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ABSTRACT

This report presents the results of the West Virginia Statewide Assessment Program for 1999-2000. Student performance is reported for the Stanford Achievement Test, Ninth Edition (SAT-9), the state Writing Assessment, ACT EXPLORE, and the National Assessment of Educational Progress (NAEP). Results of all these assessments indicate that West Virginia students are achieving at higher levels. Highlights of this progress include increases in the mean percentile scores for Total Basic Skills on the SAT-9 and an increase in average state scores for grades 4 and 10 on the Writing Assessment. Performance on the ACT EXPLORE is above that of peers across the United States, and performance on the NAEP is above that of the southeastern United States as a whole. Trend data for West Virginia assessment results show that students are making academic progress. The report contains these sections: (1) "Overview"; (2) "Stanford Achievement Test, Ninth Edition"; (3) "Writing Assessment"; (4) "ACT EXPLORE"; and (5) "National Assessment of Educational Progress." (Contains 16 tables and 24 figures.) (SLD)

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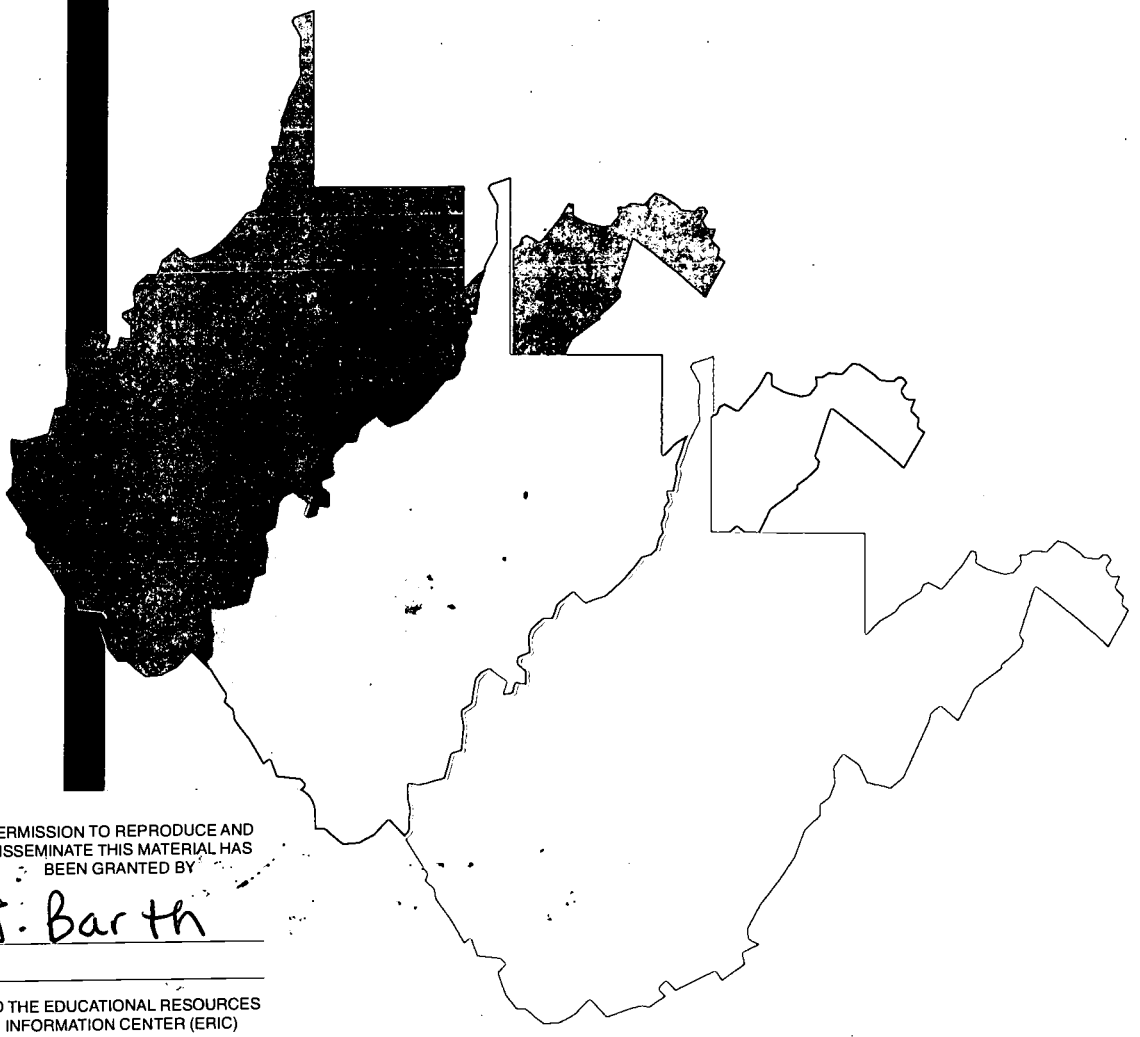
State Assessment REPORT



1999-2000 Results

West Virginia Department of Education

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FOREWORD

This report of the results of the Statewide Assessment Program focuses on data from the 1999-2000 school year. Students' performance on the Stanford Achievement Test, Ninth Edition (SAT-9); Writing Assessment; ACT EXPLORE and National Assessment of Educational Progress (NAEP) are reported.

Educational personnel throughout the state can use this report to plan and implement educational programs to raise expectations, to increase student achievement, and to narrow the gaps in achievement between general education students and students with disabilities. Trend analyses will identify strengths and areas of concern which need to be addressed.

The West Virginia Statewide Assessment Program provides data to improve instruction for ALL students. This report should assist persons involved in education in instructional planning and program review for ALL students.

David Stewart
State Superintendent of Schools

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Executive Summary

The Office of Student Services and Assessment, West Virginia Department of Education is issuing Statewide Assessment Results: 1999-2000 to provide assessment data to document the academic progress of West Virginia students. Data from previous school years have been included for trend analyses. West Virginia students are achieving at higher levels of performance. Highlights of this progress include:

- Increases in the mean percentile scores for Total Basic Skills which include Total Reading, Total Mathematics, and Language for grades 3-11 on the Stanford Achievement Test, Ninth Edition (SAT-9).

Grade	1996-97	1997-98	1998-99	1999-00	Improvement from 1998-99 to 1999-00
Three	58	62	63	66	+3
Four	58	61	62	64	+2
Five	58	60	62	63	+1
Six	63	65	65	66	+1
Seven	57	59	60	61	+1
Eight	57	60	61	62	+1
Nine	55	58	59	61	+2
Ten	54	57	58	61	+3
Eleven	56	58	59	61	+2

- Increase in average state scores for grades 4 and 10 in Writing Assessment.
- Performance on ACT EXPLORE is above peers across the nation.
- Performance on NAEP above the southeastern states.

Students in West Virginia are making academic progress. The trend data are evidence of this progress. Across the state, the dedication and commitment of West Virginia teachers and administrators is making a difference. West Virginia schools are successfully preparing students to be productive members of a rapidly changing global society.

OVERVIEW

In 1962, the West Virginia Legislature funded a program to measure student achievement and progress within public and non-public West Virginia schools. This program, presently referred to as the Statewide Assessment Program, is operated by the Office of Student Services and Assessment working closely with County Test Coordinators to ensure that test administration procedures and security guidelines are followed.

Since 1996, the Statewide Assessment Program has consisted of multiple assessments. The purposes of the assessments vary and the participation of students is determined by grade level. The West Virginia State Board of Education Policy 2340: *The Statewide Assessment Program* requires that the State Department of Education: 1) provide an operational framework to administer an effective and efficient statewide assessment program, 2) protect the integrity of the test data, and 3) support the use of assessment data to improve instruction.

The Metropolitan Readiness Test (MRT) is used to evaluate the progress of students in kindergarten. Results are not part of the measures used for accountability and are not reported on the students' permanent record cards.

Included in the Statewide Assessment Program is the norm-referenced Stanford Achievement Test, Ninth Edition (SAT-9). The assessment is designed to measure achievement in the basic skills taught in schools throughout the nation. The SAT-9 is used in grades 1-11 in West Virginia public and most of the non-public schools. Items for the Stanford Achievement Test are organized by content categories that reflect the educational objectives commonly found in state and district curriculum guides, published textbooks and basal series, instructional programs, and criterion-referenced assessment instruments. The subject areas measured are Reading, Mathematics, Language, Spelling, Listening, Study Skills, Science and Social Science.

SAT-9 results for grades 3-11 are reported annually by county and state levels, while results from grades 1 and 2 are used only for instructional and diagnostic purposes. Results from grades 1 and 2 are not placed on the students' permanent record cards, are not included in accountability measures, and are not reported.

Students in grades 4, 7 and 10 participate in the West Virginia Writing Assessment. Purposes of the writing assessment include direct assessment of composition skills, identification of possible weaknesses in writing programs across the state, and identification of children needing additional assistance in specific writing skills.

The norm-referenced ACT EXPLORE generates measures of English, Mathematics, Reading, and Science Skills for West Virginia 8th graders. In addition, information about students' educational and career plans, interests, high school course work plans, and self-identified needs for assistance is gathered and reported. West Virginia State Board of Education Policy 2510: *Assuring the Quality of Education Regulations for Education Programs* requires that career awareness, exploration activities, and ACT EXPLORE results be used by 8th graders to develop their individualized student plans for 9th and 10th grades (effective for entering 8th graders in 1998-1999 school year).

Students randomly selected in grades 4,8 and 12 have specific academic areas assessed by the National Assessment of Educational Progress (NAEP). Assessment results are reported only by grade level within the states participating in the NAEP testing. No individual student results, individual school results or individual county results are generated.

Stanford Achievement Test, Ninth Edition Form S

Test Standardization

Testing for standardization of the Stanford Achievement Test, Ninth Edition, (SAT-9) was conducted in the fall of 1995 and the spring of 1996. The tests were administered to a large sample of students in grades one through twelve nationally. This sampling represents the national school population in terms of region, socioeconomic status, urbanicity and ethnicity. A composite of median family income and percent of adults with high school diplomas determined the socioeconomic categories. Students with disabilities comprised 3.7 percent of the population in the standardization program.

Selection of students from public schools was stratified by geographic region, community type (urban, suburban, rural), district size (average elementary grade enrollment) and a demographic index based on community characteristics related to district achievement. The Catholic school sample was stratified by region, community type and district size. All of the other non-public school districts were stratified by region and size. The purpose of the standardization process for the SAT-9 National Research Program was to obtain normative data descriptive of achievement in the nation's schools, to equate the levels and forms of this series, and to establish the statistical reliability, and validity of the test.

Test Norms

The Stanford Achievement Test, Ninth Edition is a norm-referenced test. Scores of an individual student on a norm-referenced test describe the student's performance in relationship to other individuals (the norm group). The performance of West Virginia students who have taken the test are compared to the performance of the national sample of students who took the test as part of the 1995-96 standardization (norming) process. Since the Stanford Achievement Test, Ninth Edition, will not be renormed, student performance in West Virginia will be compared to this 1995-96 sample as long as this test is used. One advantage of using an instrument for several years is the development of trend data documenting the positive/negative changes in performance of students.

Scores

Student scores provided by the Stanford Achievement Test series include raw scores, percentile ranks, stanines and scaled scores. Each type of score has a different meaning and purpose.

- **Raw Score:** The number of items answered correctly by the student.
- **Percentile Ranks:** The percentage of students who scored the same as or higher than students in the same grade in the norm group who took the test at a comparable time. Percentile ranks range from a low of 1 to a high of 99, with 50 denoting average performance.
- **Stanines:** Approximate equal units of ability ranging from a low of 1 to a high of 9, with 5 designating average performance.
- **Scaled Scores:** Derived scores forming an equal interval scale. Scores can be compared within a given content area from level to level and range from 0 to 999. Changes in performance over time can be identified and compared.

Descriptions of the Tests

The following tests are composed of questions that measure some of the knowledge and skills learned by students in and out of school. They do not measure everything that is or should be taught and learned by students.

1. **Reading Vocabulary:** A measure of the student's vocabulary or word knowledge.
2. **Reading Comprehension:** A measure of the student's skills related to understanding facts and concepts in and making inference from, written materials.
3. **Mathematics Problem Solving:** A measure of the student's ability to reason and use mathematical methods effectively to solve non-routine problems.

4. **Mathematics Procedures:** A measure of the student's knowledge and skills related to recognizing, understanding and using basic mathematical concepts as well as selecting and carrying out problem-solving operations.

5. **Language Mechanics:** A measure of the student's ability to identify correct punctuation, capitalization and usage in sentences.

6. **Language Expression:** A measure of the student's ability to understand effectively written sentences and paragraphs.

7. **Spelling:** A measure of the student's knowledge and skills related to recognizing and selecting correctly spelled words.

8. **Study Skills:** A measure of the student's knowledge and skills related to using reference materials, following library procedures, outlining and organizing information.

9. **Science:** A measure of the student's knowledge and skills related to investigating problems in science and to recalling some scientific facts and concepts.

10. **Social Science:** A measure of the student's knowledge of concepts, generalizations and inquiry skills related to effective problem-solving in the social sciences.

11. **Listening:** Assesses student's listening vocabulary and comprehension.

Testing Conditions

Students participate in the Stanford Achievement Test, Ninth Edition, in one of the following ways:

- under standard conditions;
- with accommodations, which maintain standard conditions, or
- with modifications, which do not maintain standard conditions.

Standard conditions are the procedures followed during the administration of a specific assessment. Results from assessment administered under standard conditions may be compared by school, county or state levels.

An ***accommodation*** is a change made in administration so that the assessment is a reflection of the student's knowledge and skill, rather than his or her disability. These changes do not alter the standard conditions. Certain types of accommodations are often provided to a student with a disability. There are four major categories. These categories with examples are as follows:

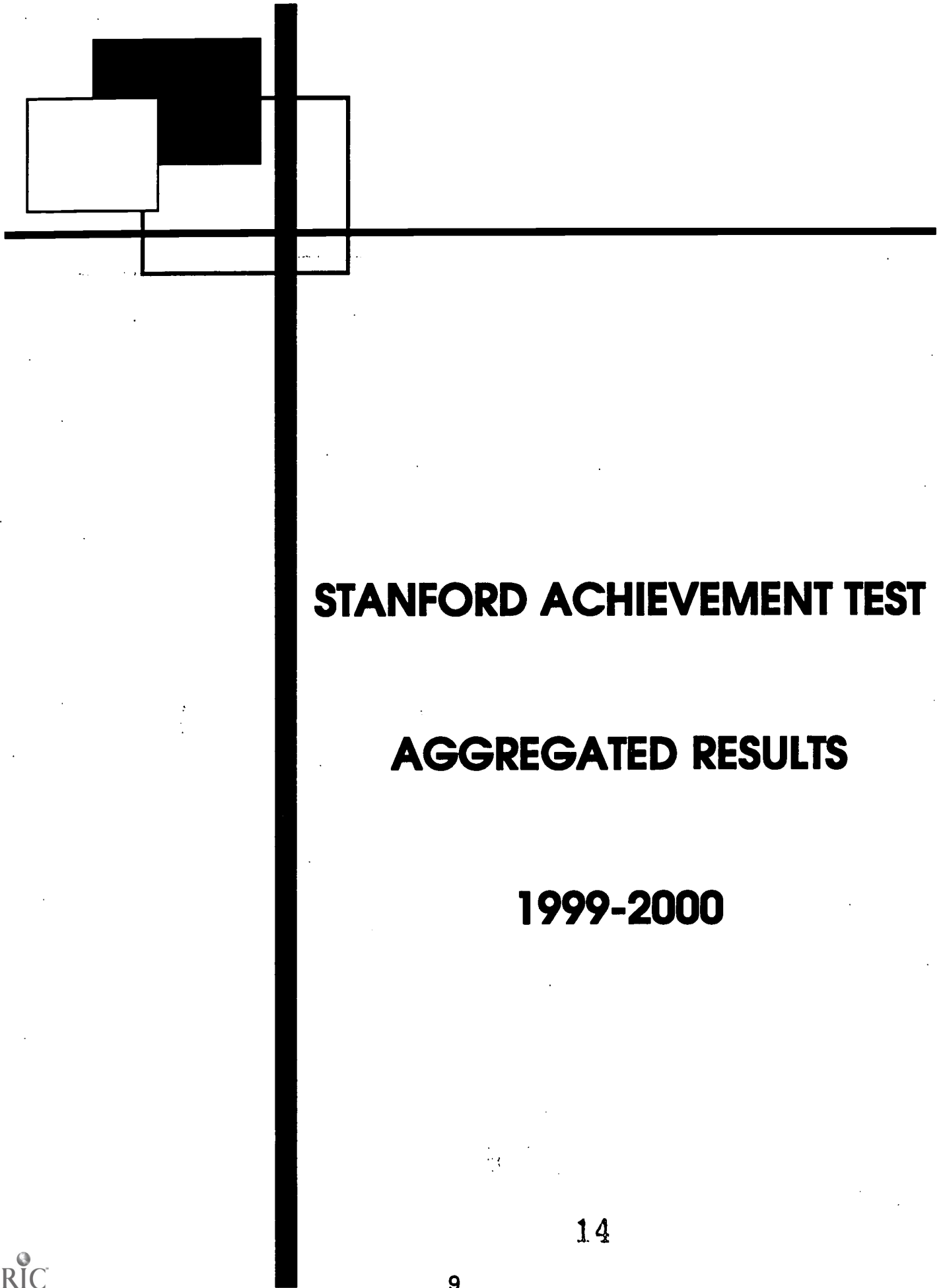
- timing/scheduling – multiple testing sessions; changing the sequence of tests administered,
- setting – small group; individually; in a separate location; study carrel; student seated in front of classroom; teacher facing student; special lighting; adaptive or special furniture; noise buffers; in location with minimal distractions,
- presentation – using large print tests; hearing devices; or marker to help student keep place; Braille editions; physical assistance to track items; directions read aloud by examiner; signing; audio tapes, and
- response – student saying the answer aloud and teacher marking answer sheet; Braille answer sheet; assistive technology device; augmentative communication device; using a word processor or calculator.

A ***modification*** alters the administration conditions of the assessment to the extent that the nature of the assessment is changed. The assessment administered with modifications is considered to have been administered under non-standard conditions. Although non-standard conditions invalidate the percentile and stanine scores, the student's response to the test items are still valid. The following are examples of modifications that can be used, but do not maintain standard conditions:

- extended time,
- unlimited testing sessions,
- breaks during the test,
- reading test items to the student,
- use of calculator or abacus on mathematics test in which calculators are not routinely used, or
- using a tape recorded test booklet.

A student's Individualized Education Program (IEP) Team or Section 504 Committee made up of parents or guardians, classroom teacher(s), administrator(s) and special educators make the decisions about: (1) if a student may take the statewide assessment with/without accommodations or modifications and (2) which accommodations or modifications are appropriate.

Some students with severe disabilities may be unable to participate in the SAT-9 even with accommodations or modifications. Each county determined how these students were assessed until the 2000-2001 school year. Beginning with the 2000-2001 school year, students unable to participate in the SAT-9 with accommodations or modifications will participate in the West Virginia Alternate Assessment.



STANFORD ACHIEVEMENT TEST

AGGREGATED RESULTS

1999-2000

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Stanford Achievement Test
Aggregated Results
for 1999-00

The following data report the mean percentile scores from the Stanford Achievement Test, Ninth Edition, for the 1999-00 school year by grade level, Total Basic Skills and content area by county and state. For the 1999-00 school year, 53 counties, or 96%, had no grade level below the 50th percentile in Total Basic Skills. No county was below the 50th percentile in grades 3, 5, 6, 7, 8, 10, or 11, one county was below the 50th percentile in grade 4; and one county was below the 50th percentile in grade 9 in Total Basic Skills. **All scores of students who took the SAT-9 under standard conditions were aggregated.**

County data are presented for grades 3-11 for the following:

- Total Basic Skills (Total Reading, Total Mathematics, Language),
- Total Reading
- Total Mathematics,
- Language,
- Science,
- Social Science.

Also, the quartile report for all students in grades 3-11 tested under standard conditions is reported.

STANFORD ACHIEVEMENT TEST – NINTH EDITION
TOTAL BASIC SKILLS
MEAN PERCENTILE SCORES
SCHOOL YEAR 1999-2000

COUNTY	GRADE								
	3	4	5	6	7	8	9	10	11
NATIONAL	50	50	50	50	50	50	50	50	50
STATE OF WV	66	64	63	66	61	62	61	61	61
BARBOUR	65	64	61	63	63	61	58	57	56
BERKELEY	66	63	61	62	61	62	57	59	60
BOONE	63	61	63	65	62	60	57	60	59
BRAXTON	65	66	63	66	56	64	52	63	62
BROOKE	63	67	68	69	70	67	63	62	60
CABELL	68	63	62	65	63	66	63	61	66
CALHOUN	68	58	58	70	58	57	54	52	63
CLAY	60	55	67	64	63	61	63	66	67
DODDRIDGE	58	60	64	71	60	56	48	58	54
FAYETTE	64	60	61	59	58	59	54	60	59
GILMER	71	73	70	72	66	66	66	60	53
GRANT	63	63	65	70	56	57	66	60	54
GREENBRIER	69	67	65	71	61	59	59	61	63
HAMPSHIRE	59	61	62	62	56	60	52	52	51
HANCOCK	69	69	74	71	63	63	67	62	65
HARDY	54	44	61	64	64	58	65	61	67
HARRISON	68	68	68	66	67	66	63	63	63
JACKSON	67	66	62	62	60	63	59	64	61
JEFFERSON	66	64	65	64	57	60	62	60	59
KANAWHA	65	64	63	66	59	59	63	63	61
LEWIS	66	62	57	59	56	59	52	54	51
LINCOLN	63	62	58	66	52	54	61	56	57
LOGAN	62	63	58	59	53	55	56	55	59
MARION	63	62	59	68	63	65	65	66	64
MARSHALL	75	66	69	70	69	63	61	61	61
MASON	63	64	58	68	60	63	60	60	61
MERCER	62	64	64	68	61	61	62	62	63
MINERAL	64	64	64	62	58	64	59	61	59
MINGO	62	63	60	70	62	62	53	58	59
MONONGALIA	69	68	70	74	66	68	68	70	69
MONROE	58	56	66	59	58	65	64	64	65
MORGAN	59	57	64	70	60	64	50	57	54
MCDOWELL	61	62	61	59	54	59	55	58	60
NICHOLAS	61	61	59	65	61	55	59	58	60
OHIO	77	71	72	67	63	66	68	65	68
PENDLETON	61	63	63	65	59	58	64	69	59
PLEASANTS	75	70	62	69	63	67	65	65	65
POCAHONTAS	62	58	54	61	50	58	57	58	54
PRESTON	57	60	61	63	61	61	59	55	58
PUTNAM	71	67	69	72	69	73	65	67	64
RALEIGH	65	63	65	69	62	61	62	55	57
RANDOLPH	62	61	61	63	59	61	57	58	57
RITCHIE	69	71	66	71	65	55	65	68	66
ROANE	64	58	58	70	59	64	53	59	59
SUMMERS	66	59	59	59	62	67	59	57	57
TAYLOR	60	61	62	58	57	68	59	62	59
TUCKER	63	60	55	63	54	60	54	54	57
TYLER	74	70	66	69	59	67	69	66	66
UPSHUR	56	67	56	65	56	64	58	57	61
WAYNE	66	62	61	64	55	57	59	54	54
WEBSTER	60	58	61	57	65	67	59	54	53
WETZEL	69	71	66	70	60	65	63	69	66
WIRT	70	56	66	59	60	65	64	63	63
WOOD	69	66	63	70	66	62	65	62	62
WYOMING	70	63	61	67	65	70	62	55	56

TOTAL READING
MEAN PERCENTILE SCORES
SCHOOL YEAR 1999-2000
ALPHABETICAL LISTING

COUNTY	GRADE								
	3	4	5	6	7	8	9	10	11
NATIONAL	50	50	50	50	50	50	50	50	50
STATE OF WV	59	60	59	62	57	61	55	59	61
BARBOUR	55	58	53	55	56	58	51	53	54
BERKELEY	59	59	57	58	57	61	53	58	61
BOONE	58	58	58	59	59	60	53	57	56
BRAXTON	58	59	57	60	52	62	48	61	61
BROOKE	61	66	64	64	63	65	56	60	60
CABELL	63	60	58	61	58	67	58	60	67
CALHOUN	57	51	49	64	47	50	46	46	65
CLAY	54	48	59	61	61	60	57	64	65
DODDRIDGE	50	55	62	66	55	59	41	58	54
FAYETTE	57	56	59	55	55	57	50	59	60
GILMER	65	69	61	62	59	65	60	57	53
GRANT	57	59	63	66	51	57	61	59	52
GREENBRIER	63	64	60	67	59	59	56	61	65
HAMPSHIRE	53	61	61	58	54	60	49	52	53
HANCOCK	63	62	68	66	57	62	63	59	63
HARDY	54	40	61	58	61	61	59	61	66
HARRISON	61	65	63	63	63	63	57	63	65
JACKSON	63	63	60	57	54	60	52	64	63
JEFFERSON	62	61	62	62	55	60	56	59	59
KANAWHA	59	60	60	62	55	59	57	63	62
LEWIS	59	58	50	50	52	56	49	55	52
LINCOLN	55	57	51	62	43	50	51	50	54
LOGAN	51	55	50	49	48	52	48	50	56
MARION	58	60	58	67	59	65	58	62	63
MARSHALL	67	61	61	64	63	61	56	59	61
MASON	57	61	57	64	55	62	53	55	60
MERCER	54	59	58	63	58	60	56	61	65
MINERAL	57	60	59	57	53	60	54	58	60
MINGO	51	56	49	62	56	55	46	55	58
MONONGALIA	63	66	68	71	63	71	62	69	71
MONROE	50	50	61	54	51	63	54	61	63
MORGAN	55	52	61	64	56	61	45	55	54
MCDOWELL	52	55	53	53	49	60	47	58	62
NICHOLAS	54	57	56	61	58	56	53	56	60
OHIO	67	63	66	61	56	64	61	60	66
PENDLETON	56	60	59	61	58	58	58	63	57
PLEASANTS	69	65	60	64	62	66	61	67	66
POCAHONTAS	55	54	50	59	43	57	52	58	58
PRESTON	50	58	57	59	57	62	55	56	58
PUTNAM	65	65	66	69	63	70	59	65	64
RALEIGH	57	58	60	64	58	59	57	54	59
RANDOLPH	56	58	56	59	58	63	52	59	57
RITCHIE	57	65	65	70	54	53	58	64	60
ROANE	57	53	51	69	54	61	47	58	60
SUMMERS	59	59	57	61	57	66	58	56	60
TAYLOR	54	59	57	53	53	65	52	61	60
TUCKER	50	54	50	62	49	59	47	54	55
TYLER	65	70	62	66	56	68	62	61	66
UPSHUR	51	65	55	61	52	63	55	57	65
WAYNE	60	58	56	60	53	54	55	55	55
WEBSTER	53	57	58	51	56	63	54	54	54
WETZEL	62	62	59	63	56	66	57	66	66
WIRT	62	53	64	53	59	57	57	57	63
WOOD	63	64	59	66	65	61	61	62	63
WYOMING	63	60	54	59	56	66	54	52	54

TOTAL MATHEMATICS
MEAN PERCENTILE SCORES
SCHOOL YEAR 1999-2000
ALPHABETICAL LISTING

COUNTY	GRADE								
	3	4	5	6	7	8	9	10	11
NATIONAL	50	50	50	50	50	50	50	50	50
STATE OF WV	71	68	69	72	64	65	69	63	59
BARBOUR	75	71	70	71	69	68	68	64	61
BERKELEY	70	67	68	66	61	64	61	57	55
BOONE	68	65	68	69	60	60	65	63	63
BRAXTON	71	72	68	73	59	71	56	61	60
BROOKE	65	71	76	77	77	71	69	62	58
CABELL	72	66	66	69	65	67	69	63	64
CALHOUN	76	67	67	77	69	65	66	58	66
CLAY	65	63	76	67	61	58	70	74	70
DODDRIDGE	63	65	68	77	62	53	51	54	51
FAYETTE	72	66	63	65	59	62	58	59	54
GILMER	78	80	80	83	75	72	83	68	54
GRANT	72	69	71	79	60	59	74	61	51
GREENBRIER	75	72	71	77	63	60	67	61	58
HAMPSHIRE	62	62	65	70	57	62	56	49	47
HANCOCK	73	77	81	78	69	65	70	63	65
HARDY	55	44	65	70	68	56	77	61	69
HARRISON	73	70	74	69	69	70	70	64	58
JACKSON	74	72	68	68	64	68	69	67	61
JEFFERSON	71	69	69	69	58	59	71	59	54
KANAWHA	69	67	67	72	62	62	70	62	57
LEWIS	72	66	62	69	57	65	55	51	48
LINCOLN	69	65	64	72	60	58	78	66	60
LOGAN	70	70	67	68	56	56	63	57	59
MARION	67	66	61	73	65	67	78	75	68
MARSHALL	83	72	77	78	74	68	72	63	59
MASON	67	69	60	73	60	65	69	63	60
MERCER	69	67	69	72	62	63	74	66	62
MINERAL	70	70	69	67	60	69	66	63	60
MINGO	72	70	66	76	65	68	61	61	61
MONONGALIA	73	70	74	80	70	62	76	72	69
MONROE	68	63	77	65	67	70	86	77	71
MORGAN	62	63	71	79	63	67	56	56	51
MCDOWELL	66	68	68	67	58	58	62	55	53
NICHOLAS	67	66	64	73	63	57	69	58	57
OHIO	84	78	80	74	68	69	77	70	70
PENDLETON	64	66	68	71	59	59	73	79	65
PLEASANTS	80	77	66	76	65	72	73	66	59
POCAHONTAS	67	63	57	64	55	61	60	58	46
PRESTON	63	65	67	71	65	64	68	53	56
PUTNAM	75	71	73	77	76	80	76	72	66
RALEIGH	74	70	71	75	64	65	70	56	55
RANDOLPH	68	65	67	66	60	58	64	56	55
RITCHIE	79	78	71	78	76	61	74	76	69
ROANE	69	62	65	73	60	66	58	59	57
SUMMERS	73	60	63	55	64	74	58	58	51
TAYLOR	66	64	69	63	58	75	73	69	59
TUCKER	77	68	59	65	56	62	59	53	55
TYLER	83	71	69	74	56	68	80	76	68
UPSHUR	57	72	56	67	58	64	62	54	55
WAYNE	70	66	66	68	54	61	62	49	50
WEBSTER	67	57	65	64	72	72	63	47	47
WETZEL	75	80	72	77	62	66	74	76	65
WIRT	76	62	70	67	64	77	77	72	62
WOOD	73	69	67	76	67	65	74	64	61
WYOMING	77	68	66	76	72	76	72	57	57

TOTAL LANGUAGE
MEAN PERCENTILE SCORES
SCHOOL YEAR 1999-2000
ALPHABETICAL LISTING

COUNTY	GRADE								
	3	4	5	6	7	8	9	10	11
NATIONAL	50	50	50	50	50	50	50	50	50
STATE OF WV	64	65	63	66	66	66	65	62	63
BARBOUR	62	66	58	64	67	60	61	55	55
BERKELEY	70	65	62	63	65	67	62	61	64
BOONE	59	60	64	68	72	67	61	62	59
BRAXTON	64	66	65	66	55	60	57	67	63
BROOKE	62	65	65	68	74	70	71	68	65
CABELL	67	67	63	67	70	71	68	63	68
CALHOUN	68	57	59	74	55	59	59	54	63
CLAY	55	55	65	67	73	70	70	66	71
DODDRIDGE	57	61	64	70	70	59	55	62	56
FAYETTE	56	60	60	59	62	62	55	62	62
GILMER	69	73	68	66	64	70	61	56	50
GRANT	58	64	66	65	59	62	68	61	58
GREENBRIER	66	71	65	69	65	60	60	60	65
HAMPSHIRE	60	64	61	59	58	61	55	55	53
HANCOCK	69	69	75	72	66	66	73	66	69
HARDY	51	45	58	64	66	63	67	64	67
HARRISON	66	71	68	69	73	69	67	64	64
JACKSON	62	63	57	60	65	64	60	62	62
JEFFERSON	61	64	65	62	63	67	65	63	62
KANAWHA	65	66	63	65	63	62	66	65	65
LEWIS	65	65	55	57	61	60	56	56	53
LINCOLN	62	63	59	65	55	57	63	56	62
LOGAN	61	68	57	58	58	65	64	60	63
MARION	61	60	59	67	69	69	67	67	63
MARSHALL	73	66	69	71	71	64	62	63	62
MASON	60	66	61	72	67	67	67	65	66
MERCER	61	67	65	68	67	64	64	61	64
MINERAL	60	65	65	62	65	65	64	65	62
MINGO	60	61	66	70	69	68	59	61	59
MONONGALIA	70	71	70	73	67	72	72	69	70
MONROE	52	57	61	58	54	65	61	60	64
MORGAN	58	56	61	67	65	67	53	59	57
MCDOWELL	59	61	56	51	53	57	61	57	59
NICHOLAS	58	61	58	62	66	58	63	63	64
OHIO	77	76	73	69	69	71	74	68	73
PENDLETON	60	66	64	64	64	65	69	71	64
PLEASANTS	76	69	62	66	62	61	67	60	70
POCAHONTAS	60	58	57	59	54	61	61	56	57
PRESTON	54	58	61	60	65	62	62	53	60
PUTNAM	72	71	69	70	71	74	67	66	65
RALEIGH	61	64	62	68	67	61	65	52	56
RANDOLPH	59	59	59	64	64	66	62	59	62
RITCHIE	65	75	66	66	65	52	70	71	77
ROANE	62	60	56	69	66	69	57	61	62
SUMMERS	63	62	58	65	70	63	66	57	58
TAYLOR	59	65	62	59	65	67	59	60	60
TUCKER	54	57	55	64	57	65	61	57	66
TYLER	73	68	69	66	69	72	74	66	65
UPSHUR	55	69	59	69	59	73	59	59	62
WAYNE	65	65	61	62	59	61	65	55	58
WEBSTER	59	62	63	57	72	73	66	61	58
WETZEL	67	72	68	73	70	72	67	71	68
WIRT	71	53	61	55	53	64	66	64	65
WOOD	68	67	62	69	69	62	67	60	62
WYOMING	66	63	63	66	67	73	70	60	62

TOTAL SCIENCE
MEAN PERCENTILE SCORES
SCHOOL YEAR 1999-2000
ALPHABETICAL LISTING

COUNTY	GRADE								
	3	4	5	6	7	8	9	10	11
NATIONAL	50	50	50	50	50	50	50	50	50
STATE OF WV	61	64	61	65	65	65	61	61	62
BARBOUR	55	58	55	69	68	67	58	57	60
BERKELEY	64	66	62	64	63	65	63	60	64
BOONE	57	64	61	59	67	59	58	63	59
BRAXTON	62	68	62	63	65	65	59	62	59
BROOKE	63	67	68	69	73	73	63	67	65
CABELL	63	67	61	65	68	69	60	60	67
CALHOUN	71	66	70	74	64	59	59	52	67
CLAY	59	60	67	68	72	68	67	67	70
DODDRIDGE	63	56	67	72	65	54	51	57	55
FAYETTE	58	57	55	56	60	56	56	59	58
GILMER	72	72	68	67	68	66	62	61	56
GRANT	70	63	68	67	60	61	68	64	59
GREENBRIER	66	73	62	70	69	65	60	60	62
HAMPSHIRE	56	66	63	64	64	63	57	55	53
HANCOCK	67	77	67	69	69	66	67	62	67
HARDY	56	51	62	62	69	60	68	61	66
HARRISON	65	67	63	64	69	68	63	63	64
JACKSON	64	69	61	64	60	65	59	67	66
JEFFERSON	62	67	65	65	68	64	62	61	60
KANAWHA	58	62	57	61	61	58	60	61	62
LEWIS	62	67	60	67	74	67	58	57	57
LINCOLN	55	56	56	59	52	50	57	56	58
LOGAN	55	61	50	55	58	57	55	52	55
MARION	62	66	63	71	69	69	65	63	64
MARSHALL	70	65	65	65	68	66	64	63	66
MASON	58	66	57	63	63	67	63	60	62
MERCER	54	59	59	61	63	61	59	59	62
MINERAL	54	59	62	66	61	67	63	59	61
MINGO	54	62	55	71	68	65	53	61	63
MONONGALIA	63	68	68	72	71	56	67	69	69
MONROE	57	63	72	58	70	69	65	60	63
MORGAN	60	61	63	70	63	62	55	57	55
MCDOWELL	50	53	51	48	51	51	53	65	56
NICHOLAS	54	61	60	63	64	58	63	57	60
OHIO	68	65	61	63	67	69	67	59	66
PENDLETON	62	67	70	68	62	64	65	69	65
PLEASANTS	69	61	65	72	65	67	66	67	71
POCAHONTAS	61	59	56	70	60	69	59	62	60
PRESTON	56	64	61	65	68	68	65	63	61
PUTNAM	67	69	67	71	75	73	64	66	67
RALEIGH	59	62	56	63	61	64	60	55	59
RANDOLPH	61	63	60	62	68	67	59	61	59
RITCHIE	64	71	63	71	64	62	61	64	58
ROANE	61	60	65	71	64	69	58	55	57
SUMMERS	62	65	59	66	66	68	57	56	57
TAYLOR	53	59	63	59	71	72	63	62	66
TUCKER	56	62	59	63	66	65	61	62	60
TYLER	68	70	61	77	68	71	72	66	60
UPSHUR	54	73	56	75	66	70	57	58	65
WAYNE	58	61	55	64	58	58	58	54	56
WEBSTER	56	69	66	58	65	68	56	55	55
WETZEL	68	72	62	73	66	69	63	68	60
WIRT	63	51	59	57	72	67	69	61	67
WOOD	64	66	60	67	70	66	67	62	64
WYOMING	65	67	56	64	65	66	59	54	55

TOTAL SOCIAL SCIENCE
MEAN PERCENTILE SCORES
SCHOOL YEAR 1999-2000
ALPHABETICAL LISTING

COUNTY	GRADE								
	3	4	5	6	7	8	9	10	11
NATIONAL	50	50	50	50	50	50	50	50	50
STATE OF WV	58	60	63	61	58	61	61	57	60
BARBOUR	47	52	55	67	57	56	56	53	51
BERKELEY	61	62	66	61	58	61	63	58	63
BOONE	60	61	63	56	61	57	52	49	54
BRAXTON	54	59	58	59	48	60	58	59	59
BROOKE	57	65	70	61	63	62	59	55	57
CABELL	62	65	62	67	62	67	65	56	64
CALHOUN	61	53	62	62	51	48	54	44	62
CLAY	53	52	64	59	59	57	65	66	59
DODDRIDGE	55	54	71	69	57	54	48	50	63
FAYETTE	52	52	57	53	50	53	53	58	58
GILMER	67	65	59	63	56	63	62	52	55
GRANT	64	54	73	63	53	60	68	60	54
GREENBRIER	65	63	67	67	59	61	63	62	63
HAMPSHIRE	56	65	67	65	54	61	59	49	52
HANCOCK	64	63	69	62	60	63	67	54	64
HARDY	54	49	65	55	59	59	65	60	61
HARRISON	62	64	65	63	64	62	62	59	61
JACKSON	59	56	59	61	54	62	56	64	67
JEFFERSON	63	64	70	61	60	63	64	61	61
KANAWHA	57	59	61	59	55	56	62	58	61
LEWIS	55	57	59	56	53	54	56	52	55
LINCOLN	56	48	54	55	42	47	66	48	59
LOGAN	52	61	52	50	49	51	56	49	49
MARION	61	64	64	68	61	66	68	62	64
MARSHALL	67	61	65	60	63	64	66	58	61
MASON	54	60	57	58	53	62	56	50	56
MERCER	53	61	66	62	56	58	63	58	65
MINERAL	48	56	65	57	59	63	62	54	57
MINGO	47	56	66	66	68	68	50	57	58
MONONGALIA	60	65	72	67	61	53	61	65	69
MONROE	46	51	68	52	63	66	67	58	57
MORGAN	53	59	61	58	54	61	51	51	55
MCDOWELL	49	49	52	47	50	53	49	50	54
NICHOLAS	51	56	55	57	61	51	60	51	55
OHIO	64	62	67	58	56	63	70	60	61
PENDLETON	61	67	68	59	60	62	64	55	55
PLEASANTS	67	65	68	66	61	63	66	75	66
POCAHONTAS	51	54	52	54	48	63	61	55	59
PRESTON	49	55	64	65	61	74	65	54	55
PUTNAM	67	64	71	66	65	66	63	61	63
RALEIGH	54	57	63	60	55	58	61	50	56
RANDOLPH	55	55	60	69	61	65	59	56	57
RITCHIE	56	63	64	68	58	55	71	62	60
ROANE	59	57	59	62	55	61	54	54	59
SUMMERS	59	55	61	71	61	67	61	53	56
TAYLOR	45	55	58	57	53	58	53	62	56
TUCKER	50	53	58	58	55	60	56	48	61
TYLER	68	65	62	65	61	68	71	58	68
UPSHUR	47	65	57	70	54	61	57	58	59
WAYNE	54	53	54	61	53	55	59	48	51
WEBSTER	57	71	61	48	52	59	59	54	56
WETZEL	60	70	61	58	58	69	61	59	59
WIRT	67	53	64	51	59	61	67	71	76
WOOD	61	64	62	62	59	60	66	55	61
WYOMING	63	59	55	51	52	61	60	51	50

Stanford Achievement Tests – SAT-9
Total Basic Skills Quartile Report

1999-2000

All Students Grades 3-11 – Standard Conditions

Total Students*	
163,542	
Quartile 4	
Students	%
52,781	32.27
Quartile 3	
Students	%
53,998	33.02
Quartile 2	
Students	%
40,317	24.65
Quartile 1	
Students	%
16,446	10.06

*Total number of students who took the test under standard conditions and had a Total Basic Skills score. Total Basic Skills consist of the Total Reading, Total Mathematics and Language components of the SAT-9.

REPORTS

STANFORD ACHIEVEMENT TEST
RESULTS FOR 1996-97, 1997-98, 1998-99, 1999-00

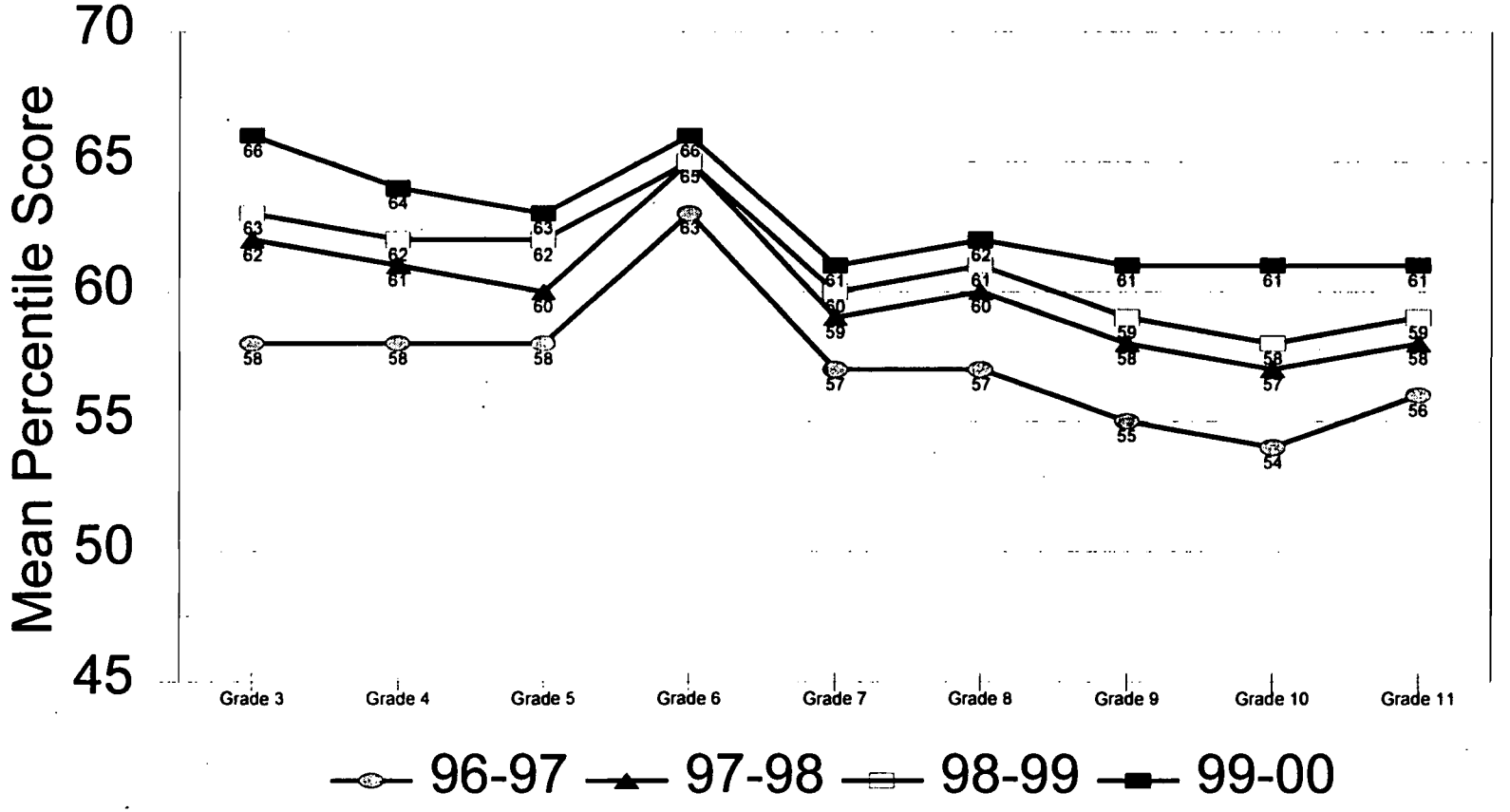
The following charts report the mean percentile scores from the Stanford Achievement Test, Ninth Edition, for the 1996-97, 1997-98, 1998-99, and 1999-00 school years by grade level, Total Basic Skills and content areas.

Graphical representations are presented for the following:

- Total Basic Skills (Language, Total Reading, and Total Mathematics),
- Total Reading,
- Total Mathematics,
- Language,
- Science, and
- Social Science.

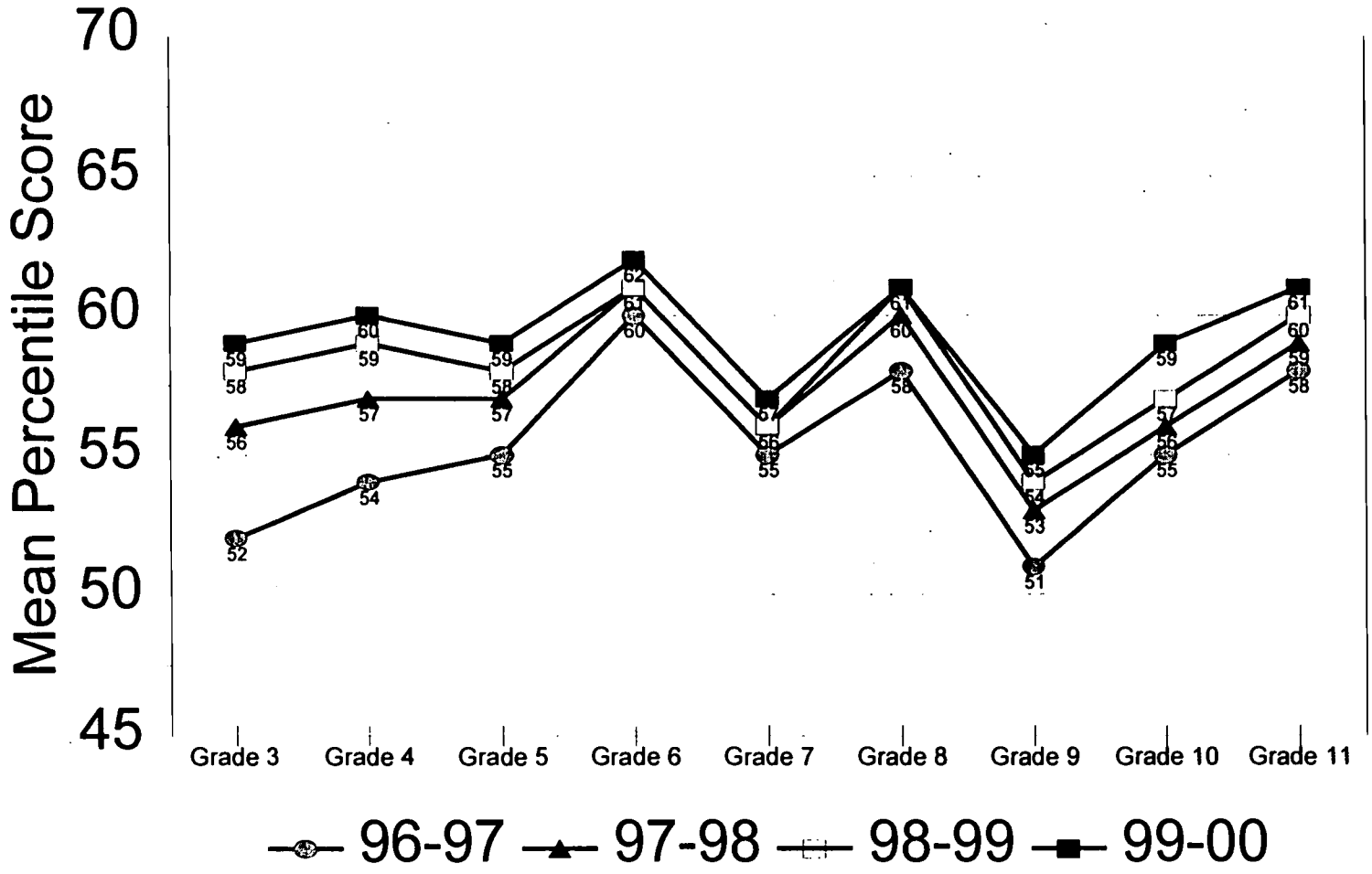
Stanford Achievement Tests

Total Basic Skills



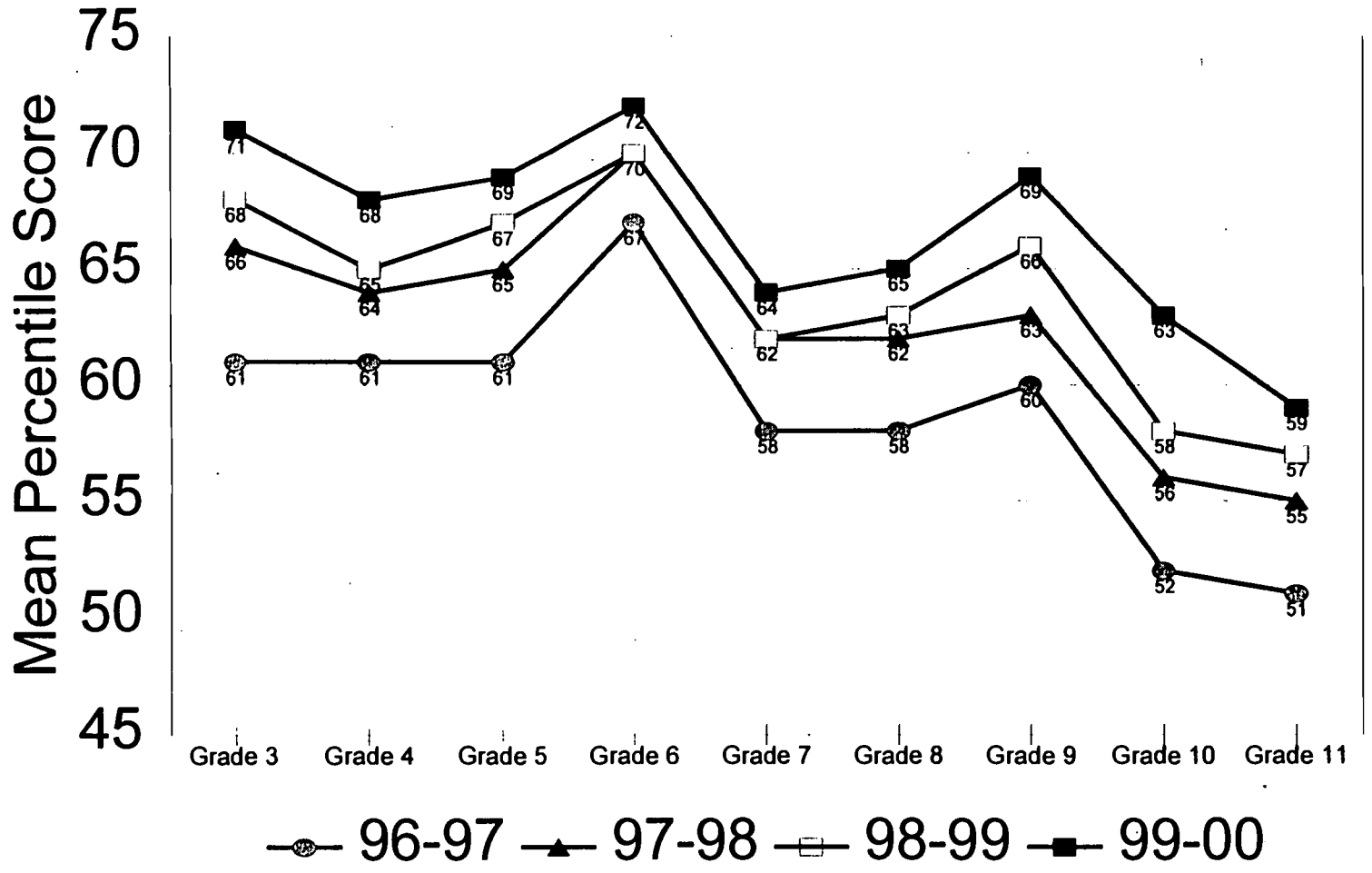
Stanford Achievement Tests

Total Reading



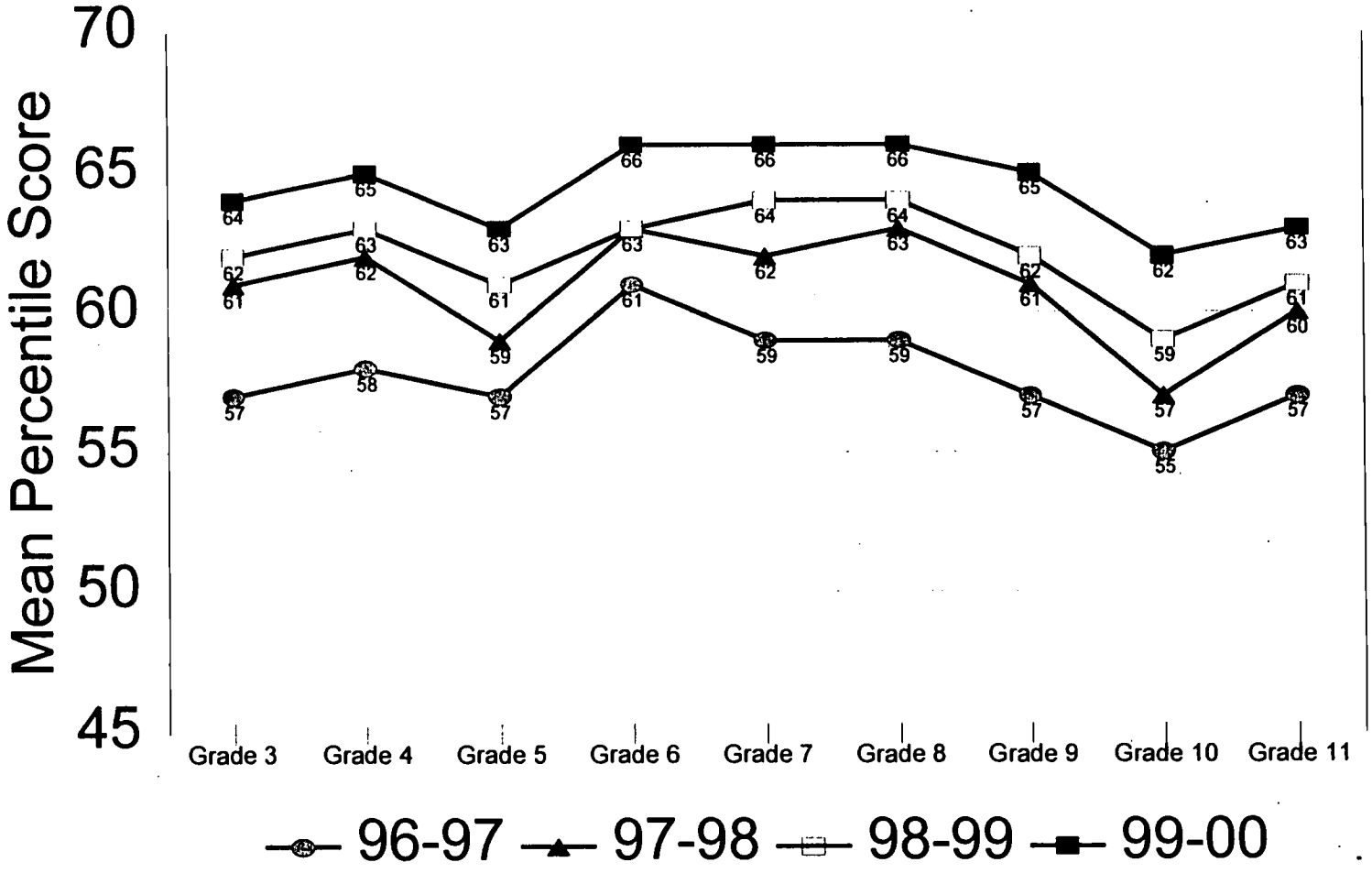
Stanford Achievement Tests

Total Mathematics



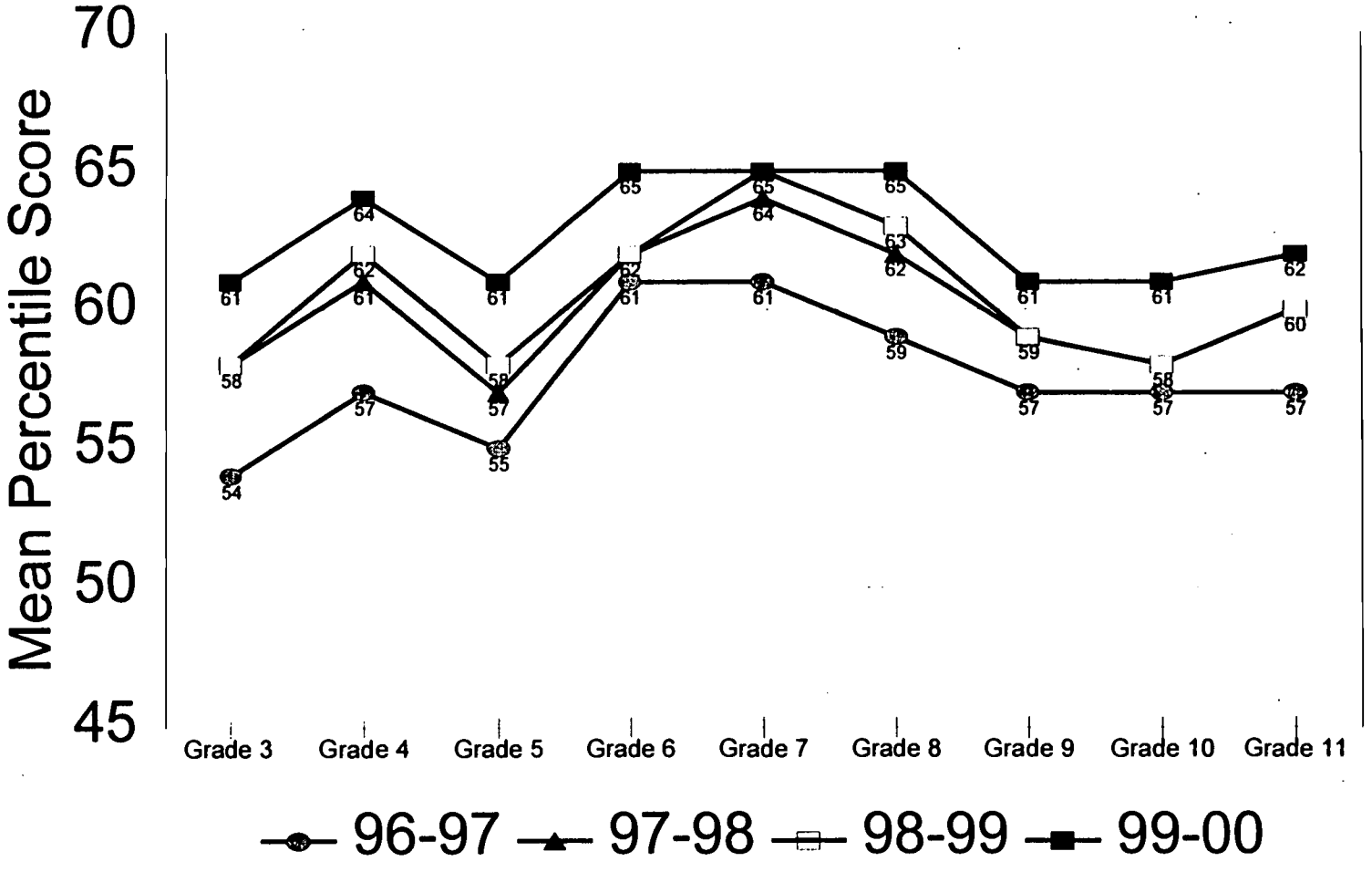
Stanford Achievement Tests

Language



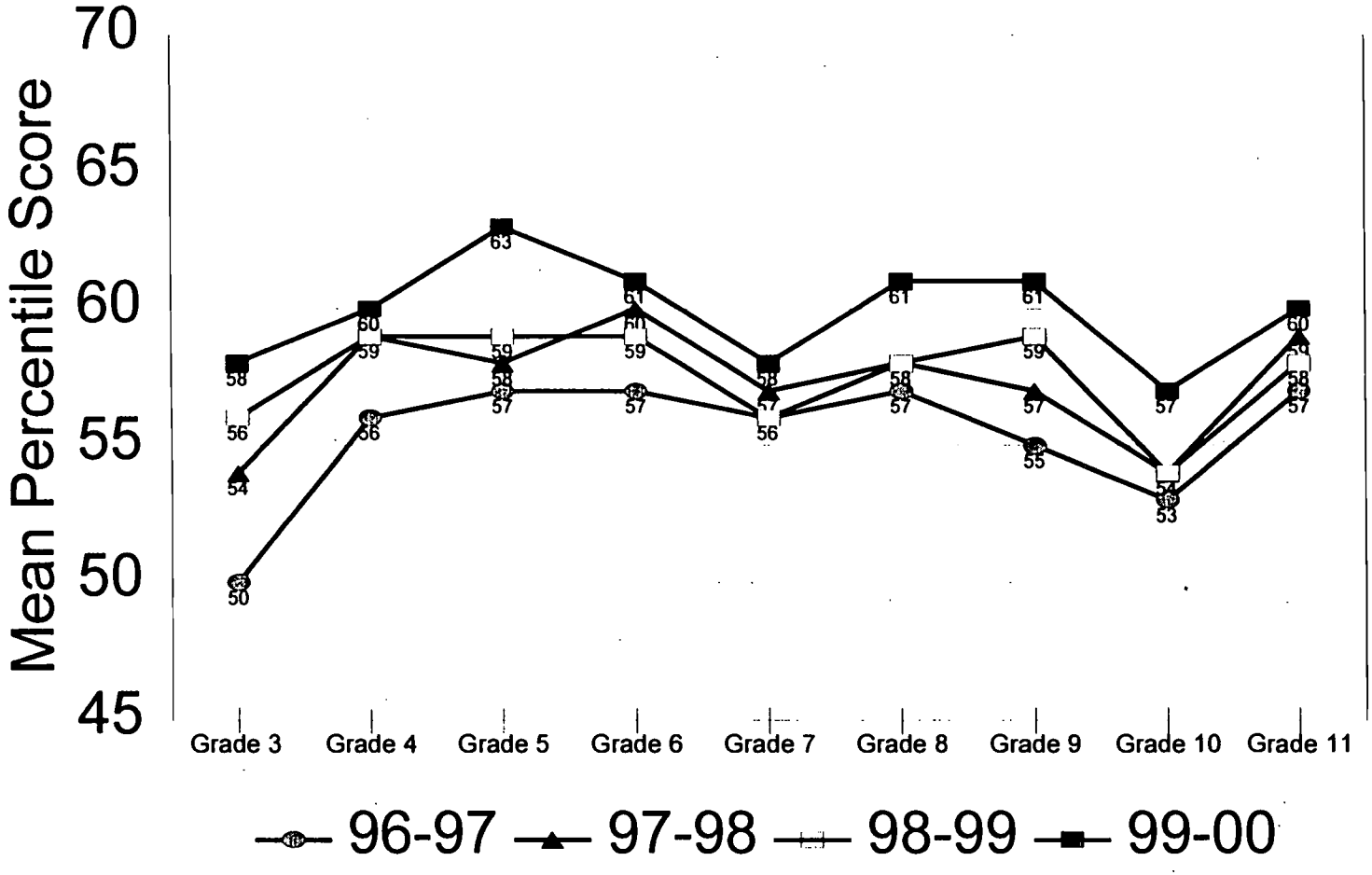
Stanford Achievement Tests

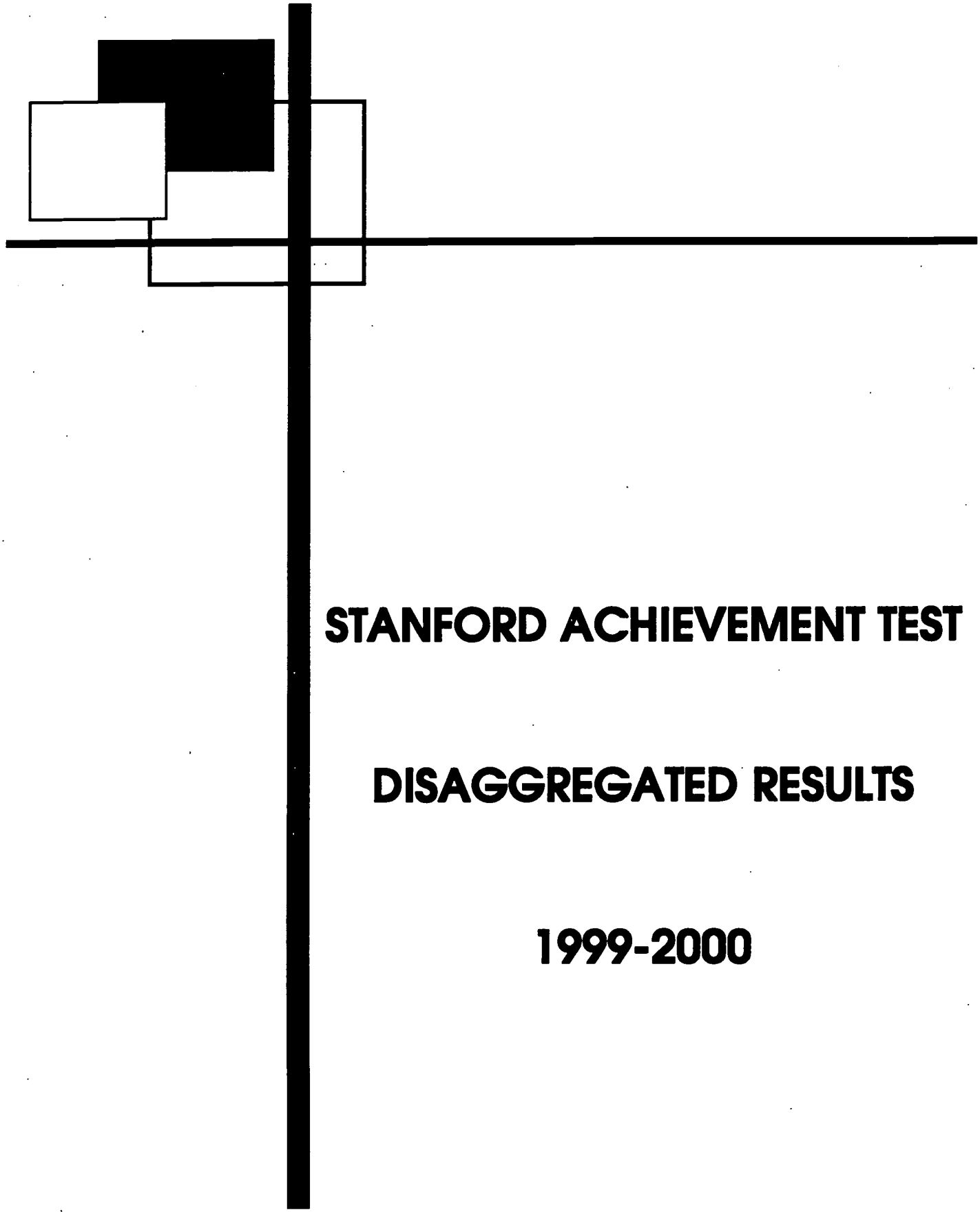
Science



Stanford Achievement Tests

Social Science





STANFORD ACHIEVEMENT TEST

DISAGGREGATED RESULTS

1999-2000

Stanford Achievement Test
Disaggregated Results
for 1999-2000

The following graphs report the mean percentile scores from the Stanford Achievement Test, Ninth Edition, for the 1999-00 school year by grade level, Total Basic Skills and content area. The data have been disaggregated into the following categories: standard conditions, non-standard conditions, special education students, and general education students.

Graphical representations for disaggregated results for special education students are presented for the following:

- Total Basic Skills,
- Total Reading,
- Total Mathematics,
- Language,
- Science, and
- Social Science.

Also, the disaggregated quartile report for grades 3-11 is included.

Definitions of the categories and terms used for the disaggregation are on the next page.

Definitions

Standard Conditions: The procedures for all educators and students to follow during the administration of a specific assessment. Student results can be compared by grade, school, or county when the assessment is administered under standard conditions

Non-Standard Conditions: The administration procedures have been changed to the extent that the standard testing conditions have not been maintained. This changes the nature of the assessment and what the test is measuring. Scores resulting from non-standard conditions are not aggregated with results from standard conditions. Although non-standard conditions invalidate the percentile and stanine scores, student responses to the test items are still valid.

General Education Students: Students, including the gifted and exceptional gifted, that are not in any type of special education program.

All Standard Students: Students, including the gifted and exceptional gifted, and those receiving specially designed instruction, as described in their IEPs, who took the test under standard conditions.

Special Education Standard: Students except gifted and exceptional gifted, receiving specially designed instruction, as described in their IEPs, who took the test under standard conditions.

Special Education Non-Standard: Students receiving specially designed instruction as described in their IEPs, who took the test under non-standard conditions.

Gifted: Students with exceptional intellectual abilities that are evidence of outstanding capability and require specially designed instruction and/or services beyond those normally provided by the school system. State code provides that gifted students in grades K-8 receive special education services as determined by an IEP.

Exceptional Gifted: State code stipulates that only gifted students in grades 9-12 who are identified as exceptional gifted receive special education services as determined by an IEP.

An exceptional gifted student is defined as:

A. A student identified as gifted who, as documented by a comprehensive psychological evaluation, also

(1) meets the criteria for one or more disabilities in Policy 2419; and/or
(2) is determined to be underachieving given the student's ability level and his/her academic performance and achievement levels; and/or
(3) is psychological adjustment disordered; and/or

B. A student identified as gifted who is determined to be economically disadvantaged as defined by local school district policies and procedures.

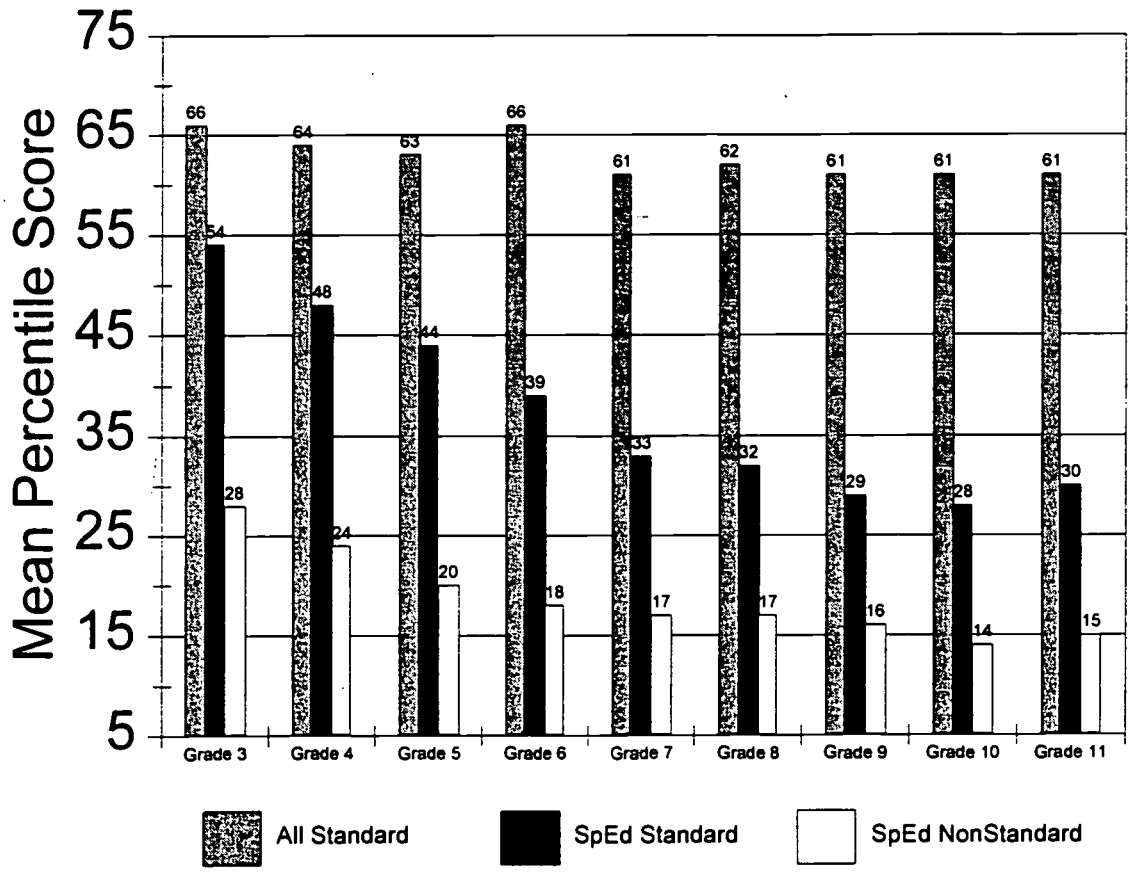
Note: Some students' scores have been included in the non-standard category even though these students took the SAT-9 under standard conditions. Students who have transferred into West Virginia schools during the school year and spent any part of the academic year in an out-of-state school do not have their scores aggregated with the rest of the students.

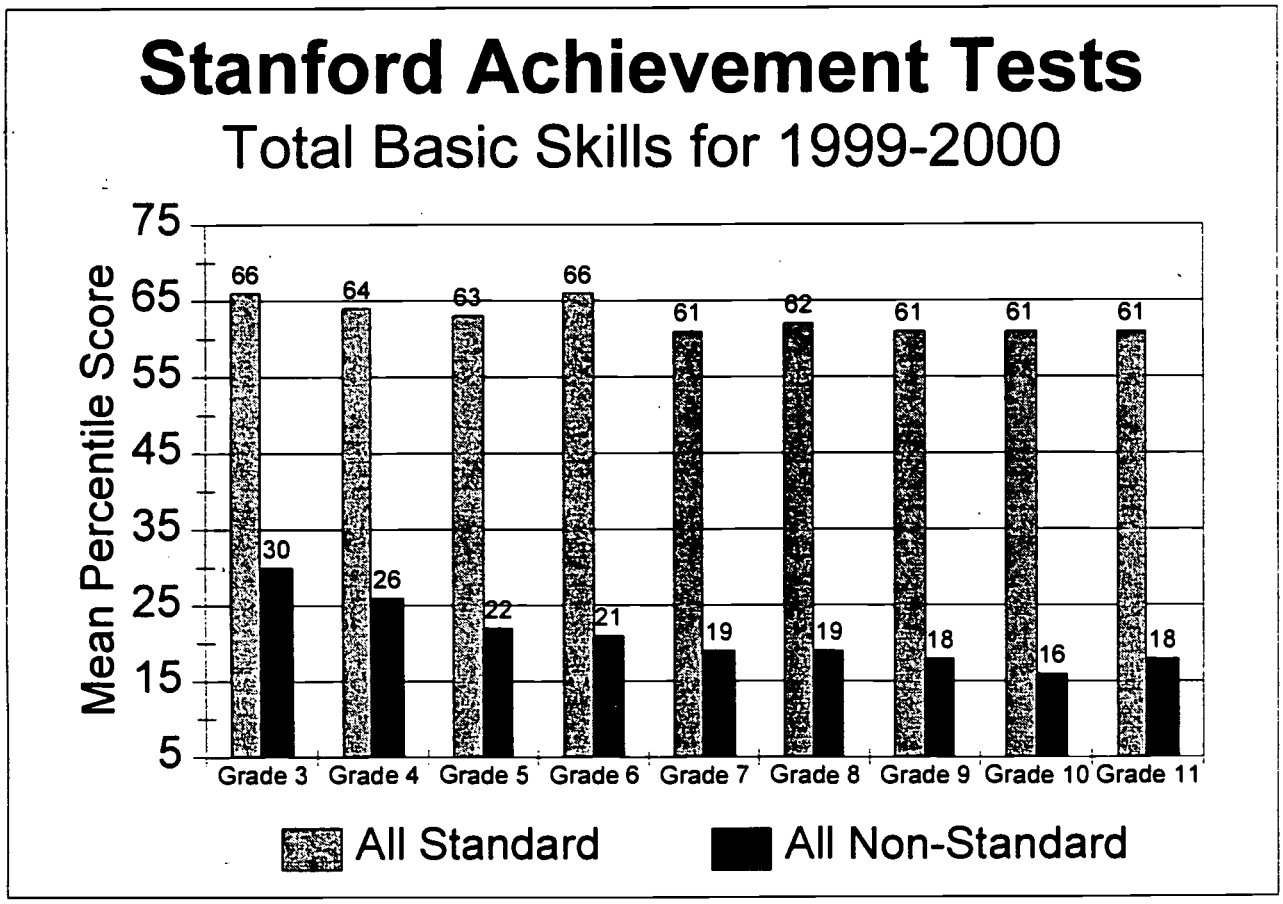
Refer to the following West Virginia Department of Education documents for additional information:

- General Questions and Answers: Normed -Referenced Testing (Updated April, 2000),
- Guidelines: Limited English Proficient Students for Testing in the SAT-9,
- Information on the West Virginia Statewide Assessment Program for Parents of Students with Disabilities,
- Students with Disabilities: Guidelines for Participation in the Statewide Assessment Program, or
- West Virginia Statewide Assessment Program: Stanford Achievement Test, Ninth Edition - Test Administration Manual.

Stanford Achievement Tests

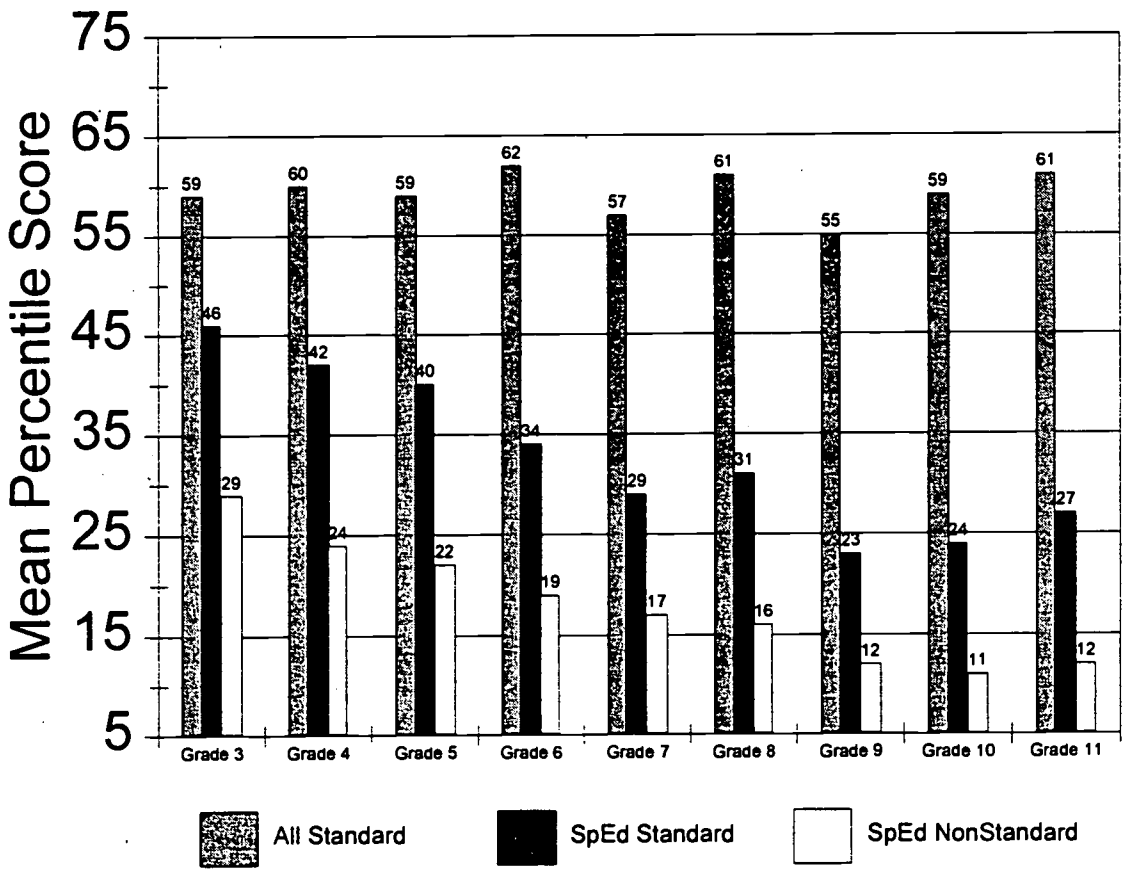
Total Basic Skills for 1999-2000

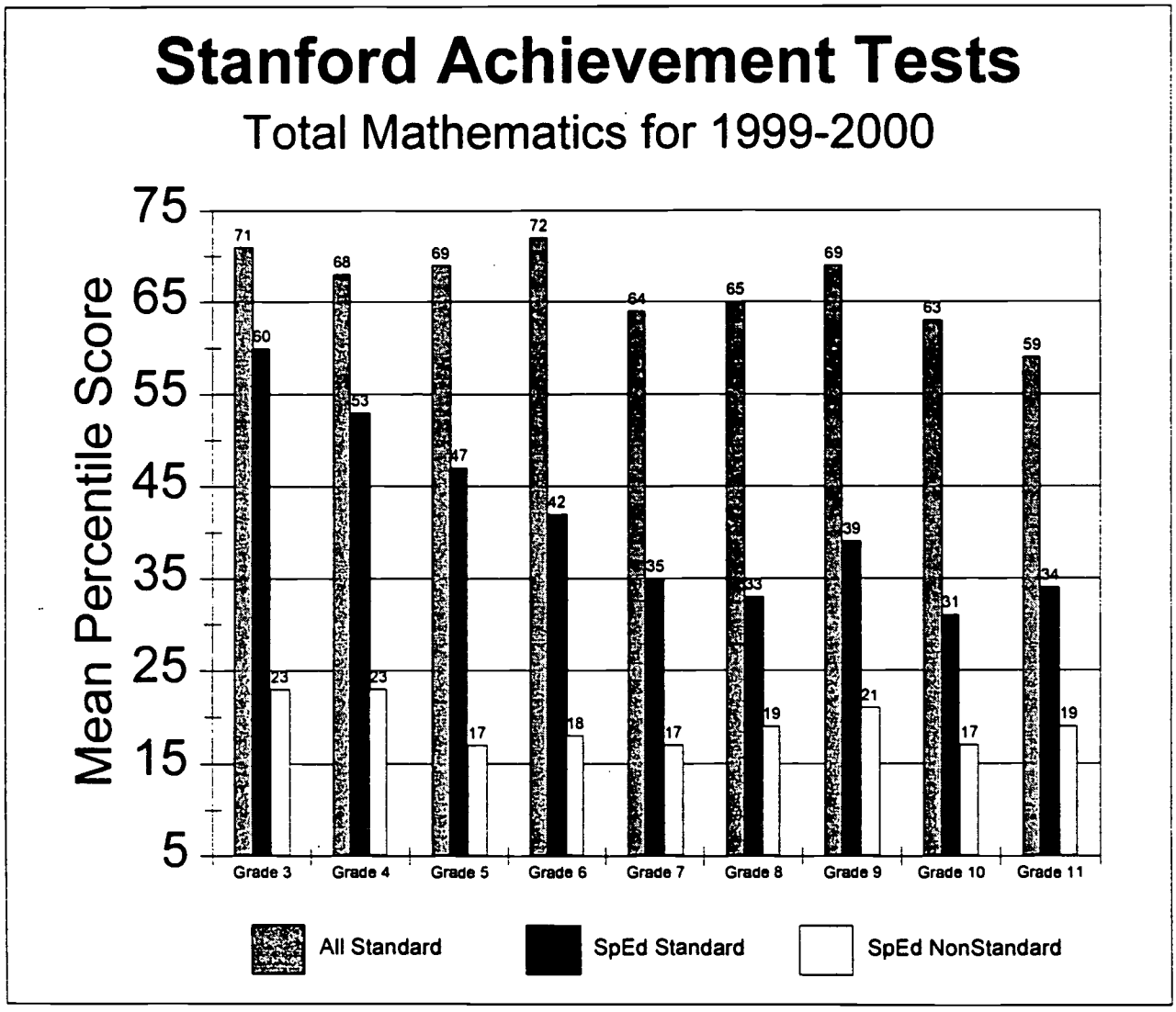



Stanford Achievement Tests
Total Basic Skills for 1999-2000
Mean Percentile Score
75
65
55
45
35
25
15
5
66
64
63
66
61
62
61
61
61
30
26
22
21
19
19
18
16
18
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
All Standard
All Non-Standard

Stanford Achievement Tests

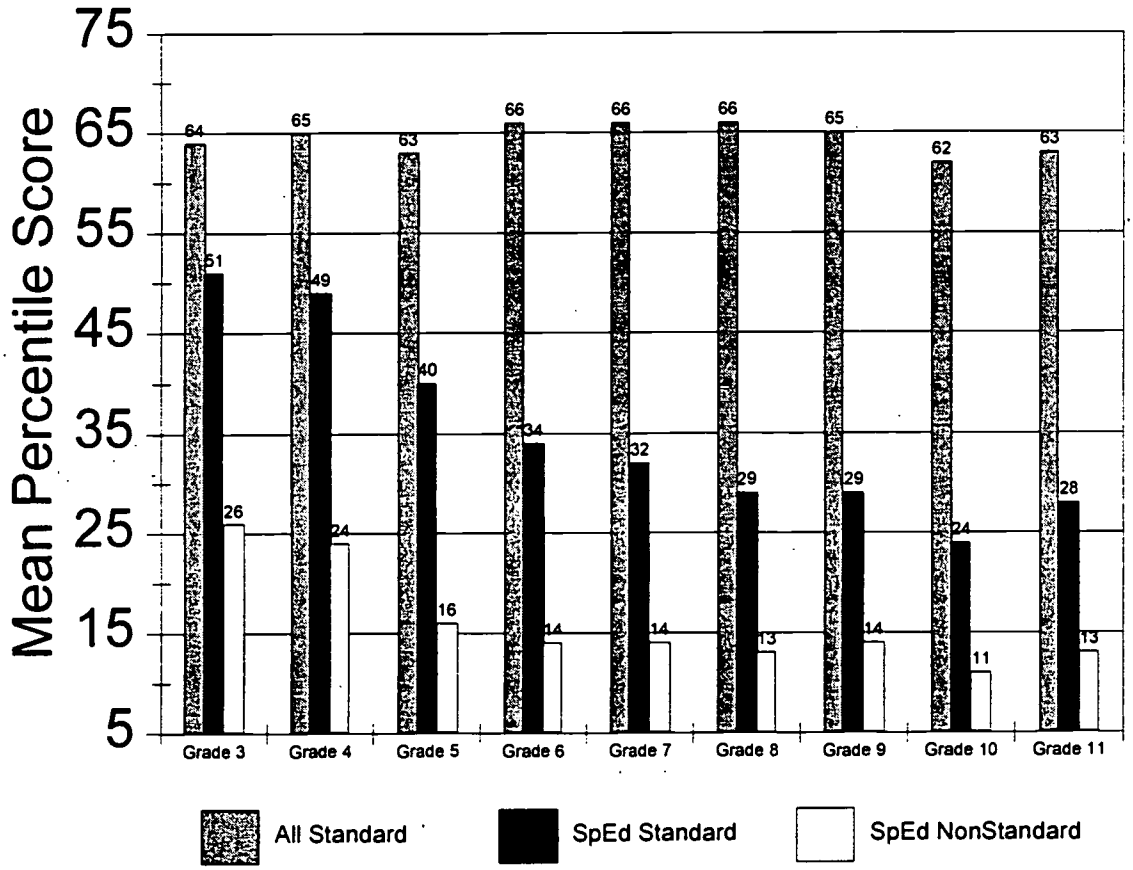
Total Reading for 1999-2000




Stanford Achievement Tests
Total Mathematics for 1999-2000
Mean Percentile Score
75
65
55
45
35
25
15
5
71
60
23
68
53
23
69
47
17
72
42
18
64
35
17
65
33
19
69
39
21
63
31
17
59
34
19
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
All Standard
SpEd Standard
SpEd NonStandard

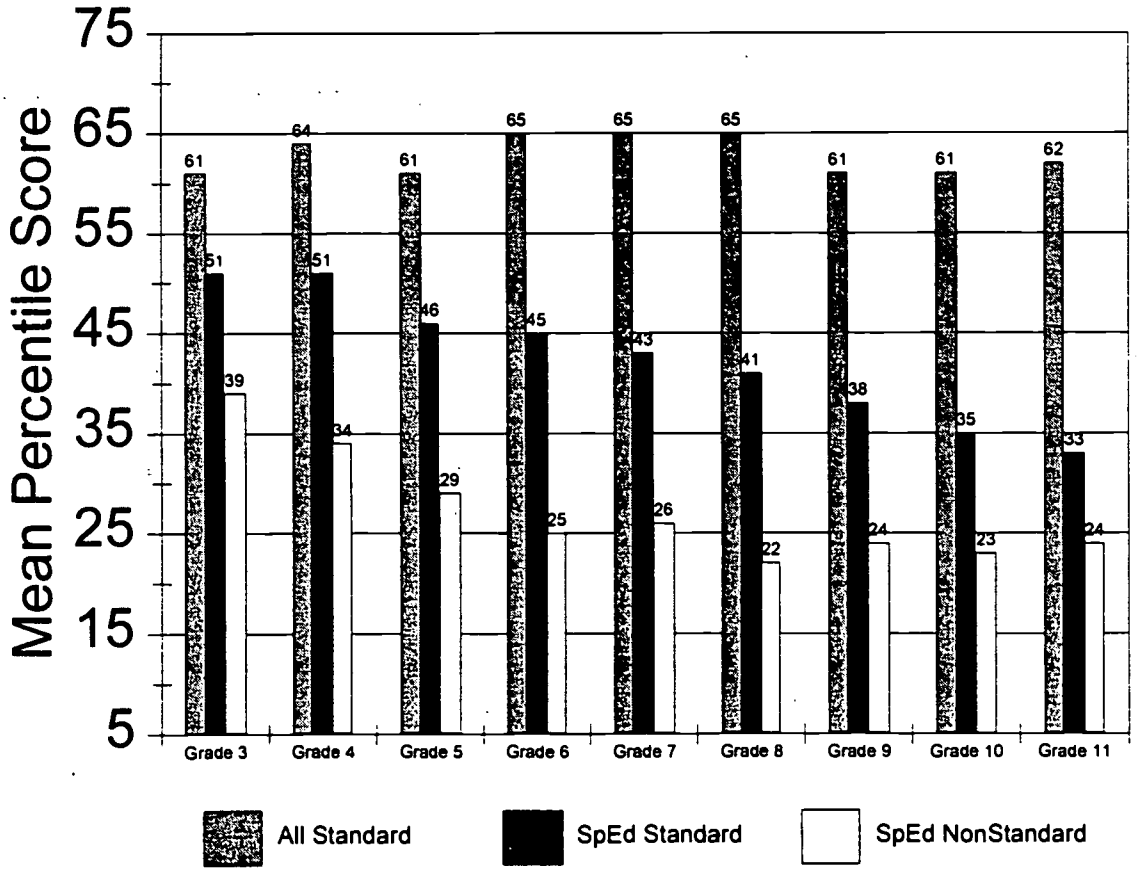
Stanford Achievement Tests

Language for 1999-2000



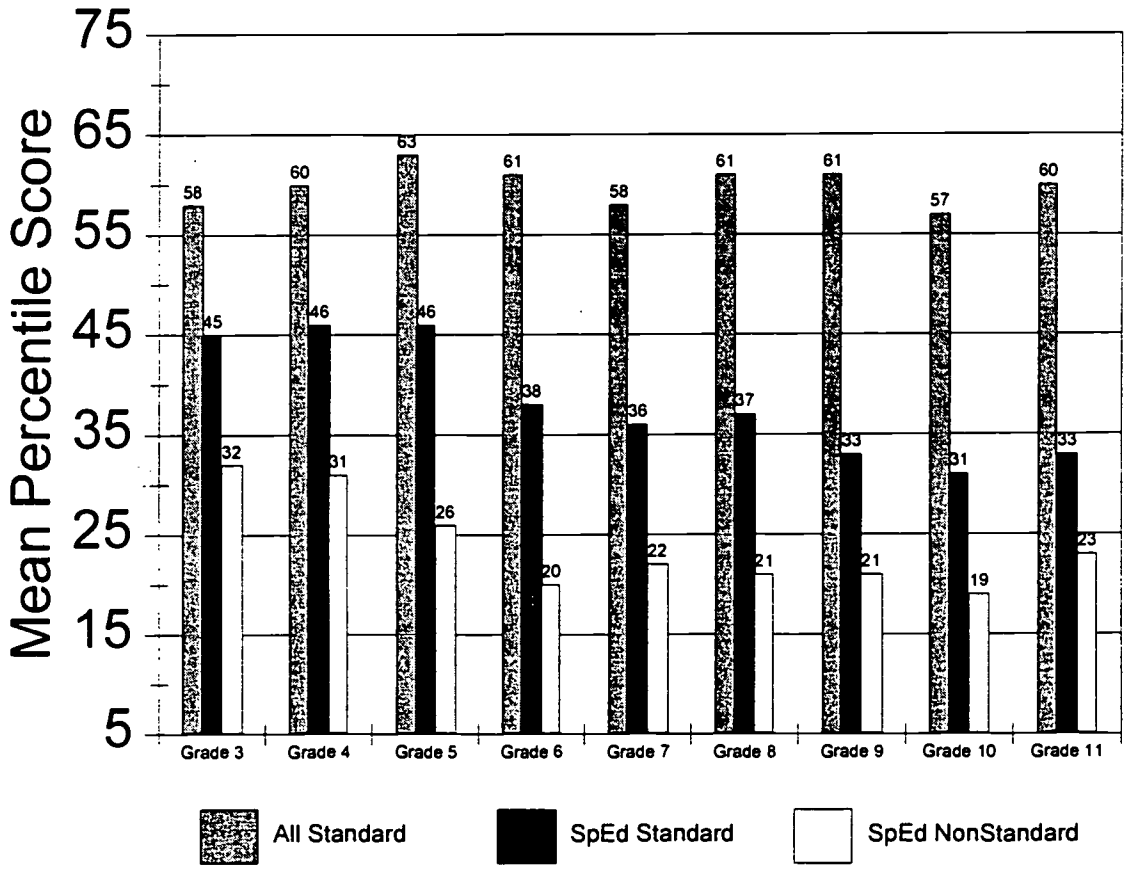
Stanford Achievement Tests

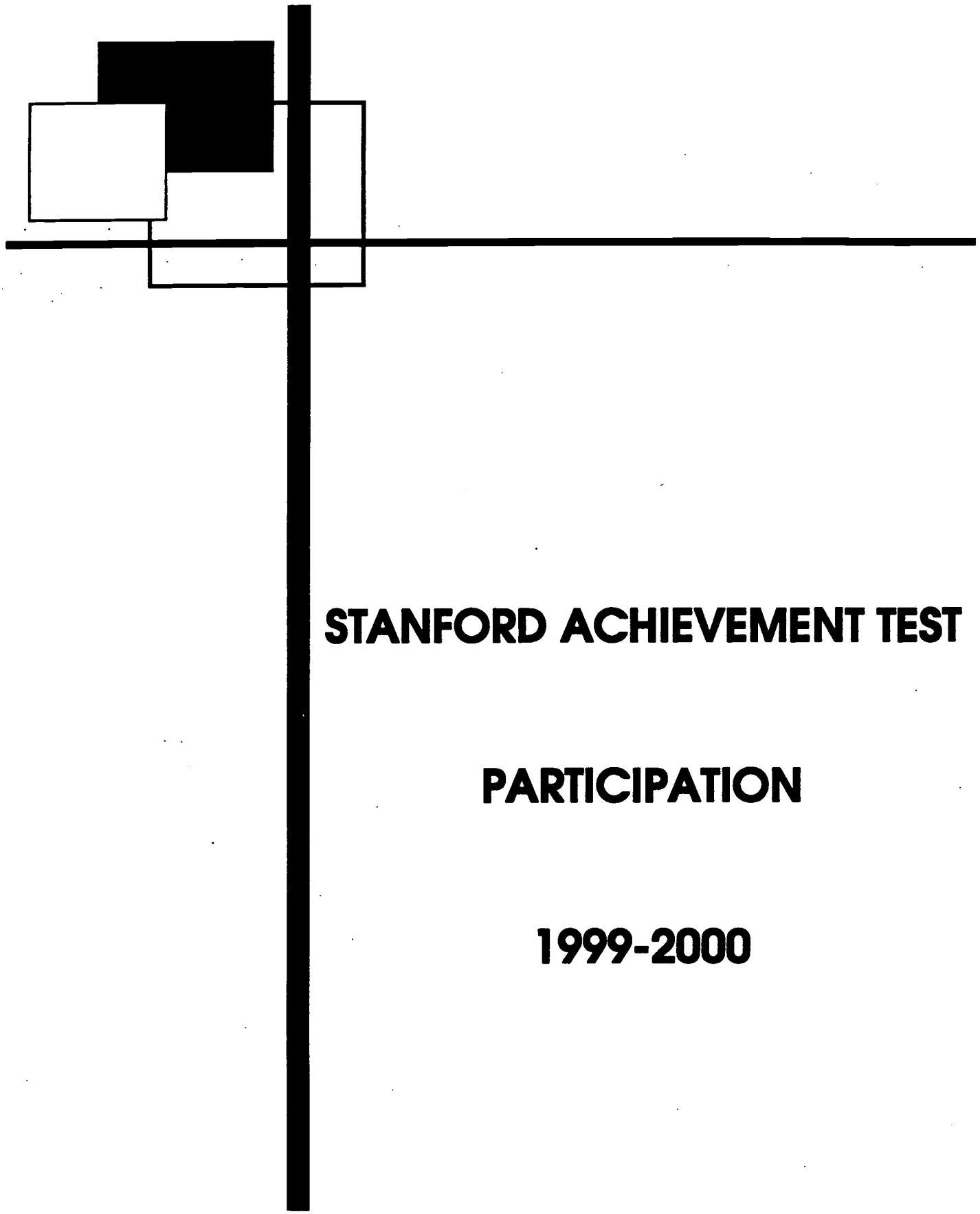
Science for 1999-2000



Stanford Achievement Tests

Social Science for 1999-2000





STANFORD ACHIEVEMENT TEST

PARTICIPATION

1999-2000

Stanford Achievement Test Participation for 1999-2000

Data have been disaggregated to report the participation and results of general education students (including gifted and exceptional gifted) and special education students (excluding gifted and exceptional gifted).

The following charts record these data:

- percent of students tested,
- percent of students tested under standard and non-standard conditions, and
- percent of special education students tested under standard and non-standard conditions.

As the data show, not all students have a Total Basic Skills score in the SAT-9. Students may not have completed all of the sections that composed Total Basic Skills – Total Reading, Total Mathematics, and Language. There are other reasons why students do not have Total Basic Skills or other test scores. These reasons include the following:

- absent during testing,
- moved during testing to another state,
- dropped out of school during testing, or
- could not take the SAT-9, even with accommodations and modifications. These students met the criteria for participation in the West Virginia Alternate Assessment or were exempted based on their level of English proficiency.

PERCENT TOTAL ENROLLMENT TESTED

SAT-9 Grades 3-11

1999-2000

COUNTY	TOTAL STUDENTS IN ENROLLMENT RECORDS	NUMBER TESTED	PERCENT TOTAL ENROLLMENT TESTED
Barbour	1816	1797	98.9
Berkeley	8835	8431	95.3
Boone	2973	2902	97.3
Braxton	1770	1736	98.1
Brooke	2541	2477	97.5
Cabell	8483	8152	96.0
Calhoun	924	916	99.0
Clay	1421	1355	95.3
Doddridge	884	863	97.5
Fayette	5047	4836	95.4
Gilmer	792	778	98.0
Grant	1326	1303	98.2
Greenbrier	3779	3665	96.9
Hampshire	2355	2257	95.0
Hancock	3164	3026	95.6
Hardy	1460	1434	97.8
Harrison	7837	7609	96.9
Jackson	3369	3285	97.5
Jefferson	4762	4593	96.3
Kanawha	19959	18746	94.7
Lewis	1887	1843	97.6
Lincoln	2648	2588	97.7
Logan	4256	4135	97.0
Marion	5930	5691	95.8
Marshall	3882	3801	97.8
Mason	2881	2800	97.1
Mercer	6292	6123	97.0

PERCENT TOTAL ENROLLMENT TESTED

SAT-9 Grades 3-11

1999-2000

COUNTY	TOTAL STUDENTS IN ENROLLMENT RECORDS	NUMBER TESTED	PERCENT TOTAL ENROLLMENT TESTED
Mineral	3195	3162	98.5
Mingo	3641	3556	97.5
Monongalia	6944	6711	96.5
Monroe	1311	1274	97.2
Morgan	1624	1595	97.8
McDowell	3282	3104	95.5
Nicholas	3151	3040	96.2
Ohio	4170	4044	97.0
Pendleton	849	823	96.7
Pleasants	883	863	97.5
Pocahontas	956	946	98.4
Preston	3392	3330	97.9
Putnam	6100	5866	96.0
Raleigh	8345	8160	97.7
Randolph	3235	3159	97.4
Ritchie	1165	1137	97.2
Roane	1906	1856	97.4
Summers	1149	1104	95.8
Taylor	1748	1714	97.9
Tucker	853	834	97.7
Tyler	1091	1079	98.4
Upshur	2803	2757	98.3
Wayne	5075	4948	97.1
Webster	1157	1146	98.5
Wetzel	2324	2280	98.1
Wirt	804	792	98.3
Wood	9568	9393	98.2
Wyoming	2963	2922	98.3
TOTAL	194957	188737	96.6

PARTICIPATION IN SAT-9

PERCENT STANDARD/NON-STANDARD GRADES 3 - 11

1999-2000

COUNTY	PERCENT GENERAL EDUCATION STANDARD	PERCENT GENERAL EDUCATION NON STANDARD	PERCENT SPECIAL EDUCATION STANDARD	PERCENT SPECIAL EDUCATION NON STANDARD
Barbour	79	1.0	8.6	11.9
Berkeley	83	1.8	7.8	7.1
Boone	79	0.7	4.9	15.5
Braxton	79	0.3	7.4	13.2
Brooke	84	1.3	5.1	9.3
Cabell	82	1.5	5.6	10.5
Calhoun	82	2.8	8.0	7.2
Clay	79	0.6	5.8	14.5
Doddridge	80	0.8	10.9	8.5
Fayette	84	3.1	2.2	11.2
Gilmer	80	0.5	4.9	14.7
Grant	79	1.2	6.4	13.7
Greenbrier	80	1.2	5.5	13.8
Hampshire	83	1.5	3.5	11.9
Hancock	84	2.0	6.7	7.1
Hardy	80	1.0	3.3	16.0
Harrison	84	2.3	4.0	10.1
Jackson	87	1.1	6.0	6.3
Jefferson	83	1.5	6.8	8.9
Kanawha	77	1.6	11.9	9.6
Lewis	81	0.9	7.9	10.6
Lincoln	73	4.3	4.6	18.3
Logan	84	1.2	4.4	10.7
Marion	86	1.1	4.8	7.7
Marshall	83	1.5	4.1	11.3
Mason	80	1.8	4.6	13.6
Mercer	78	4.5	5.0	12.9
Mineral	81	1.5	11.4	6.5
Mingo	80	1.4	4.6	13.7

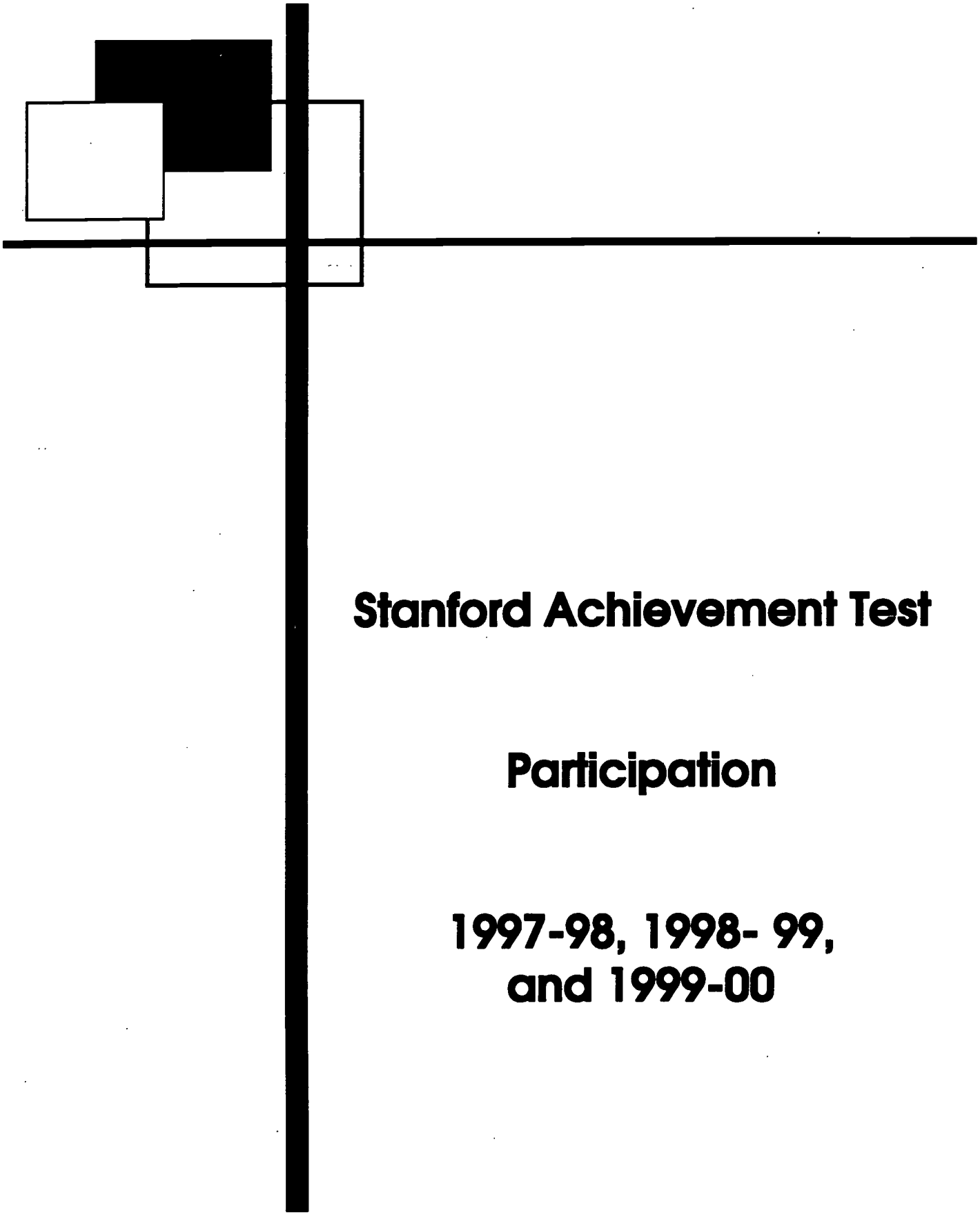
PARTICIPATION IN SAT-9
PERCENT STANDARD/NON-STANDARD GRADES 3 - 11
1999-2000

COUNTY	PERCENT GENERAL EDUCATION STANDARD	PERCENT GENERAL EDUCATION NON STANDARD	PERCENT SPECIAL EDUCATION STANDARD	PERCENT SPECIAL EDUCATION NON STANDARD
Monongalia	84	1.7	5.2	9.4
Monroe	82	0.4	5.7	12.3
Morgan	83	3.5	3.0	10.0
McDowell	74	1.3	2.2	22.4
Nicholas	82	1.3	6.1	11.0
Ohio	86	3.4	3.5	7.6
Pendleton	84	2.4	6.4	7.4
Pleasants	84	0.5	5.3	9.7
Pocahontas	84	2.0	4.3	9.7
Preston	80	0.5	6.7	13.3
Putnam	81	0.5	7.9	11.0
Raleigh	84	2.2	4.3	9.9
Randolph	83	0.6	5.8	10.3
Ritchie	80	0.6	5.2	14.3
Roane	82	1.4	2.9	13.6
Summers	79	2.1	3.2	15.4
Taylor	81	2.0	5.7	11.3
Tucker	88	0.0	7.6	4.0
Tyler	71	2.4	17.1	9.0
Upshur	81	0.6	6.9	11.1
Wayne	82	1.4	3.6	13.2
Webster	77	1.6	2.3	19.6
Wetzel	82	1.1	6.0	10.5
Wirt	83	1.4	2.4	13.5
Wood	86	1.4	7.1	5.5
Wyoming	80	1.0	3.0	15.9
STATE	82	1.7	6.1	10.7

PARTICIPATION IN SAT-9 ASSESSMENT

GRADES 3-11
1999-2000

COUNTY	Percent Within Special Ed Standard	Percent Within Special Ed Non-Standard	COUNTY	Percent Within Special Ed Standard	Percent Within Special Ed Non-Standard
Barbour	42.0	58.0	Mineral	63.6	36.4
Berkeley	52.1	47.9	Mingo	25.0	75.0
Boone	24.2	75.8	Monongalia	35.7	64.3
Braxton	35.8	64.2	Monroe	31.4	68.6
Brooke	35.6	64.4	Morgan	23.1	76.9
Cabell	34.6	65.4	McDowell	8.9	91.1
Calhoun	52.5	47.5	Nicholas	35.6	64.4
Clay	28.6	71.4	Ohio	31.5	68.5
Doddridge	56.3	43.7	Pendleton	46.5	53.5
Fayette	16.1	83.9	Pleasants	35.4	64.6
Gilmer	25.0	75.0	Pocahontas	30.8	69.2
Grant	31.7	68.3	Preston	33.5	66.5
Greenbrier	28.5	71.5	Putnam	41.9	58.1
Hampshire	22.7	77.3	Raleigh	30.5	69.5
Hancock	48.6	51.4	Randolph	36.0	64.0
Hardy	17.3	82.7	Ritchie	26.6	73.4
Harrison	28.5	71.5	Roane	17.6	82.4
Jackson	48.8	51.2	Summers	17.1	82.9
Jefferson	43.2	56.8	Taylor	33.4	66.6
Kanawha	55.3	44.7	Tucker	65.6	34.4
Lewis	42.8	57.2	Tyler	65.6	34.4
Lincoln	20.1	79.9	Upshur	38.2	61.8
Logan	29.2	70.8	Wayne	21.6	78.4
Marion	38.5	61.5	Webster	10.4	89.6
Marshall	26.5	73.5	Wetzel	36.4	63.6
Mason	25.3	74.7	Wirt	15.1	84.9
Mercer	27.8	72.2	Wood	56.4	43.6
			Wyoming	15.7	84.3



Stanford Achievement Test

Participation

1997-98, 1998- 99, and 1999-00

PERCENT TOTAL STUDENTS IN ENROLLMENT WITH SAT-9 RESULTS

(Grades 3-11)

COUNTY	1997- 98	1998 - 99	1999-00
Barbour	98	99.0	98.9
Berkeley	95	94.3	95.3
Boone	95	97.2	97.3
Braxton	93	97.8	98.1
Brooke	97	97.6	97.5
Cabell	94	95.2	96.0
Calhoun	96	99.2	99.0
Clay	94	96.2	95.3
Doddridge	97	96.5	97.5
Fayette	93	94.9	95.4
Gilmer	98	99.3	98.0
Grant	99	99.2	98.2
Greenbrier	95	96.4	96.9
Hampshire	97	96.5	95.0
Hancock	94	95.7	95.6
Hardy	91	97.7	97.8
Harrison	94	95.1	96.9
Jackson	96	96.4	97.5
Jefferson	97	96.5	96.3
Kanawha	92	93.8	94.7
Lewis	98	98.5	97.6
Lincoln	96	97.0	97.7
Logan	*--	97.5	97.0
Marion	96	95.9	95.8
Marshall	98	97.9	97.8
Mason	98	96.9	97.1
Mercer	96	96.9	97.0

* Score sheets lost in mail.

PERCENT TOTAL STUDENTS IN ENROLLMENT WITH SAT-9 RESULTS
(Grades 3-11)

COUNTY	1997-98	1998-99	1999-00
Mineral	95	97.7	98.5
Mingo	98	97.6	97.5
Monongalia	95	95.6	96.5
Monroe	97	95.8	97.2
Morgan	97	97.2	97.8
McDowell	83	94.6	95.5
Nicholas	95	95.5	96.2
Ohio	97	96.9	97.0
Pendleton	95	97.2	96.7
Pleasants	97	98.2	97.5
Pocahontas	98	97.1	98.4
Preston	97	98.6	97.9
Putnam	95	96.5	96.0
Raleigh	97	97.5	97.7
Randolph	92	96.7	97.4
Ritchie	96	95.9	97.2
Roane	97	97.2	97.4
Summers	97	96.8	95.8
Taylor	97	98.4	97.9
Tucker	98	97.2	97.7
Tyler	98	98.8	98.4
Upshur	93	97.9	98.3
Wayne	93	95.1	97.1
Webster	98	96.2	98.5
Wetzel	96	97.4	98.1
Wirt	99	96.8	98.3
Wood	98	98.0	98.2
Wyoming	96	97.3	98.2
TOTAL	95*	96.3	96.6

* Includes lost score sheets.

PARTICIPATION IN SAT-9 ASSESSMENT

GRADES 3-11
PERCENT WITHIN SPECIAL EDUCATION
STANDARD CONDITIONS

COUNTY	1997-98*	1998-99**	1999-00***
Barbour	39	21	42.0
Berkeley	61	47	52.1
Boone	33	20	24.2
Braxton	51	42	35.8
Brooke	53	40	35.6
Cabell	52	41	34.6
Calhoun	58	62	52.5
Clay	47	33	28.6
Doddridge	48	34	56.3
Fayette	44	37	16.1
Gilmer	30	29	25.0
Grant	36	33	31.7
Greenbrier	45	36	28.5
Hampshire	64	26	22.7
Hancock	51	49	48.6
Hardy	73	24	17.3
Harrison	59	34	28.5
Jackson	75	55	48.8
Jefferson	64	48	43.2
Kanawha	54	34	55.3
Lewis	45	30	42.8
Lincoln	31	23	20.1
Logan	54	35	29.2
Marion	64	45	38.5
Marshall	62	29	26.5
Mason	26	22	25.3
Mercer	34	20	27.8

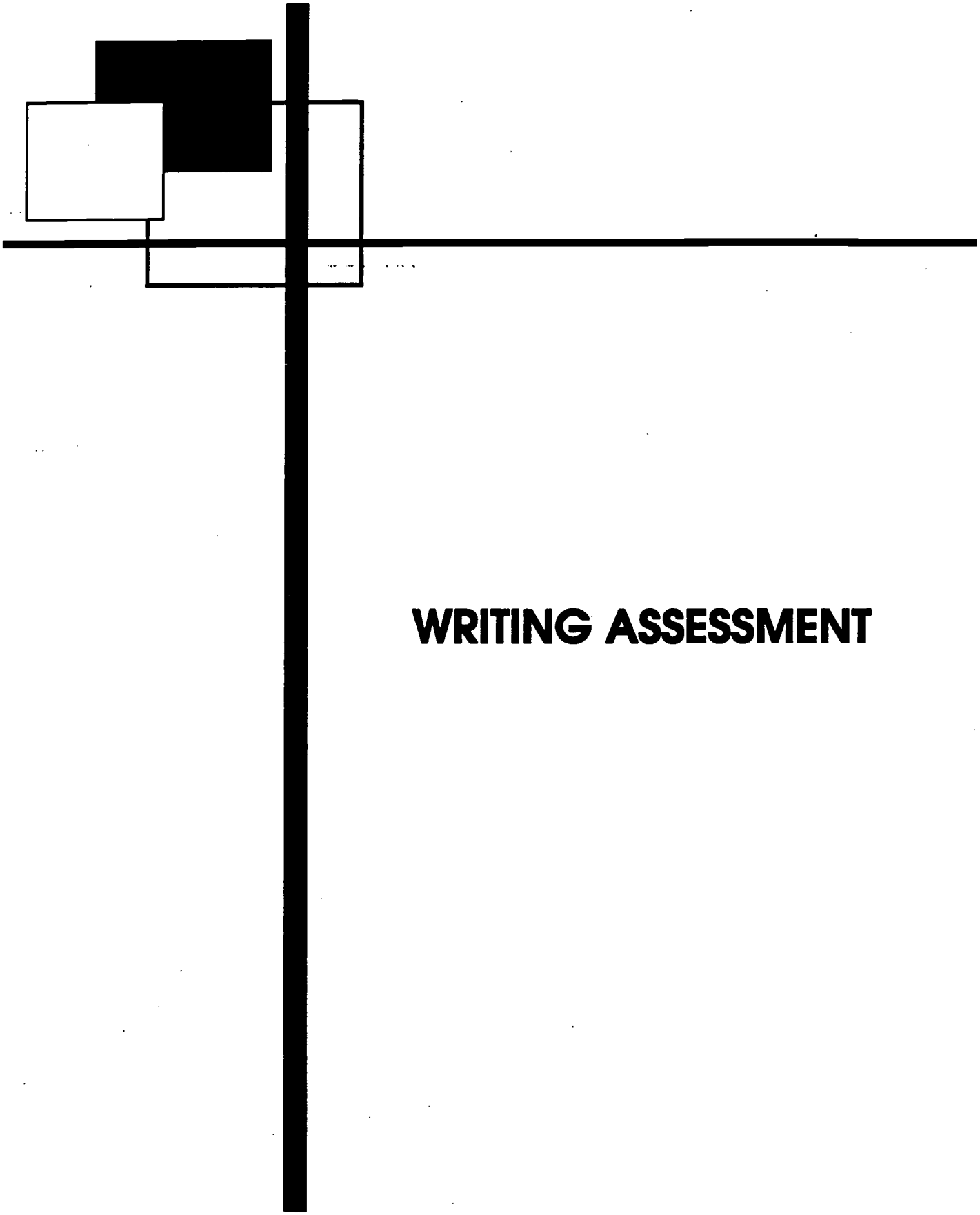
*Includes gifted and exceptional gifted.
**Does not include gifted and exceptional gifted
***Does not include gifted and exceptional gifted

PARTICIPATION IN SAT-9 ASSESSMENT

GRADES 3-11
PERCENT WITHIN SPECIAL EDUCATION
STANDARD CONDITIONS

COUNTY	1997-98*	1998-99**	1999-00***
Mineral	82	59	63.6
Mingo	24	24	25.0
Monongalia	69	49	35.7
Monroe	37	30	31.4
Morgan	85	49	23.1
McDowell	36	9	8.9
Nicholas	64	54	35.6
Ohio	46	30	31.5
Pendleton	79	62	46.5
Pleasants	82	44	35.4
Pocahontas	62	30	30.8
Preston	46	33	33.5
Putnam	49	43	41.9
Raleigh	45	31	30.5
Randolph	59	43	36.0
Ritchie	73	36	26.6
Roane	29	18	17.6
Summers	50	19	17.1
Taylor	51	37	33.4
Tucker	66	48	65.6
Tyler	62	49	65.6
Upshur	57	51	38.2
Wayne	38	26	21.6
Webster	29	20	10.4
Wetzel	52	49	36.4
Wirt	35	24	15.1
Wood	75	63	56.4
Wyoming	21	18	15.7
TOTAL	53	36	36.5

*Includes gifted and exceptional gifted.
**Does not include gifted and exceptional gifted
***Does not include gifted and exceptional gifted



WRITING ASSESSMENT

West Virginia Writing Assessment

The West Virginia Writing Assessment provides information to teachers, students, administrators and the public regarding the writing abilities of students in grades 4, 7 and 10. This performance assessment is based on a written response to a writing prompt. One prompt for each grade is given to 4th, 7th and 10th grade students. Students in the 4th grade write a first draft within a 45 minute time period during the morning and are asked to edit, revise and write a final draft later in the day during another 45 minute time period. In grades 7 and 10, students are asked to plan, write a first draft, revise, edit, proofread and write a final draft within a 60 minute period of time.

A modified holistic scoring based on a rubric with a numeric scale is used to score the writing samples. Holistic scoring involves judging a piece of writing for its "whole" or total effect. Score points range from 4 to 1, with 4 being the highest. An "N" is used when a composition cannot be understood, is illegible, or a student refused to take the test. In grades 7 and 10, an "N" is also used if there is an insufficient amount of writing. In addition to the numeric score, students are provided with analytic statements defining strengths and weaknesses in specific areas (organization, development, sentence formation, word usage and mechanics).

Writing Assessment Data
1996-97, 1997-98, 1998-99 and 1999-00

The following tables indicate the number of students who participated in the Writing Assessment, their scores and the percent of students who scored within each designated scoring category for grades 4, 7 and 10. Also, a scoring rubric for these grades is included with the charts.

Information provided is as follows:

- Fourth Grade Writing Assessment Results,
- Fourth Grade Modified Holistic Scoring Criteria,
- Fourth Grade Test Analytics Scale,
- Seventh Grade Writing Assessment Results,
- Tenth Grade Writing Assessment Results,
- Seventh and Tenth Grade Modified Holistic Scoring Criteria, and
- Seventh and Tenth Grade Test Analytics Scale.

WRITING ASSESSMENT
FOURTH GRADE

	1996-1997		1997-1998		1998-1999		1999-2000	
SCORES	FR	PR	FR	PR	FR	PR	FR	PR
4.0	101	1	248	1	207	1	348	2
3.5	373	2	610	3	466	3	689	4
3.0	1152	6	1634	9	1170	7	2129	12
2.5	2693	14	2855	16	2331	13	2883	16
2.0	9333	50	7998	45	7275	41	8526	46
1.5	3141	17	2656	15	3277	18	2123	12
1.0	1767	9	2856	10	3051	17	1616	9
N	107	1	71	0	160	1	96	1

School Year	Total Frequency	Average State Score
1996-1997	18667	2.0
1997-1998	17927	2.07
1998-1999	17937	1.93
1999-2000	19410	2.14

FR = Frequency, number of students
PR = Percent of students scoring within the designated category
Total Frequency = Total number of students participating in the Writing Assessment

WEST VIRGINIA STATEWIDE TESTING PROGRAM
FOURTH GRADE WRITING ASSESSMENT
MODIFIED HOLISTIC SCORING CRITERIA

4	3	2	1	ANALYTICS
The composition has a beginning, middle and end.	The composition has a beginning, middle and end.	The composition may lack a beginning, middle or end.	The composition is disorganized and difficult to follow.	O - Organization
The composition is focused and easy to follow with a logical progression of ideas.	The composition is focused and easy to follow.	The composition may lack focus and is difficult to follow.	The composition lacks focus and is difficult to follow.	O - Organization
The composition has transitional words.	The composition has some evidence of transitional words.	The composition may lack transitional words.	The composition lacks transitional words.	O - Organization
The composition addresses the assigned topic.	The composition addresses the assigned topic.	The composition addresses the assigned topic.	The composition attempts to address the assigned topic.	D - Development
The composition has sufficient details relating to the topic.	The composition has sufficient details relating to the topic.	The composition may lack sufficient details relating to the topic.	The composition lacks sufficient details relating to the topic.	D - Development
			The composition has an insufficient amount of writing.	D - Development
The sentences are complete, varied and to the point.	There are complete sentences with some degree of variety.	There may be incomplete and fused sentences.	The composition contains incomplete or fused sentences.	S - Sentence Formation
The diction is vivid and to the point with clear word choice.	The diction is to the point.	The diction may be wordy, repetitive, or inadequate.	The diction is vague, wordy, inadequate or inappropriate.	W - Word Usage
Errors in Standard Written English may occur but do not detract from the overall impression of the composition.	Errors in Standard Written English do not substantially detract from the overall impression of the composition.	Errors in Standard Written English are frequent and serious enough to detract from the overall impression of the composition.	There are serious and consistent violations of the conventions of Standard Written English.	M - Mechanics

"N" PAPER
ANALYTICS

N1 The composition cannot be understood.
or
N2 The composition is illegible.
or
N3 The student refused to take the test.

GRADE FOUR
TEST ANALYTICS SCALE

POSITIVES	NEGATIVES
O. ORGANIZATION	
1. Has a beginning, middle and end	1. Lacks a beginning, middle and end
2. Has unified paragraphing	2. Does not have unified paragraphing
3. Has transitional words	3. Does not have transitional words
4. Has focus and is easy to follow	4. Does not have focus and is difficult to follow
D. DEVELOPMENT	
1. Has sufficient support (reasons, comparisons, etc.)	1. Has insufficient support (reasons, comparisons, etc.)
2. Has sufficient details relating to the topic (examples, incidents, reasons, comparisons, etc.)	2. Lacks sufficient details relating to the topic (examples, incidents, comparisons, etc.)
	3. Lacks sufficient amount of writing
	4. Although your paper has been scored, it does not address the topic.
S. SENTENCE FORMATION	
1. Has sentence variety	1. Does not have sentence variety
2. Has correct and complete sentences	2. Does not have correct and complete sentences
	3. Has run-on sentences
W. WORD USAGE	
1. Is vivid and to the point	1. Is not vivid and to the point
2. Uses correct grammar	2. Does not use correct grammar
3. Has clear word choice	3. Repetitive and/or rambling
M. MECHANICS	
1. Has correct capitalization	1. Has incorrect capitalization
2. Has correct punctuation	2. Has incorrect punctuation
3. Has correct spelling	3. Has incorrect spelling

(N) NON-SCOREABLE PAPERS

N1. INCOHERENT
Your composition cannot be understood.

N2. ILLEGIBLE
Your handwriting was so poor that the scorers could not read your paper to score it.

N3. REFUSED TO TAKE TEST
Although we have an answer sheet for you, it was blank or could not be scored.

WRITING ASSESSMENT
Seventh Grade

	1996-1997		1997-1998		1998-1999		1999-2000	
SCORES	FR	PR	FR	PR	FR	PR	FR	PR
4.0	199	1	180	1	146	1	133	1
3.5	550	3	368	2	412	2	318	2
3.0	2017	11	1659	9	1534	8	1450	8
2.5	3342	17	2707	14	2819	15	2727	15
2.0	11047	58	10870	58	1101	60	11233	62
1.5	967	5	1528	8	1230	7	1312	7
1.0	349	2	764	4	433	2	441	2
N	710	4	782	4	706	4	430	2

School Year	Total Frequency	Average State Score
1996-1997	19181	2.22
1997-1998	18858	2.13
1998-1999	18297	2.16
1999-2000	18044	2.14

FR = Frequency, number of students
PR = Percent of students scoring within the designated category
Total Frequency = Total number of students participating in the Writing Assessment

WRITING ASSESSMENT
Tenth Grade

	1996-1997		1997-1998		1998-1999		1999-2000	
SCORES	FR	PR	FR	PR	FR	PR	FR	PR
4.0	270	1	326	2	456	3	397	2
3.5	546	3	632	3	832	5	768	5
3.0	2110	11	2253	12	2824	16	2947	18
2.5	3076	16	3234	17	3596	20	3625	22
2.0	12029	63	11384	59	9292	52	8147	48
1.5	596	3	717	4	400	2	516	3
1.0	206	1	239	1	125	1	150	1
N	415	2	462	2	396	2	279	2

School Year	Total Frequency	Average State Score
1996-1997	19288	2.24
1997-1998	19247	2.26
1998-1999	17921	2.37
1999-2000	16389	2.38

FR = Frequency, number of students
PR = Percent of students scoring within the designated category
Total Frequency = Total number of students participating in the Writing Assessment

WEST VIRGINIA STATEWIDE TESTING PROGRAM
SEVENTH AND TENTH GRADE WRITING ASSESSMENT
MODIFIED HOLISTIC SCORING CRITERIA

4	3	2	1	ANALYTICS
The composition has a beginning, middle and end.	The composition has a beginning, middle and end.	The composition may lack a beginning, middle or end.	The composition is disorganized and difficult to follow.	O - Organization
The composition is focused and easy to follow with a logical progression of ideas.	The composition is focused and easy to follow.	The composition may lack focus and is difficult to follow.	The composition lacks focus and is difficult to follow.	O - Organization
The composition has transitional words.	The composition has some evidence of transitional words.	The composition may lack transitional words.	The composition lacks transitional words.	O - Organization
The composition addresses the assigned topic.	The composition addresses the assigned topic.	The composition addresses the assigned topic.	The composition attempts to address the assigned topic.	D - Development
The composition has sufficient details relating to the topic.	The composition has sufficient details relating to the topic.	The composition may lack sufficient details relating to the topic.	The composition lacks sufficient details relating to the topic.	D - Development
The sentences are complete, varied and to the point.	There are complete sentences with some degree of variety.	There may be incomplete and fused sentences.	The composition contains incomplete or fused sentences.	S -Sentence Formation
The diction is vivid and to the point with clear word choice.	The diction is to the point.	The diction may be wordy, repetitive, or inadequate.	The diction is vague, wordy, inadequate or inappropriate.	W - Word Usage
Errors in Standard Written English may occur but do not detract from the overall impression of the composition.	Errors in Standard Written English do not substantially detract from the overall impression of the composition.	Errors in Standard Written English are frequent and serious enough to detract from the overall impression of the composition.	There are serious and consistent violations of the conventions of Standard Written English.	M - Mechanics

"N" PAPER
ANALYTICS

1 The composition incoherent
or
2 The composition is illegible
or
3 The composition contains an insufficient amount of writing
or
4 The student refused to take the test

GRADES SEVEN AND TEN
TEST ANALYTICS SCALE

POSITIVES	NEGATIVES
O. ORGANIZATION	
1. Has a beginning, middle and end	1. Lacks a beginning, middle or end
2. Has clear and logical progression of ideas	2. Does not have clear and logical progression of idea
3. Has unified paragraphing	3. Lacks correct paragraphing
4. Has transition	4. Does not have transition
D. DEVELOPMENT	
1. Has sufficient relevant support (examples, incidents, reasons, comparisons, etc.)	1. Has insufficient relevant details (examples, incidents, reasons, comparisons, etc.) 2. Includes irrelevant details
S. SENTENCE FORMATION	
1. Has sentence variety	1. Does not have sentence variety
2. Has correct and complete sentences	2. Has sentence fragments
	3. Has run-on sentences
W. WORD USAGE	
1. Has precision and clarity of word choice	1. Does not have precision and clarity of word choice (vague, repetitive, incorrect, inappropriate)
2. Has vivid diction	2. Does not have vivid diction
	3. Has simplistic diction
M. MECHANICS	
1. Has correct capitalization	1. Has errors in capitalization
2. Has correct punctuation	2. Has errors in punctuation
3. Has correct spelling	3. Has errors in spelling

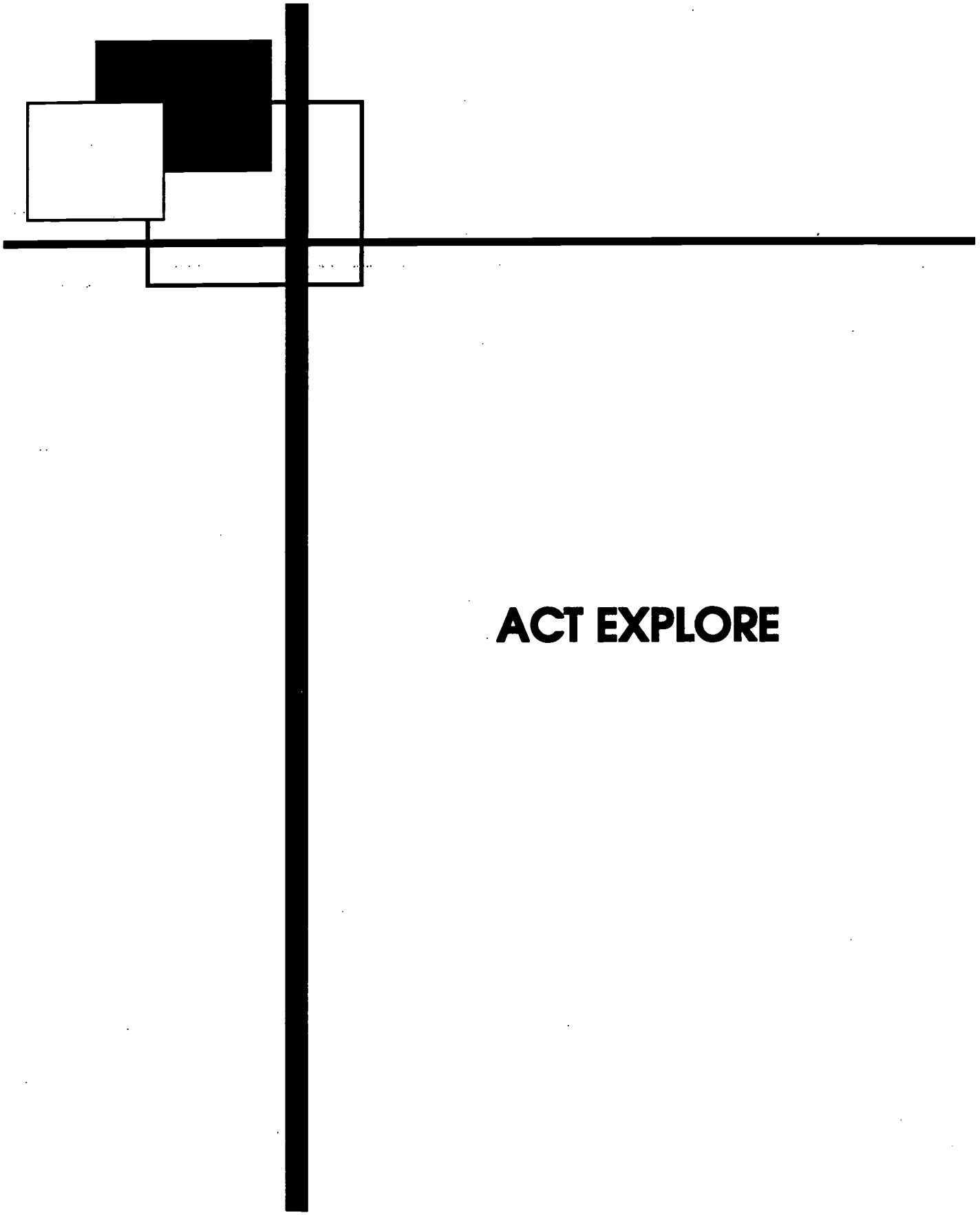
(N) NON-SCOREABLE PAPERS

1. **INCOHERENT**
   Your handwriting could be read, but so many words were out of order that the scorers could not score you paper.

2. **ILLEGIBLE**
   Your handwriting was so poor that the scorers could not read your paper to score it.

3. **INSUFFICIENT AMOUNT OF WRITING**
   You did not write enough for the scorers to give a fair evaluation of your writing.

4. **REFUSED TO TAKE TEST**
   Although we have an answer sheet for you, it was blank and could not be scored.



ACT EXPLORE

ACT EXPLORE

ACT EXPLORE is a curriculum-based assessment designed to measure students' development of knowledge and skills in English, mathematics, reading and science reasoning. Results from these tests provide 8th graders with information that can help them begin making plans for high school and beyond.

In addition, ACT EXPLORE collects information about students' interests, needs, plans and selected background characteristics. A needs assessment allows students to identify the amount of help they need in each of 10 areas of academic and career development. An interest inventory assesses students' preferences for work-related tasks.

While the ACT is typically only taken by college bound students, it is possible to estimate the anticipated range of students' scores on the ACT Assessment based on their EXPLORE scores achieved in 8th grade. If students do not schedule challenging college preparatory courses and maintain satisfactory achievement in school, their actual scores may fall short of the estimated range.

Description of the Tests

The following tests are given to 8th graders:

1. **English** - A measure of the student's understanding of the conventions of standard written English (punctuation, grammar and usage and sentence structure) and of rhetorical skills (strategy, organization and style).

2. **Mathematics** - A measure of the student's mathematical reasoning with emphasis on the ability to solve practical quantitative problems that are typically encountered in middle schools and junior high courses.

3. **Reading** - A measure of the student's level of reading comprehension as a product of referencing and reasoning skills.

4. **Science Reasoning** - A measure of the student's scientific reasoning skills acquired through grade 8.

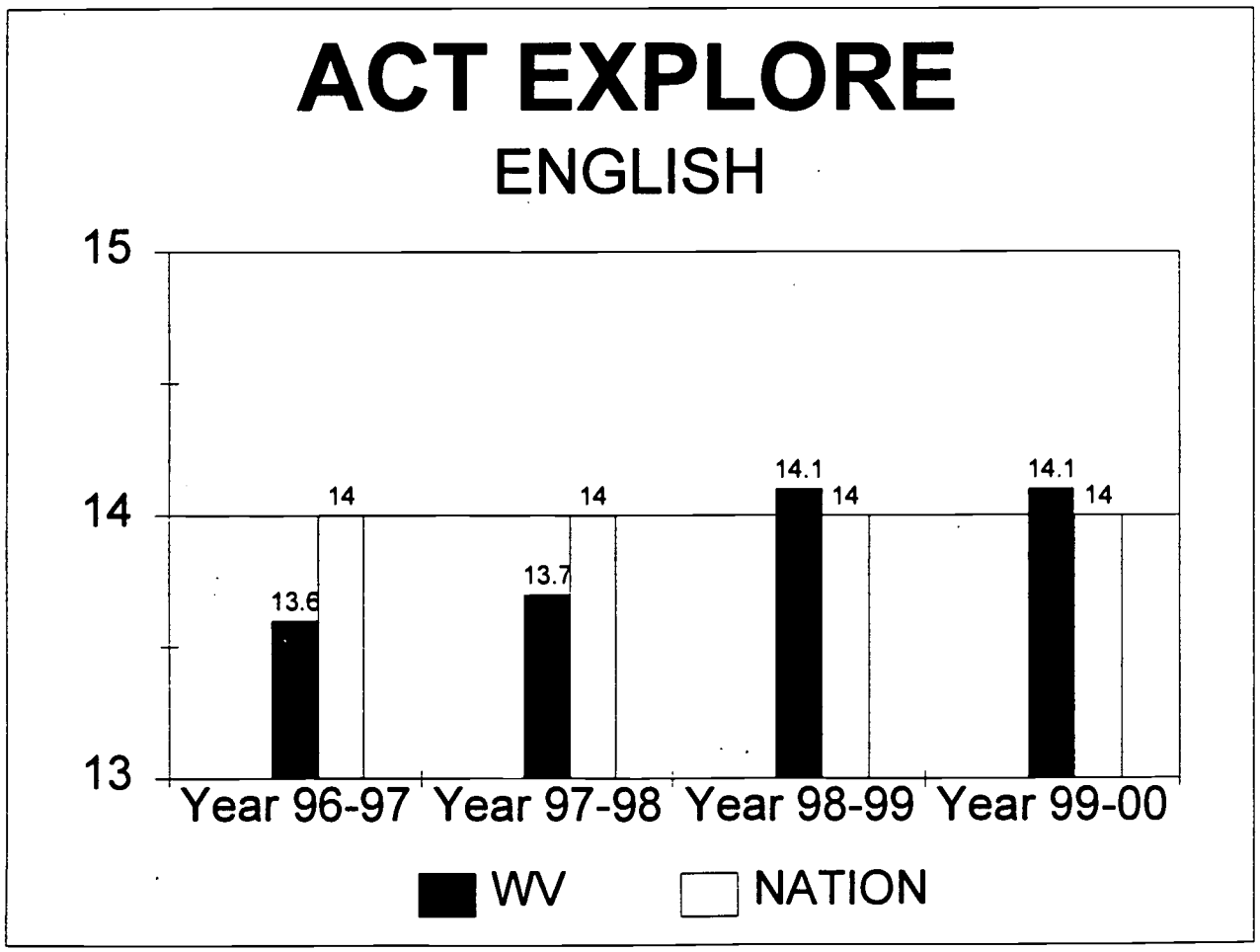
ACT EXPLORE
Results for 1999 - 2000

Results of the 1999-2000 ACT EXPLORE testing of 8th grade students indicates that:

- West Virginia students show growth in mathematics and science reasoning,
- Outperformed the nation in all areas except mathematics,
- Females outscored males in all areas except mathematics,
- Students planning to attend a four year college or university had an average composite score of 15.3 compared to the average composite score of 8.8 for those students not planning to finish high school,
- Sixty percent (60%) of the 8th graders plan to attend a two-year/junior college or a four-year college/university.
- The greatest needs indicated by the students are in exploring post secondary education options and financial aid.

Graphical representations of the ACT EXPLORE data are as follows:

- English,
- Mathematics,
- Reading,
- Science Reasoning, and
- Composite.


ACT EXPLORE
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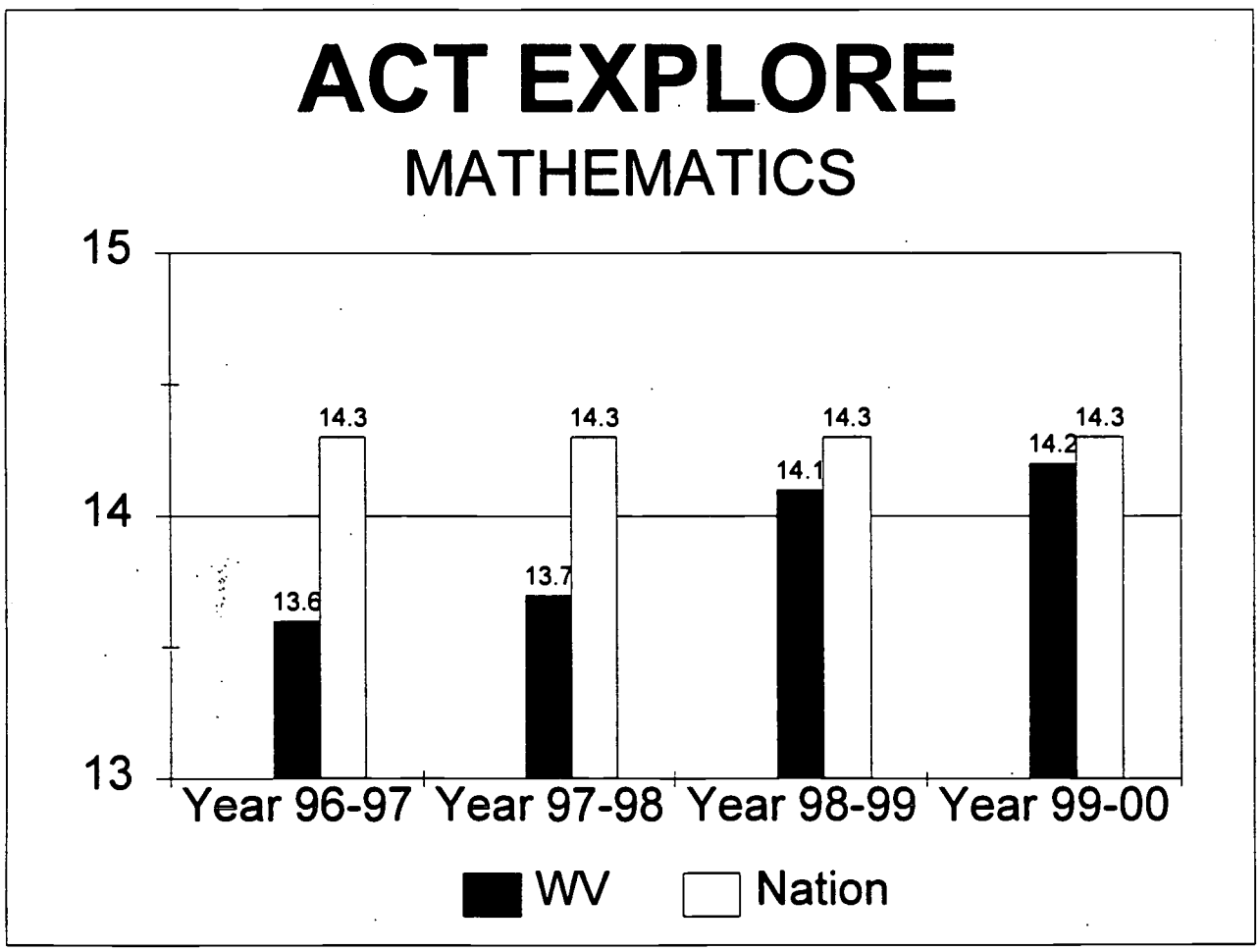
Year 96-97
Year 97-98
Year 98-99
Year 99-00
WV
NATION


ACT EXPLORE
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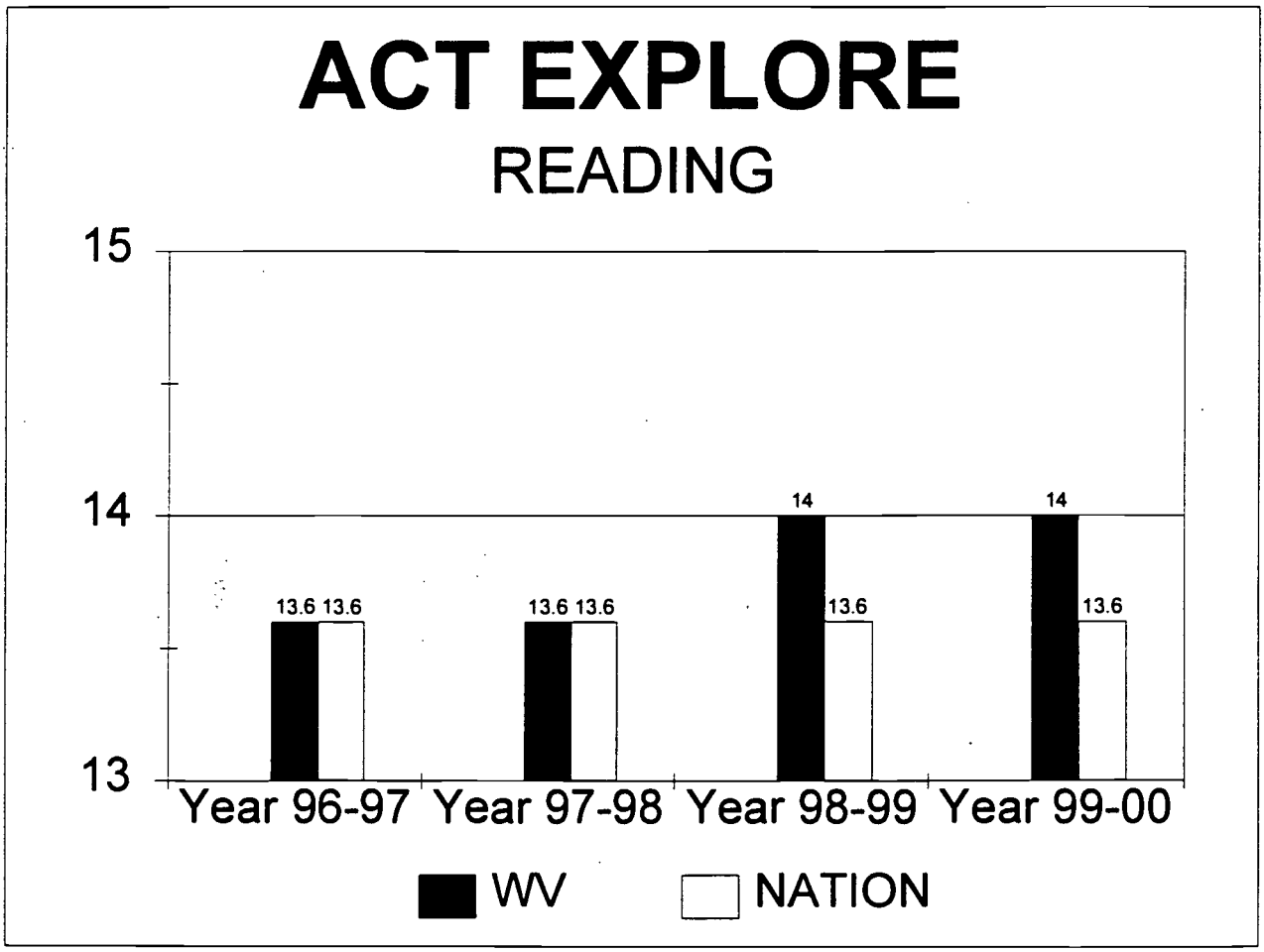
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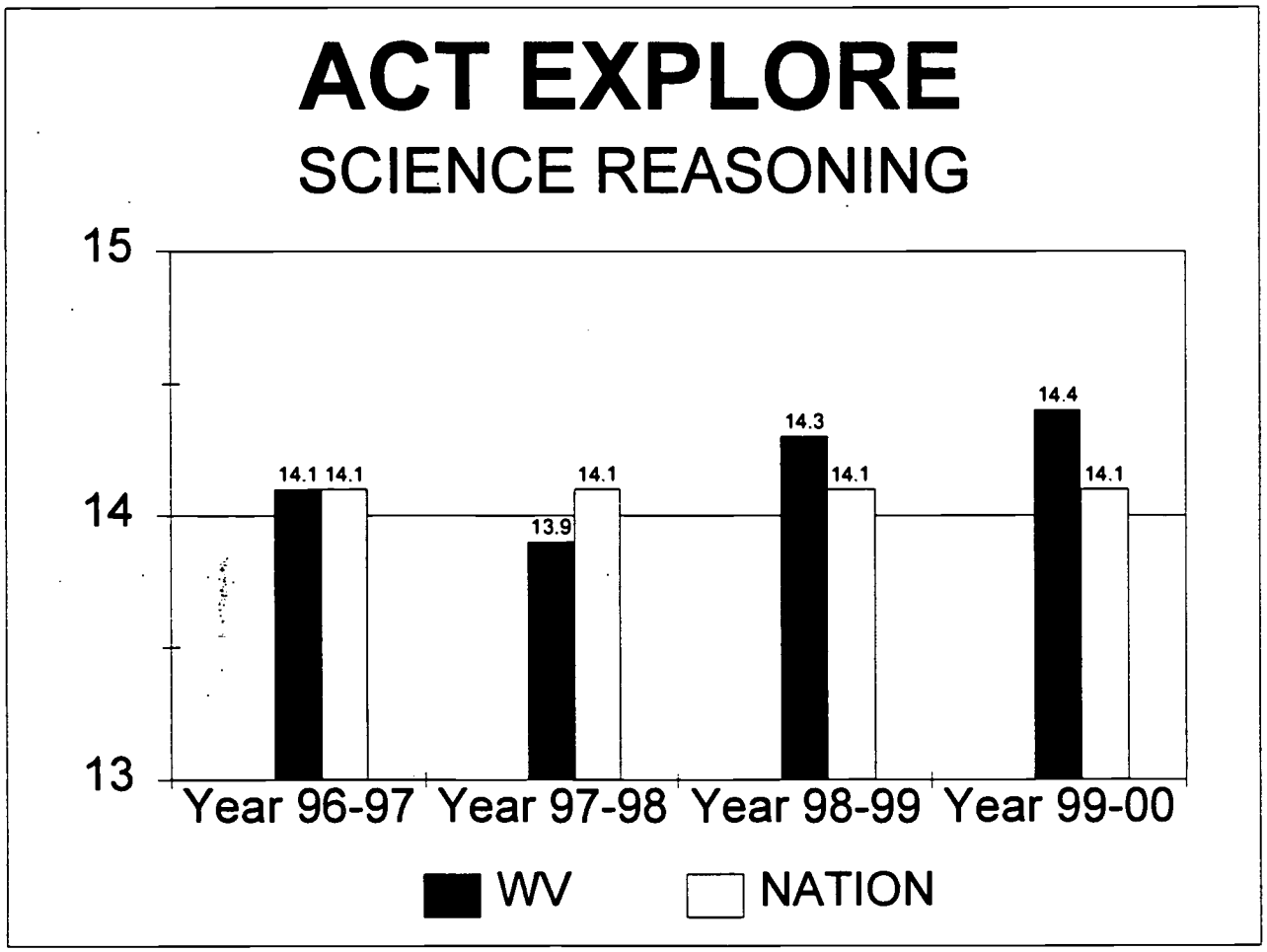
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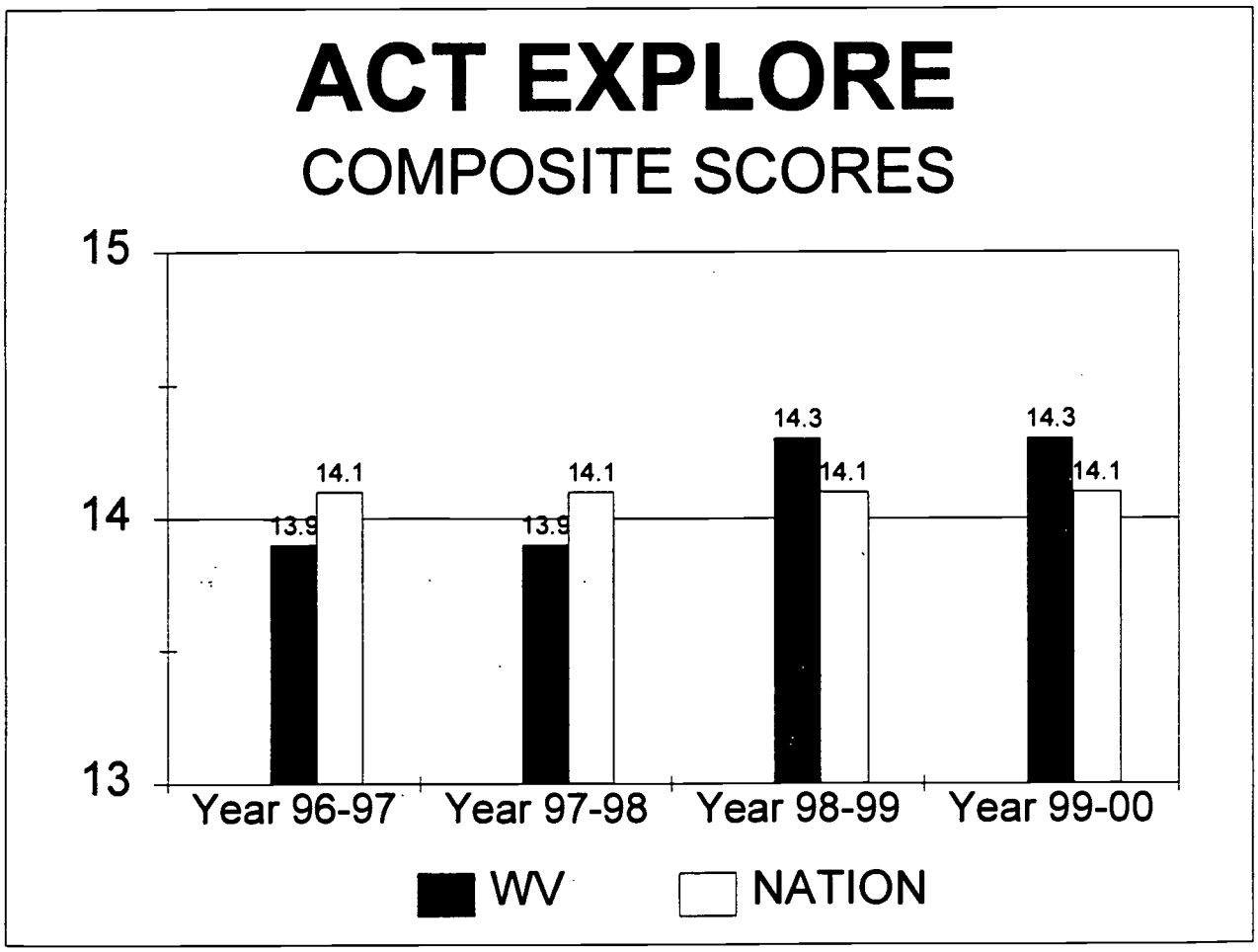
ACT EXPLORE
COMPOSITE SCORES
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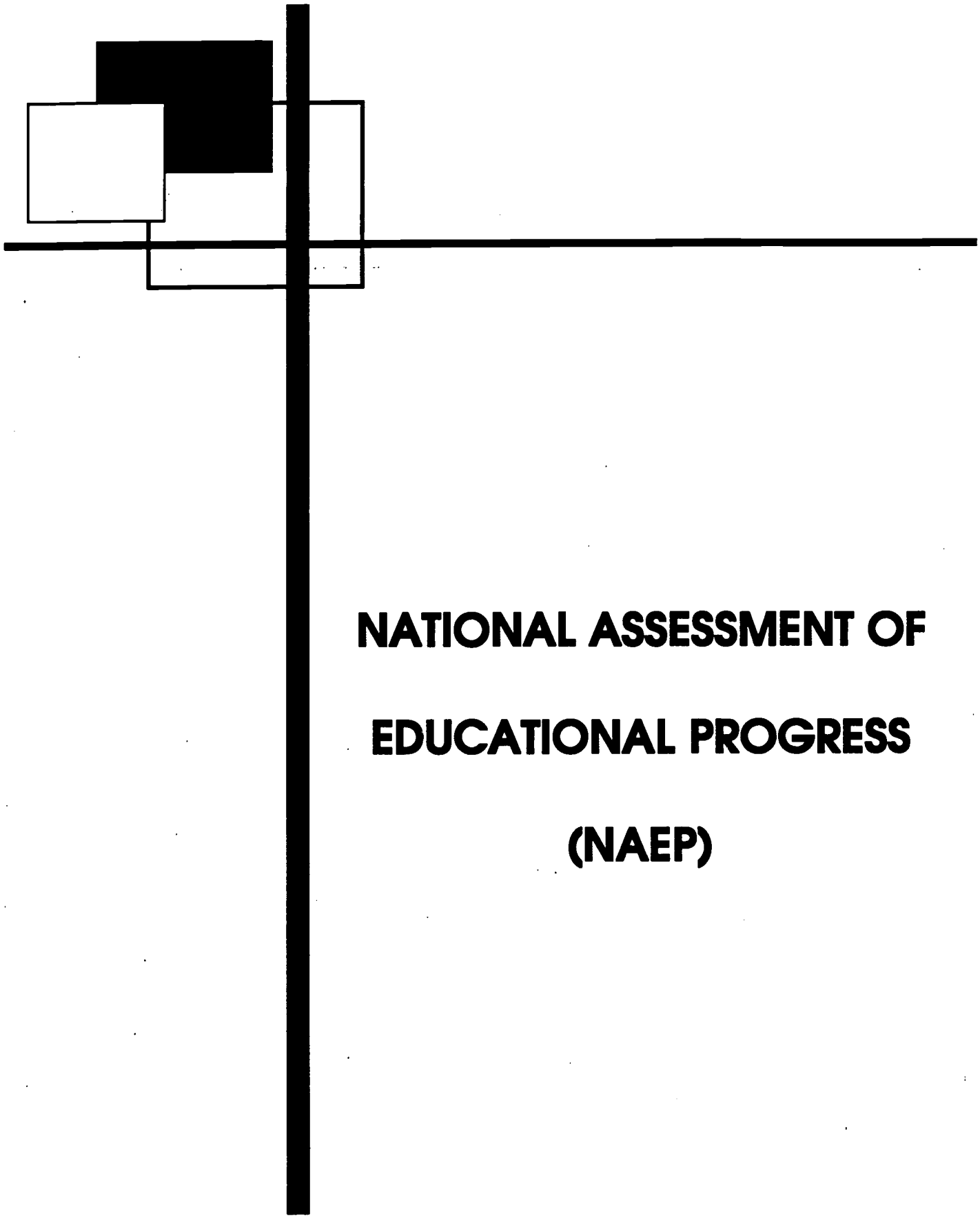
WV
NATION



NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

National Assessment of Education Progress (NAEP)

In 1988, Congress passed legislation for the National Assessment of Educational Progress (NAEP), the Nation's Report Card. NAEP results provide dependable and comprehensive information about educational progress in the United States. This is the only nationally representative data on student achievement. Achievement of students in the United States can also be compared to that of students in other countries.

States volunteer to participate in the NAEP. State Code § 18-2E-2, National Assessment of Educational Progress Testing, requires West Virginia schools to participate at the grade levels and in the content areas designated by NAEP. In each state volunteering to participate, approximately 2,500 - 3,000 students are randomly selected for each grade level tested. About 30 students per subject from a sample of about 100 public schools per grade tested participate. A sample of private schools is selected in proportion to the state's private school enrollment.

The purposes of the NAEP tests are the following:

- to detect the current status and report changes in the educational attainments of young Americans,
- to report long-term trends in the educational attainments on young Americans,
- to report assessment findings in the context of other data on educational and social conditions,
- to make the national assessment data base available for research on educational issues while protecting the privacy of individual students,
- to disseminate findings to the general public, federal government and other priority audiences,
- to advance assessment technology through an ongoing program of research and operation, and
- to disseminate assessment methods and materials and to assist those who wish to apply them at national, state and local levels.

Data reported by NAEP is a state composite. No data is reported for individual students, classroom, school, county or RESA.

NAEP Achievement Levels

The 1988 NAEP legislation creating the National Assessment Governing Board (NAGB) directed the Board to identify, for each subject area measured by NAEP, appropriate achievement goals. The 1994 NAEP reauthorization reaffirmed the Board's responsibility of creating appropriate student performance standards for each grade level in each subject area tested by NAEP. Since 1990, the Board has developed student performance standards (called Achievement levels). The Board has adopted achievement levels in mathematics, reading, U.S. history, world geography, and science.

Achievement levels are defined to help answer the question, "How good is good enough?" The goal is to report NAEP results in terms of the quality of student achievement by defining levels o learning linked to a common body of knowledge and skills that all students should attain, regardless of their backgrounds. The Board defined three levels for each grade: *Basic, Proficient,* and *Advanced.* These levels are cumulative in nature. On the following pages are the policy definitions of the achievement levels that apply across grades and subject areas. Achievement content descriptions may vary from one year to another.

Definitions of NAEP Achievement Levels

Achievement Level	Achievement Level Definition
Advanced	This level signifies superior performance.
Proficient	This level represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject matter knowledge, application of such knowledge to real-world situations and analytical skills appropriate to the subject matter.
Basic	This level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.

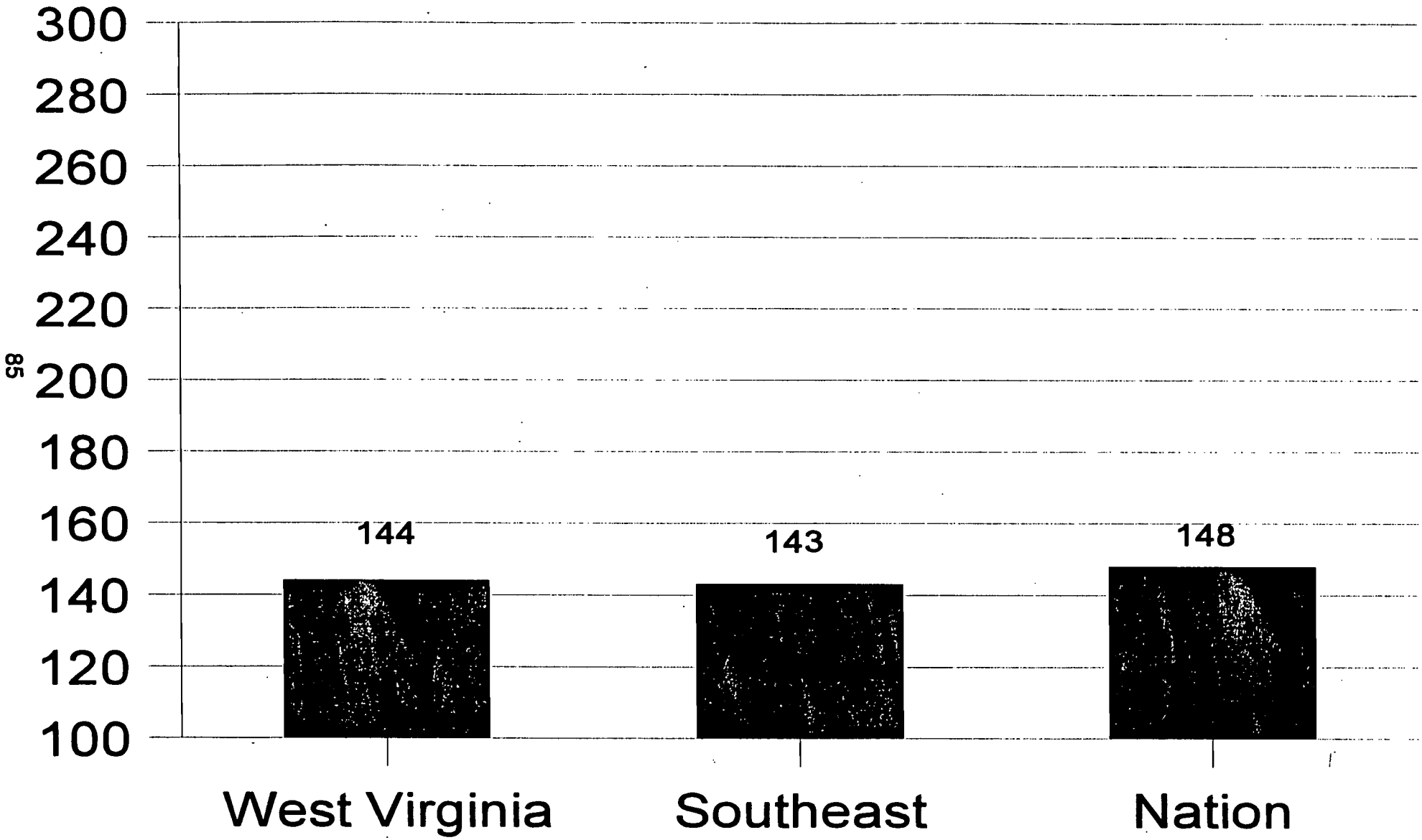
Description of Eighth Grade Writing Achievement Levels

Achievement Level	Scale Cutpoint	Description
Advanced	**224**	Eighth grade students performing at the Advanced level should be able to produce a fully developed response within the time allowed that shows a clear understanding of both the writing task they have been assigned and the audience they are expected to address. Their writing should show some analytical, evaluative or creative thinking and may make use of literary strategies to clarify a point. At the same time, the writing should be clearly organized, demonstrating precise word choice and varied sentence structure.
Proficient	**173**	Eighth grade students performing at the Proficient level should be able to produce a detailed and organized response within the time allowed that shows an understanding of both the writing task they have been assigned and the audience they are expected to address. Their writing should include precise language and varied sentence structure and it may show analytical, evaluative or creative thinking.
Basic	**114**	Eighth grade students performing at the Basic level should be able to produce an effective response within the time allowed that shows a general understanding of the writing task they have been assigned. Their writing should show that these students are aware of the audience they are expected to address and it should include supporting details in an organized way.

(Scale: 0-500)

1998 NAEP Writing Proficiency Scores

Grade 8



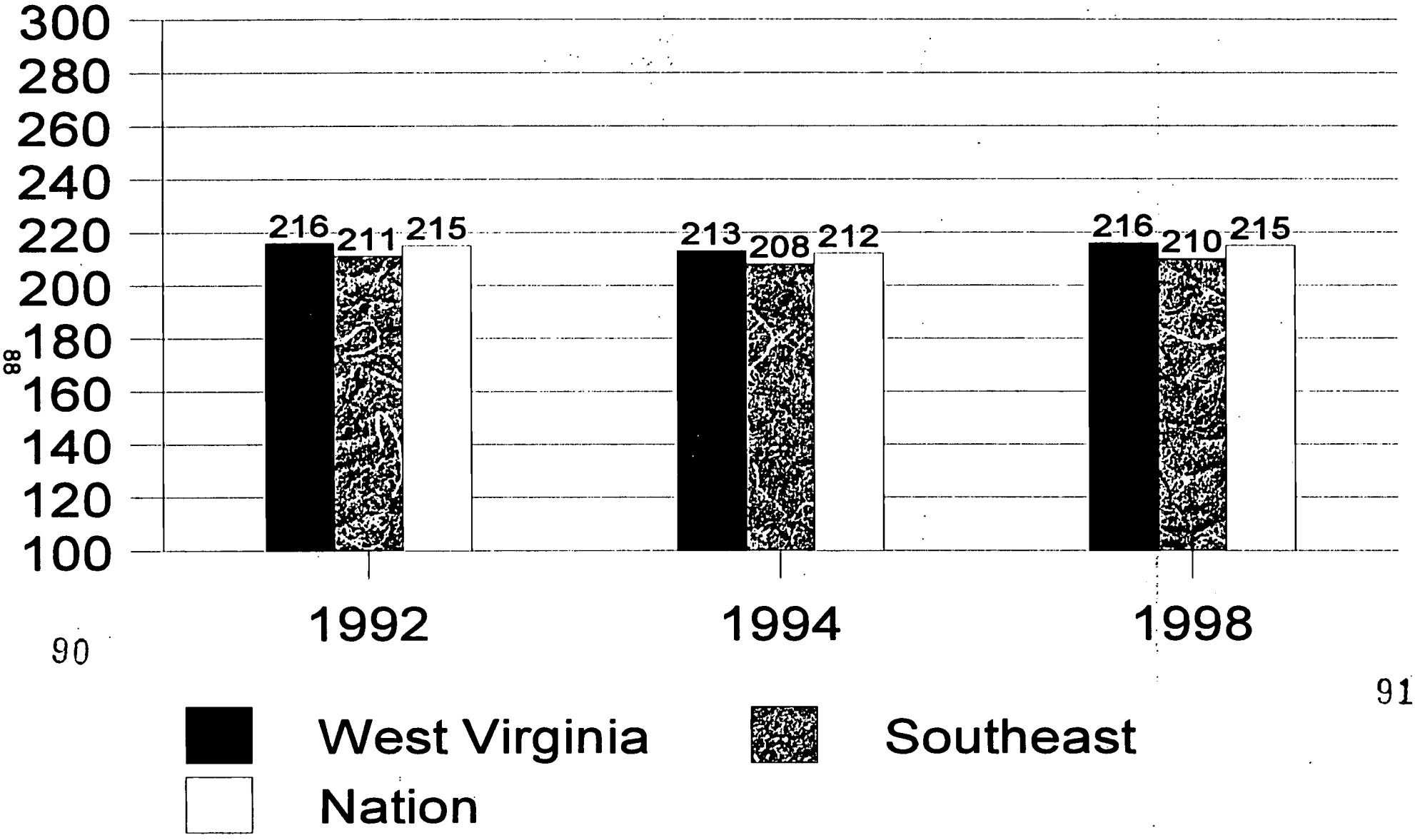
Description of Fourth Grade Reading Achievement Levels

Achievement Level	Scale Cutpoint	Description
Advanced	**268**	Fourth grade students performing at the Advanced level should be able to generalize about topics in the reading selection and demonstrate an awareness of how authors compose and use literary devices. When reading text appropriate to fourth grade, they should be able to judge texts critically and, in general, give thorough answers that indicate careful thought.
Proficient	**238**	Fourth grade students performing at the Proficient level should be able to demonstrate an overall understanding of the text, providing inferential as well as literal information. When reading text appropriate to fourth grade, they should be able to extend the ideas in the text by making inferences, drawing conclusions and making connections to their own experiences. The connection between the text and what the student infers should be clear.
Basic	**208**	Fourth grade students performing at the Basic level should demonstrate an understanding of the overall meaning of what they read. When reading texts appropriate for fourth graders, they should be able to make relatively obvious connections between the text and their own experiences.

(Scale: 0-500)

NAEP Reading Proficiency Scores

Grade 4

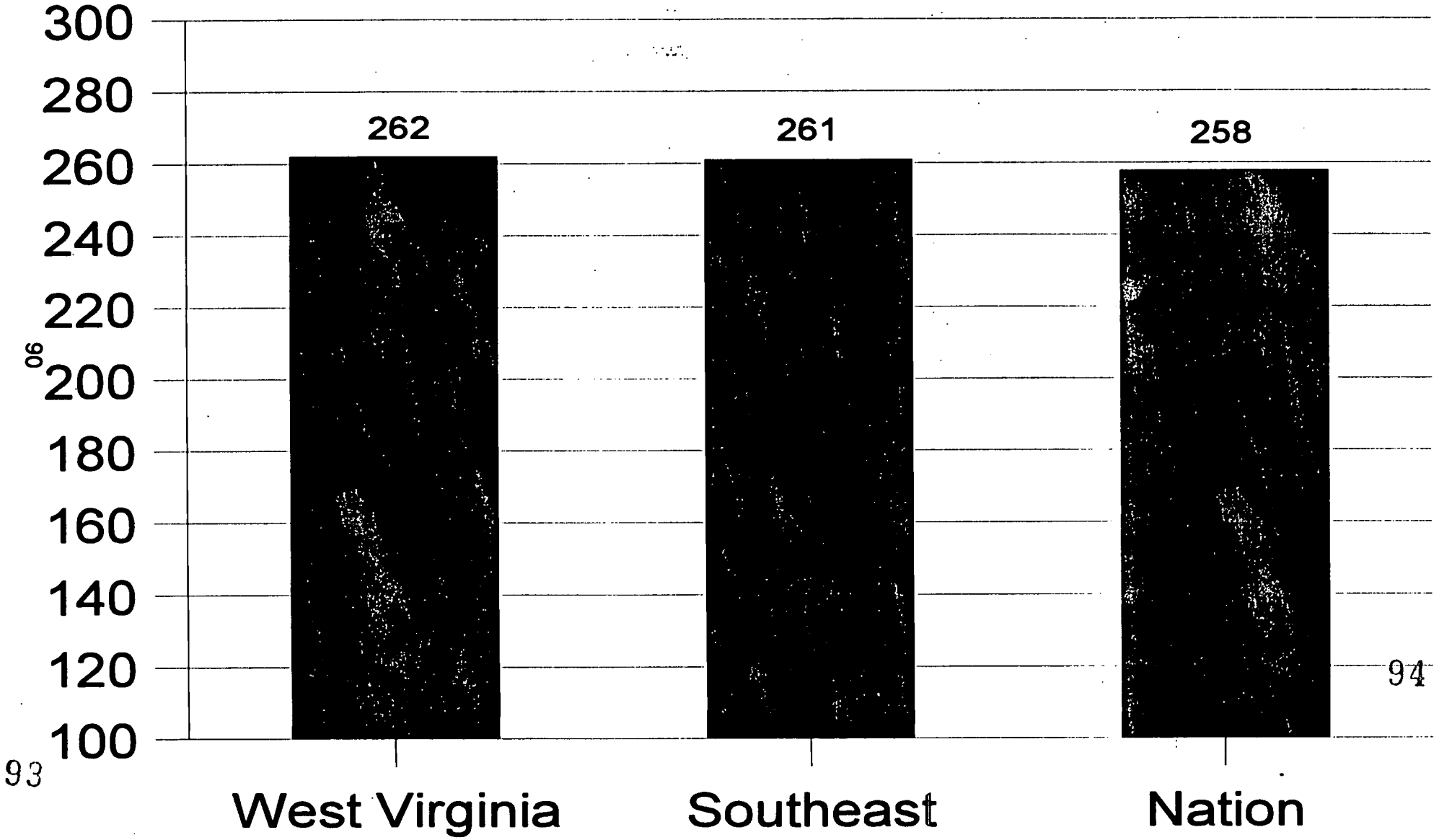


Description of Eighth Grade Reading Achievement Levels 1994

Achievement Level	Scale Cutpoint	Description
Advanced	**323**	Eighth grade students performing at the Advanced level should be able to describe the more abstract themes and ideas of the overall text. When reading the text appropriate to eighth grade, they should be able to analyze both meaning and form and support their analyses explicitly with examples from the text; they should be able to extend text information by relating it to their experiences and to world events. At this level, student responses should be thorough, thoughtful, and extensive.
Proficient	**281**	Eighth grade students performing at the Proficient level should be able to show an overall understanding of the text, including inferential as well as literal information. When reading text appropriate to eighth grade, they should be able to extend the ideas in the text by making clear inferences from it, by drawing conclusions, and by making connections to their own experiences – including other reading experiences. Proficient eighth graders should be able to identify some of the devices authors use in composing text.
Basic	**243**	Eighth grade students performing at the Basic level should demonstrate a literal understanding of what they read and be able to make some interpretations. When reading text appropriate to eighth grade, they should be able to identify specific aspects of the text that reflect the overall meaning, extend the ideas in the text by making simple inferences, recognize and relate interpretations and connections among ideas in the text to personal experience, and draw conclusions based on the text.

1998 NAEP Reading Proficiency Scores

Grade 8 - 1998



Description of Five NAEP Mathematics Content Strands 1996

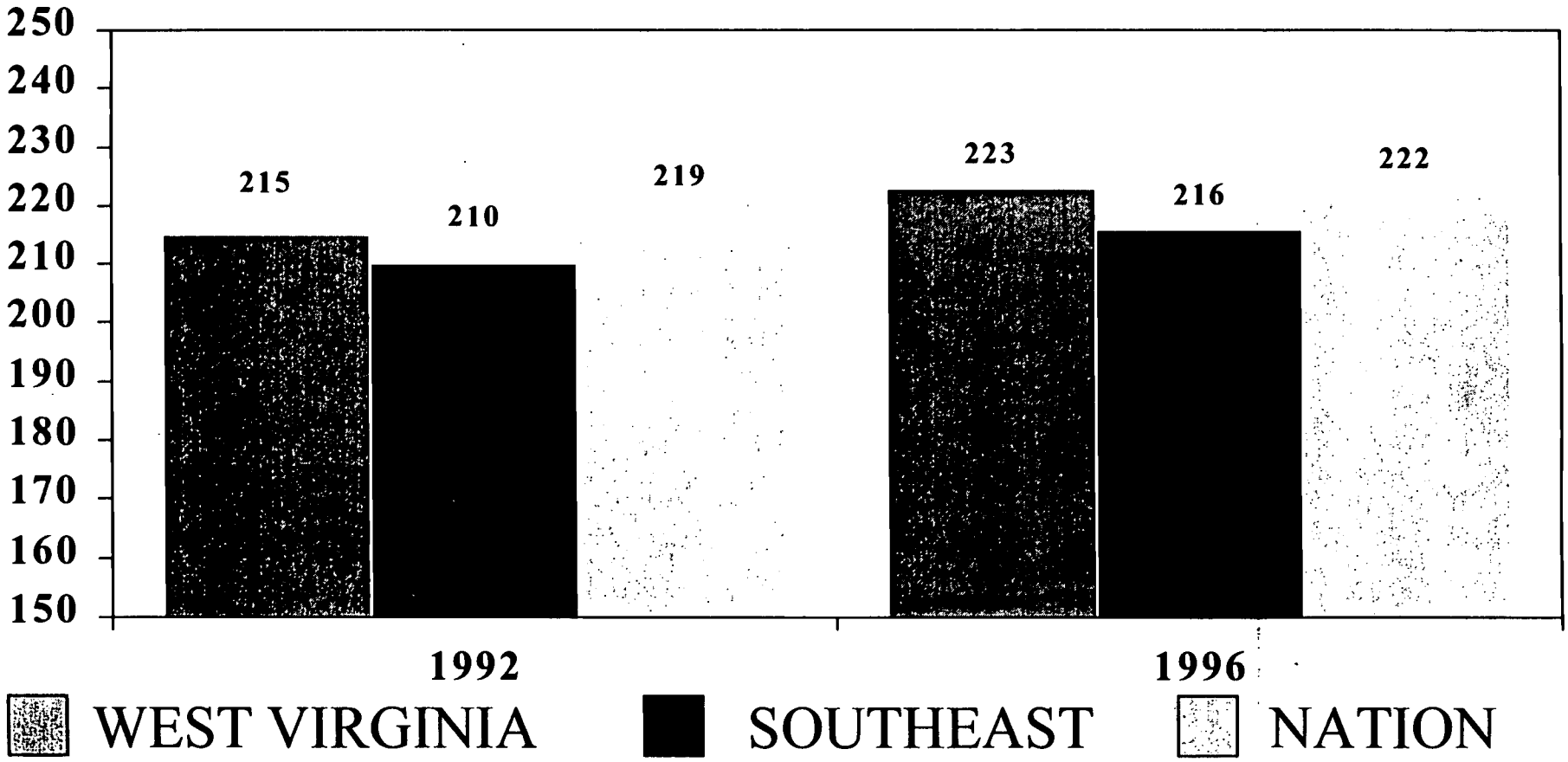
Content Strand	Description of the Content Strand
Data Analysis, Statistics and Probability	This content strand emphasizes the appropriate methods for gathering data, the visual exploration of data, various ways of representing data and the development and evaluation of arguments based on data analysis.
Algebra and Functions	This content strand extends from work with simple patterns at grade 4 to basic algebra concepts at grade 8 to sophisticated analysis at grade 12. It involves not only algebra but also pre-calculus and some topics from discrete mathematics. Students were expected to use algebraic notation and thinking in meaningful contexts to solve mathematical and real-world problems, specifically addressing an increasing understanding of the use of functions (including algebraic and geometric) as a representational tool.
Number Sense, Properties and Operations	This content strand focuses on students' understanding of numbers (whole numbers, fractions, decimals, integers, real numbers and complex numbers), operations and estimation and their application to real-world situations.
Measurement	This content strand focuses on an understanding of the process of measurement and the use of numbers and measures to describe and compare mathematical and real-world objects. Students are asked to identify attributes, select appropriate units and tools, apply measurement concepts and communicate measurement-related ideas.
Geometry and Spatial Sense	This content strand is designed to extend beyond low-level identification of geometric shapes to include transformations and combinations of those shapes. Informal constructions and demonstrations (including drawing representations) along with their justification, take precedence over traditional types of compass-and-straightedge constructions and proofs.

Descriptions of Fourth Grade Mathematics Achievement Levels 1996

Achievement Level	Scale Cutpoint	Description
Advanced	**282**	Fourth grade students performing at the Advanced level should apply integrated procedural knowledge and conceptual understanding to complex and nonroutine real-world problem-solving in the five NAEP content strands.
Proficient	**249**	Fourth grade students performing at the Proficient level should consistently apply integrated procedural knowledge and conceptual understanding to problem-solving in the five NAEP content strands.
Basic	**214**	Fourth grade students performing at the Basic level should show some evidence of understanding the mathematical concepts and procedures in the five NAEP content strands.

(Scale: 0-500)

NAEP AVERAGE MATHEMATICS SCALE SCORES
GRADE 4

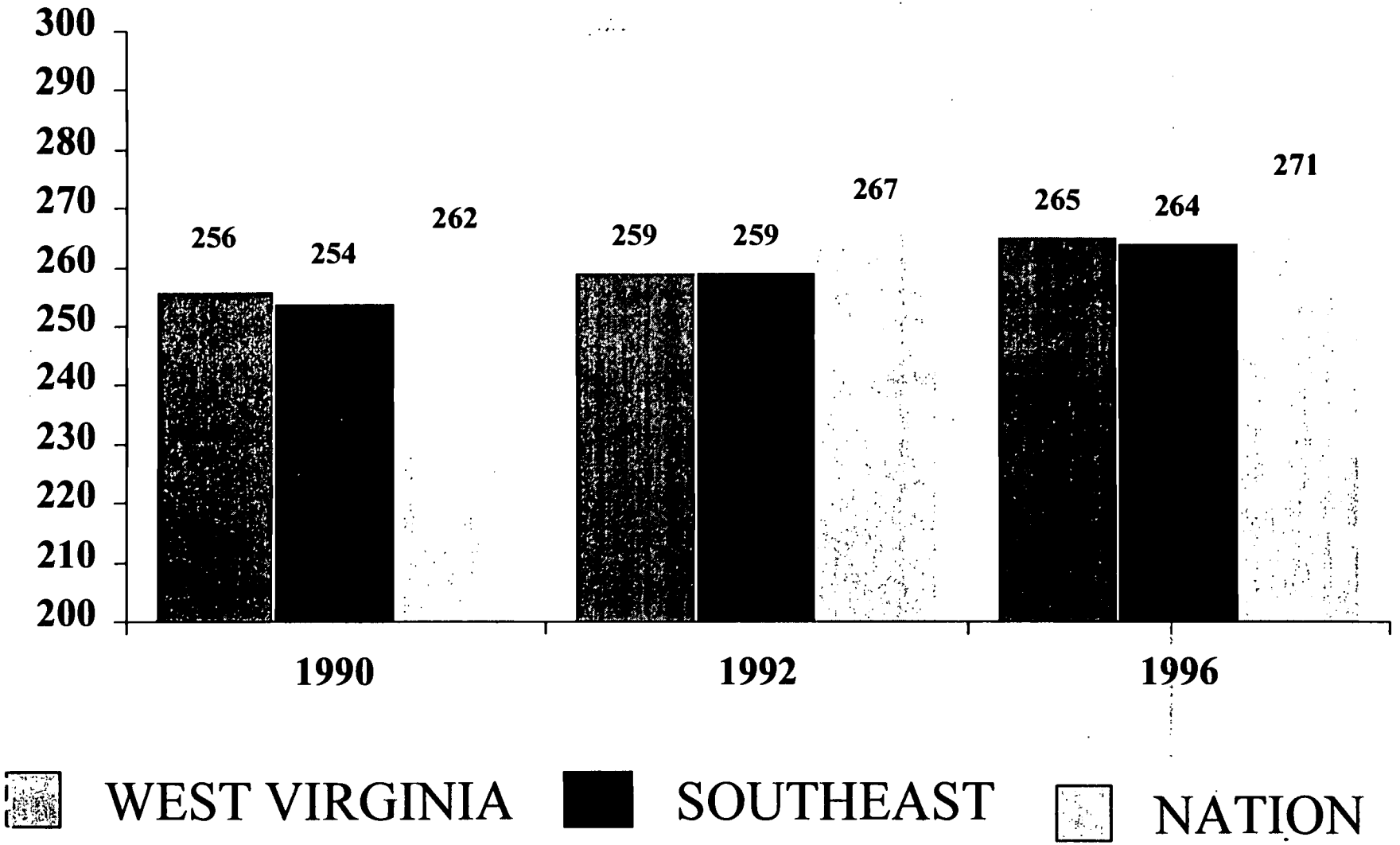


Description of Eighth Grade Mathematics Achievement Levels 1996

Achievement Level	Scale Cutpoint	Description
Advanced	333	Eighth grade performing at the Advanced Level should be able to reach beyond the recognition, identification, and application of mathematical rules in order to generalize and synthesize concepts and principals in the five NAEP content strands.
Proficient	299	Eighth grade students performing at the Proficient Level should apply mathematical concepts and procedures consistently to complex problems in the five NAEP content strands.
Basic	268	Eighth grade students performing at the Basic Level should exhibit evidence of conceptual and procedural understanding in the five NAEP content strands. This level of performance signifies an understanding of arithmetic operations – including estimation - on whole numbers, decimals, fractions and pertents.

(Scale: 0-500)

NAEP AVERAGE MATHEMATICS SCALE SCORES
GRADE 8



West Virginia Department of Education

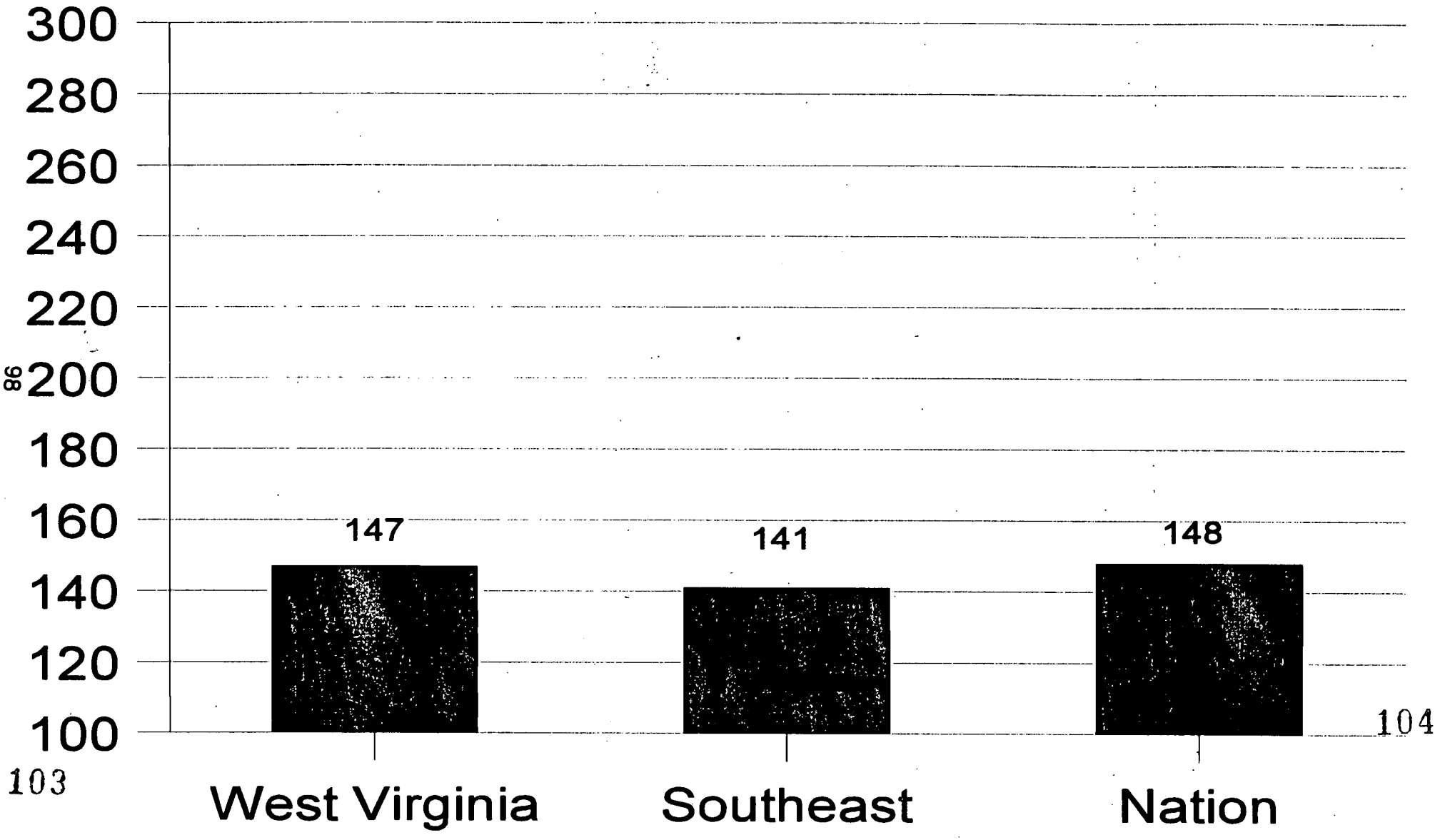
Description of Eighth Grade Science Achievement Levels 1996

Achievement Level	Scale Cutpoint	Description
Advanced	**207**	Students performing at the Advanced Level demonstrate a solid understanding of the earth, physical and life sciences as well as the abilities required to apply their understanding in practical situations at a level appropriate to grade 8. For example, students can perform and critique the design of investigations, relate scientific concepts to each other, explain their reasoning and discuss the impact of human activities on the environment.
Proficient	**170**	Students performing at the Proficient Level demonstrate much of the knowledge and many of the reasoning abilities essential for understanding of the earth, physical and life sciences at a level appropriate to grade 8. For example, students can interpret graphic information, design simple investigations and explain such scientific concepts as energy transfer. Students at this level also show an awareness of environmental issues, especially those addressing energy and pollution.
Basic	**143**	Students performing at the Basic Level demonstrate some of the knowledge and reasoning required for understanding of the earth, physical and life sciences at a level appropriate to grade 8. For example, they can carry out investigations and obtain information from graphs, diagrams and tables. In addition, they demonstrate some understanding of concepts relating to the solar system and relative motion. Students at this level also have a beginning understanding of cause-and-effect relationships.

(Scale: 0-300)

NAEP Science Scale Scores

Grade 8 - 1996



David Stewart
State Superintendent of Schools
West Virginia Department of Education

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