

## TASK #1- CONTEXTUAL FACTORS

### Community Factors:

**Location/Geography-** Small City; Monongalia County, West Virginia

**Population-** 106,869 (United States Census, 2022)

**Race-** (*United States Census*)

- White alone: 89.8%
- Black or African American alone: 3.8%
- Asian alone: 3.7%
- Hispanic or Latino: 2.5%
- American Indian/Alaska Native alone: 0.2%
- Native Hawaiian alone: 0.1%
- Two or more Races: 2.6%

**Median Household Income-** \$60,893



(*United States Census 2018-2022*)

### School Factors:

**Location/Address-** 109 Wilson Avenue, Morgantown WV, 26505      **EST-** 1883

**Rank in West Virginia-** #1      **Rank in the United States-** #840

**Enrollment-** 1,808      **Gender Ratio-** (M) 897 (F) 991

**Student Teacher Ratio-** 19.4-1

**Ethnicity Makeup-** White: 1,447    Black: 165    Asian: 80  
Hispanic: 47    American Indian: 10  
Pacific Islander: 1    Two or More: 58

**Free Lunch Eligible-** 460      **Reduced Lunch Eligible-** 56

**Attendance Rate (FT2023)-** 92.08%

**Graduation Rate (4 year Cohort)-** 92.84%

(*HighSchool.com*)    (*USNews.com*)

**Daily Schedule-** Even/Odd alternating days with 8 periods total and 4 per day (85 mins. each)



### Family Factors:

**Households-** 44,206      **Person per Household-** 2.26

**Households w/ a Computer-** 95.2%      **Households w/ Internet Access-** 89.8%

**High School Diploma or Higher-** 93.9%      **Bachelor's Degree or Higher-** 48.3%

**Persons in Poverty Percentage-** 18.6%

(*United States Census 2018-2022*)

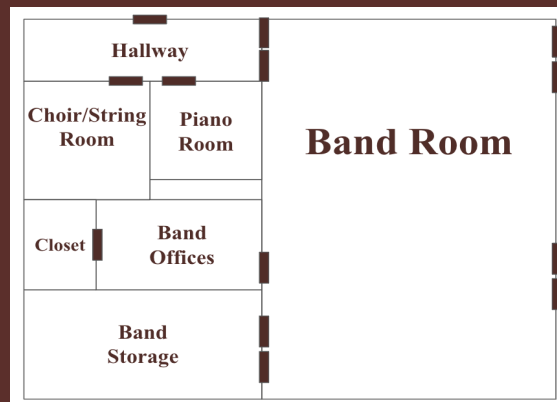
## Classroom Factors:

**Physical Features-** Morgantown High School has its own kind of fine arts wing where the band room, art rooms, etc. are. For my purposes I included a sketch of the rooms I spent most of my time in. The band room connects to the band offices and the storage room for instruments and odds and ends. It leads into a hallway which feeds into two separate classrooms. The piano room is an all purpose room and some art classes happen in there as well as piano.

**Rules and Routines-** Most of the students across every class knows that when they come in, they get their instruments prepared and warm up. This is kind of done by the upperclassmen letting the newbies know how things work and by the teacher enforcing these rules more in the early months of the fall semester.

**Student Teacher Ratio-** Can span from 11-1 all the way to 62-1

**Availability of Technology-** Soundsystem, Projector and Screen, Microphones for recording.



## Student Factors (Intermediate Percussion Ensemble):

**Students w/ IEP's-** N/A

**Accommodations-** 1 student has a 504 accommodation where they cannot be denied access to the bathroom whenever they ask to use it.

**Gender Makeup-** (M) 9 (F) 5

**Ethnicity Makeup-** White/Caucasian: 12

(Students may be one or more)  
 African American: 1  
 Asian: 1  
 Pacific Islander: 1

**Language Needs-** All are primary English language speakers.

**Music Background-** A lot of the students have taken private lessons either with snare drum or piano. The majority of the percussionists in this class started on prior instruments, mostly saxophone and trumpet. Only one school in Mon County allows percussion to be taken as a primary in 5th grade so a lot of them are recent starters in the percussion world.

**Student Attitudes-** Out of the 14 students in the intermediate percussion ensemble, I'd say about 8 or 10 are very eager to learn and grow as musicians. Not to say the other half of the class does not excel in music but they do not necessarily show a desire to learn, they are more there because they want to be with their friends and they have to be since they are in marching band.

**Narrative:**

Morgantown High School is rank #1 in all of West Virginia and the total number of enrollment is 1,808 with a 4 year graduation rate at 92.84%. The daily schedule is in block format meaning that there are four periods in a day and every other day is the same class schedule. So, say you have an even day on Monday, you would have an odd day on Tuesday, and then back to an even day on Wednesday and so on.

The band program as a whole consists of marching band, wind symphony, symphonic band, concert/freshman band, two percussion ensembles, two jazz ensembles, some string and choir classes, and finally some piano electives. The majority of the students across all of the music classes offered are pretty serious about their programs they take part in. They take a lot of pride in the work that they create and perform.

Morgantown High School has two primary percussion ensembles. There is the advanced section and the intermediate section. My cooperating teacher let me know that he separates them into these sections based solely on which instruments they play in the drumline during the fall. He does this so if there is a complicated bass line run in one of the pieces, he knows that there will be a time during the day when all the bass drums are in one class and he can focus some of his attention to them.

The class that I am focusing my TPA on is the intermediate percussion ensemble. They meet from 8:50-10:15 and consist of 14 students. These students make up the 7 bass drums and 7 cymbals of the marching band. Overall, I think every student in this particular class has been involved in some type of music somehow. That can either be from taking piano lessons or playing in the middle school band prior to coming to high school.

The classroom set up does not concern me that much because we can move the instruments around how we please, except for the piano which stays in one area of the room. One area that concerns me is the achievement level of the students in the classroom. The majority of the class learns with no problem, but there are one or two who struggle rhythmically. For this we have been doing dictations so we can analyze who is learning to what level. We also take that data and assign parts according to the level of difficulty. Sometimes, we also split the class by section and work with the one who needs the most assistance.

## **References:**

Best high schools in West Virginia. (n.d.-a).

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