West Virginia PSAT 10th Grade Pilot Report

Beth Cipoletti, Research Coordinator

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Executive Summary

This report provides the 2008 10th grade PSAT pilot results for county by county and AP course by AP course. Additionally, this report will be used by WVDE to determine the feasibility of use and subsequently, the feasibility of continued funding of the 10th grade PSAT by West Virginia Department of Education (WVDE) for the next year.

The PSAT report is organized into eleven (11) sections. The sections are as follows:

Introduction defines WVDE interest in providing the opportunity for 10th graders to take the PSAT at no personal cost.

Rationale explains the purpose of the PSAT Pilot for 10th graders.

PSAT Pilot for 10th Graders provides test administration information and the number of test takers.

Results of Survey analyzes the results.

Findings summarizes the survey analyses.

Recommendations are based on the results of the survey.

Impact of PSAT Pilot provides the number of students by AP course who have the potential to be successful on AP exams and the barriers for determining enrollment in AP course for the 2009-2010 school year.

Using ACT PLAN to identify Students with the potential to take AP Courses describes current research findings from ACT showing the relationship of students' scores on ACT PLAN and their scores on related AP exams.

Appendix A: WV PSAT Pilot for Grade 10 Students Survey provides the survey that was sent to participating schools and county test coordinators to complete for review by the WVDE.

Appendix B: WV School Average Scores for Critical Reading, Math and Writing Skills provides a school by school and county by county average scores for critical reading, mathematics and writing skills.

Appendix C: WV Number of Students by School and County with potential to take AP Courses posts county by county, AP course by AP course, and the number of students with the potential to take AP courses.

If you have other questions regarding this report, please contact Dr. Beth Cipoletti, Coordinator Assessment and Accountability Office at 304-558-2546 or dcipolet@access.k12.wv.us.

Introduction

Far too often, West Virginia high school graduates find themselves unprepared for their freshman college courses or the workplace. Too many West Virginia high school graduates have found themselves enrolled in remedial, noncredit-bearing courses their first semester(s) attending a college or university. To promote increased student performance, increased participation in rigorous, Advanced Placement courses and increased college success, West Virginia initiated the PSAT Pilot for 10th grade students.

In August 2008, Dr. Steven L. Paine, State Superintendent of Schools, announced to the County Superintendents that WVDE, in collaboration with the College Board, was piloting the administration of the PSAT to all interested public school students in grade 10. WVDE paid the testing fees for all participating 10th grade students with no cost to the counties.

The purpose of the PSAT Pilot for 10th graders was to:

- Identify 10th grade students who have the potential to take AP courses
- Increase the number of students taking AP courses
- Support and increase the rigor of classroom instruction
- Support the requirements of Policy 2510 that high schools offer at least 4 AP courses

Rationale

Too many West Virginia students with the potential to take Advanced Placement (AP) courses are not electing to take these courses. For example, the 2008 West Virginia AP data show that only ¼ of the students whose PSAT data demonstrated potential to take AP calculus actually did.

The PSAT is a preliminary SAT and contains the same type of questions. It measures student performance in three areas: critical reading, writing and mathematics. PSAT scale scores range from 20 to 80. Each content area receives a separate score.

- The **Critical Reading** sections include reading comprehension questions about full-length and paragraph-length passages. Sentence completions are also included.
- The **Writing** sections include multiple-choice questions on grammar, usage, word choice and organization. There is no essay section (unlike the SAT).
- The **Mathematics** sections include multiple-choice questions and grid-in responses. Topics include numbers and operations, algebra and functions, geometry and measurement, statistics, probability and data analysis.

The AP Program, administered by the non-profit College Board was created in 1955 at the urging of top national universities that wanted to see more high school students encouraged to

do college-level coursework. For a score of 3 or higher (out of a possible 5) on an AP exam, the majority of colleges and universities award college credit for an entry-level college course in that content field, although policies vary across institutions (Dounay, 2006).

Research is available that indicates that students who take AP courses and exams have higher grade point averages, earn more credit hours and have higher college graduation rates than those who do not take the courses and the exams (Hargrove, Dodd & Godin, in press, Keng & Dodd, in press, Matthews, 2007). Students who score a 3 or higher on an AP exam are more likely than their non-AP exam peers to enter and complete a baccalaureate program (Dounay, 2006).

PSAT Pilot for 10th Graders

The PSAT Pilot for 10th graders was conducted in October 2008. Fifty-three counties and 108 schools within those counties chose to participate in the PSAT Pilot.

Students took the PSAT on one of the national test dates: Wednesday, October 15, 2008 or Saturday, October or Saturday, October, 18, 2008. In 2008, there were 7,364 students in grade 10 who took the PSAT compared to 2,668 in 2007; an increase of 176%.

Results of Survey

Schools were sent a letter in late February requesting that they complete an online survey regarding the PSAT Pilot for 10th graders. A second request was sent in April to the schools via the County Test Coordinators in an attempt to solicit additional information from the schools.

Approximately 30% (33 out of 108 schools) of the PSAT Pilot participating schools responded to the survey. Because of the low rate of response, the results need to be interpreted cautiously.

Number of Students with potential to take AP Courses

According to the schools, there are 874 students in the 10th grade in the 33 responding schools who have demonstrated the potential to be successful in AP course(s) based on their PSAT performance. Of the 874 identified students, the schools have scheduled 503 of them into at least one 11th grade AP courses. The schools reported that collectively they have 259 more 11th grade students enrolled in the AP courses for 2009-2010 than they did in 2008-2009. See Appendix A, question 1.

Ways Schools communicated with Students identified as likely to be successful in AP Courses

The majority (76%) of the respondents indicated that they used face-to-face conferences to communicate with students identified as likely to be successful in AP classes and score a 3 or better on the AP exam. In addition to the face-to-face conferences, three of the schools sent an

information letter to the parent(s)/guardian(s). One school responded that parent meetings had been scheduled while another school responded that the school "encourages ALL students". See Appendix A, question 2.

School Plans to use the Data

Most of the respondents indicated that the school used the 2008 PSAT results for 10th graders to encourage students to enroll in AP courses and to enroll in honors/advanced courses. Other uses of the 2008 PSAT results included: practicing for the NMSQT, identifying needs to SAT/ACT preparation and encouraging students to take the ACT earlier than normal. One school did not use the results because the "Scores are not indicative of our traditional successes". See Appendix A, question 3.

Scheduling students into AP courses for next year was cited by the majority of schools as how they plan to use the PSAT results. About one third of the respondents also plan to use the results in determining the number of AP courses to offer next year. One school responded that they plan to "identify capable students with deficiencies and formulate [a] plan". See Appendix A, question 4.

PSAT Tools

Schools have access to two, free online tools to use and interpret PSAT results: *AP Potential* and the *Summary of Answers and Skills* (*SOAS*). Both tools require a password which the schools receive with the student score reports.

AP Potential is a research-driven tool that helps schools identify students likely to succeed on AP exams, and analyze data and PSAT scores. The school can use the default likelihood of success or choose a probability of success that is either higher or lower. Research conducted by the College Board (1998 and 2006) shows strong correlations between students' PSAT scores and AP Exam results (Ewing, Camara, & Milsap, 2006, Ewing, Camara, Milsap, & Milewski, 2007). These studies show that PSAT scores are strong predictors of students' AP Exam grades, and when used in conjunction with student past performance and courses taken can serve to provide reliable guidance in identifying additional students who may be ready for the rigor of AP.

The *Summary of Answers and Skills* (*SOAS*) is another PSAT free, online tool available to schools and districts. The *SOAS* report provides a snapshot of student performance on each PSAT test question. For each grade level that had at least 25 test-takers, the *SOAS* provides the school with:

- Correct answer analysis: Contains a review of students' performance on each question. Tables and graphs compare students with college-bound students in your state, nationwide and a comparable group.
- Incorrect answer analysis: Gives insight into problems students might have had with individual questions and compares answering patterns to those of the state and nation.
- Summary review of skills: Provides information on skills covered in each section of the PSAT, and how students' skills compared to national and state performance on each skill assessed by the test.

Use of PSAT Tools

Slightly more than three-fifths (64%) of the schools responded that they use(d) the PSAT tool *AP Potential*. See Appendix A, question 7. Not quite as many (61%) report using the *Summary of Answers and Skills* (*SOAS*). See Appendix A, question 8.Timing and website access problems were identified most often as the reasons why schools are not using AP Potential. See Tables 1 and 2.

Table 1: Reasons not using *AP Potential*

Haven't accessed the information yet
We only give the test and do not use the tool.
Not at this time
The information on the AP Potential site indicates that none of our students have the potential to achieve highly in AP courses. We have filled our AP classes with high achieving students regardless of their "AP Potential" status and will continue to do
This is not a difficult task in a small school. We look closely at results, strengths and weaknesses. We have close communication with students. .This year over 25% of 10th grade took the PSAT. Those results are evident in terms of potentials.
New and unfamiliar tool
Only 16 sophomores took the test. We had already planned the Saturday testing before the pilot was available. My school prefers to give the PSAT on Saturday.
There is not enough time in the year for the counselors to do all this....otherwise, it would be done. This is something important. But, schools have lots of work to do when assigning tasks--everything goes to the counselor. Also, each school needs one
We attempted multiple times...but the site was not up and working.
This is the first year we have added AP courses to our schedule.
I used AP Potential to identify the students whose PSAT scores indicted the "potential" for a 3 or above on an AP

course(s). I also used the letter on the website, made the necessary changes, copied on our school letter heard and mailed a copy to every [parent].
Accessibility issues
We utilize the test reports when working with students/parents for course discussion.

Table 2: Reasons not using *SOAS*

We utilize the test reports when working with students/parents for course discussion/selection.
We only give the test; we do not use this tool.
Accessibility
There is way too much testing and barely time to coordinate it all. Proper and appropriate time cannot be given to this pursuit when so few students are involved.
Again, not enough time. There needs to be a testing person hired in each school to use data for the benefit of the students and to keep all the records necessary for such surveys.
Not at this time
I provided this information to the department chairs. It is a lot to expect from department chairs/teachers since we have similar info from WESTEST and PLAN.
We are planning to, but time has not allowed yet.
We work with the PLAN test and results with our 10th Grade students, and have successfully done so for years.
This is not a difficult task in a small school. We look closely at results, strengths and weaknesses. We have close communication with students.
We attempted multiple times...but the site was not up and working.
This is our first year using AP courses and we just becoming aware of these tools.
It has not been able to fit into the schedule
Not sure--do not believe so--I am getting knowledge of all this and will use in the future
Accessibility
We utilize the test reports when working with students/parents for course discussion/selection.

Professional Development Activities

Although most of the schools (64%) responded that they would like quarterly webinar training from The College Board on using the PSAT tools, the comments they provided address issues and concerns that need to be considered in future planning (see Table 3). One school responded “We have been forced to travel away from our jobs to attend "county-wide" webinars which offered little more than could be learned from an email”. Another school responded “We can glean from the website”. See Appendix A, question 9.

Table 3: Webinar Concerns

Time is very limited. Administered 21 major test this school term.
I think a webinar yearly would be plenty. I just hope the spokesperson is more knowledgeable than the initial webinar trainer. He actually thought that we were to return the exams to College Board. What was he thinking???
Would like any training on AP Potential that will help with projecting potential of students to try something that many times they are afraid of---
We do not feel the students took the test seriously as our 10th graders had already been subjected to the

WESTEST field test, the PLAN, the PSAT all within about a 6 week time frame. They did not the test seriously as they were tested far too much already
We would like to make better use of the once-a-year seminar which we do attend.
We have been forced to travel away from our jobs to attend "county-wide" webinars which offered little more than could be learned from an email. The disruption is not worth the reward.
Daily time constrictions and internet speed sometimes does not allow for participation in these programs.
Same as above. No reason to make something simple so complicated. We have only a certain amount of time to devote to this. In my first year at this school, we have gone from 3 AP students to 40 for next year. This was done by simply encouraging students.
I feel as if I am perpetuating business for a testing entity when our students are tested more than needed, thus leading to test anxiety and burnout on standardized testing materials. I do not feel that I need to work for the College Board.
I have been trained in and used AP Potential along with training in many other tools.
Too many things to do.
We utilize the test reports when working with students/parents for course discussion/selection
Counselors feel it's unnecessary.

Few of the schools (36%) attended an AP professional development opportunity offered by the WVCPD. See Appendix A, question 10. Even fewer (12%) have been mentored in AP course delivery. See Appendix A, question 11.

Comments on Continuation of Pilot

The schools were asked about 2009 and beyond. See Appendix A, questions 12 and 13. About three-fifths of the schools agreed that

- West Virginia Department of Education **should continue to pay** the PSAT testing fees for 10th graders (see Table 4) and
- **10th grade students should not be required to participate** in the PSAT (see Table 5).

Table 4: PSAT Testing Fees paid by WVDE

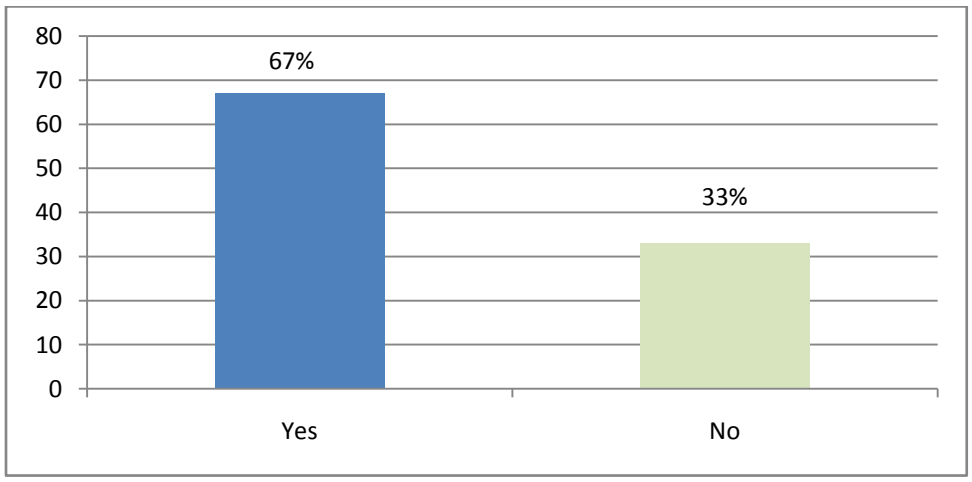
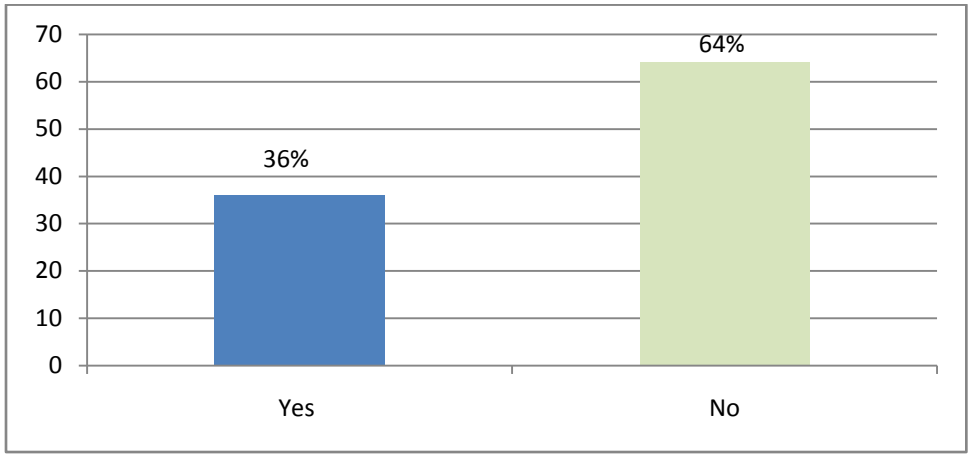


Table 5: PSAT required for 10th Graders



Schools provided many comments about whether or not all 10th grade students should be required to participate in PSAT (see Table 6). Some schools proposed that the PSAT is not needed because of PLAN.

Table 6: PSAT Participation

We test them to death. They take the PLAN, WESTEST2 Online Writing, WESTEST2, and the field test and others.
Too much testing.
I think mandating yet another assessment is not necessary. It seems that we are losing some of our students in the sea of assessments we administer throughout the year. I think if it remains optional for 10th grade students.
Students ability lacks skills to do well
No, if it is not optional for students to decide whether or not they want to take it.
Not all students will attend a 4 year college.
Again, too many instructional days are lost now for testing. The PLAN is our preferred test and we don't need this test also in October.
We use the PLAN for the most part. There is too much data to use. That's all that we would ever get done. Unless, again repeating, the high schools use the money to hire competent test interpreters.
Special Education working below grade level.
Since the PSAT is optional for all juniors, only those who wish to take it, then why should all 10th graders be forced to take it. Only those that want to take it should be allowed to take it, and their junior year, when it counts towards the PSAT/NMSQT.
This leads to testing burn-out when you consider ALL the other tests the students take.
Again, if we continue to align our curriculum with the ACT/PLAN model, the PSAT is a superfluous exam taking away from class time.
1. This test is geared toward the NMSQT. Students who may have that level of talent should take in 10th grade.

2. PSAT norms are primarily from top 20% of 11th grade nationally. If states start having everyone take it, the norms will change.
Not all Students demonstrate the academic potential to be successful on an AP exam. Schools need to have the flexibility to select students who will be successful.
The PSAT is designed for college bound students and not all students should have to take it.
I feel that we need to encourage students to test but we have students that have no interest to attend college or take advanced courses. Make the test available but to force students to test will not get positive results.
I think the state did a wonderful service to pay for sophomore PSAT testing. However, students are being required to take so many exams I think they are somewhat turned off to the benefits of the testing process**.** I think the PLAN should remain.
Not all 10th graders are prepared for AP courses, so this would not be beneficial. But, those who have a 3.0 minimal GPA or teacher recommendation should have the opportunity to test.
I believe that students are tested numerous times. This test can still be optional for the students.
I feel that we need to encourage students to test but we have students that have no interest to attend college or take advanced courses. Make the test available but to force students to test will not get positive results.
Great year to have students get a look seriously at college testing
Not all students will attend a 4 year college.

Schools identified concerns and issues about the PSAT Pilot and the possible continuation. Their comments reflected a diversity of opinion. See Table 7.

Table 7: PSAT Pilot and Continuation

Excellent tool for determining not only AP potential but participation in Honors courses.
Are special education students to take the PSAT? If so what accommodations will be permitted? This year the majority of the special education population did not take the PSAT.
PSAT provides good information when creating the school schedule (needs) and when working with students for course scheduling.
It was a good idea but we believe you can better serve the students by spending the money elsewhere.
Need results sooner for scheduling and conferencing
Excellent idea
In my opinion, I think it should NOT be paid for by the state. If a student and/or parent want their child to take the PSAT, they will pay for it. If they cannot afford to do so, College Board provides needed fee waivers. I think when students have to [rest is missing].
Not all students need to be tested. We need as many in class instructional days as possible.
Unless PSAT/AP becomes a top priority for administrators I feel this would be ineffective use of state money. All the emphasis is on other testing at this time. We just completed almost 3 weeks of Writing Assessment. AP Programs will not thrive in [rest is missing].
Students are tested too much. We have tested and tested this year until the students are

becoming immune and disinterested. We need to pick one test and concentrate there--at least until we make enough time to use the results.
Would like to discontinue the mandatory test and leave it as a selective test.
Sophomores in our county had already been administered the WESTEST Field test, which the school does not receive scores for, they were administered the PSAT which does not count towards the scholarship program as it does for interested 11th graders.
I was glad our students voluntarily had an opportunity to take the PSAT. Once the test was returned, we counselors met with the students in groups and introduced them to the College Board website and their personal website, My College Quick Start.
I think it was sort of short sighted and communication was poor between the state and the College Board. It was nice the state picked up the tab to identify students for A.P. but for the most part was a futile endeavor.
The PSAT can be a valuable tool in scheduling and goal setting.
If all 10th grade students could take the PSAT I believe more could be eligible for AP courses.
We would like to require for all 10th grade students with state funding.
Good program to identify college ability
We are very unsatisfied with the program due to many factors including forced participation, forced webinar involvement, curriculum misalignment, and futile results.
This test allows students the opportunity to possibly be National Merit Scholars and also to be successful in an AP course, which also transfers to earned college credit at a greatly reduced fee.
In summary, I appreciate 10th graders taking test for free as a preparation to compete next year. However, AP decisions could be made from PLAN. Please, do not get sold on a higher frequency of testing or you may invalidate all testing.
Including and paying for the 10th graders was a great idea!
The 10th graders had to take 3 different tests in 5 weeks. We like to Plan test the best.
We appreciate the opportunity to offer the test to our students.
Over testing is a concern. Maybe this was a particular problem this year because of the WESTEST field test also being required.
I, as well as the students and parents, found this information helpful during the sophomore transition plan meeting. We compared the results with the PLAN to obtain an accurate performance range for each student.
I did not see any problems with the 2008 Pilot program.
We appreciate the opportunity to offer the test to our students.
It was so nice--all my 10th graders were excited--the bright always have taken but it was good to see the average and special education students take and learn not to be afraid of this type of test---it also helps me a counselor have a guide to see where they ne
Not all students need to be tested. We need as many in class instructional days as possible.
PSAT provides good information when creating the school schedule (needs) and when working with students for course scheduling.

Barriers

Thirteen schools responded to the first request for information. Because of the low responses, letters were sent to the County Test Coordinators requesting their assistance in getting their high schools to respond and the online survey was reopened. Twenty additional schools responded.

Findings

- **The majority of the schools responded that West Virginia should continue to pay the PSAT testing fees for 10th graders.**
- **The majority of the schools responded that participation in the PSAT by 10th graders should not be required.**
- The majority of the schools are using face-to-face conferences to communicate with the students who were identified as likely to be successful in AP classes and score a 3 or higher on the AP exam
- The majority of the schools are using the PSAT results to encourage students to enroll in AP courses and/or to enroll in honors/advanced courses.
- The majority of the schools are using the PSAT results to schedule students into AP courses. Some schools are using the PSAT results to determine the number of AP courses to offer next year.
- Schools are using the PSAT tool *AP Potential*. For the schools not using *AP Potential*, time and access to the website were identified as reasons.
- More than half of the schools are using the online PSAT tool *Summary of Answers and Skills* (*SOAS*).
- More than half of the schools would like quarterly training provided by the College Board on using the PSAT online tools.
- Few of the schools have attended an AP professional development opportunity offered by WVCDP.
- Few of the schools have been mentored in AP course delivery.

Recommendations

- The West Virginia Department of Education (WVDE) continues funding the PSAT testing fees for interested public school 10th graders; the counties and/or schools determine participation.
    - There will be no consequences for students who decide not to participate in the PSAT for 10th grade public school students.
    - Parents/guardians or counties/schools will continue paying the PSAT testing fees for interested 9th and 11th graders.

- WVDE will expand the EXPLORE and PLAN Advisory Committee to a College Readiness/Workplace Readiness Advisory Committee
- WVDE will create necessary resources to assist schools and counties in interpreting and utilizing PSAT results.

- The PSAT is an optional assessment for 10th graders and thus, the PSAT is not a component of the West Virginia Measures of Academic Progress.
  - The administration of the PSAT is not governed by the requirements of West Virginia Board of Education Policy 2340: *West Virginia Measures of Academic Progress*.
  - The agreement with the College Board is finalized by June 30, 2009.
- The College Board in collaboration with the West Virginia Center for Professional Development present a series of workshops/webinars for interested schools and counties on interpreting results and utilizing the PSAT tools.
  - WVDE will assist in disseminating information regarding the workshops/webinars to the counties and schools.
  - WVCPD will facilitate registration for the workshops/webinars.

Impact of PSAT Pilot

AP Potential

AP Potential identifies students who have the potential to be successful in Advanced Placement (AP) courses based on the PSAT scores. Correlations were computed between grades from the 33 AP Examinations and seven PSAT scores including (1) verbal (V), (2) mathematics (M), (3) writing (W), (4) V + M, (5) V + W, (6) M + W, and (7) V + M + W. To determine a student's potential for success in AP courses, the student's scores from reading (V), mathematics (M) and writing (W) are either used individually or combined based upon the correlation values. Table 8 indicates the score(s) with the highest correlation to each AP Exam Grade.

Table 8: Correlations of PSAT Scores and AP Examination Grades

AP Exam	PSAT Score(s)
Art History	V + W
Biology	V + M
Calculus AB	M
Calculus BC	M
Chemistry	M
Computer Science A	M
Computer Science AB	M
English Literature and Composition	V + W

Environmental Science	V + M
European History	V + M + W
French Language	V + M
Government and Politics: Comparative	V + M
Human Geography	V + M
Latin: Vergil	W
Macroeconomics	V + M
Microeconomics	V + M
Music Theory	M
Physics B	M
Physics C Mechanics	M
Psychology	V + M + W
Spanish Literature	W
Statistics	V + M
U.S. History	V + M + W
World History	V + M

Number of students by school and county with potential to take AP Courses

Researchers at College Board have determined the probability of a student being successful in an AP course and scoring a 3 or better for that AP Exam based upon either an individual or composite PSAT score (see Table 8). The probability or expectancy of success varies according to the score. An illustration of an expectancy table is provided in Table 9 which shows the Expectancy Table for AP Biology.

Table 9: AP Biology Expectancy Table

Subject	Composite PSAT Score (V + M)	Probability that student will score a 3 or better on the AP Exam
BIO	156-160	99.6%
BIO	151-155	99.4%
BIO	146-150	98.3%
BIO	141-145	98.4%
BIO	136-140	96.4%
BIO	131-135	94.5%
BIO	126-130	90.6%
BIO	121-125	85.3%
BIO	116-120	77.4%
BIO	111-115	69%
BIO	106-110	58.9%
BIO	101-105	46.3%

BIO	96-100	34.8%
BIO	91-95	24.4%
BIO	86-90	16.1%
BIO	81-85	9.1%
BIO	76-80	5.6%
BIO	71-75	3.1%
BIO	66-70	-
BIO	61-65	-
BIO	56-60	-
BIO	51-55	-
BIO	46-50	-
BIO	40-45	-

Because the West Virginia PSAT Pilot for 10th Graders was initiated for the first time for the 2009 administration, the probability of success on AP courses was set at approximately 50% to identify students using AP Potential. For AP Biology, the probability/expectancy closed to 50% is 46.3%. Thus, all students who participated in the PSAT Pilot for Grade 10 students whose verbal and mathematics composite score was between 101 and 105 were identified as having potential to be successful in AP Biology and score a 3 or higher on the AP Biology exam.

Using the probability/expectancy for each AP course closest to 50% yielded the following number of students by AP course who have approximately a 50% chance of being successful in indicated AP courses and scoring a 3 or higher on the AP exam. See Table 10 for the number of 10th grade students. See Appendix C for the number of students by school and county with potential to take AP courses based on their PSAT results from the 10th Grade Pilot.

Table 10: Number of Students with AP Potential by AP Course

AP Course	Number of Students with AP Potential
Spanish Literature	6216
Psychology	2837
World History	2407
Music Theory	2326
American History	2307
European History	1885
Human Geography	1765
English Language and Composition	1681
Calculus AB	1354
Calculus BC	1354
Biology	1194

Latin Vergil	1140
English Literature and Composition	1120
U.S. History	1136
Macroeconomics	766
Microeconomics	766
Statistics	766
Environmental Science	766
Chemistry	638
Computer Science A	638
Physics B	638
Physics C Mechanics	638

Barriers

Scheduling is not complete in the schools for the 2009-2010 school year. Course scheduling information for the 2009-2010 school year will be posted to WVEIS by the superintendent or designee on October 20, 2009. Thus, the number of students enrolled in AP courses will not be available until after the data is entered into WVEIS and the percent of students with AP potential not enrolled in AP courses cannot be calculated until after the data is entered into WVEIS.

Using ACT PLAN to identify Students with potential to take AP Courses

More students could be identified who have potential to be successful in AP courses if the 2008 PLAN data was utilized. Not only could students be identified as having potential to score a 3 or higher on an AP exam, students could be identified as having potential to score a 4 or higher on the AP exam.

ACT has recently released the findings of a study which examined the relationship of students' scores on PLAN and their scores on related AP courses (ACT, 2009). New score linkages for AP courses that align in curricular content with the four PLAN tests and updated the linkages found in earlier studies. Results from the study showed that PLAN test scores are good predictors of success in AP courses, as defined by receiving a score of 3 or higher (or 4 or higher) on the appropriate AP exam.

Correlations were generally comparable to those reported by Ewing, Camara, and Millsap (2006) and Ewing, Camara, Millsap, and Milewski (2007). All AP scores were correlated with PLAN composite scores and the corresponding PLAN subject area scores: AP English and social studies scores were correlated with PLAN English and reading test scores, and AP mathematics and science were correlated with PLAN mathematics and science scores. Additionally, average

PLAN English and reading, and mathematics and science scores were created for each student and correlated with relevant AP Exam scores.

PLAN scores corresponding to a 50% chance of earning a 3 or higher AP score are in the column shaded pink. However, the scores in the column shaded gray correspond to a 75% of earning a score of 3 or higher. The scores in the last column represent the scores that correspond to a 50% of scoring a 4 or higher. See Table 11.

Table 11: PLAN Scores Associated with Selected AP Exam Scores

AP Exam	PLAN Tests	PLAN Scores		
		3 or Higher AP Score		4 or Higher AP Score
		50%	75%	50%
Biology	Avg. Mathematics & Science	23	26	26.5
Calculus AB	Avg. Mathematics & Science	22.5	25.5	25.5
Calculus BC	Avg. Mathematics & Science	21	24.5	25
Chemistry	Avg. Mathematics & Science	24.5	27.5	28
English Language and Compositions	Avg. English & Reading	21.5	24	26
English Literature and Composition	Avg. English & Reading	21.5	24	26.5
European History	Avg. English & Reading	21.5	24.5	27
Government and Politics: Comparative	Avg. English & Reading	22	25.5	26.5
Government and Politics: United States	Avg. English & Reading	22.5	26	27
Macroeconomics	Avg. Mathematics & Science	24	27.5	27
Microeconomics	Avg. Mathematics & Science	22	26	26.5
Physics B	Avg. Mathematics & Science	23.5	26.5	27
Physics C: Electricity and Magnetism	Avg. Mathematics & Science	23	27.5	26
Physics C: Mechanics	Avg. Mathematics & Science	22.5	25.5	25.5
Psychology	Avg. English & Reading	19	22.5	22.5
Statistics	Avg. Mathematics & Science	22.5	24.5	25.5
U.S. History	Avg. English & Reading	22.5	26	26.5
World History	Avg. English & Reading	22	25	26

Appendix A

PSAT Pilot for Grade 10 Students Survey

Appendix A

PSAT Pilot for Grade 10 Students Survey

2008 PSAT Pilot

1. How many 10th grade students demonstrated potential to be successful in AP course(s) based on their performance on the PSAT?

2. How did you communicate with the students identified as likely to be successful in AP classes and score a 3 or better on the AP exam? Select all that apply.
   - Face-to-face conference with student
   - Sent information letter to parent(s)/guardian(s)
   - Other. Please explain.

3. How did your school use the 2008 PSAT results for 10th graders? Select all that apply.
   - To encourage students to enroll in AP courses
   - To encourage students to enroll in honors/advanced courses
   - Other. Please explain.

4. How does your school plan to use the results from the 2008 PSAT administration? Select all that apply.
   - Determining the number of AP courses to offer next year
   - Scheduling students into AP courses for next year
   - Other. Please explain.

5. How many of these students are scheduled to take at least one AP course next year as 11th graders?

6. How many more students were enrolled in the 11th grade AP courses for 2009-2010 than in 2008-2009?

7. Is your school using the online PSAT Tool *AP Potential*?
   - Yes or no.
   - If no, please explain.

8. Is your school using the online PSAT tool *Summary of Answers and Skills* (*SOAS*)?

Yes or no.

If no, please explain.

9. Would you like quarterly webinar training from the College Board on using these tools?

   Yes or no.

   If no, please explain.

10. Have you attended an AP professional development opportunity offered by the WVCPD?

    Yes or no.

11. Were you ever mentored in AP course delivery?

    Yes or no.

2009 and Beyond

12. Should West Virginia continue to pay the PSAT testing fees for 10th graders?

    Yes or no.

    If no, please explain.

13. Should all 10th grade students, except for those students participating in APTA, be required to participate in the PSAT?

    Yes or no.

    If no, please explain.

Please provide additional comments or concerns regarding the 2008 PSAT Pilot for 10th Grade Students and/or possible continuation.

WVDE-CIS-014

01/09

Appendix B
WV School Average Scores for Critical Reading, Math and Writing Skills

Appendix B
School Average Scores for
Critical Reading, Math and Writing Skills

SCHOOLS	TEST TAKERS	AVERAGE SCORES		
		CRITICAL READING	MATH	WRITING SKILLS
BARBOUR	**115**	**40**	**43**	**41**
PHILIP BARBOUR HIGH SCHOOL	115	40	43	41
BERKELEY	**297**	**44**	**44**	**44**
HEDGESVILLE HIGH SCHOOL	124	44	43	44
MARTINSBURG HIGH SCHOOL	128	44	44	44
MUSSELMAN HIGH SCHOOL	45	44	46	45
BOONE	**239**	**35**	**38**	**35**
SCOTT HIGH SCHOOL	136	36	39	35
SHERMAN HIGH SCHOOL	85	34	36	34
VAN HIGH SCHOOL	18	41	44	42
BRAXTON	**39**	**45**	**46**	**44**
BRAXTON COUNTY HIGH SCHOOL	39	45	46	44
BROOKE	**112**	**41**	**43**	**41**
BROOKE HIGH SCHOOL	112	41	43	41
CABELL	**120**	**47**	**45**	**47**
CABELL-MIDLAND HIGH SCHOOL	64	45	44	46
HUNTINGTON HIGH SCHOOL	56	49	45	47
CALHOUN	**44**	**37**	**41**	**37**
CALHOUN COUNTY HIGH SCHOOL	44	37	41	37
DODDRIDGE	**50**	**38**	**42**	**36**
DODDRIDGE COUNTY HIGH SCHOOL	50	38	42	36
FAYETTE	**44**	**42**	**42**	**42**
MEADOW BRIDGE HIGH SCHOOL	10	43	44	43
MIDLAND TRAIL HIGH SCHOOL	1	*	*	*
MOUNT HOPE HIGH SCHOOL	15	35	35	34
OAK HILL HIGH SCHOOL	18	48	48	47
GILMER	**26**	**40**	**44**	**41**
GILMER COUNTY HIGH SCHOOL	26	40	44	41
GRANT	**25**	**42**	**43**	**43**
PETERSBURG HIGH SCHOOL	25	42	43	43
GREENBRIER	**265**	**38**	**40**	**38**
GREENBRIER EAST HIGH SCHOOL	196	39	40	39
GREENBRIER WEST HIGH SCHOOL	69	37	39	37
HAMPSHIRE	**120**	**38**	**39**	**38**
HAMPSHIRE HIGH SCHOOL	120	38	39	38
HANCOCK	**69**	**42**	**44**	**42**
OAK GLEN HIGH SCHOOL	30	43	47	45
WEIR HIGH SCHOOL	39	41	42	39

*Test takers less than 10.

SCHOOLS	TEST TAKERS	AVERAGE SCORES		
		CRITICAL READING	MATH	WRITING SKILLS
HARDY	**11**	**43**	**46**	**41**
EAST HARDY HIGH SCHOOL	9	*	*	*
MOOREFIELD HIGH SCHOOL	2	*	*	*
HARRISON	**121**	**45**	**46**	**46**
BRIDGEPORT HIGH SCHOOL	44	44	45	42
LIBERTY HIGH SCHOOL	24	48	47	48
ROBERT C BYRD HIGH SCHOOL	14	45	45	47
SOUTH HARRISON HIGH SCHOOL	30	45	45	47
JACKSON	**194**	**42**	**44**	**42**
RAVENSWOOD HIGH SCHOOL	73	42	44	42
RIPLEY HIGH SCHOOL	121	42	43	42
JEFFERSON	**61**	**47**	**45**	**43**
JEFFERSON HIGH SCHOOL	61	47	45	43
KANAWHA	**679**	**43**	**43**	**43**
CAPITAL HIGH SCHOOL	108	40	41	41
GEORGE WASHINGTON HIGH SCHOOL	185	45	44	45
HERBERT HOOVER HIGH SCHOOL	74	39	41	37
NITRO HIGH SCHOOL	59	45	48	47
RIVERSIDE HIGH SCHOOL	109	40	40	39
SAINT ALBANS HIGH SCHOOL	16	50	49	46
SISSONVILLE HIGH SCHOOL	28	46	44	46
SOUTH CHARLESTON HIGH SCHOOL	100	45	44	44
LEWIS	**92**	**36**	**40**	**35**
LEWIS COUNTY HIGH SCHOOL	92	36	40	35
LINCOLN	**90**	**40**	**40**	**38**
LINCOLN COUNTY HIGH SCHOOL	90	40	40	38
LOGAN	**411**	**35**	**37**	**35**
CHAPMANVILLE REGIONAL HIGH SCHOOL	151	37	38	37
LOGAN HIGH SCHOOL	177	35	35	33
MAN HIGH SCHOOL	83	33	37	34
MARION	**245**	**42**	**43**	**42**
EAST FAIRMONT HIGH SCHOOL	41	47	46	46
FAIRMONT SENIOR HIGH SCHOOL	155	41	42	41
NORTH MARION HIGH SCHOOL	49	43	44	44
MARSHALL	**114**	**41**	**42**	**41**
CAMERON HIGH SCHOOL	47	34	36	35
JOHN MARSHALL HIGH SCHOOL	67	46	47	45
MASON	**102**	**39**	**40**	**38**
POINT PLEASANT HIGH SCHOOL	43	44	45	43
WAHAMA HIGH SCHOOL	59	36	37	35
MCDOWELL	**31**	**42**	**45**	**43**
IAEGER HIGH SCHOOL	17	42	45	42
MOUNT VIEW HIGH SCHOOL	14	42	45	43
MERCER	**171**	**44**	**45**	**44**
BLUEFIELD HIGH SCHOOL	41	41	43	40
MONTCALM HIGH SCHOOL	6	*	*	*

*Test takers less than 10.

SCHOOLS	TEST TAKERS	AVERAGE SCORES		
		CRITICAL READING	MATH	WRITING SKILLS
PIKEVIEW HIGH SCHOOL	54	45	46	45
PRINCETON SENIOR HIGH SCHOOL	70	44	44	45
MINERAL	**62**	**47**	**50**	**45**
FRANKFORT HIGH SCHOOL	34	45	51	43
KEYSER HIGH SCHOOL	28	48	49	48
MINGO	**91**	**40**	**40**	**41**
BURCH HIGH SCHOOL	20	41	38	44
GILBERT HIGH SCHOOL	25	38	39	40
MATEWAN MAGNOLIA HIGH SCHOOL	14	43	43	41
TUG VALLEY HIGH SCHOOL	24	39	40	38
WILLIAMSON HIGH SCHOOL	8	*	*	*
MONONGALIA	**336**	**46**	**48**	**45**
CLAY BATTELLE HIGH SCHOOL	45	38	39	40
MORGANTOWN HIGH SCHOOL	204	46	49	45
UNIVERSITY HIGH SCHOOL	87	49	50	48
MONROE	**101**	**37**	**38**	**36**
JAMES MONROE HIGH SCHOOL	101	37	38	36
MORGAN	**166**	**34**	**36**	**34**
BERKELEY SPRINGS HIGH SCHOOL	161	34	36	34
PAW PAW HIGH SCHOOL	5	*	*	*
NICHOLAS	**225**	**38**	**40**	**38**
NICHOLAS COUNTY HIGH SCHOOL	156	39	41	39
RICHWOOD HIGH SCHOOL	69	37	38	36
OHIO	**144**	**44**	**45**	**43**
WHEELING PARK HIGH SCHOOL	144	44	45	43
PENDLETON	**25**	**45**	**48**	**47**
PENDLETON COUNTY HIGH SCHOOL	25	45	48	47
PLEASANTS	**47**	**42**	**44**	**42**
SAINT MARYS HIGH SCHOOL	47	42	44	42
POCAHONTAS	**55**	**39**	**39**	**39**
POCAHONTAS COUNTY HIGH SCHOOL	55	39	39	39
PRESTON	**179**	**39**	**40**	**39**
PRESTON HIGH SCHOOL	179	39	40	39
PUTNAM	**577**	**39**	**42**	**39**
BUFFALO HIGH SCHOOL	48	37	40	37
HURRICANE HIGH SCHOOL	234	38	43	38
POCA HIGH SCHOOL	109	38	38	38
WINFIELD HIGH SCHOOL	186	42	44	41
RALEIGH	**311**	**42**	**42**	**41**
INDEPENDENCE HIGH SCHOOL	91	40	39	39
LIBERTY HIGH SCHOOL	5	*	*	*
SHADY SPRING HIGH SCHOOL	59	47	47	46
WOODROW WILSON HIGH SCHOOL	156	40	42	40

*Test takers less than 10.

SCHOOLS	TEST TAKERS	AVERAGE SCORES		
		CRITICAL READING	MATH	WRITING SKILLS
RANDOLPH	**184**	**40**	**41**	**40**
ELKINS HIGH SCHOOL	95	44	44	44
HARMAN HIGH SCHOOL	11	30	32	32
PICKENS HIGH SCHOOL	5	*	*	*
TYGARTS VALLEY HIGH SCHOOL	73	35	37	34
RITCHIE	**1**	*****	*****	*****
RITCHIE COUNTY HIGH SCHOOL	1	*	*	*
ROANE	**79**	**40**	**41**	**41**
ROANE COUNTY HIGH SCHOOL	79	40	41	41
SUMMERS	**25**	**48**	**46**	**48**
SUMMERS COUNTY HIGH SCHOOL	25	48	46	48
TAYLOR	**92**	**42**	**42**	**42**
GRAFTON HIGH SCHOOL	92	42	42	42
TUCKER	**45**	**35**	**38**	**34**
TUCKER COUNTY HIGH SCHOOL	45	35	38	34
TYLER	**63**	**45**	**45**	**44**
TYLER CONSOLIDATED HIGH SCHOOL	63	45	45	44
UPSHUR	**253**	**36**	**37**	**36**
BUCKHANNON UPSHUR HIGH SCHOOL	253	36	37	36
WAYNE	**1**	*****	*****	*****
WAYNE HIGH SCHOOL	1	*	*	*
WEBSTER	**6**	*****	*****	*****
WEBSTER COUNTY HIGH SCHOOL	6	*	*	*
WETZEL	**78**	**42**	**39**	**42**
MAGNOLIA HIGH SCHOOL	45	42	39	42
PADEN CITY HIGH SCHOOL	7	*	*	*
VALLEY HIGH SCHOOL	26	40	38	41
WIRT	**50**	**38**	**40**	**36**
WIRT COUNTY HIGH SCHOOL	50	38	40	36
WOOD	**279**	**46**	**47**	**45**
PARKERSBURG HIGH SCHOOL	173	46	48	45
PARKERSBURG SOUTH HIGH SCHOOL	52	50	50	47
WILLIAMSTOWN HIGH SCHOOL	54	41	41	41
STATE – GRADE 10 STUDENTS	**7,364**	**40.3**	**41.5**	**39.9**
NATION – GRADE 10 STUDENTS	**1,521,122**	**41.6**	**44**	**41**

*Test takers less than 10.

Appendix C
WV Number of Students by School and County with Potential to take AP Courses

Appendix C

Number of Students by School and County with Potential to take AP Courses

COUNTY	SCHOOL	TEST TAKERS	WORLD HISTORY	MICROECONOMICS	U.S. HISTORY	SPANISH LITERATURE	PSYCHOLOGY	PHYSICS B	PHYSICS C MECHANICS	STATISTICS	MUSIC THEORY	MACROECONOMICS	LATIN VERGIL	HUMAN GEOGRAPHY	CALCULUS AB	CALCULUS BC	ENVIORNMENTAL SCIENCE	CHEMISTRY	EUROPEAN HISTORY	COMPUTER SCIENCE A	AMERICAN HISTORY	ENGLISH LITERATURE AND COMPOSITION	ENGLISH LANGUAGE AND COMPOSITION	BIOLOGY
BARBOUR		**115**	**42**	**11**	**18**	**102**	**46**	**8**	**8**	**11**	**44**	**11**	**19**	**29**	**25**	**25**	**11**	**8**	**33**	**8**	**37**	**16**	**27**	**23**
	PHILIP BARBOUR HIGH SCHOOL	115	42	11	18	102	46	8	8	11	44	11	19	29	25	25	11	8	33	8	37	16	27	23
BERKELEY		**297**	**121**	**45**	**64**	**283**	**151**	**27**	**27**	**45**	**119**	**45**	**64**	**93**	**66**	**66**	**45**	**27**	**101**	**27**	**128**	**68**	**97**	**66**
	HEDGESVILLE HIGH SCHOOL	124	43	17	22	117	58	10	10	17	44	17	21	34	23	23	17	10	36	10	49	22	36	24
	MARTINSBURG HIGH SCHOOL	128	58	22	30	122	67	14	14	22	54	22	31	41	31	31	22	14	45	14	54	33	43	29
	MUSSELMAN HIGH SCHOOL	45	20	6	12	44	26	3	3	6	21	6	12	18	12	12	6	3	20	3	25	13	18	13
BOONE		**239**	**30**	**8**	**15**	**166**	**39**	**9**	**9**	**8**	**43**	**8**	**8**	**23**	**20**	**20**	**8**	**9**	**22**	**9**	**33**	**12**	**21**	19
	SCOTT HIGH SCHOOL	136	19	5	10	98	23	6	6	5	27	5	2	16	15	15	5	6	16	6	21	7	12	12
	SHERMAN HIGH SCHOOL	85	6	1	1	54	9	1	1	1	8	1	2	2	1	1	1	1	2	1	7	1	4	2
	VAN HIGH SCHOOL	18	5	2	4	14	7	2	2	2	8	2	4	5	4	4	2	2	4	2	5	4	5	5
BRAXTON		**39**	**14**	**6**	**7**	**39**	**19**	**8**	**8**	**6**	**13**	**6**	**7**	**12**	**10**	**10**	**6**	**8**	**12**	**8**	**17**	**6**	**10**	**10**
	BRAXTON COUNTY HIGH SCHOOL	39	14	6	7	39	19	8	8	6	13	6	7	12	10	10	6	8	12	8	17	6	10	
BROOKE		**112**	**37**	**9**	**12**	**101**	**48**	**12**	**12**	**9**	**37**	**9**	**13**	**23**	**24**	**24**	**9**	**12**	**23**	**12**	**30**	**11**	**19**	**14**
	BROOKE HIGH SCHOOL	112	37	9	12	101	48	12	12	9	37	9	13	23	24	24	9	12	23	12	30	11	19	14
CABELL		**120**	**57**	**23**	**37**	**114**	**75**	**13**	**13**	**23**	**50**	**23**	**40**	**45**	**33**	**33**	**23**	**13**	**48**	**13**	**65**	**39**	**53**	**33**
	CABELL-MIDLAND HIGH SCHOOL	64	27	10	18	61	39	6	6	10	27	10	18	20	16	16	10	6	21	6	31	17	25	15
	HUNTINGTON HIGH SCHOOL	56	30	13	19	53	36	7	7	13	23	13	22	25	17	17	13	7	27	7	34	22	28	18
CALHOUN		**44**	**9**	**2**	**4**	**36**	**9**	**2**	**2**	**2**	**11**	**2**	**4**	**7**	**8**	**8**	**2**	**2**	**4**	**2**	**5**	**3**	**3**	**4**
	CALHOUN COUNTY HIGH SCHOOL	44	9	2	4	36	9	2	2	2	11	2	4	7	8	8	2	2	4	2	5	3	3	4
DODDRIDGE		**50**	**9**	**5**	**6**	**36**	**9**	**5**	**5**	**5**	**13**	**5**	**5**	**8**	**7**	**7**	**5**	**5**	**8**	**5**	**9**	**5**	**5**	**6**
	DODDRIDGE COUNTY HIGH SCHOOL	50	9	5	6	36	9	5	5	5	13	5	5	8	7	7	5	5	8	5	9	5	5	6
FAYETTE		**44**	**17**	**4**	**6**	**37**	**22**	**3**	**3**	**4**	**13**	**4**	**7**	**10**	**7**	**7**	**4**	**3**	**11**	**3**	**16**	**5**	**9**	**7**
	MEADOW BRIDGE HIGH SCHOOL	10	2	1	1	9	3	1	1	1	2	1	1	2	1	1	1	1	2	1	3	1	2	1
	MIDLAND TRAIL HIGH SCHOOL	1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	MOUNT HOPE HIGH SCHOOL	15	1		*	9	3						1						1		1		1	*
	OAK HILL HIGH SCHOOL	18	14	3	5	18	15	2	2	3	11	3	5	8	6	6	3	2	8	2	11	4	6	6
GILMER		**26**	**5**	**2**	**3**	**25**	**10**	**3**	**3**	**2**	**9**	**2**	**2**	**4**	**3**	**3**	**2**	**3**	**5**	**3**	**6**	**2**	**3**	**4**
	GILMER COUNTY HIGH SCHOOL	26	5	2	3	25	10	3	3	2	9	2	2	4	3	3	2	3	5	3	6	2	3	4

Purple shading indicates AP Course is offered by the school.

* Indicates test takers less than 10.

COUNTY	SCHOOL	TEST TAKERS	WORLD HISTORY	MICROECONOMICS	U.S. HISTORY	SPANISH LITERATURE	PSYCHOLOGY	PHYSICS B	PHYSICS C MECHANICS	STATISTICS	MUSIC THEORY	MACROECONOMICS	LATIN VERGIL	HUMAN GEOGRAPHY	CALCULUS AB	CALCULUS BC	ENVIORNMENTAL SCIENCE	CHEMISTRY	EUROPEAN HISTORY	COMPUTER SCIENCE A	AMERICAN HISTORY	ENGLISH LITERATURE AND COMPOSITION	ENGLISH LANGUAGE AND COMPOSITION	BIOLOGY
GRANT		**25**	**9**	**3**	**6**	**23**	**10**	**1**	**1**	**3**	**11**	**3**	**4**	**8**	**5**	**5**	**3**	**1**	**9**	**1**	**10**	**5**	**8**	**7**
	PETERSBURG HIGH SCHOOL	25	9	3	6	23	10	1	1	3	11	3	4	8	5	5	3	1	9	1	10	5	8	7
GREENBRIER		**265**	**54**	**16**	**23**	**219**	**61**	**14**	**14**	**16**	**55**	**16**	**21**	**38**	**24**	**24**	**16**	**14**	**39**	**14**	**50**	**22**	**36**	**24**
	GREENBRIER EAST HIGH SCHOOL	196	44	16	20	164	50	14	14	16	44	16	18	33	22	22	16	14	31	14	41	19	30	22
	GREENBRIER WEST HIGH SCHOOL	69	10		3	55	11				11		3	5	2	2			8		9	3	6	2
HAMPSHIRE		**120**	**29**	**8**	**15**	**89**	**34**	**5**	**5**	**8**	**25**	**8**	**15**	**20**	**10**	**10**	**8**	**5**	**22**	**5**	**28**	**14**	**22**	**12**
	HAMPSHIRE HIGH SCHOOL	120	29	8	15	89	34	5	5	8	25	8	15	20	10	10	8	5	22	5	28	14	22	12
HANCOCK		**69**	**26**	**7**	**11**	**63**	**32**	**5**	**5**	**7**	**32**	**7**	**8**	**20**	**15**	**15**	**7**	**5**	**20**	**5**	**27**	**9**	**17**	**12**
	OAK GLEN HIGH SCHOOL	30	15	4	7	29	17	2	2	4	17	4	7	11	8	8	4	2	13	2	16	7	11	6
	WEIR HIGH SCHOOL	39	11	3	4	34	15	3	3	3	15	3	1	9	7	7	3	3	7	3	11	2	6	6
HARDY		**11**	**6**	**2**	**2**	**10**	**6**	**2**	**2**	**2**	**6**	**2**	**1**	**3**	**3**	**3**	**2**	**2**	**4**	**2**	**5**	**1**	**3**	**2**
	EAST HARDY HIGH SCHOOL	9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	MOOREFIELD HIGH SCHOOL	2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
HARRISON		**121**	**58**	**19**	**27**	**116**	**75**	**17**	**17**	**19**	**58**	**19**	**34**	**40**	**33**	**33**	**19**	**17**	**53**	**17**	**58**	**31**	**42**	**29**
	BRIDGEPORT HIGH SCHOOL	44	19	10	11	39	20	8	8	10	19	10	10	15	14	14	10	8	12	8	13	10	11	11
	LIBERTY HIGH SCHOOL	24	14	3	7	24	16	2	2	3	15	3	8	11	6	6	3	2	13	2	14	9	10	7
	LINCOLN HIGH SCHOOL	9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	ROBERT C BYRD HIGH SCHOOL	14	7	2	2	14	9	2	2	2	6	2	3	3	3	3	2	2	7	2	8	3	6	3
	SOUTH HARRISON HIGH SCHOOL	30	14	3	5	30	22	3	3	3	13	3	8	8	6	6	3	3	15	3	17	6	11	6
JACKSON		**194**	**65**	**18**	**30**	**179**	**82**	**18**	**18**	**18**	**66**	**18**	**30**	**47**	**33**	**33**	**18**	**18**	**50**	**18**	**63**	**31**	**47**	**34**
	RAVENSWOOD HIGH SCHOOL	73	26	5	10	68	33	8	8	5	25	5	12	17	14	14	5	8	19	8	27	9	17	13
	RIPLEY HIGH SCHOOL	121	39	13	20	111	49	10	10	13	41	13	18	30	19	19	13	10	31	10	36	22	30	21
JEFFERSON		**61**	**32**	**11**	**16**	**57**	**34**	**8**	**8**	**11**	**31**	**11**	**15**	**24**	**17**	**17**	**11**	**8**	**25**	**8**	**31**	**16**	**26**	**17**
	JEFFERSON HIGH SCHOOL	61	32	11	16	57	34	8	8	11	31	11	15	24	17	17	11	8	25	8	31	16	26	17
KANAWHA		**679**	**271**	**92**	**126**	**618**	**315**	**74**	**74**	**92**	**239**	**92**	**129**	**192**	**145**	**145**	**92**	**74**	**213**	**74**	**262**	**123**	**195**	**135**
	CAPITAL HIGH SCHOOL	108	32	11	12	94	39	9	9	11	28	11	8	20	15	15	11	9	21	9	24	12	21	15
	GEORGE WASHINGTON HIGH SCHOOL	185	87	36	49	174	99	25	25	36	75	36	58	64	46	46	36	25	77	25	94	48	76	47
	HERBERT HOOVER HIGH SCHOOL	74	25	4	4	59	24	6	6	4	20	4	4	14	13	13	4	6	12	6	15	2	7	7

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	NITRO HIGH SCHOOL	59	31	15	19	59	36	13	13	15	31	15	19	25	21	21	15	13	29	13	31	17	24	19
	RIVERSIDE HIGH SCHOOL	109	25	4	9	94	34	5	5	4	22	4	8	18	12	12	4	5	18	5	28	10	17	9
	SAINT ALBANS HIGH SCHOOL	16	11	4	7	16	11	4	4	4	10	4	4	10	9	9	4	4	11	4	11	5	7	9
	SISSONVILLE HIGH SCHOOL	28	15	4	6	28	17	1	1	4	12	4	8	7	3	3	4	1	9	1	12	7	10	4
	SOUTH CHARLESTON HIGH SCHOOL	100	45	14	20	94	55	11	11	14	41	14	20	34	26	26	14	11	36	11	47	22	33	25
LEWIS		**92**	**19**	**6**	**9**	**62**	**20**	**3**	**3**	**6**	**19**	**6**	**6**	**14**	**8**	**8**	**6**	**3**	**15**	**3**	**17**	**9**	**13**	**8**
	LEWIS COUNTY HIGH SCHOOL	92	19	6	9	62	20	3	3	6	19	6	6	14	8	8	6	3	15	3	17	9	13	8
LINCOLN		**90**	**24**	**5**	**8**	**74**	**28**	**1**	**1**	**5**	**20**	**5**	**9**	**14**	**9**	**9**	**5**	**1**	**15**	**1**	**23**	**8**	**15**	**6**
	LINCOLN COUNTY HIGH SCHOOL	90	24	5	8	74	28	1	1	5	20	5	9	14	9	9	5	1	15	1	23	8	15	6
LOGAN		**411**	**63**	**9**	**18**	**290**	**73**	**9**	**9**	**9**	**61**	**9**	**18**	**32**	**28**	**28**	**9**	**9**	**35**	**9**	**50**	**16**	**32**	**21**
	CHAPMANVILLE REGIONAL HIGH SCHOOL	151	33	7	12	115	42	5	5	7	32	7	10	21	16	16	7	5	22	5	31	11	21	14
	LOGAN HIGH SCHOOL	177	20		2	120	20	1	1		13		4	7	3	3		1	7	1	13	3	6	3
	MAN HIGH SCHOOL	83	10	2	4	55	11	3	3	2	16	2	4	4	9	9	2	3	6	3	6	2	5	4
MARION		**245**	**104**	**32**	**52**	**218**	**114**	**26**	**26**	**32**	**95**	**32**	**51**	**82**	**54**	**54**	**32**	**26**	**79**	**26**	**91**	**43**	**72**	**45**
	EAST FAIRMONT HIGH SCHOOL	41	21	10	13	40	25	8	8	10	18	10	10	18	12	12	10	8	16	8	20	12	14	14
	FAIRMONT SENIOR HIGH SCHOOL	155	61	17	32	130	63	13	13	17	56	17	32	50	33	33	17	13	47	13	51	23	43	24
	RTH MARION HIGH SCHOOL	49	22	5	7	48	26	5	5	5	21	5	9	14	9	9	5	5	16	5	20	8	15	7
MARSHALL		**114**	**45**	**12**	**24**	**99**	**48**	**12**	**12**	**12**	**41**	**12**	**20**	**32**	**25**	**25**	**12**	**12**	**35**	**12**	**40**	**22**	**32**	**24**
	CAMERON HIGH SCHOOL	47	8	1	4	34	9	1	1	1	7	1	2	5	4	4	1	1	4	1	7	3	6	3
	JOHN MARSHALL HIGH SCHOOL	67	37	11	20	65	39	11	11	11	34	11	18	27	21	21	11	11	31	11	33	19	26	21
MASON		**102**	**24**	**7**	**11**	**83**	**26**	**5**	**5**	**7**	**23**	**7**	**11**	**17**	**14**	**14**	**7**	**5**	**19**	**5**	**24**	**10**	**17**	**10**
	POINT PLEASANT HIGH SCHOOL	43	18	6	9	42	19	4	4	6	17	6	9	13	12	12	6	4	14	4	18	7	13	8
	WAHAMA HIGH SCHOOL	59	6	1	2	41	7	1	1	1	6	1	2	4	2	2	1	1	5	1	6	3	4	2
MCDOWELL		**31**	**13**		**1**	**31**	**16**	**1**	**1**		**15**		**2**	**5**	**5**	**5**		**1**	**6**	**1**	**6**		**3**	**1**
	IAEGER HIGH SCHOOL	17	9		1	17	9	1	1		9		1	4	4	4		1	5	1	3		2	1
	MOUNT VIEW HIGH SCHOOL	14	4			14	7				6		1	1	1	1			1		3		1	

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MERCER		**171**	**79**	**23**	**35**	**157**	**94**	**15**	**15**	**23**	**74**	**23**	**47**	**59**	**43**	**43**	**23**	**15**	**71**	**15**	**83**	**41**	**57**	**32**
	BLUEFIELD HIGH SCHOOL	41	13	4	6	35	15	5	5	4	15	4	5	10	7	7	4	5	10	5	10	4	7	6
	MONTCALM HIGH SCHOOL	6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	PIKEVIEW HIGH SCHOOL	54	28	9	11	51	34	3	3	9	30	9	18	22	16	16	9	3	27	3	31	14	21	12
	PRINCETON SENIOR HIGH SCHOOL	70	34	8	16	65	40	6	6	8	26	8	22	24	18	18	8	6	31	6	38	21	25	12
MINERAL		**62**	**45**	**18**	**15**	**61**	**48**	**14**	**14**	**18**	**45**	**18**	**11**	**32**	**31**	**31**	**18**	**14**	**33**	**14**	**30**	**12**	**18**	**22**
	FRANKFORT HIGH SCHOOL	34	22	11	8	33	24	11	11	11	26	11	2	16	18	18	11	11	15	11	13	3	6	12
	KEYSER HIGH SCHOOL	28	23	7	7	28	24	3	3	7	19	7	9	16	13	13	7	3	18	3	17	9	12	10
MINGO		**91**	**21**	**1**	**6**	**84**	**31**	**3**	**3**	**1**	**20**	**1**	**7**	**11**	**8**	**8**	**1**	**3**	**13**	**3**	**23**	**8**	**12**	**5**
	BURCH HIGH SCHOOL	20	2		1	20	5				3		2		3	3			2		6	1	1	
	GILBERT HIGH SCHOOL	25	6		2	24	8	1	1		4		2	3	1	1		1	4	1	6	2	4	2
	MATEWAN MAGLIA HIGH SCHOOL	14	4	1	1	11	6	1	1	1	4	1	2	3	2	2	1	1	3	1	4	1	2	1
	TUG VALLEY HIGH SCHOOL	24	6		1	21	7	1	1		6		1	2	2	2		1	1	1	3	2	2	
	WILLIAMSON HIGH SCHOOL	8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
MONONGALIA		**336**	**190**	**84**	**113**	**325**	**206**	**76**	**76**	**84**	**179**	**84**	**106**	**151**	**133**	**133**	**84**	**76**	**158**	**76**	**171**	**104**	**134**	**117**
	CLAY BATTELLE HIGH SCHOOL	45	7	3	5	40	10	2	2	3	6	3	7	4	2	2	3	2	5	2	9	5	5	4
	MORGANTOWN HIGH SCHOOL	204	121	53	68	200	127	52	52	53	117	53	59	96	86	86	53	52	99	52	102	61	78	74
	UNIVERSITY HIGH SCHOOL	87	62	28	40	85	69	22	22	28	56	28	40	51	45	45	28	22	54	22	60	38	51	39
MONROE		**101**	**19**	**3**	**4**	**72**	**23**			**3**	**22**	**3**	**6**	**11**	**6**	**6**	**3**		**12**		**17**	**4**	**12**	**5**
	JAMES MONROE HIGH SCHOOL	101	19	3	4	72	23			3	22	3	6	11	6	6	3		12		17	4	12	5
MORGAN		**166**	**14**	**3**	**7**	**104**	**20**	**2**	**2**	**3**	**13**	**3**	**8**	**8**	**6**	**6**	**3**	**2**	**10**	**2**	**15**	**7**	**10**	**6**
	BERKELEY SPRINGS HIGH SCHOOL	161	14	3	7	102	20	2	2	3	13	3	8	8	6	6	3	2	10	2	15	7	10	6
	PAW PAW HIGH SCHOOL	5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
NICHOLAS		**225**	**46**	**14**	**24**	**174**	**57**	**13**	**13**	**14**	**43**	**14**	**25**	**37**	**24**	**24**	**14**	**13**	**41**	**13**	**51**	**25**	**38**	**23**
	NICHOLAS COUNTY HIGH SCHOOL	156	37	12	20	126	44	12	12	12	38	12	18	31	23	23	12	12	33	12	38	18	30	18
	RICHWOOD HIGH SCHOOL	69	9	2	4	48	13	1	1	2	5	2	7	6	1	1	2	1	8	1	13	7	8	5

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OHIO		**144**	**66**	**23**	**29**	**132**	**71**	**22**	**22**	**23**	**64**	**23**	**26**	**51**	**40**	**40**	**23**	**22**	**51**	**22**	**58**	**32**	**42**	**35**
	WHEELING PARK HIGH SCHOOL	144	66	23	29	132	71	22	22	23	64	23	26	51	40	40	23	22	51	22	58	32	42	35
PENDLETON		**25**	**16**	**6**	**7**	**25**	**17**	**7**	**7**	**6**	**13**	**6**	**7**	**11**	**11**	**11**	**6**	**7**	**14**	**7**	**15**	**8**	**9**	**8**
	PENDLETON COUNTY HIGH SCHOOL	25	16	6	7	25	17	7	7	6	13	6	7	11	11	11	6	7	14	7	15	8	9	8
PLEASANTS		**47**	**19**	**3**	**4**	**44**	**24**	**4**	**4**	**3**	**17**	**3**	**7**	**12**	**9**	**9**	**3**	**4**	**13**	**4**	**14**	**8**	**11**	**5**
	SAINT MARYS HIGH SCHOOL	47	19	3	4	44	24	4	4	3	17	3	7	12	9	9	3	4	13	4	14	8	11	5
POCAHONTAS		**55**	**11**	**2**	**6**	**45**	**16**	**1**	**1**	**2**	**8**	**2**	**8**	**6**	**1**	**1**	**2**	**1**	**10**	**1**	**14**	**9**	**13**	**5**
	POCAHONTAS COUNTY HIGH SCHOOL	55	11	2	6	45	16	1	1	2	8	2	8	6	1	1	2	1	10	1	14	9	13	5
PRESTON		**179**	**35**	**11**	**18**	**153**	**50**	**10**	**10**	**11**	**39**	**11**	**21**	**23**	**20**	**20**	**11**	**10**	**29**	**10**	**38**	**18**	**28**	**17**
	PRESTON HIGH SCHOOL	179	35	11	18	153	50	10	10	11	39	11	21	23	20	20	11	10	29	10	38	18	28	17
PUTNAM		**577**	**181**	**46**	**80**	**467**	**201**	**47**	**47**	**46**	**184**	**46**	**73**	**131**	**108**	**108**	**46**	**47**	**132**	**47**	**163**	**74**	**109**	**88**
	BUFFALO HIGH SCHOOL	48	15	3	4	33	16	1	1	3	14	3	6	11	8	8	3	1	11	1	12	5	9	4
	HURRICANE HIGH SCHOOL	234	65	16	29	184	75	24	24	16	86	16	24	49	50	50	16	24	47	24	59	20	34	35
	POCA HIGH SCHOOL	109	26	4	8	86	28			4	18	4	10	15	7	7	4		17		25	13	15	7
	WINFIELD HIGH SCHOOL	186	75	23	39	164	82	22	22	23	66	23	33	56	43	43	23	22	57	22	67	36	51	42
RALEIGH		**311**	**110**	**34**	**51**	**268**	**130**	**30**	**30**	**34**	**103**	**34**	**57**	**82**	**66**	**66**	**34**	**30**	**85**	**30**	**104**	**57**	**81**	**52**
	INDEPENDENCE HIGH SCHOOL	91	20	1	6	78	26			1	17	1	8	12	6	6	1		14		21	9	17	3
	LIBERTY HIGH SCHOOL	5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	SHADY SPRING HIGH SCHOOL	59	35	10	16	59	37	11	11	10	34	10	17	28	23	23	10	11	29	11	33	19	24	18
	WOODROW WILSON HIGH SCHOOL	156	51	21	26	126	63	18	18	21	48	21	30	39	35	35	21	18	39	18	46	26	37	28
RANDOLPH		**184**	**45**	**17**	**25**	**146**	**64**	**12**	**12**	**17**	**47**	**17**	**28**	**36**	**27**	**27**	**17**	**12**	**39**	**12**	**50**	**29**	**40**	**23**
RANDOLPH	ELKINS HIGH SCHOOL	95	36	13	19	91	50	9	9	13	36	13	22	28	18	18	13	9	30	9	37	24	30	17
	HARMAN HIGH SCHOOL	11				7																		
	PICKENS HIGH SCHOOL	5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	TYGARTS VALLEY HIGH SCHOOL	73	7	3	4	43	10	2	2	3	9	3	4	6	7	7	3	2	7	2	9	3	6	4

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RITCHIE		**1**	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	RITCHIE COUNTY HIGH SCHOOL	1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
ROANE		**79**	**21**	**9**	**10**	**66**	**27**	**7**	**7**	**9**	**24**	**9**	**16**	**17**	**16**	**16**	**9**	**7**	**19**	**7**	**25**	**13**	**17**	**11**
	ROANE COUNTY HIGH SCHOOL	79	21	9	10	66	27	7	7	9	24	9	16	17	16	16	9	7	19	7	25	13	17	11
SUMMERS		**25**	**14**	**4**	**7**	**25**	**19**	**3**	**3**	**4**	**13**	**4**	**8**	**10**	**8**	**8**	**4**	**3**	**13**	**3**	**16**	**9**	**12**	**8**
	SUMMERS COUNTY HIGH SCHOOL	25	14	4	7	25	19	3	3	4	13	4	8	10	8	8	4	3	13	3	16	9	12	8
TAYLOR		**92**	**31**	**9**	**17**	**79**	**36**	**7**	**7**	**9**	**28**	**9**	**14**	**27**	**18**	**18**	**9**	**7**	**28**	**7**	**34**	**13**	**28**	**20**
	GRAFTON HIGH SCHOOL	92	31	9	17	79	36	7	7	9	28	9	14	27	18	18	9	7	28	7	34	13	28	20
TUCKER		**45**	**4**	**1**	**1**	**28**	**6**	**3**	**3**	**1**	**6**	**1**		**4**	**4**	**4**	**1**	**3**	**4**	**3**	**4**		**1**	**1**
	TUCKER COUNTY HIGH SCHOOL	45	4	1	1	28	6	3	3	1	6	1		4	4	4	1	3	4	3	4		1	1
TYLER		**63**	**28**	**12**	**15**	**57**	**35**	**8**	**8**	**12**	**28**	**12**	**13**	**22**	**15**	**15**	**12**	**8**	**25**	**8**	**28**	**13**	**21**	**16**
	TYLER CONSOLIDATED HIGH SCHOOL	63	28	12	15	57	35	8	8	12	28	12	13	22	15	15	12	8	25	8	28	13	21	16
UPSHUR Total		**253**	**43**	**17**	**20**	**163**	**47**	**11**	**11**	**17**	**40**	**17**	**22**	**33**	**22**	**22**	**17**	**11**	**29**	**11**	**47**	**16**	**32**	**22**
	BUCKHANN UPSHUR HIGH SCHOOL	253	43	17	20	163	47	11	11	17	40	17	22	33	22	22	17	11	29	11	47	16	32	22
WAYNE		**1**	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	WAYNE HIGH SCHOOL	1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
WEBSTER		**6**	**5**	**1**	**3**	**6**	**5**	**2**	**2**	**1**	**5**	**1**	**1**	**5**	**4**	**4**	**1**	**2**	**5**	**2**	**5**	**2**	**3**	**4**
	WEBSTER COUNTY HIGH SCHOOL	6	5	1	3	6	5	2	2	1	5	1	1	5	4	4	1	2	5	2	5	2	3	4
WETZEL		**78**	**17**	**2**	**5**	**72**	**29**	**1**	**1**	**2**	**10**	**2**	**12**	**10**	**3**	**3**	**2**	**1**	**14**	**1**	**26**	**10**	**14**	**3**
	MAGLIA HIGH SCHOOL	45	9	2	3	42	18	1	1	2	5	2	8	5	2	2	2	1	7	1	15	6	8	3
	PADEN CITY HIGH SCHOOL	7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	VALLEY HIGH SCHOOL	26	6		2	23	7				4		3	4	1	1			5		7	3	4	
WIRT		**50**	**12**	**2**	**1**	**37**	**11**	**2**	**2**	**2**	**9**	**2**	**2**	**6**	**5**	**5**	**2**	**2**	**6**	**2**	**7**	**1**	**4**	**4**
	WIRT COUNTY HIGH SCHOOL	50	12	2	1	37	11	2	2	2	9	2	2	6	5	5	2	2	6	2	7	1	4	4

Purple Shading Indicates AP Course is Offered at the school.

*Test takers less than 10.

COUNTY	SCHOOL	TEST TAKERS	WORLD HISTORY	MICROECONOMICS	U.S. HISTORY	SPANISH LITERATURE	PSYCHOLOGY	PHYSICS B	PHYSICS C MECHANICS	STATISTICS	MUSIC THEORY	MACROECONOMICS	LATIN VERGIL	HUMAN GEOGRAPHY	CALCULUS AB	CALCULUS BC	ENVIORNMENTAL SCIENCE	CHEMISTRY	EUROPEAN HISTORY	COMPUTER SCIENCE A	AMERICAN HISTORY	ENGLISH LITERATURE AND COMPOSITION	ENGLISH LANGUAGE AND COMPOSITION	BIOLOGY
WOOD		**279**	**151**	**59**	**82**	**254**	**167**	**47**	**47**	**59**	**142**	**59**	**72**	**127**	**94**	**94**	**59**	**47**	**125**	**47**	**138**	**80**	**108**	**89**
	PARKERSBURG HIGH SCHOOL	173	98	37	53	157	106	35	35	37	94	37	45	86	64	64	37	35	79	35	88	53	69	59
	PARKERSBURG SOUTH HIGH SCHOOL	52	37	19	24	51	39	12	12	19	35	19	18	31	23	23	19	12	34	12	35	19	28	25
	WILLIAMSTOWN HIGH SCHOOL	54	16	3	5	46	22			3	13	3	9	10	7	7	3		12		15	8	11	5
STATE TOTAL		**7,364**	**2407**	**766**	**1136**	**6216**	**2837**	**638**	**638**	**766**	**2326**	**766**	**1140**	**1765**	**1354**	**1354**	**766**	**638**	**1885**	**638**	**2307**	**1120**	**1681**	**1194**

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*Test takers less than 10.

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