

## Foreword

The **West Virginia Report Cards: State, County and School Data for 2000-2001** 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 2000-2001 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

# Table of Contents

Page

Executive Summary:	
Introduction .....	1
Background .....	1
Limitations and Assumptions .....	2
Trend Data .....	2
West Virginia Information .....	5
School Information Arranged by County:	
Barbour .....	9
Berkeley .....	17
Boone .....	25
Braxton .....	33
Brooke .....	41
Cabell .....	49
Calhoun .....	57
Clay .....	65
Doddridge .....	73
Fayette .....	81
Gilmer .....	89
Grant .....	97
Greenbrier .....	105
Hampshire .....	113
Hancock .....	121
Hardy .....	129
Harrison .....	137
Jackson .....	145
Jefferson .....	153
Kanawha .....	161
Lewis .....	173
Lincoln .....	181
Logan .....	189
Marion .....	197
Marshall .....	205
Mason .....	213

# Table of Contents

Page

School Information Arranged by County (continued):

Mercer .....	221
Mineral .....	229
Mingo .....	237
Monongalia .....	245
Monroe .....	253
Morgan .....	261
McDowell .....	269
Nicholas .....	277
Ohio .....	285
Pendleton .....	293
Pleasants .....	301
Pocahontas .....	309
Preston .....	317
Putnam .....	325
Raleigh .....	333
Randolph .....	341
Ritchie .....	349
Roane .....	357
Summers .....	365
Taylor .....	373
Tucker .....	381
Tyler .....	389
Upshur .....	397
Wayne .....	405
Webster .....	413
Wetzel .....	421
Wirt .....	429
Wood .....	437
Wyoming .....	445

References:

Abbreviations and Acronyms .....	453
Definitions and Sources .....	454

# WEST VIRGINIA REPORT CARDS: STATE, COUNTY, AND SCHOOL DATA FOR 2000-2001

## 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 2000-2001 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 1996-1997 through 2000-2001.

<u>Indicators</u>	<u>1996-1997</u>	<u>1997-1998</u>	<u>1998-1999</u>	<u>1999-2000</u>	<u>2000-2001</u>
Advanced Placement Courses in High School (%):					
10 <sup>th</sup> Grade	NA	NA	NA	NA	0.3
11 <sup>th</sup> Grade	NA	NA	NA	NA	8.7
12 <sup>th</sup> Grade	NA	NA	NA	NA	13.6

## Trend Data (continued)

<u>Indicators</u>	<u>1996-1997</u>	<u>1997-1998</u>	<u>1998-1999</u>	<u>1999-2000</u>	<u>2000-2001</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	3.9	3.5	3.6	3.3	4.2
12 <sup>th</sup> Grade	6.0	5.6	5.8	5.1	6.5
12 <sup>th</sup> Grade Students with APT Score of 3 or Higher (%)	55.9	51.2	51.6	51.1	47.4
American College Testing (ACT):					
Test Takers (% of graduates)	55.2	53.5	52.4	56.7	58.1
ACT Composite Mean Score for West Virginia	20.0	20.1	20.2	20.2	20.2
ACT Composite Mean Score for the Nation	21.0	21.0	21.0	21.0	21.0
<sup>1</sup> Attendance Rate (%)	93.8	93.9	93.8	94.3	94.1
Average Class Size	21.0	21.1	19.1	19.5	19.4
Career Cluster Information for Students in Grade 9 (%):					
Business/Marketing	NA	NA	NA	NA	7.8
Engineering/Technical	NA	NA	NA	NA	24.3
Fine Arts/Humanities	NA	NA	NA	NA	14.1
Health Services	NA	NA	NA	NA	18.6
Human Services	NA	NA	NA	NA	16.9
Science/Natural Resources	NA	NA	NA	NA	8.9
Other	NA	NA	NA	NA	0.7
Not Reported	NA	NA	NA	NA	8.8
Classrooms with Split Grades (#)	220	206	211	131	116
<sup>2</sup> Dropout Rate (%)	2.8	2.9	2.8	3.4	2.9
<sup>3</sup> Enrollment by Subject Area for Grades 9-12 (%):					
English Language Arts	99.2	98.0	97.5	97.8	97.8
Foreign Language	30.4	30.1	29.4	28.8	28.0
Mathematics	85.8	85.1	84.4	85.0	85.5
Science	81.7	80.8	80.7	82.1	83.3
Social Studies	89.3	89.0	89.1	88.7	87.9
Exemptions to Maximum Pupil/Teacher Ratio (#):					
Requested	0	0	0	0	0
Granted	0	0	0	0	0
Graduates (#)	19,547	20,127	19,864	19,448	18,452
Per Pupil Expenditures (\$)	5,802.45	5,992.38	6,479.21	6,953.14	7,115.34

<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>1996-1997</u>	<u>1997-1998</u>	<u>1998-1999</u>	<u>1999-2000</u>	<u>2000-2001</u>
Preliminary Scholastic Aptitude Test (PSAT)					
Test Takers (%):					
10 <sup>th</sup> Grade	9.4	9.0	9.5	8.7	8.6
11 <sup>th</sup> Grade	26.2	23.8	24.3	23.3	22.3
Professional Staff:					
Average Years of Experience	17.4	17.7	17.5	17.6	18.0
Level of Education (%):					
Bachelor's Degree	7.7	8.0	8.7	9.5	9.6
Bachelor's Degree Plus 15	30.6	31.5	28.9	28.0	27.6
Master's Degree	6.0	6.2	6.2	6.1	6.1
Master's Degree Plus 15	10.6	10.8	10.3	9.9	9.6
Master's Degree Plus 30	16.5	15.9	16.1	15.8	15.4
Master's Degree Plus 45	27.4	26.9	28.9	29.6	30.7
Doctorate	0.7	0.5	0.7	0.8	0.7
Other	0.4	0.1	0.2	0.3	0.3
<sup>4</sup> Pupil/Administrator Ratio	181.9	176.3	182.1	171.7	163.7
<sup>4</sup> Pupil/Teacher Ratio	14.6	14.5	14.9	13.9	13.8
Scholastic Aptitude Test (SAT):					
Test Takers (% of graduates)	16.6	17.0	16.9	17.2	16.2
SAT Math Mean Score for West Virginia	508	513	512	511	512
SAT Math Mean Score for the Nation	511	512	511	514	514
SAT Verbal Mean Score for West Virginia	524	525	527	526	527
SAT Verbal Mean Score for the Nation	505	505	505	505	506
Student Enrollment (PK-12) (#)	304,424	301,314	296,453	290,936	286,248
<sup>5</sup> Testing Information (Stanford Achievement Test, 9 <sup>th</sup> Ed.)					
Percentile Scores for Total Basic Skills:					
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

<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. The Comprehensive Tests of Basic Skills was administered the previous years; thus, scores are not comparable.

# WEST VIRGINIA REPORT CARDS 2000-2001

## 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 2000-2001 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 (#) . . . . .	1,808,344	Public Schools (#):	
Student Enrollment K-12 (#)	286,248	Elementary . . . . .	470
High School Graduates (#) . . .	18,452	Middle or Jr. High . . . .	130
Teachers (#) . . . . .	20,826	High Schools . . . . .	122
Pupil/Teacher Ratio . . . . .	13.8	Vocational Schools . . . .	31
		Other . . . . .	57

## 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	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

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## WEST VIRGINIA REPORT CARDS 2000-2001

### SCHOLASTIC APTITUDE TEST (SAT)

	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>
Test Takers (%)	16.6	17.0	16.9	17.2	16.2
Math Mean Score	508	513	512	511	512
Verbal Mean Score	524	525	527	526	527

### AMERICAN COLLEGE TESTING (ACT)

	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>
Test Takers (%)	55.2	53.5	52.4	56.7	58.1
Composite Score	20.0	20.1	20.2	20.2	20.2

### PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT)

	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>
Test Takers (%):					
10 <sup>th</sup> Grade	9.4	9.0	9.5	8.7	8.6
11 <sup>th</sup> Grade	26.2	23.8	24.3	23.3	22.3

### 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
	1999-2000	4 <sup>th</sup> Grade	225	220	226
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
	1999-2000	8 <sup>th</sup> Grade	271	265	274
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:	1999-2000	4 <sup>th</sup> Grade	150	141	148
Science:	1995-1996	8 <sup>th</sup> Grade	147	141	148
	1999-2000	8 <sup>th</sup> Grade	150	143	149
Writing	1997-1998	8 <sup>th</sup> Grade	144	143	148

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

	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>
Test Takers (%):					
10 <sup>th</sup> Grade	0.1	0.1	0.1	0.1	0.1
11 <sup>th</sup> Grade	3.9	3.5	3.6	3.3	4.2
12 <sup>th</sup> Grade	6.0	5.6	5.8	5.1	6.5
Students with APT Score of 3 or Higher (%):					
12 <sup>th</sup> Grade	55.9	51.2	51.6	51.1	47.4

## WEST VIRGINIA REPORT CARDS 2000-2001

### PERSONNEL INFORMATION 2000-2001

Pupil/Administrator Ratio .....	163.7
Pupil/Teacher Ratio .....	13.8
Professional Staff:	
Average Years of Experience .....	18.0
Level of Education (%) -	
Bachelor's Degree .....	9.6
Bachelor's Degree Plus 15 .....	27.6
Master's Degree .....	6.1
Master's Degree Plus 15 .....	9.6
Master's Degree Plus 30 .....	15.4
Master's Degree Plus 45 .....	30.7
Doctorate .....	0.7
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	97.8
Foreign Language	30.4	30.1	29.4	28.8	28.0
Mathematics	85.8	85.1	84.4	85.0	85.5
Science	81.7	80.8	80.7	82.1	83.3
Social Studies	89.3	89.0	89.1	88.7	87.9
Advanced Placement Courses in High School (%):					
10 <sup>th</sup> Grade	NA	NA	NA	NA	0.3
11 <sup>th</sup> Grade	NA	NA	NA	NA	8.7
12 <sup>th</sup> Grade	NA	NA	NA	NA	13.6

### INFORMATION ABOUT THE SCHOOLS

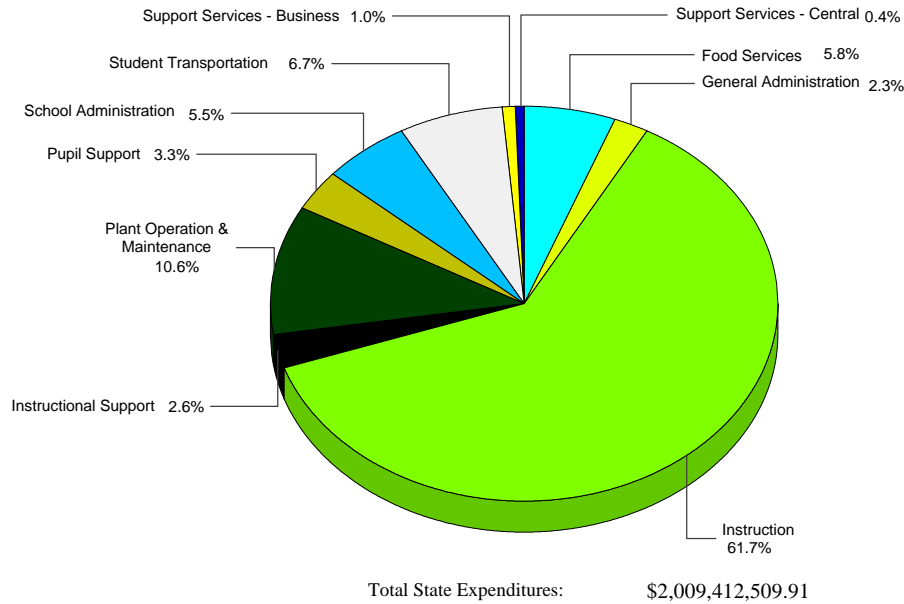
	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>
Attendance Rate (%)	93.8	93.9	93.8	94.3	94.1
Average Class Size	21.0	21.1	19.1	19.5	19.4
Classrooms with Split Grades (#)	220	206	211	131	116
Dropout Rate (%)	2.8	2.9	2.8	3.4	2.9
Enrollment K-12 (#)	304,424	301,314	296,453	290,936	286,248
Exemption to Pupil/Teacher Ratio (#):					
Requested	0	0	0	0	0
Granted	0	0	0	0	0
Graduates (#)	19,547	20,127	19,864	19,448	18,452

# WEST VIRGINIA REPORT CARDS 2000-2001

## FINANCIAL INFORMATION

The per pupil expenditure, based on 10th month enrollment, for the state is \$7,115.34

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



## STATE SUPERINTENDENT AND DIVISION CHIEFS

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

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

## STATE BOARD INFORMATION

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

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