

School and Teacher Demographics

Per Pupil Expenditures \$6,677

(CCD, 1998–1999)

Number of districts 55

(CCD, 1999–2000)

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
520	133	121	28	808

Number of charter schools 0

(CCD, 1999–2000)

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
10,108	4,112	5,213	568	20,038

Public school enrollment

(CCD)

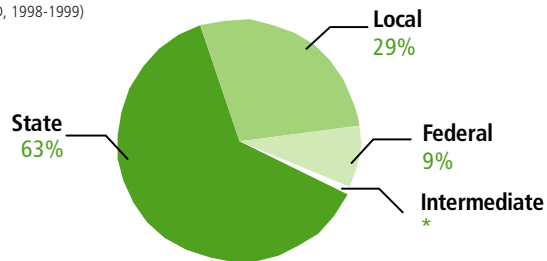
(By state definition)

	1993–1994	1999–2000
K–8	209,090	196,952
9–12	96,264	88,049
Total	314,383	291,811
Pre-K	3,981	6,176

Sources of funding

District average

(CCD, 1998–1999)



Student Demographics

Race/ethnicity

	1993–1994	1999–2000
American Indian/Alaskan Natives	251 *	284 *
Asian/Pacific Islander	1,237 *	1,514 1%
Black	12,423 4%	12,393 4%
Hispanic	643 *	1,036 *
White	299,829 95%	276,584 95%
Other	n/a	n/a

(CCD, K–12)

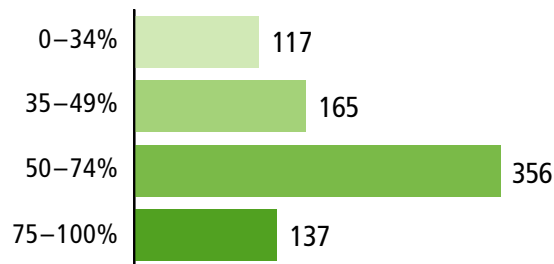
Students with disabilities (OSEP) 37,016 (12%) 42,539 (15%)

Students with Limited English proficiency (ED /NCBE, K–12) n/a 1,039 *

Migrant (OME, K–12) 256 * n/a

All schools by percent of students eligible to participate in the Free Lunch Program†

(CCD, 1999–2000)



† 33 schools did not report.

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

Statewide Accountability Information

(Collected from States, January 2002 for 2001–2002 school year)

Statewide Goal for Schools on State Assessment

Above 50 percent of students at/above 3rd quartile, <15 percent in 1st quartile or decrease in 1st quartile in 2 of last 3 years.

Expected School Improvement on Assessment

Achieve goals for school by the target year.

Indicators for School Accountability

NRT assessment; attendance, dropout

Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal.

Title I 1999–2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	341	115	456
Schools Meeting AYP Goal	75%	25%	100%
Schools Identified for Improvement	230	108	338
	67%	94%	74%
	111	7	118
	33%	6%	26%

(ED Consolidated Report, 1999–2000)

Title I allocation \$76,430,959

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999–2000)

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	29%	27%
Basic level and above	62%	74%
Math, 2000:		
Proficient level and above	18%	18%
Basic level and above	67%	62%

Student Achievement 1999–2000

Assessment West Virginia Test, used since 1995
 State Definition of Proficient Meets or exceeds Level III

Elementary School

Grade 4

Reading/Language Arts

Students in:	Proficient ↗			
	Level I	Level II	Level III	Level IV
All Schools	19%	27%	26%	29%
Title I Schools	20	28	26	26
High Poverty Schools	23	29	26	22
Students with Limited English Proficiency	19	21	18	42
Migratory Students	*	*	*	*
Students with Disabilities	34	27	14	25

Mathematics

Students in:	Proficient ↗			
	Level I	Level II	Level III	Level IV
All Schools	15%	20%	29%	36%
Title I Schools	16	21	30	34
High Poverty Schools	17	21	30	32
Students with Limited English Proficiency	11	15	21	53
Migratory Students	*	*	*	*
Students with Disabilities	35	22	17	26

Middle School

Grade 8

Reading/Language Arts

Students in:	Proficient ↗			
	Level I	Level II	Level III	Level IV
All Schools	19%	24%	29%	27%
Title I Schools	21	26	29	24
High Poverty Schools	20	28	29	22
Students with Limited English Proficiency	12	11	29	48
Migratory Students	*	*	*	*
Students with Disabilities	57	21	9	14

Mathematics

Students in:	Proficient ↗			
	Level I	Level II	Level III	Level IV
All Schools	20%	22%	26%	32%
Title I Schools	21	22	27	30
High Poverty Schools	19	24	27	30
Students with Limited English Proficiency	8	9	22	62
Migratory Students	*	*	*	*
Students with Disabilities	58	19	9	13

High School

Grade 10

Reading/Language Arts

Students in:	Proficient ↗			
	Level I	Level II	Level III	Level IV
All Schools	21%	25%	23%	31%
Title I Schools	24	28	21	26
High Poverty Schools	25	27	22	26
Students with Limited English Proficiency	9	18	15	59
Migratory Students	*	*	*	*
Students with Disabilities	71	18	6	6

Mathematics

Students in:	Proficient ↗			
	Level I	Level II	Level III	Level IV
All Schools	21%	22%	24%	33%
Title I Schools	23	25	22	30
High Poverty Schools	21	22	24	33
Students with Limited English Proficiency	6	9	12	74
Migratory Students	*	*	*	*
Students with Disabilities	64	23	7	6

High School Indicators

High school dropout rate (CCD, event) 1993-94 4% 1998-99 5%

Postsecondary enrollment (IPEDS, High school grads enrolled in college) 1994-95 10,181 51% 1998-99 11,152 55%

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 High Poverty Schools = 75-100% students receiving free/reduced lunch