

## Districts and schools

	1993-94	2002-03
Number of districts (CCD)	55	55
<b>Number of public schools (CCD)</b>		
Elementary	557	484
Middle	137	131
High	133	131
Combined	23	14
Other	20	8
Total	870	768

Number of charter schools (CCD) —

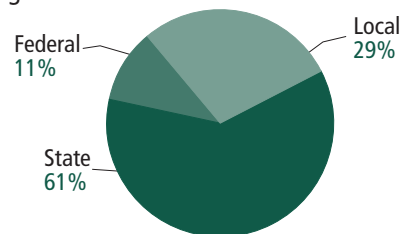
## Finances

Total current expenditures	1993-94	2001-02
<small>(CCD, adjusted for inflation to 2001-02, in thousands)</small>		
Instructional	\$1,324,939	\$1,368,692
Noninstructional	120,686	129,203
Support	684,440	721,118
Total	2,130,064	2,219,013

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02) \$6,775 2001-02 \$7,844

## Sources of funding

(CCD, 2001-02)



Title I allocation 2001-02 (ED; Includes Title I, Part A) \$81,033,051

## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	3,981	7,734
K-8	209,090	192,050
9-12	96,264	82,281
Total (K-12)	305,354	274,331

## Race/ethnicity (CCD)

American Indian/Alaskan Native	*	*
Asian/Pacific Islander	*	1%
Black, non-Hispanic	4%	5
Hispanic	*	*
White, non-Hispanic	95	94

Students with disabilities (OSEP) 12% 2002-03 16%

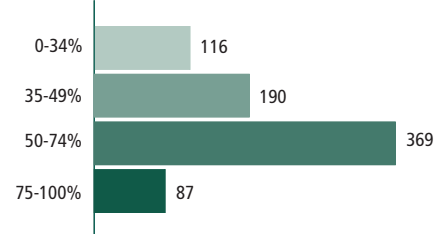
Students with limited English proficiency (NCELA) n/a 2002-03 1%

Migrant students (OME) \* 2002-03 \*

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 26% 2003 25%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD) 136,469

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup> (CCD)



<sup>†</sup>6 schools did not report.

## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	9,628	9,522
Middle	4,110	4,066
High	5,277	5,377
Combined	684	214
Other	1,331	878
Total	21,029	20,119

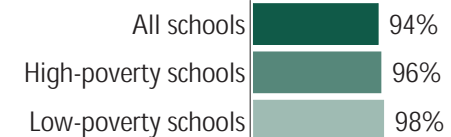
## Number of FTE non-teacher staff (CCD)

Instructional aides	2,858	3,087
Instructional coordinators	334	336
Administrators	1,388	1,478
Other	12,877	13,112
Total	17,457	18,013

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS) 1994 2000

English	74%	72%
Mathematics	80	79
Science	76	69
Social studies	83	80

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	4%	4%
Avg. freshman graduation rate (NCES)	78	76
College-going rate (IPEDS/NCES)	50	52

## NAEP state results (NCES)

	1994	2003
Reading, Grade 4		
Proficient level or above	26%	29%
Basic level or above	58	65
Math, Grade 8		
Proficient level or above	14%	20%
Basic level or above	54	63

KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too small to calculate  
 FTE = Full Time Equivalent

## Statewide Accountability Information

See Appendix B for West Virginia's definitions of proficient for reading and mathematics for grades 3-8 and grade 10.

See <http://wweis.k12.wv.us/nclb/public04/nclbmenu.cfm> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** WESTEST

**State student achievement levels:** Novice, Partial Mastery, Mastery, Above Mastery, Distinguished

### NCLB Accountability Goals

2001-02 Annual measurable objective starting point	Target (2002-03)
Grade	
Grade	
Grade	

### 2002-03 NCLB accountability results, applied to 2003-04 school year

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	n/a	n/a	n/a
Identified for improvement:			
Year 1	7 (2%)	58 (8%)	n/a
Year 2	4 (1%)	4 (*)	n/a
Corrective action	1 (*)	4 (*)	2 (4%)
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	0	0	0

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 95%	Met
Middle indicator: Attendance	Meet or progress toward 95%	Met
High school indicator: Graduation rate	Meet or progress toward 80%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	90	*
Supplemental educational services:	33	*

\*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

## Student Achievement 2002-03

**WESTEST, used for NCLB accountability as a proxy for AYP**

### Reading

Proficient level or above for: Grade 3-11	Grade	Grade
All students	61%	—
Economically disadvantaged students	51	—
Migrant students	—	—
Students with disabilities	39	—
Students with limited English proficiency	58	—
Black, non-Hispanic students	28	—
Hispanic students	52	—
White, non-Hispanic students	62	—

**Student achievement trend: Reading percent proficient level or above**

Data not available.

### Mathematics

Proficient level or above for: Grade 3-11	Grade	Grade
All students	69%	—
Economically disadvantaged students	61	—
Migrant students	—	—
Students with disabilities	44	—
Students with limited English proficiency	72	—
Black, non-Hispanic students	55	—
Hispanic students	59	—
White, non-Hispanic students	70	—

**Student achievement trend: Mathematics percent proficient level or above**

Data not available.