Subgroup Achievement and Gap Trends — West Virginia

K-12 enrollment — 268,514

The raw data used to develop these state profiles, including data for additional grade levels and years before 2002, can be found on the CEP Web site at www.cep-dc.org. Click on the link on the left labeled State Testing Data. In the list of results that appears, look for the most recent report on student achievement since 2002. Below the name of the report, click on the link for State Profiles and Worksheets. Scroll down the page until you reach the list of states. Click on the Worksheet link for proficiency data or scale score data for a particular state.

Subgroup Achievement and Gap Trends — Key Findings

Summary. West Virginia administered new assessments in 2009, so comparisons to earlier years could not be made for the sake of discerning trends in subgroup achievement and gaps. Data on student achievement from earlier years are presented in the tables below.

Data Limitations

Years of comparable percentage proficient data	2004 through 2008 (New assessment administered in 2009)
Years of comparable mean scale score data	2004 through 2008 (New assessment administered in 2009)
Disaggregated data for all subgroups and comparison groups	Percentages proficient are not available for 2007 or 2008 for comparison group of students who are *not* English language learners, so the ELL subgroup is compared with all tested students in the state. Scale scores not available in 2008 for comparison groups of students who are *not* low-income, students with disabilities, or ELLs, so these groups are compared with all tested students in the state.

Test Characteristics

The characteristics highlighted below are for the state reading and mathematics tests used for accountability under the No Child Left Behind Act (NCLB).

Test(s) used for NCLB accountability	West Virginia Educational Standards Tests (WESTEST); last administered in Spring 2008 West Virginia Educational Standards Tests 2 (WESTEST2); first administered in Spring 2009 West Virginia Alternate Performance Task Assessment (APTA)
Grades tested for NCLB accountability	3–8, 10 (Will become 3-8, 11 with WESTEST 2)
State labels for achievement levels	WV uses five achievement levels: Novice, Partial Mastery, Mastery, Above Mastery, and Distinguished. For our analyses we treated Partial Mastery as Basic, Mastery as Proficient, and Above Mastery + Distinguished as Advanced.
High school NCLB test also used as an exit exam?	No
First year test used	2004 (WESTEST); 2009 (WESTEST 2)
Time of test administration	Spring
Major changes in testing system (2002–present)	2003–04: Switched to WESTEST assessment from Stanford Achievement Test-9th Edition (SAT-9) 2008-2009: Administered new WESTEST 2 assessment, which is aligned to recently adopted content standards and replaces the original WESTEST.

Achievement by Subgroup — Trends at the Middle School Level

Note: The tables in this profile of subgroup achievement and gap trends begin with table 7. Tables 1 through 6 can be found in the companion state profile of general achievement trends.

Table WV-7. Percentages of grade 8 students by racial or ethnic subgroup scoring at the advanced, proficient-and-above, and basic-and-above levels in reading

	Reporting year								Average yearly percentage point gain[1]
Subgroup	2002	2003	2004	2005	2006	2007	2008	2009	
All tested students									
Advanced			38%	39%	42%	38%	39%		NA
Proficient-and-above			80%	80%	81%	80%	81%		NA
Basic-and-above			96%	97%	98%	97%	97%		NA
White									
Advanced			39%	39%	42%	38%	39%		NA
Proficient-and-above			81%	80%	82%	80%	81%		NA
Basic-and-above			97%	97%	98%	97%	97%		NA
African American									
Advanced			22%	24%	27%	24%	26%		NA
Proficient-and-above			73%	72%	75%	73%	72%		NA
Basic-and-above			93%	96%	96%	98%	98%		NA
Latino[2]									
Advanced			31%	28%	34%	30%	32%		NA
Proficient-and-above			75%	76%	78%	71%	85%		NA
Basic-and-above			98%	99%	96%	96%	98%		NA
Asian[2]									
Advanced			64%	69%	66%	64%	65%		NA
Proficient-and-above			90%	91%	90%	92%	92%		NA
Basic-and-above			99%	99%	98%	97%	96%		NA
Native American[2]									
Advanced			37%	53%	38%	43%	21%		NA
Proficient-and-above			95%	89%	67%	77%	71%		NA
Basic-and-above			100%	100%	100%	97%	92%		NA

Table reads: The percentage of white 8th graders who scored at the advanced level on the state reading test remained the same at 39% in 2004 and 2008. The average annual percentage point gain was not calculated because the trend line ended before 2009.

[1]Averages are subject to rounding error.

[2]The number of students tested in this subgroup at this grade level was fewer than 500 in 2009 or the most recent year with available data, so changes for this subgroup should be interpreted with caution.

Table WV-8. Percentage of grade 8 students by demographic subgroup scoring at the advanced, proficient-and-above, and basic-and-above levels in reading

Subgroup	Reporting year								Average yearly percentage point gain[1]
	2002	2003	2004	2005	2006	2007	2008	2009	
All tested students									
Advanced			38%	39%	42%	38%	39%		NA
Proficient-and-above			80%	80%	81%	80%	81%		NA
Basic-and-above			96%	97%	98%	97%	97%		NA
Low-income students									
Advanced			26%	26%	29%	26%	27%		NA
Proficient-and-above			72%	71%	73%	72%	73%		NA
Basic-and-above			95%	95%	96%	95%	97%		NA
Students with disabilities[3]									
Advanced			5%	4%	5%	5%	5%		NA
Proficient-and-above			30%	31%	34%	33%	33%		NA
Basic-and-above			82%	84%	86%	85%	87%		NA
English language learners[2,3]									
Advanced			52%	47%	25%	25%	28%		NA
Proficient-and-above			80%	80%	68%	66%	72%		NA
Basic-and-above			99%	100%	93%	93%	96%		NA
Female									
Advanced			46%	46%	50%	45%	46%		NA
Proficient-and-above			88%	87%	88%	87%	87%		NA
Basic-and-above			99%	99%	99%	99%	99%		NA
Male									
Advanced			31%	32%	34%	31%	33%		NA
Proficient-and-above			73%	73%	75%	73%	74%		NA
Basic-and-above			94%	96%	97%	95%	97%		NA

Table reads: The percentage of low-income 8th graders who scored at the advanced level on the state reading test increased from 26% in 2004 to 27% in 2008. The average annual percentage point gain was not calculated because the trend line ended before 2009.

[1]Averages are subject to rounding error.

[2]The number of students tested in this subgroup at this grade level was fewer than 500 in 2009 or the most recent year with available data, so changes for this subgroup should be interpreted with caution.

[3]Gap trends for students with disabilities and English language learners should be interpreted with caution because state and federal policy changes may have affected the year-to-year comparability of test results for these subgroups. Average yearly percentage point gains are based on 2006-2009 results.

Table WV-9. Percentages of grade 8 students by racial or ethnic subgroup scoring at the advanced, proficient-and-above, and basic-and-above levels in mathematics

	Reporting year								Average yearly percentage point gain[1]
Subgroup	2002	2003	2004	2005	2006	2007	2008	2009	
All tested students									
Advanced			25%	28%	29%	28%	29%		NA
Proficient-and-above			69%	70%	73%	72%	73%		NA
Basic-and-above			92%	93%	94%	95%	94%		NA
White									
Advanced			26%	28%	30%	28%	29%		NA
Proficient-and-above			70%	71%	73%	72%	73%		NA
Basic-and-above			94%	93%	94%	95%	94%		NA
African American									
Advanced			10%	12%	15%	12%	15%		NA
Proficient-and-above			50%	54%	57%	57%	59%		NA
Basic-and-above			86%	88%	90%	89%	93%		NA
Latino[2]									
Advanced			20%	19%	23%	21%	22%		NA
Proficient-and-above			63%	61%	63%	61%	71%		NA
Basic-and-above			88%	94%	90%	91%	94%		NA
Asian[2]									
Advanced			62%	68%	61%	62%	63%		NA
Proficient-and-above			86%	95%	91%	94%	90%		NA
Basic-and-above			99%	100%	99%	97%	98%		NA
Native American[2]									
Advanced			16%	35%	8%	23%	21%		NA
Proficient-and-above			74%	82%	75%	77%	79%		NA
Basic-and-above			100%	92%	96%	92%	99%		NA

Table reads: The percentage of white 8th graders who scored at the advanced level on the state math test increased from 26% in 2004 to 29% in 2008. The average annual percentage point gain was not calculated because the trend line ended before 2009.

[1]Averages are subject to rounding error.

[2]The number of students tested in this subgroup at this grade level was fewer than 500 in 2009 or the most recent year with available data, so changes for this subgroup should be interpreted with caution.

Table WV-10. Percentage of grade 8 students by demographic subgroup scoring at the advanced, proficient-and-above, and basic-and-above levels in mathematics

Subgroup	Reporting year								Average yearly percentage point gain[1]
	2002	2003	2004	2005	2006	2007	2008	2009	
All tested students									
Advanced			25%	28%	29%	28%	29%		NA
Proficient-and-above			69%	70%	73%	72%	73%		NA
Basic-and-above			92%	93%	94%	95%	94%		NA
Low-income students									
Advanced			15%	16%	19%	17%	18%		NA
Proficient-and-above			58%	60%	63%	61%	63%		NA
Basic-and-above			89%	89%	91%	91%	92%		NA
Students with disabilities[3]									
Advanced			2%	2%	3%	3%	3%		NA
Proficient-and-above			20%	22%	25%	25%	27%		NA
Basic-and-above			62%	64%	70%	72%	73%		NA
English language learners[2,3]									
Advanced			49%	49%	28%	33%	19%		NA
Proficient-and-above			78%	75%	53%	64%	64%		NA
Basic-and-above			94%	95%	85%	86%	90%		NA
Female									
Advanced			25%	27%	29%	26%	27%		NA
Proficient-and-above			70%	71%	73%	71%	72%		NA
Basic-and-above			93%	94%	94%	95%	95%		NA
Male									
Advanced			25%	27%	30%	29%	30%		NA
Proficient-and-above			68%	70%	73%	71%	73%		NA
Basic-and-above			92%	91%	94%	94%	94%		NA

Table reads: The percentage of low-income 8th graders who scored at the advanced level on the state math test increased from 15% in 2004 to 18% in 2008. The average annual percentage point gain was not calculated because the trend line ended before 2009.

[1]Averages are subject to rounding error.

[2]The number of students tested in this subgroup at this grade level was fewer than 500 in 2009 or the most recent year with available data, so changes for this subgroup should be interpreted with caution.

[3]Gap trends for students with disabilities and English language learners should be interpreted with caution because state and federal policy changes may have affected the year-to-year comparability of test results for these subgroups. Average yearly percentage point gains are based on 2006-2009 results.

Achievement by Subgroup — Gap Trends (Percentages Proficient)

Table WV-11. Subgroup achievement trends in reading by percentages proficient

NOTE: L = larger gain than comparison group. S = smaller gain than comparison group. E = equal gain to comparison group.
If the average annual gain for the subgroup of interest, such as African American students, is larger than the average annual gain for the comparison group, such as white students, this indicates that the achievement gap has narrowed. If the average gain for the subgroup of interest is smaller, this means the gap has widened.

	Grade 4					Grade 8					Grade 10				
Subgroup	Year span	Starting PP	Ending PP	Average annual gain[1]	Gain larger or smaller than comparison group	Year span	Starting PP	Ending PP	Average annual gain[1]	Gain larger or smaller than comparison group	Year span	Starting PP	Ending PP	Average annual gain[1]	Gain larger or smaller than comparison group
All tested students	04-08	73%	82%	NA		04-08	80%	81%	NA		04-08	77%	74%	NA	
White	04-08	74%	83%	NA		04-08	81%	81%	NA		04-08	77%	74%	NA	
African American	04-08	58%	76%	NA	NA	04-08	73%	72%	NA	NA	04-08	61%	63%	NA	NA
Latino	04-08	63%	83%	NA	NA	04-08	75%	85%	NA	NA	04-08	80%	62%	NA	NA
Asian	04-08	82%	94%	NA	NA	04-08	90%	92%	NA	NA	04-08	90%	84%	NA	NA
Native American	04-08	53%	84%	NA	NA	04-08	95%	71%	NA	NA	04-08	77%	52%	NA	NA
Not low-income	04-08	90%	90%	NA		04-08	89%	88%	NA		04-08	85%	81%	NA	
Low-income	04-08	65%	76%	NA	NA	04-08	72%	73%	NA	NA	04-08	65%	63%	NA	NA
Not disabled	06-08	89%	89%	NA		06-08	90%	88%	NA		06-08	85%	82%	NA	
Students with disabilities[3]	06-08	47%	47%	NA	NA	06-08	34%	33%	NA	NA	06-08	24%	22%	NA	NA
All tested students	06-08	82%	82%	NA		06-08	81%	81%	NA		06-08	76%	74%	NA	
English language learners[3]	06-08	68%	78%	NA	NA	06-08	68%	72%	NA	NA	06-08	56%	52%	NA	NA
Female	04-08	78%	86%	NA		04-08	88%	87%	NA		04-08	83%	81%	NA	
Male	04-08	69%	79%	NA	NA	04-08	73%	74%	NA	NA	04-08	70%	67%	NA	NA

Table reads: In 2004, 74% of white 4th graders and 58% of African American 4th graders scored at the proficient level on the state reading test. In 2008, 83% of white 4th graders and 76% of African American 4th graders scored at the proficient level in reading. Average annual percentage point gains were not calculated because the trend lines ended before 2009.

[1]Numbers in these columns are subject to rounding error.

[2]The number of students tested in this subgroup at this grade level was fewer than 500 in 2009 or the most recent year with available data, so changes for this subgroup should be interpreted with caution.

[3]Gap trends for students with disabilities and English language learners should be interpreted with caution because state and federal policy changes may have affected the year-to-year comparability of test results for these subgroups.

Table WV-12. Subgroup achievement trends in mathematics by percentages proficient

NOTE: L = larger gain than comparison group. S = smaller gain than comparison group. E = equal gain to comparison group.
If the average annual gain for the subgroup of interest, such as African American students, is larger than the average annual gain for the comparison group, such as white students, this indicates that the achievement gap has narrowed. If the average gain for the subgroup of interest is smaller, this means the gap has widened.

	Grade 4					Grade 8					Grade 10				
Subgroup	Year span	Starting PP	Ending PP	Average annual gain[1]	Gain larger or smaller than comparison group	Year span	Starting PP	Ending PP	Average annual gain[1]	Gain larger or smaller than comparison group	Year span	Starting PP	Ending PP	Average annual gain[1]	Gain larger or smaller than comparison group
All tested students	04-08	69%	76%	NA		04-08	69%	73%	NA		04-08	64%	68%	NA	
White	04-08	70%	77%	NA		04-08	70%	73%	NA		04-08	64%	69%	NA	
African American	04-08	54%	67%	NA	NA	04-08	50%	59%	NA	NA	04-08	44%	49%	NA	NA
Latino	04-08	68%	71%	NA	NA	04-08	63%	71%	NA	NA	04-08	66%	52%	NA	NA
Asian	04-08	87%	90%	NA	NA	04-08	86%	90%	NA	NA	04-08	88%	85%	NA	NA
Native American	04-08	53%	75%	NA	NA	04-08	74%	79%	NA	NA	04-08	64%	56%	NA	NA
Not low-income	04-08	81%	86%	NA		04-08	80%	82%	NA		04-08	73%	76%	NA	
Low-income	04-08	61%	68%	NA	NA	04-08	58%	63%	NA	NA	04-08	49%	57%	NA	NA
Not disabled	06-08	83%	82%	NA		06-08	81%	80%	NA		06-08	77%	75%	NA	
Students with disabilities[3]	06-08	50%	48%	NA	NA	06-08	25%	27%	NA	NA	06-08	19%	18%	NA	NA
All tested students	06-08	77%	76%	NA		06-08	73%	73%	NA		06-08	69%	68%	NA	
English language learners[3]	06-08	75%	76%	NA	NA	06-08	53%	64%	NA	NA	06-08	76%	48%	NA	NA
Female	04-08	69%	76%	NA		04-08	70%	72%	NA		04-08	65%	70%	NA	
Male	04-08	70%	76%	NA	NA	04-08	68%	73%	NA	NA	04-08	62%	66%	NA	NA

Table reads: In 2004, 70% of white 4th graders and 54% of African American 4th graders scored at the proficient level on the state math test. In 2008, 77% of white 4th graders and 67% of African American 4th graders scored at the proficient level in math. Average annual percentage point gains were not calculated because the trend lines ended before 2009.

[1]Numbers in these columns are subject to rounding error.

[2]The number of students tested in this subgroup at this grade level was fewer than 500 in 2009 or the most recent year with available data, so changes for this subgroup should be interpreted with caution.

[3]Gap trends for students with disabilities and English language learners should be interpreted with caution because state and federal policy changes may have affected the year-to-year comparability of test results for these subgroups.

Achievement by Subgroup — Gap Trends (Mean Scale Scores)

Table WV-13. Achievement gap trends in reading by mean scale scores

NOTE: L = larger gain than comparison group. S = smaller gain than comparison group. E = equal gain to comparison group. MSS = mean scale score. SD = standard deviation. If the average gain for the subgroup of interest, such as African American students, is larger than the average gain for the comparison group, such as white students, this indicates that the achievement gap has narrowed. If the average gain for the subgroup of interest is smaller, this means the gap has widened.

		Grade 4					Grade 8					Grade 10				
Subgroup	Statistic	Year span	Start year	End year	Avg. gain MSS[1]	Gain larger or smaller than comp. group	Year span	Start year	End year	Avg. gain MSS[1]	Gain larger or smaller than comp. group	Year span	Start year	End year	Avg. gain MSS[1]	Gain larger or smaller than comp. group
All tested students	Mean SS	04-08	644.7	649	NA		04-08	681.8	683	NA		04-08	694.8	692	NA	
	SD	04-08	36.1	33.2			04-08	36.1	34.2			04-08	41.9	42.8		
White	Mean SS	04-08	644.9	649	NA		04-08	682.3	683	NA		04-08	695.5	693	NA	
	SD	04-08	36.0	33.3			04-08	35.9	34.1			04-08	41.6	42.4		
African American	Mean SS	04-08	630.7	641	NA	NA	04-08	669.9	673	NA	NA	04-08	676.0	677	NA	NA
	SD	04-08	35.2	30.7			04-08	36.5	33.6			04-08	43.9	43.5		
Latino	Mean SS	04-08	634	642	NA	NA	04-08	677	682	NA	NA	04-08	698	676	NA	NA
	SD	04-08	NA	NA			04-08	NA	NA			04-08	NA	NA		
Asian	Mean SS	04-08	656	666	NA	NA	04-08	706	703	NA	NA	04-08	718	711	NA	NA
	SD	04-08	NA	NA			04-08	NA	NA			04-08	NA	NA		
Native American	Mean SS	04-08	633	655	NA	NA	04-08	685	664	NA	NA	04-08	696	677	NA	NA
	SD	04-08	NA	NA			04-08	NA	NA			04-08	NA	NA		
All tested students	Mean SS	04-08	644.7	649	NA		04-08	681.8	683	NA		04-08	694.8	692	NA	
	SD	04-08	36.1	33.2			04-08	36.1	34.2			04-08	41.9	42.8		
Low-income	Mean SS	04-08	635	641	NA	NA	04-08	671	673	NA	NA	04-08	680	679	NA	NA
	SD	04-08	NA	NA			04-08	NA	NA			04-08	NA	NA		
All tested students	Mean SS	06-08	648	649	NA		06-08	684	683	NA		06-08	694	692	NA	
	SD	06-08	33.5	33.2			06-08	34.3	34.2			06-08	40.3	42.8		
Students with disabilities[3]	Mean SS	06-08	615	616	NA	NA	06-08	641	641	NA	NA	06-08	642	639	NA	NA
	SD	06-08	NA	NA			06-08	NA	NA			06-08	NA	NA		
All tested students	Mean SS	06-08	648	649	NA		06-08	684	683	NA		06-08	694	692	NA	
	SD	06-08	33.5	33.2			06-08	34.3	34.2			06-08	40.3	42.8		
English language learners[3]	Mean SS	06-08	636	638	NA	NA	06-08	668	672	NA	NA	06-08	674	666	NA	NA
	SD	06-08	NA	NA			06-08	NA	NA			06-08	NA	NA		
Female	Mean SS	04-08	649.0	653	NA		04-08	689.7	690	NA		04-08	702.5	700	NA	
	SD	04-08	33.3	30.8			04-08	31.1	30.5			04-08	35.5	35.6		
Male	Mean SS	04-08	639.7	644	NA	NA	04-08	674.3	677	NA	NA	04-08	687.4	684	NA	NA
	SD	04-08	38.0	34.8			04-08	38.7	36.3			04-08	46.1	47.3		

Table reads: In 2004, the mean scale score on the state 4th grade reading test was 644.9 for white students and 630.7 for African American students. In 2008, the mean scale score in 4th grade reading was 649 for white students and 641 for African American students. Average annual mean scale score gains were not calculated because the trend lines ended before 2009.

Note: The West Virginia Educational Standards Tests (WESTEST) is scored on a scale of 400-900.

[1]Numbers in these columns are subject to rounding error.

[2]The number of students tested in this subgroup at this grade level was fewer than 500 in 2009 or the most recent year with available data, so changes for this subgroup should be interpreted with caution.

[3]Gap trends for students with disabilities and English language learners should be interpreted with caution because state and federal policy changes may have affected the year-to-year comparability of test results for these subgroups.

Table WV-14. Achievement gap trends in mathematics by mean scale scores

NOTE: L = larger gain than comparison group. S = smaller gain than comparison group. E = equal gain to comparison group. MSS = mean scale score. SD = standard deviation.
If the average gain for the subgroup of interest, such as African American students, is larger than the average gain for the comparison group, such as white students, this indicates that the achievement gap has narrowed. If the average gain for the subgroup of interest is smaller, this means the gap has widened.

		Grade 4					Grade 8					Grade 10				
Subgroup	Statistic	Year span	Start year	End year	Avg. gain MSS[1]	Gain larger or smaller than comp. group	Year span	Start year	End year	Avg. gain MSS[1]	Gain larger or smaller than comp. group	Year span	Start year	End year	Avg. gain MSS[1]	Gain larger or smaller than comp. group
All tested students	Mean SS	04-08	643.1	651	NA		04-08	693.8	700	NA		04-08	720.3	721	NA	
	SD	04-08	31.6	32.5			04-08	43.0	41.6			04-08	45.5	44.7		
White	Mean SS	04-08	643.8	651	NA		04-08	694.6	700	NA		04-08	721.0	722	NA	
	SD	04-08	31.5	32.3			04-08	42.6	41.3			04-08	44.9	44.3		
African American	Mean SS	04-08	630.6	643	NA	NA	04-08	674.1	683	NA	NA	04-08	697.0	702	NA	NA
	SD	04-08	30.4	32.3			04-08	43.1	38.2			04-08	46.6	44.2		
Latino	Mean SS	04-08	639	644	NA	NA	04-08	688	695	NA	NA	04-08	722	708	NA	NA
	SD	04-08	NA	NA			04-08	NA	NA			04-08	NA	NA		
Asian	Mean SS	04-08	661	678	NA	NA	04-08	736	737	NA	NA	04-08	768	757	NA	NA
	SD	04-08	NA	NA			04-08	NA	NA			04-08	NA	NA		
Native American	Mean SS	04-08	636	654	NA	NA	04-08	694	693	NA	NA	04-08	728	709	NA	NA
	SD	04-08	NA	NA			04-08	NA	NA			04-08	NA	NA		
All tested students	Mean SS	04-08	643.1	651	NA		04-08	693.8	700	NA		04-08	720.3	721	NA	
	SD	04-08	31.6	32.5			04-08	43.0	41.6			04-08	45.5	44.7		
Low-income	Mean SS	04-08	635	643	NA	NA	04-08	681	688	NA	NA	04-08	704	707	NA	NA
	SD	04-08	NA	NA			04-08	NA	NA			04-08	NA	NA		
All tested students	Mean SS	06-08	652	651	NA		06-08	699	700	NA		06-08	722	721	NA	
	SD	06-08	32.7	32.5			06-08	43.1	41.6			06-08	44.5	44.7		
Students with disabilities[3]	Mean SS	06-08	629	629	NA	NA	06-08	649	653	NA	NA	06-08	669	667	NA	NA
	SD	06-08	NA	NA			06-08	NA	NA			06-08	NA	NA		
All tested students	Mean SS	06-08	652	651	NA		06-08	699	700	NA		06-08	722	721	NA	
	SD	06-08	32.7	32.5			06-08	43.1	41.6			06-08	44.5	44.7		
English language learners[3]	Mean SS	06-08	655	648	NA	NA	06-08	687	690	NA	NA	06-08	728	708	NA	NA
	SD	06-08	NA	NA			06-08	NA	NA			06-08	NA	NA		
Female	Mean SS	04-08	643.6	651	NA		04-08	694.8	699	NA		04-08	721.6	723	NA	
	SD	04-08	30.1	31.1			04-08	41.1	39.8			04-08	41.7	41.3		
Male	Mean SS	04-08	642.8	651	NA	NA	04-08	693.1	700	NA	NA	04-08	719.1	719	NA	NA
	SD	04-08	33.0	33.8			04-08	44.7	43.1			04-08	48.9	47.8		

Table reads: In 2004, the mean scale score on the state 4th grade math test was 643.8 for white students and 630.6 for African American students. In 2008, the mean scale score in 4th grade math was 651 for white students and 643 for African American students. Average annual mean scale score gains were not

calculated because the trend lines ended before 2009.

Note: The West Virginia Educational Standards Tests (WESTEST) is scored on a scale of 400-900.

[1]Numbers in these columns are subject to rounding error.

[2]The number of students tested in this subgroup at this grade level was fewer than 500 in 2009 or the most recent year with available data, so changes for this subgroup should be interpreted with caution.

[3]Gap trends for students with disabilities and English language learners should be interpreted with caution because state and federal policy changes may have affected the year-to-year comparability of test results for these subgroups.

Table WV-15. Numbers of test-takers

Subgroup	Subject	Grade 4					Grade 8					Grade 10				
		Year span	# of test-takers start year	# of test-takers end year	Change in # of test-takers over time	% of test-takers in subgroup in end year	Year span	# of test-takers start year	# of test-takers end year	Change in # of test-takers over time	% of test-takers in subgroup in end year	Year span	# of test-takers start year	# of test-takers end year	Change in # of test-takers over time	% of test-takers in subgroup in end year
All tested students	Reading	04-08	20,408	19,848	-2.7%	100.0%	04-08	21,532	20,654	-4.1%	100.0%	04-08	18,839	19,259	2.2%	100.0%
	Math	04-08	20,418	19,854	-2.8%	100.0%	04-08	21,532	20,647	-4.1%	100.0%	04-08	18,851	19,286	2.3%	100.0%
White	Reading	04-08	19,122	18,385	-3.9%	92.6%	04-08	20,276	19,259	-5.0%	93.2%	04-08	17,747	18,003	1.4%	93.5%
	Math	04-08	19,130	18,391	-3.9%	92.6%	04-08	20,278	19,251	-5.1%	93.2%	04-08	17,756	18,020	1.5%	93.4%
African American	Reading	04-08	990	1,097	10.8%	5.5%	04-08	894	1,073	20.0%	5.2%	04-08	771	933	21.0%	4.8%
	Math	04-08	992	1,097	10.6%	5.5%	04-08	892	1,074	20.4%	5.2%	04-08	773	943	22.0%	4.9%
Latino	Reading	04-08	111	**185**	66.7%	0.9%	04-08	120	**182**	51.7%	0.9%	04-08	116	**162**	39.7%	0.8%
	Math	04-08	111	**185**	66.7%	0.9%	04-08	118	**182**	54.2%	0.9%	04-08	116	**162**	39.7%	0.8%
Asian	Reading	04-08	108	**149**	38.0%	0.8%	04-08	133	**125**	-6.0%	0.6%	04-08	136	**136**	0.0%	0.7%
	Math	04-08	108	**149**	38.0%	0.8%	04-08	133	**125**	-6.0%	0.6%	04-08	136	**136**	0.0%	0.7%
Native American	Reading	04-08	19	**32**	68.4%	0.2%	04-08	19	**14**	-26.3%	0.1%	04-08	27	**25**	-7.4%	0.1%
	Math	04-08	19	**32**	68.4%	0.2%	04-08	19	**14**	-26.3%	0.1%	04-08	28	**25**	-10.7%	0.1%
Low-income	Reading	04-08	11,193	10,907	-2.6%	55.0%	04-08	10,308	10,262	-0.4%	49.7%	04-08	7,263	8,141	12.1%	42.3%
	Math	04-08	11,196	10,911	-2.5%	55.0%	04-08	10,310	10,252	-0.6%	49.7%	04-08	7,277	8,163	12.2%	42.3%
Students w/ disabilities	Reading	06-08	3,275	3,122	-4.7%	15.7%	06-08	3,301	2,821	-14.5%	13.7%	06-08	2,670	2,516	-5.8%	13.1%
	Math	06-08	3,283	3,124	-4.8%	15.7%	06-08	3,303	2,821	-14.6%	13.7%	06-08	2,669	2,518	-5.7%	13.1%
English language learners	Reading	06-08	103	**115**	11.7%	0.6%	06-08	88	**99**	12.5%	0.5%	06-08	72	**65**	-9.7%	0.3%
	Math	06-08	103	**115**	11.7%	0.6%	06-08	88	**99**	12.5%	0.5%	06-08	71	**65**	-8.5%	0.3%
Female	Reading	04-08	9,771	9,752	-0.2%	49.1%	04-08	10,544	9,955	-5.6%	48.2%	04-08	9,253	9,503	2.7%	49.3%
	Math	04-08	9,780	9,752	-0.3%	49.1%	04-08	10,535	9,944	-5.6%	48.2%	04-08	9,264	9,513	2.7%	49.3%
Male	Reading	04-08	10,605	10,096	-4.8%	50.9%	04-08	10,935	10,698	-2.2%	51.8%	04-08	9,567	9,756	2.0%	50.7%
	Math	04-08	10,606	10,102	-4.8%	50.9%	04-08	10,942	10,702	-2.2%	51.8%	04-08	9,568	9,773	2.1%	50.7%

Table reads: In 2004, 19,122 students in the white subgroup took the state 4th grade reading test. By 2008, the number of white test-takers had fallen to 18,385 students, a decrease of 3.9%. In 2008, the white subgroup made up 92.6% of the 19,848 4th graders taking the reading test that year.

Note: **Bold** type indicates that the number of students tested in this subgroup at this grade level was fewer than 500 in 2009 or the most recent year with available data.

Key Terms

Percentage proficient (and above) — The percentage of students in a group who score at or above the cut score for "proficient" performance on the state test used to determine progress under NCLB. The Act requires states to report student test performance in terms of at least three achievement levels: basic, proficient, and advanced. Adequate yearly progress determinations are based on the percentage of students scoring at the proficient level and above.

Percentage basic (and above) — The percentage of students in a group who score at or above the cut score for "basic" performance on the state test used to determine progress under NCLB.

Percentage advanced — The percentage of students in a group who reach or exceed the cut score for "advanced" performance on the state test used to determine progress under NCLB.

Moderate-to-large gain — For the percentage basic, proficient, or advanced, an average gain of 1 or more percentage points per year. For effect size, an average gain of 0.02 or greater per year.

Slight gain — For the percentage basic, proficient, or advanced, an average gain of less than 1 percentage point per year. For effect size, an average gain of less than 0.02 per year.

Moderate-to-large decline — For the percentage basic, proficient, or advanced, an average decline of 1 or more percentage points per year. For effect size, an average decline of 0.02 or greater per year.

Slight decline — For the percentage basic, proficient, or advanced, an average decline of less than 1 percentage point per year. For effect size, an average decline of less than 0.02 per year.

Effect size — A statistical tool that conveys the amount of difference between test results using a common unit of measurement which does not depend on the scoring scale for a particular test.

Accumulated annual effect size — The cumulative gain in effect size over a range of years.

Mean scale score — The arithmetical average of a group of test scores, expressed on a common scale for a particular state's test. The mean is calculated by adding the scores and dividing the sum by the number of scores.

Standard deviation — A measure of how much test scores tend to deviate from the mean—in other words, how spread out or bunched together test scores are. If students' scores are bunched together, with many scores close to the mean, then the standard deviation will be small. If scores are spread out, with many students scoring at the high or low end of the scale, then the standard deviation will be large.

Cautions and Explanations

Different labels for achievement levels — For consistency, all of the state profiles developed for this report use a common set of labels (basic, proficient, and advanced) for the main achievement levels required by NCLB. In practice, however, some states may use different labels, such as "meets standard" instead of proficient, and some states have established additional achievement levels beyond those required by NCLB.

Different names for subgroups — For the sake of consistency and ease of data tabulation, all of the state profiles developed for this report use a common set of names for the major student subgroups. In practice, however, states use various names for subgroups that may differ from those used here (such as using "Hispanic" instead of "Latino," or "special education students" instead of "students with disabilities"). Moreover, a few states separately track the performance of subgroups not included in the analyses for this report.

Special caution for students with disabilities and English language learners — Trends for students with disabilities and English language learners should be interpreted with caution because changes in federal guidance and state accountability plans may have altered which students in these subgroups are tested for accountability purposes, how they are tested, and when their test scores are counted as proficient under NCLB. These factors could affect the year-to-year comparability of test results.

Inclusion of former English language learners — In many states, the subgroup of English language learners (also known as limited English proficient students) includes students who were formerly English language learners but who have achieved English language proficiency or fluency in the last two years. Federal NCLB regulations permit states to include these formerly ELL students (sometimes referred to as "redesignated fluent English proficient" students) in the ELL subgroup for up to two years for purposes of NCLB accountability.

Limitations of percentage proficient measure — The percentage proficient, the main gauge of student performance under NCLB, can be easily understood and gives a snapshot of how many students have met their state's performance expectations. But it also has several limitations as a measure of student achievement. Users of percentage proficient data should keep in mind these limitations, particularly the following:

* "Proficient" means different things across different states. States vary widely in curriculum, learning expectations, and tests, and state tests differ considerably in their difficulty and cut scores for proficient performance.
* Although this study has taken steps to avoid comparing test data where there have been "breaks" in comparability resulting from new tests, changes in content standards, revised cut scores, or other major changes in testing programs, the year-to-year comparability of test results in the same state may still be affected by less obvious policy and demographic changes.
* Changes in student performance may occur that are not reflected in percentage proficient data, such as an increase in the number of students reaching performance levels below and above proficient (such as the basic or advanced levels).
* The size of the achievement gaps between various subgroups depends in part on where a state sets its cut score for proficiency. For example, if a proficiency cut score is set so high that almost nobody reaches it or so low that almost everyone reaches it, there will be little apparent achievement gap. By contrast, if the cut score is closer to the mean test score, the gaps between subgroups will be more apparent.

Difficulty of attributing causes — Although the tables in this profile show trends in test scores since the enactment of NCLB, one cannot assume that these trends have occurred *because* of NCLB. It is always difficult to determine a cause-and-effect relationship between test score trends and any specific education policy or program due to the many federal, state, and local reforms undertaken in recent years and due to the lack of an appropriate "control" group of students not affected by NCLB.