

## Foreword

The **West Virginia Report Cards: State, County and School Data for 1999-2000** contains information for the most recently-completed school year. This information is provided annually “to the parents of public school children and the general public on the quality of education in the public schools” as mandated by the West Virginia Legislature through West Virginia Code §18-2E-4, enacted in June 1988. Information contained in this document includes indicators cited in that legislation as well as individual school report cards which are disseminated to parents.

Readers should note that this document is intended to provide a snapshot of West Virginia education at a given point in time, the 1999-2000 school year. This information should not be used in isolation, but rather in conjunction with other facts and statistics, including historical data, to make sound education decisions and to track academic progress in the Mountain State.

The West Virginia Department of Education is pleased to provide this valuable information to policy makers, parents, school employees, and other interested persons in this printed format. This information is also available in PDF format on our website, <http://wvde.state.wv.us>.

If you would like further information or clarification, please contact Doris A. White, Coordinator, Office of Technology and Information Systems, West Virginia Department of Education, 1900 Kanawha Boulevard, East, Building 6, Room B-346, Charleston, West Virginia 25305-0330, phone (304) 558-8869 or e-mail at [dwhite@access.k12.wv.us](mailto:dwhite@access.k12.wv.us).

David Stewart  
State Superintendent of Schools

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# WEST VIRGINIA REPORT CARDS: STATE, COUNTY, AND SCHOOL DATA FOR 1999-2000

## Executive Summary

### Introduction

The **West Virginia Report Cards: State, County, and School Data** provides data for the most recently-completed school year on indicators concerning public school education in West Virginia; excluded are alternative, special education, vocational, and certain state-funded schools. County- and state-level data are also presented for each indicator. Where applicable, data for the excluded schools are included in the county and state totals. Data are reported for indicators that are mandated by state law or West Virginia Board of Education policy. The reporting systems are annually updated and are continually refined and developed as the West Virginia Department of Education data systems are improved. All data collection and reporting systems are not completely developed or modified to fully meet the requirements of West Virginia Code §18-2E-4.

There are two versions of the school data reports. Both versions provide information on student and personnel characteristics and educational outcomes. The first version, a report card for each individual public school, is prepared by the Department of Education and forwarded to the county school board. The county board is responsible for duplicating and distributing the individual school report cards to parents. The county board is also responsible for making copies available to the local media and to the public. The second version is a compilation of individual school data. Titled **West Virginia Report Cards: State, County, and School Data**, the publication provides in a single document the same information as the individual school report cards plus information on county staffs, county board members, and county expenditures. Also provided is a Reference section with detailed definitions, sources, and formulas.

### Background

In 1981, the West Virginia Department of Education took a data-oriented approach to improving educational programs when it began to 1) identify the data elements to be collected in a trend-reporting format, 2) coordinate all data bases by compiling and computerizing information, and 3) provide decision makers at the state and local levels with accurate, timely information to use in policy development and school and program improvement.

Several actions on the national scene have supported the use of this approach to educational improvement. In 1984, the Council of Chief State School Officers (CCSSO) stated that high quality data are essential to 1) continue the momentum of educational reform, 2) aid policy makers in understanding the consequences of changes in policy and in implementing policies once they are adopted, and 3) make education accountable to the public. In 1985, the CCSSO further recommended that all states improve and strengthen their systematic monitoring of the condition of education and annually report to their publics.

In 1988, the National Center for Education Statistics (NCES) established the National Cooperative Education Statistics System, which was designed to produce and maintain, with the cooperation of the states, comparable and uniform educational information and data. Through SPEEDE/ExPRESS, a format was developed for electronic transferral of student transcripts from school to school or school to college registrars. In keeping with these national trends, the West Virginia Education Information System (WVEIS) permits the uniform reporting of data for use in decision making. These actions at both the state and national levels help give a comprehensive picture of education to policy makers from the school to the national level.

In June 1988, the West Virginia Legislature enacted West Virginia Code §18-2E-4, which mandated school, district and state report cards. These documents provide information on public education in West Virginia and are annually updated and continually refined and developed. The WVEIS improved and standardized the method of data collection and allowed for more timely information.

In March 1996, the West Virginia legislature enacted Senate Bill 300, the Jobs Through Education Act. Senate Bill 300 is a comprehensive reform effort that has impacted the total education system in grades K-12 and postsecondary education. Additional indicators were included in that bill on which to report school, county (district), and state data and are included in this volume of the **West Virginia Report Cards: State, County, and School Data**. With all schools reporting through the electronic statewide data system, West Virginia Education Information System (WVEIS), the accuracy of data continues to improve.

### Limitations and Assumptions

Original sources from within and from outside the West Virginia Department of Education provided the data in this document. The majority of the data originated from student and personnel records maintained by county- and school-level staffs and was retrieved through the West Virginia Education Information System. Every effort was made to assure that the information was accurate, valid, and reliable. In some instances, however, the student records were not properly maintained; thus “NA” (Not Available) may be recorded for the indicator. After publication of this document, every attempt is made to correct any discrepancies among data obtained and/or reported, and appropriate education officials are notified of any changes.

When interpreting trend data, the reader needs to take into consideration changes that may have occurred in the past. For example, teacher position codes have been added in the last five years which may affect the teacher/pupil ratio. In some cases, the formula for calculating a rate has changed. For example, the dropout rate calculation was changed in 1996-1997 to comply with federal reporting procedures. Where there is no comparability between the 1999-2000 statistic and past years’ statistics or the data are not available or applicable, an “NA” or two dashes may have been printed.

### Trend Data

Statistics contained in this document should not be used in isolation, but rather in conjunction with other facts and figures in order to make sound education decision. When possible, longitudinal data should be used to help make meaningful decisions. A look at the last five years of state data shows where progress has been made and any areas of weakness where improvement needs to be made. The following data are for indicators at the state level for 1995-1996 through 1999-2000.

<u>Indicators</u>	<u>1995-1996</u>	<u>1996-1997</u>	<u>1997-1998</u>	<u>1998-1999</u>	<u>1999-2000</u>
Advanced Placement Test (APT)					
Test Takers (%):					
10 <sup>th</sup> Grade	0.1	0.1	0.1	0.1	0.1
11 <sup>th</sup> Grade	4.0	3.9	3.5	3.6	3.3
12 <sup>th</sup> Grade	5.8	6.0	5.6	5.8	5.1
12 <sup>th</sup> Grade Students with APT Score of 3 or Higher (%)	NA	55.9	51.2	51.6	51.1

## Trend Data (continued)

<u>Indicators</u>	<u>1995-1996</u>	<u>1996-1997</u>	<u>1997-1998</u>	<u>1998-1999</u>	<u>1999-2000</u>
American College Testing (ACT):					
Test Takers (% of graduates)	54.5	55.2	53.5	52.4	56.7
ACT Composite Mean Score for West Virginia	20.0	20.0	20.1	20.2	20.2
ACT Composite Mean Score for the Nation	20.9	21.0	21.0	21.0	21.0
<sup>1</sup> Attendance Rate (%)	93.9	93.8	93.9	93.8	94.3
Average Class Size	20.7	21.0	21.1	19.1	19.5
Classrooms with Split Grades (#)	223	220	206	211	131
<sup>2</sup> Dropout Rate (%)	15.7	2.8	2.9	2.8	3.4
<sup>3</sup> Enrollment by Subject Area for Grades 9-12 (%):					
English Language Arts	117.0	99.2	98.0	97.5	97.8
Foreign Language	30.3	30.4	30.1	29.4	28.8
Mathematics	91.8	85.8	85.1	84.4	85.0
Science	88.0	81.7	80.8	80.7	82.1
Social Studies	98.2	89.3	89.0	89.1	88.7
Exemptions to Maximum Pupil/Teacher Ratio (#):					
Requested	0	0	0	0	0
Granted	0	0	0	0	0
Graduates (#)	20,532	19,547	20,127	19,864	19,448
Per Pupil Expenditures (\$)	5,434.30	5,802.45	5,992.38	6,479.21	6,953.14
Preliminary Scholastic Aptitude Test (PSAT)					
Test Takers (%):					
10 <sup>th</sup> Grade	9.8	9.4	9.0	9.5	8.7
11 <sup>th</sup> Grade	25.9	26.2	23.8	24.3	23.3
Professional Staff:					
Average Years of Experience	16.8	17.4	17.7	17.5	17.6
Level of Education (%):					
Bachelor's Degree	8.5	7.7	8.0	8.7	9.5
Bachelor's Degree Plus 15	32.5	30.6	31.5	28.9	28.0
Master's Degree	7.0	6.0	6.2	6.2	6.1
Master's Degree Plus 15	11.4	10.6	10.8	10.3	9.9
Master's Degree Plus 30	17.3	16.5	15.9	16.1	15.8
Master's Degree Plus 45	22.6	27.4	26.9	28.9	29.6
Doctorate	0.6	0.7	0.5	0.7	0.8
Other	0.1	0.4	0.1	0.2	0.3

<sup>1</sup>Beginning with 1996-1997, attendance rates do not include pre-school students.

<sup>2</sup>To comply with federal reporting procedures, the method of calculating the dropout rate changed in 1996-1997; thus, previous years' dropout rates are not comparable.

<sup>3</sup>The method of calculating the enrollment by subject area changed in 1996-1997; thus, previous years' rates are not comparable.

## Trend Data (continued)

<u>Indicators</u>	<u>1995-1996</u>	<u>1996-1997</u>	<u>1997-1998</u>	<u>1998-1999</u>	<u>1999-2000</u>
<sup>4</sup> Pupil/Administrator Ratio	196.9	181.9	176.3	182.1	171.7
<sup>4</sup> Pupil/Teacher Ratio	14.8	14.6	14.5	14.9	13.9
Scholastic Aptitude Test (SAT):					
Test Takers (% of graduates)	16.4	16.6	17.0	16.9	17.2
SAT Math Mean Score for West Virginia	506	508	513	512	511
SAT Math Mean Score for the Nation	508	511	512	511	514
SAT Verbal Mean Score for West Virginia	526	524	525	527	526
SAT Verbal Mean Score for the Nation	505	505	505	505	505
Student Enrollment (PK-12) (#)	307,508	304,424	301,314	296,453	290,936
<sup>5</sup> Testing Information (Stanford Achievement Test, 9 <sup>th</sup> Ed.)					
Percentile Scores for Total Basic Skills:					
Grade 3	NA	58	62	63	66
Grade 4	NA	58	61	62	64
Grade 5	NA	58	60	62	63
Grade 6	NA	63	65	65	66
Grade 7	NA	57	59	60	61
Grade 8	NA	57	60	61	62
Grade 9	NA	55	58	59	61
Grade 10	NA	54	57	58	61
Grade 11	NA	56	58	59	61

<sup>4</sup>Beginning with 1996-1997, additional administrator and teacher positions were included in the ratios; thus, previous years' ratios are not comparable.

<sup>5</sup>Beginning with 1996-1997, the Stanford Achievement Test, 9<sup>th</sup> Edition, was administered. Since a different test (Comprehensive Tests of Basic Skills) was administered the previous years, scores are not comparable.

# WEST VIRGINIA REPORT CARDS 1999-2000

## MESSAGE FROM THE STATE SUPERINTENDENT

Information in the *West Virginia Report Cards* allows us to see how well our students are performing, how well individual schools and county school systems are performing, and the areas of strength and areas needing improvement. Results for the 1999-2000 school year are very positive, as West Virginia has continued the trend of steady improvement experienced in recent years. The *Report Cards* allows us to celebrate our many successes, while providing us with the opportunity to focus on the challenges facing public schools in the Mountain State.

The West Virginia Department of Education and the West Virginia Board of Education have been reviewing the way students are taught and what curriculum is offered to students to determine how schools can be more efficient and effective. Continued public input is vital if we are to provide a quality education and teach skills that are needed in the workplace of today and tomorrow.

Our Governor, Legislature, State Board, and school employees throughout the state are firmly committed to providing West Virginia students with the best education possible—a world-class education. After all, West Virginia's graduates not only compete with students in neighboring states, but they must also now compete with graduates across the globe for the same jobs.



## INFORMATION ABOUT THE STATE

State Population (#) . . . . .	1,825,754	Public Schools (#):	
Student Enrollment K-12 (#)	290,936	Elementary . . . . .	479
High School Graduates (#) . . .	19,448	Middle or Jr. High . . . .	132
Teachers (#) . . . . .	20,984	High Schools . . . . .	121
Pupil/Teacher Ratio . . . . .	13.9	Vocational Schools . . . .	30
		Other . . . . .	61

## STANFORD ACHIEVEMENT TEST, 9<sup>TH</sup> EDITION TOTAL BASIC SKILLS (PERCENTILE SCORES)

	<u>1996-1997</u>	<u>1997-1998</u>	<u>1998-1999</u>	<u>1999-2000</u>	<u>2000-2001</u>
Grade 3	58	62	63	66	
Grade 4	58	61	62	64	
Grade 5	58	60	62	63	
Grade 6	63	65	65	66	
Grade 7	57	59	60	61	
Grade 8	57	60	61	62	
Grade 9	55	58	59	61	
Grade 10	54	57	58	61	
Grade 11	56	58	59	61	

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## WEST VIRGINIA REPORT CARDS 1999-2000

### SCHOLASTIC APTITUDE TEST (SAT)

	<u>1995-96</u>	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>
Test Takers (%)	16.4	16.6	17.0	16.9	17.2
Math Mean Score	506	508	513	512	511
Verbal Mean Score	526	524	525	527	526

### AMERICAN COLLEGE TESTING (ACT)

	<u>1995-96</u>	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>
Test Takers (%)	54.5	55.2	53.5	52.4	56.7
Composite Score	20.0	20.0	20.1	20.2	20.2

### PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT)

	<u>1995-96</u>	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>
Test Takers (%):					
10 <sup>th</sup> Grade	9.8	9.4	9.0	9.5	8.7
11 <sup>th</sup> Grade	25.9	26.2	23.8	24.3	23.3

### National Assessment of Educational Progress (NAEP) Average Proficiency Scores

			<u>State</u>	<u>Southeast</u>	<u>Nation</u>
Math:	1991-1992	4 <sup>th</sup> Grade	215	210	219
	1995-1996	4 <sup>th</sup> Grade	223	216	222
Math:	1989-1990	8 <sup>th</sup> Grade	256	254	262
	1991-1992	8 <sup>th</sup> Grade	259	259	267
	1995-1996	8 <sup>th</sup> Grade	265	264	271
Reading:	1991-1992	4 <sup>th</sup> Grade	216	211	215
	1993-1994	4 <sup>th</sup> Grade	213	208	212
	1997-1998	4 <sup>th</sup> Grade	216	210	215
Reading:	1997-1998	8 <sup>th</sup> Grade	262	261	258
Science:	1995-1996	8 <sup>th</sup> Grade	147	141	148
Writing	1997-1998	8 <sup>th</sup> Grade	144	143	148

### ADVANCED PLACEMENT TEST (APT) (COLLEGE BOARD)

	<u>1995-96</u>	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>
Test Takers (%):					
10 <sup>th</sup> Grade	0.1	0.1	0.1	0.1	0.1
11 <sup>th</sup> Grade	4.0	3.9	3.5	3.6	3.3
12 <sup>th</sup> Grade	5.8	6.0	5.6	5.8	5.1
Students with APT Score of 3 or Higher (%):					
12 <sup>th</sup> Grade	NA	55.9	51.2	51.6	51.1

**STATE OF WEST VIRGINIA**

## WEST VIRGINIA REPORT CARDS 1999-2000

### PERSONNEL INFORMATION 1999-2000

Pupil/Administrator Ratio .....	171.7
Pupil/Teacher Ratio .....	13.9
Professional Staff:	
Average Years of Experience .....	17.6
Level of Education (%) -	
Bachelor's Degree .....	9.5
Bachelor's Degree Plus 15 .....	28.0
Master's Degree .....	6.1
Master's Degree Plus 15 .....	9.9
Master's Degree Plus 30 .....	15.8
Master's Degree Plus 45 .....	29.6
Doctorate .....	0.8
Other .....	0.3

### PROGRAM AND CURRICULUM INFORMATION

	<u>1996-1997</u>	<u>1997-1998</u>	<u>1998-1999</u>	<u>1999-2000</u>	<u>2000-2001</u>
Enrollment by Subject Area in Grades 9-12 (%):					
English Language Arts	99.2	98.0	97.5	97.8	
Foreign Language	30.4	30.1	29.4	28.8	
Mathematics	85.8	85.1	84.4	85.0	
Science	81.7	80.8	80.7	82.1	
Social Studies	89.3	89.0	89.1	88.7	
Advanced Placement Courses in High School (%):					
10 <sup>th</sup> Grade	Under development				
11 <sup>th</sup> Grade					
12 <sup>th</sup> Grade					

### INFORMATION ABOUT THE SCHOOLS

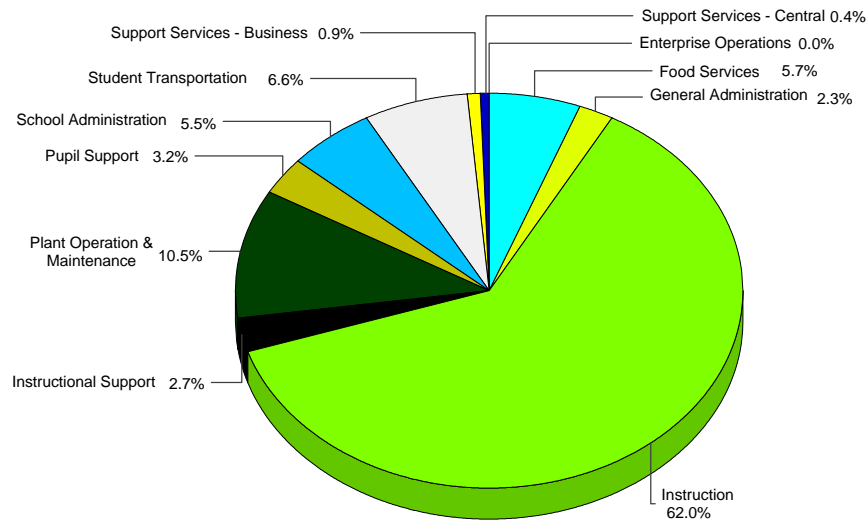
	<u>1995-96</u>	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>
Attendance Rate (%)	NA	93.8	93.9	93.8	94.3
Average Class Size	20.7	21.0	21.1	19.1	19.5
Classrooms with Split Grades (#)	223	220	206	211	131
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Enrollment K-12 (#)	307,508	304,424	301,314	296,453	290,936
Exemption to Pupil/Teacher Ratio (#):					
Requested	0	0	0	0	0
Granted	0	0	0	0	0
Graduates (#)	20,532	19,547	20,127	19,864	19,448

# WEST VIRGINIA REPORT CARDS 1999-2000

## FINANCIAL INFORMATION

The per pupil expenditure, based on 10th month enrollment, for the state is \$6,953.14

The instructional and non-instructional expenditures by classification for the state are given below:



Total State Expenditures: \$1,956,352,090.92

## STATE SUPERINTENDENT AND DIVISION CHIEFS

Below are the names of the state superintendent (in italics) and assistant superintendents:

*David Stewart (Dr.)*  
 Pam Cain (Dr.)  
 William Luff, J.D.  
 G. A. McClung  
 Adam Sponaugle (Dr.)

## STATE BOARD INFORMATION

Below are the names of state board members and their term expiration date:

	<u>Term Expires</u>
Sandra M. Chapman	11/04/2005
Barbara N. Fish	11/04/2009
Sheila M. Hamilton	11/04/2002
James J. MacCallum	11/04/2004
Cleo P. Mathews	11/04/2001
J. D. Morris, President	11/04/2006
Paul J. Morris	11/04/2007
Howard M. Persinger, Jr.	11/04/2003
Ronald B. Spencer	11/04/2008