

Districts and schools

	1993-94	2003-04
Number of districts (CCD)	55	55
Number of public schools (CCD)		
Elementary	557	479
Middle	137	127
High	133	124
Combined	23	22
Other	20	3
Total	870	755
Number of charter schools (CCD)		
		0

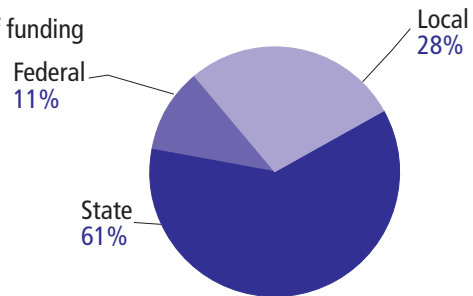
Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$1,318,742	\$1,444,689
Noninstructional	120,121	130,675
Support	681,238	774,469
Total	2,120,101	2,349,833

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	1993-94	2002-03
	\$6,743	\$8,319

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03 (ED; Includes Title I, Part A) \$94,167,837

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	2,327	7,911
K-8	210,733	190,920
9-12	96,256	82,375
Total (K-12)	306,989	273,295

Race/ethnicity (CCD)

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

Students with disabilities (OSEP) 9% 16%

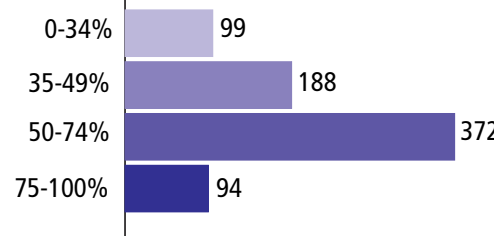
Students with limited English proficiency (NCELA) 2% 1%

Migrant students (OME) * *

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

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 138,537

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]2 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	9,637	9,440
Middle	4,119	4,041
High	5,290	5,334
Combined	751	284
Other	167	13
Total	19,964	19,112

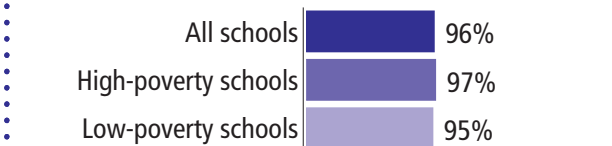
Number of FTE non-teacher staff (CCD)

Instructional aides	2,858	3,113
Instructional coordinators	334	335
Administrators	1,388	1,465
Other	12,877	13,024
Total	17,457	17,937

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, 2003-04 (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	2005
Reading, Grade 4		
Proficient level or above	26%	26%
Basic level or above	58	61
Math, Grade 8		
Proficient level or above	14%	17%
Basic level or above	54	59

Statewide Accountability Information

See Appendix B for West Virginia's definitions of proficient for reading/language arts and mathematics for grades 3, 8, and high school.

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

State assessment for NCLB accountability: West Virginia Educational Standards Tests

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

NCLB Accountability Goals

2003-04 Annual measurable objective starting point			Target (2003-04)
Grade 3	Reading/language arts	69%	69%
	Mathematics	63	63
Grade 8	Reading/language arts	74	74
	Mathematics	61	61
High school	Reading/language arts	72	72
	Mathematics	57	57

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	299 (75%)	519 (73%)	2 (4%)
Identified for improvement:			
Year 1	31 (8%)	200 (28%)	0
Year 2	5 (1%)	54 (8%)	0
Corrective action	1 (*)	4 (1%)	2 (4%)
Restructuring	0	0	0
Exited Improvement status (made AYP twice after being identified for improvement)	4 (1%)	4 (1%)	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 90%	Met
Middle school indicator: Attendance	Meet or progress toward 90%	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	6%
Supplemental educational services:	33	7%

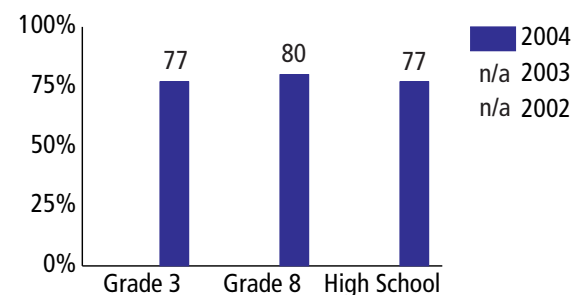
Student Achievement 2003-04

West Virginia Educational Standards Tests, used for NCLB accountability

Reading or language arts

Proficient level or above for:	Grade 3	Grade 8	High school
All students	77%	80%	77%
Economically disadvantaged students	69	71	65
Migrant students	69	75	83
Students with disabilities	45	32	24
Students with limited English proficiency	75	81	84
Black, non-Hispanic	68	72	61
Hispanic students	75	77	81
White, non-Hispanic	78	81	77

Student achievement trend: Reading or language arts percent proficient level or above



Mathematics

Proficient level or above for: Grade 3 Grade 8 High school

All students	72%	69%	64%
Economically disadvantaged students	64	58	50
Migrant students	77	31	33
Students with disabilities	50	22	15
Students with limited English proficiency	71	77	79
Black, non-Hispanic	61	51	45
Hispanic students	73	63	66
White, non-Hispanic	73	70	65

Student achievement trend: Mathematics percent proficient level or above

