

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Brian Coffee

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name West Branch High School

(As it should appear in the official records)

School Mailing Address 14277 Main Street

(If address is P.O. Box, also include street address.)

City Beloit State OH Zip Code+4 (9 digits total) 44609-9505

County Mahoning State School Code Number* 048389

Telephone 330-938-2183 Fax 330-938-4444

Web site/URL http://www.westbranch.k12.oh.us E-mail Brian.Coffee@wbwarriors.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Scott Weingart E-mail: Scott.weingart@wbwarriors.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name West Branch Local School District Tel. 330-938-2183

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

Date _____

(Superintendent's Signature)

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

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

Date _____

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

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 2 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 4 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 4 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	93	104	197
10	69	83	152
11	105	87	192
12	75	75	150
Total Students	342	349	691

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 97 % White
 - 1 % Two or more races
 - 100 % Total**

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

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 9%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	17
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	44
(3) Total of all transferred students [sum of rows (1) and (2)]	61
(4) Total number of students in the school as of October 1	691
(5) Total transferred students in row (3) divided by total students in row (4)	0.088
(6) Amount in row (5) multiplied by 100	9

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 29 %
 Total number students who qualify: 203

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

9. Students receiving special education services: 12 %
81 Total number of students served

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

- | | |
|--------------------------------|--|
| <u>3</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>16</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>45</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>8</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>5</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	26
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	17
Paraprofessionals	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 26:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	95%	95%	95%	95%	94%
High school graduation rate	96%	96%	90%	94%	95%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	174
Enrolled in a 4-year college or university	65%
Enrolled in a community college	10%
Enrolled in career/technical training program	2%
Found employment	0%
Joined the military or other public service	3%
Other	0%

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

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

West Branch High School is a comprehensive, public high school and is located in Beloit, Ohio. Beloit is positioned in southwest Mahoning County. West Branch Local Schools covers 111 square miles and serves students residing in three different counties; Mahoning, Columbiana, and Portage. Rural and small town in nature, this consolidated school district has been in existence since 1960 and has a present enrollment of 2,240. The high school enrollment is 715 students. The district currently has an open enrollment policy, therefore, some students come from outlying communities.

In 2013, West Branch Local Schools earned the ranking of an Excellent School District, with Distinction. The district met or exceeded 24 of the 25 indicators and earned a Rating of “A.” Specifically, the high school met 10 of 10 indicators. The high school has a 96% graduation rate. West Branch High School has met 100% of the objectives, which measures “Closing the Gap.” An estimate of 50% of students attend a 4-year college after graduation and 20% attend a 2-year or technical school.

The staff at West Branch High School are highly qualified. None of the high school teachers are working under conditional licensure. All hold a minimum of a Bachelor’s Degree and nearly 72% of the high school staff possesses a Master’s Degree. The faculty and staff participate in regularly scheduled professional development seminars. Department meetings between various teaching levels are conducted, to maximize collaboration.

The district demographics show a high poverty level, with an average annual family income of \$33,068. 34% of the high school students are on free or reduced lunch. There are actually several students in addition to that 34% who do not fill out the paperwork to receive financial assistance because they may be embarrassed or do not have parents who will help them. This is really where the challenges face our students. Some will not have breakfast or even lunch, which we all know is essential to a successful education. Our district currently has a higher poverty rate than in the past. Our students are not established in one school district before they are moving to another. Students are more transient, which makes it difficult for our educators to build lasting and impacting relationships with our students who are in need of such guidance. Also, from an administrative standpoint, it is difficult to help these students who do not file the appropriate paperwork. It is against FERPA (Family Educational Rights & Privacy Act) for our school employees to identify those in need if they do not identify themselves. From a teaching standpoint, it becomes increasingly difficult to meet the social needs of those students as well as the educational needs. The faculty at West Branch High School have become adept at balancing their roles as educators with their roles of nurturers.

The mission of West Branch High School is “Reading, writing, and problem solving across the curriculum will prepare all learners for their tomorrow, today.” We strive to foster academic and emotional growth in our students and we do so by providing many different programs to meet the individual needs of each student. West Branch offers over 100 course offerings each year, eight honors courses, sixteen dual credit courses under the high school roof (which account for 48 college semester credits). There are numerous post-secondary/dual enrollment opportunities with local colleges/universities, vocational and career training through the Mahoning County Career and Technical Center. West Branch High School offers three different vocational programs in-house. These programs are made up of a two year Business and Technology program, a four year Vocational Agricultural program and a four year work-study program. West Branch offers various intervention programs such as peer tutoring, math tutoring labs, and our academic referral/response to intervention program. Finally, West Branch High School offers a diverse special education program that addresses the needs of a broad spectrum of special needs students. Included in this program is a Multiple Disability (MD) unit. The majority of special needs students have been mainstreamed. The high school currently employs a co-teaching strategy, teaming interventional specialists with core teachers. This allows special needs students to integrate into the classroom.

Community organizations such as The Rotary, Ruritans, Chamber of Commerce and The American Legion regularly support our school. These organizations interact with student groups to maximize school and community engagement. These organizations also directly support students by awarding scholarship money to West Branch graduates. Through modeling these behaviors, school organizations such as Ruriteens, National Honor Society, LEO's Club, Project Prom and Student Council, provide students the opportunity to "give back." Of all the extra-curricular activities and student groups at West Branch High School, the Music and Performing Art Department really stand out. While the staff and students' of West Branch High School are clearly achieving results, it is the strong ties to the community and high level of parent/ guardian involvement that needs mentioned. The school district as a whole is often viewed as the "downtown" of the district. In addition to school functions, many community events are held there as well. With the lack of a developed centralized business district, the high school often serves as the focal point of the community. The schools are truly a source of pride and offer an endearing sense of community spirit.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. The students at West Branch High School are obligated to take the Ohio Graduation Test (OGT) in March of their sophomore year. These tests include five subject areas: reading, math, writing, science, and social studies. Each student's score is separated into five performance categories: advanced, accelerated, proficient, limited and basic. If a student scores in the limited or basic range, they must retake the test. The data is analyzed in May, when the official scores are reported to the school from the state of Ohio. For the past five years, the data shows West Branch students scoring significantly higher, on average, than the state as a whole. In all but one year, in which West Branch was equal to the state, the high school has had a higher percentage of students who were proficient or above than the state. Also, West Branch has about ten percent more students than the state who have passed all five portions of the OGT on the first attempt. The students have also scored higher (more of them receiving scores in the accelerated and advanced areas) than the state averages.

On our state report card for the past five years, we have met and exceeded the state requirement on the standardized test scores. When comparing the data of these students with OGT scores and OAA scores, the scores indicate improvement in their knowledge base in the core areas. Students are scoring higher on their high school performance tests. The importance of the tests is instilled into each student, which helps them to try their best. Even though the scores that are reported have met requirements and continue to improve overall, there are many areas we feel still have room for improvement. The special education students need more support to begin showing better results on each test. This is an area of weakness in which we are currently focusing intervention strategies. This subgroup must also show proficient results for us to consider ourselves to be successful. This group of students has shown improvement over the past five years.

B. In looking at the data from 2009 testing through 2013, the numbers are fairly consistent for West Branch High School. There are slight fluctuations, however, that do need to be mentioned. In 2009, 85% of our students passed all five tests on the first try. This is in comparison to the state of Ohio's average of 70%. The following year, WBHS had 79% pass all five portions, which is significantly lower. This is mostly as a result seen through our decrease in the percent of students passing the science and social studies portions of the test. Then, the test scores drop again, with only 74% of the students passing. Each year, both in 2010 and 2011, the state average had dropped, as well, but not as significantly as our students' scores. In other words, the state passing percentages were also significantly lower. In 2012 and 2013, the percentages of students who passed all five portions was again higher, reaching 81% and 83%, as opposed to the state's average of 70% both years. It seems the areas in which caused this fluctuation were science and social studies.

Math has increased each year, maxing out last year with an impressive 97% passing rate. So, even though this statistic is well-above the state average, there was a two year drop. During this time, data folders and Academic Achievement classes were implemented to help support those departments and improve their scores. Assessment data was broken down for teachers and provided to them to establish a more focused instructional approach to areas of weakness as seen on the tests. Teachers were made aware of resources that provided testing results from previous years, so they were able to enhance their lessons to support those areas students had struggled with in the past. Data folders were kept on each student in the ninth grade. They carried these folders with them to tenth grade. Work samples, lab experiments and data were kept for future reference and review material. These folders were distributed prior to testing to help students with memory recall of prior knowledge and information. This also helped the teacher establish areas of weakness for individual students. Academic achievement sessions were developed and ran for 25 minutes each day. Teachers of core subjects were leaders of this class and helped students with difficult material and in areas they needed to improve to help them achieve a successful score on the OGT. Data folders, data analysis by teachers/staff, and instituting an academic achievement program all led to an increase in overall test scores in all areas, not just those that had fallen. Math scores had shown an increase in the amount of students receiving higher than proficient scores.

The achievement gap lies within our special education department. Taking students who have not passed into consideration, intervention was developed to help them raise their test scores. During test retakes, students were not showing enough growth. Therefore, the focus was on raising special education students' test scores. This is still a primary focus of our school. Building Leadership Teams (BLTs) have been developed to help brainstorm more ways to better this subgroup's scores. Our school has met the indicators mandated by the State of Ohio to be considered Excellent with Distinction, meeting 10 out of 10 indicators. The tests are necessary to graduate and West Branch currently has a graduation rate of 96%. This also meets and exceeds the state requirement.

2. Using Assessment Results:

Currently, individual testing data is broken down for each student and resource teachers who specialize in the areas of weakness are giving their time to help these students. Analyzing this data allows for our school to make better data-driven decisions in designing the curriculum and intervention that takes place. More directives are being established to keep intervention consistent and intensive after a student does not pass an initial test. This will help to increase their test scores on future administrations of the test, hopefully resulting in a proficient score. Over the past five years, our special education students rose from only 33% passing to, last year in 2013, 68% passing. This is attributed to our recent focus on this subgroup and specialized intervention that has been implemented. It is our hope that this number continues to rise. Overall, the high school's test scores, as compared to those taken at lower levels, are quite high. However, there is always room for more improvement.

As incoming freshmen enter our building, middle school test scores are used to place students according to their abilities in the appropriate classes. This helps to ensure they are receiving the support or enrichment they require to show adequate growth. The scores are used to dictate instruction and to help teachers emphasize instruction in areas of weakness. This, in turn, leads to student learning and achievement. Using data to direct instruction is critical. Pre-assessments, as well as, standardized test scores are used by instructors to develop appropriate student learning objectives that are specific to each student and class. Packets are sent home following standardized tests with scoring information and descriptions. Counselors are available to discuss these scores with parents and students. Also, numerous resources are available on the counseling website to provide material to assist parents, students, and the community in understanding all the tests available to students (OGT, ACT, SAT, pSAT, etc). There are practice materials also found at this website to help keep parents and students informed on what to expect during these tests. Teachers use previous data to direct instruction and this helps our students feel comfortable and confident when testing. Each year students are asked to fill out a survey to gather information for each classroom teacher on how successful they feel the instruction in that classroom was. This information is distributed to each teacher after the tests in order to help them improve their ways to better reach students. This also allows us to see how well the students feel they were prepared for the tests. These surveys ask questions in regards to classroom environment, teaching methods, real-world application of knowledge, and presentation of the material. The teachers have found this feedback very helpful in preparing for the following year.

Teachers and administrators are constantly assessing students. Testing data from a variety of exams (pSAT, ACT, OGT, PARCC, classroom exams, and practice OGT tests) are used throughout the school year to analyze student growth and help teachers to prepare instruction to best fit their students needs. There are daily pre-assessments being done in classrooms to make sure mastery is being accomplished. Both summative and formative assessments are used to analyze instructional methods and see where the weaknesses are so they can be focused upon during professional development days and conferences. Teachers here take it personal if their students do not do well on the state tests. It is our goal to perform above expected on these tests. If we do not, we have not been successful.

3. Sharing Lessons Learned:

West Branch Local School District (WB) has a deliberate culture of sharing lessons learned. For example, an early professional development day in the 2013-2014 school year was designed to strengthen protocol utilization for success sharing. The elements of the day, spent entirely in small groups of teachers, used

protocols to share formative assessments and encourage teacher reflection on how the assessments inform our future teaching. The entire WB faculty also used protocols to explore how to strengthen Teacher Based Teams, how to effectively design Student Learning Objectives (using templates and rubrics) and which “Look Fors” are particular to our discipline or academic level, what they provide evidence of, and why administrators should develop awareness of these “Look Fors”.

West Branch also participates actively in Mahoning County Curriculum Council, monthly teacher and administrator gatherings designed for success sharing, and state and national technology and common core practice building endeavors. Study sessions with our Board of Education; provide an opportunity for teachers to share academic strategies and successes. Increasingly, our academic leaders are blogging on ASCD, IRA, National Council of Teachers of Mathematics and other websites. Our teachers have engaged in post graduate work locally, nationally and internationally, sharing success strategies and learning and honing our craft.

Our deliberate distributive leadership model based on Teacher Based Teams, Building Leadership Teams, and District Leadership Team is the cornerstone of our systemic sharing of the art and science of teaching. In teams, we address the specific needs of our individual students, we work to improve and strengthen the climate and culture of our schools, and we deliberately share between teams, between buildings and with the wider academic world.

4. Engaging Families and Community:

West Branch Local School incorporates families and the community on a regular basis to make us the best we can be. Since the school is made up of several small communities, it is important to involve as many stakeholders when striving for success. The involvement of individuals and groups can be found on many levels throughout the district.

First and foremost, the entire district is involved in the Ohio Improvement Process. This District Leadership Team involves teachers, administrators, board members, county office personnel and community members serving together at least once a month to help determine the thoughts, goals and direction of the school. Together they discuss test results, strategies, goals, feelings and develop surveys to gauge the public perception. The information is then sent to a Building Leadership Team, which includes staff members from each building (including Guidance Counselors, Secretaries and Community members) for them to develop specific strategies for that particular building. That team then branches out to our Teacher Based Teams, which includes all departments in the school, to work for the implementation of our established focus.

Other ways our school and community work together is through a Parent Advisory Committee, which is made up of community members working together with school administrators to discuss district events and initiatives. Community members also serve on Partners in Education groups (like a PTO), Booster Clubs, Hall of Fame Committee, Academic Banquet Committee, levy committees and attend parent teacher conferences.

Communication is also a vital part of what we do. We rely on our school website and all call system to regularly inform parents of activities and opportunities in our schools. The School newspaper is online, athletics can be followed on-line, electronic signs display information, regular community events are held at the school and newspaper articles can be found almost every day in the paper.

Regular interaction is the common denominator in our district. Whether at church, at the grocery, at the fair, at a community event or at a school event; regular interaction between staff and community is ongoing. This interaction builds our own relationships, but also attracts over 300 other students from other communities to enroll in West Branch.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The West Branch High School curriculum is centered on the schools mission statement; “Reading, writing, and problem solving across the curriculum will prepare all learners for their tomorrow, today.” The school provides a rigorous curriculum that is aligned with the State of Ohio’s Academic Content Standards. Students are afforded the opportunity to excel beyond their individual abilities. There are numerous paths for students to explore and gain the knowledge and skills needed to be college and career ready. The state mandated standards in the content areas of English, Math, Science, Social Studies, Foreign Language, Technology, and The Fine Arts are at the forefront of course development. Class activities seek to prepare students for success beyond high school. West Branch High School has a 96% graduation rate. An estimated 50% of graduates attend a 4-year college and 20% attend a 2-year or technical school.

Our curriculum is divided into multiple levels to provide students with a path to success. This includes: college prep courses, honors courses, and dual credit courses through Kent State University, Stark State College, and Youngstown State University. Students also have the opportunity to attend post-secondary enrollment options through Kent State University and Stark State College. Academic and technical skills are key to helping students succeed in today’s world. Many of the teachers at WBHS use a variety of technology to support student learning. All high school teachers are required to keep an online grade book that students and parents can access remotely. Classrooms are equipped with smart boards, projectors, and DVD players.

In English, each grade level emphasizes non-fictional texts, research papers, classical literature and argumentative essays. West Branch also offers an honors course option at each level. During senior year, students have the option of taking a dual credit course, in which they can earn college credits for College Writing I and College Writing II, both offered through Kent State University. The department also offers a variety of electives that provides students with many opportunities to broaden their knowledge in creative writing, mythology, young adult literature, speech and debate.

The WBHS mathematics curriculum provides students the skills needed to be problem solvers. All students take the required Algebra 1, Geometry, and Algebra II, with various opportunities for more advanced math courses. Honors courses at each level provide students an opportunity to begin taking high school math credits in middle school, and completing advanced coursework through Advanced Math, so they can get to a Calculus level by the time they graduate. WBHS also offers a Dual Credit Statistics and Calculus courses, through Youngstown State University. In addition, the demand from the state to have all students take Algebra 2 or it’s equivalent has caused WBHS to re-evaluate their math curriculum and make necessary changes to accommodate those with lower abilities, while maintaining rigor in their curriculum. Many of these special education students take an additional year above Algebra II, in our Functions and Trigonometry course.

The Science curriculum at WBHS is based upon student inquiry. Students are taught to be critical thinkers and learn to think like a scientist. The curriculum offers the required core courses in Physical Science and Biology, for all students, but then gives students options based on their preferences. Dual Credit Physics is offered through Youngstown State University, in addition to advanced courses such as Anatomy, Microbiology, Chemistry, and Environmental Science.

In social studies, students are required to take World History as a freshman, American History as a sophomore, and American Government as a junior. The department also offers a multitude of elective courses for students interested in the social sciences. These include Western Civilization, Geography, Contemporary World Issues, and Psychology. Teachers consistently use a project based approach in their classes and bring in many guest speakers to help the students relate course content to their daily lives.

The fine arts curriculum is one of the most comprehensive programs around. Most of the students participate in band, choir, or art, and they have numerous opportunities to showcase their talents throughout the school year. The theater program puts on four full productions each year and students learn everything from making

the set to selling tickets. In band, students are offered private lessons throughout the school day. All band students participate in marching band, and some choose to participate in jazz band. In art, students can take anything from the basic course to Advanced Art, in which they complete their portfolio for college or career interviews. Course offerings in the fine arts department include: Women's Chorus, Men's Chorus, Concert Choir, Band, Jazz Band, Theater, Musical Theater, Foundations of Art, Drawing, Painting, Advanced Art, and Computer Graphics 1 and II.

West Branch offers global language instruction in Spanish and French. Each language offers a four year curriculum that has both the language and the culture woven in.

Our Physical Education/Health program offers students an opportunity to improve their health status in numerous ways and participate in courses, regardless of their ability. All students are required to take two semesters of the traditional physical education course and a semester of health. Many of the upper-classmen choose to take additional courses to improve their nutrition or physical ability. These include Sports Conditioning, Sports Nutrition and Sports Fitness and Nutrition.

Vocational/Career and Tech Prep courses are offered to prepare students to enter the workforce, through our partnership with the Mahoning County Career and Technical Center. WBHS students are eligible to attend this career center starting in eleventh grade. There, students are provided the skills they need to become college, as well as, career ready. They have the opportunity to explore a possible career choice, gain entry-level industry credentials, and secure employment, upon graduating high school.

In addition to these outside vocational opportunities, West Branch High School offers two different vocational programs in-house. These programs are made up of an Intensive Business Education program (IBE) and a Vocational Agricultural program. West Branch's comprehensive IBE program focuses on office administration. Students in this two-year program have the capabilities of earning college credits through Stark State College by taking courses in Computer Applications, Microsoft Office programs, Keyboarding/Formatting, Graphic Arts Design, and Records Management. Classes in the business department include: General Business, Economics and Financial Literacy, Accounting I and II, Computer Applications I and II, Web Design I and II, Advanced Web Design I and II Junior and Senior level IBE. The vocational agricultural program provides a four-year curriculum for students interested in this field. This curriculum focuses on the record keeping of an agricultural business, animal care, farm equipment, and land care. Upper level students have the option to earn credits by working in an agricultural related field, to gain hands-on experience. Finally, West Branch offers other elective courses that meet the needs of all students. There is an extensive engineering and technology program in which students can take all four years of the curriculum. Numerous courses in the family and consumer science department, afford students an opportunity to learn basic life skills including cooking, parenting, and developing decision making and one's personal, social, and emotional self.

2. Reading/English:

WB has a truly exceptional English Language Arts curriculum and pedagogy and utilizes a best practice inclusion model that pairs co-teachers to meet the needs of students across the readiness spectrum. Our resource English teacher works very hard on adapting the regular classroom curriculum through this co-teaching model. The two teachers work together and plan together to utilize the strengths of a regular classroom setting, so struggling students feel comfortable and can benefit from this opportunity. Students get reinforcement in the classroom with the addition of an extra teacher to provide more individualized instruction for those who need it. The resource room (small classroom setting) lends itself to our lowest functioning readers and writers. This course is taught by the same co-teaching instructor so the content can be similar in focus. The resource room has only a few students in it and allows for very personal attention and instruction that can be diversified to fit individual needs. This environment also helps students to feel safe and free to express themselves without feeling inferior to their peers. Students are placed in their appropriate educational track when they leave the eighth grade by their eighth grade teachers. This placement is based upon standardized test scores, work ethic, parent meetings, and current classroom grades. It is also worth noting that students can shift "tracks" with improvement or regression. They are not "stuck"

in the reading track they are originally placed in when they enter high school. There are criteria that must be met to advance to the next level and remain in the honors track for the following year.

From the classics to graphic novels, from Hemingway to Morrison, our students graduate with literary skills that far exceed the basics. Students act out Shakespeare, they engage in spirited discussions of literature and they write at college level beginning freshmen and sophomore year and continuing through graduation with a dual credit option for English 12. Dual credit is open to all students who have been in our honors English program throughout high school. It is also open to any other student who meets the criteria of a 3.0 GPA and a 23 composite on their ACT. This class is taught by a Kent State University professor in our school. Students earn 3 credits for College Writing I in the fall and 3 college credits in the spring for College Writing II. This class also meets the fourth year requirement to earn an Ohio high school diploma. The course is offered free to our students who qualify and meets a general education requirement that most universities require of all college students.

3. Mathematics:

The common core mathematics curriculum extends from Algebra 1 readiness beginning in 8th grade through dual credit calculus. The mathematics curriculum exceeds Ohio Learning Standards and meets the common core curriculum. Students practice mathematics problem solving, explore the why of mathematics reasoning, and prove the validity of their work in flipped classrooms, using smart board technology. Students have support opportunities for practice and skill development available in study halls and at home. High expectations permeate the WB Mathematics department and we lead the surrounding counties in college readiness data for mathematics success. The high school mathematics staff takes pride in the student test scores each year, as West Branch performs the best in the math areas. Again, students are tracked in middle school targeting their strengths and weaknesses. Those students who perform well on their standardized tests, are able to take algebra I in eighth grade to earn a high school credit. This gives them the opportunity to earn math credits beyond what is required to earn a diploma. The lowest class taught at the high school is algebra I. Again, this class is taught using a co-teacher setting. There are also resource math classes offered at each grade level for our lowest functioning students. Once a student reaches high school, there are multiple options for upper level math. All students take algebra I their freshmen year and geometry their sophomore year. Students who want to take calculus as a senior usually double up their sophomore year and take geometry and algebra II. After geometry, there are two roads a student may choose. Advanced math and trig is required of all students who will take calculus, and is our honors class. It is our toughest junior level class. Other students may take algebra II as a junior. Ohio recently added algebra II as a requirement to all graduating seniors. This course was found to be extremely difficult for our lower level students. Due to this new standard, West Branch thought it would be in the best interest of our students to add a course called Functions and Spatial Sense. This will prepare students to take algebra II their senior year and still accommodates the four years of math requirement. Our students who take algebra II as juniors have several options, functions and trigonometry, statistics, or advanced math/trig. Senior year, we also offer calculus to all students who meet the college criteria or have the high school prerequisites. To earn the college credit, students must meet Youngstown State University's entrance criteria, which is based around a breakdown of ACT scores. As you can see, we have 12 different math courses offered here at the high school, with only six instructors. They are constantly changing their department to meet the needs of our students as the graduation requirements change from the state.

4. Additional Curriculum Area:

The West Branch science program allows students the opportunity to experience a variety of courses to fulfill graduation requirements and also gives students the ability to excel. All courses offered in our department satisfy the new Common Core Standards. Our introductory science course for the freshmen level is a Physical Science course that provides students with a general background in the areas of Chemistry, Earth/Space, and Physics. Students are challenged through rigorous course work and experimentation. This course is the foundation for an excellent science department.

Students at the sophomore level are required to take a Biology course. The course is designed to challenge students through a combination of laboratory and lecture format. Students who excel in this course have the opportunity for advanced science experiences through additional courses. West Branch offers courses in Anatomy, Microbiology, and Environmental Science. These courses are more specialized and rigorous and will allow students to accumulate additional Science credit beyond the three credits needed to graduate.

Students are also offered the opportunity to take an advanced Chemistry course. This course is a laboratory based science course which fulfills many college and university requirements for students to experience a lab-based science course. Additionally, students have the option to take a dual credit Physics course in conjunction with Youngstown State University. Students earn five (5) college credits as well as West Branch high school credit by completing this course. These hours are transferrable to most state colleges and universities. The opportunity to earn college credit in Physics while also earning high school credit is directly in line with the schools mission; Reading, writing, and problem solving across the curriculum will prepare all learners for their tomorrow, today.

The West Branch Social Studies/History department provides students with a well rounded introduction to World and United States history in addition to the opportunity for deeper studies of global issues and geography. Students at the freshman level take a Modern World History course. This class is aligned to the new Common Core Standards and explores world events from the 1600's to the present. Students utilize primary and secondary sources to draw conclusions. Students in the tenth grade examine American History from 1877 to the present. They are given the opportunity to determine how events of the past have shaped the nature of our country today. Students continue to analyze those changes as they move into the eleventh grade and shift to a more specialized study of the American Government and how we as a country govern ourselves at the national, state, and local levels.

Though the state only requires three credits of Social Studies/History, students at West Branch may continue their studies in this department through advanced elective courses. Offerings include; World Geography, Contemporary World Issues, Psychology, and Western Civilization. These additional electives allow West Branch students the opportunity to explore more specialized concepts and also help to fulfill the requirements for Honors Diploma and the Presidential Award at graduation.

In addition to the strong academic departments at West Branch High school, students are fortunate to have excellent elective opportunities in our fine and performing arts departments. West Branch boasts one of the best instrumental/vocal music and theater departments in North East Ohio. Students may participate in numerous musical ensembles including a fine marching band, pep band, concert band, and jazz ensemble. Opportunities for those students who excel in the vocal realm include a men's chorus, women's chorus, and a concert choir. All of these musical and vocal ensembles are organized through elective courses.

This department also boasts a fine theater program. Students can take two courses designed to introduce them to the theater. Theater Applications gives students to opportunity to study all general aspects of live theater. In addition to the theory behind the content, students are also challenged to put on several live theater productions. Students continue their study of the theater in Musical Theater Application class and also conclude their course work by coordinating a live Broadway style musical production. All aspects of the theater are explored in both courses. In all aspects of the curriculum West Branch students are given the opportunity to fulfill the schools mission by preparing for their tomorrow today.

5. Instructional Methods:

Technology is ubiquitous at West Branch from bring your own device to smart board, to extensive access to mobile carts with advanced computing capability. Computer Aided Design, Business Technology and Engineering are examples of advanced technological opportunities for students. Instruction is differentiated under the direction of the Student Support Services department leadership with co-teaching, differentiated support and intervention. The district is in the process of moving to the redeployment intervention model refined and explained by Marzano and Dufour as: end of unit assessment, flexible intervention grouping to re-teach, practice, or enrichment. To that end, the high school schedule is being changed for the 2014-2015

school year to support cross-curricular co-teaching, common planning, aligned intervention using the redeployment model and problem based learning. This is beginning with the freshman class and will be expanded throughout the building. Instructional methods are very different in each classroom. Teachers thrive in a technology-driven environment. Pre-assessments are used across the curriculum to guide instruction. Constantly, students are being assessed to check their retention of material. This is done in endless ways, from simple questioning to intense online/written exams. Material is delivered differently across the curriculum and with each instructor. As curriculum is taught, teachers are constantly changing how it is delivered to meet the individual needs of each student in each classroom. Differentiation has been a huge part of our professional development the past couple of years. This is one of the toughest strategies to conquer and our staff has taken a proactive approach to implementing differentiated instruction. Advanced students are now getting challenged more in each classroom, while struggling students are pulled aside to help them learn material in a different way, a way in which they find helpful. Online courses are also being implemented to help our brightest students really strive to do the hardest course work available, such as AP physics online. Endless opportunities are popping up around us and the staff here at West Branch do a fabulous job of identifying new approaches to learning and implementing them in classes in which those methods would be beneficial. Examples of this include hands-on uses of mathematics, formulating real world problems and solving real world issues that face us today from government to the environment. Finding the reasons behind why we are learning is so critical and is enforced here on a daily basis.

6. Professional Development:

WB has adopted the national model for best practice professional development: job-embedded, ongoing, teacher-led. WB is developing a framework for non-negotiable high standards, student support through redeployment, and scientific (brain) based practice with teacher curricular and pedagogical leadership, flexibility for teacher skills and gifts and response to student needs, and professional accountability. Ongoing, teacher-to-teacher professional development uses the critical friends' protocols to deepen and broaden knowledge of content, provide a strong foundation in the pedagogy of the discipline, and strengthen knowledge about the teaching and learning process. Professional development is rooted in and reflects the best available research. Content is aligned to the common core, Ohio New Learning Standards and national standards. There is a deliberate effort to create PD that is intellectually engaging and addresses the complexity of teaching. WB has worked with Dr. Lisa Dieker to enhance co-teaching, build collaboration, strengthen differentiation and create and respond to quality formative assessment. WB is working diligently to realign our schedule to create time for teacher collaboration, mastery of content and pedagogy and integration of knowledge into practice. WB Professional Development is using TBT (Teacher Based Team), BLT (Building Leadership Team) and DLT (District Leadership Team) opportunities to design PD with teacher input. Experts, such as Dr. Beth Clark Thomas work regularly with teachers to bring best practice reading support expertise directly to the classroom. The WB Professional Development Coordinator brings strong experience and documented success in embedded teacher development that results in increased success for each student.

7. School Leadership

The philosophy of the leadership team at West Branch High School revolves around the facilitation of student learning. The shared attitude of the team is that all students can learn and should be provided the opportunity to do so. The building principal is the instructional leader at the building level. His role is to lead by example. He is surrounded by a leadership team consisting of an assistant principal, two guidance counselors, a special services director, and a faculty management committee. This team is supported by the central office including the superintendent. Though there are no official department chairpersons, the senior department member serves that capacity as a liaison between the department and the administration.

The line of communication between the leadership team and the school stakeholders is kept open through various channels. The faculty management committee meets with the administration at least four times a year to discuss issues concerning the school. This group works to identify concerns and achieve solutions through the input of the committee and the administration team. There are also committees that have been

formed to address specific needs of the school. The assistant principal works with a school climate committee made up of various staff members to ensure positive morale in the school and a wellness committee formed to promote the health and well being of the staff. The principal ensures that parents are kept informed and input is solicited through monthly Parent Advisory Committee (PAC) meetings. Community members and parents are invited to the PAC meetings to keep informed and provide feedback.

Finally, there are numerous opportunities for students to take leadership roles at West Branch high school. Students have the opportunity to serve on a student council. Each class also elects class officers to represent that class in various roles. Students have additional opportunities to serve in leadership roles through the FFA, Future Teachers of America, National Honor Society, Band or Choral officer positions, various athletic captain roles, LEO Club, and Ruriteens. Perhaps the most unique student leadership opportunity at West Branch would be the role of school mascots. West Branch high school is known as the West Branch Warriors. Three students are selected to be spirit leaders by the student body. They are given the role of Warrior Chief, Warrior Princess, and Assistant Warrior Chief.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 10
Publisher: Data Recognition, Corp

Test: Ohio Graduation Test
Edition/Publication Year: 2011

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	97	90	91	91	88
% Advanced	83	79	70	67	77
Number of students tested	190	168	195	201	202
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	98	82	87	89	83
% Advanced					
Number of students tested	62	45	69	63	48
2. Students receiving Special Education					
% Proficient plus % Advanced	84	33	44	26	44
% Advanced					
Number of students tested	25	18	25	19	32
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	97	92	91	91	90
% Advanced					
Number of students tested	191	162	193	199	201
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 10
Publisher: Data Recognized Corporation

Test: Ohio Graduation Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	94	91	88	91	87
% Advanced	56	58	55	47	55
Number of students tested	190	170	195	203	202
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	92	83	83	86	79
% Advanced	0	0	0	0	0
Number of students tested	62	46	69	63	48
2. Students receiving Special Education					
% Proficient plus % Advanced	72	44	39	53	47
% Advanced					
Number of students tested	25	18	26	19	32
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	95	91	88	91	89
% Advanced					
Number of students tested	187	163	193	201	200
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: