

FOREWORD

This report of the results of the Statewide Assessment Program focuses on data from the 2000 - 2001 school year. Students' performance on the Stanford Achievement Test, Ninth Edition (SAT-9); Alternate Assessment; Writing Assessment; ACT EXPLORE and National Assessment of Educational Progress (NAEP) are reported.

This report can be used by educational personnel throughout the state to design and implement programs to monitor the progress of West Virginia students and to increase student achievement. Areas of strengths and of concern may be identified via trend analyses.

The West Virginia Statewide Assessment Program measures student performance and provides individual student data for educators to make appropriate instructional decisions. This report will assist educators in reviewing programs and planning instruction for all West Virginia students.

David Stewart
State Superintendent of Schools

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Executive Summary

The Office of Student Services and Assessment, West Virginia Department of Education is issuing Statewide Assessment Results: 2000 - 2001 to provide assessment data to document the academic progress of West Virginia students. Data from previous school years have been included for trend analyses. West Virginia students are performing at high levels. Highlights of this progress include:

- Above average mean percentile scores for Total Basic Skills which include Total Reading, Total Mathematics, and Language for grades 3-11 on the Stanford Achievement Test, Ninth Edition (SAT-9).
- Increase in percentages of students' participating in the Stanford Achievement Test, Ninth Edition (SAT-9).

<u>Grade</u>	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>
Three	58	62	63	66	66
Four	58	61	62	64	64
Five	58	60	62	63	63
Six	63	65	65	66	66
Seven	57	59	60	61	61
Eight	57	60	61	62	62
Nine	55	58	59	61	60
Ten	54	57	58	61	61
Eleven	56	58	59	61	62

- Increase in average state scores for grade 10 in Writing Assessment.
- Performance on ACT EXPLORE is above peers across the nation.
- Performance on NAEP above the southeastern states.

Students in West Virginia continue to make progress academically. This is evident by the trend data. Across the state, the dedication and commitment of West Virginia teachers and administrators is making a difference for all students. West Virginia schools are successfully preparing students for today and tomorrow for an ever changing society.

OVERVIEW

In 1962, the West Virginia Legislature funded a program to measure student achievement and progress within public and non-public West Virginia schools. This program, presently referred to as the Statewide Assessment Program, is operated by the Office of Student Services and Assessment working closely with County Test Coordinators to ensure that test administration procedures and security guidelines are followed.

Since 1996, the Statewide Assessment Program has consisted of multiple assessments. The purposes of the assessments vary and the participation of students is determined by grade level. The West Virginia State Board of Education Policy 2340: *The Statewide Assessment Program* requires that the State Department of Education: 1) provide an operational framework to administer an effective and efficient statewide assessment program, 2) protect the integrity of the test data, and 3) support the use of assessment data to improve instruction.

The Metropolitan Readiness Test (MRT) is used to evaluate the progress of students in kindergarten. Results are not part of the measures used for accountability and are not reported on the students' permanent record cards.

Included in the Statewide Assessment Program is the norm-referenced Stanford Achievement Test, Ninth Edition (SAT-9). The assessment is designed to measure achievement in the basic skills taught in schools throughout the nation. The SAT-9 is used in grades 1-11 in West Virginia public and most of the non-public schools. Items for the Stanford Achievement Test are organized by content categories that reflect the educational objectives commonly found in state and district curriculum guides, published textbooks and basal series, instructional programs, and criterion-referenced assessment instruments. The subject areas measured are Reading, Mathematics, Language, Spelling, Listening, Study Skills, Science and Social Science.

SAT-9 results for grades 3-11 are reported annually by county and state levels, while results from grades 1 and 2 are used only for instructional and diagnostic purposes. Results from grades 1 and 2 are not placed on the students' permanent record cards, are not included in accountability measures, and are not reported.

The West Virginia Alternate Assessment is an approach to gather performance information on the progress of students with severe disabilities who cannot participate in the SAT-9. Each student is assessed on an individual basis through performance demonstrations in real world situations and settings.

Students in grades 4, 7 and 10 participate in the West Virginia Writing Assessment. Purposes of the writing assessment include direct assessment of composition skills,

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identification of possible weaknesses in writing programs across the state, and identification of children needing additional assistance in specific writing skills.

The norm-referenced ACT EXPLORE generates measures of English, Mathematics, Reading, and Science Skills for West Virginia 8th graders. In addition, information about students' educational and career plans, interests, high school course work plans, and self-identified needs for assistance is gathered and reported. West Virginia State Board of Education Policy 2510: *Assuring the Quality of Education Regulations for Education Programs* requires that career awareness, exploration activities, and ACT EXPLORE results be used by 8th graders to develop their individualized student plans for 9th and 10th grades (effective for entering 8th graders in 1998-1999 school year).

Students randomly selected in grades 4,8 and 12 have specific academic areas assessed by the National Assessment of Educational Progress (NAEP). Assessment results are reported only by grade level within the states participating in the NAEP testing. No individual student results, individual school results or individual county results are generated.

STANFORD ACHIEVEMENT

TEST

Stanford Achievement Test, Ninth Edition Form S

Test Standardization

Testing for standardization of the Stanford Achievement Test, Ninth Edition, (SAT-9) was conducted in the fall of 1995 and the spring of 1996. The tests were administered to a large sample of students in grades one through twelve nationally. This sampling represents the national school population in terms of region, socioeconomic status, urbanicity and ethnicity. A composite of median family income and percent of adults with high school diplomas determined the socioeconomic categories. Students with disabilities comprised 3.7 percent of the population in the standardization program.

Selection of students from public schools was stratified by geographic region, community type (urban, suburban, rural), district size (average elementary grade enrollment) and a demographic index based on community characteristics related to district achievement. The Catholic school sample was stratified by region, community type and district size. All of the other non-public school districts were stratified by region and size. The purpose of the standardization process for the SAT-9 National Research Program was to obtain normative data descriptive of achievement in the nation's schools, to equate the levels and forms of this series, and to establish the statistical reliability, and validity of the test.

Test Norms

The Stanford Achievement Test, Ninth Edition is a norm-referenced test. Scores of an individual student on a norm-referenced test describe the student's performance in relationship to other individuals (the norm group). The performance of West Virginia students who have taken the test are compared to the performance of the national sample of students who took the test as part of the 1995-96 standardization (norming) process. Since the Stanford Achievement Test, Ninth Edition, will not be renormed, student performance in West Virginia will be compared to this 1995-96 sample as long as this test is used. One advantage of using an instrument for several years is the development of trend data documenting the positive/negative changes in performance of students.

Scores

Student scores provided by the Stanford Achievement Test series include raw scores, percentile ranks, stanines and scaled scores. Each type of score has a different meaning and purpose.

- **Raw Score:** The number of items answered correctly by the student.

- **Percentile Ranks:** The percentage of students who scored the same as or higher than students in the same grade in the norm group who took the test at a comparable time. Percentile ranks range from a low of 1 to a high of 99, with 50 denoting average performance.
- **Stanines:** Approximate equal units of ability ranging from a low of 1 to a high of 9, with 5 designating average performance.
- **Scaled Scores:** Derived scores forming an equal interval scale. Scores can be compared within a given content area from level to level and range from 0 to 999. Changes in performance over time can be identified and compared.

Descriptions of the Tests

The following tests are composed of questions that measure some of the knowledge and skills learned by students in and out of school. They do not measure everything that is or should be taught and learned by students.

- A. **Reading Vocabulary:** A measure of the student's vocabulary or word knowledge.
- B. **Reading Comprehension:** A measure of the student's skills related to understanding facts and concepts in and making inference from, written materials.
- C. **Mathematics Problem Solving:** A measure of the student's ability to reason and use mathematical methods effectively to solve non-routine problems.
- D. **Mathematics Procedures:** A measure of the student's knowledge and skills related to recognizing, understanding and using basic mathematical concepts as well as selecting and carrying out problem-solving operations.
- E. **Language Mechanics:** A measure of the student's ability to identify correct punctuation, capitalization and usage in sentences.
- Q. **Language Expression:** A measure of the student's ability to understand effectively written sentences and paragraphs.
- R. **Spelling:** A measure of the student's knowledge and skills related to recognizing and selecting correctly spelled words.
- S. **Study Skills:** A measure of the student's knowledge and skills related to using reference materials, following library procedures, outlining and organizing information.
- T. **Science:** A measure of the student's knowledge and skills related to investigating problems in science and to recalling some scientific facts and concepts.

- U. **Social Science:** A measure of the student's knowledge of concepts, generalizations and inquiry skills related to effective problem-solving in the social sciences.
- V. **Listening:** Assesses student's listening vocabulary and comprehension.

Testing Conditions

Students participate in the Stanford Achievement Test, Ninth Edition, in one of the following ways:

- under standard conditions;
- with accommodations, which maintain standard conditions, or
- with modifications, which do not maintain standard conditions.

Standard conditions are the procedures followed during the administration of a specific assessment. Results from assessment administered under standard conditions may be compared by school, county or state levels.

An **accommodation** is a change made in administration so that the assessment is a reflection of the student's knowledge and skill, rather than his or her disability. These changes do not alter the standard conditions. Certain types of accommodations are often provided to a student with a disability. There are four major categories. These categories with examples are as follows:

- timing/scheduling – multiple testing sessions; changing the sequence of tests administered,
- setting – small group; individually; in a separate location; study carrel; student seated in front of classroom; teacher facing student; special lighting; adaptive or special furniture; noise buffers; in location with minimal distractions,
- presentation – using large print tests; hearing devices; marker to help student keep place; Braille editions; physical assistance to track items; directions read aloud by examiner; signing; audio tapes, and
- response – student saying the answer aloud and teacher marking answer sheet; Braille answer sheet; assistive technology device; augmentative communication device; using a word processor or calculator.

A **modification** alters the administration conditions of the assessment to the extent that the nature of the assessment is changed. The assessment administered with modifications is considered to have been administered under non-standard conditions.

Although non-standard conditions invalidate the percentile and stanine scores, the student's response to the test items are still valid. The following are examples of modifications that can be used, but do not maintain standard conditions:

- extended time,
- unlimited testing sessions,
- breaks during the test,
- reading test items to the student,
- use of calculator or abacus on mathematics test in which calculators are not routinely used, or
- using a tape recorded test booklet,

A student's Individualized Education Program (IEP) Team or Section 504 Committee made up of parents or guardians, classroom teacher(s), administrator(s) and special educators determine: (1) if a student participates in the statewide assessment with/without testing accommodations or modifications and (2) which testing accommodations or modifications are appropriate.

Some students with severe disabilities may be unable to participate in the SAT-9 even with accommodations or modifications. These students participate in the West Virginia Alternate Assessment.

STANFORD ACHIEVEMENT

TEST RESULTS

2000 - 2001

Stanford Achievement Test Aggregated Results for 2000-01

The following data report the mean percentile scores from the Stanford Achievement Test, Ninth Edition, for the 2000-01 school year by grade level, Total Basic Skills and content area by county and state. For the 2000-01 school year, 50 counties, or had no grade level below the 50th percentile in Total Basic Skills. No county was below 91%, the 50th percentile in grades 3, 4, 6, 8, 10, or 11. One county was below the 50th percentile in grade 5; one county was below the 50th percentile in grade 7 and three counties were below the 50th percentile in grade 9 in Total Basic Skills. **All scores of students who took the SAT-9 under standard conditions were aggregated.**

County data are presented for grades 3-11 for the following:

- Total Basic Skills (Total Reading, Total Mathematics, Language),
- Total Reading,
- Total Mathematics,
- Language,
- Science, and
- Social Science.

STANFORD ACHIEVEMENT TEST – NINTH EDITION

TOTAL BASIC SKILLS

MEAN PERCENTILE SCORES

SCHOOL YEAR 2000-2001

COUNTY	GRADE								
	3	4	5	6	7	8	9	10	11
NATIONAL	50	50	50	50	50	50	50	50	50
STATE OF WV	66	64	63	66	61	62	60	61	62
BARBOUR	62	61	59	65	60	63	60	60	57
BERKELEY	66	64	60	64	60	59	61	61	63
BOONE	63	63	57	62	58	61	58	59	62
BRAXTON	68	67	65	66	59	57	61	57	64
BROOKE	62	63	63	74	69	70	62	64	64
CABELL	69	64	65	64	64	63	65	64	66
CALHOUN	70	57	60	63	68	58	49	54	57
CLAY	65	63	63	63	62	63	62	61	70
DODDRIDGE	68	61	66	70	67	57	54	68	65
FAYETTE	62	63	57	60	57	57	53	54	61
GILMER	73	71	75	69	64	67	61	56	59
GRANT	65	65	57	70	61	53	61	67	62
GREENBRIER	69	68	66	69	59	59	59	54	63
HAMPSHIRE	59	58	61	59	55	56	55	51	54
HANCOCK	67	69	72	66	66	65	62	62	62
HARDY	52	52	49	66	56	63	54	65	59
HARRISON	66	64	67	66	67	65	62	64	64
JACKSON	63	63	62	60	61	62	58	57	61
JEFFERSON	68	63	64	65	55	60	59	58	59
KANAWHA	65	64	63	66	59	60	59	62	63
LEWIS	62	65	57	54	53	57	53	*	58
LINCOLN	62	65	62	62	56	52	55	55	58
LOGAN	63	62	58	60	51	55	56	54	57
MARION	62	63	58	67	63	63	65	63	65
MARSHALL	72	72	68	73	58	66	64	61	62
MASON	56	59	59	63	57	61	61	61	62
MERCER	63	63	64	69	59	61	62	61	63
MINERAL	63	62	58	67	57	60	59	62	59
MINGO	66	65	56	61	66	63	57	56	60
MONONGALIA	67	69	68	74	69	65	68	68	69
MONROE	59	51	59	68	58	66	66	63	62
MORGAN	65	58	57	73	63	69	58	54	55
MCDOWELL	56	54	59	60	49	57	51	50	61
NICHOLAS	64	62	60	66	58	60	57	60	61
OHIO	74	73	71	69	64	63	66	64	67
PENDLETON	58	63	61	67	61	60	57	63	68
PLEASANTS	73	68	63	66	67	62	64	59	63
POCAHONTAS	68	62	56	50	54	55	47	59	55
PRESTON	59	59	65	60	61	61	59	57	57
PUTNAM	72	69	66	70	69	69	66	64	66
RALEIGH	69	64	65	70	59	63	60	59	58
RANDOLPH	57	58	59	63	55	57	61	57	62
RITCHIE	76	68	70	60	70	60	49	64	68
ROANE	66	63	57	63	66	59	55	55	60
SUMMERS	65	61	55	56	57	67	62	59	54
TAYLOR	65	63	64	68	57	65	59	60	61
TUCKER	61	65	61	61	60	59	53	51	59
TYLER	77	69	65	66	64	61	73	68	66
UPSHUR	62	57	64	54	59	59	56	58	60
WAYNE	70	63	66	60	61	61	58	62	57
WEBSTER	58	65	60	67	65	64	63	60	57
WETZEL	71	67	62	66	66	63	66	63	67
WIRT	72	56	53	60	60	66	59	62	60
WOOD	68	65	64	67	64	65	62	63	64
WYOMING	67	61	61	69	63	66	65	60	59

*Total Basic Skills score is not available

STANFORD ACHIEVEMENT TEST – NINTH EDITION

**TOTAL READING
MEAN PERCENTILE SCORES
SCHOOL YEAR 2000-2001**

COUNTY	GRADE								
	3	4	5	6	7	8	9	10	11
NATIONAL	50	50	50	50	50	50	50	50	50
STATE OF WV	59	61	59	61	57	60	54	59	63
BARBOUR	53	54	51	59	54	57	53	56	56
BERKELEY	61	60	56	61	58	59	56	60	64
BOONE	61	61	57	57	55	62	53	57	62
BRAXTON	61	65	58	56	50	53	57	56	63
BROOKE	58	63	61	66	63	67	56	59	64
CABELL	63	63	62	61	60	62	60	62	68
CALHOUN	61	52	49	54	62	50	42	50	58
CLAY	57	57	57	63	58	63	57	60	70
DODDRIDGE	59	58	61	70	63	55	51	69	67
FAYETTE	56	58	54	55	53	55	47	54	62
GILMER	68	69	77	59	53	66	47	51	59
GRANT	59	62	51	65	53	49	56	65	64
GREENBRIER	65	65	63	66	56	58	56	53	64
HAMPSHIRE	51	56	61	54	53	55	50	50	55
HANCOCK	61	65	63	61	57	65	56	59	61
HARDY	48	49	49	64	52	64	49	60	57
HARRISON	59	61	64	63	62	63	56	63	65
JACKSON	61	62	59	58	56	57	51	55	61
JEFFERSON	64	60	61	62	53	61	53	56	59
KANAWHA	58	62	61	62	54	59	53	61	64
LEWIS	55	63	51	46	46	55	47	56	63
LINCOLN	55	62	57	57	47	49	43	49	54
LOGAN	53	54	50	50	45	52	47	48	54
MARION	57	61	57	64	59	61	57	58	63
MARSHALL	63	68	60	65	57	63	58	59	63
MASON	52	59	57	60	54	59	53	58	61
MERCER	54	59	59	63	54	60	56	57	65
MINERAL	54	57	54	63	52	59	51	61	59
MINGO	58	60	53	55	57	59	50	51	59
MONONGALIA	60	66	66	70	65	64	61	67	70
MONROE	52	44	53	64	50	59	57	57	60
MORGAN	59	54	51	68	55	63	51	53	57
MCDOWELL	48	49	52	53	47	57	46	49	61
NICHOLAS	55	58	56	63	56	60	50	57	63
OHIO	64	69	64	65	59	61	58	58	65
PENDLETON	54	61	57	63	59	59	54	58	68
PLEASANTS	65	64	59	62	60	60	61	62	68
POCAHONTAS	61	56	52	49	48	57	43	61	59
PRESTON	55	57	59	56	57	59	54	57	58
PUTNAM	67	67	65	70	63	67	59	61	66
RALEIGH	61	59	59	67	55	62	55	57	58
RANDOLPH	52	53	55	61	54	59	55	56	63
RITCHIE	65	61	65	54	64	58	42	60	64
ROANE	61	62	51	61	62	57	49	55	60
SUMMERS	59	58	51	54	56	65	59	58	55
TAYLOR	59	58	59	64	50	56	52	56	62
TUCKER	51	59	59	63	57	59	44	51	58
TYLER	66	70	63	65	62	63	67	65	66
UPSHUR	57	54	63	53	56	57	48	58	63
WAYNE	63	59	61	55	55	57	53	61	59
WEBSTER	48	61	55	63	59	57	57	59	58
WETZEL	67	62	58	61	60	60	59	61	66
WIRT	67	58	52	54	57	62	52	59	60
WOOD	62	63	61	63	61	65	57	62	65
WYOMING	61	58	59	61	55	60	57	54	57

STANFORD ACHIEVEMENT TEST – NINTH EDITION

TOTAL MATHEMATICS

MEAN PERCENTILE SCORES

SCHOOL YEAR 2000-2001

COUNTY	GRADE								
	3	4	5	6	7	8	9	10	11
NATIONAL	50	50	50	50	50	50	50	50	50
STATE OF WV	71	68	67	71	64	65	69	63	61
BARBOUR	70	70	68	72	67	71	71	69	61
BERKELEY	70	68	65	68	61	59	65	58	59
BOONE	65	68	56	65	57	60	66	63	63
BRAXTON	76	72	71	76	67	64	68	57	63
BROOKE	64	66	69	84	73	75	69	65	63
CABELL	74	65	69	67	65	66	72	66	63
CALHOUN	76	63	69	74	73	70	61	59	56
CLAY	71	71	70	65	65	63	65	58	68
DODDRIDGE	74	67	74	73	71	59	55	63	59
FAYETTE	70	69	62	65	59	59	59	52	56
GILMER	80	77	78	77	75	71	82	64	58
GRANT	71	69	62	79	68	57	70	69	61
GREENBRIER	74	73	71	76	61	61	66	55	61
HAMPSHIRE	66	58	61	65	56	59	62	52	49
HANCOCK	73	76	82	74	72	68	66	62	60
HARDY	54	54	50	70	58	64	63	77	62
HARRISON	72	67	71	69	68	68	69	64	61
JACKSON	66	67	68	64	63	67	67	60	60
JEFFERSON	73	66	69	70	56	58	70	59	53
KANAWHA	71	67	68	71	62	63	66	62	59
LEWIS	70	70	61	63	58	63	60	55	53
LINCOLN	65	67	66	67	61	57	73	64	64
LOGAN	70	68	63	67	54	57	65	55	54
MARION	67	67	59	73	66	67	77	73	71
MARSHALL	80	76	76	82	59	73	74	64	60
MASON	59	61	62	67	58	64	73	65	59
MERCER	70	68	69	74	61	63	72	69	61
MINERAL	70	68	63	72	61	62	69	62	61
MINGO	73	71	53	65	70	70	66	62	60
MONONGALIA	71	73	71	80	74	68	77	70	71
MONROE	69	60	70	74	67	74	84	78	69
MORGAN	67	63	63	81	67	78	68	57	52
MCDOWELL	63	59	63	65	50	55	57	48	57
NICHOLAS	71	67	66	73	58	63	64	61	56
OHIO	83	78	78	74	68	64	75	70	67
PENDLETON	64	66	63	73	64	60	61	70	66
PLEASANTS	81	76	67	71	74	68	69	56	59
POCAHONTAS	75	68	59	50	58	54	56	56	55
PRESTON	61	62	71	67	65	66	72	58	57
PUTNAM	77	71	68	72	74	76	77	69	66
RALEIGH	76	69	72	76	61	66	69	63	56
RANDOLPH	59	62	64	66	55	57	68	57	60
RITCHIE	86	75	76	67	76	66	60	67	73
ROANE	71	65	63	67	68	63	62	53	58
SUMMERS	71	65	58	58	56	72	67	54	52
TAYLOR	68	68	68	74	60	77	74	70	65
TUCKER	69	73	63	60	60	61	63	54	61
TYLER	87	69	65	69	65	57	83	78	72
UPSHUR	66	59	66	53	58	59	60	56	54
WAYNE	76	66	71	63	63	63	64	60	52
WEBSTER	67	70	63	72	72	71	73	58	53
WETZEL	78	73	66	72	68	66	75	68	71
WIRT	74	56	53	70	67	74	72	67	61
WOOD	73	69	69	73	66	68	72	67	63
WYOMING	74	65	64	76	71	73	74	66	58

STANFORD ACHIEVEMENT TEST – NINTH EDITION

**TOTAL LANGUAGE
MEAN PERCENTILE SCORES
SCHOOL YEAR 2000-2001**

COUNTY	GRADE								
	3	4	5	6	7	8	9	10	11
NATIONAL	50	50	50	50	50	50	50	50	50
STATE OF WV	64	65	63	66	66	65	64	62	64
BARBOUR	60	58	60	64	60	65	63	59	56
BERKELEY	67	69	62	64	65	65	65	64	65
BOONE	58	64	57	67	67	64	62	60	64
BRAXTON	64	65	65	66	60	53	65	59	68
BROOKE	61	65	62	75	76	73	70	71	68
CABELL	69	70	66	68	73	69	69	66	69
CALHOUN	71	56	65	61	73	56	51	54	59
CLAY	61	61	63	67	69	69	69	67	75
DODDRIDGE	66	57	61	74	73	62	59	71	67
FAYETTE	57	61	55	59	62	59	57	52	63
GILMER	69	67	70	68	62	69	61	56	60
GRANT	65	61	60	67	61	58	64	67	62
GREENBRIER	66	70	65	67	60	59	61	55	65
HAMPSHIRE	59	58	61	59	60	57	56	52	56
HANCOCK	65	68	72	64	73	65	67	66	63
HARDY	51	53	47	67	63	68	56	65	60
HARRISON	65	66	68	68	74	71	66	67	65
JACKSON	61	61	58	58	66	66	61	57	64
JEFFERSON	67	62	65	63	60	66	62	59	61
KANAWHA	62	65	63	65	63	63	62	64	66
LEWIS	58	66	59	53	56	58	56	*	57
LINCOLN	62	69	63	65	63	55	60	56	58
LOGAN	64	67	59	62	55	62	62	58	63
MARION	61	63	57	65	70	66	66	63	66
MARSHALL	70	74	70	74	60	66	67	60	64
MASON	54	59	60	66	65	69	66	63	66
MERCER	63	67	67	70	66	64	62	59	63
MINERAL	60	63	58	66	64	61	63	64	61
MINGO	65	66	58	63	75	65	60	57	65
MONONGALIA	67	70	68	72	71	69	71	69	70
MONROE	50	49	52	67	54	67	64	57	59
MORGAN	70	57	58	71	72	71	62	52	54
MCDOWELL	49	55	58	55	47	56	54	49	62
NICHOLAS	60	63	58	63	64	61	62	66	64
OHIO	74	76	76	73	71	71	71	66	73
PENDLETON	54	65	63	68	67	66	61	66	72
PLEASANTS	69	64	65	65	63	59	66	58	61
POCAHONTAS	67	62	57	57	59	60	49	60	53
PRESTON	58	56	65	61	63	61	59	57	58
PUTNAM	72	72	68	71	72	68	67	63	67
RALEIGH	65	63	64	70	64	65	61	56	57
RANDOLPH	55	59	58	62	59	59	67	59	65
RITCHIE	77	66	70	59	70	57	54	69	74
ROANE	65	65	57	65	75	62	58	56	65
SUMMERS	60	58	57	61	62	72	66	66	56
TAYLOR	65	66	67	68	64	61	60	56	61
TUCKER	56	64	65	65	67	65	61	49	62
TYLER	74	70	68	67	71	69	76	68	66
UPSHUR	61	59	66	61	69	67	64	61	64
WAYNE	70	67	66	63	69	66	63	66	60
WEBSTER	54	67	68	69	69	70	66	66	59
WETZEL	66	68	62	69	77	71	73	66	70
WIRT	75	50	53	53	56	66	60	62	61
WOOD	66	67	66	66	66	66	62	60	65
WYOMING	63	63	63	72	63	70	70	67	62

*Language Arts score is not available

STANFORD ACHIEVEMENT TEST – NINTH EDITION

SCIENCE

MEAN PERCENTILE SCORES

SCHOOL YEAR 2000-2001

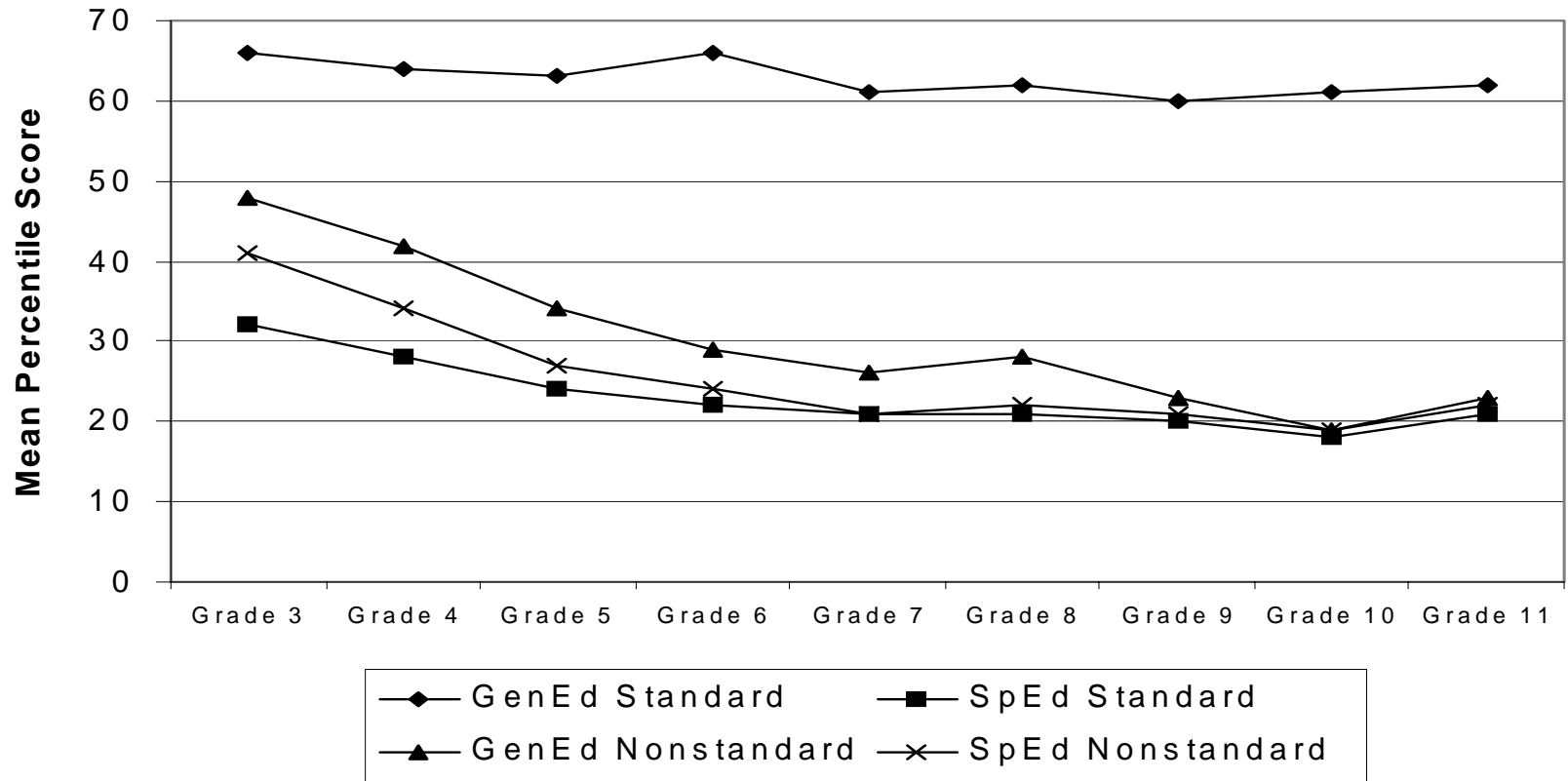
COUNTY	GRADE								
	3	4	5	6	7	8	9	10	11
NATIONAL	50	50	50	50	50	50	50	50	50
STATE OF WV	61	63	61	64	65	63	60	60	64
BARBOUR	58	57	54	65	61	68	59	57	59
BERKELEY	65	67	63	66	65	62	62	60	65
BOONE	60	69	57	60	66	59	57	56	66
BRAXTON	60	62	66	64	62	59	61	59	63
BROOKE	60	65	61	76	73	73	61	61	67
CABELL	63	65	64	65	67	66	61	62	66
CALHOUN	72	65	63	62	74	58	57	57	60
CLAY	60	67	63	71	70	69	65	61	69
DODDRIDGE	67	61	69	70	73	60	52	65	60
FAYETTE	56	61	55	58	61	55	54	54	61
GILMER	72	69	66	60	64	64	58	54	56
GRANT	65	62	58	66	62	54	64	73	68
GREENBRIER	67	72	65	66	67	63	61	58	64
HAMPSHIRE	59	61	64	61	61	57	58	55	55
HANCOCK	66	72	65	64	68	65	61	63	65
HARDY	54	61	51	65	63	63	52	62	59
HARRISON	62	65	63	64	66	65	61	63	66
JACKSON	61	63	62	59	65	61	57	57	66
JEFFERSON	66	65	66	66	67	63	62	60	60
KANAWHA	59	61	60	61	62	61	58	60	66
LEWIS	57	65	65	64	70	67	60	59	58
LINCOLN	54	57	55	54	53	51	54	57	63
LOGAN	52	56	50	60	54	55	53	51	58
MARION	62	71	62	73	66	67	62	60	66
MARSHALL	68	70	63	68	60	69	65	59	65
MASON	55	62	60	61	60	65	61	57	62
MERCER	54	59	61	64	60	62	60	58	63
MINERAL	53	61	60	67	63	59	60	57	63
MINGO	55	62	57	62	68	64	54	55	58
MONONGALIA	62	67	66	73	71	65	68	66	71
MONROE	55	51	64	71	69	63	67	65	62
MORGAN	54	65	59	72	65	67	54	58	59
MCDOWELL	49	47	50	46	45	49	47	54	57
NICHOLAS	57	60	57	64	60	61	57	63	61
OHIO	62	69	61	65	68	65	63	63	64
PENDLETON	58	72	66	69	65	67	59	69	72
PLEASANTS	72	60	63	65	72	65	66	57	70
POCAHONTAS	59	64	59	63	63	59	53	61	63
PRESTON	59	59	66	65	66	65	60	57	57
PUTNAM	70	70	66	70	73	71	65	62	68
RALEIGH	62	61	59	61	63	62	59	58	59
RANDOLPH	51	55	58	63	59	61	62	61	65
RITCHIE	67	64	67	67	71	69	48	59	67
ROANE	61	65	64	65	66	59	61	53	59
SUMMERS	66	65	53	60	63	73	63	50	50
TAYLOR	67	63	66	69	68	65	63	61	68
TUCKER	61	66	65	77	64	61	58	61	69
TYLER	70	61	65	66	74	64	74	70	70
UPSHUR	60	63	67	66	68	64	60	57	61
WAYNE	62	59	60	59	62	58	55	60	58
WEBSTER	55	74	62	65	68	64	61	56	60
WETZEL	66	66	63	65	71	64	62	61	70
WIRT	67	50	51	63	71	66	63	67	71
WOOD	62	65	63	64	69	67	63	63	65
WYOMING	66	64	60	64	64	59	60	61	59

STANFORD ACHIEVEMENT TEST – NINTH EDITION

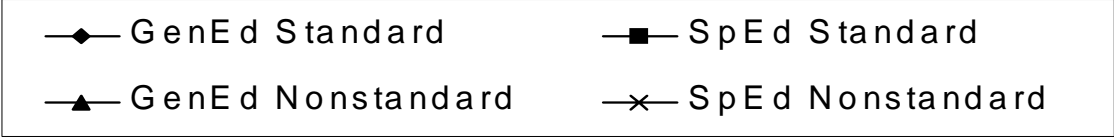
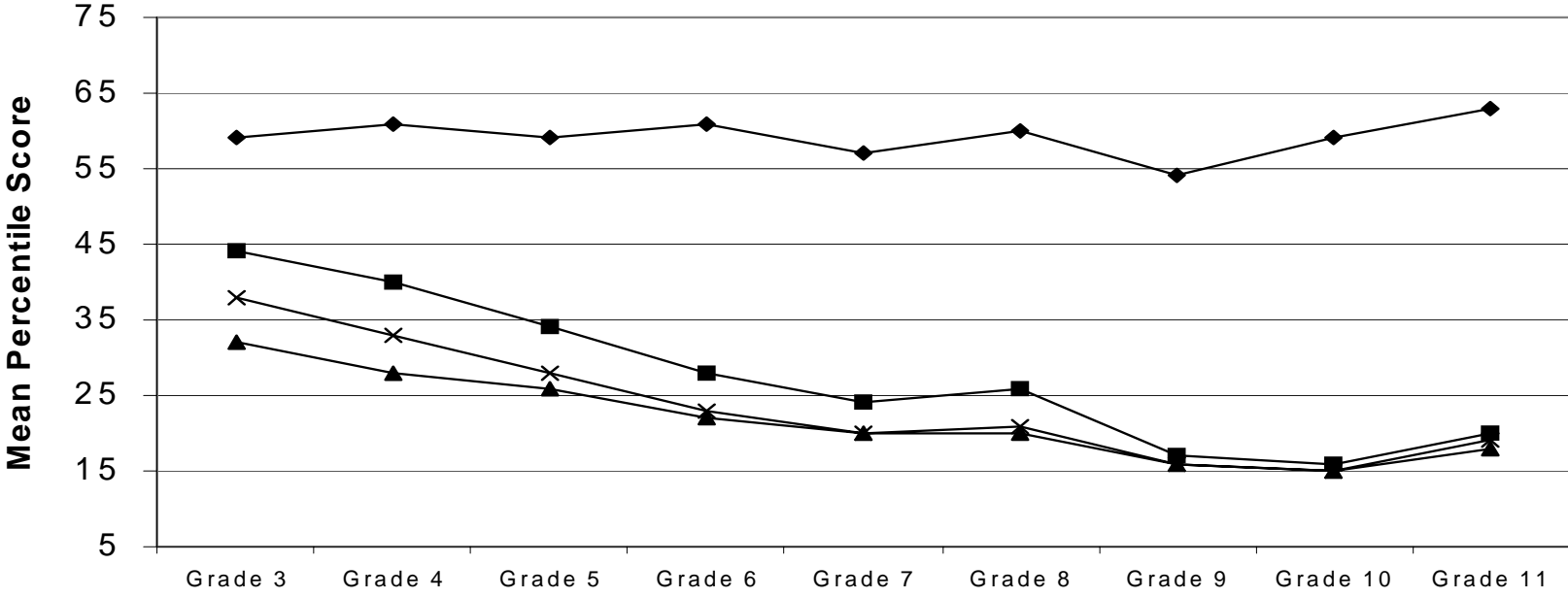
SOCIAL SCIENCE
MEAN PERCENTILE SCORES
SCHOOL YEAR 2000-2001

COUNTY	GRADE								
	3	4	5	6	7	8	9	10	11
NATIONAL	50	50	50	50	50	50	50	50	50
STATE OF WV	58	60	62	61	57	59	60	56	61
BARBOUR	49	52	52	61	55	59	54	54	57
BERKELEY	64	65	65	63	59	57	65	60	66
BOONE	57	65	56	54	57	56	51	52	57
BRAXTON	55	59	58	59	52	53	66	53	61
BROOKE	56	66	63	66	67	64	57	52	61
CABELL	64	63	64	66	63	62	68	60	64
CALHOUN	65	57	55	54	59	51	49	47	50
CLAY	55	60	58	61	58	59	73	57	69
DODDRIDGE	57	59	69	71	65	48	55	5569	
FAYETTE	51	52	53	53	48	51	53	53	61
GILMER	64	64	65	51	57	65	57	51	50
GRANT	68	58	61	69	50	51	61	61	70
GREENBRIER	64	66	67	64	59	59	65	52	65
HAMPSHIRE	57	63	67	60	56	59	57	50	55
HANCOCK	61	67	65	54	59	62	58	58	59
HARDY	47	56	54	62	55	57	59	63	58
HARRISON	60	58	65	64	61	62	60	57	63
JACKSON	56	59	62	61	57	61	57	53	66
JEFFERSON	67	60	68	64	55	59	62	58	60
KANAWHA	58	61	61	59	55	57	58	59	62
LEWIS	51	63	58	54	50	51	56	58	60
LINCOLN	51	58	55	54	49	48	59	55	64
LOGAN	52	55	50	53	46	49	58	50	57
MARION	61	69	64	66	61	64	67	57	62
MARSHALL	63	65	63	63	51	65	63	57	61
MASON	48	52	62	57	52	62	59	51	55
MERCER	52	60	61	63	54	56	59	57	61
MINERAL	48	54	60	63	56	60	56	55	57
MINGO	53	62	61	62	65	65	61	60	56
MONONGALIA	59	65	67	67	63	61	62	63	67
MONROE	47	43	62	64	61	59	71	55	58
MORGAN	52	54	56	63	58	65	58	52	55
MCDOWELL	46	48	50	48	48	50	45	42	54
NICHOLAS	55	55	55	56	57	55	54	52	60
OHIO	62	63	65	65	59	61	65	57	64
PENDLETON	52	63	69	66	60	62	58	57	68
PLEASANTS	69	60	67	60	63	61	65	60	62
POCAHONTAS	57	56	66	44	54	52	47	55	56
PRESTON	54	51	66	60	59	66	60	55	47
PUTNAM	70	66	68	65	66	64	64	58	66
RALEIGH	58	56	61	61	54	58	59	51	54
RANDOLPH	49	51	58	66	62	62	59	55	63
RITCHIE	67	56	66	57	68	55	57	64	66
ROANE	59	60	56	54	67	62	54	51	57
SUMMERS	59	56	56	69	65	62	62	55	57
TAYLOR	67	67	60	61	47	54	56	60	64
TUCKER	54	55	60	76	62	58	55	49	60
TYLER	67	61	69	60	70	63	74	61	68
UPSHUR	58	53	66	65	56	54	66	63	60
WAYNE	61	54	57	57	54	55	56	57	58
WEBSTER	50	68	58	64	57	56	64	62	60
WETZEL	62	69	61	61	66	67	63	53	63
WIRT	65	53	50	56	60	68	60	70	69
WOOD	59	63	63	59	58	62	62	54	61
WYOMING	57	56	62	53	54	53	65	55	58

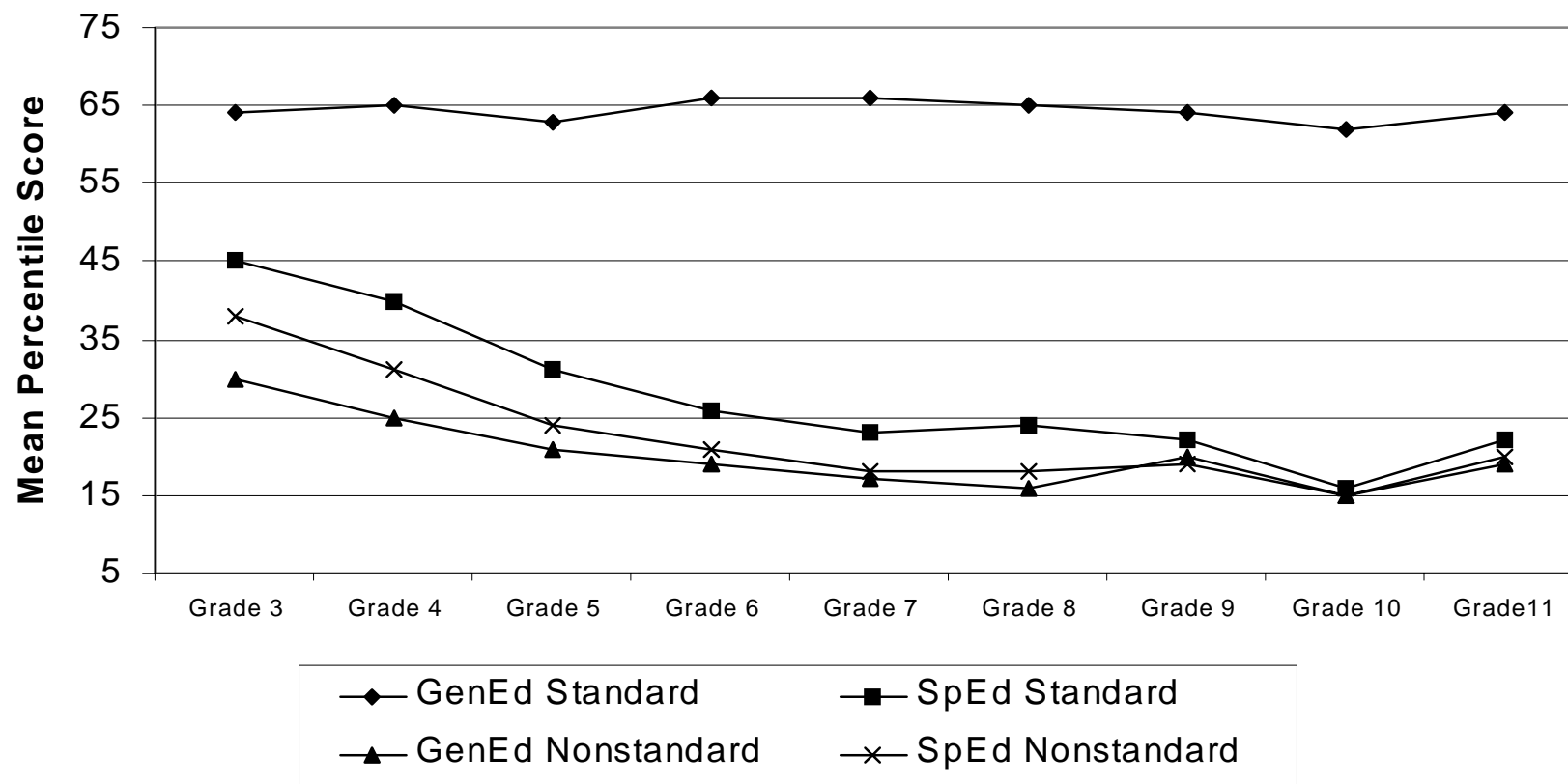
**Stanford Achievement Test
Total Basic Skills
2000-2001**



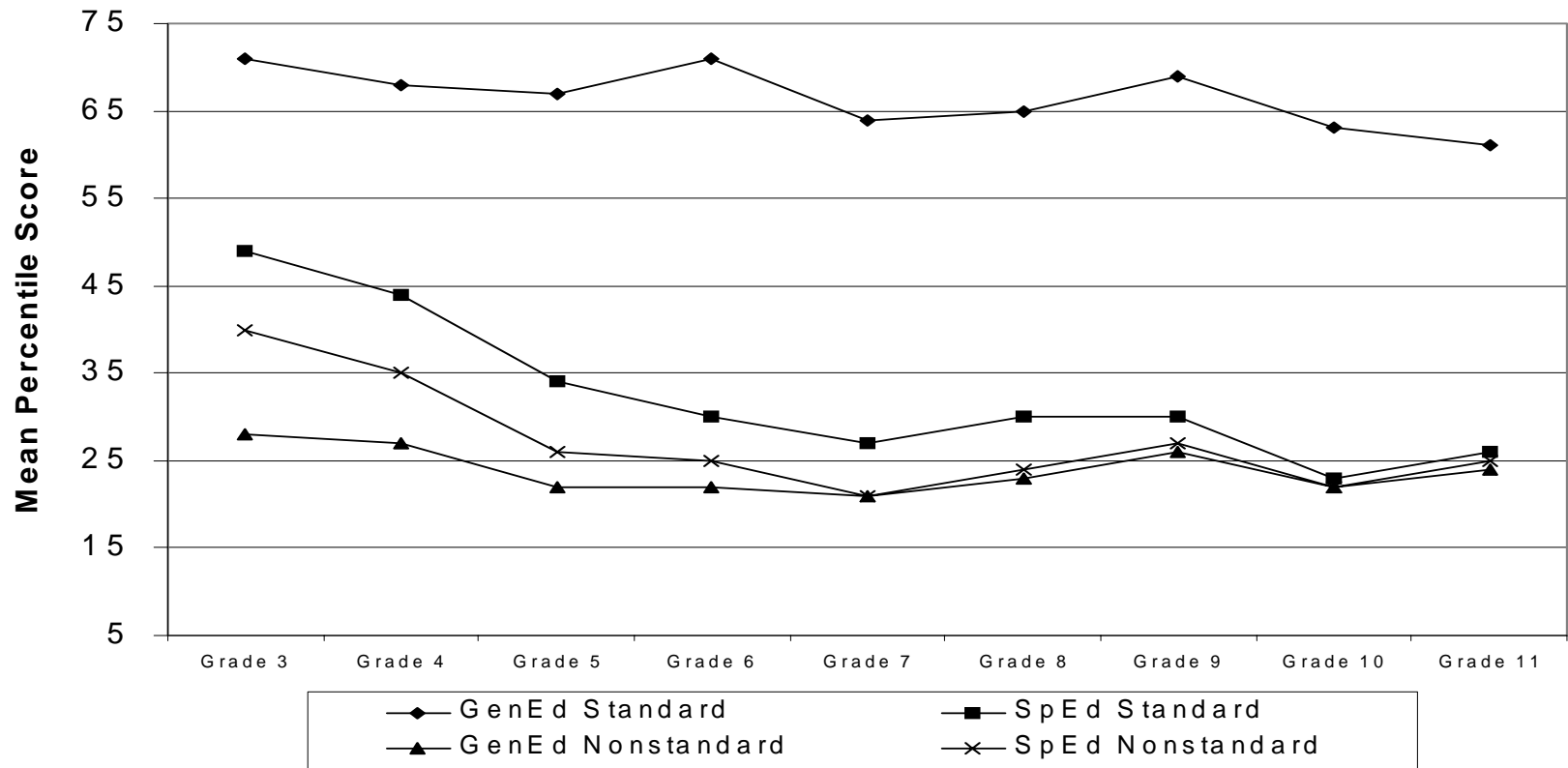
Stanford Achievement Test Total Reading 2000-2001



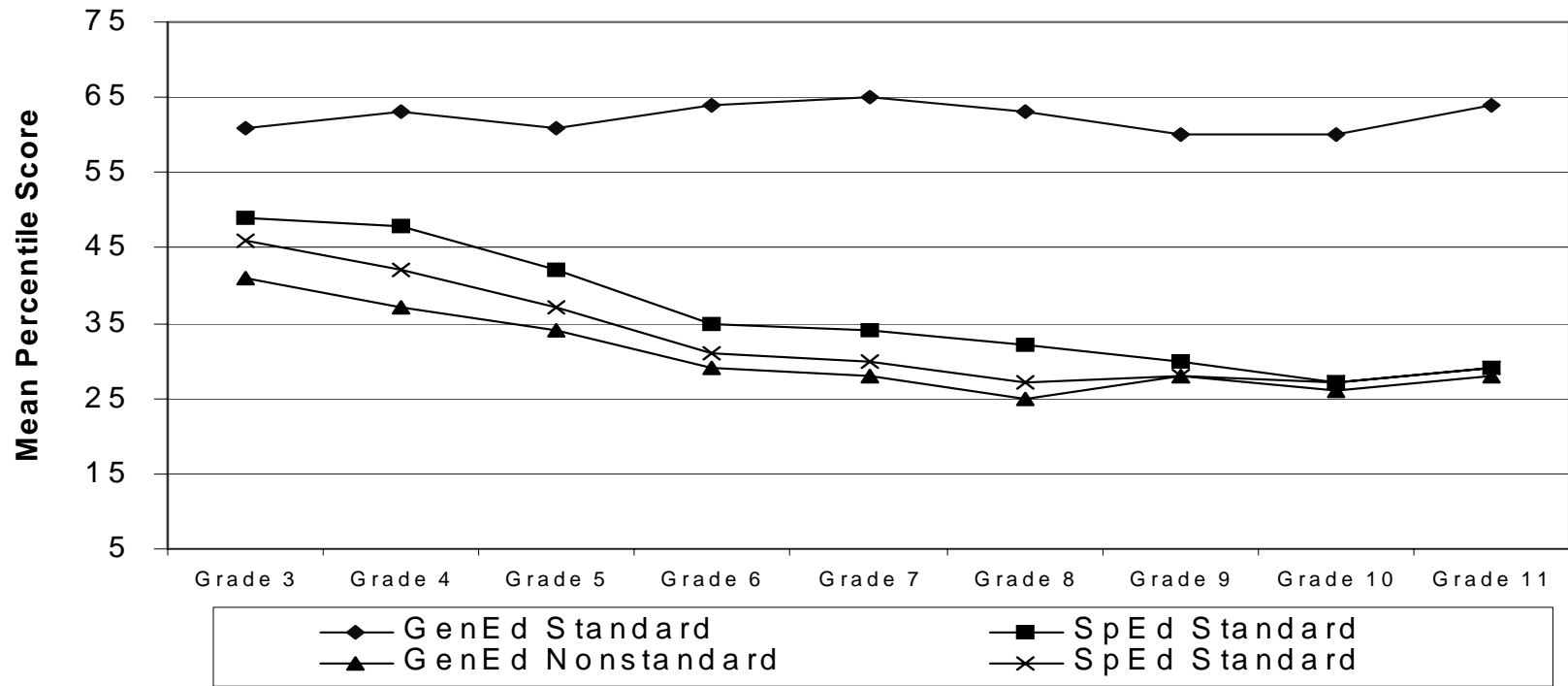
Stanford Achievement Test Language 2000-2001



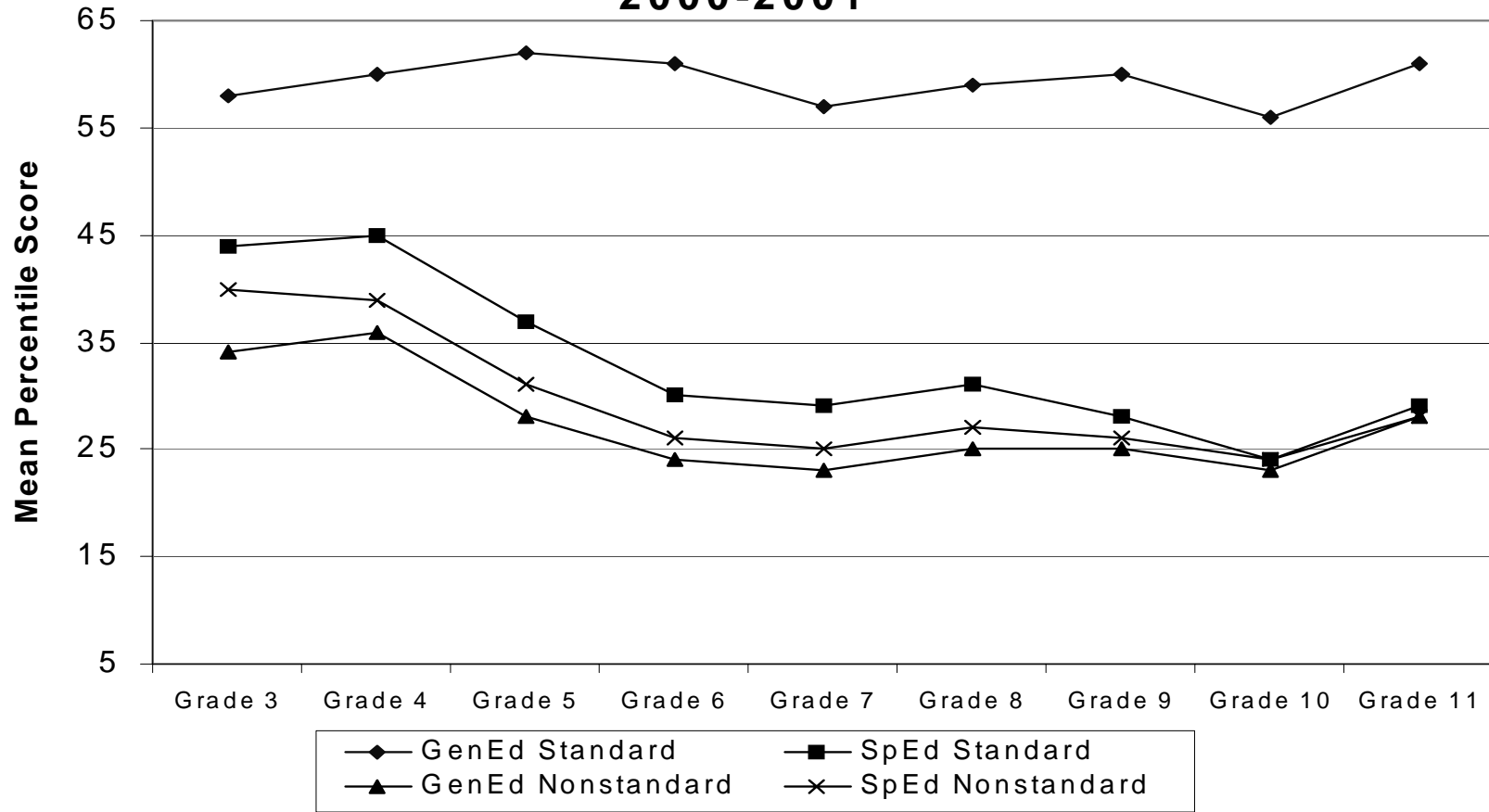
Stanford Achievement Test Total Mathematics 2000-2001



Stanford Achievement Test Science 2000-2001



Stanford Achievement Test Social Science 2000-2001



Stanford Achievement Test

Disaggregated Results

2000 - 2001

Stanford Achievement Test Disaggregated Results for 2000-2001

The following graphs report the mean percentile scores from the Stanford Achievement Test, Ninth Edition, for the 2000-01 school year by grade level, Total Basic Skills and content area by county and state. The data have been disaggregated into the following categories: general education under standard conditions, general education under nonstandard conditions, special education students under standard conditions, and special education under nonstandard conditions.

Graphical representations for disaggregated results for special education students are presented for the following:

- Total Basic Skills,
- Total Reading,
- Total Mathematics, and
- Language.

Definitions of the categories and terms used for the disaggregation are on the next page.

Definitions

Standard Conditions: The procedures for all educators and students to follow during the administration of a specific assessment. Student results can be compared by grade, school, or county when the assessment is administered under standard conditions

Non-Standard Conditions: The administration procedures have been changed to the extent that the standard testing conditions have not been maintained. This changes the nature of the assessment and what the test is measuring. Scores resulting from non-standard conditions are not aggregated with results from standard conditions. Although non-standard conditions invalidate the percentile and stanine scores, student responses to the test items are still valid.

General Education Students: Students, including the gifted and exceptional gifted, that are not in any type of special education program.

Special Education Standard: Students except gifted and exceptional gifted, receiving specially designed instruction, as described in their IEPs, who took the test under standard conditions.

General Education - Non-Standard: Students who took the test under non-standard conditions as determined by their 504 plans, transferred into West Virginia public schools during the school year, or are students with limited proficiency in English.

Special Education Non-Standard: Students receiving specially designed instruction as described in their IEPs, who took the test under non-standard conditions.

Gifted: Students with exceptional intellectual abilities that are evidence of outstanding capability and require specially designed instruction and/or services beyond those normally provided by the school system. State code provides that gifted students in grades K-8 receive special education services as determined by an IEP.

Exceptional Gifted: State code stipulates that only gifted students in grades 9-12 who are identified as exceptional gifted receive special education services as determined by an IEP.

An exceptional gifted student is defined as:

- A.** A student identified as gifted who, as documented by a comprehensive psychological evaluation, also
- (1) meets the criteria for one or more disabilities in Policy 2419; and/or
 - (2) is determined to be underachieving given the student's ability level and his/her academic performance and achievement levels; and/or

(3) is psychological adjustment disordered; and/or

B. A student identified as gifted who is determined to be economically disadvantaged as defined by local school district policies and procedures.

Note: Some students' scores have been included in the non-standard category even though these students took the SAT-9 under standard conditions. Students who have transferred into West Virginia schools during the school year and spent any part of the academic year in an out-of-state school do not have their scores aggregated with the rest of the students.

Refer to the following West Virginia Department of Education documents for additional information:

- General Questions and Answers: Normed -Referenced Testing (Updated April, 2000),
- Guidelines: Limited English Proficient Students for Testing in the SAT-9,
- Information on the West Virginia Statewide Assessment Program for Parents of Students with Disabilities,
- Students with Disabilities: Guidelines for Participation in the Statewide Assessment Program, or
- West Virginia Statewide Assessment Program: Stanford Achievement Test, Ninth Edition - Test Administration Manual.

STANFORD ACHIEVEMENT TEST-NINTH EDITION
TOTAL BASIC SKILLS
MEAN PERCENTILE SCORES
GENERAL EDUCATION STUDENTS - STANDARD CONDITIONS
SCHOOL YEAR 2000-2001

	3	4	5	6	7	8	9	10	11
BARBOUR	64	64	62	67	64	67	62	63	60
BERKELEY	67	65	62	66	62	61	61	61	63
BOONE	63	65	57	65	61	63	60	60	63
BRAXTON	69	68	65	69	61	63	63	58	66
BROOKE	63	65	64	76	69	70	63	64	65
CABELL	70	65	66	65	65	64	65	66	67
CALHOUN	71	57	59	65	68	59	51	57	60
CLAY	65	64	64	65	66	63	62	63	71
DODDRIDGE	71	63	67	72	70	60	54	69	65
FAYETTE	63	63	57	60	57	57	53	54	61
GILMER	75	71	77	70	67	69	66	63	61
GRANT	69	70	62	72	63	56	62	69	62
GREENBRIER	70	69	67	70	60	62	60	59	64
HAMPSHIRE	60	59	61	60	56	57	56	52	54
HANCOCK	69	71	74	70	70	69	64	64	63
HARDY	54	53	51	68	57	65	60	69	61
HARRISON	67	65	68	69	67	67	63	65	64
JACKSON	65	64	63	62	64	65	61	60	63
JEFFERSON	69	63	65	67	59	63	62	62	62
KANAWHA	65	65	64	67	60	61	60	63	63
LEWIS	67	67	60	57	57	60	57	**	62
LINCOLN	63	67	63	63	56	52	57	55	58
LOGAN	63	63	58	60	52	55	57	54	57
MARION	63	65	59	68	65	66	67	67	68
MARSHALL	73	72	69	74	60	67	65	62	64
MASON	57	60	60	64	61	63	63	62	62

MCDOWELL	57	55	59	61	50	58	51	50	61
MERCER	63	65	65	69	60	62	61	62	64
MINERAL	66	65	63	70	61	64	66	66	63
MINGO	67	67	59	62	66	64	57	56	60
MONONGALIA	67	69	69	74	70	67	70	70	71
MONROE	61	54	60	70	59	66	67	64	62
MORGAN	65	58	56	73	63	70	58	54	56
NICHOLAS	65	65	63	68	60	61	59	61	62
OHIO	75	73	72	69	64	62	66	65	67
PENDLETON	60	64	61	69	63	63	61	66	70
PLEASANTS	74	68	63	66	68	65	64	61	64
POCAHONTAS	69	63	58	54	55	57	49	59	57
PRESTON	60	60	65	61	64	65	61	59	60
PUTNAM	72	69	68	72	71	71	69	67	68
RALEIGH	69	65	65	71	61	64	62	60	59
RANDOLPH	59	59	61	65	56	57	61	56	62
RITCHIE	77	69	71	61	71	61	55	68	72
ROANE	67	64	57	64	68	61	55	54	60
SUMMERS	66	62	58	59	57	68	62	60	55
TAYLOR	66	62	65	69	60	68	62	61	63
TUCKER	62	67	62	63	61	59	54	52	60
TYLER	79	73	69	70	66	62	75	71	70
UPSHUR	63	58	66	56	59	61	58	62	63
WAYNE	70	63	66	61	61	61	59	63	58
WEBSTER	58	65	61	67	66	65	63	61	57
WETZEL	72	69	65	68	66	65	67	65	69
WIRT	75	60	55	60	61	66	59	62	61
WOOD	70	67	67	70	67	67	65	65	65
WYOMING	70	62	62	69	63	67	66	61	59

STANFORD ACHIEVEMENT TEST-NINTH EDITION
TOTAL READING
MEAN PERCENTILE SCORES
GENERAL EDUCATION STUDENTS - STANDARD CONDITIONS
SCHOOL YEAR 2000-2001

	3	4	5	6	7	8	9	10	11
BARBOUR	55	57	54	62	57	63	55	59	59
BERKELEY	62	62	58	63	59	61	57	61	64
BOONE	60	62	57	59	57	63	54	58	62
BRAXTON	63	66	59	59	52	59	59	58	65
BROOKE	60	65	62	67	64	67	56	59	64
CABELL	64	63	63	62	61	62	61	64	70
CALHOUN	62	52	49	56	63	51	44	53	61
CLAY	58	59	58	65	62	64	58	61	71
DODDRIDGE	63	58	62	71	65	58	51	69	68
FAYETTE	56	58	54	55	53	55	47	55	62
GILMER	70	70	80	61	57	68	54	59	63
GRANT	63	68	55	67	55	53	57	67	63
GREENBRIER	66	66	64	67	58	62	57	59	65
HAMPSHIRE	53	58	61	55	54	57	51	51	55
HANCOCK	62	67	65	64	61	70	59	62	63
HARDY	50	51	52	66	53	65	56	63	60
HARRISON	60	62	65	66	63	64	57	64	66
JACKSON	62	64	59	60	59	60	54	58	63
JEFFERSON	64	61	62	65	56	63	55	60	63
KANAWHA	58	63	61	63	55	60	54	61	65
LEWIS	59	65	54	48	49	57	51	62	67
LINCOLN	56	63	58	58	48	49	44	49	54
LOGAN	54	56	51	50	46	52	48	49	54
MARION	58	63	58	65	61	65	60	62	66
MARSHALL	65	69	61	65	59	63	59	60	65
MASON	52	60	57	60	57	61	56	60	61

MCDOWELL	48	49	52	54	48	58	46	48	61
MERCER	55	60	60	63	55	61	58	58	66
MINERAL	57	61	60	66	55	63	59	65	63
MINGO	59	62	55	56	57	59	50	51	59
MONONGALIA	61	66	67	70	66	65	63	70	72
MONROE	54	48	54	66	51	59	59	59	59
MORGAN	59	55	50	68	55	63	51	53	58
NICHOLAS	56	60	59	65	58	62	53	58	64
OHIO	66	70	65	64	58	61	58	60	11
PENDLETON	55	61	58	64	60	63	58	62	71
PLEASANTS	67	64	59	63	61	64	61	64	69
POCAHONTAS	63	57	53	52	49	60	44	61	61
PRESTON	56	58	60	56	60	63	56	59	61
PUTNAM	67	67	66	72	65	70	62	65	68
RALEIGH	61	61	60	68	56	64	58	59	60
RANDOLPH	54	54	57	63	55	59	55	55	64
RITCHIE	66	60	66	55	66	59	47	65	68
ROANE	62	64	51	62	64	58	50	55	60
SUMMERS	59	60	55	56	56	65	59	59	55
TAYLOR	61	58	61	65	53	59	54	58	64
TUCKER	52	61	59	65	58	58	45	52	59
TYLER	67	75	68	68	63	64	70	68	70
UPSHUR	59	55	64	55	56	60	51	62	65
WAYNE	63	59	62	56	56	58	54	63	60
WEBSTER	48	61	55	63	59	58	57	60	59
WETZEL	68	64	60	62	61	62	60	63	68
WIRT	71	62	53	54	58	61	53	59	61
WOOD	64	65	63	66	64	67	61	65	67
WYOMING	64	59	59	61	56	61	58	57	57

STANFORD ACHIEVEMENT TEST-NINTH EDITION
TOTAL MATHEMATICS
MEAN PERCENTILE SCORES
GENERAL EDUCATION STUDENTS - STANDARD CONDITIONS
SCHOOL YEAR 2000-2001

	3	4	5	6	7	8	9	10	11
BARBOUR	71	73	70	74	70	75	72	59	63
BERKELEY	71	69	67	70	62	61	66	58	59
BOONE	65	69	56	68	59	61	67	64	64
BRAXTON	77	73	72	78	70	70	69	58	64
BROOKE	65	68	69	85	74	75	69	65	64
CABELL	75	66	69	68	66	67	72	67	64
CALHOUN	76	61	68	76	74	71	62	62	59
CLAY	70	73	71	67	69	63	66	60	69
DODDRIDGE	77	69	74	75	74	61	55	64	60
FAYETTE	70	69	62	65	58	59	59	52	57
GILMER	82	77	80	79	79	73	86	69	60
GRANT	74	75	68	80	71	59	71	72	61
GREENBRIER	75	74	72	77	63	64	67	59	63
HAMPSHIRE	66	60	61	66	57	60	63	53	49
HANCOCK	75	77	84	77	75	72	68	64	62
HARDY	54	55	52	71	58	66	69	80	63
HARRISON	73	68	72	72	69	70	70	65	62
JACKSON	68	69	69	66	67	70	69	62	61
JEFFERSON	73	67	70	73	59	61	72	62	56
KANAWHA	71	67	68	72	62	64	66	62	59
LEWIS	72	71	64	67	62	66	64	59	56
LINCOLN	66	68	68	67	62	57	75	64	64
LOGAN	71	69	64	67	55	58	66	56	55
MARION	68	69	60	74	68	69	79	77	73
MARSHALL	81	77	77	82	61	73	76	64	62
MASON	59	61	63	68	61	66	75	66	60

MCDOWELL	63	59	64	66	51	57	57	48	57
MERCER	57	70	69	70	75	63	64	74	62
MINERAL	74	70	68	76	63	66	75	65	64
MINGO	74	72	56	66	70	70	65	62	60
MONONGALIA	71	73	73	80	75	70	79	71	72
MONROE	71	62	71	77	69	74	84	80	70
MORGAN	67	63	62	81	66	78	68	57	52
NICHOLAS	72	70	69	74	60	65	66	62	57
OHIO	83	78	78	74	67	63	76	72	67
PENDLETON	65	67	62	75	66	62	63	73	68
PLEASANTS	82	76	67	71	75	71	69	57	60
POCAHONTAS	75	69	62	53	59	56	57	56	56
PRESTON	63	63	72	68	67	70	74	60	59
PUTNAM	77	71	70	74	77	78	80	71	68
RALEIGH	77	70	72	76	62	67	70	65	57
RANDOLPH	60	63	65	68	56	57	68	56	60
RITCHIE	86	77	78	68	77	68	67	71	76
ROANE	70	65	64	67	69	65	63	53	58
SUMMERS	73	67	61	61	56	73	67	55	52
TAYLOR	70	66	70	75	65	80	75	71	66
TUCKER	70	75	65	62	61	61	64	55	61
TYLER	88	72	70	73	67	58	85	80	75
UPSHUR	67	61	68	55	58	62	63	59	56
WAYNE	77	66	71	64	63	64	65	61	53
WEBSTER	68	70	63	72	73	73	74	58	54
WETZEL	79	74	69	73	68	68	76	70	72
WIRT	77	59	55	70	67	75	72	67	63
WOOD	75	71	71	76	69	70	75	70	65
WYOMING	76	67	64	77	71	74	76	67	58

STANFORD ACHIEVEMENT TEST-NINTH EDITION
TOTAL LANGUAGE
MEAN PERCENTILE SCORES
GENERAL EDUCATION STUDENTS - STANDARD CONDITIONS
SCHOOL YEAR 2000-2001

	3	4	5	6	7	8	9	10	11
BARBOUR	62	62	63	67	64	69	64	63	58
BERKELEY	69	70	65	66	67	67	65	65	66
BOONE	58	66	56	70	69	65	64	60	65
BRAXTON	65	66	67	69	63	60	66	61	70
BROOKE	62	66	63	76	77	74	70	71	68
CABELL	70	71	67	69	74	70	70	68	71
CALHOUN	73	56	65	64	74	57	53	57	61
CLAY	63	63	64	70	74	69	69	69	76
DODDRIDGE	70	59	61	74	76	64	59	72	68
FAYETTE	58	61	55	59	61	60	57	53	64
GILMER	71	70	74	70	65	71	66	64	62
GRANT	69	68	65	68	64	61	65	69	63
GREENBRIER	67	71	66	69	61	63	62	61	67
HAMPSHIRE	60	60	62	60	61	59	57	53	56
HANCOCK	66	71	74	67	77	70	70	69	65
HARDY	52	54	49	69	64	70	63	69	62
HARRISON	67	67	69	71	75	72	68	68	66
JACKSON	62	63	59	61	69	69	63	60	66
JEFFERSON	68	63	66	66	65	69	65	63	66
KANAWHA	63	66	63	66	64	64	64	65	67
LEWIS	63	69	63	56	60	60	61		62
LINCOLN	63	71	65	65	63	55	61	57	58
LOGAN	64	68	59	62	55	62	63	59	63
MARION	62	65	58	66	72	70	69	67	69
MARSHALL	72	75	71	74	63	66	68	61	66
MASON	55	59	60	66	69	71	69	65	67

MCDOWELL	50	55	58	56	47	58	54	49	62
MERCER	63	69	69	71	67	65	64	60	64
MINERAL	64	67	64	70	67	66	71	69	65
MINGO	67	68	61	63	76	65	60	57	65
MONONGALIA	66	70	68	72	73	71	73	71	72
MONROE	52	52	53	69	56	68	65	59	59
MORGAN	70	58	57	71	71	71	62	52	55
NICHOLAS	61	66	61	64	67	63	65	67	65
OHIO	75	77	76	73	71	71	71	67	73
PENDLETON	56	66	63	70	69	69	66	71	74
PLEASANTS	71	64	66	65	64	62	66	61	61
POCAHONTAS	69	64	60	60	61	63	50	61	55
PRESTON	59	57	65	62	66	66	61	59	62
PUTNAM	72	73	70	72	73	70	71	67	69
RALEIGH	66	64	64	70	65	66	63	58	58
RANDOLPH	56	61	59	63	61	60	67	58	66
RITCHIE	78	67	71	60	71	59	59	74	79
ROANE	66	67	58	65	76	64	58	55	64
SUMMERS	61	60	61	63	62	72	66	67	56
TAYLOR	66	66	69	69	68	65	63	57	63
TUCKER	58	67	64	67	68	65	62	50	62
TYLER	75	75	72	70	73	70	80	71	70
UPSHUR	62	60	68	62	70	70	67	66	66
WAYNE	70	67	67	64	69	67	64	67	61
WEBSTER	54	68	68	69	70	71	66	67	59
WETZEL	68	71	65	71	77	73	74	69	71
WIRT	79	54	56	54	56	67	59	62	62
WOOD	68	69	69	70	70	69	66	63	67
WYOMING	66	64	64	73	63	71	72	68	62

STANFORD ACHIEVEMENT TEST-NINTH EDITION
TOTAL BASIC SKILLS
MEAN PERCENTILE SCORES
SPECIAL EDUCATION STUDENTS - STANDARD CONDITIONS
SCHOOL YEAR 2000-2001

	3	4	5	6	7	8	9	10	11
BARBOUR	39	34	35	33	30	32	31	28	25
BERKELEY	55	51	40	35	37	31	37	25	**
BOONE	64	51	60	30	28	39	29	**	**
BRAXTON	60	63	**	39	22	19	41	**	**
BROOKE	52	50	49	56	**	**	**	**	**
CABELL	63	57	55	48	43	44	41	24	37
CALHOUN	61	**	**	**	**	**	**	**	**
CLAY	51	**	**	41	41	**	**	**	**
DODDRIDGE	**	**	**	**	**	**	**	**	**
FAYETTE	55	64	**	**	**	**	**	**	**
GILMER	**	**	**	**	**	**	23	14	**
GRANT	51	43	30	**	**	**	**	**	**
GREENBRIER	63	56	54	49	31	27	37	22	35
HAMPSHIRE	38	32	**	**	**	**	**	**	**
HANCOCK	62	52	50	27	26	26	25	27	27
HARDY	**	**	**	**	**	**	23	34	**
HARRISON	59	54	57	29	34	35	34	30	36
JACKSON	55	50	51	20	23	21	17	20	20
JEFFERSON	62	54	50	43	32	29	29	16	23
KANAWHA	60	62	48	50	36	29	24	32	29
LEWIS	38	37	**	22	15	26	28		20
LINCOLN	50	57	45	**	**	56	**	**	**
LOGAN	57	53	**	62	**	**	32	**	**
MARION	46	42	42	49	14	19	24	18	26
MARSHALL	63	66	60	**	26	**	36	**	28

MASON	48	55	**	**	26	32	**	29	**
MCDOWELL	54	**	53	**	**	27	**	***	**
MERCER	57	48	44	61	28	**	30	**	32
MINERAL	33	31	27	35	27	27	23	26	26
MINGO	57	52	36	41	56	**	**	**	**
MONONGALIA	54	57	54	66	35	31	37	33	29
MONROE	36	**	**	**	45	**	**	**	**
MORGAN	**	56	**	**	**	**	**	***	**
NICHOLAS	42	45	28	43	29	29	28	**	36
OHIO	67	61	66	77	78	**	**	23	**
PENDLETON	47	**	**	**	**	**	**	**	**
PLEASANTS	66	**	**	**	**	**	**	**	**
POCAHONTAS	**	**	**	**	**	**	**	***	**
PRESTON	47	47	50	43	33	29	33	27	33
PUTNAM	69	63	55	48	45	44	33	36	42
RALEIGH	59	49	50	47	23	27	24	23	35
RANDOLPH	50	47	38	37	31	**	**	**	**
RITCHIE	**	**	**	**	**	**	27	36	32
ROANE	**	54	47	**	**	**	**	**	***
SUMMERS	56	**	21	**	***	**	**	**	***
TAYLOR	58	76	**	**	**	42	34	**	**
TUCKER	52	48	**	**	**	**	**	**	**
TYLER	64	44	31	**	**	**	**	**	**
UPSHUR	38	49	34	22	**	39	25	22	23
WAYNE	68	56	52	32	46	37	**	**	**
WEBSTER	**	**	**	**	**	**	**	**	**
WETZEL	65	52	35	40	**	29	41	31	**
WIRT	**	**	**	**	**	**	***	***	**
WOOD	54	45	39	33	27	29	22	23	32
WYOMING	49	50	56	60	**	**	**	**	**

** Not reported to protect student confidentiality.

*** No special education students took the test under standard conditions.

STANFORD ACHIEVEMENT TEST-NINTH EDITION
TOTAL READING
MEAN PERCENTILE SCORES
SPECIAL EDUCATION STUDENTS - STANDARD CONDITIONS
SCHOOL YEAR 2000-2001

	3	4	5	6	7	8	9	10	11
BARBOUR	29	25	25	26	23	24	24	22	18
BERKELEY	48	42	34	30	36	33	31	24	**
BOONE	63	48	57	34	24	41	26	**	**
BRAXTON	52	60	**	26	19	18	34	**	**
BROOKE	45	48	44	45	**	**	**	**	**
CABELL	57	56	49	46	39	50	37	21	38
CALHOUN	51	**	**	**	**	**	**	**	**
CLAY	44	**	**	43	40	**	**	**	**
DODDRIDGE	**	**	**	**	**	**	**	**	**
FAYETTE	47	61	**	**	**	**	**	**	**
GILMER	**	**	**	**	**	**	12	8	**
GRANT	41	40	29	**	**	**	**	**	**
GREENBRIER	59	48	54	46	27	24	33	18	31
HAMPSHIRE	23	28	**	**	**	**	**	**	**
HANCOCK	55	39	43	22	20	25	17	19	26
HARDY	**	**	**	**	**	**	19	28	**
HARRISON	51	53	57	26	32	33	28	26	35
JACKSON	52	43	51	19	21	17	10	16	16
JEFFERSON	58	48	41	42	33	34	27	15	20
KANAWHA	53	60	47	45	31	26	18	29	22
LEWIS	37	33	**	21	15	23	24	17	26
LINCOLN	45	53	47	**	**	50	**	**	**
LOGAN	48	40	**	56	**	**	28	**	**
MARION	46	42	42	49	14	19	24	18	26
MARSHALL	54	62	46	**	24	**	33	**	28
MASON	42	51	**	**	27	36	**	26	**

MCDOWELL	44	**	57	**	**	28	**	***	**
MERCER	46	47	38	55	26	**	24	**	34
MINERAL	25	22	23	29	21	26	15	23	21
MINGO	47	43	33	34	40	**	**	**	**
MONONGALIA	45	54	55	64	30	33	32	28	27
MONROE	26	**	**	**	37	**	**	**	**
MORGAN	**	45	**	**	**	**	**	***	**
NICHOLAS	30	41	24	43	29	27	23	**	42
OHIO	54	56	57	76	76	**	**	19	**
PENDLETON	50	**	**	**	**	**	**	**	**
PLEASANTS	57	**	**	**	**	**	**	**	**
POCAHONTAS	**	**	**	**	**	**	**	***	**
PRESTON	44	45	44	39	28	30	30	25	31
PUTNAM	62	60	53	44	41	43	28	31	41
RALEIGH	50	38	40	37	18	25	16	19	33
RANDOLPH	44	41	35	36	29	**	**	**	**
RITCHIE	**	**	**	**	**	**	23	31	28
ROANE	**	47	49	**	**	**	**	**	***
SUMMERS	55	**	16	**	***	**	**	**	***
TAYLOR	48	70	**	**	**	33	26	**	**
TUCKER	45	43	**	**	**	**	**	**	**
TYLER	51	39	29	**	**	**	**	**	**
UPSHUR	35	50	35	19	**	37	16	19	20
WAYNE	62	56	48	26	45	37	**	**	**
WEBSTER	**	**	**	**	**	**	**	**	**
WETZEL	59	47	32	36	**	27	38	29	**
WIRT	**	**	**	**	**	**	***	***	**
WOOD	47	41	36	31	27	29	18	19	31
WYOMING	46	52	54	57	**	**	**	**	**

** Not reported to protect student confidentiality.

*** No special education students took the test under standard conditions.

STANFORD ACHIEVEMENT TEST-NINTH EDITION
TOTAL MATHEMATICS
MEAN PERCENTILE SCORES
SPECIAL EDUCATION STUDENTS - STANDARD CONDITIONS
SCHOOL YEAR 2000-2001

	3	4	5	6	7	8	9	10	11
BARBOUR	52	46	46	40	35	37	41	34	30
BERKELEY	60	58	45	40	37	29	50	23	**
BOONE	67	56	61	27	26	23	35	**	**
BRAXTON	70	72	**	53	22	22	53	**	**
BROOKE	56	52	53	69	**	**	**	**	**
CABELL	69	60	61	49	44	41	47	30	37
CALHOUN	68	**	**	**	**	**	**	**	**
CLAY	57	**	**	35	38	**	**	**	**
DODDRIDGE	**	**	**	**	**	**	**	**	**
FAYETTE	62	70	**	**	**	**	**	**	**
GILMER	**	**	**	**	**	**	49	30	**
GRANT	60	44	28	**	**	**	**	**	**
GREENBRIER	68	59	58	55	37	30	44	24	38
HAMPSHIRE	56	28	**	**	**	**	**	**	**
HANCOCK	68	62	60	32	26	27	34	28	26
HARDY	**	**	**	**	**	**	31	47	**
HARRISON	65	57	58	28	36	35	47	41	34
JACKSON	56	57	51	19	21	24	27	24	30
JEFFERSON	67	58	59	43	31	23	42	20	21
KANAWHA	67	66	52	58	41	34	33	28	31
LEWIS	39	40	**	20	13	29	38	25	28
LINCOLN	52	60	47	**	**	68	**	**	**
LOGAN	61	64	**	71	**	**	37	**	**
MARION	58	57	48	59	18	31	42	29	38
MARSHALL	69	72	73	**	31	**	47	**	29
MASON	49	63	**	**	26	26	**	35	**

MCDOWELL	67	**	50	**	**	26	**	***	**
MERCER	65	52	48	69	23	**	41	**	28
MINERAL	35	42	29	40	32	27	34	33	33
MINGO	64	59	34	44	68	**	**	**	**
MONONGALIA	60	62	52	73	43	32	45	36	31
MONROE	46	**	**	**	54	**	**	**	**
MORGAN	**	71	**	**	**	**	**	***	**
NICHOLAS	51	50	34	43	29	35	33	**	30
OHIO	78	69	72	84	82	**	**	23	**
PENDLETON	50	**	**	**	**	**	**	**	**
PLEASANTS	77	**	**	**	**	**	**	**	**
POCAHONTAS	**	**	**	**	**	**	**	***	**
PRESTON	48	51	57	51	37	32	39	26	36
PUTNAM	75	67	57	50	46	53	43	45	41
RALEIGH	66	61	63	60	26	27	35	27	39
RANDOLPH	55	55	43	36	31	**	**	**	**
RITCHIE	**	**	**	**	**	**	30	42	40
ROANE	**	64	48	**	**	**	**	**	***
SUMMERS	57	**	22	**	***	**	**	**	***
TAYLOR	63	84	**	**	**	55	54	**	**
TUCKER	63	58	**	**	**	**	**	**	**
TYLER	72	51	27	**	**	**	**	**	**
UPSHUR	37	44	37	20	**	40	36	27	24
WAYNE	74	59	58	34	46	37	**	**	**
WEBSTER	**	**	**	**	**	**	**	**	**
WETZEL	75	63	39	49	**	34	47	31	**
WIRT	**	**	**	**	**	**	***	***	**
WOOD	58	50	42	35	27	29	31	26	31
WYOMING	43	49	65	71	**	**	**	**	**

** Not reported to protect student confidentiality.

*** No special education students took the test under standard conditions.

STANFORD ACHIEVEMENT TEST-NINTH EDITION
LANGUAGE
MEAN PERCENTILE SCORES
SPECIAL EDUCATION STUDENTS - STANDARD CONDITIONS
SCHOOL YEAR 2000-2001

	3	4	5	6	7	8	9	10	11
BARBOUR	32	30	30	28	28	36	**	27	30
BERKELEY	57	53	39	34	34	28	33	25	**
BOONE	59	48	66	27	35	39	26	**	**
BRAXTON	56	53	**	39	24	14	**	**	**
BROOKE	56	49	46	57	**	**	**	**	**
CABELL	61	56	50	50	45	45	41	19	33
CALHOUN	57	**	**	**	**	**	**	**	**
CLAY	46	**	**	44	41	**	**	**	**
DODDRIDGE	**	**	**	**	**	**	**	**	**
FAYETTE	48	61	**	**	**	**	**	**	**
GILMER	**	**	**	**	**	**	25	10	**
GRANT	47	34	29	**	**	**	**	**	**
GREENBRIER	59	59	44	41	23	26	35	21	37
HAMPSHIRE	35	36	**	**	**	**	**	**	**
HANCOCK	59	44	42	22	28	24	26	28	23
HARDY	**	**	**	**	**	**	20	30	**
HARRISON	56	55	60	29	34	35	32	24	37
JACKSON	55	44	47	19	25	20	16	18	18
JEFFERSON	59	54	50	39	26	31	21	12	18
KANAWHA	56	58	44	45	31	24	21	29	29
LEWIS	31	34	**	21	14	24	24		22
LINCOLN	51	57	41	**	**	57	**	**	**
LOGAN	59	56	**	58	**	**	29	**	**
MARION	52	51	41	51	11	18	26	18	23
MARSHALL	61	66	63	**	18	**	30	**	24
MASON	47	47	**	**	23	39	**	26	**

MCDOWELL	**	42	**	52	**	**	25	**	***
MERCER	57	44	44	57	40	**	23	**	33
MINERAL	30	26	25	34	29	22	22	21	23
MINGO	51	50	32	51	52	**	**	**	**
MONONGALIA	54	56	53	59	30	24	33	31	26
MONROE	31	**	**	**	40	**	**	**	**
MORGAN	**	43	**	**	**	**	**	***	**
NICHOLAS	35	39	21	42	26	25	25	**	35
OHIO	64	63	66	72	77	**	**	24	**
PENDLETON	37	**	**	**	**	**	**	**	**
PLEASANTS	57	**	**	**	**	**	**	**	**
POCAHONTAS	**	**	**	**	**	**	**	***	**
PRESTON	47	43	47	36	27	23	30	26	28
PUTNAM	69	61	54	49	49	37	30	31	41
RALEIGH	53	46	43	41	21	28	26	23	34
RANDOLPH	45	43	37	39	33	**	**	**	**
RITCHIE	**	**	**	**	**	**	30	34	31
ROANE	**	51	43	**	**	**	**	**	***
SUMMERS	48	**	21	**	***	**	**	**	***
TAYLOR	58	75	**	**	**	32	29	**	**
TUCKER	45	35	**	**	**	**	**	**	**
TYLER	65	40	36	**	**	**	**	**	**
UPSHUR	37	46	26	28	**	42	25	23	24
WAYNE	66	57	40	32	43	38	**	**	**
WEBSTER	**	**	**	**	**	**	**	**	**
WETZEL	57	46	25	29	**	34	41	28	**
WIRT	**	**	**	**	**	**	***	***	**
WOOD	51	44	38	28	23	23	20	16	31
WYOMING	40	49	47	57	48	**	**	**	**

** Not reported to protect student confidentiality.

*** No special education students took the test under standard conditions.

STANFORD ACHIEVEMENT TEST

PARTICIPATION

2000-2001

Stanford Achievement Test Participation for 2000-2001

Data have been disaggregated to report the participation and results of general education students (including gifted and exceptional gifted) and special education students (excluding gifted and exceptional gifted).

The following charts record these data:

- percent of students tested,
- percent of students tested under standard and non-standard conditions,
- percent of special education students tested under standard and non-standard conditions,
- percent of special education students tested under standard conditions in 1997-98, 1998-99, 1999-00, and 2000-01, and
- percent of total students in enrollment with SAT-9 results in 1997-98, 1998-99, 1999-00, and 2000-01.

As the data show, not all students have a Total Basic Skills score in the SAT-9. Students may not have completed all of the sections that composed Total Basic Skills: Total Reading, Total Mathematics, and Language. Other reasons why students do not have Total Basic Skills or other test scores include the following:

- absent during testing,
- moved during testing to another state,
- dropped out of school during testing, or
- could not take the SAT-9 even with accommodations and modifications. These students met the criteria for participation in the West Virginia Alternate Assessment or were exempted based on their level of English proficiency.

PERCENT TOTAL ENROLLMENT TESTED
SAT-9 Grades 3-11
2000-2001

COUNTY	TOTAL STUDENTS IN ENROLLMENT RECORDS	NUMBER TESTED*	PERCENT TOTAL ENROLLMENT TESTED
Barbour	1821 (1816)	1798 (1797)	98.7 (98.9)
Berkeley	9004 (8835)	8653 (8431)	96.1 (95.3)
Boone	2946 (2973)	2872 (2902)	97.5 (97.3)
Braxton	1736 (1770)	1704 (1736)	98.2 (98.1)
Brooke	2543 (2541)	2503 (2477)	98.4 (97.5)
Cabell	8368 (8483)	8087 (8152)	96.6 (96.0)
Calhoun	902 (924)	894 (916)	99.1 (99.0)
Clay	1351 (1421)	1313 (1355)	97.2 (95.3)
Doddridge	852 (884)	833 (863)	97.8 (97.5)
Fayette	4915 (5047)	4747 (4836)	96.6 (95.4)
Gilmer	723 (792)	722 (778)	99.9 (98.0)
Grant	1331 (1326)	1317 (1303)	98.9 (98.2)
Greenbrier	3739 (3779)	3595 (3665)	96.1 (96.9)
Hampshire	2349 (2355)	2307 (2257)	98.2 (95.0)
Hancock	3083 (3164)	2976 (3026)	96.5 (95.6)
Hardy	1484 (1460)	1470 (1434)	99.1 (97.8)
Harrison	7745 (7837)	7559 (7609)	97.6 (96.9)
Jackson	3354 (3369)	3290 (3285)	98.1 (97.5)
Jefferson	4821 (4762)	4692 (4593)	97.3 (96.3)
Kanawha	19557 (19959)	18781 (18746)	96.0 (94.7)
Lewis	1888 (1887)	1869 (1843)	99.0 (97.6)
Lincoln	2589 (2648)	2531 (2588)	97.8 (97.7)
Logan	4027 (4256)	3939 (4135)	97.8 (97.0)
Marion	5937 (5930)	5742 (5691)	96.7 (95.8)
Marshall	3851 (3882)	3790 (3801)	98.4 (97.8)
Mason	2857 (2881)	2794 (2800)	97.8 (97.1)
Mercer	6207 (6292)	6047 (6123)	97.4 (97.0)

* Includes students tested not in the enrollment records.

Note: 1999-2000 data are in parentheses.

PERCENT TOTAL ENROLLMENT TESTED
SAT-9 Grades 3-11
2000-2001

COUNTY	TOTAL STUDENTS IN ENROLLMENT RECORDS	NUMBER TESTED*	PERCENT TOTAL ENROLLMENT TESTED
Mineral	3186 (3195)	3169 (3162)	99.5 (98.5)
Mingo	3492 (3641)	3412 (3556)	97.7 (97.5)
Monongalia	6920 (6944)	6739 (6711)	97.4 (96.5)
Monroe	1317 (1311)	1287 (1274)	97.7 (97.2)
Morgan	1646 (1624)	1608 (1595)	97.7 (97.8)
McDowell	3221 (3282)	3109 (3104)	96.5 (95.5)
Nicholas	3100 (3151)	3019 (3040)	97.4 (96.2)
Ohio	4188 (4170)	4033 (4044)	96.3 (97.0)
Pendleton	876 (849)	854 (823)	97.5 (96.7)
Pleasants	909 (883)	892 (863)	98.1 (97.5)
Pocahontas	934 (956)	912 (946)	97.6 (98.4)
Preston	3294 (3392)	3234 (3330)	98.2 (97.9)
Putnam	6128 (6100)	5995 (5866)	97.8 (96.0)
Raleigh	8195 (8345)	7963 (8160)	97.2 (97.7)
Randolph	3230 (3235)	3150 (3159)	97.5 (97.4)
Ritchie	1137 (1165)	1115 (1137)	98.1 (97.2)
Roane	1859 (1906)	1798 (1856)	96.7 (97.4)
Summers	1143 (1149)	1107 (1104)	96.9 (95.8)
Taylor	1696 (1748)	1670 (1714)	98.5 (97.9)
Tucker	841 (853)	830 (834)	98.7 (97.7)
Tyler	1088 (1091)	1076 (1079)	98.9 (98.4)
Upshur	2739 (2803)	2685 (2757)	98.0 (98.3)
Wayne	5026 (5075)	4900 (4948)	97.5 (97.1)
Webster	1152 (1157)	1138 (1146)	98.8 (98.5)
Wetzel	2271 (2324)	2248 (2280)	99.0 (98.1)
Wirt	786 (804)	779 (792)	99.1 (98.3)
Wood	9485 (9568)	9336 (9393)	98.4 (98.2)
Wyoming	2891 (2963)	2848 (2922)	98.5 (98.3)
TOTAL	192730 (194957)	187731 (188737)	97.4 (96.6)

* Includes students tested not in the enrollment records.

Note: 1999-2000 data are in parentheses.

Stanford Achievement Test-Ninth Edition

CONDITIONS OF PARTICIPATION

2000-2001

COUNTY	Total Students Tested	Tested Standard	Tested Nonstandard	Percent Standard
Barbour	1798	1530	268	85.1%
Berkeley	8653	7544	1109	87.2%
Boone	2872	2403	469	83.7%
Braxton	1704	1460	244	85.7%
Brooke	2503	2218	285	88.6%
Cabell	8087	7026	1061	86.9%
Calhoun	894	791	103	88.5%
Clay	1313	1111	202	84.6%
Doddridge	833	690	143	82.8%
Fayette	4747	4081	666	86.0%
Gilmer	722	649	73	89.9%
Grant	1317	1157	160	87.9%
Greenbrier	3595	3054	541	85.0%
Hampshire	2307	1964	343	85.1%
Hancock	2976	2751	225	92.4%
Hardy	1470	1242	228	84.5%
Harrison	7559	6640	919	87.8%
Jackson	3290	3034	256	92.2%
Jefferson	4692	4172	520	88.9%
Kanawha	18781	16641	2140	88.6%
Lewis	1869	1645	224	88.0%
Lincoln	2531	1987	544	78.5%
Logan	3939	3458	481	87.8%
Marion	5742	5318	424	92.6%
Marshall	3790	3288	502	86.8%
Mason	2794	2362	432	84.5%
Mercer	6047	5009	1038	82.8%
Mineral	3169	2893	276	91.3%
Mingo	3412	2919	493	85.6%
Monongalia	6739	5913	826	87.7%

Stanford Achievement Test-Ninth Edition

CONDITIONS OF PARTICIPATION

2000-2001

COUNTY	Total Students Tested	Tested Standard	Tested Nonstandard	Percent Standard
Monroe	1287	1096	191	85.2%
Morgan	1608	1377	231	85.6%
McDowell	3109	2411	698	77.5%
Nicholas	3019	2609	410	86.4%
Ohio	4033	3593	440	89.1%
Pendleton	854	763	91	89.3%
Pleasants	892	776	116	87.0%
Pocahontas	912	822	90	90.1%
Preston	3234	2760	474	85.3%
Putnam	5995	5238	757	87.4%
Raleigh	7963	6942	1021	87.2%
Randolph	3150	2796	354	88.8%
Ritchie	1115	976	139	87.5%
Roane	1798	1500	298	83.4%
Summers	1107	926	181	83.6%
Taylor	1670	1448	222	86.7%
Tucker	830	759	71	91.4%
Tyler	1076	970	106	90.1%
Upshur	2685	2352	333	87.6%
Wayne	4900	4084	816	83.3%
Webster	1138	897	241	78.8%
Wetzel	2248	1982	266	88.2%
Wirt	779	683	96	87.7%
Wood	9336	8762	574	93.9%
Wyoming	2848	2376	472	83.4%
Sub Total	187731	163848	23883	87.3%
Deaf/Blind	26	3	23	11.5%
OIEP	292	236	56	80.8%
Grand Total	188049	164087	23962	87.3%

**PARTICIPATION IN SAT-9
PERCENT STANDARD/NON-STANDARD GRADES 3 - 11
2000-2001**

COUNTY	PERCENT GENERAL EDUCATION STANDARD	PERCENT GENERAL EDUCATION NON STANDARD	PERCENT SPECIAL EDUCATION STANDARD*	PERCENT SPECIAL EDUCATION NON STANDARD
Barbour	77.1 (79)	1.2 (1.0)	8.0 (8.6)	13.7 (11.9)
Berkeley	82.5 (83)	2.6 (1.8)	4.7 (7.8)	10.2 (7.1)
Boone	78.5 (79)	0.8 (0.7)	5.2 (4.9)	15.5 (15.5)
Braxton	79.5 (79)	0.1 (0.3)	6.2 (7.4)	14.3 (13.2)
Brooke	84.2 (84)	0.8 (1.3)	4.4 (5.1)	10.6 (9.3)
Cabell	81.9 (82)	1.9 (1.5)	5.0 (5.6)	11.2 (10.5)
Calhoun	82.9 (82)	2.2 (2.8)	5.6 (8.0)	9.3 (7.2)
Clay	78.5 (79)	0.7 (0.6)	6.1 (5.8)	14.7 (14.5)
Doddridge	78.2 (80)	1.6 (0.8)	4.7 (10.9)	15.6 (8.5)
Fayette	84 .2 (84)	2.7 (3.1)	1.8 (2.2)	11.3 (11.2)
Gilmer	82.8 (80)	1.0 (0.5)	7.1 (4.9)	9.1 (14.7)
Grant	79.3 (79)	0.2 (1.2)	8.5 (6.4)	11.9 (13.7)
Greenbrier	79 .0 (80)	1.0 (1.2)	6.0 (5.5)	14.0 (13.8)
Hampshire	82 .3 (83)	2.3 (1.5)	2.9 (3.5)	12.6 (11.9)
Hancock	85.7 (84)	0.8 (2.0)	6.8 (6.7)	6.8 (7.1)
Hardy	78.7 (80)	1.1 (1.0)	5.8 (3.3)	14.4 (16.0)
Harrison	83.6 (84)	2.6 (2.3)	4.2 (4.0)	9.6 (10.1)
Jackson	86 .1 (87)	1.1 (1.1)	6.1 (6.0)	6.7 (6.3)
Jefferson	82.4 (83)	2.4 (1.5)	6.6 (6.8)	8.7 (8.9)
Kanawha	85 .0 (77)	1.3 (1.6)	3.6 (11.9)	10.1 (9.6)
Lewis	79.8 (81)	0.5 (0.9)	8.2 (7.9)	11.4 (10.6)
Lincoln	74.7 (73)	3.7 (4.3)	3.8 (4.6)	17.8 (18.3)
Logan	84.4 (84)	1.5 (1.2)	3.4 (4.4)	10.7 (10.7)
Marion	86.9 (86)	0.9 (1.1)	5.7 (4.8)	6.5 (7.7)
Marshall	82.3 (83)	1.7 (1.5)	4.5 (4.1)	11.6 (11.3)
Mason	80.8 (80)	1.6 (1.8)	3.7 (4.6)	13.8 (13.6)
Mercer	79.6 (78)	4.0 (4.5)	3.3 (5.0)	13.2 (12.9)
Mineral	80.9 (81)	2.6 (1.5)	10.4 (11.4)	6.1 (6.5)
Mingo	80.5 (80)	1.8 (1.4)	5.0 (4.6)	12.7 (13.7)

**PARTICIPATION IN SAT-9
PERCENT STANDARD/NON-STANDARD GRADES 3 - 11
2000 – 20001**

COUNTY	PERCENT GENERAL EDUCATION STANDARD	PERCENT GENERAL EDUCATION NON STANDARD	PERCENT SPECIAL EDUCATION STANDARD*	PERCENT SPECIAL EDUCATION NON STANDARD
Monongalia	83.2 (84)	1.6 (1.7)	4.5 (5.2)	10.7 (9.4)
Monroe	80.4 (82)	0.8 (0.4)	4.7 (5.7)	14.1 (12.3)
Morgan	83.3 (83)	1.9 (3.5)	2.3 (3.0)	12.5 (10.0)
McDowell	75.5 (74)	1.5 (1.3)	2.1 (2.2)	20.9 (22.4)
Nicholas	81.4 (82)	0.4 (1.3)	5.0 (6.1)	13.2 (11.0)
Ohio	86.0 (86)	2.8 (3.4)	3.1 (3.5)	8.2 (7.6)
Pendleton	83.3 (84)	1.5 (2.4)	6.1 (6.4)	9.1 (7.4)
Pleasants	83.6 (84)	0.2 (0.5)	3.4 (5.3)	12.8 (9.7)
Pocahontas	85.7 (84)	0.4 (2.0)	4.4 (4.3)	9.4 (9.7)
Preston	78.5 (80)	1.0 (0.5)	6.9 (6.7)	13.6 (13.3)
Putnam	79.8 (81)	0.6 (0.5)	7.6 (7.9)	12.1 (11.0)
Raleigh	83.5 (84)	2.4 (2.2)	3.7 (4.3)	10.4 (9.9)
Randolph	84.3 (83)	0.8 (0.6)	4.5 (5.8)	10.4 (10.3)
Ritchie	79.6 (80)	0.8 (0.6)	7.9 (5.2)	11.7 (14.3)
Roane	81.4 (82)	2.3 (1.4)	2.0 (2.9)	14.2 (13.6)
Summers	80.4 (79)	0.1 (2.1)	3.3 (3.2)	16.3 (15.4)
Taylor	80.8 (81)	1.7 (2.0)	5.9 (5.7)	11.6 (11.3)
Tucker	85.9 (88)	0.1 (0.0)	5.5 (7.6)	8.4 (4.0)
Tyler	82.5 (71)	0.8 (2.4)	7.6 (17.1)	9.0 (9.0)
Upshur	81.8 (81)	0.7 (0.6)	5.8 (6.9)	11.7 (11.1)
Wayne	80.4 (82)	2.0 (1.4)	3.0 (3.6)	14.7 (13.2)
Webster	76.4 (77)	1.8 (1.6)	2.5 (2.3)	19.4 (19.6)
Wetzel	81.7 (82)	0.6 (1.1)	6.5 (6.0)	11.3 (10.5)
Wirt	84.5 (83)	0.4 (1.4)	3.2 (2.4)	11.9 (13.5)
Wood	86.6 (86)	1.2 (1.4)	7.3 (7.1)	5.0 (5.5)
Wyoming	79.8 (80)	1.0 (1.0)	3.6 (3.0)	15.6 (15.9)
STATE	82.4 (82)	1.6 (1.7)	4.9 (6.1)	11.1 (10.7)

* does not include gifted and exceptional gifted

Note: 1999-2000 Percentages are in parentheses.

PARTICIPATION IN SAT-9

PERCENT STANDARD/NON-STANDARD GRADES 3-11

2000 - 2001

	Percent General Education Standard	Percent General Education Non-Standard	Percent Special Education Standard	Percent Special Education Non-Standard
DB	0.0	0.0	11.5	88.5
OIEP	0.0	0.0	24.3	19.2

PARTICIPATION IN SAT-9 ASSESSMENT
GRADES 3-11
2000-2001

COUNTY	Percent Within Special Ed Standard	Percent Within Special Ed Non-Standard	COUNTY	Percent Within Special Ed Standard	Percent Within Special Ed Non-Standard
Barbour	36.8 (42.0)	63.2 (58.0)	Mineral	63.0 (63.6)	37.0 (36.4)
Berkeley	31.4 (52.1)	68.6 (47.9)	Mingo	28.5 (25.0)	71.5 (75.0)
Boone	25.1 (24.2)	74.9 (75.8)	Monongalia	29.7 (35.7)	70.3 (64.3)
Braxton	30.2 (35.8)	69.8 (64.2)	Monroe	25.2 (31.4)	74.8 (68.6)
Brooke	29.3 (35.6)	70.7 (64.4)	Morgan	15.5 (23.1)	84.5 (76.9)
Cabell	30.9 (34.6)	69.1 (65.4)	McDowell	9.0 (8.9)	91.0 (91.1)
Calhoun	37.6 (52.5)	62.4 (47.5)	Nicholas	27.6 (35.6)	72.4 (64.4)
Clay	29.3 (28.6)	70.7 (71.4)	Ohio	27.5 (31.5)	72.5 (68.5)
Doddridge	23.1 (56.3)	76.9 (43.7)	Pendleton	40.0 (46.5)	60.0 (53.5)
Fayette	13.8 (16.1)	86.2 (83.9)	Pleasants	20.8 (35.4)	79.2 (64.6)
Gilmer	43.6 (25.0)	56.4 (75.0)	Pocahontas	31.7 (30.8)	68.3 (69.2)
Grant	41.6 (31.7)	58.4 (68.3)	Preston	33.5 (33.5)	66.5 (66.5)
Greenbrier	29.8 (28.5)	70.2 (71.5)	Putnam	38.6 (41.9)	61.4 (58.1)
Hampshire	18.5 (22.7)	81.5 (77.3)	Raleigh	26.1 (30.5)	73.9 (69.5)
Hancock	49.9 (48.6)	50.1 (51.4)	Randolph	30.0 (36.0)	70.0 (64.0)
Hardy	28.6 (17.3)	71.4 (82.7)	Ritchie	40.4 (26.6)	59.6 (73.4)
Harrison	30.5 (28.5)	69.5 (71.5)	Roane	12.3 (17.6)	87.7 (82.4)
Jackson	47.8 (48.8)	52.2 (51.2)	Summers	16.7 (17.1)	83.3 (82.9)
Jefferson	43.1 (43.2)	56.9 (56.8)	Taylor	33.9 (33.4)	66.1 (66.6)
Kanawha	26.3 (55.3)	73.7 (44.7)	Tucker	39.7 (65.6)	60.3 (34.4)
Lewis	41.7 (42.8)	58.3 (57.2)	Tyler	45.8 (65.6)	54.2 (34.4)
Lincoln	17.7 (20.1)	82.3 (79.9)	Upshur	33.2 (38.2)	66.8 (61.8)
Logan	24.2 (29.2)	75.8 (70.8)	Wayne	16.9 (21.6)	83.1 (78.4)
Marion	46.8 (38.5)	53.2 (61.5)	Webster	11.2 (10.4)	88.8 (89.6)
Marshall	27.8 (26.5)	72.2 (73.5)	Wetzel	36.6 (36.4)	63.4 (63.6)
Mason	21.2 (25.3)	78.8 (74.7)	Wirt	21.2 (15.1)	78.8 (84.9)
Mercer	19.8 (27.8)	81.2 (72.2)	Wood	59.4 (56.4)	40.6 (43.6)
			Wyoming	18.7 (15.7)	81.3 (84.3)

Note: 1999-2000 percentages are in parentheses.

PARTICIPATION IN SAT-9 ASSESSMENT

GRADES 3-11

2000-2001

	Special Ed Tested	Percent within Special Ed Standard	Percent within Special Ed Non-Standard
Total	29959	30.5%	69.5%
DB Schools	26	11.5%	88.5%
OIEP	127	55.9%	44.1%
Grand Total	30,112	30.6%	69.4%

STANFORD ACHIEVEMENT TEST

AGGREGATED RESULTS

1996 - 1997

1997 - 1998

1998 - 1999

1999 - 2000

2000 - 2001

REPORTS

STANFORD ACHIEVEMENT TEST

RESULTS FOR 1996-97, 1997-98, 1998-99, 1999-00, 2000-01

The following charts report the mean percentile scores from the Stanford Achievement Test, Ninth Edition, for the 1996-97, 1997-98, 1998-99, 1999-00, and 2000-01 school years by grade level, Total Basic Skills and content areas.

Graphical representations are presented for the following:

- Total Basic Skills (Language, Total Reading, and Total Mathematics),
- Total Reading,
- Total Mathematics,
- Language,
- Science, and
- Social Science.

Stanford Achievement Test Total Basic Skills

	1996-97	1997-98	1998-99	1999-00	2000-01
Grade 3	58	62	63	66	66
Grade 4	58	61	62	64	64
Grade 5	58	60	62	63	63
Grade 6	63	65	65	66	66
Grade 7	57	59	60	61	61
Grade 8	57	60	61	62	62
Grade 9	55	58	59	61	60
Grade 10	54	57	58	61	61
Grade 11	56	58	59	61	62

Stanford Achievement Test Total Reading

	1996-97	1997-98	1998-99	1999-00	2000-01
Grade 3	52	56	58	59	59
Grade 4	54	57	59	60	61
Grade 5	55	57	58	59	59
Grade 6	60	60	61	62	61
Grade 7	55	55	56	57	57
Grade 8	58	60	61	61	60
Grade 9	51	53	54	55	54
Grade 10	55	56	57	59	59
Grade 11	58	59	60	61	63

Stanford Achievement Test Total Mathematics

	1996-97	1997-98	1998-99	1999-00	2000-01
Grade 3	61	66	68	71	71
Grade 4	61	64	65	68	68
Grade 5	61	65	67	69	67
Grade 6	67	70	70	72	71
Grade 7	58	62	62	64	64
Grade 8	58	62	63	65	65
Grade 9	60	63	66	69	69
Grade 10	52	56	58	63	63
Grade 11	51	55	57	59	61

Stanford Achievement Test Language

	1996-97	1997-98	1998-99	1999-00	2000-01
Grade 3	57	61	62	64	64
Grade 4	58	62	63	65	65
Grade 5	57	59	61	63	63
Grade 6	61	63	63	66	66
Grade 7	59	62	64	66	66
Grade 8	59	63	64	66	65
Grade 9	57	61	62	65	64
Grade 10	55	57	59	62	62
Grade 11	57	60	61	63	64

Stanford Achievement Test Science

	1996-97	1997-98	1998-99	1999-00	2000-01
Grade 3	54	58	58	61	61
Grade 4	57	61	62	64	63
Grade 5	55	57	58	61	61
Grade 6	61	62	62	65	64
Grade 7	61	64	65	65	65
Grade 8	59	62	63	65	63
Grade 9	57	59	59	61	60
Grade 10	57	58	58	61	60
Grade 11	57	60	60	62	64

Stanford Achievement Test

Social Science

	1996-97	1997-98	1998-99	1999-00	2000-01
Grade 3	50	54	56	58	58
Grade 4	56	59	59	60	60
Grade 5	57	58	59	63	62
Grade 6	57	59	60	61	61
Grade 7	56	56	57	58	57
Grade 8	57	58	58	61	59
Grade 9	55	57	59	61	60
Grade 10	53	54	54	57	56
Grade 11	57	58	59	60	61

**PERCENT TOTAL STUDENTS IN
ENROLLMENT WITH SAT-9 RESULTS**
(Grades 3-11)

COUNTY	1997- 98	1998 - 99	1999-00	2000-01
Barbour	98	99.0	98.9	98.7
Berkeley	95	94.3	95.3	96.1
Boone	95	97.2	97.3	97.5
Braxton	93	97.8	98.1	98.2
Brooke	97	97.6	97.5	98.4
Cabell	94	95.2	96.0	96.6
Calhoun	96	99.2	99.0	99.1
Clay	94	96.2	95.3	97.2
Doddridge	97	96.5	97.5	97.8
Fayette	93	94.9	95.4	96.6
Gilmer	98	99.3	98.0	99.9
Grant	99	99.2	98.2	98.9
Greenbrier	95	96.4	96.9	96.1
Hampshire	97	96.5	95.0	98.2
Hancock	94	95.7	95.6	96.5
Hardy	91	97.7	97.8	99.1
Harrison	94	95.1	96.9	97.6
Jackson	96	96.4	97.5	98.1
Jefferson	97	96.5	96.3	97.3
Kanawha	92	93.8	94.7	96.0
Lewis	98	98.5	97.6	99.0
Lincoln	96	97.0	97.7	97.8
Logan	*--	97.5	97.0	97.8
Marion	96	95.9	95.8	96.7
Marshall	98	97.9	97.8	98.4
Mason	98	96.9	97.1	97.8
Mercer	96	96.9	97.0	97.4

* Score sheets lost in mail.

**PERCENT TOTAL STUDENTS IN
ENROLLMENT WITH SAT-9 RESULTS**

(Grades 3-11)

COUNTY	1997-98	1998-99	1999-00	2000-01
Mineral	95	97.7	98.5	99.5
Mingo	98	97.6	97.5	97.7
Monongalia	95	95.6	96.5	97.4
Monroe	97	95.8	97.2	97.7
Morgan	97	97.2	97.8	97.7
McDowell	83	94.6	95.5	96.5
Nicholas	95	95.5	96.2	97.4
Ohio	97	96.9	97.0	96.3
Pendleton	95	97.2	96.7	97.5
Pleasants	97	98.2	97.5	98.1
Pocahontas	98	97.1	98.4	97.6
Preston	97	98.6	97.9	98.2
Putnam	95	96.5	96.0	97.8
Raleigh	97	97.5	97.7	97.2
Randolph	92	96.7	97.4	97.5
Ritchie	96	95.9	97.2	98.1
Roane	97	97.2	97.4	96.7
Summers	97	96.8	95.8	96.9
Taylor	97	98.4	97.9	98.5
Tucker	98	97.2	97.7	98.7
Tyler	98	98.8	98.4	98.9
Upshur	93	97.9	98.3	98.0
Wayne	93	95.1	97.1	97.5
Webster	98	96.2	98.5	98.8
Wetzel	96	97.4	98.1	99.0
Wirt	99	96.8	98.3	99.1
Wood	98	98.0	98.2	98.4
Wyoming	96	97.3	98.2	98.5
TOTAL	95*	96.3	96.6	97.4

* Includes lost score sheets.

PARTICIPATION IN SAT-9 ASSESSMENT

GRADES 3-11
PERCENT WITHIN SPECIAL EDUCATION
STANDARD CONDITIONS

COUNTY	1997-98*	1998-99**	1999-00**	2000-01**
Barbour	39	21	42.0	37
Berkeley	61	47	52.1	31
Boone	33	20	24.2	25
Braxton	51	42	35.8	30
Brooke	53	40	35.6	29
Cabell	52	41	34.6	31
Calhoun	58	62	52.5	38
Clay	47	33	28.6	29
Doddridge	48	34	56.3	23
Fayette	44	37	16.1	14
Gilmer	30	29	25.0	44
Grant	36	33	31.7	42
Greenbrier	45	36	28.5	30
Hampshire	64	26	22.7	19
Hancock	51	49	48.6	50
Hardy	73	24	17.3	29
Harrison	59	34	28.5	31
Jackson	75	55	48.8	48
Jefferson	64	48	43.2	43
Kanawha	54	34	55.3	26
Lewis	45	30	42.8	42
Lincoln	31	23	20.1	18
Logan	54	35	29.2	24
Marion	64	45	38.5	47
Marshall	62	29	26.5	28
Mason	26	22	25.3	21
Mercer	34	20	27.8	20

*Includes gifted and exceptional gifted.

**Does not include gifted and exceptional gifted

PARTICIPATION IN SAT-9 ASSESSMENT

GRADES 3-11
 PERCENT WITHIN SPECIAL EDUCATION
 STANDARD CONDITIONS

COUNTY	1997-98*	1998-99**	1999-00**	2000-01**
Mineral	82	59	63.6	63
Mingo	24	24	25.0	28
Monongalia	69	49	35.7	30
Monroe	37	30	31.4	25
Morgan	85	49	23.1	16
McDowell	36	9	8.9	9
Nicholas	64	54	35.6	28
Ohio	46	30	31.5	28
Pendleton	79	62	46.5	40
Pleasants	82	44	35.4	21
Pocahontas	62	30	30.8	32
Preston	46	33	33.5	33
Putnam	49	43	41.9	39
Raleigh	45	31	30.5	26
Randolph	59	43	36.0	30
Ritchie	73	36	26.6	40
Roane	29	18	17.6	12
Summers	50	19	17.1	17
Taylor	51	37	33.4	34
Tucker	66	48	65.6	40
Tyler	62	49	65.6	46
Upshur	57	51	38.2	33
Wayne	38	26	21.6	17
Webster	29	20	10.4	11
Wetzel	52	49	36.4	37
Wirt	35	24	15.1	21
Wood	75	63	56.4	59
Wyoming	21	18	15.7	19
TOTAL	53	36	36.5	30

*Includes gifted and exceptional gifted.

**Does not include gifted and exceptional gifted

ALTERNATE ASSESSMENT

2000 - 2001

Alternate Assessment

The West Virginia Alternate Assessment is an approach to gather performance information on the progress of students with severe disabilities who cannot participate in the norm-referenced component of West Virginia Statewide Assessment Program, the Stanford Achievement Test, Ninth Edition (SAT-9) even with accommodations or modifications.

The Alternate Assessment is not a conventional standardized test. Data is collected throughout the school year on the student's performance on selected Instructional Goals and Objectives (IGOs) for West Virginia Schools as described in the *West Virginia Alternate Assessment Framework: Linking Instructional Goals and Objectives with Adaptive Skills*. The information on the student's performance is compiled in a Datafolio, which is used to evaluate the student's performance on the Skill Inventory in the spring.

Each student is assessed on an individual basis through performance demonstrations in real world situations and settings. The student's performance for each selected skill (IGO) will be evaluated by people involved in his/her education, such as teachers, parents, service providers, and others. Level of accuracy and fluency of performance, number of settings in which the skill is demonstrated, intensity of instructional assistance, and the number of ways in which the skill is demonstrated are rated to determine the performance level as one of the following: awareness, progressing, competent, or generalized.

Alternate Assessment

Selected Instructional Goals and Objectives

The Alternate Assessment Skill Inventory for 2000-2001 contains the following selected Instructional Goals and Objectives:

English Language Arts:

- Use words to describe/name people, places, things, and number words with appropriate modifications, supports and age appropriate materials. (K.3)
- Follow one-step and two-step directions with appropriate modifications, supports and age appropriate materials. (K.5)

Mathematics:

- Identify and describe one set as having more or fewer or the same number of members as the other set and identify one or more or one less than a given number with appropriate modifications, supports and age appropriate materials. (K.2)
- Identify basic geometric shapes in the environment with appropriate modifications, supports and age appropriate materials. (K.16)

Science:

- Use decision making skills in daily life with appropriate modifications, supports and age appropriate materials. (K.22)
- Explore objects and events by attributes (e.g., shapes, color, texture) with appropriate modifications, supports and age appropriate materials. (3.3_{4,5,6,7,8,9,10,11})

Social Studies:

- Demonstrate appropriate behaviors and expectations in school-related experiences with appropriate modifications, supports and age appropriate materials.(K.8)
- Identify the name and value of the following coins: penny, nickel, dime, and quarter, and role-play their exchange for goods/services with appropriate modifications, supports and age appropriate materials. (1.8_{3,4})

- Demonstrate knowledge of needs and wants in relation to making appropriate personal choices with appropriate modifications, supports and age appropriate modifications, supports and age appropriate materials.(2.10_{3,4,6})

Process/Workplace:

- Stay with an assignment or task to completion with appropriate modifications, supports and age appropriate materials. (PW.36)

Computer/Technology:

- Demonstrate the various uses of technology while at work and play with appropriate modifications, accommodations and age appropriate materials. (Math K.35)

Alternate Assessment Reporting for 2000-2001

To arrive at the reported scores, the student's numerical ratings for the eleven IGOs were averaged to obtain one overall score. Preliminary cut scores were selected for reporting purposes. The student's index was assigned to the four performance levels as follows: Awareness=1 to 1.4; Progressing=1.5 to 2.4; Competent=2.5 to 3.4 and Generalized=3.5 to 4.0. Only students with ratings for all eleven IGOs were included in the report. Scores from counties with ten or less students were not reported due to confidentiality.

Example:

Performance Level	Awareness	Progressing	Competent	Generalized
N=68	25	28	12	3
Index Range	1.0-1.4	1.5-2.4	2.5-3.4	3.5-4.0
Percent	36.8%	41.2%	17.6%	4.4%

The performance levels for 2000-2001 were defined as follows:

Awareness- The student is beginning to learn the skill in one setting, and one performance demonstration with continuous physical and/or verbal instructional assistance but performs the skill incorrectly much of the time.

Progressing- The student demonstrates the skill correctly some of the time, in one setting and one performance demonstration with frequent physical and/or verbal instructional assistance.

Competent- The student demonstrates the skill correctly most of the time, in two settings and two different performance demonstrations with occasional physical and/or verbal instructional assistance provided, but may perform the skill at a slow rate.

Generalized- The student demonstrates the skill correctly, fluently, that is, at a satisfactory rate or pace, and independently in three or more settings and with three or more performance demonstrations.

ALTERNATE ASSESSMENT SKILL INVENTORY RUBRIC

	Awareness	Progressing	Competent	Generalized
Level of Accuracy and Fluency	Student is beginning to demonstrate the skill.	Student demonstrates the skill correctly some of the time.	Student demonstrates the skill correctly most of the time but may be slow.	Student demonstrates the skill correctly and fluently all of the time.
Number of Settings	Students attempts the skill in one setting.	Students demonstrates the skill in one setting.	Student demonstrates the skill in two settings.	Student demonstrates the skill in three settings.
Intensity of Instructional Assistance	Student attempts the skill with continuous physical and/or verbal assistance.	Student demonstrates the skill with frequent physical and/or verbal assistance.	Student demonstrates the skill with occasional physical and/or verbal assistance.	Student demonstrates the skill independently.
Varied Performance Demonstrations	Students attempts the skill in one performance demonstration.	Student performs the skill in one performance demonstration.	Student performs the skill in two different performance demonstration.	Student performs the skill in three different performance demonstrations.

All skills are performed with ongoing supports where appropriate (e.g., assistive technology, and accommodations) as determined by the IEP.

Definitions:

Instructional assistance - Direct teaching, modeling, guided practice, supervision and physical or verbal assistance to facilitate learning a skill.

Physical assistance - "Hand over hand" or other direct physical assistance provided to the student to lead the student to perform the skill.

Verbal assistance - Spoken instructions(or instructions in the student's preferred model of communication)or prompts to lead the student to perform the skill.

Performance demonstration - An instructional activity or series of instructional activities selected for documentation in the Datafolil, in which the student demonstrates functional performance of the IGO.

Beginning to demonstrate - The student attends or shows recognition of the task; student makes mostly unsuccessful attempts to perform the task or a component of the task. For skills in which a percentage criterion is appropriate, the student performs the task at 25 percent or less accuracy, or performs the task with accuracy 25 percent or less of the time.

Correctly some of the time - The student performs the task correctly or accurately some of the time, but performs with errors or unacceptable performance at other times. For skills in which a percentage criterion is appropriate, the student performs the task with 26 to 80 percent accuracy or performs the task or skill correctly 26 to 80 percent of the time.

Correctly most of the time - The student performs the task with no or few errors or acceptable performance most of the time. For skills in which a percentage criterion is appropriate, the student performs the task at 80 to 95 percent accuracy or performs the skill correctly at least 80 but less than 95 percent of the time.

Correctly all of the time - The student performs the task without error or with satisfactory performance all the time. For skills in which a percentage criterion is appropriate, the student performs the task at 95 percent or greater accuracy or performs the skill correctly 95 percent of the time.

Fluency - The student performs the task smoothly, at a satisfactory rate of speed or pacing.

Setting - The location in which the skill is demonstrated may include, but is not limited to, the following: special education classrooms, general education classroom, cafeteria, library, playground, technical school, restaurant, supermarket, gas station, other community settings, workplace, and in the home.

West Virginia Alternate Assessment 2000-2001

COUNTY	Awareness	Progressing	Competent	Generalized	TOTAL	Incomplete Skill Inventory
Barbour	**	**	**	**	3	0
Berkeley	41 (62%)	20 (30%)	5 (8%)	0	66	7
Boone	17 (77%)	3 (14%)	2 (9%)	0	22	2
Braxton	4 (33%)	3 (25%)	5 (42%)	0	12	3
Brooke	5 (29%)	8 (47%)	4 (24%)	0 (1%)	17	1
Cabell	46 (48%)	40 (42%)	9 (9%)	1 (1%)	96	3
Calhoun	**	**	**	**	1	0
Clay	0	0	0	0	0	0
Doddridge	**	**	**	**	4	1
Fayette	6 (18%)	22 (67%)	5 (15%)	0	33	0
Gilmer	**	**	**	**	9	0
Grant	**	**	**	**	7	0
Greenbrier	11 (69%)	4 (25%)	1 (6%)	0	16	3
Hampshire	14 (35%)	13 (33%)	12 (30%)	1 (3%)	40	1
Hancock	20 (47%)	21 (49%)	2 (5%)	0	43	5
Hardy	**	**	**	**	3	1
Harrison	17 (55%)	11 (35%)	1 (3%)	2 (6%)	31	0
Jackson	16 (52%)	13 (42%)	1 (3%)	1 (3%)	31	0
Jefferson	8 (29%)	19 (68%)	1 (4%)	0	28	2
Kanawha	85 (52%)	56 (34%)	19 (12%)	3 (2%)	163	87
Lewis	8 (57%)	2 (14%)	1 (7%)	3 (21%)	14	1
Lincoln	16 (73%)	6 (27%)	0	0	22	3
Logan	29 (73%)	9 (23%)	1 (3%)	1 (3%)	40	3
Marion	9 (43%)	12 (57%)	0	0	21	3
Marshall	8 (40%)	12 (60%)	0	0	20	0
Mason	16 (36%)	4 (9%)	5 (11%)	19 (43%)	44	9
Mercer	20 (43%)	24 (51%)	2 (4%)	1 (2%)	47	1
Mineral	8 (73%)	2 (18%)	1 (9%)	0	11	1
Mingo	18 (64%)	10 (36%)	0	0	28	2

West Virginia Alternate Assessment 2000-2001

COUNTY	Awareness	Progressing	Competent	Generalized	TOTAL	Incomplete Skill Inventory
Monongalia	34 (47%)	32 (44%)	5 (7%)	1 (1%)	72	13
Monroe	2 (13%)	8 (53%)	2 (13%)	3 (20%)	15	0
Morgan	**	**	**	**	9	1
McDowell	16 (46%)	18 (51%)	1 (3%)	0	35	5
Nicholas	14 (45%)	14 (45%)	3 (10%)	0	31	7
Ohio	22 (39%)	13 (23%)	15 (27%)	6 (11%)	56	0
Pendleton	**	**	**	**	7	0
Pleasants	**	**	**	**	9	1
Pocahontas	**	**	**	**	3	0
Preston	4 (29%)	10 (71%)	0	0	14	6
Putnam	14 (41%)	15 (44%)	5 (15%)	0	34	3
Raleigh	35 (45%)	29 (38%)	10 (13%)	3 (4%)	77	3
Randolph	4 (11%)	23 (64%)	5 (14%)	4 (11%)	36	3
Ritchie	**	**	**	**	4	0
Roane	9 (41%)	12 (55%)	1 (5%)	0	22	1
Summers	3 (19%)	5 (31%)	2 (13%)	6 (38%)	16	2
Taylor	6 (60%)	4 (40%)	0	0	10	1
Tucker	2 (17%)	10 (83%)	0	0	12	2
Tyler	**	**	**	**	7	0
Upshur	8 (62%)	5 (38%)	0	0	13	4
Wayne	16 (53%)	14 (47%)	0	0	30	5
Webster	**	**	**	**	2	1
Wetzel	14 (82%)	3 (18%)	0	0	17	2
Wirt	**	**	**	**	4	0
Wood	26 (39%)	29 (43%)	10 (15%)	2 (3%)	67	1
Wyoming	10 (67%)	4 (27%)	1 (7%)	0	15	0
WVSD	18 (43%)	20 (48%)	3 (7%)	1 (2%)	42	4
STATE	705 (46%)	617 (40%)	151 (10%)	58 (4%)	1531	204

NOTE: Performance level based on student index which is the mean of the ratings for the 11 IGOs from the Skill Inventory. Only ratings from complete Skill Inventories are included.
Number too small to protect confidentiality of student(s).

PARTICIPATION IN ALTERNATE ASSESSMENT 2000-2001

COUNTY	NUMBER IN SPEC. ED. ENROLLMENT	NUMBER IN ALTERNATE ASSESSMENT	% OF SPEC. ED. IN ALTERNATE ASSESSMENT
Barbour	389	3	.8%
Berkeley	1405	73	5.2%
Boone	641	24	3.7%
Braxton	366	15	4.1%
Brooke	393	18	4.6%
Cabell	1507	99	6.6%
Calhoun	137	1	.7%
Clay	289	0	0%
Doddridge	179	5	2.8%
Fayette	679	33	4.9%
Gilmer	120	9	7.5%
Grant	258	7	2.7%
Greenbrier	734	19	2.6%
Hampshire	377	41	10.9%
Hancock	465	48	10.3%
Hardy	306	4	1.3%
Harrison	1134	31	2.7%
Jackson	458	31	6.8%
Jefferson	792	30	3.8%
Kanawha	2992	250	8.4%
Lewis	372	15	4.0%
Lincoln	551	25	4.5%
Logan	590	43	7.3%
Marion	768	24	3.1%
Marshall	629	20	3.2%
Mason	524	53	10.1%
Mercer	1059	48	4.5%
Mineral	520	12	2.3%
Mingo	632	30	4.7%

PARTICIPATION IN ALTERNATE ASSESSMENT 2000-2001

COUNTY	NUMBER IN SPEC. ED. ENROLLMENT	NUMBER IN ALTERNATE ASSESSMENT	% OF SPEC. ED. IN ALTERNATE ASSESSMENT
Monongalia	1110	85	7.7%
Monroe	250	15	6%
Morgan	258	10	3.9%
McDowell	754	40	5.3%
Nicholas	590	38	6.4%
Ohio	508	56	11.0%
Pendleton	152	7	4.6%
Pleasants	156	10	6.4%
Pocahontas	136	3	2.2%
Preston	653	20	3.1%
Putnam	1217	37	3.0%
Raleigh	1234	80	6.5%
Randolph	510	39	7.6%
Ritchie	234	4	1.7%
Roane	321	23	7.2%
Summers	233	18	7.7%
Taylor	305	11	3.6%
Tucker	125	14	11.2%
Tyler	183	7	3.8%
Upshur	513	17	3.3%
Wayne	933	35	3.8%
Webster	243	3	1.2%
Wetzel	408	19	4.7%
Wirt	123	4	3.3%
Wood	1273	68	5.3%
Wyoming	569	15	2.7%
STATE SUB TOTAL	32257	1689	5.2%
WVSDB	86	46	53.5%
OIEP	121	0	0%
TOTAL with SOP	32464	1735	5.3%

WRITING ASSESSMENT

2000 - 2001

West Virginia Writing Assessment

The West Virginia Writing Assessment provides information to teachers, students, administrators and the public regarding the writing abilities of students in grades 4, 7 and 10. This performance assessment is based on a written response to a writing prompt. One prompt for each grade is given to 4th, 7th and 10th grade students. Students in the 4th grade write a first draft within a 45 minute time period during the morning and are asked to edit, revise and write a final draft later in the day during another 45 minute time period. In grades 7 and 10, students are asked to plan, write a first draft, revise, edit, proofread and write a final draft within a 60 minute period of time.

A modified holistic scoring based on a rubric with a numeric scale is used to score the writing samples. Holistic scoring involves judging a piece of writing for its “whole” or total effect. Score points range from 4 to 1, with 4 being the highest. An “N” is used when a composition cannot be understood, is illegible, or a student refused to take the test. In grades 7 and 10, an “N” is also used if there is an insufficient amount of writing. In addition to the numeric score, students are provided with analytic statements defining strengths and weaknesses in specific areas (organization, development, sentence formation, word usage and mechanics).

Writing Assessment Data 1996-97, 1997-98, 1998-99, 1999-00, and 2000-2001

The following tables indicate the number of students who participated in the Writing Assessment, their scores and the percent of students who scored within each designated scoring category for grades 4, 7 and 10. Also, a scoring rubric for these grades is included with the charts.

Information provided is as follows:

- Fourth Grade Writing Assessment Results,
- Fourth Grade Writing Assessment County by County,
- Fourth Grade Modified Holistic Scoring Criteria,
- Fourth Grade Test Analytics Scale,
- Seventh Grade Writing Assessment Results,
- Seventh Grade Writing Assessment County by County,
- Tenth Grade Writing Assessment Results,
- Tenth Grade Writing Assessment County by County,
- Seventh and Tenth Grade Modified Holistic Scoring Criteria, and
- Seventh and Tenth Grade Test Analytics Scale.

**WRITING ASSESSMENT
FOURTH GRADE**

	1996-1997		1997-1998		1998-1999		1999-2000		2000-2001	
SCORES	FR	PR	FR	PR	FR	PR	FR	PR	FR	PR
4.0	101	1	248	1	207	1	348	2	181	1
3.5	373	2	610	3	466	3	689	4	321	2
3.0	1152	6	1634	9	1170	7	2129	12	1381	8
2.5	2693	14	2855	16	2331	13	2883	16	2631	15
2.0	9333	50	7998	45	7275	41	8526	46	10751	61
1.5	3141	17	2656	15	3277	18	2123	12	1288	7
1.0	1767	9	2856	10	3051	17	1616	9	455	3
N	107	1	71	0	160	1	96	1	508	3

School Year	Total Frequency	Average State Score
1996-1997	18667	2.0
1997-1998	17927	2.07
1998-1999	17937	1.93
1999-2000	19410	2.14
2000-2001	17516	2.14

FR = Frequency, number of students

PR = Percent of students scoring within the designated category

Total Frequency = Total number of students participating in the Writing Assessment

**WEST VIRGINIA STATEWIDE ASSESSMENT PROGRAM
FOURTH GRADE — WRITING ASSESSMENT COUNTY BY COUNTY
1992-93 THROUGH 2000-01**

COUNTY	4TH GRADE					
	92-93	96-97	97-98	98-99	99-00	00-01
WEST VIRGINIA	1.66	2.00	2.07	1.93	2.14	2.12
BARBOUR	1.46	1.95	1.99	1.88	2.11	1.94
BERKELEY	1.63	2.07	2.22	2.09	2.14	2.18
BOONE	1.65	2.04	2.24	1.99	1.96	2.07
BRAXTON	1.46	1.99	1.93	1.80	1.95	2.04
BROOKE	1.53	2.09	2.18	2.12	2.05	2.21
CABELL	1.65	1.99	2.06	1.88	2.18	2.16
CALHOUN	1.65	1.69	2.09	1.59	2.22	1.93
CLAY	1.76	1.98	2.21	1.91	1.84	1.96
DODDRIDGE	1.49	1.91	2.10	1.99	1.99	1.89
FAYETTE	1.60	1.82	1.90	1.85	1.86	2.05
GILMER	1.68	1.91	1.98	2.07	2.25	2.43
GRANT	1.35	1.89	2.21	1.86	2.09	2.26
GREENBRIER	1.65	1.98	2.03	1.94	2.09	2.11
HAMPSHIRE	1.63	1.96	2.05	1.92	2.17	2.17
HANCOCK	1.74	2.13	2.34	2.04	2.10	2.14
HARDY	1.52	1.90	1.88	2.04	1.86	1.98
HARRISON	1.77	2.05	2.10	2.01	2.24	2.13
JACKSON	1.52	2.00	2.14	2.03	2.20	2.14
JEFFERSON	1.57	2.08	2.07	1.99	2.40	2.17
KANAWHA	1.60	2.04	2.12	2.03	2.17	2.14
LEWIS	1.49	2.09	1.86	1.68	1.98	2.13
LINCOLN	1.65	1.91	1.92	1.77	1.94	2.12
LOGAN	1.53	1.98	1.90	1.93	2.21	2.12
MARION	1.69	2.08	2.04	1.86	2.10	2.05
MARSHALL	1.85	2.04	2.06	1.94	2.23	2.13
MASON	1.64	2.05	2.11	1.81	2.06	1.98
MERCER	1.61	2.02	2.02	2.00	2.11	2.11
MINERAL	1.77	2.05	2.12	2.11	2.30	2.13
MINGO	1.53	1.95	1.80	1.73	1.90	2.09
MONONGALIA	1.88	2.03	2.44	2.08	2.38	2.31
MONROE	1.59	2.02	1.98	1.87	2.09	1.76
MORGAN	1.96	1.88	1.94	1.87	1.94	2.11
MCDOWELL	1.48	1.75	1.81	1.55	1.88	1.91
NICHOLAS	1.65	1.92	2.06	1.85	1.96	2.07
OHIO	1.73	2.08	2.11	1.96	2.17	2.21
PENDLETON	1.85	1.82	2.01	1.99	2.14	2.09
PLEASANTS	1.67	1.98	1.98	1.91	2.15	2.12
POCAHONTAS	1.77	1.76	1.85	1.84	1.91	2.05
PRESTON	1.76	1.88	2.08	1.80	2.17	2.16
PUTNAM	1.73	2.05	2.19	1.98	2.25	2.14
RALEIGH	1.63	1.97	2.01	1.88	2.19	2.18
RANDOLPH	1.83	2.00	2.01	1.89	2.23	2.10
RITCHIE	2.00	2.04	2.55	2.16	2.34	2.30
ROANE	1.53	1.97	2.06	1.84	1.95	2.02
SUMMERS	1.92	2.16	1.92	1.79	2.06	1.95
TAYLOR	1.73	2.03	2.09	1.82	2.23	2.18
TUCKER	1.46	1.89	1.96	1.57	2.40	1.94
TYLER	1.76	1.91	2.03	2.06	2.19	2.23
UPSHUR	1.74	1.89	1.96	1.82	2.16	1.99
WAYNE	1.59	1.96	1.99	1.83	2.24	2.18
WEBSTER	1.64	1.99	1.96	1.57	2.25	2.04
WETZEL	1.64	1.94	2.28	2.02	2.17	2.30
WIRT	1.68	1.65	1.85	2.16	2.01	1.92
WOOD	1.76	2.05	2.07	1.89	2.20	2.15
WYOMING	1.70	1.86	1.90	1.91	2.07	1.98
DEAF AND BLIND	DNT	DNT	DNT	2.00	1.57	2.13

DNT = Did Not Test

GRADE FOUR TEST ANALYTICS SCALE

POSITIVES

NEGATIVES

O. ORGANIZATION

- | | |
|------------------------------------|---|
| 1. Has a beginning, middle and end | 1. Lacks a beginning, middle and end |
| 2. Has unified paragraphing | 2. Does not have unified paragraphing |
| 3. Has transitional words | 3. Does not have transitional words |
| 4. Has focus and is easy to follow | 4. Does not have focus and is difficult to follow |

D. DEVELOPMENT

- | | |
|---|--|
| 1. Has sufficient support (reasons, comparisons, etc.) | 1. Has insufficient support (reasons, comparisons, etc.) |
| 2. Has sufficient details relating to the topic (examples, incidents, reasons, comparisons, etc.) | 2. Lacks sufficient details relating to the topic (examples, incidents, comparisons, etc.) |
| | 3. Lacks sufficient amount of writing |
| | 4. Although your paper has been scored, it does not address the topic. |

S. SENTENCE FORMATION

- | | |
|---------------------------------------|---|
| 1. Has sentence variety | 1. Does not have sentence variety |
| 2. Has correct and complete sentences | 2. Does not have correct and complete sentences |
| | 3. Has run-on sentences |

W. WORD USAGE

- | | |
|------------------------------|----------------------------------|
| 1. Is vivid and to the point | 1. Is not vivid and to the point |
| 2. Uses correct grammar | 2. Does not use correct grammar |
| 3. Has clear word choice | 3. Repetitive and/or rambling |

M. MECHANICS

- | | |
|-------------------------------|---------------------------------|
| 1. Has correct capitalization | 1. Has incorrect capitalization |
| 2. Has correct punctuation | 2. Has incorrect punctuation |
| 3. Has correct spelling | 3. Has incorrect spelling |

(N) NON-SCOREABLE PAPERS

N1. INCOHERENT

Your composition cannot be understood.

N2. ILLEGIBLE

Your handwriting was so poor that the scorers could not read your paper to score it.

N3. REFUSED TO TAKE TEST

Although we have an answer sheet for you, it was blank or could not be scored.

**WRITING ASSESSMENT
Seventh Grade**

SCORES	1996-1997		1997-1998		1998-1999		1999-2000		2000-2001	
	FR	PR	FR	PR	FR	PR	FR	PR	FR	PR
4.0	199	1	180	1	146	1	133	1	253	1
3.5	550	3	368	2	412	2	318	2	564	3
3.0	2017	11	1659	9	1534	8	1450	8	1548	8
2.5	3342	17	2707	14	2819	15	2727	15	3035	16
2.0	11047	58	10870	58	1101	60	11233	62	9892	53
1.5	967	5	1528	8	1230	7	1312	7	1985	11
1.0	349	2	764	4	433	2	441	2	1146	6
N	710	4	782	4	706	4	430	2	70	0

School Year	Total Frequency	Average State Score
1996-1997	19181	2.22
1997-1998	18858	2.13
1998-1999	18297	2.16
1999-2000	18044	2.14
2000-2001	18493	2.12

FR = Frequency, number of students

PR = Percent of students scoring within the designated category

Total Frequency = Total number of students participating in the Writing Assessment

**WEST VIRGINIA STATEWIDE ASSESSMENT PROGRAM
SEVENTH GRADE — WRITING ASSESSMENT COUNTY BY COUNTY
1989-90 THROUGH 2000-01**

COUNTY	8 TH GRADE							7 TH GRADE				
	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01
WEST VIRGINIA	2.15	2.09	2.06	2.07	2.18	2.15	2.17	2.22	2.13	2.16	2.14	2.14
BARBOUR	2.07	2.04	2.07	2.09	2.12	2.08	2.06	2.09	2.06	2.10	2.06	2.04
BERKELEY	2.17	2.14	2.09	2.07	2.17	2.18	2.18	2.20	2.10	2.16	2.10	2.21
BOONE	2.08	2.06	2.06	2.07	2.19	2.29	2.14	2.33	2.13	2.24	2.18	2.04
BRAXTON	2.20	2.03	2.01	2.15	2.22	2.26	2.02	2.34	1.96	2.05	2.07	1.97
BROOKE	2.17	2.07	2.15	2.04	2.09	2.16	2.14	2.26	2.25	2.17	2.21	2.05
CABELL	2.16	2.12	2.13	2.10	2.18	2.21	2.18	2.29	2.22	2.19	2.18	2.23
CALHOUN	2.22	2.14	1.99	2.15	2.21	2.19	1.99	2.21	1.99	2.11	1.97	2.20
CLAY	2.04	2.08	1.99	2.00	2.00	2.13	1.97	2.10	2.07	2.13	2.19	2.24
DODDRIDGE	2.26	1.93	1.96	1.96	2.27	2.28	2.23	2.34	2.05	1.87	2.09	2.33
FAYETTE	2.09	2.01	2.03	2.05	2.16	2.19	2.17	2.21	1.98	2.01	2.06	2.07
GILMER	2.32	1.99	2.19	1.98	2.18	2.13	2.46	2.21	1.99	2.28	2.06	2.11
GRANT	2.18	2.01	2.06	2.14	2.17	2.21	2.26	2.21	2.14	2.08	2.18	2.16
GREENBRIER	2.15	2.11	2.16	2.05	2.24	2.20	2.07	2.23	2.07	2.09	2.13	2.02
HAMPSHIRE	2.14	2.21	2.17	2.21	2.23	2.21	2.18	2.24	2.22	2.18	2.05	2.10
HANCOCK	2.11	2.09	1.97	2.07	2.16	2.29	2.19	2.15	2.17	2.18	2.26	2.12
HARDY	2.04	2.04	2.18	2.05	2.31	1.96	2.28	2.16	2.14	2.17	2.26	2.18
HARRISON	2.13	2.12	2.09	2.03	2.19	2.19	2.17	2.29	2.22	2.27	2.17	2.16
JACKSON	2.10	2.08	2.07	2.07	2.32	2.27	2.28	2.22	2.06	2.24	2.17	2.21
JEFFERSON	2.13	2.09	2.08	2.11	2.22	2.16	2.20	2.25	2.16	2.22	2.16	2.12
KANAWHA	2.15	1.97	2.06	2.07	2.22	2.16	2.17	2.23	2.16	2.19	2.15	2.20
LEWIS	2.09	2.10	2.04	2.07	2.34	2.16	2.18	2.36	2.02	2.07	2.06	2.14
LINCOLN	2.15	2.06	1.96	1.99	2.06	2.07	2.04	2.02	1.87	2.04	1.95	2.01
LOGAN	2.09	2.09	2.03	2.00	2.14	2.12	2.10	2.21	2.16	2.19	2.01	2.09
MARION	2.23	2.12	2.11	2.12	2.22	2.18	2.24	2.25	2.19	2.21	2.18	2.17
MARSHALL	2.23	2.17	2.05	2.14	2.17	2.17	2.08	2.22	2.15	2.12	2.17	2.10
MASON	2.08	1.92	1.92	2.01	2.12	2.02	2.15	2.26	2.14	2.23	2.18	2.10
MERCER	2.14	2.09	2.03	2.03	2.14	2.11	2.16	2.18	2.12	2.18	2.19	2.12
MINERAL	2.28	2.15	2.10	2.09	2.15	2.27	2.24	2.23	2.25	2.29	2.21	2.17
MINGO	1.99	2.01	1.98	1.99	2.09	2.01	2.00	2.10	2.04	2.08	2.10	2.05
MONONGALIA	2.27	2.21	2.09	2.07	2.19	2.20	2.19	2.28	2.25	2.30	2.18	2.25
MONROE	2.10	2.05	2.05	1.99	2.16	2.12	2.12	2.27	1.91	2.00	2.16	2.04
MORGAN	2.23	2.06	1.98	2.17	2.13	2.04	2.16	2.23	2.05	2.15	2.08	2.20
MCDOWELL	2.05	1.99	2.02	2.03	2.04	2.05	2.07	2.16	2.02	2.01	1.95	1.95
NICHOLAS	2.21	2.06	1.98	2.04	2.03	2.14	2.07	2.08	2.12	2.04	2.10	2.03
OHIO	2.27	2.17	2.29	2.17	2.33	2.31	2.39	2.29	2.27	2.24	2.30	2.24
PENDLETON	2.21	2.10	2.28	2.25	2.18	2.22	2.25	2.33	1.95	2.10	2.22	2.27
PLEASANTS	2.15	2.06	1.94	2.01	2.03	2.08	2.19	2.12	2.09	2.10	2.02	2.21
POCAHONTAS	2.11	2.21	2.00	2.02	1.96	2.07	2.06	2.03	2.13	1.92	1.99	2.03
PRESTON	2.11	2.02	2.08	2.10	2.20	2.11	2.09	2.13	2.21	2.08	2.17	2.09
PUTNAM	2.18	2.12	2.06	2.17	2.18	2.16	2.19	2.33	2.13	2.20	2.17	2.16
RALEIGH	2.14	2.07	2.06	2.03	2.17	2.04	2.18	2.17	2.09	2.10	2.07	2.02
RANDOLPH	2.22	2.06	1.97	2.03	2.28	2.26	2.18	2.06	2.09	2.17	1.97	2.08
RITCHIE	2.11	2.02	2.13	2.08	2.08	2.10	2.27	2.29	2.42	2.25	2.27	2.56
ROANE	2.20	2.01	2.04	2.19	2.18	2.09	2.21	2.27	2.06	2.13	2.10	2.20
SUMMERS	2.13	2.15	2.20	2.10	2.21	2.10	2.16	2.20	2.19	2.28	2.14	2.12
TAYLOR	1.97	2.03	2.00	2.07	2.22	2.09	2.13	2.16	2.10	2.16	2.23	2.17
TUCKER	2.25	2.08	2.18	2.22	2.31	2.21	2.22	2.11	1.94	2.33	2.15	2.21
TYLER	2.09	2.12	2.07	2.02	2.10	2.22	2.18	2.47	2.24	2.50	2.13	2.13
UPSHUR	2.17	2.21	2.11	2.11	2.17	2.15	2.33	2.16	2.17	2.13	2.03	2.13
WAYNE	2.11	2.04	1.99	2.04	2.20	2.12	2.14	2.21	2.11	2.01	2.14	2.13
WEBSTER	2.04	2.07	2.10	1.96	2.18	2.10	2.17	2.16	2.08	2.19	2.23	2.17
WETZEL	2.12	2.13	2.05	2.15	2.13	2.18	2.18	2.34	2.17	2.18	2.20	2.27
WIRT	2.14	1.96	2.07	2.09	2.04	1.99	2.17	2.15	2.02	1.96	2.04	2.20
WOOD	2.21	2.23	2.09	2.14	2.24	2.10	2.21	2.28	2.18	2.12	2.17	2.17
WYOMING	2.13	2.05	2.04	1.99	2.23	2.04	2.15	2.07	1.99	2.05	2.17	2.08
DEAF AND BLIND	DNT	DNT	DNT	DNT	DNT	DNT	DNT	DNT	DNT	DNT	1.38	DNT

DNT=Did Not Test

WRITING ASSESSMENT
Tenth Grade

	1996-1997		1997-1998		1998-1999		1999-2000		2000-2001	
SCORES	FR	PR	FR	PR	FR	PR	FR	PR	FR	PR
4.0	270	1	326	2	456	3	397	2	337	2
3.5	546	3	632	3	832	5	768	5	758	5
3.0	2110	11	2253	12	2824	16	2947	18	3286	20
2.5	3076	16	3234	17	3596	20	3625	22	3640	22
2.0	12029	63	11384	59	9292	52	8147	48	8028	48
1.5	596	3	717	4	400	2	516	3	349	2
1.0	206	1	239	1	125	1	150	1	122	1
N	415	2	462	2	396	2	279	2	306	2

School Year	Total Frequency	Average State Score
1996-1997	19288	2.24
1997-1998	19247	2.26
1998-1999	17921	2.37
1999-2000	16389	2.38
2000-2001	16826	2.40

FR = Frequency, number of students

PR = Percent of students scoring within the designated category

Total Frequency = Total number of students participating in the Writing Assessment

WEST VIRGINIA STATEWIDE ASSESSMENT PROGRAM
TENTH GRADE — WRITING ASSESSMENT COUNTY BY COUNTY
1989-90 THROUGH 2000-01

COUNTY	10 th GRADE											
	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01
WEST VIRGINIA	2.19	2.16	2.11	2.16	2.23	2.21	2.20	2.24	2.26	2.37	2.38	2.40
BARBOUR	2.16	1.96	2.08	2.07	2.23	2.11	2.17	2.15	2.33	2.28	2.25	2.40
BERKELEY	2.19	2.21	1.98	2.13	2.21	2.20	2.17	2.25	2.33	2.43	2.42	2.51
BOONE	2.12	2.00	2.00	2.10	2.07	2.17	2.05	2.18	2.19	2.23	2.34	2.35
BRAXTON	2.18	2.12	2.11	2.13	2.11	2.11	2.08	2.27	2.22	2.32	2.38	2.31
BROOKE	2.17	2.13	2.03	2.08	2.31	2.20	2.06	2.38	2.28	2.33	2.40	2.37
CABELL	2.25	2.19	2.19	2.18	2.30	2.25	2.19	2.27	2.30	2.45	2.45	2.48
CALHOUN	2.42	2.06	1.99	2.38	2.17	2.20	2.15	2.22	2.10	2.44	2.32	2.38
CLAY	2.13	2.04	1.91	2.09	1.97	2.06	2.28	2.24	2.07	2.42	2.24	2.39
DODDRIDGE	2.24	2.17	2.16	2.22	2.14	2.21	2.27	2.28	2.29	2.40	2.42	2.50
FAYETTE	2.16	2.14	2.09	2.11	2.23	2.25	2.10	2.15	2.17	2.36	2.28	2.30
GILMER	2.29	2.28	2.17	2.17	2.33	2.31	2.16	2.28	2.16	2.33	2.50	2.44
GRANT	2.12	2.08	2.13	2.23	2.28	2.24	2.38	2.42	2.32	2.24	2.48	2.38
GREENBRIER	2.19	2.13	2.15	2.29	2.22	2.30	2.16	2.36	2.27	2.29	2.35	2.33
HAMPSHIRE	2.18	2.13	2.13	2.09	2.22	2.13	2.22	2.24	2.20	2.24	2.15	2.17
HANCOCK	2.26	2.15	2.12	2.23	2.30	2.36	2.33	2.25	2.26	2.46	2.54	2.44
HARDY	2.05	2.30	2.12	2.15	2.23	2.24	2.09	2.25	2.18	2.36	2.32	2.44
HARRISON	2.26	2.18	2.11	2.20	2.33	2.23	2.21	2.25	2.28	2.47	2.45	2.35
JACKSON	2.13	2.10	2.03	2.14	2.21	2.11	2.18	2.21	2.22	2.36	2.44	2.32
JEFFERSON	2.32	2.17	2.12	2.17	2.26	2.31	2.20	2.31	2.33	2.45	2.46	2.54
KANAWHA	2.22	2.17	2.16	2.17	2.25	2.23	2.21	2.24	2.29	2.42	2.42	2.52
LEWIS	2.22	2.09	1.99	2.13	2.07	2.18	2.20	2.15	2.30	2.40	2.32	2.29
LINCOLN	2.17	2.02	2.02	2.04	2.14	2.08	2.11	2.14	2.16	2.21	2.13	2.16
LOGAN	2.12	2.03	1.99	2.05	2.17	2.13	2.09	2.15	2.16	2.17	2.33	2.39
MARION	2.24	2.22	2.24	2.22	2.31	2.24	2.29	2.34	2.37	2.47	2.41	2.44
MARSHALL	2.18	2.17	2.11	2.18	2.28	2.26	2.21	2.23	2.25	2.28	2.31	2.31
MASON	2.16	2.12	2.05	2.09	2.11	2.16	2.14	2.13	2.28	2.21	2.35	2.44
MERCER	2.20	2.23	2.19	2.20	2.24	2.19	2.20	2.20	2.24	2.41	2.27	2.37
MINERAL	2.22	2.27	2.14	2.22	2.30	2.29	2.29	2.32	2.37	2.40	2.41	2.38
MINGO	2.01	2.00	1.99	2.00	2.18	2.07	2.05	2.09	2.04	2.12	2.16	2.18
MONONGALIA	2.32	2.33	2.22	2.26	2.28	2.42	2.35	2.40	2.47	2.50	2.61	2.60
MONROE	2.09	2.15	2.06	2.07	2.22	2.13	2.16	2.35	2.16	2.51	2.55	2.40
MORGAN	2.13	2.13	2.02	2.21	2.28	2.11	2.23	2.21	2.17	2.35	2.45	2.24
MCDOWELL	2.08	1.98	1.96	1.98	1.97	2.04	2.07	2.07	2.09	2.08	2.23	2.17
NICHOLAS	2.19	2.13	2.03	2.13	2.19	2.21	2.14	2.17	2.24	2.31	2.28	2.25
OHIO	2.18	2.21	2.15	2.26	2.42	2.35	2.43	2.43	2.40	2.62	2.52	2.56
PENDLETON	2.27	2.21	2.25	2.25	2.19	2.15	2.17	2.16	2.29	2.27	2.55	2.51
PLEASANTS	2.25	2.24	2.52	2.08	2.29	2.46	2.39	2.27	2.48	2.38	2.41	2.56
POCAHONTAS	2.22	2.06	2.08	2.12	2.12	2.24	2.12	2.27	2.26	2.27	2.32	2.34
PRESTON	2.14	2.10	2.11	2.17	2.24	2.20	2.17	2.30	2.32	2.43	2.34	2.35
PUTNAM	2.14	2.19	2.11	2.16	2.32	2.25	2.21	2.25	2.28	2.37	2.46	2.34
RALEIGH	2.17	2.18	2.16	2.16	2.20	2.24	2.19	2.19	2.19	2.27	2.31	2.36
RANDOLPH	2.17	2.13	2.08	2.16	2.36	2.23	2.21	2.30	2.22	2.38	2.31	2.36
RITCHIE	2.17	2.24	2.30	2.21	2.24	2.16	2.30	2.16	2.19	2.55	2.69	2.60
ROANE	2.21	2.14	2.12	2.15	2.21	2.15	2.14	2.20	2.25	2.38	2.34	2.17
SUMMERS	2.27	2.18	2.08	2.12	2.17	2.23	2.13	2.25	2.19	2.24	2.33	2.45
TAYLOR	2.11	2.13	2.04	2.15	2.19	2.23	2.27	2.24	2.28	2.29	2.48	2.32
TUCKER	2.25	1.93	2.04	2.12	2.20	2.05	2.24	2.36	2.19	2.20	2.26	2.37
TYLER	2.13	2.28	2.13	2.15	2.36	2.13	2.17	2.29	2.16	2.29	2.24	2.36
UPSHUR	2.12	2.16	2.12	2.20	2.21	2.29	2.18	2.21	2.18	2.35	2.33	2.30
WAYNE	2.14	2.18	2.03	2.14	2.23	2.12	2.15	2.16	2.22	2.25	2.28	2.46
WEBSTER	2.06	2.05	2.01	2.06	2.25	2.00	2.25	2.20	2.10	2.34	2.33	2.33
WETZEL	2.34	2.16	2.16	2.14	2.12	2.16	2.23	2.20	2.23	2.46	2.46	2.38
WIRT	2.26	2.12	2.09	2.08	2.14	2.43	2.16	2.18	2.07	2.46	2.20	2.54
WOOD	2.13	2.26	2.16	2.25	2.24	2.19	2.29	2.23	2.25	2.44	2.42	2.43
WYOMING	2.16	2.17	2.12	2.09	2.17	2.15	2.10	2.16	2.20	2.26	2.26	2.33
DEAF AND BLIND	DNT	DNT	DNT	DNT	DNT	DNT	DNT	DNT	DNT	DNT	2.00	DNT
INST. PROGRAMS	DNT	DNT	DNT	DNT	DNT	DNT	DNT	DNT	DNT	2.80	2.23	2.42

DNT = Did Not Test

**WEST VIRGINIA STATEWIDE TESTING PROGRAM
SEVENTH AND TENTH GRADE WRITING ASSESSMENT
MODIFIED HOLISTIC SCORING CRITERIA**

4	3	2	1	ANALYTICS
The composition has a beginning, middle and end.	The composition has a beginning, middle and end.	The composition may lack a beginning, middle or end.	The composition is disorganized and difficult to follow.	O - Organization
The composition is focused and easy to follow with a logical progression of ideas.	The composition is focused and easy to follow.	The composition may lack focus and is difficult to follow.	The composition lacks focus and is difficult to follow.	O - Organization
The composition has transitional words.	The composition has some evidence of transitional words.	The composition may lack transitional words.	The composition lacks transitional words.	O - Organization
The composition addresses the assigned topic.	The composition addresses the assigned topic.	The composition addresses the assigned topic.	The composition attempts to address the assigned topic.	D - Development
The composition has sufficient details relating to the topic.	The composition has sufficient details relating to the topic.	The composition may lack sufficient details relating to the topic.	The composition lacks sufficient details relating to the topic.	D - Development
The sentences are complete, varied and to the point.	There are complete sentences with some degree of variety.	There may be incomplete and fused sentences.	The composition contains incomplete or fused sentences.	S -Sentence Formation
The diction is vivid and to the point with clear word choice.	The diction is to the point.	The diction may be wordy, repetitive, or inadequate.	The diction is vague, wordy, inadequate or inappropriate.	W - Word Usage
Errors in Standard Written English may occur but do not detract from the overall impression of the composition.	Errors in Standard Written English do not substantially detract from the overall impression of the composition.	Errors in Standard Written English are frequent and serious enough to detract from the overall impression of the composition.	There are serious and consistent violations of the conventions of Standard Written English.	M - Mechanics

**“N” PAPER
ANALYTICS**

- 1 The composition incoherent
or
- 2 The composition is illegible
or
- 3 The composition contains an insufficient amount of writing
or
- 4 The student refused to take the test

GRADES SEVEN AND TEN TEST ANALYTICS SCALE

POSITIVES

NEGATIVES

O. ORGANIZATION

1. Has a beginning, middle and end
2. Has clear and logical progression of ideas
3. Has unified paragraphing
4. Has transition

1. Lacks a beginning, middle or end
2. Does not have clear and logical progression of ideas
3. Lacks correct paragraphing
4. Does not have transition

D. DEVELOPMENT

1. Has sufficient relevant support (examples, incidents, reasons, comparisons, etc.)

1. Has insufficient relevant details (examples, incidents, reasons, comparisons, etc.)
2. Includes irrelevant details

S. SENTENCE FORMATION

1. Has sentence variety
2. Has correct and complete sentences

1. Does not have sentence variety
2. Has sentence fragments
3. Has run-on sentences

W. WORD USAGE

1. Has precision and clarity of word choice
2. Has vivid diction

1. Does not have precision and clarity of word choice (vague, repetitive, incorrect, inappropriate)
2. Does not have vivid diction
3. Has simplistic diction

M. MECHANICS

1. Has correct capitalization
2. Has correct punctuation
3. Has correct spelling

1. Has errors in capitalization
2. Has errors in punctuation
3. Has errors in spelling

(N) NON-SCOREABLE PAPERS

1. **INCOHERENT**

Your handwriting could be read, but so many words were out of order that the scorers could not score your paper.

2. **ILLEGIBLE**

Your handwriting was so poor that the scorers could not read your paper to score it.

3. **INSUFFICIENT AMOUNT OF WRITING**

You did not write enough for the scorers to give a fair evaluation of your writing.

4. **REFUSED TO TAKE TEST**

Although we have an answer sheet for you, it was blank and could not be scored.

ACT EXPLORE

ACT EXPLORE

ACT EXPLORE is a curriculum-based assessment designed to measure students' development of knowledge and skills in English, mathematics, reading and science reasoning. Results from these tests provide 8th graders with information that can help them begin making plans for high school and beyond.

In addition, ACT EXPLORE collects information about students' interests, needs, plans and selected background characteristics. A needs assessment allows students to identify the amount of help they need in each of 10 areas of academic and career development. An interest inventory assesses students' preferences for work-related tasks.

While the ACT Assessment is typically only taken by college bound students, it is possible to estimate the anticipated range of students' scores on the ACT Assessment based on their EXPLORE scores achieved in 8th grade. If students do not schedule challenging college preparatory courses and maintain satisfactory achievement in school, their actual scores may fall short of the estimated range.

Description of the Tests

The following tests are given to 8th graders:

1. **English** - A measure of the student's understanding of the conventions of standard written English (punctuation, grammar and usage and sentence structure) and of rhetorical skills (strategy, organization and style).
2. **Mathematics** - A measure of the student's mathematical reasoning with emphasis on the ability to solve practical quantitative problems that are typically encountered in middle schools and junior high courses.
3. **Reading** - A measure of the student's level of reading comprehension as a product of referencing and reasoning skills.
4. **Science Reasoning** - A measure of the student's scientific reasoning skills acquired through grade 8.

ACT EXPLORE Results for 2000-2001

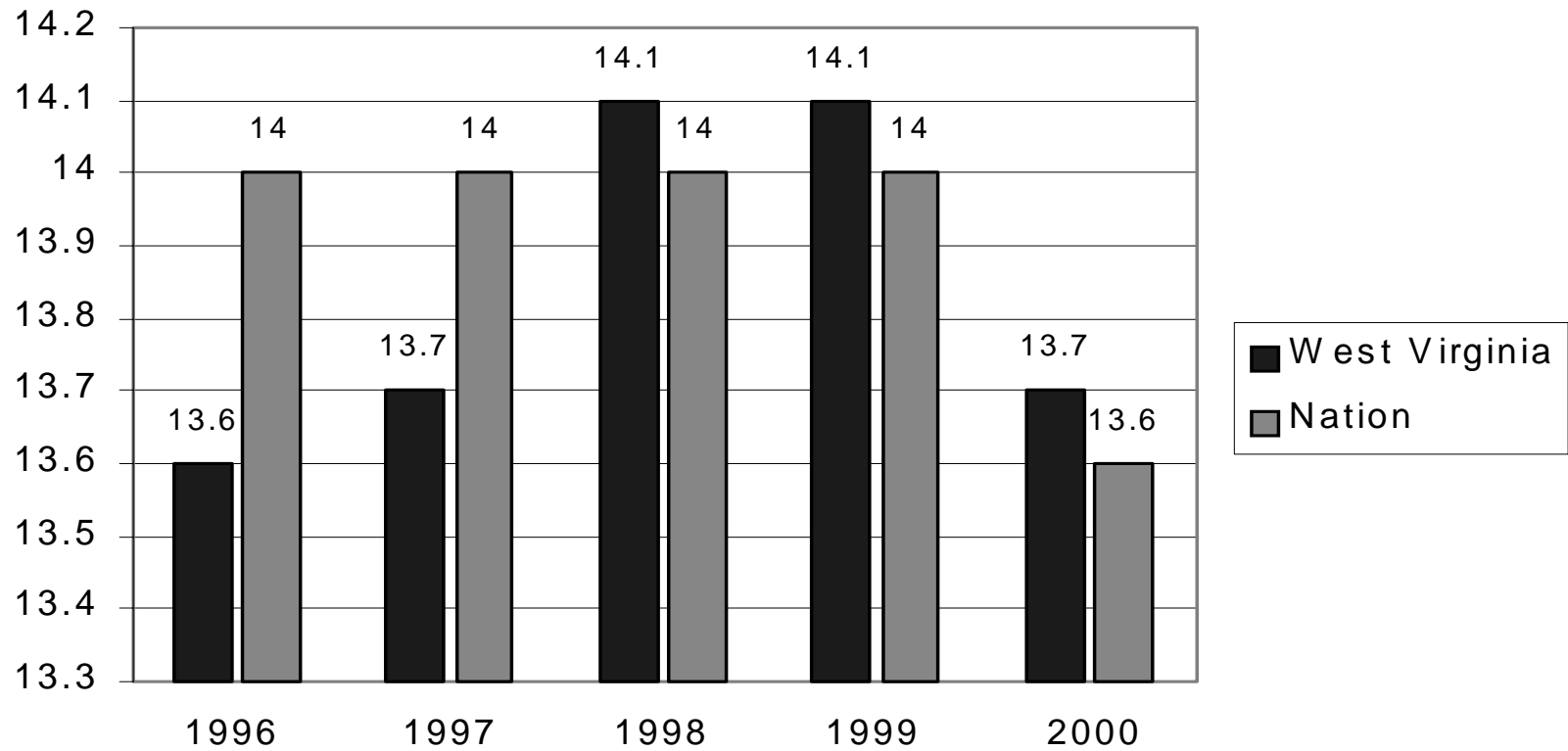
Results of the 2000-2001 ACT EXPLORE testing of 8th grade students indicates that:

- West Virginia students showed growth in mathematics and science reasoning.
- Outperformed the nation in all areas except mathematics.
- Females outscored males in all areas.
- Students planning to attend a four year college or university had an average composite score of 15.1 compared to the average composite score of 8.7 for those students not planning to finish high school,
- Sixty-two percent (62%) of the 8th graders plan to attend a two-year/junior college or a four-year college/university.
- Seventy percent (70%) of the female 8th graders plan to attend a two-year/junior-college or a four year-college/university compared to fifty-five percent (55%) of their male classmates.
- The greatest needs indicated by the students are in exploring post secondary education options and financial aid.

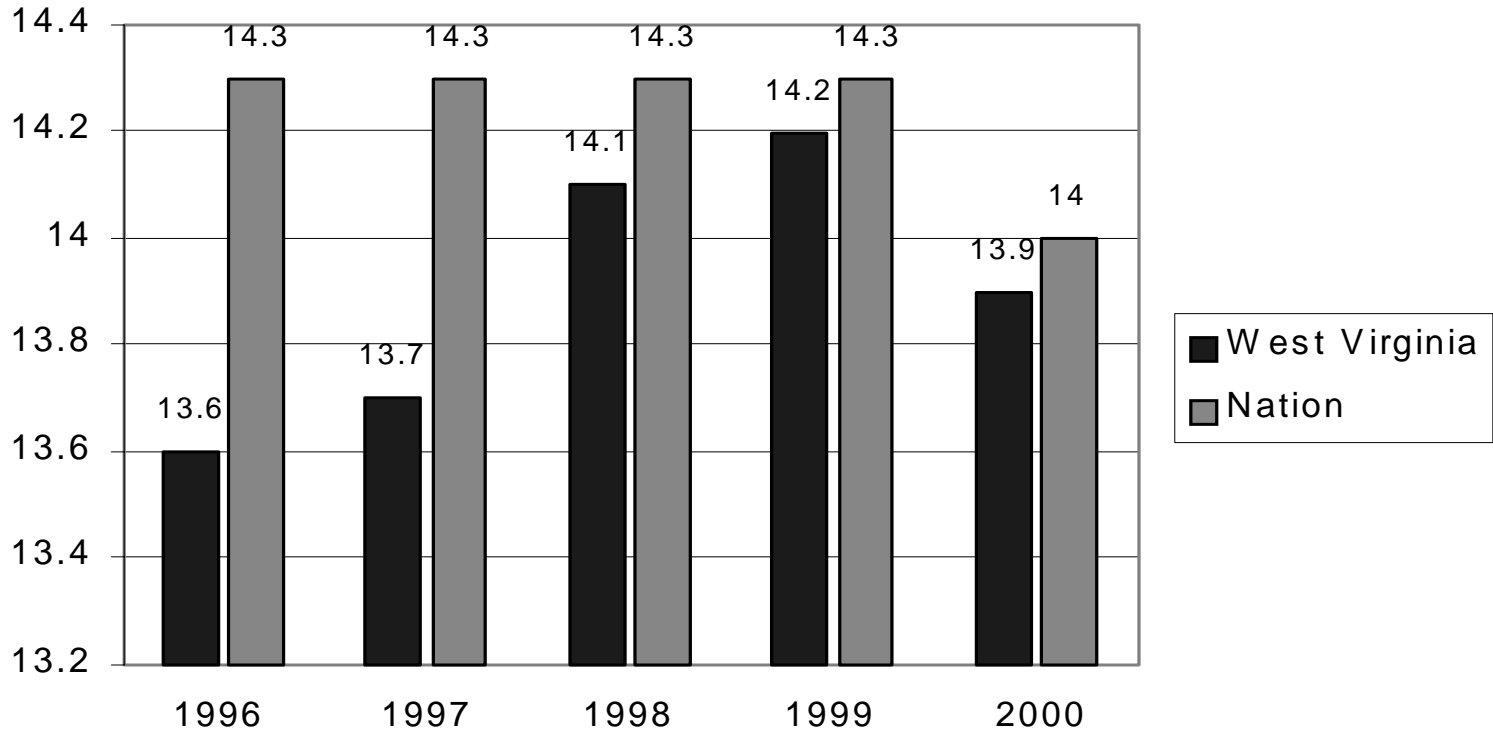
Graphical representations of the ACT EXPLORE data are as follows:

- English,
- Mathematics,
- Reading,
- Science Reasoning,
- Composite,
- Scores disaggregated by gender,
- Educational plans, and
- Career plans.

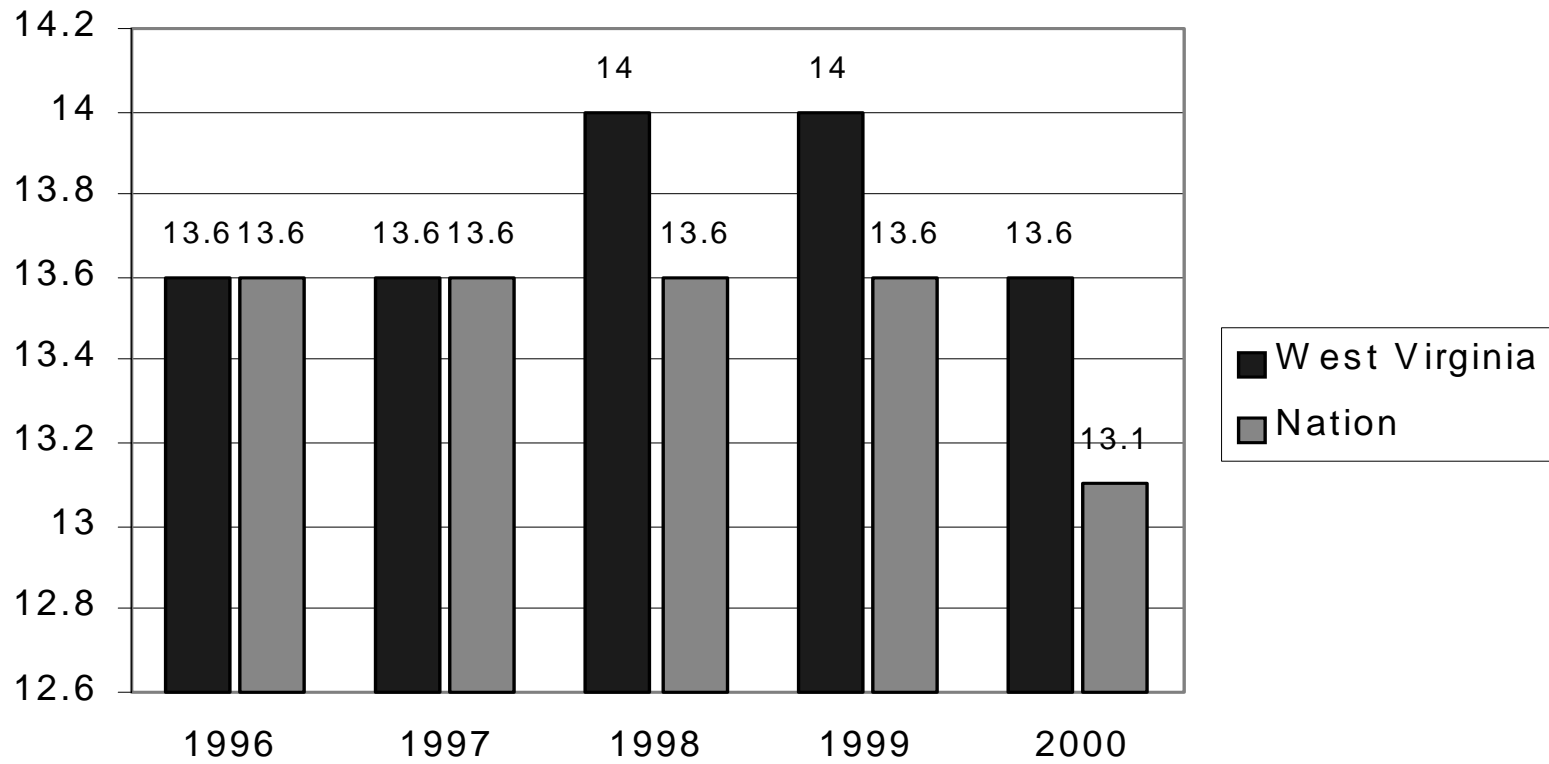
EXPLORE English Scores



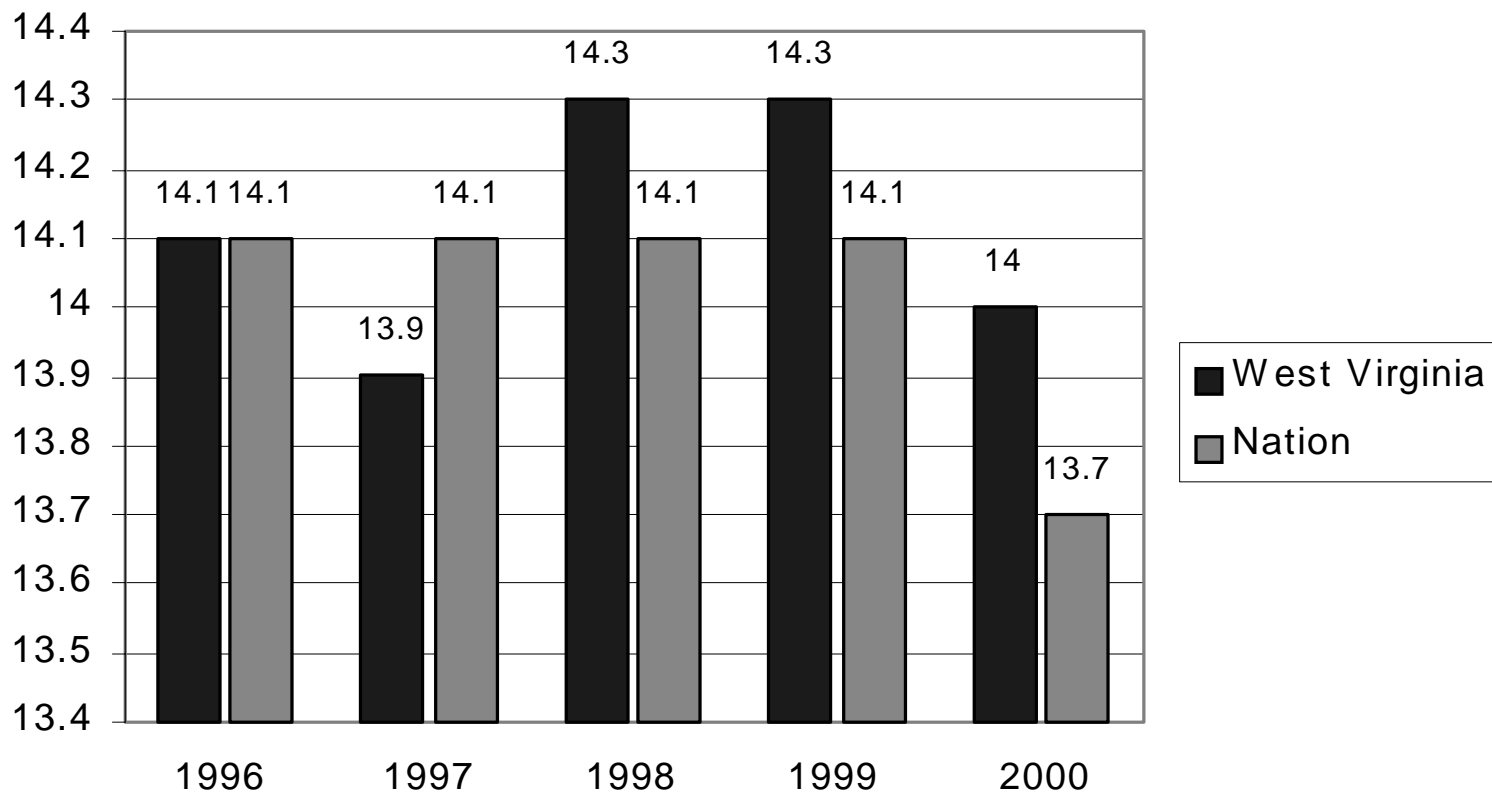
EXPLORE Mathetics Scores



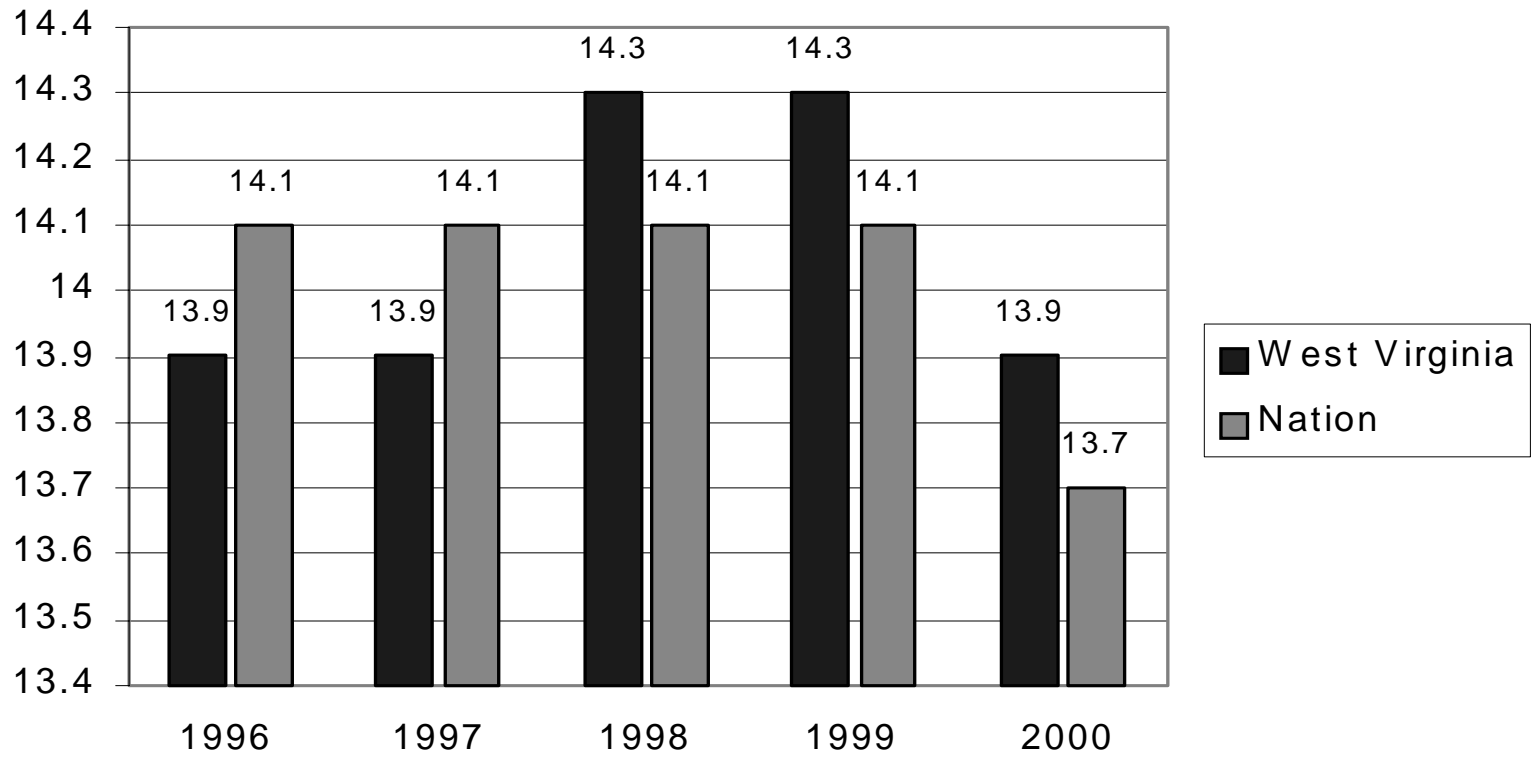
EXPLORE Reading Scores



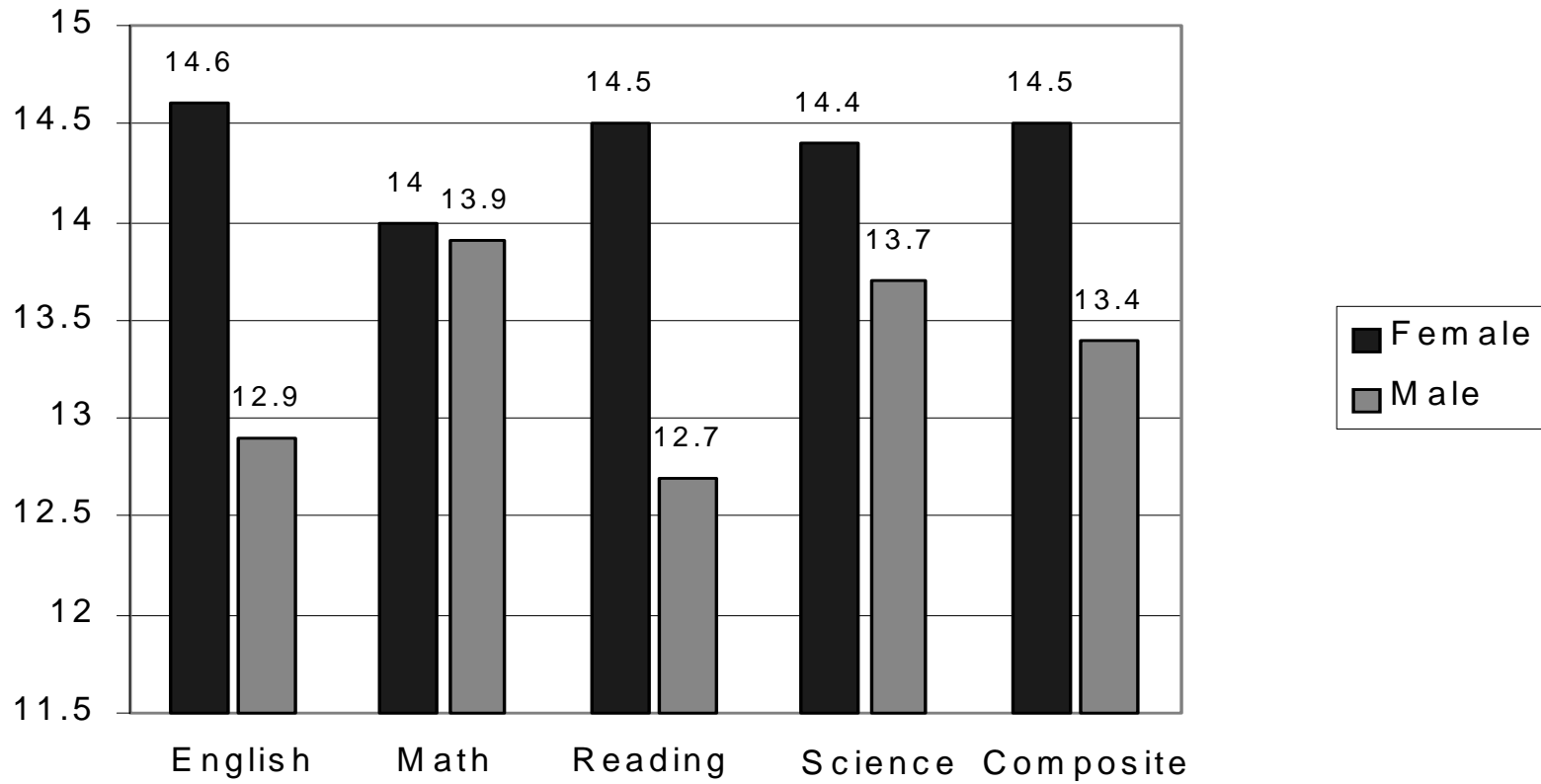
EXPLORE Science Reasoning Scores



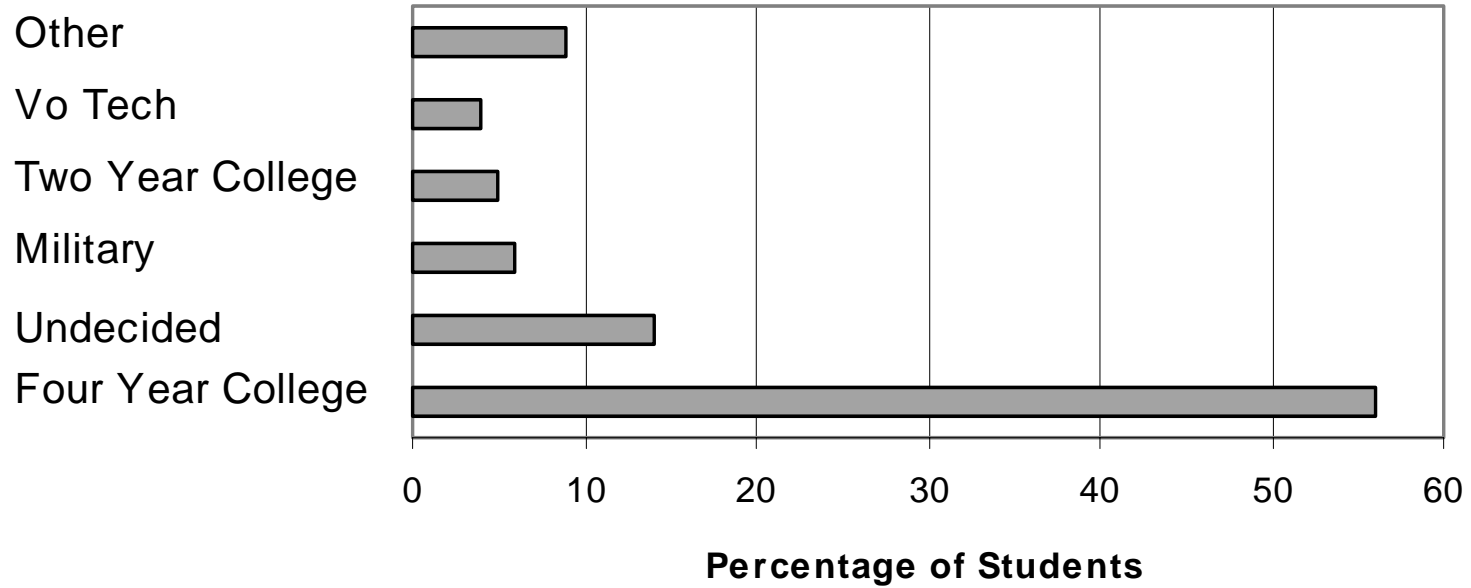
EXPLORE Composite Scores



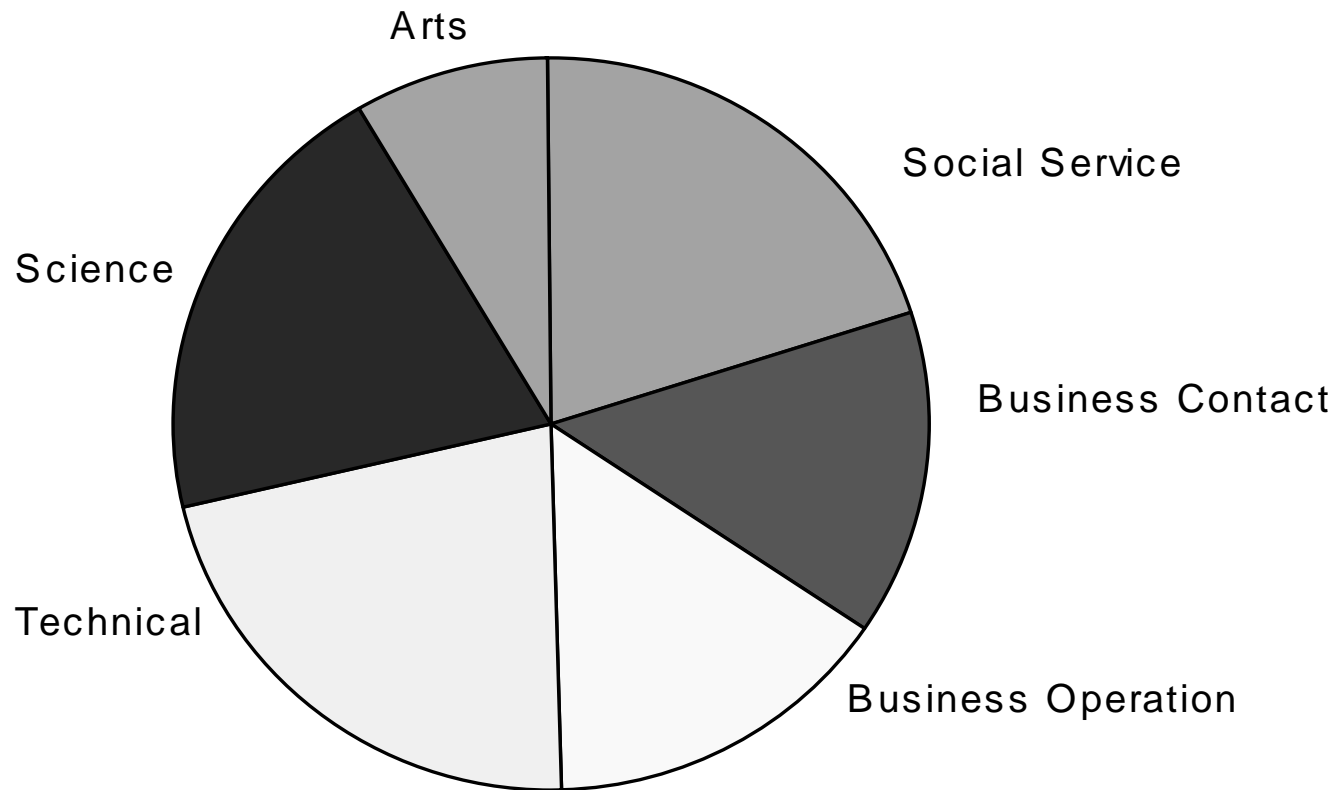
EXPLORE 2000-2001 by Gender



West Virginia Eighth Grade Students' Educational Plans



West Virginia Eighth Grade Students' Career Plans



**NATIONAL ASSESSMENT OF
EDUCATIONAL PROGRESS
(NAEP)**

National Assessment of Education Progress (NAEP)

In 1988, Congress passed legislation for the National Assessment of Educational Progress (NAEP), the Nation's Report Card. NAEP results provide dependable and comprehensive information about educational progress in the United States. This is the only nationally representative data on student achievement. Achievement of students in the United States can also be compared to that of students in other countries.

States volunteer to participate in the NAEP. State Code § 18-2E-2, National Assessment of Educational Progress Testing, requires West Virginia schools to participate at the grade levels and in the content areas designated by NAEP. In each state volunteering to participate, approximately 2,500 - 3,000 students are randomly selected for each grade level tested. About 30 students per subject from a sample of about 100 public schools per grade tested participate. A sample of private schools is selected in proportion to the state's private school enrollment.

The purposes of the NAEP tests are the following:

- to detect the current status and report changes in the educational attainments of young Americans,
- to report long-term trends in the educational attainments on young Americans,
- to report assessment findings in the context of other data on educational and social conditions,
- to make the national assessment data base available for research on educational issues while protecting the privacy of individual students,
- to disseminate findings to the general public, federal government and other priority audiences,
- to advance assessment technology through an ongoing program of research and operation, and
- to disseminate assessment methods and materials and to assist those who wish to apply them at national, state and local levels.

Data reported by NAEP is a state composite. No data is reported for individual students, classroom, school, county or RESA.

NAEP Achievement Levels

The 1988 NAEP legislation creating the National Assessment Governing Board (NAGB) directed the Board to identify, for each subject area measured by NAEP, appropriate achievement goals. The 1994 NAEP reauthorization reaffirmed the Board's responsibility of creating appropriate student performance standards for each grade level in each subject area tested by NAEP. Since 1990, the Board has developed student performance standards (called Achievement levels). The Board has adopted achievement levels in mathematics, reading, U.S. history, world geography, and science.

Achievement levels are defined to help answer the question, "How good is good enough?" The goal is to report NAEP results in terms of the quality of student achievement by defining levels of learning linked to a common body of knowledge and skills that all students should attain, regardless of their backgrounds. The Board defined three levels for each grade: *Basic*, *Proficient*, and *Advanced*. These levels are cumulative in nature. On the following pages are the policy definitions of the achievement levels that apply across grades and subject areas. Achievement content descriptions may vary from one year to another.

Definitions of NAEP Achievement Levels

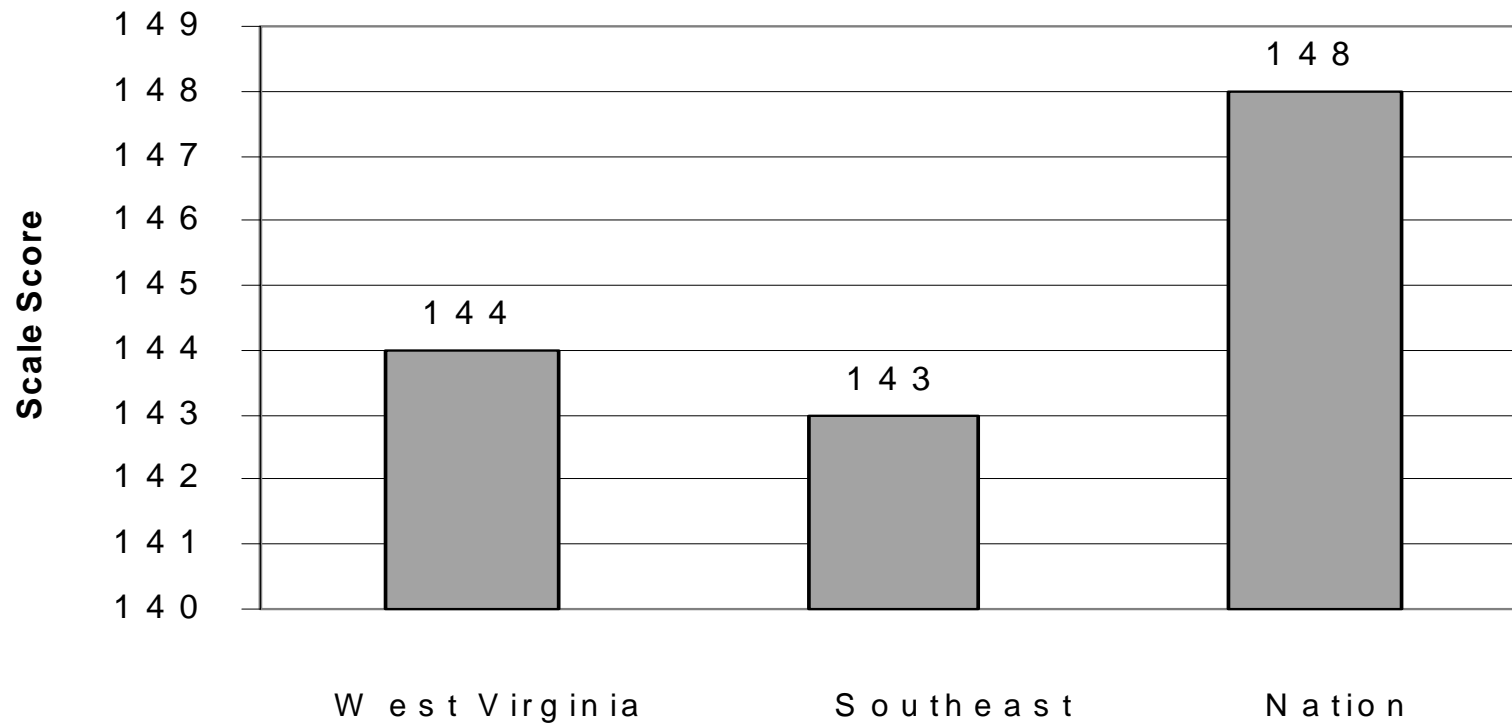
Achievement Level	Achievement Level Definition
Advanced	This level signifies superior performance.
Proficient	This level represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject matter knowledge, application of such knowledge to real-world situations and analytical skills appropriate to the subject matter.
Basic	This level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.

Description of Eighth Grade Writing Achievement Levels

Achievement Level	Scale Cutpoint	Description
Advanced	224	Eighth grade students performing at the <i>Advanced</i> level should be able to produce a fully developed response within the time allowed that shows a clear understanding of both the writing task they have been assigned and the audience they are expected to address. Their writing should show some analytical, evaluative or creative thinking and may make use of literary strategies to clarify a point. At the same time, the writing should be clearly organized, demonstrating precise word choice and varied sentence structure.
Proficient	173	Eighth grade students performing at the <i>Proficient</i> level should be able to produce a detailed and organized response within the time allowed that shows an understanding of both the writing task they have been assigned and the audience they are expected to address. Their writing should include precise language and varied sentence structure and it may show analytical, evaluative or creative thinking.
Basic	114	Eighth grade students performing at the <i>Basic</i> level should be able to produce an effective response within the time allowed that shows a general understanding of the writing task they have been assigned. Their writing should show that these students are aware of the audience they are expected to address and it should include supporting details in an organized way.

(Scale: 0-500)

**N A E P 1 9 9 8 W r i t i n g A v e r a g e S c a l e S c o r e s :
G r a d e 8**

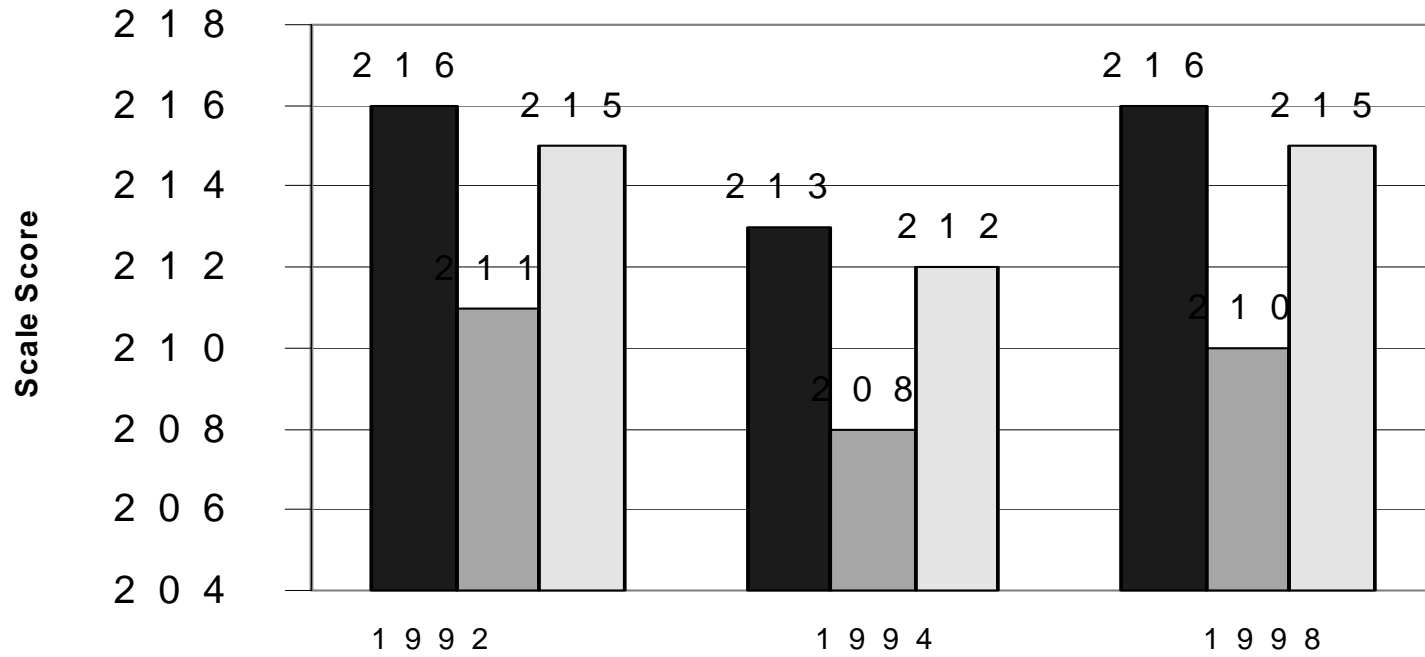


Description of Fourth Grade Reading Achievement Levels

Achievement Level	Scale Cutpoint	Description
Advanced	268	Fourth grade students performing at the <i>Advanced</i> level should be able to generalize about topics in the reading selection and demonstrate an awareness of how authors compose and use literary devices. When reading text appropriate to fourth grade, they should be able to judge texts critically and, in general, give thorough answers that indicate careful thought.
Proficient	238	Fourth grade students performing at the <i>Proficient</i> level should be able to demonstrate an overall understanding of the text, providing inferential as well as literal information. When reading text appropriate to fourth grade, they should be able to extend the ideas in the text by making inferences, drawing conclusions and making connections to their own experiences. The connection between the text and what the student infers should be clear.
Basic	208	Fourth grade students performing at the <i>Basic</i> level should demonstrate an understanding of the overall meaning of what they read. When reading texts appropriate for fourth graders, they should be able to make relatively obvious connections between the text and their own experiences.

(Scale: 0-500)

N A E P Reading Average Scale Scores:
Grade 4

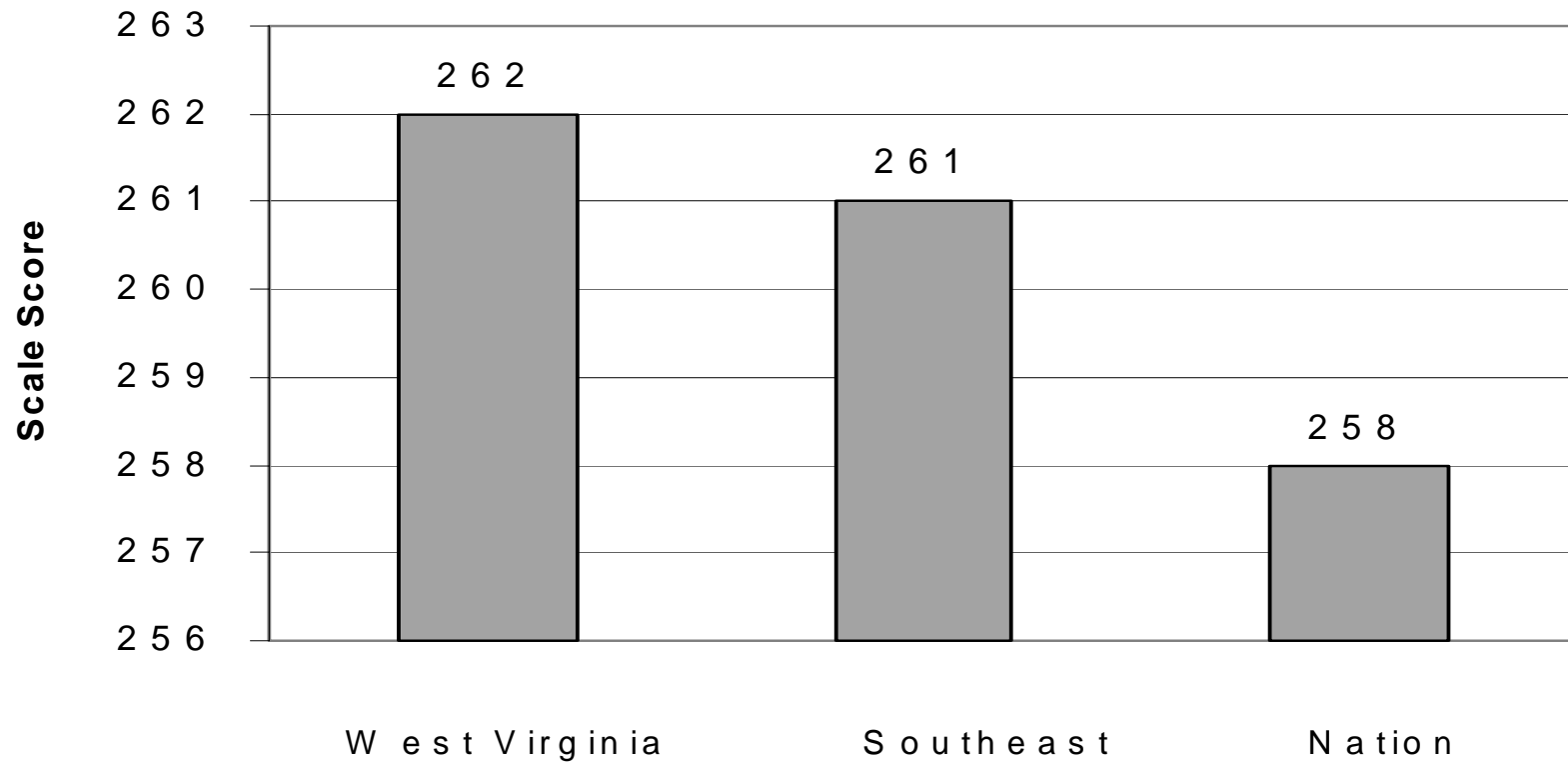


■ West Virginia ■ Southeast □ Nation

Description of Eighth Grade Reading Achievement Levels

Achievement Level	Scale Cutpoint	Description
Advanced	323	Eighth grade students performing at the <i>Advanced</i> level should be able to describe the more abstract themes and ideas of the overall text. When reading the text appropriate to eighth grade, they should be able to analyze both meaning and form and support their analyses explicitly with examples from the text; they should be able to extend text information by relating it to their experiences and to world events. At this level, student responses should be thorough, thoughtful, and extensive.
Proficient	281	Eighth grade students performing at the <i>Proficient</i> level should be able to show an overall understanding of the text, including inferential as well as literal information. When reading text appropriate to eighth grade, they should be able to extend the ideas in the text by making clear inferences from it, by drawing conclusions, and by making connections to their own experiences – including other reading experiences. Proficient eighth graders should be able to identify some of the devices authors use in composing text.
Basic	263	Eighth grade students performing at the <i>Basic</i> level should demonstrate a literal understanding of what they read and be able to make some interpretations. When reading text appropriate to eighth grade, they should be able to identify specific aspects of the text that reflect the overall meaning, extend the ideas in the text by making simple inferences, recognize and relate interpretations and connections among ideas in the text to personal experience, and draw conclusions based on the text.

**N A E P 1 9 9 8 R e a d i n g A v e r a g e S c a l e S c o r e s :
G r a d e 8**



Description of the Five NAEP Mathematics Content Strands 2000

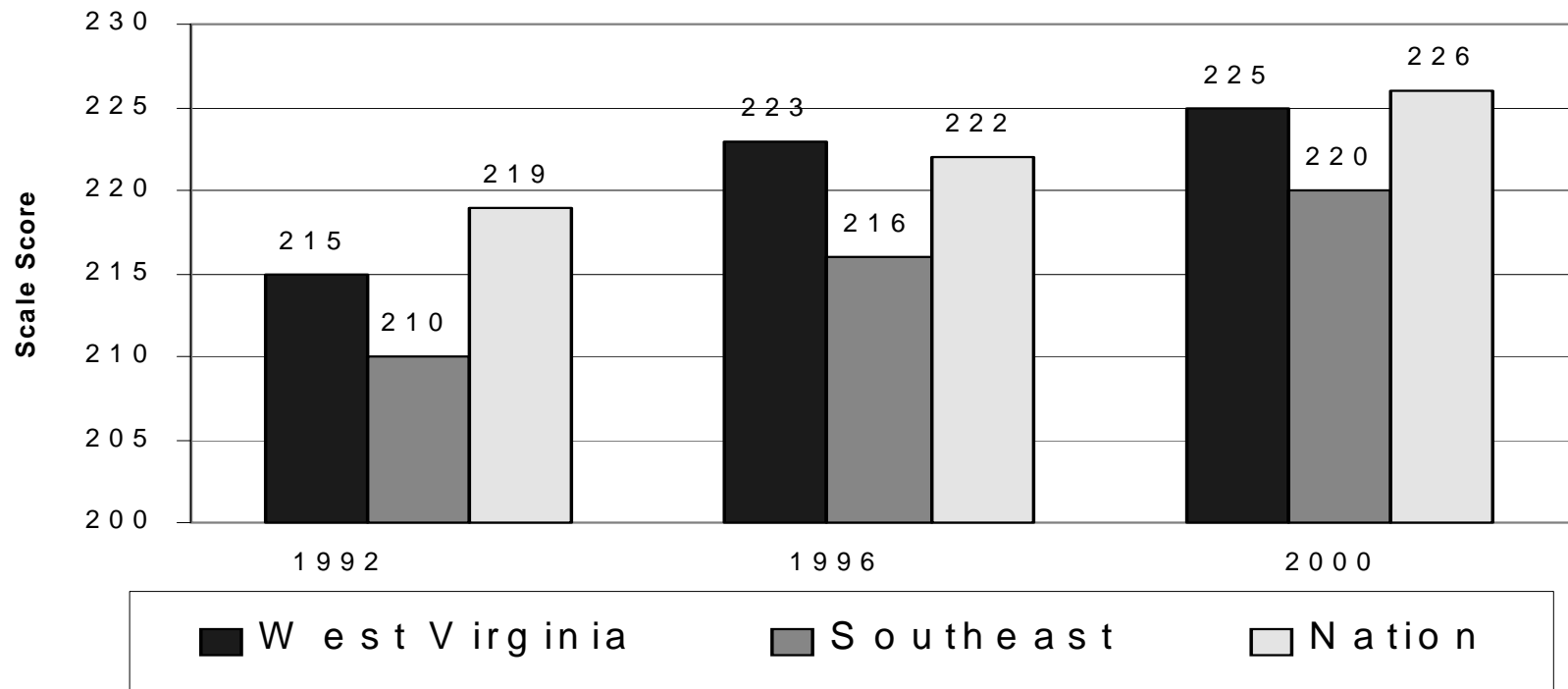
Content Strand	Description of the Content Strand
Number Sense, Properties and Operations	This content strand focuses on students' understanding of numbers (whole numbers, fractions, decimals, integers, real numbers and complex numbers), operations and estimation and their application to real-world situations.
Measurement	This content strand focuses on an understanding of the process of measurement and the use of numbers and measures to describe and compare mathematical and real-world objects. Students are asked to identify attributes, select appropriate units and tools, apply measurement concepts and communicate measurement-related ideas.
Geometry and Spatial Sense	This content strand is designed to extend beyond low-level identification of geometric shapes to include transformations and combinations of those shapes. Informal constructions and demonstrations (including drawing representations) along with their justification, take precedence over traditional types of compass-and-straightedge constructions and proofs.
Data Analysis, Statistics and Probability	This content strand emphasizes the appropriate methods for gathering data, the visual exploration of data, various ways of representing data and the development and evaluation of arguments based on data analysis.
Algebra and Functions	This content strand extends from work with simple patterns at grade 4 to basic algebra concepts at grade 8 to sophisticated analysis at grade 12. It involves not only algebra but also pre-calculus and some topics from discrete mathematics. Students are expected to use algebraic notation and thinking in meaningful contexts to solve mathematical and real-world problems, specifically addressing an increasing understanding of the use of functions (including algebraic and geometric) as a representational tool.

Fourth Grade Mathematics Achievement Levels 2000

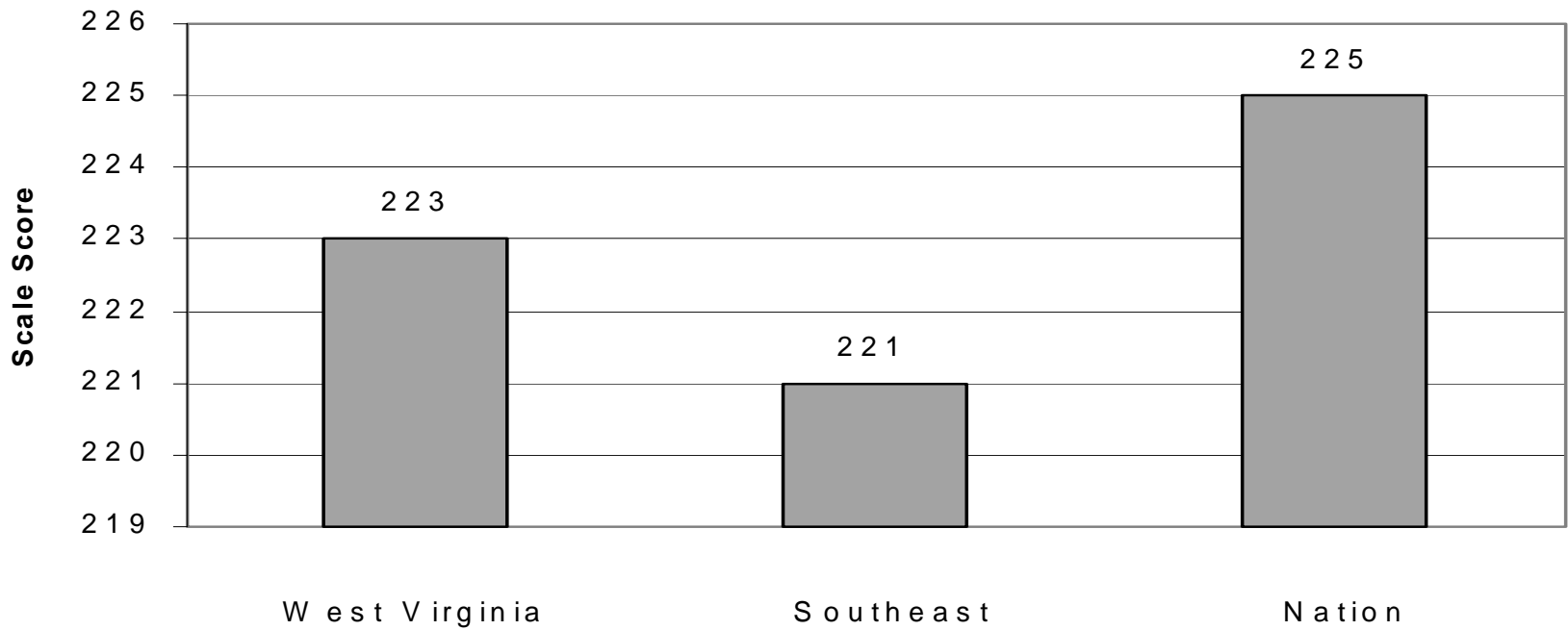
Achievement Level	Scale Cutpoint	Description
Advanced	282	Fourth grade students performing at the <i>Advanced</i> level should apply integrated procedural knowledge and conceptual understanding to complex and nonroutine real-world problem solving in the five NAEP content strands.
Proficient	249	Fourth grade students performing at the <i>Proficient</i> level should consistently apply integrated procedural knowledge and conceptual understanding to problem solving in the five NAEP content strands.
Basic	214	Fourth grade students performing at the <i>Basic</i> level should show some evidence of understanding the mathematical concepts and procedures in the five NAEP content strands.

(Scale: 0-500)

**NAEP Mathematics Average Scale Scores:
Grade 4
No Accommodations Permitted**



**NAEP 2000 Mathematics Average Scale Scores:
Grade 4
Accommodations Permitted**

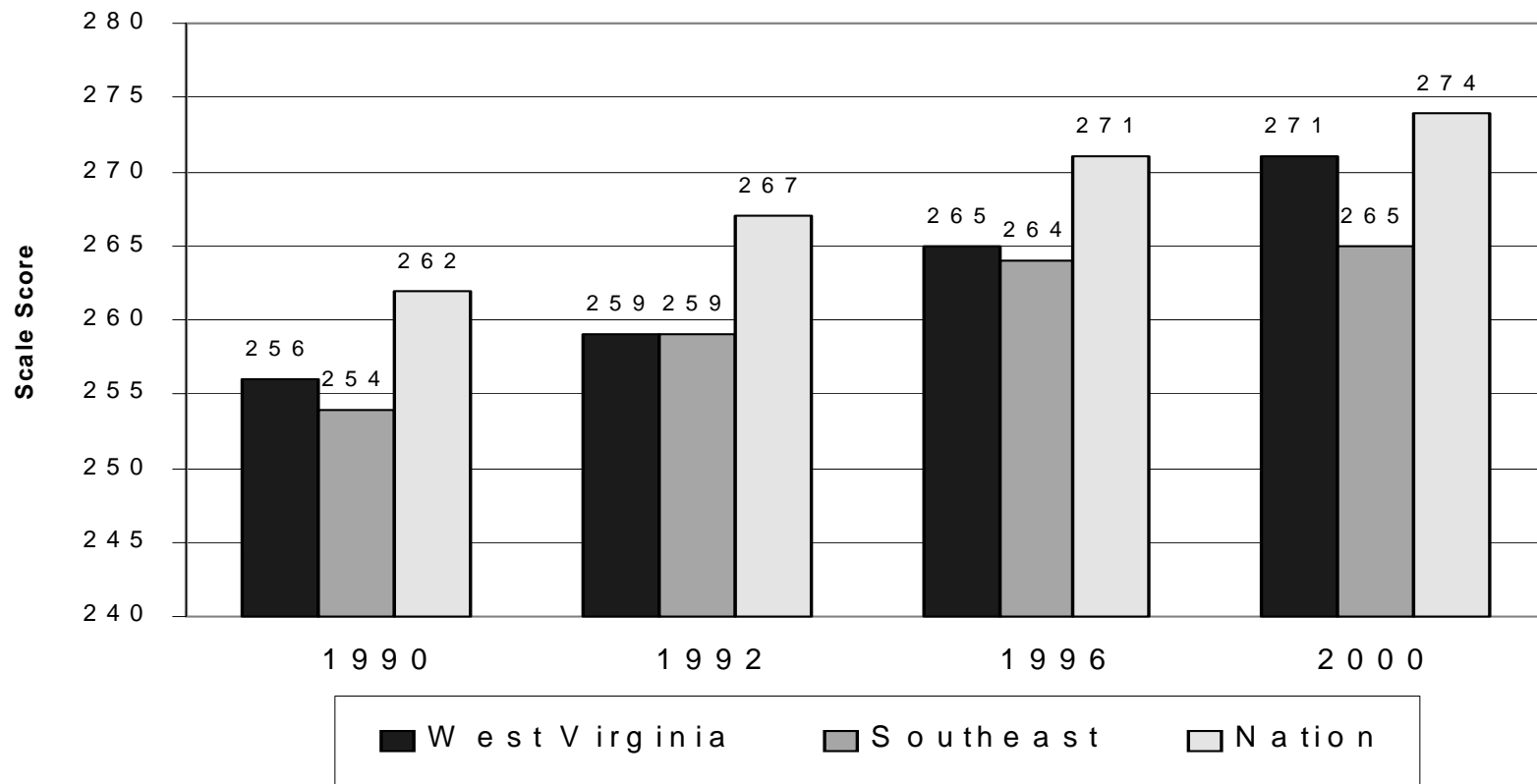


Eighth Grade Mathematics Achievement Levels 2000

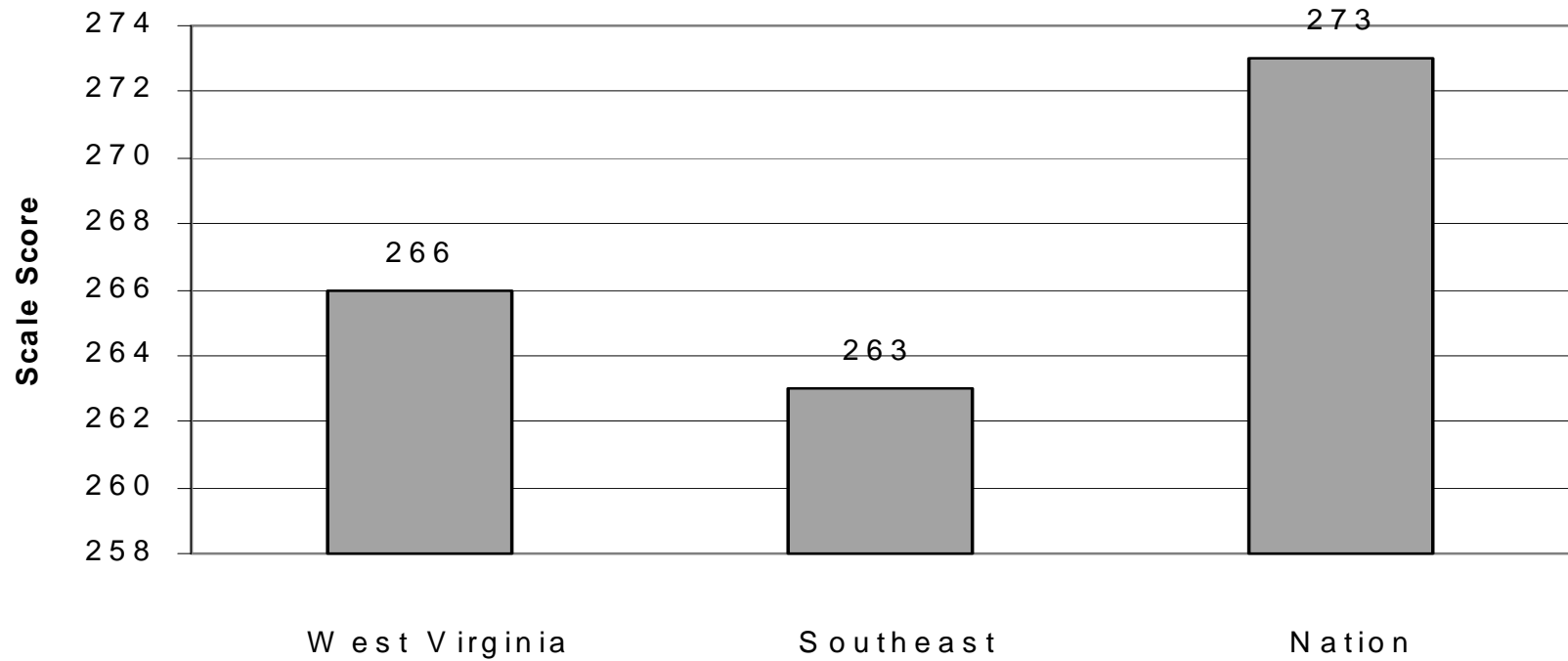
Achievement Level	Scale Cutpoint	Description
Advanced	333	Eighth grade students performing at the <i>Advanced</i> level should be able to reach beyond the recognition, identification, and application of mathematical rules in order to generalize and synthesize concepts and principals in the five NAEP content strands.
Proficient	299	Eighth grade students performing at the <i>Proficient</i> level should apply mathematical concepts and procedures consistently to complex problems in the five NAEP content strands.
Basic	262	Eighth grade students performing at the <i>Basic</i> level should exhibit evidence of conceptual and procedural understanding in the five NAEP content strands. This level of performance signifies an understanding of arithmetic operations – including estimation - on whole numbers, decimals, fractions and percents.

(Scale: 0-500)

N A E P M a t h e m a t i c s A v e r a g e S c a l e S c o r e s :
G r a d e 8
N o A c c o m m o d a t i o n s P e r m i t t e d



**NAEP 2000 Mathematics Average Scale Scores:
Grade 8
Accommodations Permitted**



**NAEP MATHEMATICS
TREND SAMPLE: NO ACCOMMODATIONS PERMITTED**

The Nation's Report Card 2000 State Assessment						
Average scale and achievement level results for public school students at grades 4 and 8 for the trend sample: 1990-2000.						
		Average Scale Score	Below Basic	**At or Above Basic	At or Above Proficient	Advanced
Grade 4						
2000	WV	225	32	68	18	1
	SE	220	41	59	19	1
	Nation	226	33	67	25	2
1996	WV	223	37	63	19	2
	SE	216	47	53	14	2
	Nation	222*	38*	62*	20*	2
1992	WV	215*	48*	52*	12*	1
	SE	210*	54*	46*	11*	1
	Nation	219*	43*	57*	17*	2
Grade 8						
2000	WV	271	38	62	18	2
	SE	265	46	54	18	3
	Nation	274	35	65	26	5
1996	WV	265*	46*	54*	14*	1*
	SE	264	46	54	16	2
	Nation	271*	39*	61*	23*	4
1992	WV	259*	53*	47*	10*	1*
	SE	259*	53*	47*	13*	1*
	Nation	267*	44*	56*	20*	3*
1990	WV	256*	58*	42*	9*	1*
	SE	254*	58*	42*	12*	1*
	Nation	262*	49*	51*	15*	2*

Note: The NAEP mathematics scale ranges from 0 to 500. The achievement levels correspond to the following points on the NAEP mathematics scale at Grade 4 (and 8); *Basic*, 214-248 (262-298); *Proficient*, 249-281 (299-333); and *Advanced*, 282 (333) and above. If the notation * appears, it signifies that this value is significantly different from the value for 2000 at about the 95 percent confidence level.

SOURCE: National Center for Education Statistics National Assessment of Educational Progress (NAEP), 1990-2000 Mathematics Assessments.

****Note:** The At or Above Basic percentages are cumulative percentages from Basic to Proficient to Advanced.

**NAEP 2000 MATHEMATICS
SAMPLE IN WHICH ACCOMMODATIONS
WERE PERMITTED**

The Nation's Report Card 2000 State Assessment					
Average scale and achievement level results for public school students at grades 4 and 8 for the sample in which accommodations were permitted: 200-0.					
	Average Scale Score	Below Basic	**At or Above Basic	At or Above Proficient	Advanced
Grade 4					
2000 WV	223	35	65	17	1
SE	221	41	59	19	2
Nation	225	35	65	23	2
Grade 8					
2000 WV	266	42	58	17	2
SE	263	47	53	18	3
Nation	273	37	63	26	5

Note: The NAEP mathematics scale ranges from 0 to 500. The achievement levels correspond to the following points on the NAEP mathematics scale at Grade 4 (and 8); *Basic*, 214-248 (262-298); *Proficient*, 249-281 (299-333); and *Advanced*, 282 (333) and above.

SOURCE: National Center for Education Statistics National Assessment of Educational Progress (NAEP), 1990-2000 Mathematics Assessments.

****Note:** The At or Above Basic percentages are cumulative percentages from Basic to Proficient to Advanced.

Description of Fourth Grade Science Achievement Levels 1996 and 2000

Achievement Level	Scale Cutpoint	Description
Advanced	205	Students performing at the <i>Advanced</i> level demonstrate a solid understanding of the earth, physical, and life sciences as well as the ability to apply their understanding to practical situations at a level appropriate to Grade 4. For example, they can perform and critique simple investigations, make connections from one or more of the sciences to predict or conclude, and apply fundamental concepts to practical applications.
Proficient	170	Students performing at the <i>Proficient</i> level demonstrate the knowledge and reasoning required for understanding of the earth, physical, and life sciences at a level appropriate to Grade 4. For example, they understand concepts relating to the Earth's features, physical properties, and structure and function. In addition, students can formulate solutions to familiar problems as well as show a beginning awareness of issues associated with technology.
Basic	138	Students performing at the <i>Basic</i> level demonstrate some of the knowledge and reasoning required for understanding of the earth, physical, and life sciences at a level appropriate to Grade 4. For example, they can carry out simple investigations and read uncomplicated graphs and diagrams. Students at this level also show a beginning understanding of classification, simple relationships and energy.

**NAEP 2000 SCIENCE ASSESSMENT
NO ACCOMMODATIONS PERMITTED**

The Nation's Report Card 2000 State Assessment					
Average scale and achievement level results for public school students at grades 4 and 8 for the sample in which accommodations were NOT permitted: 1996 and 2000.					
	Average Scale Score	Below Basic	At or Above Basic	At or Above Proficient	Advanced
Grade 4					
2000 WV	150	31	69	25	2
SE	141	44	56	21	2
Nation	148	36	64	28	3
Grade 8					
2000 WV	150	39	61	26	2
SE	143	48	52	24	3
Nation	149	41	59	30	4
1996 WV	147	44*	56*	21*	1*
SE	141	49	51	21	1*
Nation	148	40	60	27	3

NOTE: The NAEP science scale ranges from 0 to 300. The achievement levels correspond to the following points on the NAEP science scale at grade 4 (and 8): Basic, 138-169 (143 - 169); Proficient, 170-204 (170-207); and Advanced, 205 (208) and above.

If the notation * appears, it signifies that this value is significantly different from the value for 2000.

SCOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996 and 2000 Science Assessments.

NAEP.126

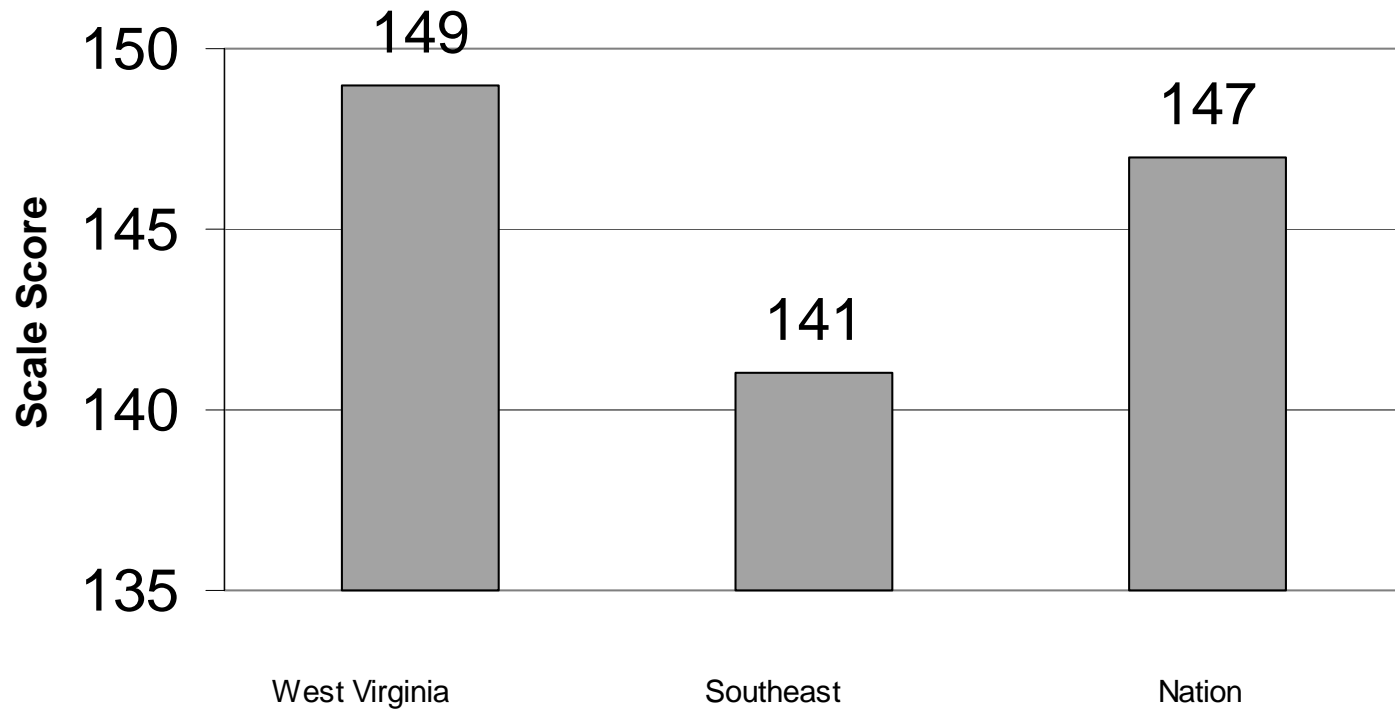
**NAEP 2000 SCIENCE ASSESSMENT
ACCOMMODATIONS PERMITTED**

The Nation's Report Card 2000 State Assessment					
Average scale and achievement level results for public school students at grades 4 and 8 for the sample in which accommodations were permitted: 2000.					
	Average Scale Score	Below Basic	At or Above Basic	At or Above Proficient	Advanced
Grade 4					
2000 WV	149	32	68	24	2
SE	141	44	56	21	2
Nation	147	38	62	27	3
Grade 8					
2000 WV	146	43	57	24	2
SE	142	49	51	23	3
Nation	149	41	59	30	4

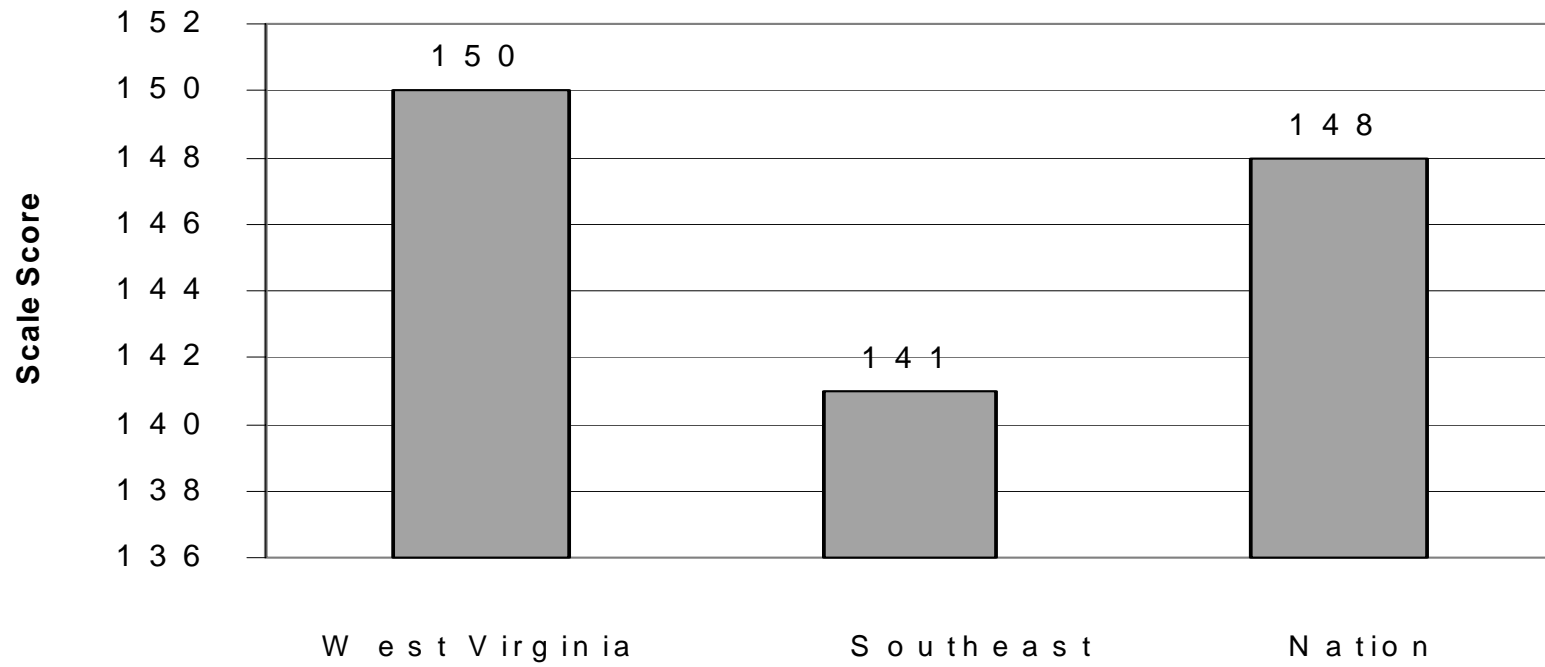
NOTE: The NAEP science scale ranges from 0 to 300. The achievement levels correspond to the following points on the NAEP science scale at grade 4 (and 8): Basic, 138-169 (143-169); Proficient, 170-204 (170-207); and Advanced 205 (208) and above.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Science Assessment.

**NAEP 2000 Science Average Scale Scores: Grade 4
Accommodations Permitted**



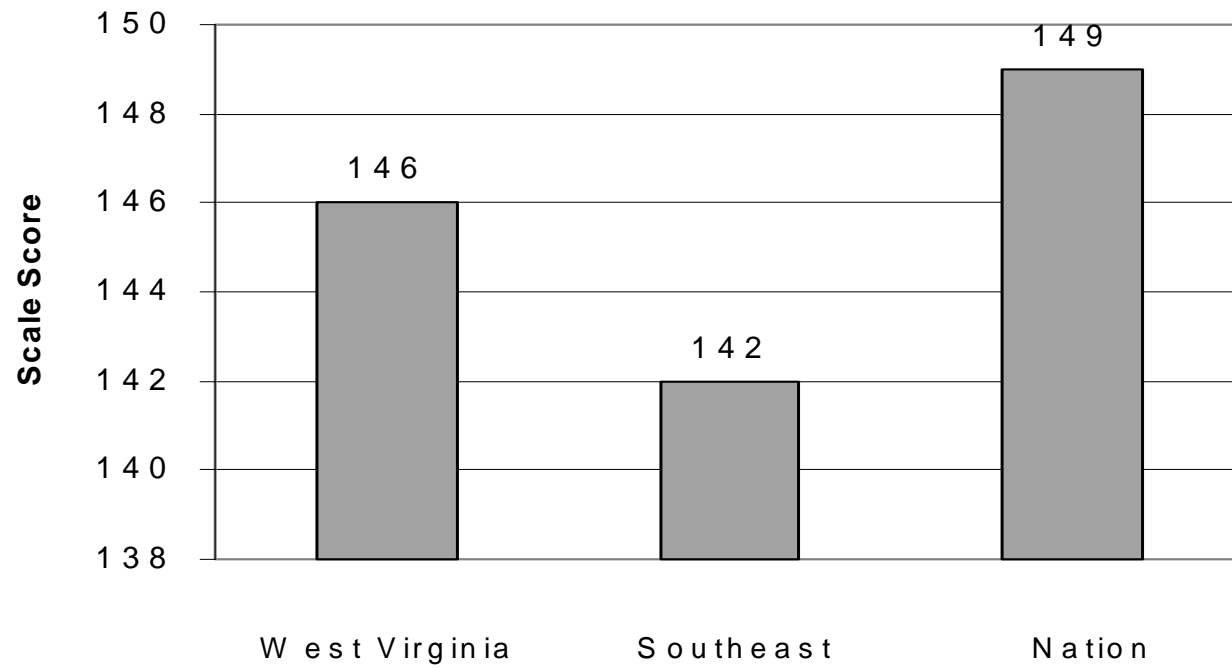
N A E P 2 0 0 0 S c i e n c e A v e r a g e S c a l e S c o r e s :
G r a d e 4
N o A c c o m m o d a t i o n s P e r m i t t e d



Description of Eighth Grade Science Achievement Levels 1996 and 2000

Achievement Level	Scale Cutpoint	Description
Advanced	208	Students performing at the <i>Advanced</i> level demonstrate a solid understanding of the earth, physical and life sciences as well as the abilities required to apply their understanding in practical situations at a level appropriate to Grade 8. For example, students can perform and critique the design of investigations, relate scientific concepts to each other, explain their reasoning and discuss the impact of human activities on the environment.
Proficient	170	Students performing at the <i>Proficient</i> level demonstrate much of the knowledge and many of the reasoning abilities essential for understanding of the earth, physical and life sciences at a level appropriate to Grade 8. For example, students can interpret graphic information, design simple investigations and explain such scientific concepts as energy transfer. Students at this level also show an awareness of environmental issues, especially those addressing energy and pollution.
Basic	143	Students performing at the <i>Basic</i> level demonstrate some of the knowledge and reasoning required for understanding of the earth, physical and life sciences at a level appropriate to Grade 8. For example, they can carry out investigations and obtain information from graphs, diagrams and tables. In addition, they demonstrate some understanding of concepts relating to the solar system and relative motion. Students at this level also have a beginning understanding of cause-and-effect relationships.

**NAEP 2000 Science Average Scale Scores:
Grade 8
Accommodations Permitted**



**NAEP Science Average Scale Scores:
Grade 8
No Accommodations Permitted**

