencies noted in the original Education Performance Audit report. It is expected the school will continue to operate smoothly and student achievement will improve.

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 St. Marys High School in achieving capacity, the following resources are recommended.

- 18.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county electronic strategic 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.**

St. Marys High School has not demonstrated the capacity to correct the issues found at the school. High quality staff development and oversight from the Pleasants County Central Office will be essential in correcting the school's problems.

The Team recommended that the Pleasants County School System Superintendent and the school administrator contact Dr. Karen Huffman, Assistant Superintendent, Division of Educator Quality and System Support at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

FOLLOW-UP CONCLUSION

High quality staff development has been provided by several administrative staff members of Pleasant County Schools, RESA 5, and the West Virginia Department of Education. The school has been effective in addressing the deficiencies shown in this report. Under the new school leadership it is expected that teacher effectiveness and student achievement will show increases in future assessments.

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.

19.1. 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 of West Virginia 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.

- 19.1.1. School location.** The site was not 15 usable acres plus one acre for each 100 students over 800, was not large enough for future expansion, and was not removed from hazards and undesirable noise and traffic. The site was not suitable for special instructional needs and the sidewalks were not adequate with designated crosswalks, curbcuts, and correct slope. On-site, solid surface parking for staff, visitors, and individuals with disabilities was insufficient. The recreational areas were not well equipped and appropriate for the age level.
- 19.1.2. Administrative and service facilities.** An adequate reception/waiting area and sufficient work space and privacy were not available.
- 19.1.3. Teachers' workroom.** Communication technology was not available.
- 19.1.4. Counselor's office.** Adequate privacy was not provided.

- 19.1.5. Library/media and technology center.** Automated circulation capacity and on-line periodical indexes were not available.
- 19.1.8. Grades 1-12 classrooms.** All classrooms were not of adequate space, did not have various communication technologies, sufficient storage, and did not have instructional technology equipment, controllable lights, and outlets.
- 19.1.10. Specialized instructional areas.** The art facility did not have access to natural and artificial light, adequate storage, and two deep sinks. The music facility did not have music chairs with folding arms. The physical education facility did not have a display case, instructional technology equipment, and a data projector or 50 inch screen monitor.
- 19.1.11. Grades 6-12 science facilities.** The science facility did not have adequate space, darkening provisions, and was not located with easy access to outdoor activities and isolated to keep odors from the remainder of the building.
- 19.1.12. Grades 7-12 auditorium/stage.** Speakers and projectors and broadcast capabilities were not available.
- 19.1.14. Food service.** The food service area did not provide for receiving, storage, cooking, serving, dining, and dishwashing and was not convenient to service drive for deliveries and removal of wastes. The seating area was not of adequate size and did not have an instructional board and bulletin board. The kitchen was not of adequate size to meet food production needs and meal service type. The food and non-food storage was not adequate in size and a locker/dressing room and toilet were not available.

FOLLOW-UP CONCLUSION

Pleasants County voters have approved a school construction bond which combined with expected funds from the West Virginia School Building Authority (SBA) will provide funding for a new modern high school for Pleasants County. Construction of this new high school will resolve all school facility resource needs identified in this report.

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.

The School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

FOLLOW-UP TEAM SUMMARY

Substantial improvements have been made at St. Marys High School and are expected to continue.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
67-501 St. Mary's High	Full Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of St. Marys High School.