98050

Education, Culture, and Lifelong Learning: An Intranet Distributed Distance Education Network *One Room School – 2000*

Evaluation of the
One Room School – 2000 Project

Technology Opportunities Program (TOP)
Grant Number: 54-60-98050

Final Report for the:

National Telecommunications and Information Administration
U.S. Department of Commerce
1401 Constitution Avenue, NW
Room 4092
Washington, DC 20230

Prepared by:

Larry Froehlich, Ed.D.
Dean, College of Education and Human Services
Marshall University
1 John Marshall Drive
Huntington, West Virginia 25755
(304) 696-6703

December 2001

EXECUTIVE SUMMARY

Background:

This project was intended for the Education, Culture, and Lifelong Learning primary application area. The goals were to demonstrate that education, services, and information can be delivered to individuals, particularly the disadvantaged, in a personal, easy-to-use manner that transcends location and time. This project designed, tested, implemented, and publicized a model for a sustainable, cost-effective learning in diverse local communities. The design is easily replicable. The traditional one room school provides the metaphor for the *One Room School--2000* learning cluster. The sense of community, culture, education, cooperation, information associated with the community school will be provided at a depth never imagined by our ancestors. The technology allowed people in different locations to hold interactive meetings and classes. Participants, via their desktop computer, could see and hear each other, exchange documents and objects, and share files and applications. The network used innovative client workstations and servers to provide desktop data, audio, video, and teleconferencing integration interconnected by advanced ATM and switched Ethernet telecommunications networks, in an integrated environment that was easy to use and maintain.

The *One Room School—2000* project can be described as something like the traditional one room school approach with a coordinator or facilitator taking the physical place of the teacher and the function of the teacher moving to remote sites. Like the historic local school, this project created: (1) a feeling of integration and connection to the community, (2) a feeling of community and family where "older" students help "younger" students, (3) a self-contained, remote facility that provides a quality education and brings the world to the community, and (4) a self-paced atmosphere of cooperation and community, but it will use state-of-the-art technology to do so in a depth never imagined by our pedagogical ancestors.

The main purpose of this project was to demonstrate an alternative to the delivery of traditional synchronous classroom instruction and associated face-to-face advising, assistance, counseling, and mentoring, to a wide variety of individuals in a cost-effective, easily supportable and off-the-shelf manner. This new paradigm delivered high quality instruction, information and services equivalent or superior to the traditional campus and classroom environment to individual learners regardless of their situation. Motivated learners who are disadvantaged in some manner--place bound, low income, remote, or unable to participate in traditional

instruction due to employment or other time constraints--were accommodated. A secondary, but equally important, purpose was the development of a paradigm that is adaptable to a variety of information needs. For example, improved access to information on health care, public service, public safety, culture, and avocation, as well as access to communities of interest can be made in the same cost-effective manner by integrating easily available components.

Project Outcomes:

One Room School - 2000 provided education, information, and mentoring opportunities. Marshall University's community centered implementation of distance education addressed many of the existing issues and problems of current computing/ teleconferencing projects. The integration of the video with the data systems into the same infrastructure established a cost effective integrated educational delivery system.

The use of compressed digital telecommunications changed the way people at the remote sites perceived their access to more urban developed centers. This project gave passageways for in-service training, advanced degrees, and supporting administrative and related activities. Distance education modules in a full array of subjects were available to the public. A collaborative use of the trunk lines of communication established by this grant provided students broadband multi-media and Internet capabilities.

The funded project was expected to:

- Increase enrollment in Marshall University courses by individuals in the targeted communities.
- Provide distance education opportunities for rural based students and non-traditional students.
- Strengthen the existing Southern West Virginia Community College two-way video network.
- Strengthen our existing rural and campus initiatives and provide new Marshall community collaborative efforts.
- Provide video and computer conferencing resource for administrative meetings to reduce travel costs and provide a new information resource.

TABLE OF CONTENTS

PREFACE

As Marshall University provided more leadership in higher education, continuing education, workforce development in the rural state of West Virginia it was apparent that success would depend on the ability to deliver educational activities to this diverse, sparsely populated area. It also had to be provided both efficiently and effectively. The One Room School project was intended for the Education, Culture, and Lifelong Learning primary application area. The goals were to demonstrate that education, services, and information could be delivered to individuals, particularly the disadvantaged, in a personal, easy-to-use manner that transcends location and time. This project designed, tested, implemented, and publicized a model for a sustainable, cost-effective learning in diverse local communities.

West Virginia is a rural state, with a population of 1.8 million people. The geography is mountainous, spreading over 24,000 square miles. Many of the rural communities do not have easy access to interstates or divided highways. Many rural citizens feel; or at least have the perception of being, isolated. Technology can remove the isolation as people become more confident with their abilities to use technology effectively and more levels of technology become easily available.

The population growth for West Virginia from 1990 to 2000 was modest at 0.8% compared to the national increase in population of 13.1%. As chapter two indicates this project served a predominately rural area in southern West Virginia. The counties the One Room School project served had a net decline in population of – 11,977 from 1990-2000. Only North Dakota had less population growth.

According to the West Virginia Kids Count Fund, in 1999, 146,244 school children in West Virginia were approved for free or reduced-priced school meals. This represents 52.7 percent of all school children in kindergarten through 12th grade.

The U. S. Census Bureau, 2000 State and County Quick Facts reports 16.8% of "persons" in West Virginia were living below the national poverty level and 24.7% of children were below the poverty level.

CHAPTER 1 Overview and Methodology

Overview:

This project was intended for the Education, Culture, and Lifelong Learning primary application area. The goals were to demonstrate that education, services, and information could be delivered to individuals, particularly the disadvantaged, in a personal, easy-to-use manner that transcends location and time. It designed, tested, implemented, and publicized a model for a sustainable, cost-effective learning in diverse local communities.

Evidence is provided and explained in Chapter Two.

Project Outcomes I: Increase enrollment in Marshall University courses by individuals in the targeted communities.

Evidence: Examination of student enrollment at Marshall University from the counties served, comparing the fall 1998 term to the fall 2001 term. Population changes in each county are also included in the tables.

Project Outcomes II: Provide distance education opportunities for rural based students and non-traditional students.

Evidence: Examination of Internet and compressed video courses offered by Marshall University and the number of delivery sites utilized in the Fall of 1998 and the Fall of 2001.

Project Outcome III: Strengthen the existing Southern West Virginia Community College two-way video network.

Evidence: A narrative description of the efforts to strengthen the existing Southern West Virginia Community College two-way video network.

Project Outcome IV: Strengthen our existing rural and campus initiatives and provide new Marshall community collaborative efforts.

Evidence: A narrative description of the efforts to strengthen our existing rural and campus initiatives and provide new Marshall community collaborative efforts.

Project Outcome V: Provide video and computer conferencing resource for administrative meetings to reduce travel costs and provide a new information resource.

Evidence: A narrative description of the efforts to provide video and computer conferencing resource for administrative meetings to reduce travel costs and provide a new information resource. Available schedules were examined.

Methodology:

The method of evaluation was two-fold; reviews of enrollments and population patterns by county, Internet and compressed video course offering, anecdotal information concerning various aspects of the project, and compilation of a user survey.

CHAPTER 2 Survey and Data Collection Findings

Principal Findings:

Population background information:

A review of census data comparing the fall 1998 term to the fall of 2001 term showed a population increase in 6 of the counties and a population decrease in 6 counties. The net change was – 11,977.

Population change

County	1990 pop	2000 pop	+ or - change
Boone	25,870	25,535	- 335
Cabell	96,827	96,784	- 43
Jackson	25,938	28,000	+2062
Kanawha	207,619	200,073	- 7546
Lincoln	21,382	22,108	+ 726
Logan	43,032	37,710	- 5322
Mason	25,178	25,957	+ 779
McDowell	35,233	27,329	- 7904
Mingo	33,739	28,253	- 5486
Putnam	42,835	51,589	+ 8754
Wayne	41,636	42,903	+ 1267
Wood	86,915	87,986	+1071

Project Outcomes I:

Increase enrollment in Marshall University courses by individuals in the targeted communities. The tables below show the population change from 1990 to 2000 in each county the One Room School project served. These tables also include enrollment by county, at Marshall University, in the fall of 1998 and the fall of 2001, and the enrollment change.

The Larry Joe Harless Community Center serves Boone, Lincoln, Logan, Mingo, and McDowell counties.

County	Pop change	Fall 1998	Fall 2001	Enroll change
Boone	- 335	151	160	+ 9
Lincoln	+ 726	244	235	- 9
Logan	- 5322	388	339	- 49
Mingo	- 5486	300	276	- 24
McDowell	- 7904	59	97	+ 38

The Mid Ohio Valley Center serves Jackson, Mason, and Wood counties.

County	Pop change	Fall 1998	Fall 2001	Enroll change
Jackson	+ 2062	153	188	+ 35
Mason	+ 779	543	589	+ 46
Wood	+ 1071	324	346	+ 22

The Marshall University Graduate College serves Kanawha and Putnam counties.

County	Pop change	Fall 1998	Fall 2001	Enroll change
Kanawha	- 7546	1641	1924	+ 283
Putnam	+8754	938	927	- 11

The Huntington Campus serves Cabell and Wayne counties

County	Pop change	Fall 1998	Fall 2001	Enroll change
Cabell	- 43	5543	4866	- 677
Wayne	+ 1267	1112	996	- 116

Project Outcomes II:
Provide distance education opportunities for rural based students and non-traditional students. The table below shows the offerings of web based/Internet courses and video conferencing courses (two-way video) in the fall of 1998 compared to the fall of 2001.

Type	Fall 1998	Fall 2001
Internet	46 courses	87 courses
Video	18 at 47 sites	22 at 63 sites

The net change due to the One Room School project is an increase of 41 Internet courses and four courses delivered via compressed video. The additional courses offered and additional sites utilized increased the distance education opportunities for Marshall University students.

The One Room School project reported utilization at the following sites for the last 4 quarters of the project (October, 2000 through September 2001):

INDICATOR	MUGC	MOVC	LJHCC	TOTALS
Opening Date for Site	Oct-98	Jan-00	Jul-99	
Total Accounts at End of Project	6,012	741	280	7,033
New Accounts Created in the Last 4 Quarters of the Project	1101	304	37	1442
Total Sessions in the Last 4 Quarters of the Project	89,238	22,632	17,571	129,441
Average Unique Visitors/Quarter	531.8	178.8	75.3	785.8
Average Sessions/Quarter/Unique Visitor	42.2	31.8	57.7	
Average Sessions/Month/Unique Visitor	14.1	10.6	19.2	

Project Outcome III:
Strengthen the existing Southern West Virginia Community College two-way video network. Due to some local political situations, the appointment of a new president at Southern West Virginia Community College, etc., more progress was anticipated in attempting to strengthen the existing Southern West Virginia Community College two-way video network, but a primary example is below.

At the beginning of this fall 2001 term the Multipoint Control Unit (MCU) at the Southern West Virginia Community College failed. This literally stopped the network delivery to the southern portion of the state, including video conferencing. Due to the existing cooperation between Southern West Virginia Community College and Marshall University, the two institutions worked together to resolve the problem. Marshall University had purchased a new MCU for use in Huntington partially using funds from the One Room School project. This made the MCU that had been replaced available to the Community College. Marshall University IT staff delivered the MCU and assisted in the installation. This provided Southern West Virginia Community College with the equipment they needed to return service to the area and also the possibility of expanding their capabilities. Without the One Room School project and Marshall University purchasing the "new" MCU, the replacement MCU would not have been available. Without the replacement equipment the fall semester course delivery would have been delayed indefinitely.

Project Outcome IV:
Strengthen our existing rural and campus initiatives and provide new Marshall community collaborative efforts. The success of the One Room School project has been the model for other projects at Marshall University. Some examples are described below.

- The June Harless Center for Rural Educational Research and Development housed in the College of Education and Human Services was established to provide leadership for the state of West Virginia and the Appalachian region in the areas of improving rural education and community development. The Center provides educators and families with a support system that addresses educational problems, sustains school and community improvement and provides positive growth in all factors that impact educators and families. With the assistance and guidance of the Information Technology staff at Marshall University the Harless Center has used the One Room School as a model for various activities.

- After the One Room School project was started, the Director of the Harless Center saw a demonstration of its capabilities. Among other activities, the Center has sponsored sessions with pediatricians from the Marshall University School of Medicine and rural parents using video conferencing. These "meetings" originate in the Huntington site and provide parents of young children in Gilbert, WV the opportunity to ask heath related

questions. Gilbert, WV is approximately a 4-hour drive from the School of Medicine in Huntington.

- In the spring of 2001, a local donor was interested in providing some financial assistance to the College of Education and Human Services at Marshall University. A One Room School video conferencing demonstration from the Huntington site to the South Charleston site was arranged. After seeing the potential of the One Room School project, funds were provided to the college, for a distance-learning classroom. This classroom was dedicated in November 2001 and is fully operational. As part of the dedication and ribbon cutting of the room a "virtual field trip" to the Children's Museum in Indianapolis, Indiana was arranged. The classroom will be used in undergraduate and graduate classes and for professional development activities for teachers.

- With the success of the One Room School project, the Harless Center created a demonstration site with a kindergarten and first grade classroom. The College of Education and Human Services entered into an agreement with a local school system to establish the Westmoreland Demonstration Site. This site is a model of best practices for early childhood classrooms. It will be utilized by pre-service (undergraduate) teacher education students at Marshall University and in-service teachers who are able to observe these teaching techniques from their schools. The demonstration site is equipped with V-Tel equipment, is fully operational, and provides the opportunity for students on campus in Huntington to observe and interact with exemplary teaching as it takes place in Westmoreland. This site will also be used for in-service activities with practicing teachers throughout the state interacting with early childhood and elementary teachers.

- Marshall University has become a leader in developing and delivering WebCT courses. This expertise has been nationally recognized. The Marshall University Graduate College site has hosted annual WebCT conferences for the past two years. The "Almost Heaven WebCT Conference" has been held in April of 2000 and 2001 in South Charleston, West Virginia. The conferences were attended by participants from surrounding states.

- The Marshall University School of Medicine utilizes technology in delivering Continuing Medical Education. The purpose of the medical

school as stated in the mission statement is: "*Marshall University Joan C. Edwards School of Medicine Continuing Medical Education is committed to serving the physicians of the state of West Virginia and the tri-state region by providing need driven educational programs which will support their ability to continually improve the quality of health care to people whose lives have been affected by sickness, injury or life threatening events. To achieve the purpose of continued improvement in the quality of health care, the CME program will 1) assess the needs and desires of physicians in West Virginia and surrounding Appalachian regions through objective and subjective measures. Receive reports of performance improvement and other review committees from individual hospitals and outreach sites and work with each to develop responsive CME programs, which address regional and national health care problems. 2) Provide for practicing physicians educational experiences which will enhance their ability to provide and improve health care, health care delivery systems and necessary illness care in West Virginia and surrounding Appalachian regions. 3) Continue, rekindle and even establish a climate of inquiry for physicians so that continuing medical education will be a life-long personal and self-rewarding endeavor. 4) Design and offer programs which will, whenever possible, help physicians meets the requirements of various organizations or certifying boards and state licensing boards. 5) Facilitate and enhance CME throughout the state, region and nation through individual program effort, joint sponsorship, exchange of information, outreach and the internet. 6) Utilize telemedicine and the internet when necessary to enhance patient care and physician education in rural and urban sites.*

- Many counties in rural West Virginia are not able to have a wide range of high schools course offerings. As part of its mission in assisting rural schools, the Harless Center is assisting rural high schools by delivering, via compressed video, foreign language courses. These courses are offered in schools where there are no foreign language teachers. This pilot project has been well received by the West Virginia Department of Education. This is the second semester delivering high school French and Spanish courses via technology and it has created a lot of interest from other rural counties. Possible ways of expanding the program are being explored.

- Using the One Room School project as a model, the Marshall University Forensic Science Center is offering distance learning opportunities via the Regional Training and Education Center; a distance learning "working laboratory" on the Marshall University campus; showcase state-of-the-art CODIS laboratories; provides continuing education to law enforcement locally and in other states; utilizes experienced forensic science staff as instructors; offers training courses for the Institute for Domestic Preparedness and Crisis and Consequence Management; and provides statewide training by the Medical Examiner's Office for Crime Scene and Death Investigation.

Project Outcome V:
Provide video and computer conferencing resource for administrative meetings to reduce travel costs and provide a new information resource.

Using available records of room schedules produced the tables below show.

Usage of One Room School sites for administrative meetings.

	1999	2000	2001
January	3	7	2
February	8	3	0
March	8	1	2
April	11	7	4
May	6	7	5
Total	36	25	13

The schedules reviewed included only partial usage records for the specific One Room School facilities. As additional video conferencing rooms were put on line the scheduling became more decentralized. Complete records were not kept.

Based on the table above, if each meeting were conducted between Huntington and South Charleston, video conferencing would save 2 hours driving time and 90 miles which would have to be reimbursed at a rate of .32 cents per mile or $28.80 per driver per meeting. The table above shows a minimum savings of $2131.20 in

mileage reimbursement if one person drove to each of the 74 meetings and a savings of 148 hours of driving time.

Informal usage estimates of the One Room School facilities appear to mirror these figures although official schedules of use for every room were not maintained.

User Survey:

Surveys were distributed at the Mid-Ohio Valley Center in Point Pleasant, WV (MOVC), the Marshall University Graduate College in South Charleston, WV (MUGC), and the Larry Joe Harless Community Center in Gilbert, WV (LJHCC) during the fall of 2001. A total of 141 surveys were completed and returned. The survey is provided in the appendix.

Overall Findings:

N = 141

The average age of participants was 24.5 years.

60% were female and 40% were male.

The average level of education was 2.0 (community college degree).

The average number of visits/uses was 13.6 during the previous four weeks.

The average self reported basic computer/Internet skill level when participant began to use the One Room School was 1.9 (1 = beginner and 2 = intermediate).

The average self reported basic computer/Internet skill level for the participant today was 2.2 (2 = intermediate and 3 = expert).

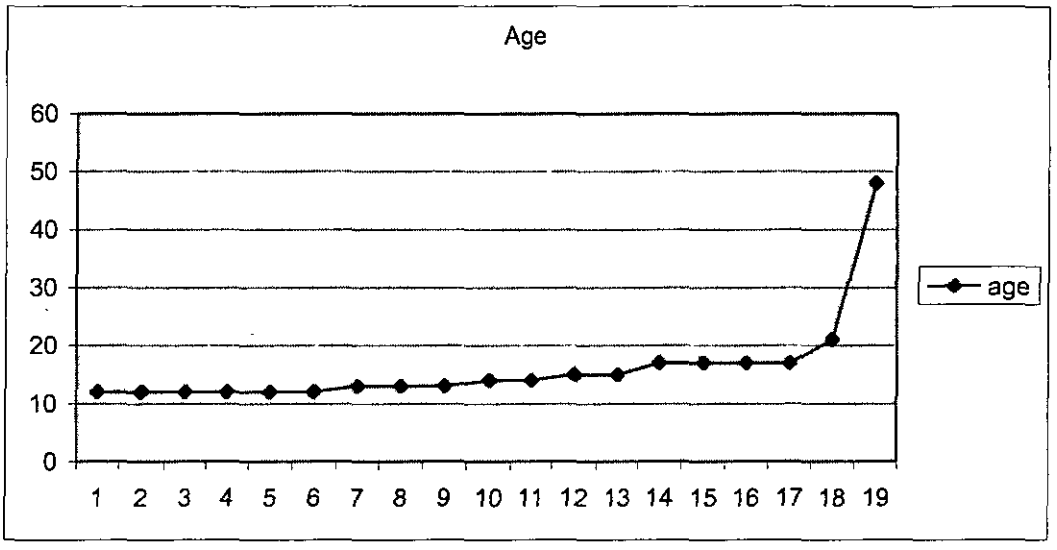
The average formal training was self-reported as 1.9 (1 = 1-3 clock hours and 2 = 6 or more clock hours).

Results by location:

Age by location:

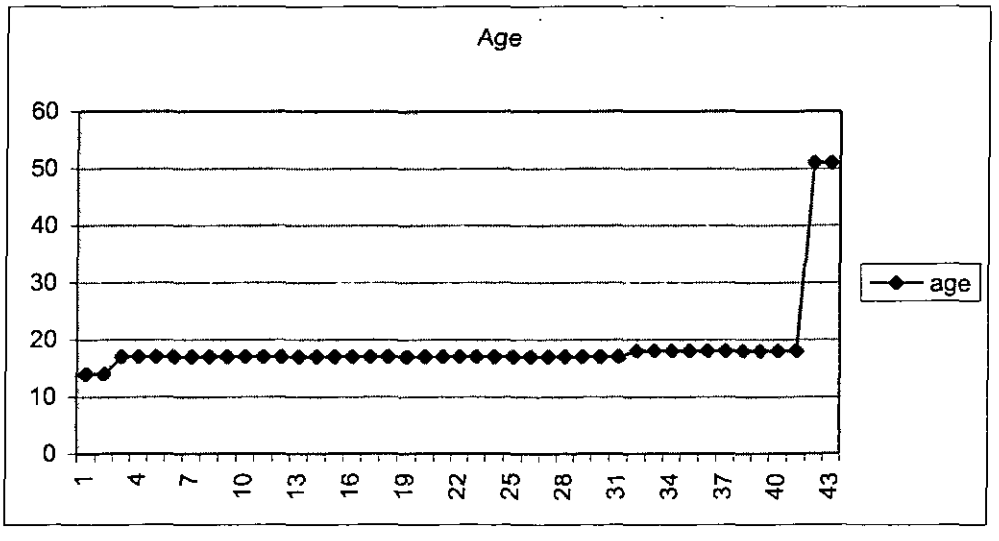
The age range at the Larry Joe Harless Community Center was from 12 to 48, with all but two participants under the age of 20.

Larry Joe Harless Community Center



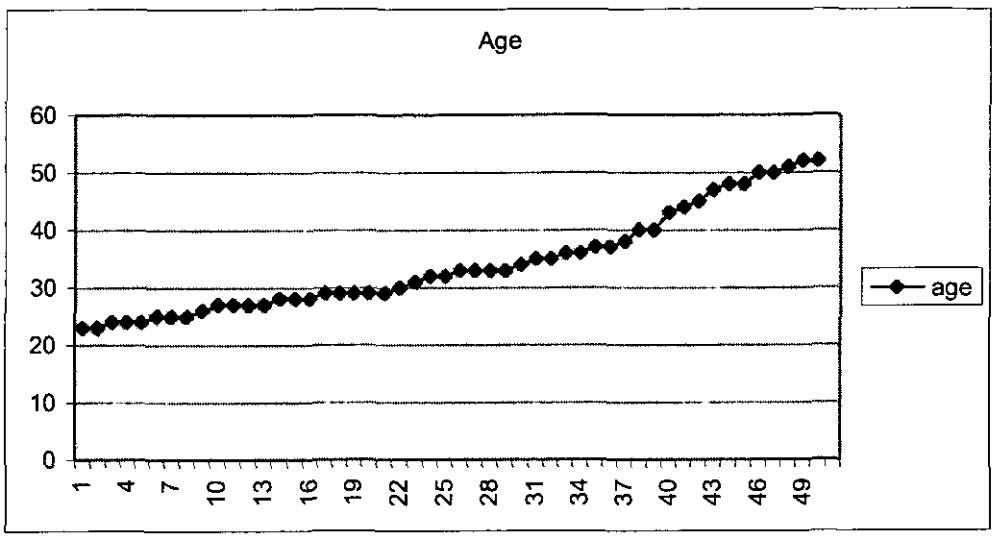
The age range at the Mid Ohio Valley Center was similar. It was from 14 to 51, with all but two participants under the age of 20.

Mid Ohio Valley Center

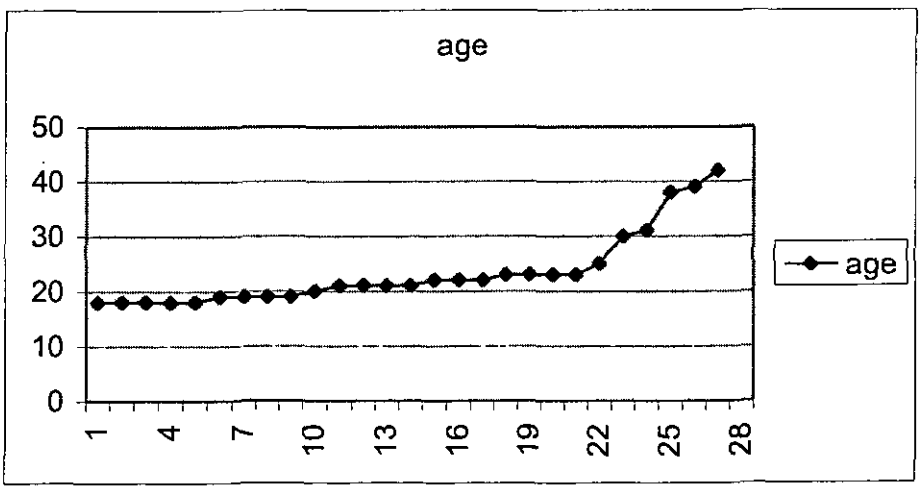


The age range at the West Virginia Graduate College was from 23 to 52, with all participants over the age of 20.

West Virginia Graduate College



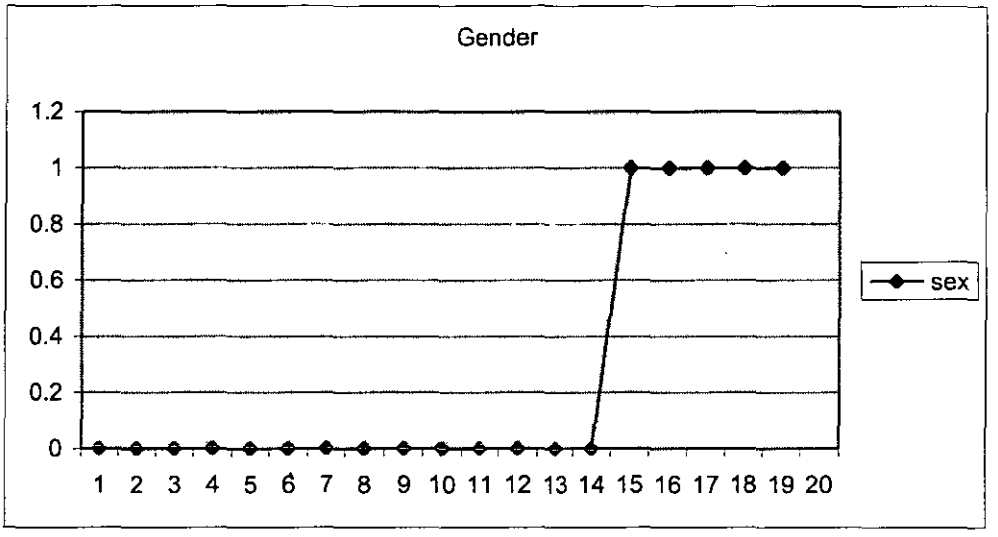
The age range at the Huntington site was from 18 to 42, with all participants over the age of 18.



Gender by location:

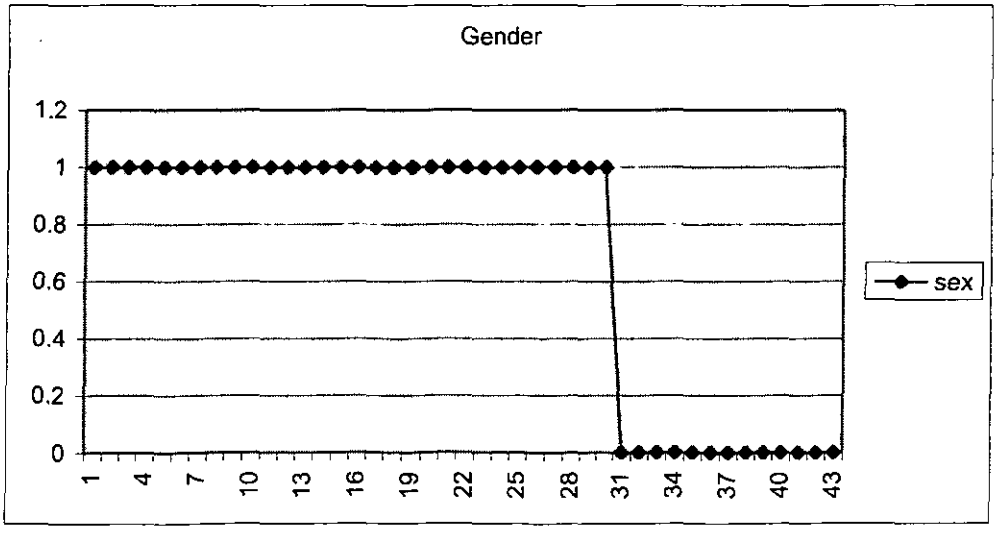
The Larry Joe Harless Community Center had 5 female participants and 14 male participants. See chart below with "1" being female and "0" being male.

Larry Joe Harless Community Center



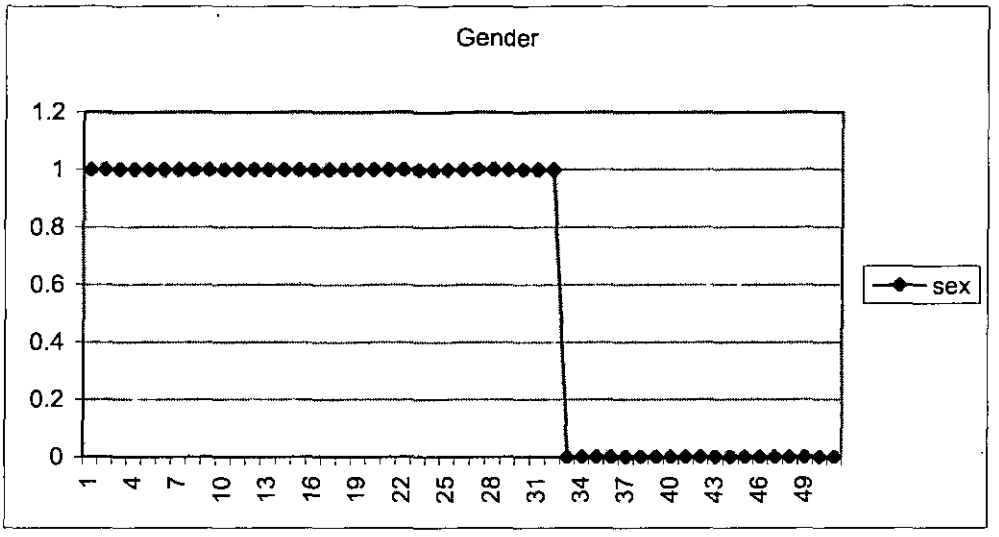
The Mid Ohio Valley Center had 30 female participants and 13 male participants. See chart below with "1" being female and "0" being male.

Mid Ohio Valley Center



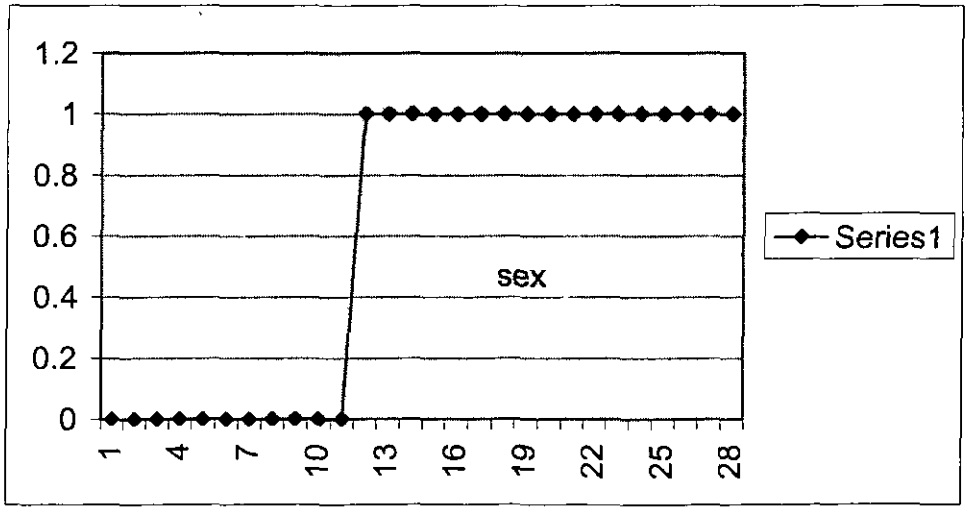
The Marshall University Graduate College had 32 female participants and 19 male participants. See chart below with "1" being female and "0" being male.

Marshall University Graduate College



The Huntington site had 32 female participants and 19 male participants. See chart below with "1" being female and "0" being male.

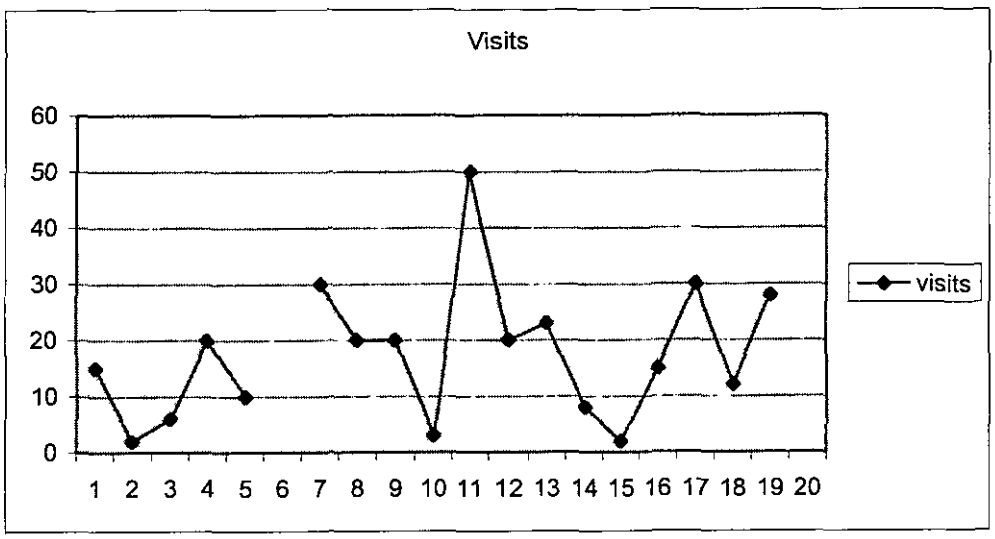
Huntington



The number of visits during the past four weeks was requested on the surveys

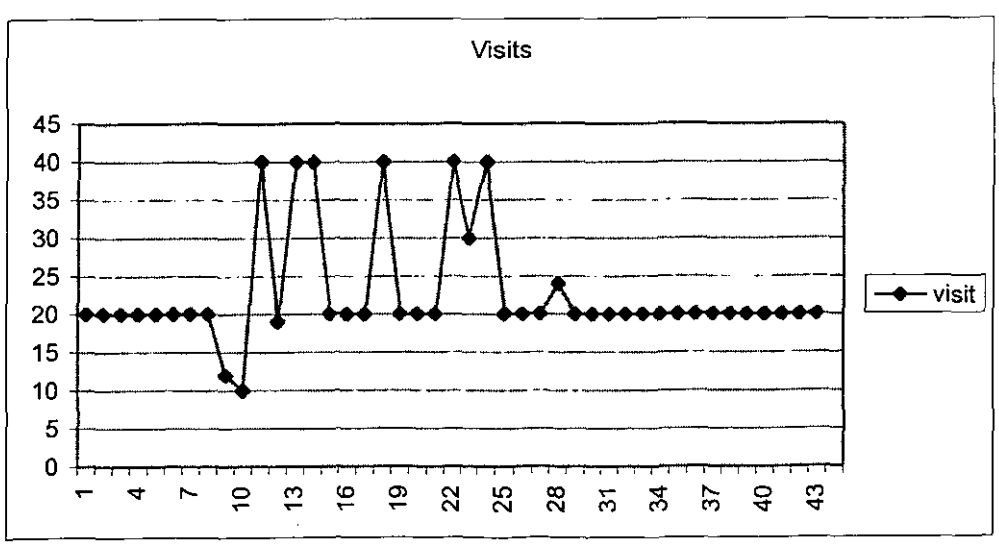
The Larry Joe Harless Community Center participants indicated a total of 314 visits during the past four weeks prior to the survey. The range of visits was from 2 visits to 50 visits.

Larry Joe Harless Community Center



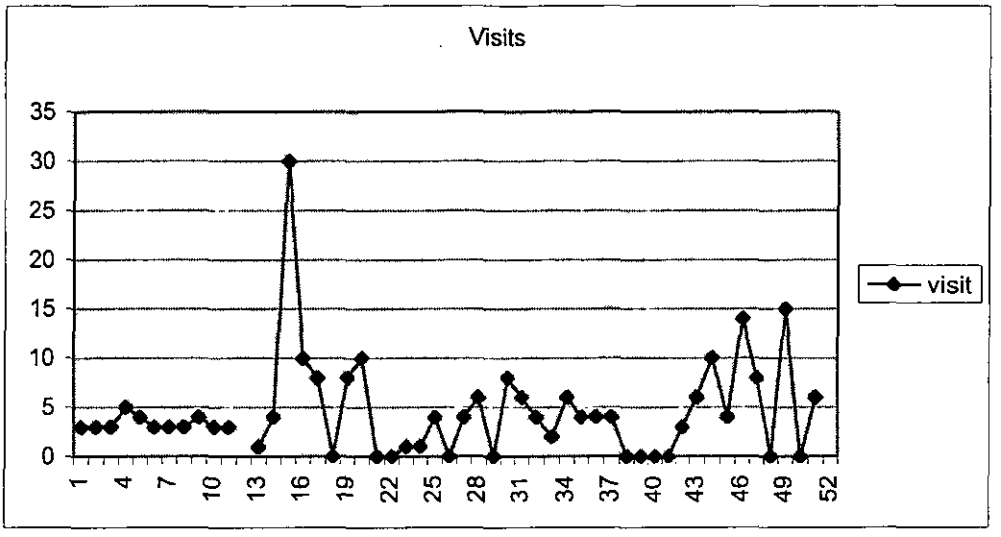
The Mid Ohio Valley Center participants indicated a total of 975 visits during the past four weeks prior to the survey. The range of visits was from 10 visits to 40 visits.

Mid Ohio Valley Center



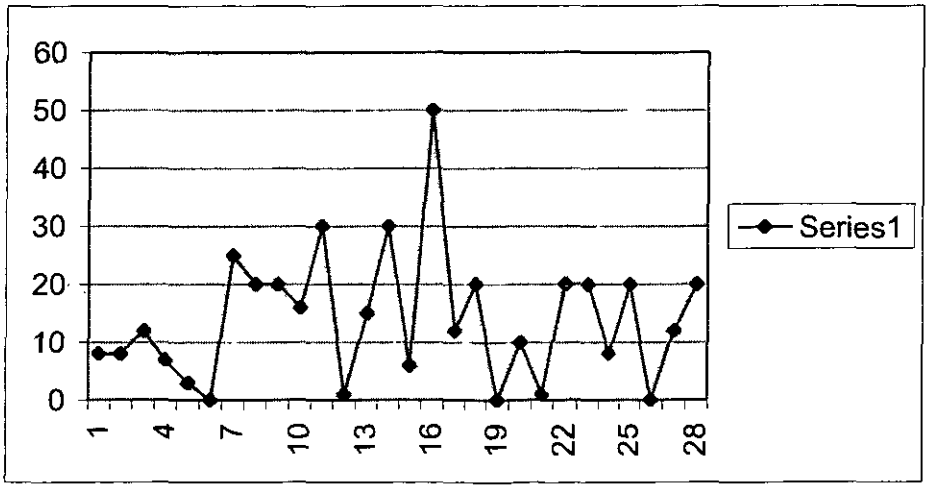
The Marshall University Graduate College participants indicated a total of 240 visits during the past four weeks prior to the survey. The range of visits was from 1 visit to 30 visits.

Marshall University Graduate College



The Huntington site participants indicated a total of 394 visits during the past four weeks prior to the survey. The range of visits was from 0 visits to 50 visits.

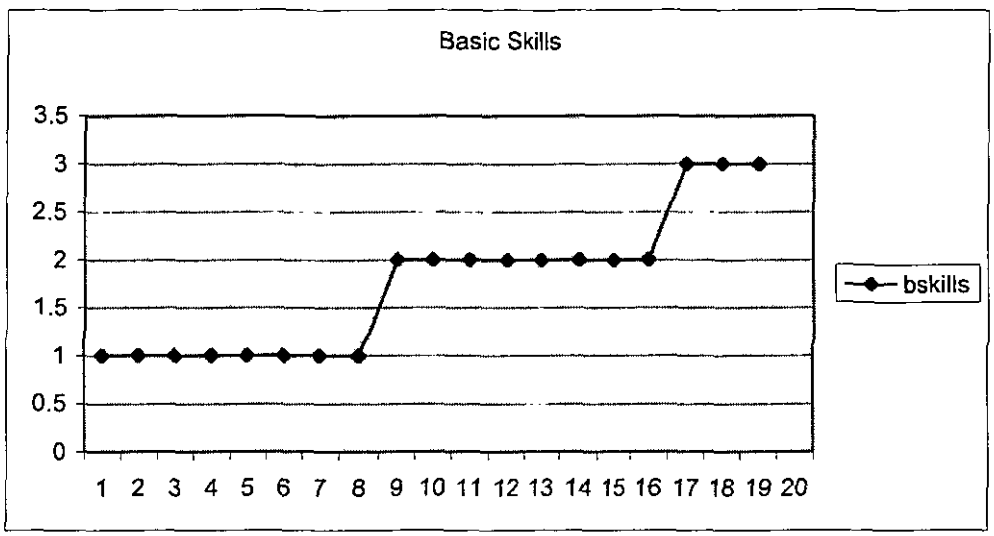
Huntington



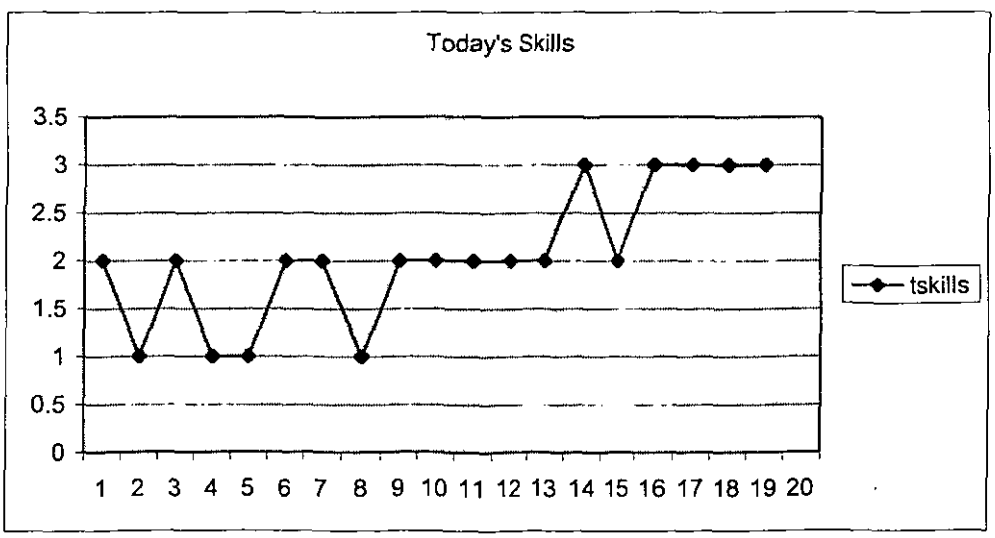
Self reported basic skills when the participants began going to the One Room School were reported as "0" no experience; "1" beginner; "2" intermediate; "3" expert.

The participants at the Larry Joe Harless Community Center self reported their level of basic skills when they began as 8 beginners, 8 intermediate, and 3 experts.

Larry Joe Harless Community Center

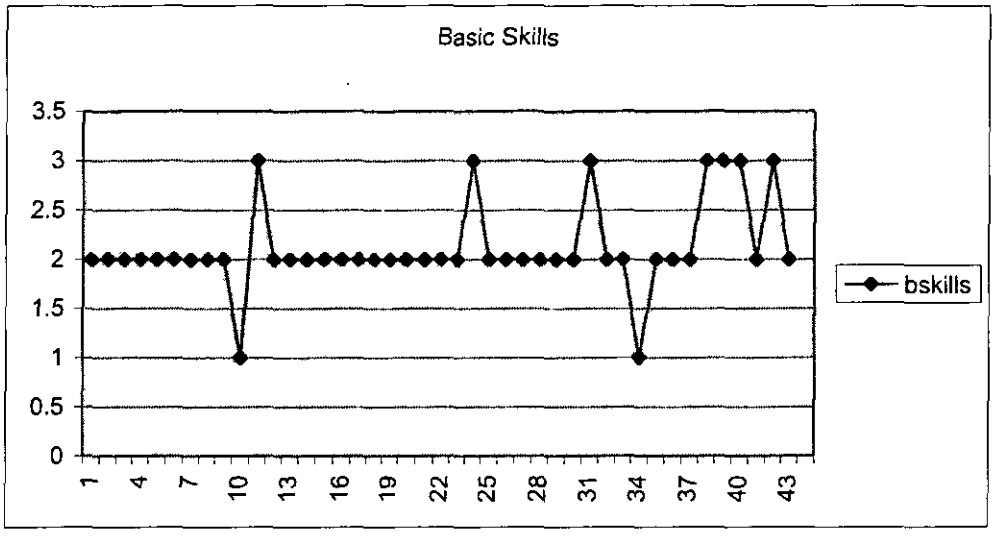


When asked how the participants would self report their computers skills today, they responded 4 beginner, 10 intermediate, and 5 expert.



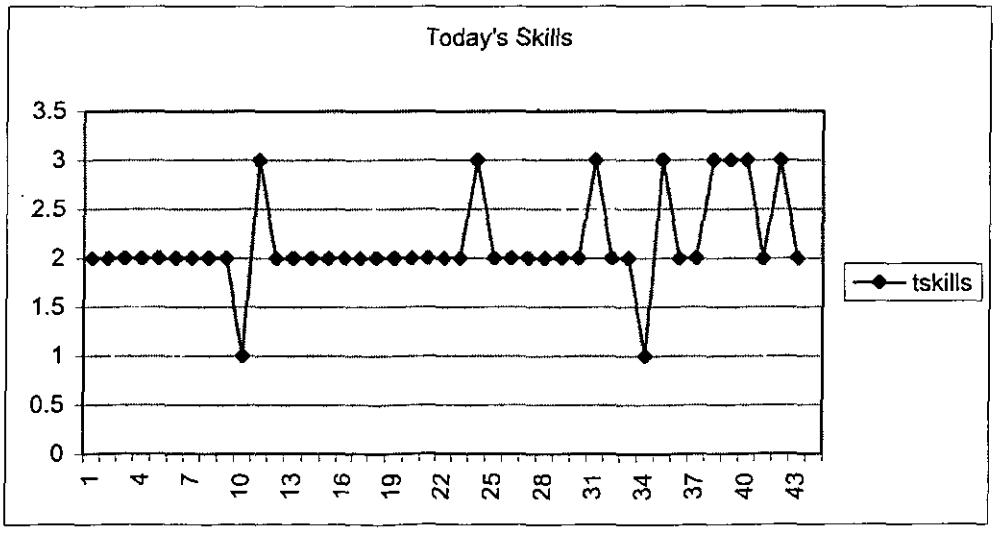
The participants at the Mid Ohio Valley Center self reported their level of basic skills when they began as 2 beginners, 34 intermediate and 7 experts.

Mid Ohio Valley Center



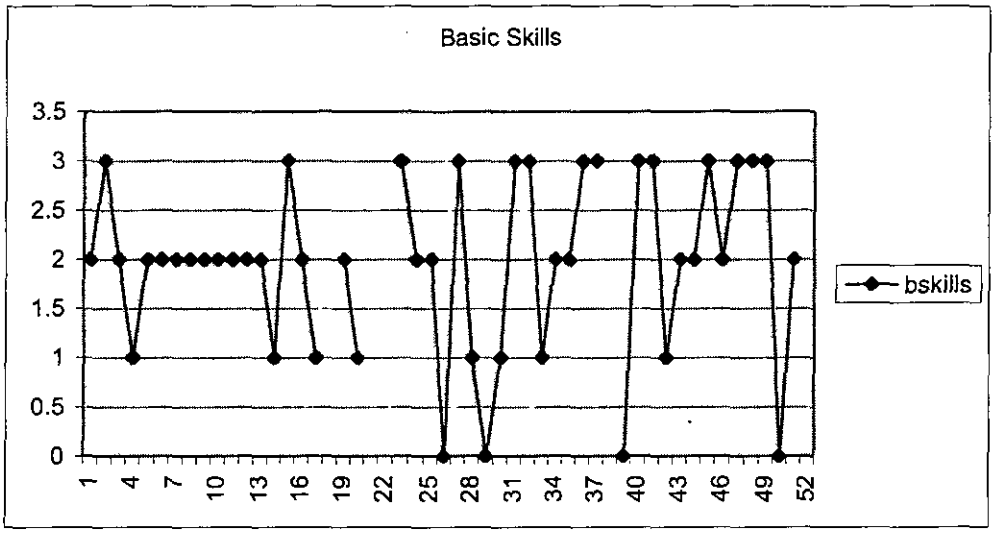
When asked how the participants would self report their computers skills today, they responded 2 beginners, 33 intermediate and 8 experts.

Mid Ohio Valley Center



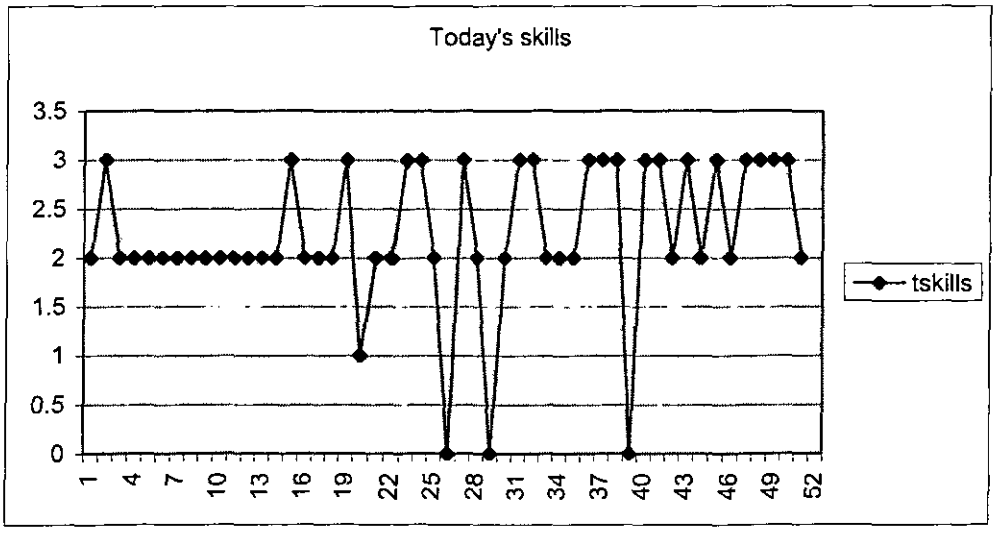
The participants at the Marshall University Graduate College self reported their level of basic skills when they began as 4 with no experience, 8 beginners, 21 intermediate and 14 experts.

Marshall University Graduate College



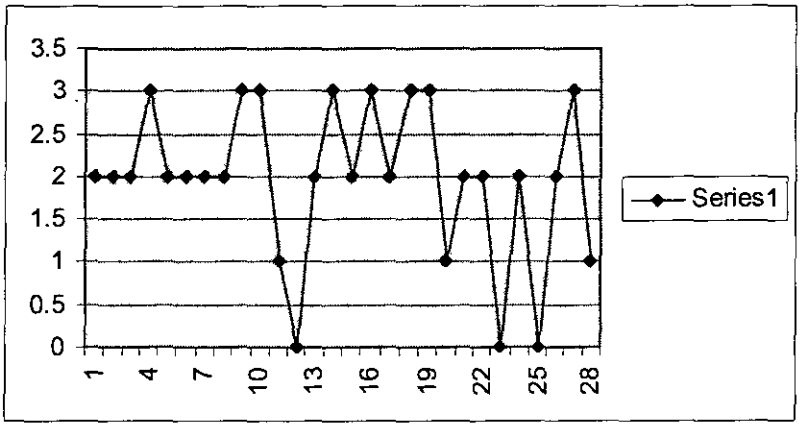
When asked how the participants would self report their computers skills today, they responded 3 with no experience, 1 beginner, 28 intermediate, and 19 experts.

Marshall University Graduate College



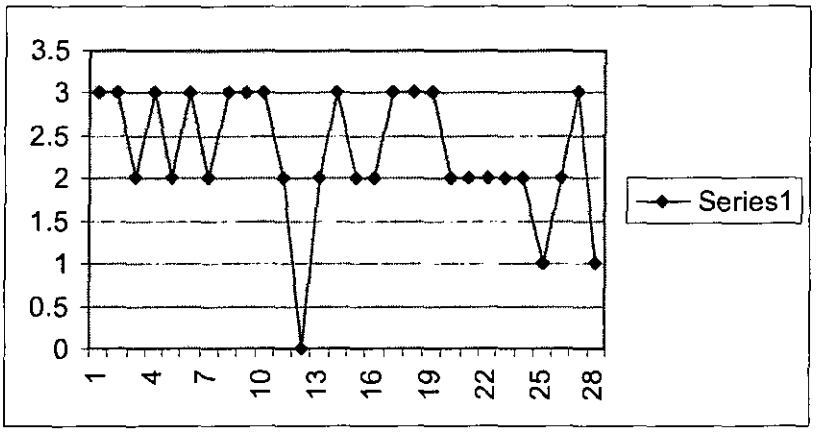
The participants at the Huntington site self reported their level of basic skills when they began as 3 with no experience, 3 beginners, 14 intermediate, and 8 experts.

Huntington basic skills



When asked how the participants would self report their computers skills today, they responded 1 with no experience, 2 beginners, 13 intermediate and 12 experts.

Huntington today's skills

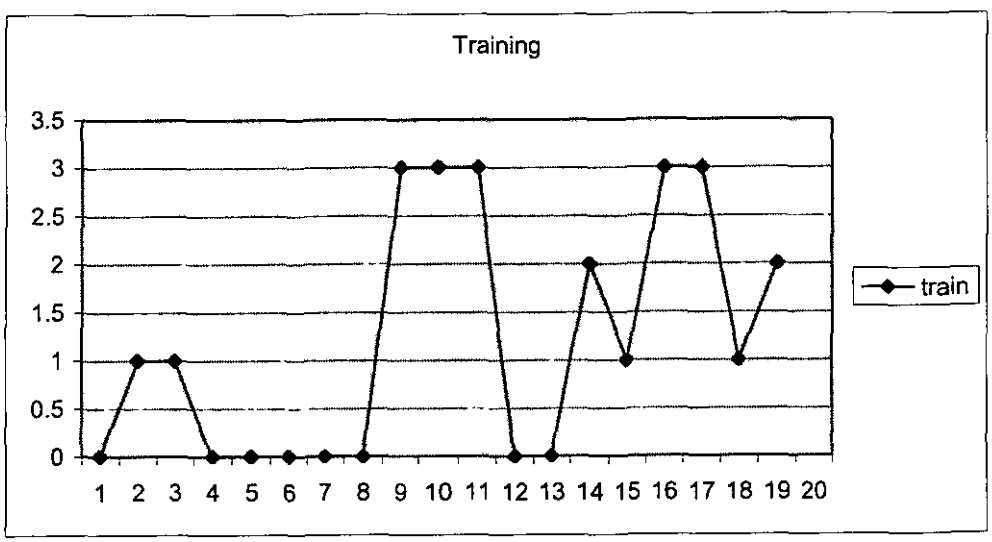


Formal Training

Participants were asked to describe their formal training in computers/internet skills: "0" no training; "1" 1-3 clock hours of training, "2" more than six clock hours, "3" a course or courses in high school or college.

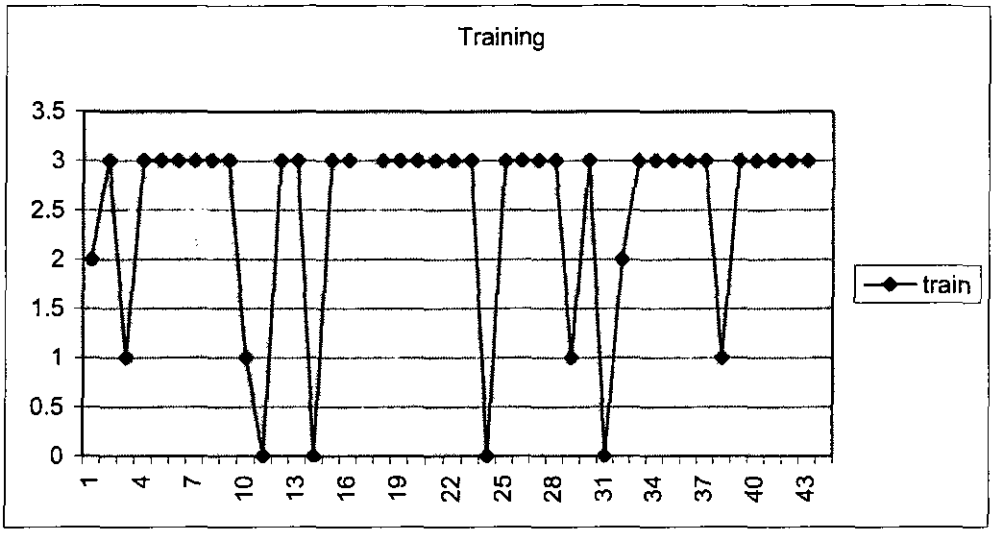
The participants at the Larry Joe Harless Community Center self reported 8 had no formal training, 4 had 1-3 clock of training, 2 had more then 6 clock hours of formal training, and 5 had a course or courses in high school or college.

Larry Joe Harless Community Center



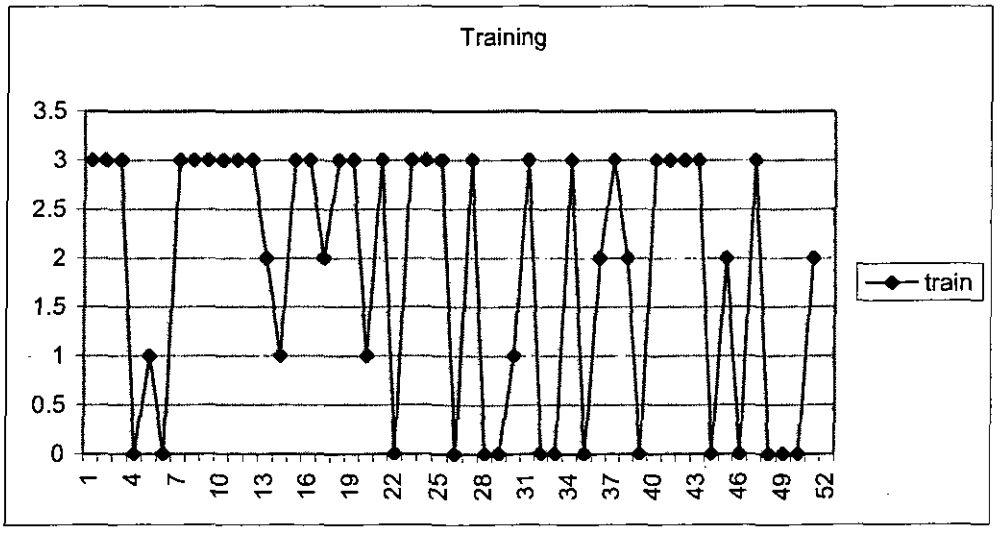
The participants at the Mid Ohio Valley Center self reported 4 had no formal training, 4 had 1-3 clock of training, 2 had more then 6 clock hours of formal training, and 32 had a course or courses in high school or college.

Mid Ohio Valley Center



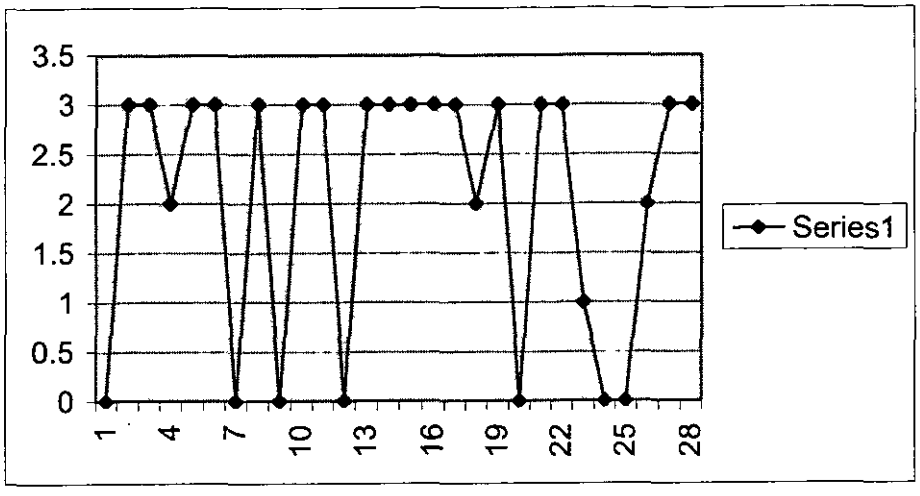
The participants at the Marshall University Graduate College self reported 15 had no formal training, 4 had 1-3 clock of training, 6 had more then 6 clock hours of formal training, and 26 had a course or courses in high school or college.

Marshall University Graduate College



The participants at the Huntington site self reported 7 had no formal training, 1 had 1-3 clock of training, 3 had more then 6 clock hours of formal training, and 17 had a course or courses in high school or college.

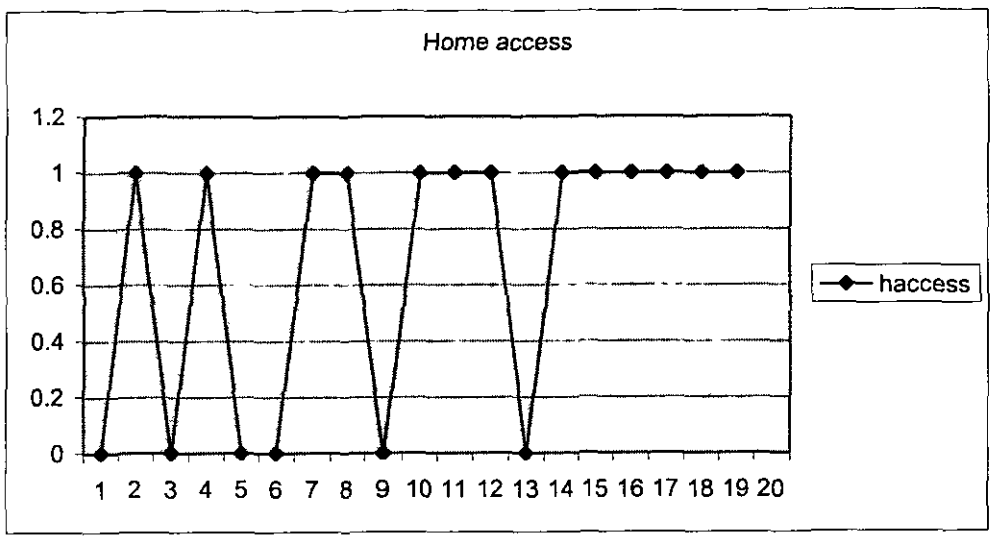
Huntington training



Access from home, school, work, other, no other access was requested.

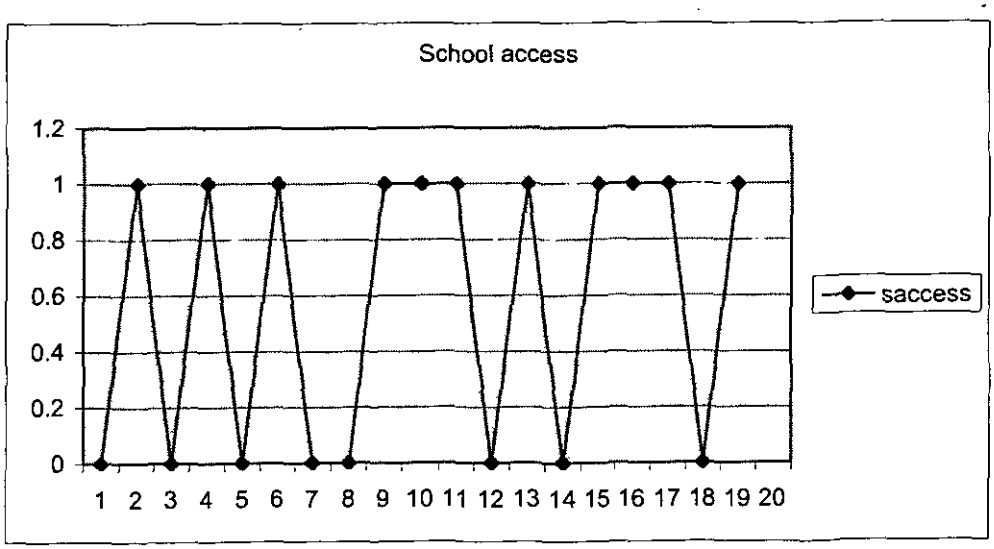
The participants at the Larry Joe Harless Community Center self-reported 6 had no Internet access from home and 13 did have Internet access from home.

Larry Joe Harless Community Center



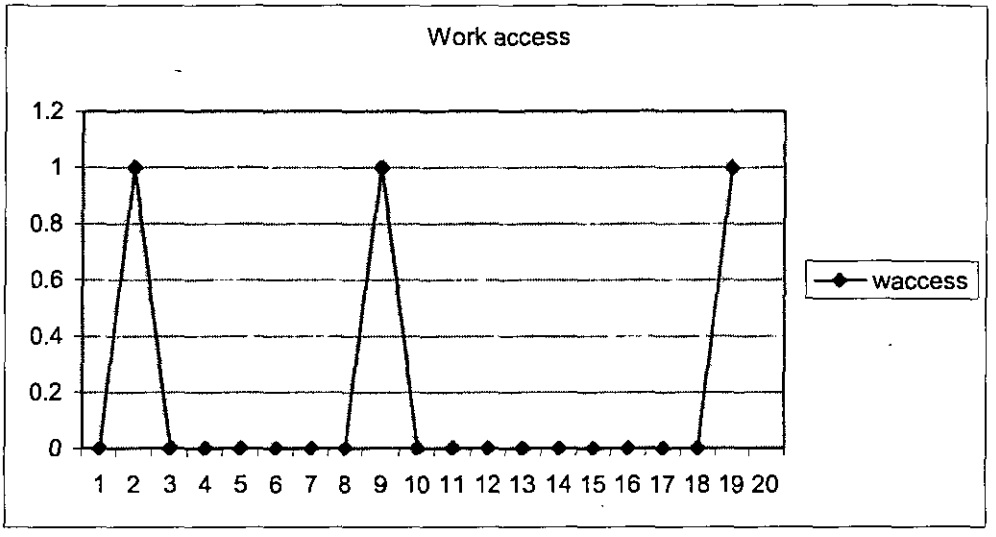
The participants at the Larry Joe Harless Community Center self-reported 8 had no Internet access from school and 11 did have Internet access from school.

Larry Joe Harless Community Center



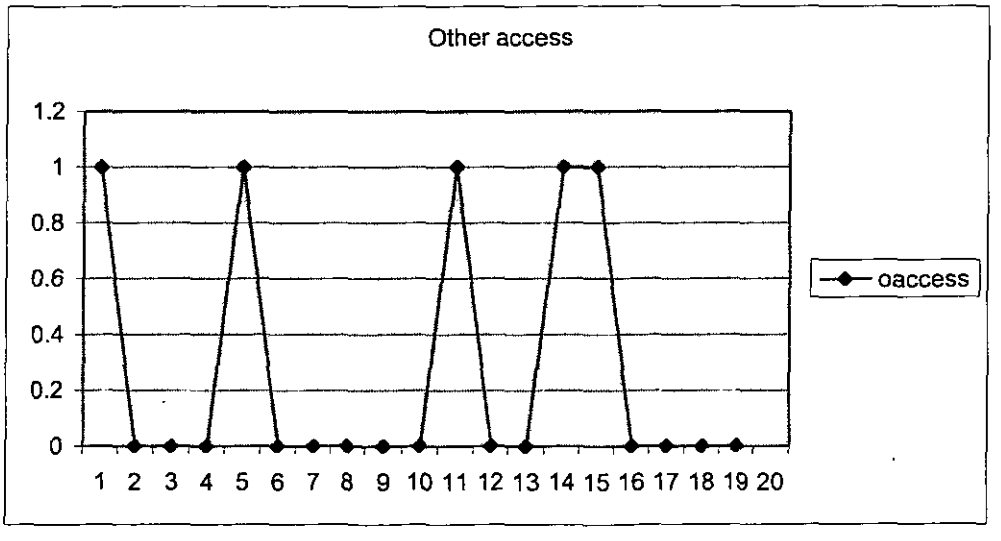
The participants at the Larry Joe Harless Community Center self-reported 16 had no Internet access at work and 3 did have Internet access at work.

Larry Joe Harless Community Center



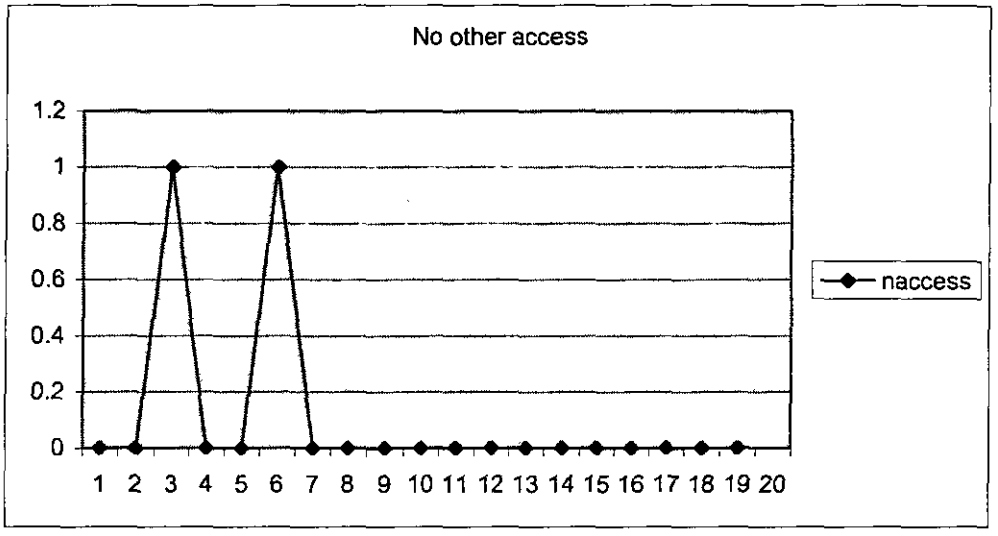
The participants at the Larry Joe Harless Community Center self-reported 14 did not have other Internet access and 5 did have other Internet access.

Larry Joe Harless Community Center



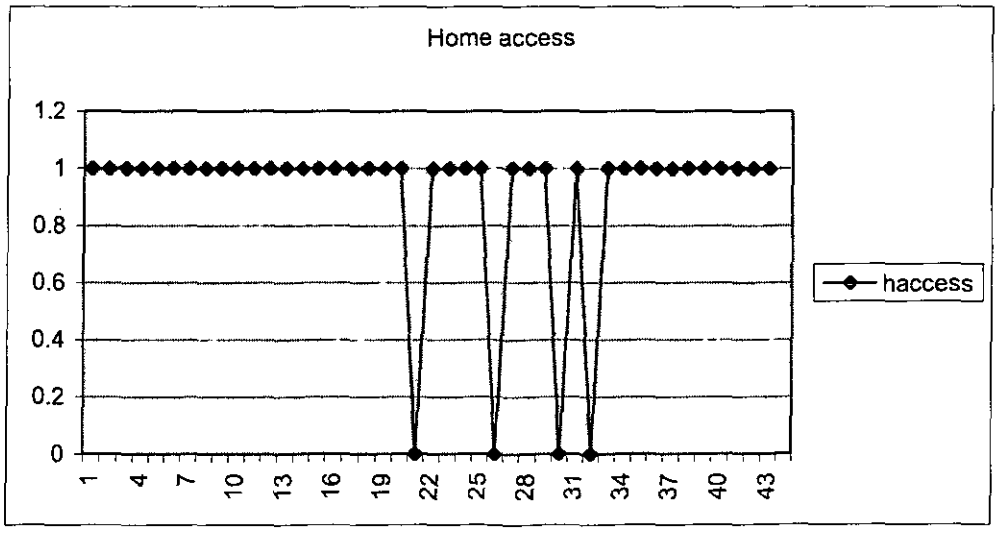
The participants at the Larry Joe Harless Community Center self-reported only 2 participants did not have any other access to the Internet.

Larry Joe Harless Community Center



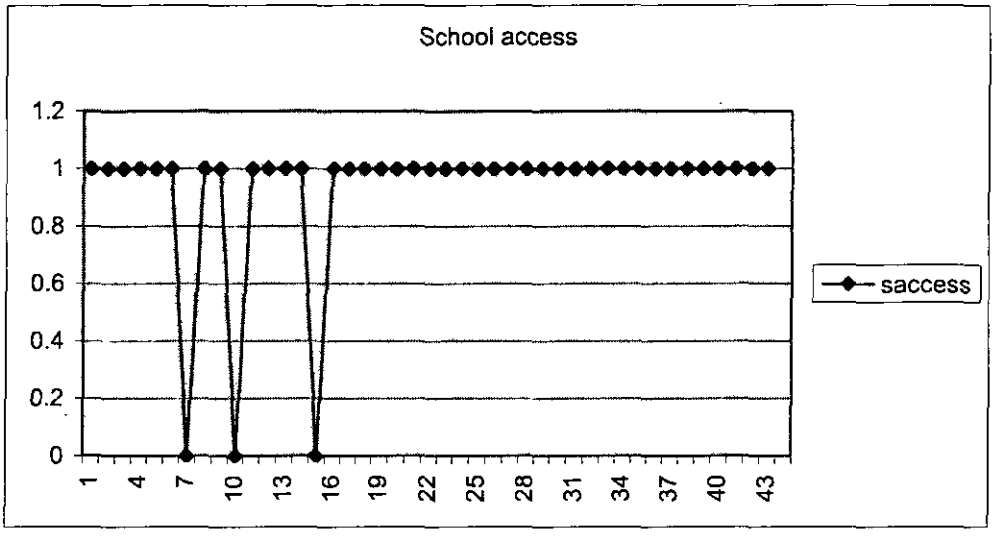
The participants at the Mid Ohio Valley Center self-reported 4 had no Internet access from home and 39 did have Internet access from home.

Mid Ohio Valley Center



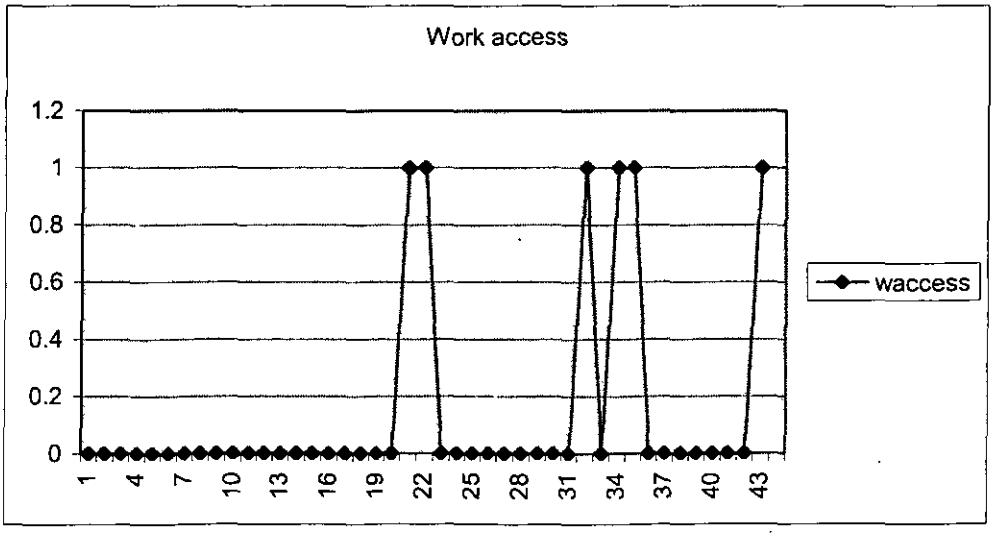
The participants at the Mid Ohio Valley Center self-reported 3 had no Internet access from school and 40 did have Internet access from school.

Mid Ohio Valley Center



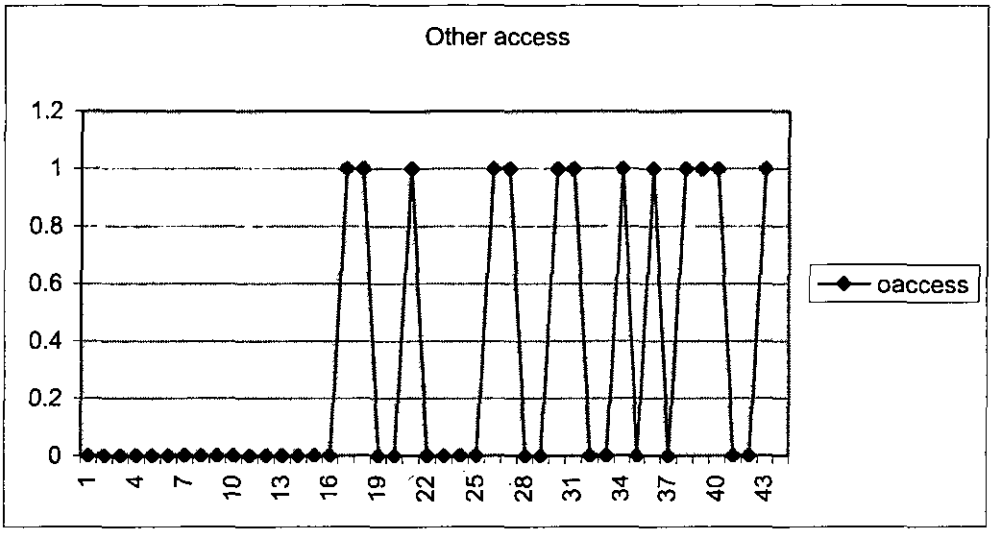
The participants at the Mid Ohio Valley Center self-reported 6 had no Internet access from work and 37 did have Internet access from work.

Mid Ohio Valley Center



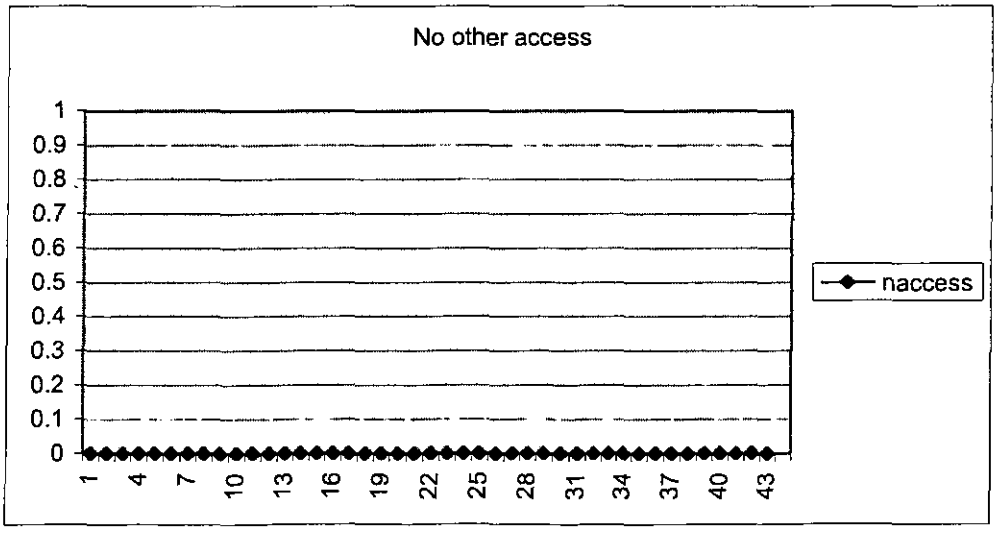
The participants at the Mid Ohio Valley Center self-reported 30 did not have 6 had no Internet access from work and 13 did have other Internet access.

Mid Ohio Valley Center



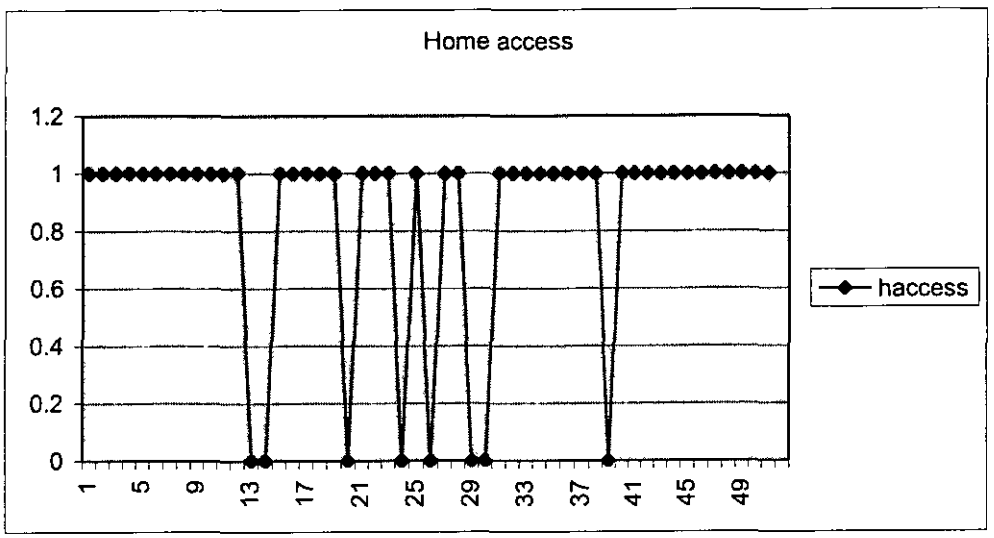
The participants at the Mid Ohio Valley Center self-reported no did not have some other Internet access.

Mid Ohio Valley Center



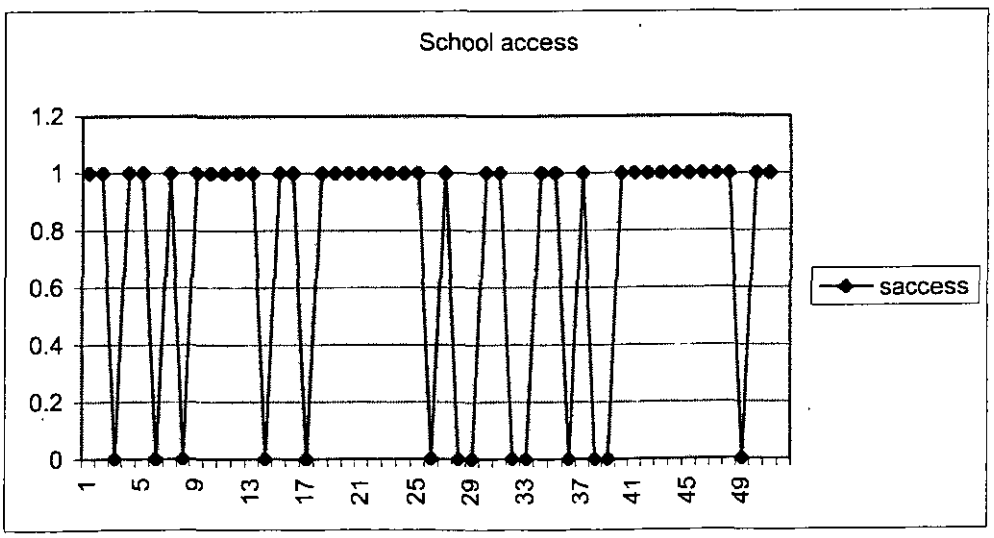
The participants at the Marshall University Graduate College self-reported 8 had no Internet access from home and 43 did have Internet access from home.

Marshall University Graduate College



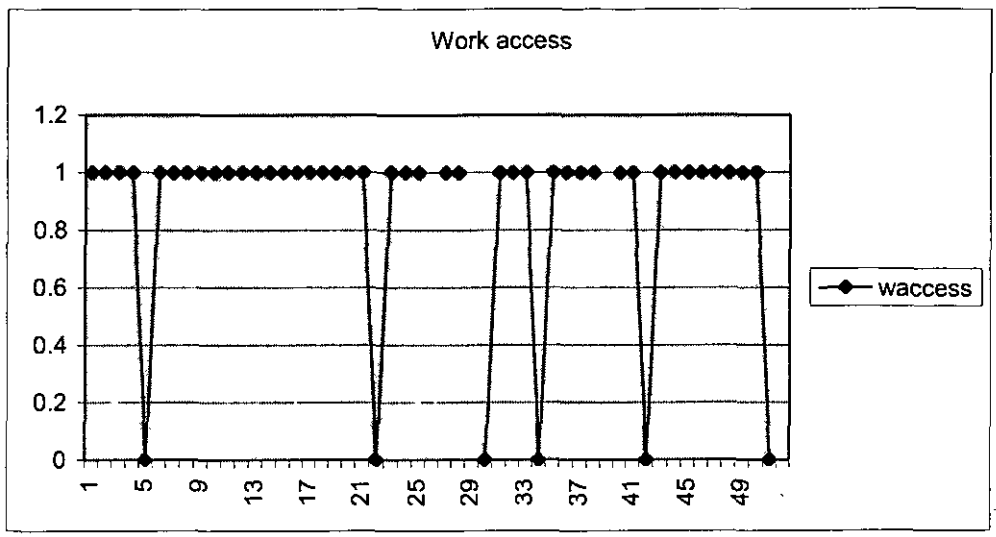
The participants at the Marshall University Graduate College self-reported 14 had no Internet access from school and 37 did have Internet access from school.

Marshall University Graduate College



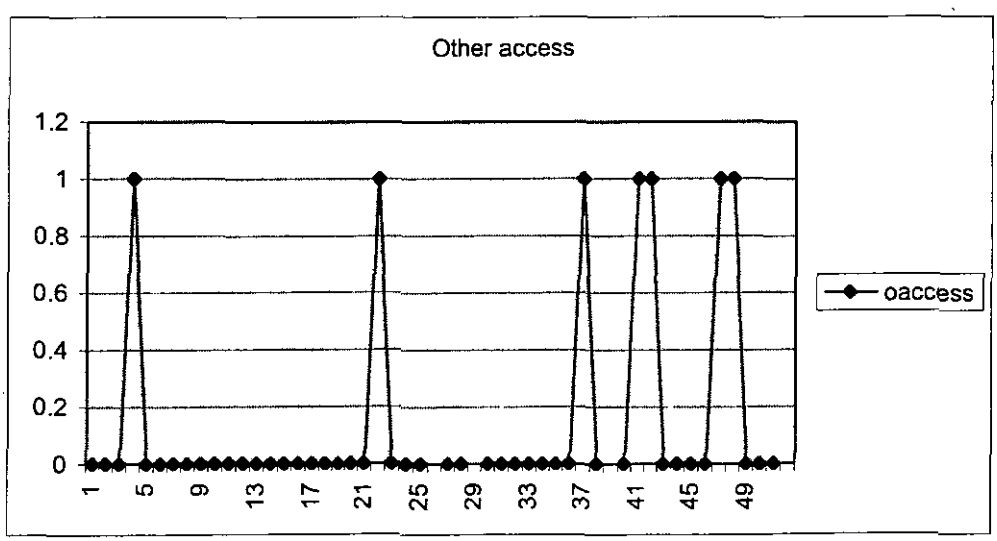
The participants at the Marshall University Graduate College self-reported 6 had no Internet access from work and 45 did have Internet access from work.

Marshall University Graduate College



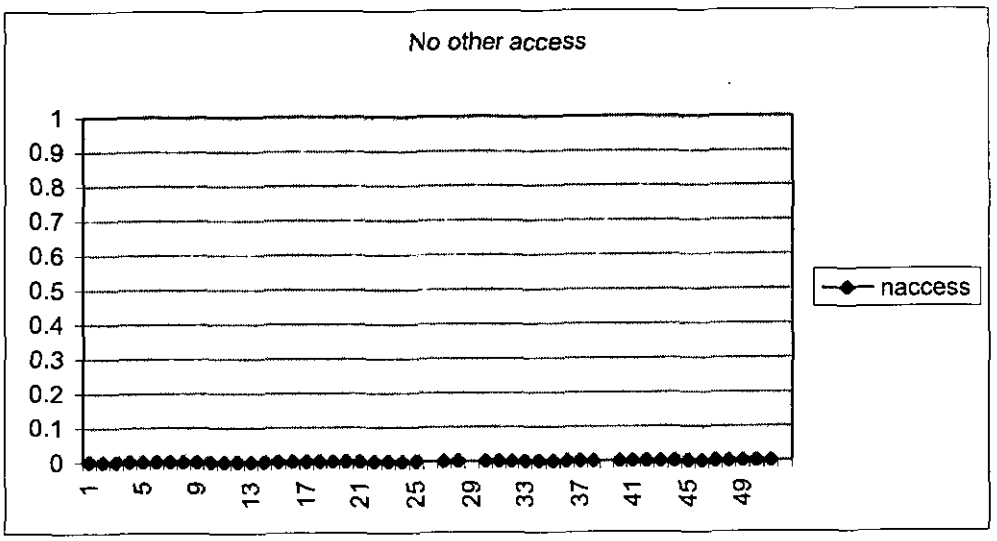
The participants at the Marshall University Graduate College self-reported 44 did not have other Internet access and 7 did have other Internet access.

Marshall University Graduate College



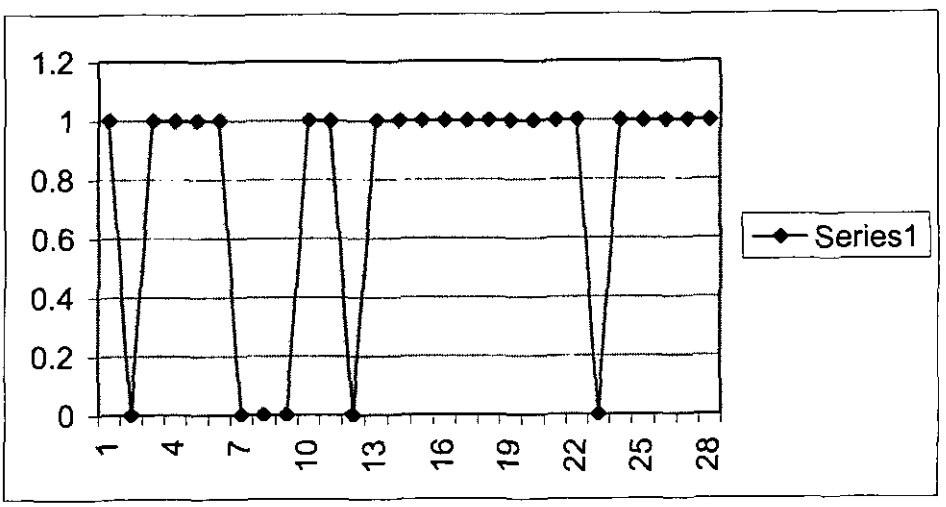
The participants at the Marshall University Graduate College self-reported no did not have some other Internet access.

Marshall University Graduate College



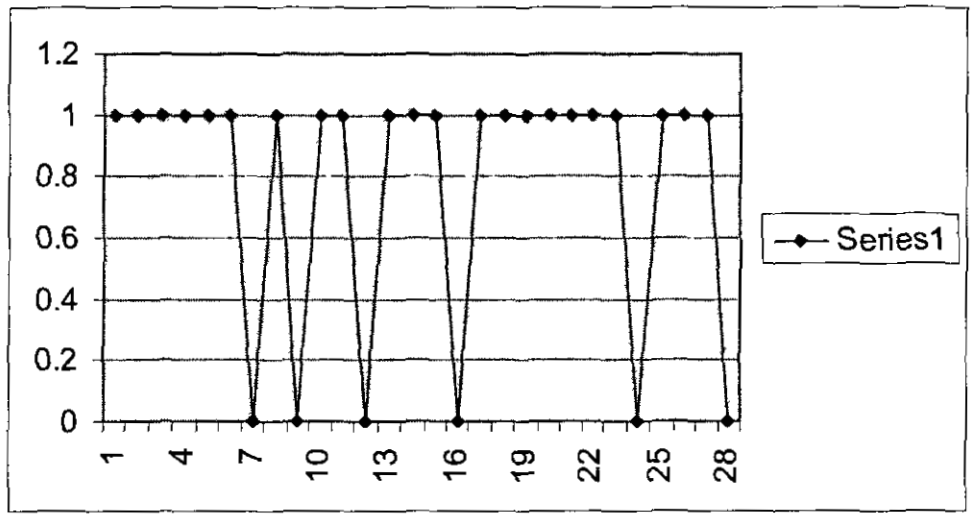
The participants at the Huntington site self-reported 6 had no Internet access from home and 22 did have Internet access from home.

Huntington home access



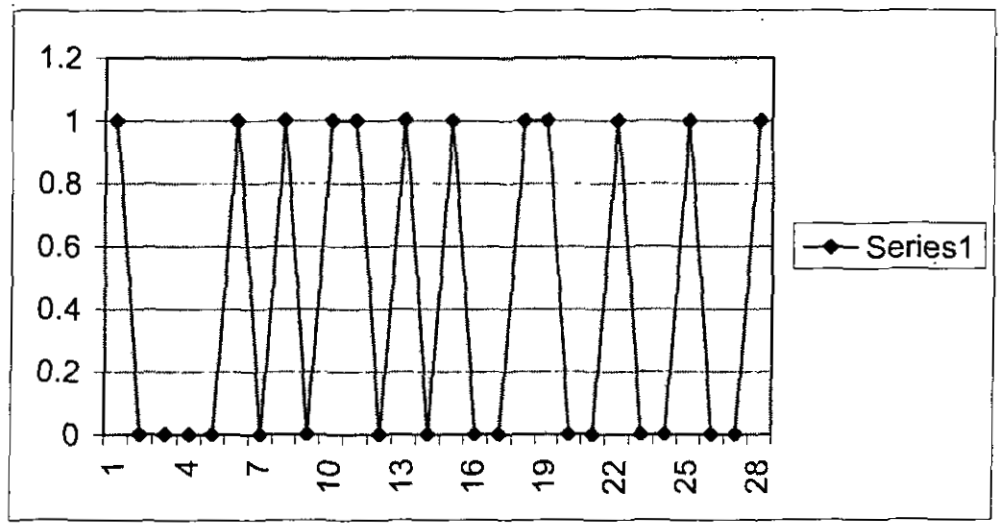
The participants at the Marshall University Graduate College self-reported 6 had no Internet access from school and 22 did have Internet access from school.

Huntington school access



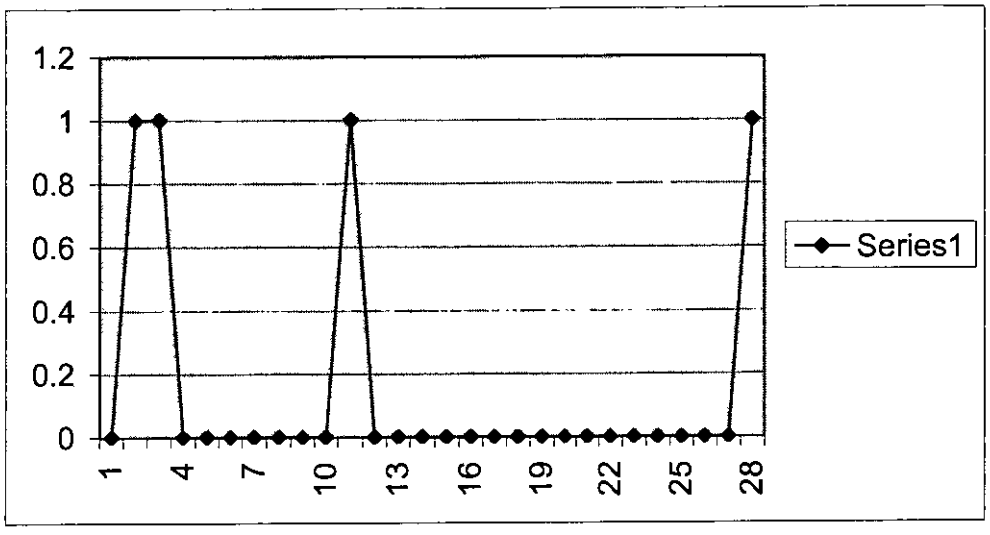
The participants at the Huntington site self-reported 16 had no Internet access from work and 12 did have Internet access from work.

Huntington work access



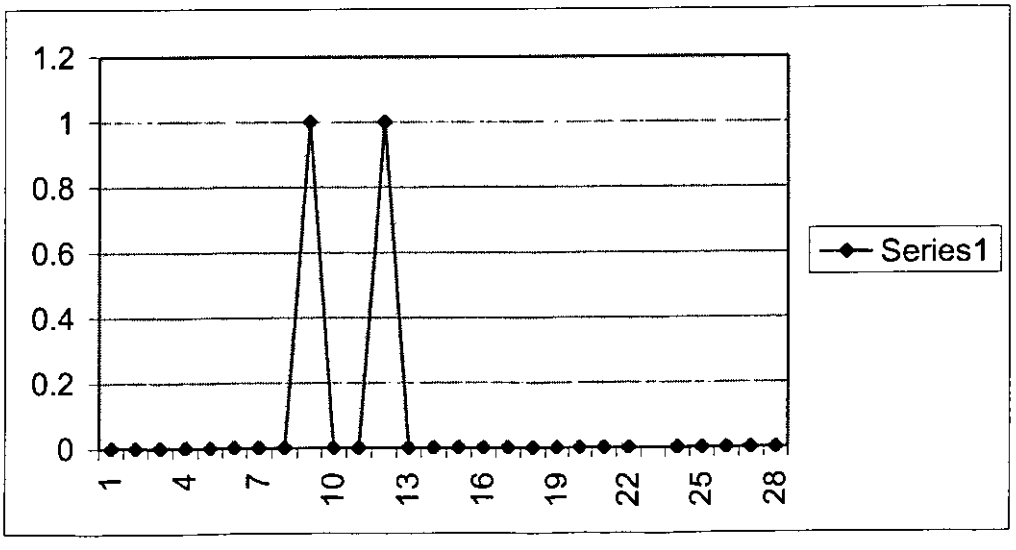
The participants at the Huntington site self-reported 25 did not have other Internet access and 3 did have other Internet access.

Huntington other



The participants at the Marshall University Graduate College self-reported no did not have some other Internet access.

Huntington no other access

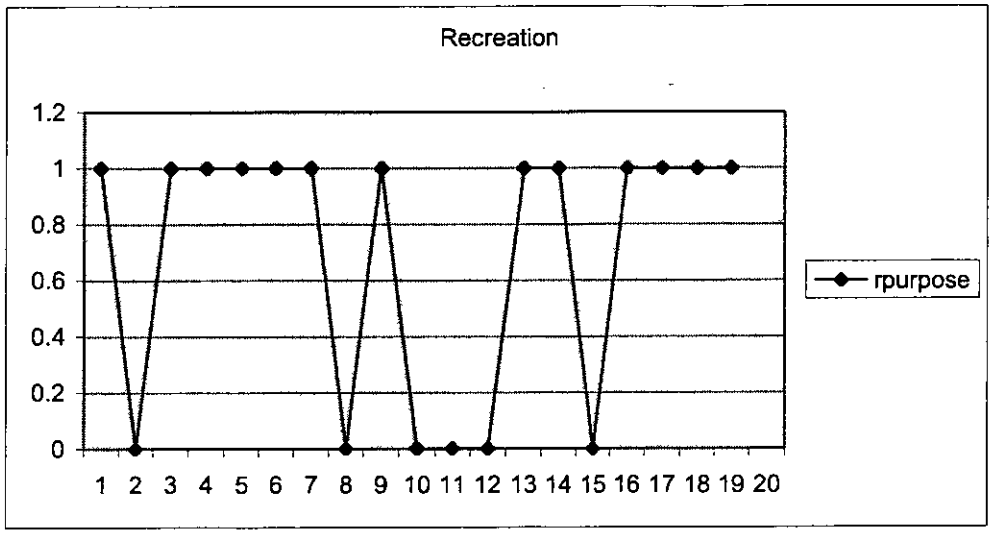


Primary purpose:

Participants were asked what their primary purpose of using the Internet while they were at the One Room School.

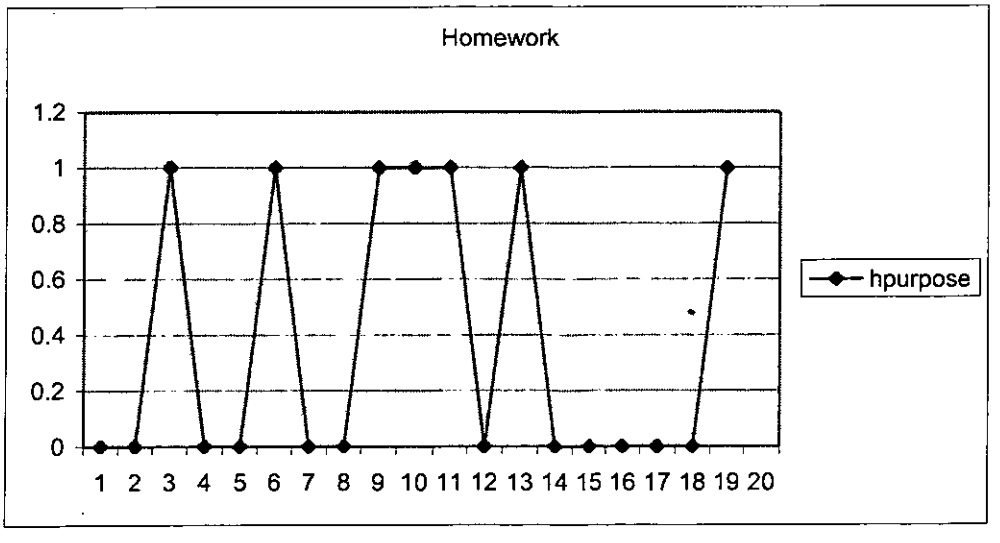
13 participants at the Larry Joe Harless Community Center self-reported the primary purpose was browsing or recreation.

Larry Joe Harless Community Center



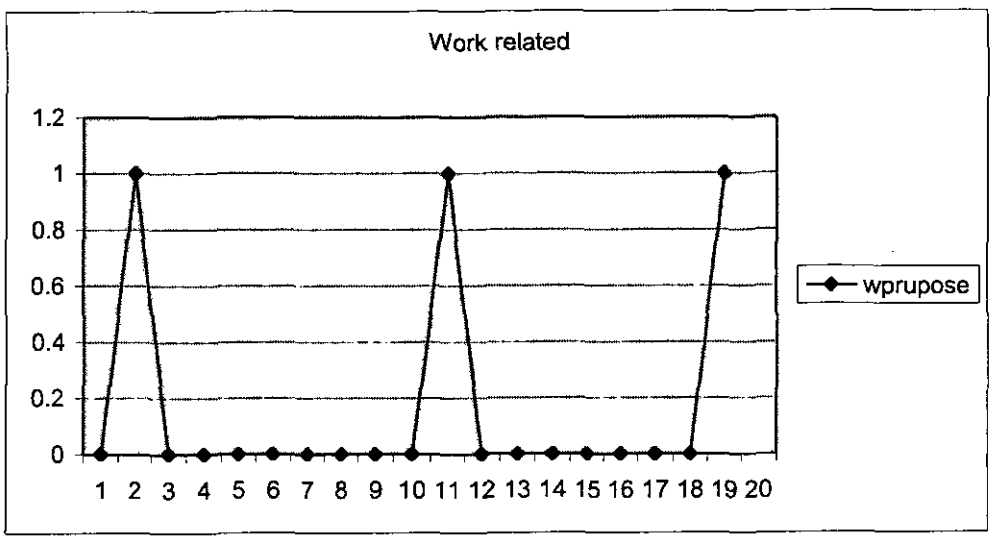
Seven participants at the Larry Joe Harless Community Center self-reported the primary purpose was homework.

Larry Joe Harless Community Center



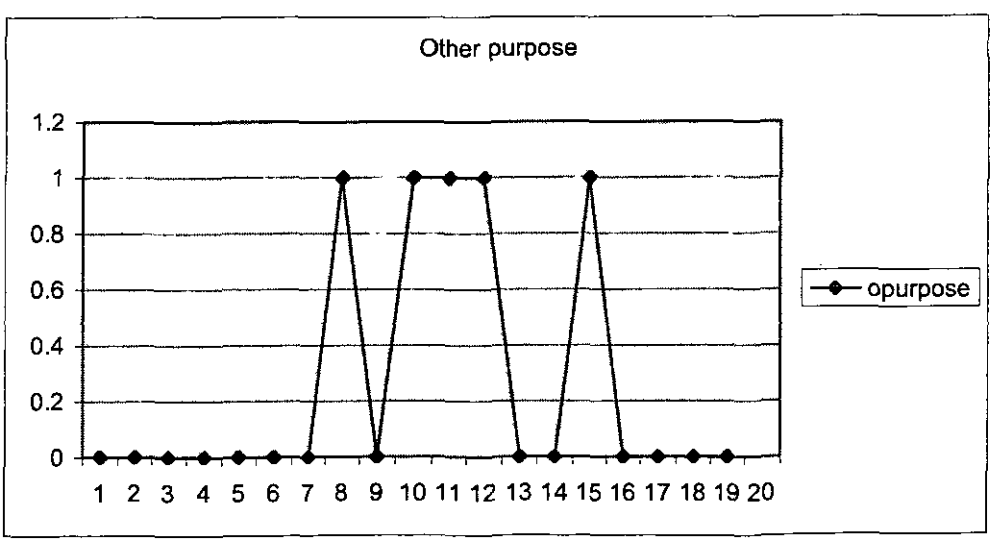
Three participants at the Larry Joe Harless Community Center self-reported the primary purpose was work related.

Larry Joe Harless Community Center



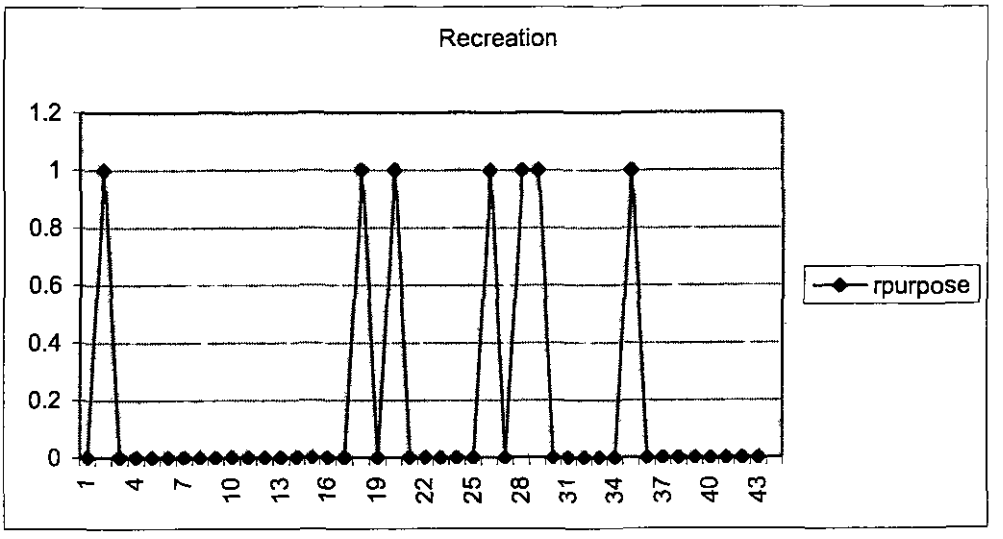
Five participants at the Larry Joe Harless Community Center self-reported the primary purpose was "other".

Larry Joe Harless Community Center



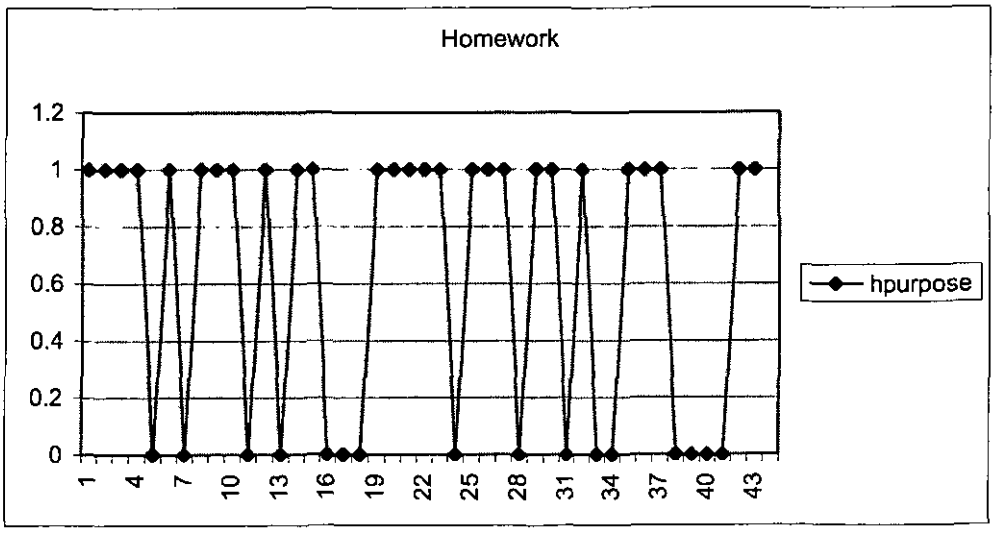
Seven participants at the Mid Ohio Valley Center self-reported the primary purpose was browsing or recreation.

Mid Ohio Valley Center



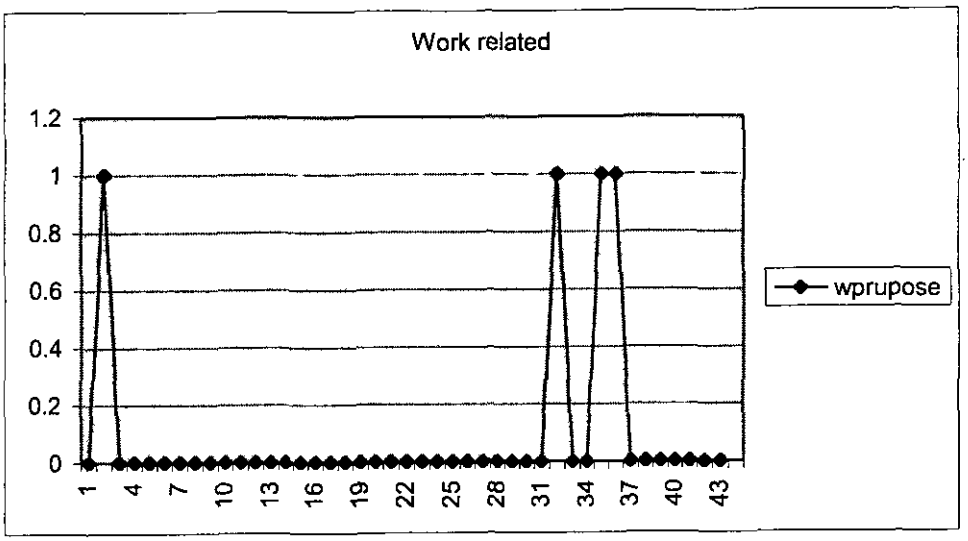
27 participants at the Mid Ohio Valley Center self-reported the primary purpose was homework.

Mid Ohio Valley Center



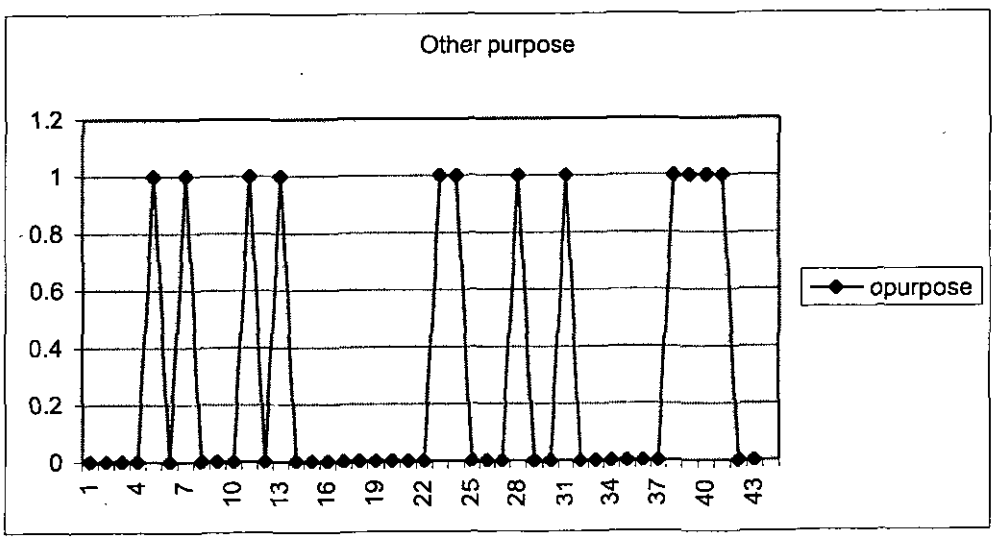
Four participants at the Mid Ohio Valley Center self-reported the primary purpose was work related.

Mid Ohio Valley Center



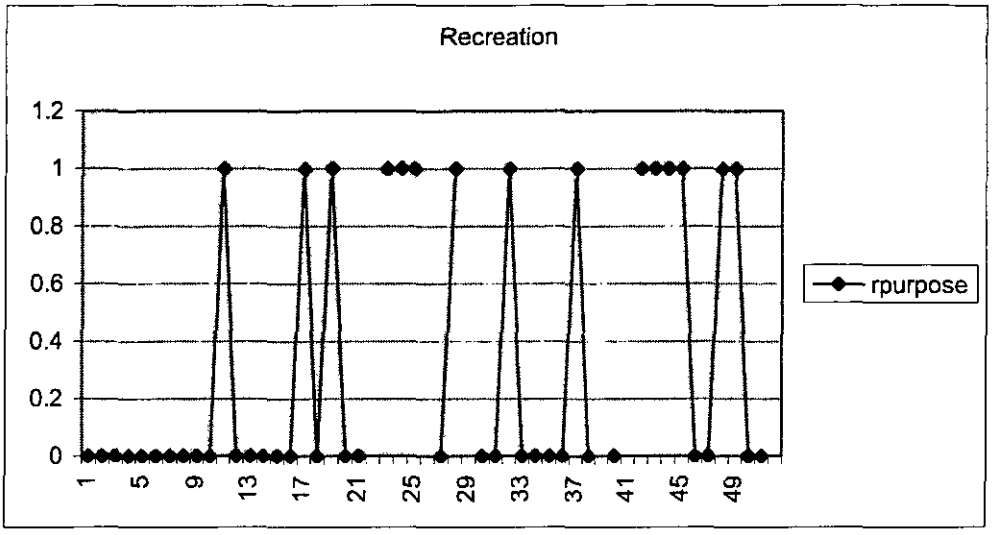
12 participants at the Mid Ohio Valley Center self-reported the primary purpose was "other".

Mid Ohio Valley Center



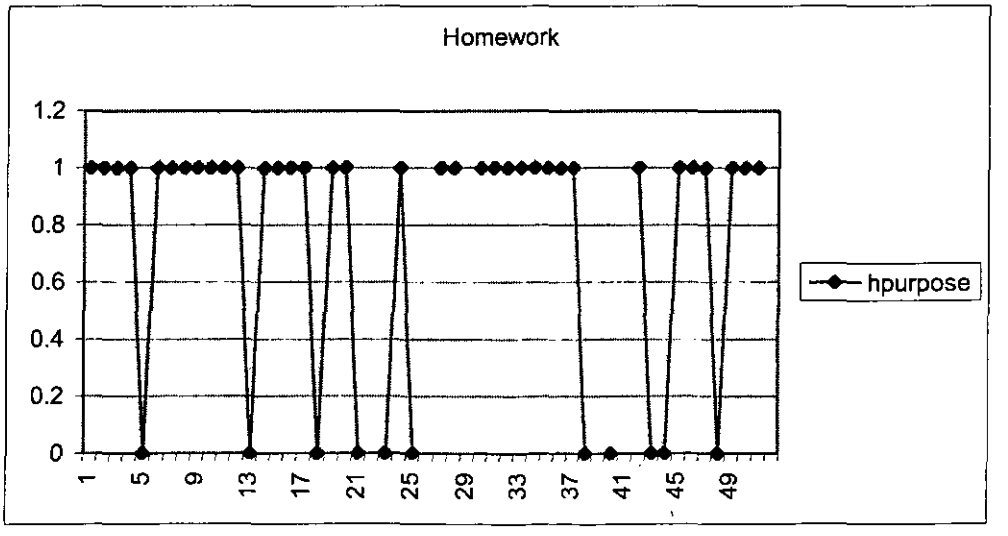
15 participants at the Marshall University Graduate College self-reported the primary purpose was browsing or recreation.

Marshall University Graduate College



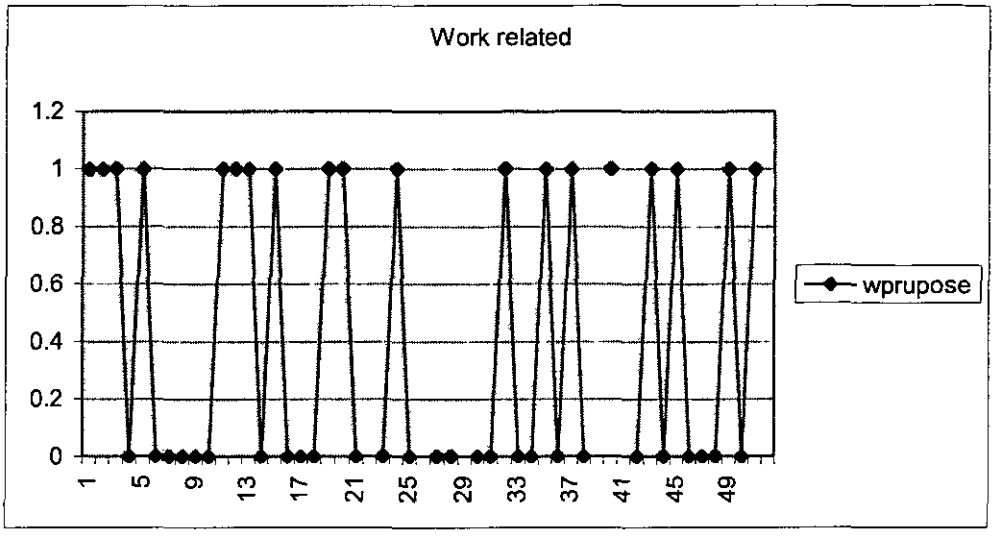
40 participants at the Marshall University Graduate College self-reported the primary purpose was homework.

Marshall University Graduate College



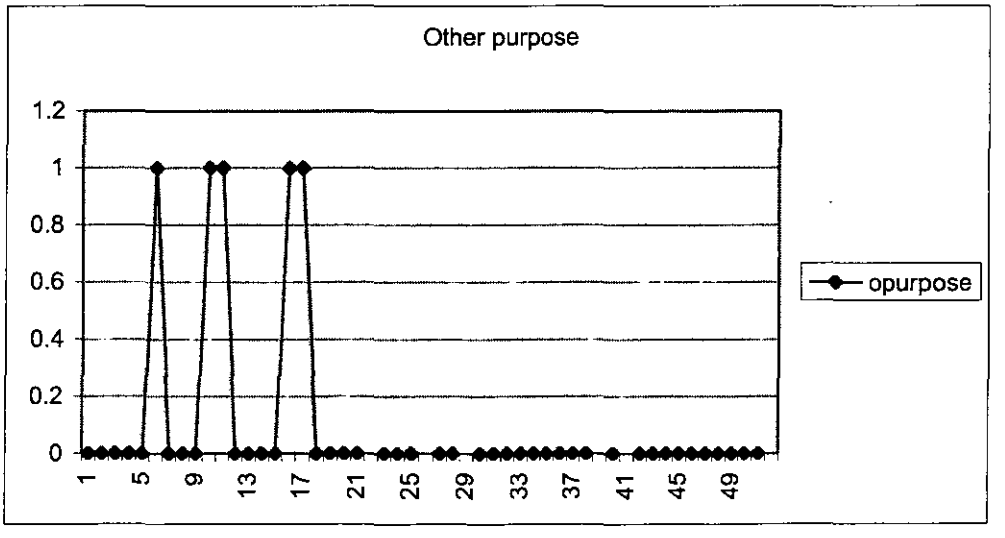
19 participants at the Marshall University Graduate College self-reported the primary purpose was work related.

Marshall University Graduate College



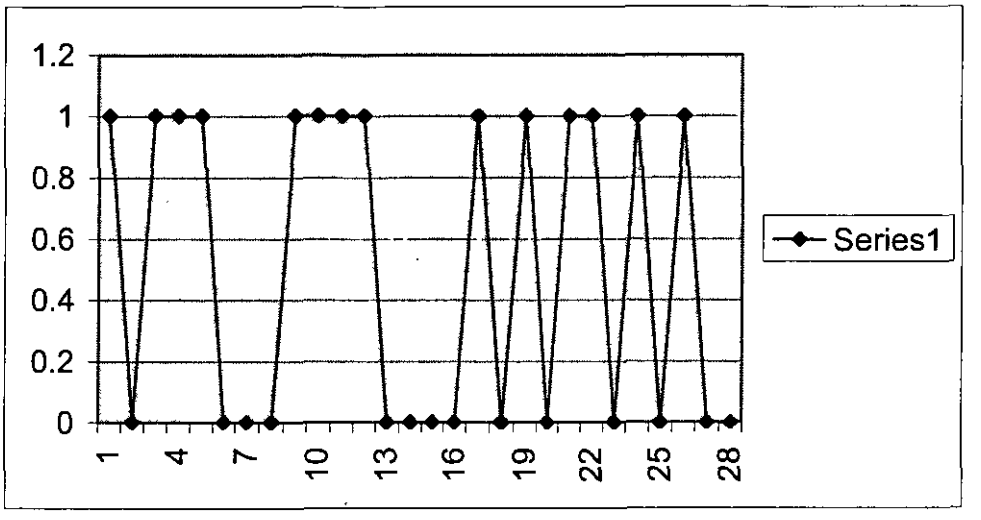
Five participants at the Marshall University Graduate College self-reported the primary purpose was "other".

Marshall University Graduate College



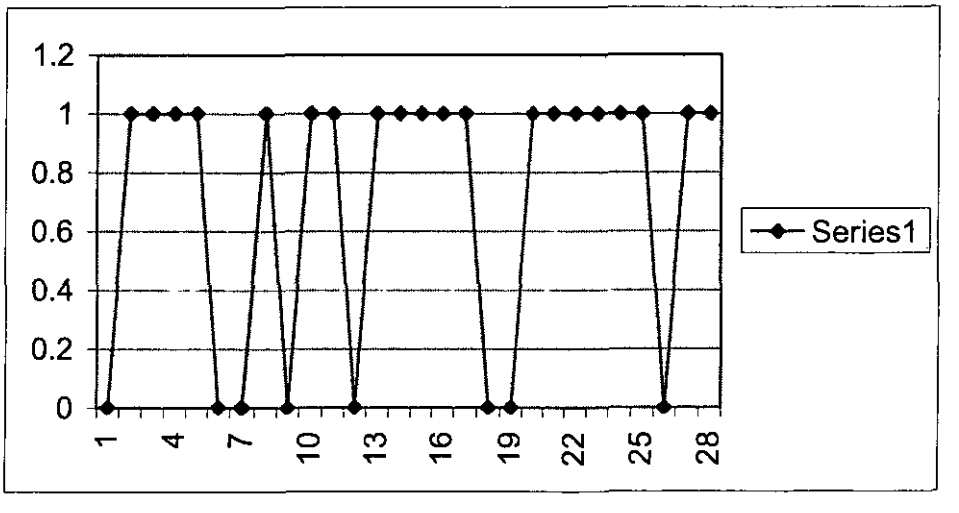
14 participants at the Huntington site self-reported the primary purpose was browsing or recreation.

Huntington – recreation



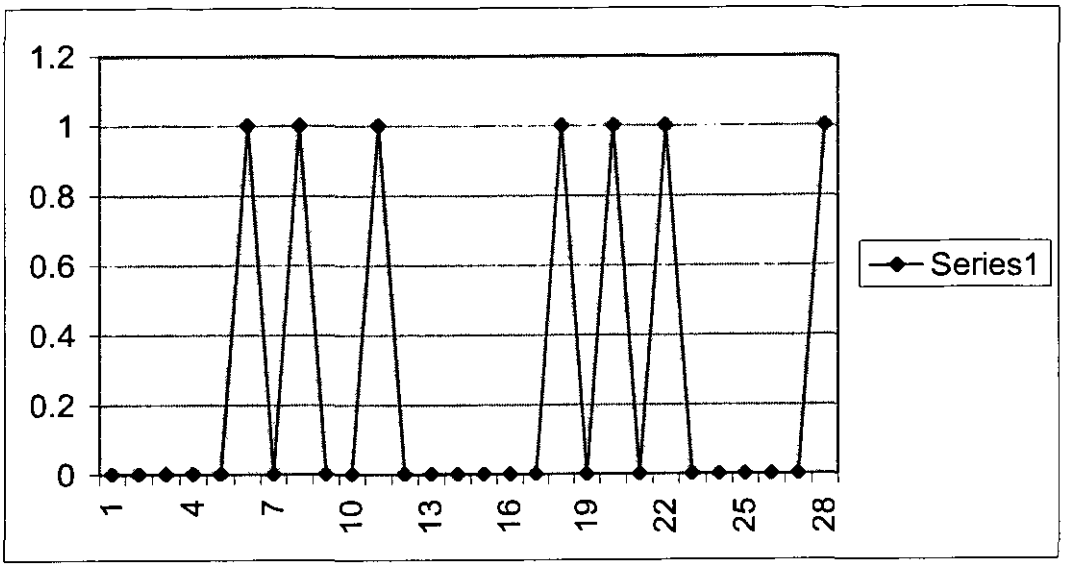
20 participants at the Huntington site self-reported the primary purpose was homework.

Huntington - homework



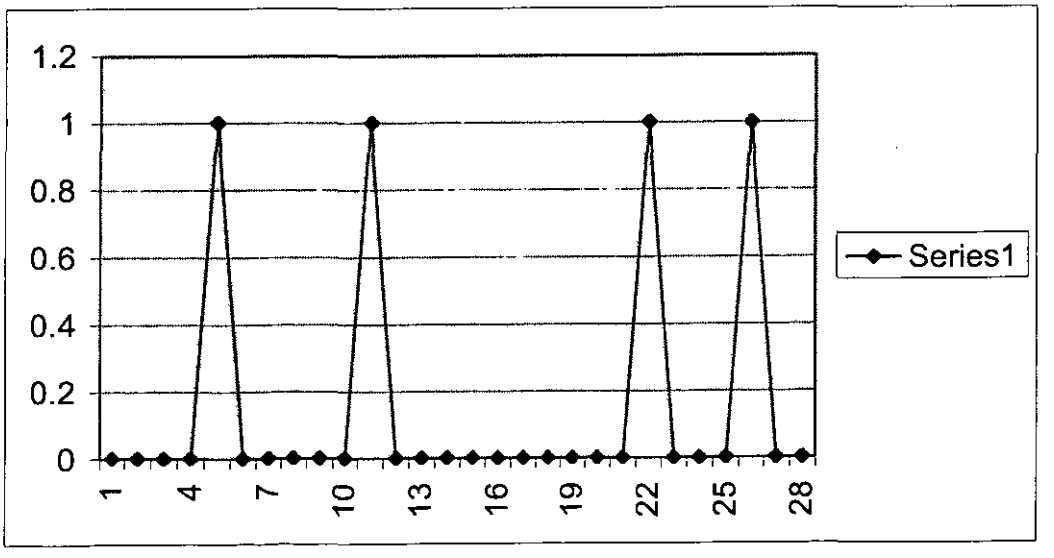
7 participants at the Huntington site self-reported the primary purpose was work related.

Huntington – work related



Four participants at the Huntington site self-reported the primary purpose was "other".

Huntington – other

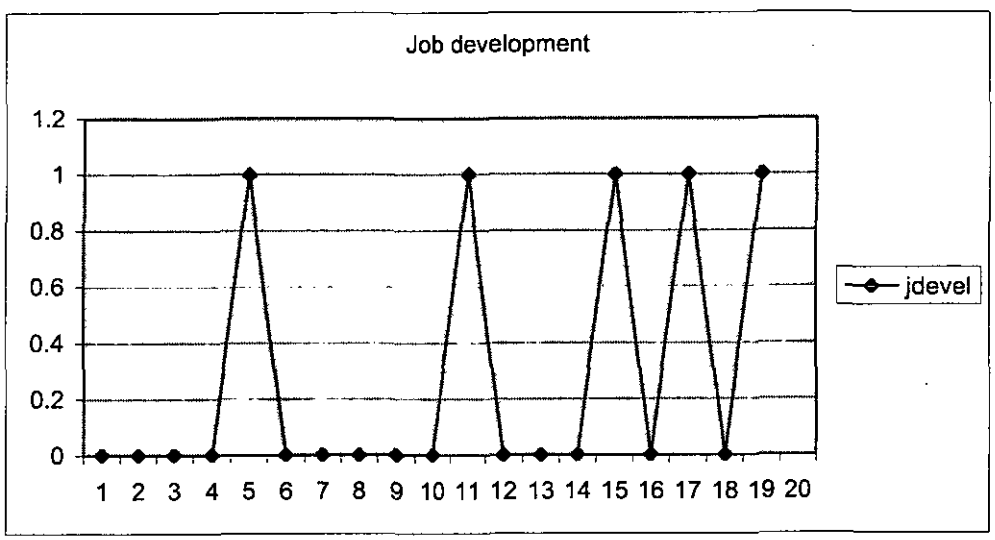


Workforce development:

The survey asked participants if they used the One Room School to develop or enhance your skills relating to workforce development, skills to prepare for a job; skills for promotion or other positions with current employer; skills to help with their own business; or skills so they can start their own business.

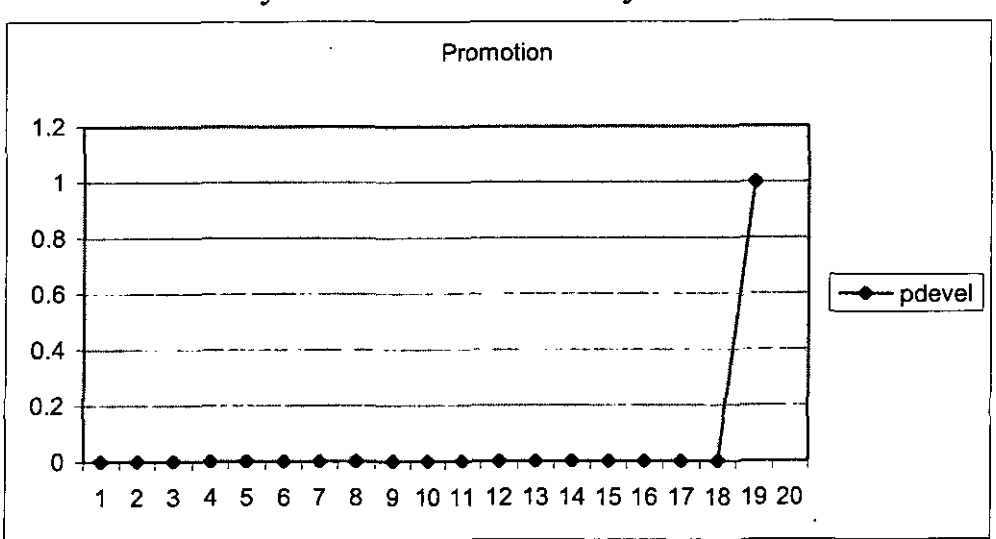
Five participants at the Larry Joe Harless Community Center self-reported they used the One Room School to develop skills as preparation for a job.

Larry Joe Harless Community Center



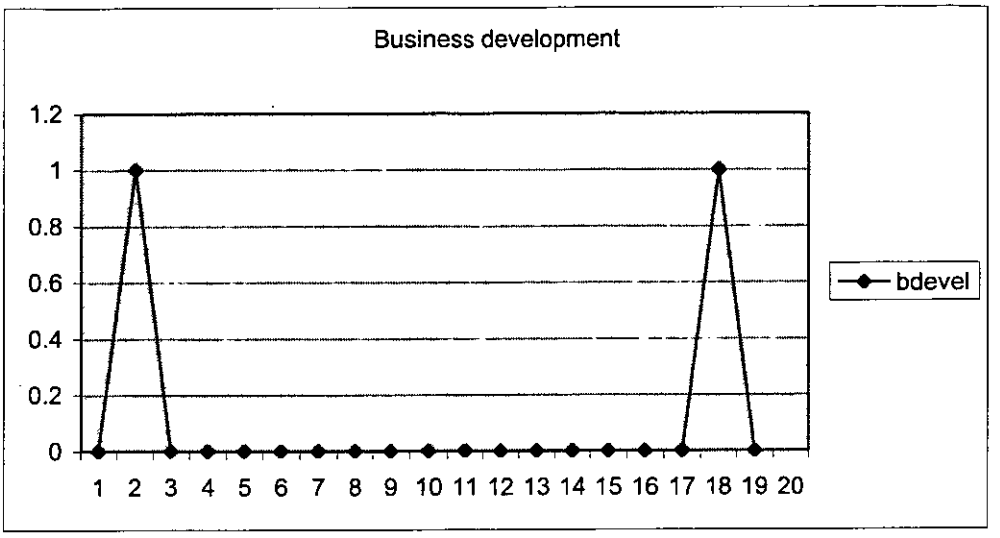
One participant at the Larry Joe Harless Community Center self-reported they used the One Room School to develop skills for promotion or other position at their current employer.

Larry Joe Harless Community Center



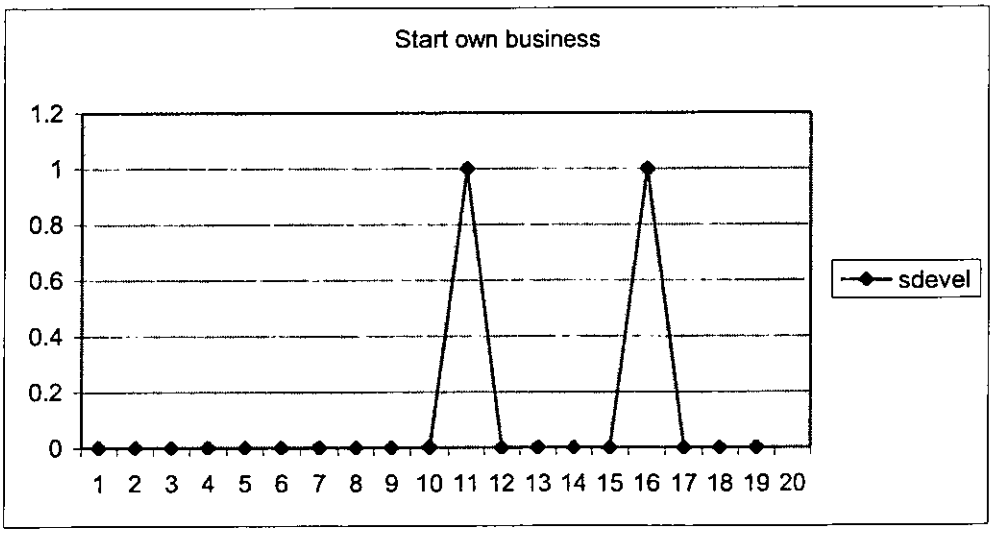
Two participants at the Larry Joe Harless Community Center self-reported they used the One Room School to develop skills to help with their own business.

Larry Joe Harless Community Center



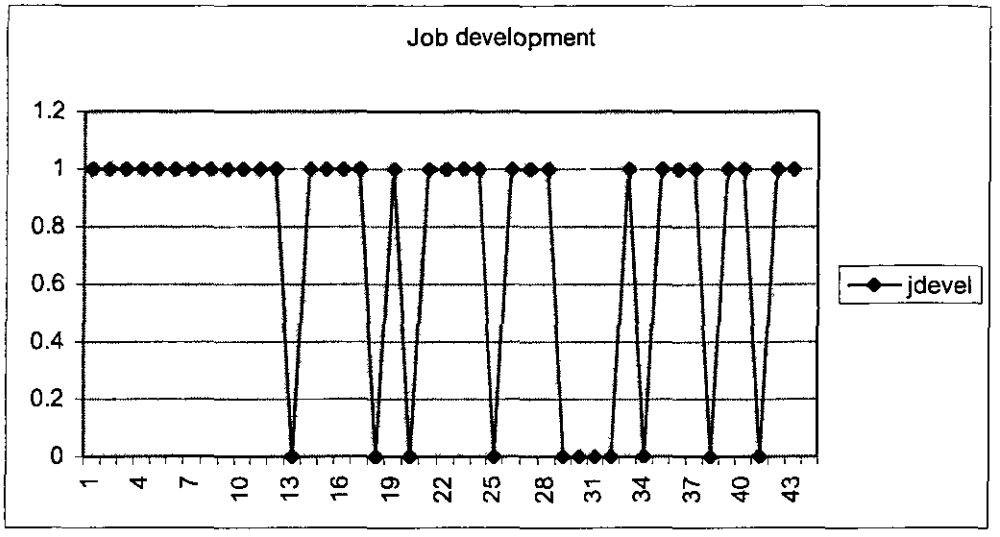
Two participants at the Larry Joe Harless Community Center self-reported they used the One Room School to develop skills so they can start their own business.

Larry Joe Harless Community Center



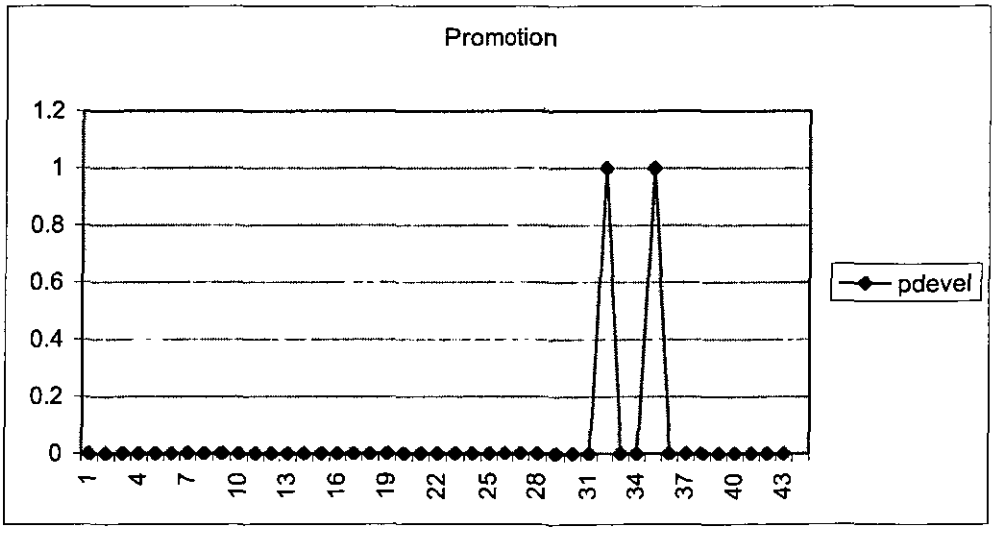
32 participants at the Mid Ohio Valley Center self-reported they used the One Room School to develop skills as preparation for a job.

Mid Ohio Valley Center



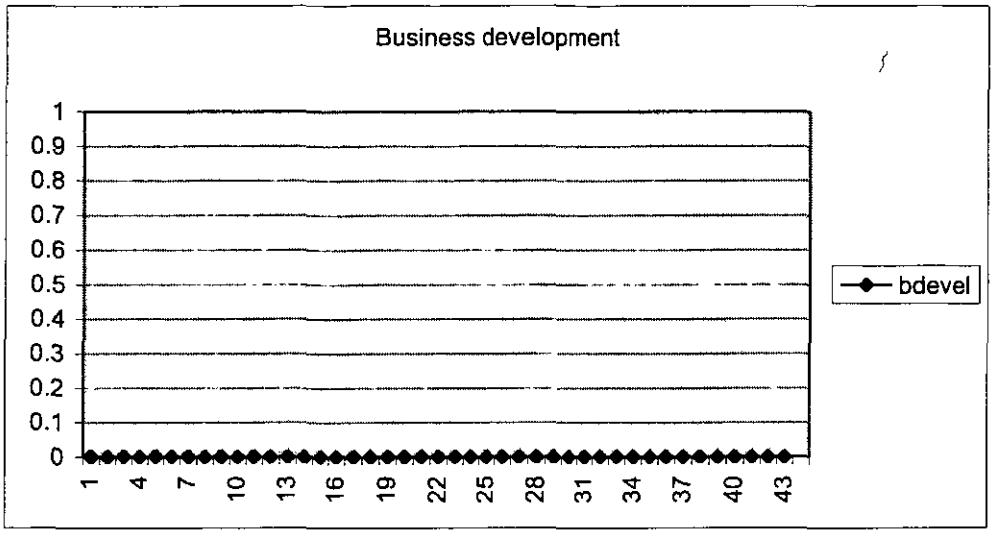
Two participants at the Mid Ohio Valley Center self-reported they used the One Room School to develop skills for promotion or other position at their current employer.

Mid Ohio Valley Center



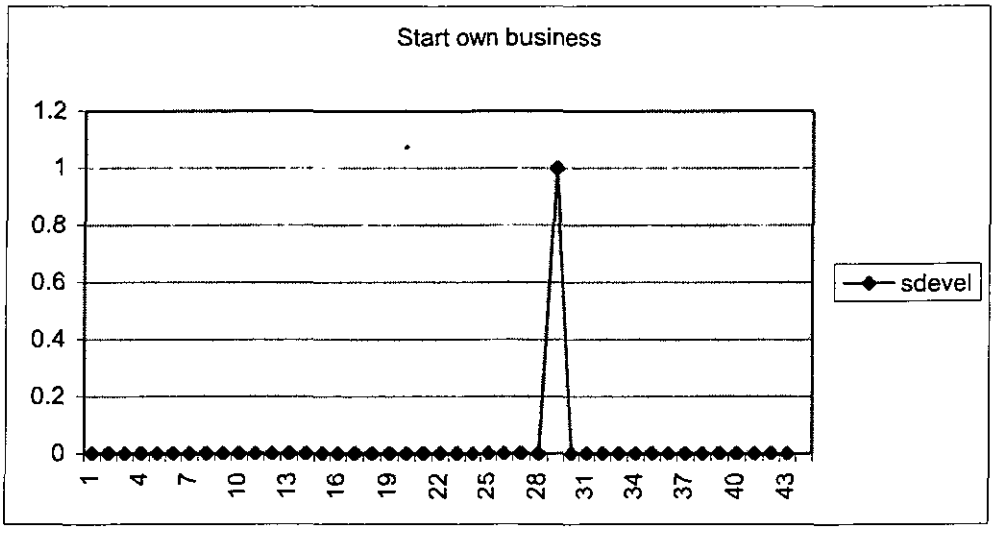
No participants at the Mid Ohio Valley Center self-reported they used the One Room School to develop skills to help with their own business.

Mid Ohio Valley Center



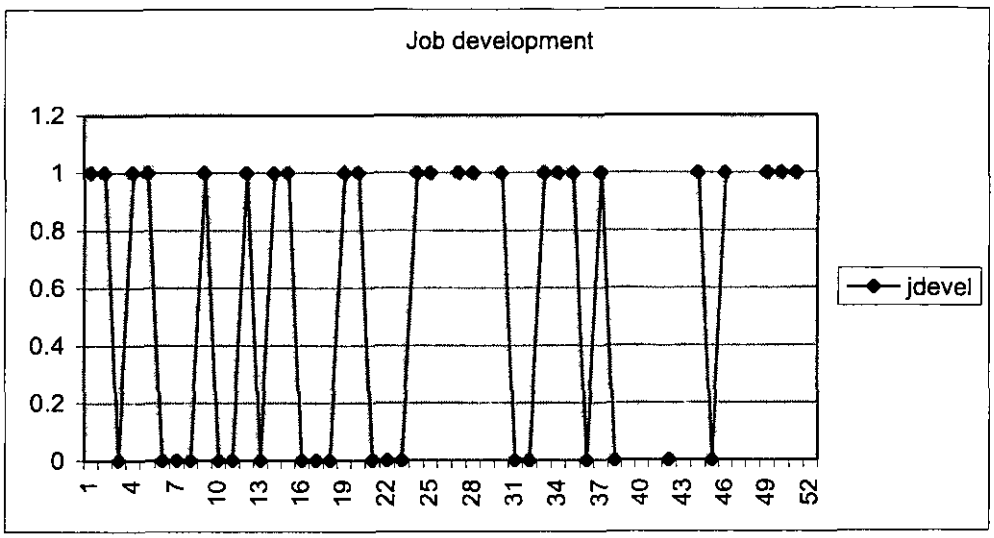
One participant at the Mid Ohio Valley Center self-reported they used the One Room School to develop skills so they can start their own business.

Mid Ohio Valley Center



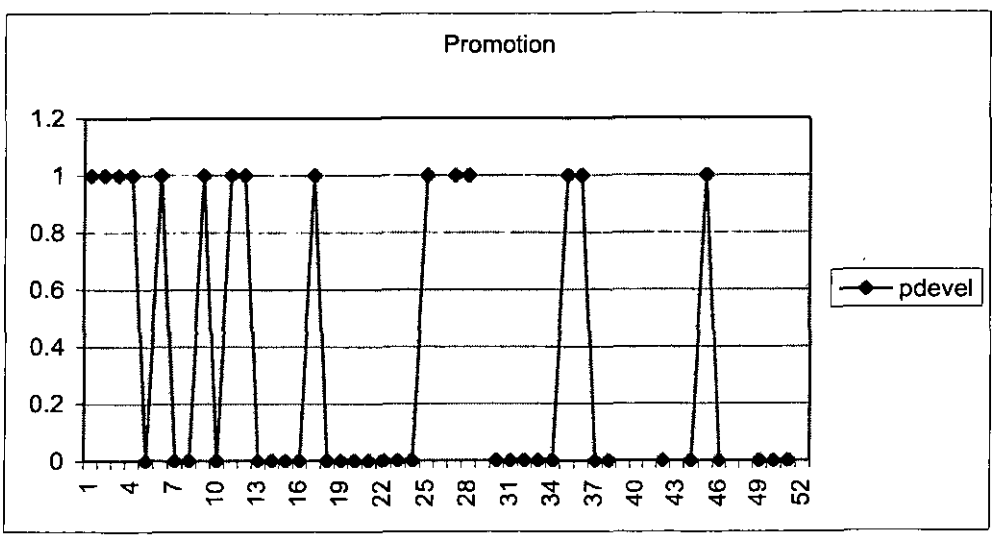
24 participants at the Marshall University Graduate College self-reported they used the One Room School to develop skills as preparation for a job.

Marshall University Graduate College



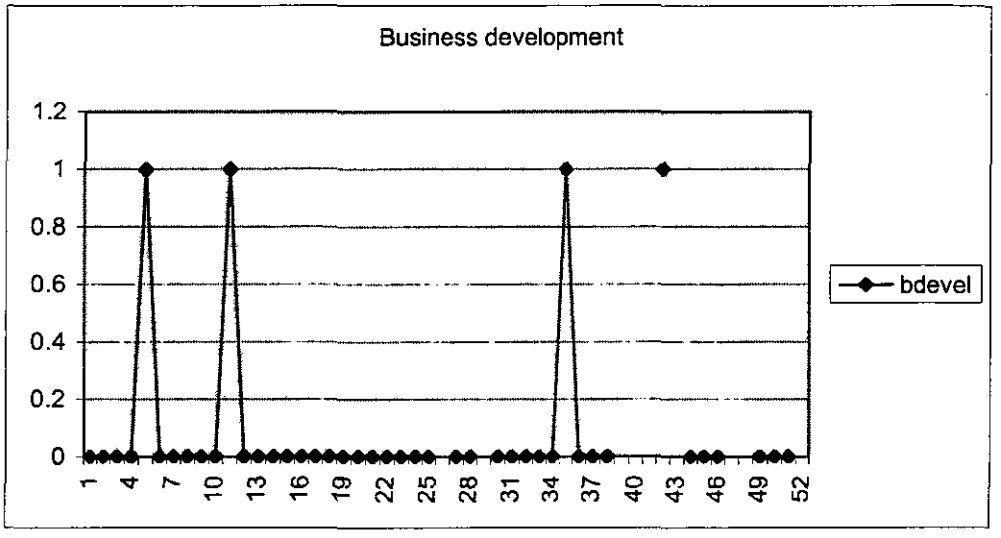
15 participants at the Marshall University Graduate College self-reported they used the One Room School to develop skills for promotion or other position at their current employer.

Marshall University Graduate College



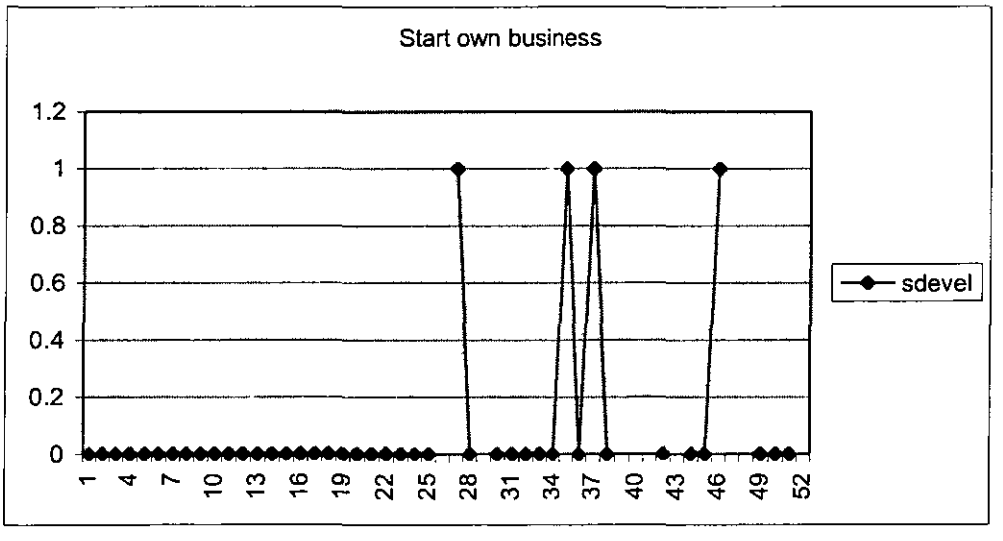
Four participants at the Marshall University Graduate College self-reported they used the One Room School to develop skills to help with their own business.

Marshall University Graduate College



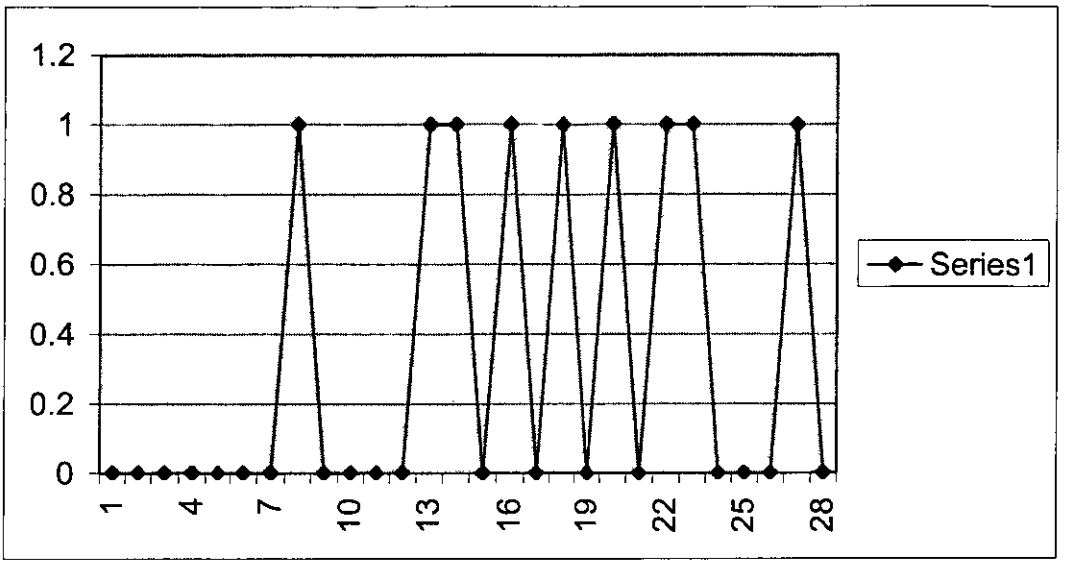
Four participants at the Marshall University Graduate College self-reported they used the One Room School to develop skills so they can start their own business.

Marshall University Graduate College



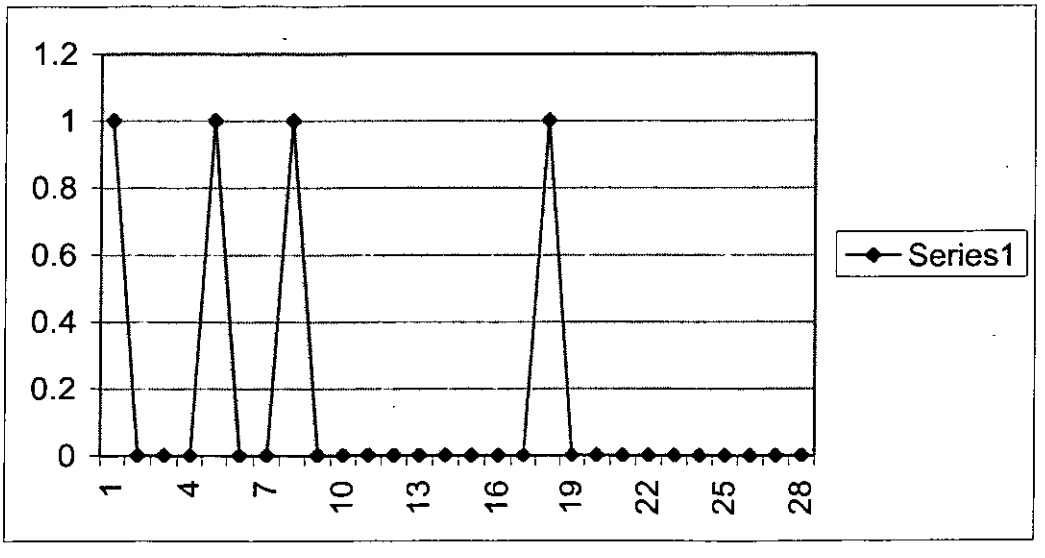
Nine participants at the Huntington site self-reported they used the One Room School to develop skills as preparation for a job.

Huntington – job development



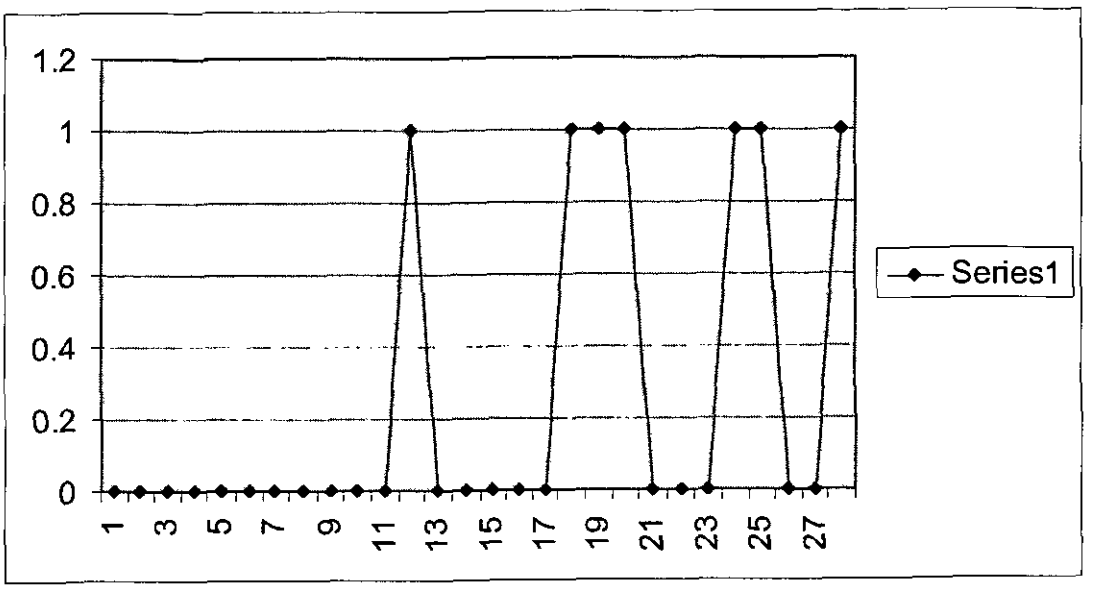
Four participants at the Huntington site self-reported they used the One Room School to develop skills for promotion or other position at their current employer.

Huntington – promotion



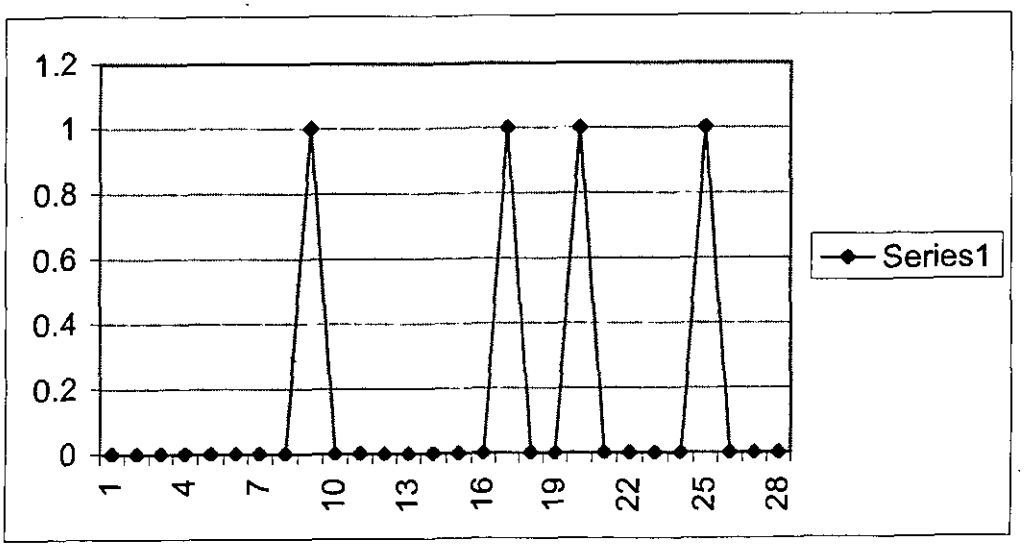
Seven participants at the Huntington site self-reported they used the One Room School to develop skills to help with their own business.

Huntington – business development



Four participants at the Huntington site self-reported they used the One Room School to develop skills so they can start their own business.

Huntington – start own business



CHAPTER 3 Conclusions

Project Outcomes I: Increase enrollment in Marshall University courses by individuals in the targeted communities.

Conclusions: West Virginia had a staggering decrease in population between 1990 and 2000. The counties the One Room School serves are some of the most rural and had some of the largest declines in population. In light of the population decreases, *six counties experienced an enrollment increase and six counties experienced an enrollment decrease.* Additional information for two most rural counties is in the tables below.

For example McDowell County:

1990 pop	2000 pop	% decrease	Enroll change
35,233	27,329	- 22%	+ 38 students

For example Mingo County:

1990 pop	2000 pop	% decrease	Enroll change
33,739	28,253	- 16%	- 24 students

Project Outcomes II: Provide distance education opportunities for rural based students and non-traditional students.

Conclusions: The increase in distance education opportunities is evident from the published schedules. An increase in web based courses from 46 courses to 87 courses is an increase of 47%. Video conferencing course delivery increased from 18 courses to 22 courses, an increase of 18%. The number of sites increased from 47 to 63, or 25%.

Distance education *opportunities increased for rural based students* and non-traditional students, over 7000 new accounts were established. As shown on page five, during the past four quarters an average of 785 unique users each quarter had

a total of 129,441 sessions at the One Room School sites. The average logins per month per user ranged from 10.6 to 19.2 in the last four quarters.

Project Outcome III: Strengthen the existing Southern West Virginia Community College two-way video network.

Conclusions: *The relationship and collaboration strengthened the existing two-way video network* with a united effort of the instructional technology staffs at Marshall University and Southern West Virginia Community College. They worked together, shared expertise and equipment, as they were able to put back on line a fully operational two-way video network. The equipment provided by Marshall University, because of the One Room School project, made the failed system operational and provides Southern West Virginia Community College the opportunity to expand their capabilities.

Project Outcome IV: Strengthen our existing rural and campus initiatives and provide new Marshall community collaborative efforts.

Conclusions: Using the One Room School model, Marshall University has expanded into an array of technology driven initiatives and *has strengthened the existing rural and campus initiatives and provided new Marshall community collaborative efforts,* which are described in the Project Outcome IV narrative in Chapter 2. These include the development of the June Harless Center for Rural Educational Research and Development Demonstration Site; rural health related video conferencing, delivery of high school foreign language courses to remote areas in the state, the School of Medicine Continuing Medical Education opportunities, and the Forensic Science program opportunities via distance learning.

Project Outcome V: Provide video and computer conferencing resource for administrative meetings to reduce travel costs and provide a new information resource.

Conclusions: The opportunities to provide video and computer conferencing resource for administrative meetings to reduce travel costs and provide a new information resource was enhanced by the One Room School project. Although the table presented in Chapter 2, Project Outcome V showed deceases in use of

video conferencing for meetings, it was drawn from the centralized schedule in the Instructional Television Office, which has limited scheduling authority over the One Room School facilities. The intent of the project was to make available on an Ad Hoc basis, video conferencing capabilities to faculty and administrators. *The schedule is decentralized and the evaluator cannot substantiate the project provided video and computer conferencing resource for administrative meetings to reduce travel costs and provide a new information resource. It appears to be a lack of record keeping, not a lack of use or savings.*

In addition to the decentralized schedule of video conferencing rooms, Marshall University has put additional facilities on-line. For example, the following are video conferencing rooms presently available to faculty or administrators, 3 conference rooms in Drinko Library, two large classrooms in Drinko, one classroom in the Science Building, one in Jenkins Hall, one in Smith Hall, one in Corbly Hall and three class rooms and two conference rooms at the Marshall University Graduate College. The Drinko Library also has 10 small study rooms equipped with PC cameras for individual use. These rooms are not uniformly scheduled by one office.

APPENDICIES

I. West Virginia Report Card Executive Summary
II. West Virginia Report Card – Kanawha County
III. West Virginia Report Card – Mason County
IV. West Virginia Report Card – Mingo County
V. West Virginia Population and Per Capita Income by County
VI. Estimated West Virginia College Going Rate
VII. County, Sate, and National Total Graduate/Dropout rates
VIII. County, State, and National Unemployment rates
IX. Full and Part-Time Employment by Major Industry- Kanawha County
X. Full and Part-Time Employment by Major Industry – Mason County
XI. Average Annual Pay by State
XII. Average Annual Pay by Industry Segment
XIII. Herald Dispatch article "W.Va.'s Income Growth Lags Behind"
XIV. Survey distributed
XV. Census data

APPENDIX
I

WEST VIRGINIA

REPORT CARDS

State, County, and School Data 1999-2000

West Virginia Department of Education

Foreword

The **West Virginia Report Cards: State, County and School Data for 1999-2000** contains information for the most recently-completed school year. This information is provided annually "to the parents of public school children and the general public on the quality of education in the public schools" as mandated by the West Virginia Legislature through West Virginia Code §18-2E-4, enacted in June 1988. Information contained in this document includes indicators cited in that legislation as well as individual school report cards which are disseminated to parents.

Readers should note that this document is intended to provide a snapshot of West Virginia education at a given point in time, the 1999-2000 school year. This information should not be used in isolation, but rather in conjunction with other facts and statistics, including historical data, to make sound education decisions and to track academic progress in the Mountain State.

The West Virginia Department of Education is pleased to provide this valuable information to policy makers, parents, school employees, and other interested persons in this printed format. This information is also available in PDF format on our website, http://wvde.state.wv.us.

If you would like further information or clarification, please contact Doris A. White, Coordinator, Office of Technology and Information Systems, West Virginia Department of Education, 1900 Kanawha Boulevard, East, Building 6, Room B-346, Charleston, West Virginia 25305-0330, phone (304) 558-8869 or e-mail at dwhite@access.k12.wv.us.

David Stewart
State Superintendent of Schools

Table of Contents

Table of Contents

WEST VIRGINIA REPORT CARDS: STATE, COUNTY, AND SCHOOL DATA FOR 1999-2000
Executive Summary

Introduction

The **West Virginia Report Cards: State, County, and School Data** provides data for the most recently-completed school year on indicators concerning public school education in West Virginia; excluded are alternative, special education, vocational, and certain state-funded schools. County- and state-level data are also presented for each indicator. Where applicable, data for the excluded schools are included in the county and state totals. Data are reported for indicators that are mandated by state law or West Virginia Board of Education policy. The reporting systems are annually updated and are continually refined and developed as the West Virginia Department of Education data systems are improved. All data collection and reporting systems are not completely developed or modified to fully meet the requirements of West Virginia Code §18-2E-4.

There are two versions of the school data reports. Both versions provide information on student and personnel characteristics and educational outcomes. The first version, a report card for each individual public school, is prepared by the Department of Education and forwarded to the county school board. The county board is responsible for duplicating and distributing the individual school report cards to parents. The county board is also responsible for making copies available to the local media and to the public. The second version is a compilation of individual school data. Titled **West Virginia Report Cards: State, County, and School Data**, the publication provides in a single document the same information as the individual school report cards plus information on county staffs, county board members, and county expenditures. Also provided is a Reference section with detailed definitions, sources, and formulas.

Background

In 1981, the West Virginia Department of Education took a data-oriented approach to improving educational programs when it began to 1) identify the data elements to be collected in a trend-reporting format, 2) coordinate all data bases by compiling and computerizing information, and 3) provide decision makers at the state and local levels with accurate, timely information to use in policy development and school and program improvement.

Several actions on the national scene have supported the use of this approach to educational improvement. In 1984, the Council of Chief State School Officers (CCSSO) stated that high quality data are essential to 1) continue the momentum of educational reform, 2) aid policy makers in understanding the consequences of changes in policy and in implementing policies once they are adopted, and 3) make education accountable to the public. In 1985, the CCSSO further recommended that all states improve and strengthen their systematic monitoring of the condition of education and annually report to their publics.

In 1988, the National Center for Education Statistics (NCES) established the National Cooperative Education Statistics System, which was designed to produce and maintain, with the cooperation of the states, comparable and uniform educational information and data. Through SPEEDE/ExPRESS, a format was developed for electronic transferral of student transcripts from school to school or school to college registrars. In keeping with these national trends, the West Virginia Education Information System (WVEIS) permits the uniform reporting of data for use in decision making. These actions at both the state and national levels help give a comprehensive picture of education to policy makers from the school to the national level.

In June 1988, the West Virginia Legislature enacted West Virginia Code §18-2E-4, which mandated school, district and state report cards. These documents provide information on public education in West Virginia and are annually updated and continually refined and developed. The WVEIS improved and standardized the method of data collection and allowed for more timely information.

In March 1996, the West Virginia legislature enacted Senate Bill 300, the Jobs Through Education Act. Senate Bill 300 is a comprehensive reform effort that has impacted the total education system in grades K-12 and postsecondary education. Additional indicators were included in that bill on which to report school, county (district), and state data and are included in this volume of the **West Virginia Report Cards: State, County, and School Data**. With all schools reporting through the electronic statewide data system, West Virginia Education Information System (WVEIS), the accuracy of data continues to improve.

Limitations and Assumptions

Original sources from within and from outside the West Virginia Department of Education provided the data in this document. The majority of the data originated from student and personnel records maintained by county- and school-level staffs and was retrieved through the West Virginia Education Information System. Every effort was made to assure that the information was accurate, valid, and reliable. In some instances, however, the student records were not properly maintained; thus "NA" (Not Available) may be recorded for the indicator. After publication of this document, every attempt is made to correct any discrepancies among data obtained and/or reported, and appropriate education officials are notified of any changes.

When interpreting trend data, the reader needs to take into consideration changes that may have occurred in the past. For example, teacher position codes have been added in the last five years which may affect the teacher/pupil ratio. In some cases, the formula for calculating a rate has changed. For example, the dropout rate calculation was changed in 1996-1997 to comply with federal reporting procedures. Where there is no comparability between the 1999-2000 statistic and past years' statistics or the data are not available or applicable, an "NA" or two dashes may have been printed.

Trend Data

Statistics contained in this document should not be used in isolation, but rather in conjunction with other facts and figures in order to make sound education decision. When possible, longitudinal data should be used to help make meaningful decisions. A look at the last five years of state data shows where progress has been made and any areas of weakness where improvement needs to be made. The following data are for indicators at the state level for 1995-1996 through 1999-2000.

Indicators	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000
Advanced Placement Test (APT)					
Test Takers (%):					
10th Grade	0.1	0.1	0.1	0.1	0.1
11th Grade	4.0	3.9	3.5	3.6	3.3
12th Grade	5.8	6.0	5.6	5.8	5.1
12th Grade Students with APT Score of 3 or Higher (%)	NA	55.9	51.2	51.6	51.1

Trend Data (continued)

Indicators	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000
American College Testing (ACT):					
Test Takers (% of graduates)	54.5	55.2	53.5	52.4	56.7
ACT Composite Mean Score for West Virginia	20.0	20.0	20.1	20.2	20.2
ACT Composite Mean Score for the Nation	20.9	21.0	21.0	21.0	21.0
[1]Attendance Rate (%)	93.9	93.8	93.9	93.8	94.3
Average Class Size	20.7	21.0	21.1	19.1	19.5
Classrooms with Split Grades (#)	223	220	206	211	131
[2]Dropout Rate (%)	15.7	2.8	2.9	2.8	3.4
[3]Enrollment by Subject Area for Grades 9-12 (%):					
English Language Arts	117.0	99.2	98.0	97.5	97.8
Foreign Language	30.3	30.4	30.1	29.4	28.8
Mathematics	91.8	85.8	85.1	84.4	85.0
Science	88.0	81.7	80.8	80.7	82.1
Social Studies	98.2	89.3	89.0	89.1	88.7
Exemptions to Maximum Pupil/Teacher Ratio (#):					
Requested	0	0	0	0	0
Granted	0	0	0	0	0
Graduates (#)	20,532	19,547	20,127	19,864	19,448
Per Pupil Expenditures ($)	5,434.30	5,802.45	5,992.38	6,479.21	6953.14
Preliminary Scholastic Aptitude Test (PSAT)					
Test Takers (%):					
10th Grade	9.8	9.4	9.0	9.5	8.7
11th Grade	25.9	26.2	23.8	24.3	23.3
Professional Staff:					
Average Years of Experience	16.8	17.4	17.7	17.5	17.6
Level of Education (%):					
Bachelor's Degree	8.5	7.7	8.0	8.7	9.5
Bachelor's Degree Plus 15	32.5	30.6	31.5	28.9	28.0
Master's Degree	7.0	6.0	6.2	6.2	6.1
Master's Degree Plus 15	11.4	10.6	10.8	10.3	9.9
Master's Degree Plus 30	17.3	16.5	15.9	16.1	15.8
Master's Degree Plus 45	22.6	27.4	26.9	28.9	29.6
Doctorate	0.6	0.7	0.5	0.7	0.8
Other	0.1	0.4	0.1	0.2	0.3

[1]Beginning with 1996-1997, attendance rates do not include pre-school students.
[2]To comply with federal reporting procedures, the method of calculating the dropout rate changed in 1996-1997; thus, previous years' dropout rates are not comparable.
[3]The method of calculating the enrollment by subject area changed in 1996-1997; thus, previous years' rates are not comparable.

Trend Data (continued)

Indicators	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000
[4]Pupil/Administrator Ratio	196.9	181.9	176.3	182.1	171.7
[4]Pupil/Teacher Ratio	14.8	14.6	14.5	14.9	13.9
Scholastic Aptitude Test (SAT):					
Test Takers (% of graduates)	16.4	16.6	17.0	16.9	17.2
SAT Math Mean Score for West Virginia	506	508	513	512	511
SAT Math Mean Score for the Nation	508	511	512	511	514
SAT Verbal Mean Score for West Virginia	526	524	525	527	526
SAT Verbal Mean Score for the Nation	505	505	505	505	505
Student Enrollment (PK-12) (#)	307,508	304,424	301,314	296,453	290,936
[5]Testing Information (Stanford Achievement Test, 9th Ed.)					
Percentile Scores for Total Basic Skills:					
Grade 3	NA	58	62	63	66
Grade 4	NA	58	61	62	64
Grade 5	NA	58	60	62	63
Grade 6	NA	63	65	65	66
Grade 7	NA	57	59	60	61
Grade 8	NA	57	60	61	62
Grade 9	NA	55	58	59	61
Grade 10	NA	54	57	58	61
Grade 11	NA	56	58	59	61

[4]*Beginning with 1996-1997, additional administrator and teacher positions were included in the ratios; thus, previous years' ratios are not comparable.*

[5]Beginning with 1996-1997, the Stanford Achievement Test, 9th Edition, was administered. Since a different test (Comprehensive Tests of Basic Skills) was administered the previous years, scores are not comparable.

WEST VIRGINIA REPORT CARDS 1999-2000

MESSAGE FROM THE STATE SUPERINTENDENT

Information in the *West Virginia Report Cards* allows us to see how well our students are performing, how well individual schools and county school systems are performing, and the areas of strength and areas needing improvement. Results for the 1999-2000 school year are very positive, as West Virginia has continued the trend of steady improvement experienced in recent years. The *Report Cards* allows us to celebrate our many successes, while providing us with the opportunity to focus on the challenges facing public schools in the Mountain State.

The West Virginia Department of Education and the West Virginia Board of Education have been reviewing the way students are taught and what curriculum is offered to students to determine how schools can be more efficient and effective. Continued public input is vital if we are to provide a quality education and teach skills that are needed in the workplace of today and tomorrow.

Our Governor, Legislature, State Board, and school employees throughout the state are firmly committed to providing West Virginia students with the best education possible—a world-class education. After all, West Virginia's graduates not only compete with students in neighboring states, but they must also now compete with graduates across the globe for the same jobs.

INFORMATION ABOUT THE STATE

State Population (#)	1,825,754	Public Schools (#):	
Student Enrollment K-12 (#)	290,936	Elementary	479
High School Graduates (#)	19,448	Middle or Jr. High	132
Teachers (#)	20,984	High Schools	121
Pupil/Teacher Ratio	13.9	Vocational Schools	30
		Other	61

STANFORD ACHIEVEMENT TEST, 9TH EDITION TOTAL BASIC SKILLS (PERCENTILE SCORES)

	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001
Grade 3	58	62	63	66	
Grade 4	58	61	62	64	
Grade 5	58	60	62	63	
Grade 6	63	65	65	66	
Grade 7	57	59	60	61	
Grade 8	57	60	61	62	
Grade 9	55	58	59	61	
Grade 10	54	57	58	61	
Grade 11	56	58	59	61	

Building 6, Capitol Complex
1900 Kanawha Boulevard, East
Charleston, WV 25305-0330
Telephone: (304) 558-2681
FAX: (304) 558-0048

WEST VIRGINIA REPORT CARDS 1999-2000

SCHOLASTIC APTITUDE TEST (SAT)

	1995-96	1996-97	1997-98	1998-99	1999-00
Test Takers (%)	16.4	16.6	17.0	16.9	17.2
Math Mean Score	506	508	513	512	511
Verbal Mean Score	526	524	525	527	526

PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT)

	1995-96	1996-97	1997-98	1998-99	1999-00
Test Takers (%):					
10th Grade	9.8	9.4	9.0	9.5	8.7
11th Grade	25.9	26.2	23.8	24.3	23.3

ADVANCED PLACEMENT TEST (APT) (COLLEGE BOARD)

	1995-96	1996-97	1997-98	1998-99	1999-00
Test Takers (%):					
10th Grade	0.1	0.1	0.1	0.1	0.1
11th Grade	4.0	3.9	3.5	3.6	3.3
12th Grade	5.8	6.0	5.6	5.8	5.1
Students with APT Score of 3 or Higher (%):					
12th Grade	NA	55.9	51.2	51.6	51.1

AMERICAN COLLEGE TESTING (ACT)

	1995-96	1996-97	1997-98	1998-99	1999-00
Test Takers (%)	54.5	55.2	53.5	52.4	56.7
Composite Score	20.0	20.0	20.1	20.2	20.2

National Assessment of Educational Progress (NAEP) Average Proficiency Scores

			State	Southeast	Nation
Math:	1991-1992	4th Grade	215	210	219
	1995-1996	4th Grade	223	216	222
Math:	1989-1990	8th Grade	256	254	262
	1991-1992	8th Grade	259	259	267
	1995-1996	8th Grade	265	264	271
Reading:	1991-1992	4th Grade	216	211	215
	1993-1994	4th Grade	213	208	212
	1997-1998	4th Grade	216	210	215
Reading:	1997-1998	8th Grade	262	261	258
Science:	1995-1996	8th Grade	147	141	148
Writing	1997-1998	8th Grade	144	143	148

PERSONNEL INFORMATION 1999-2000

Pupil/Administrator Ratio	171.7
Pupil/Teacher Ratio	13.9
Professional Staff:	
Average Years of Experience	17.6
Level of Education (%) -	
Bachelor's Degree	9.5
Bachelor's Degree Plus 15	28.0
Master's Degree	6.1
Master's Degree Plus 15	9.9
Master's Degree Plus 30	15.8
Master's Degree Plus 45	29.6
Doctorate	0.8
Other	0.3

PROGRAM AND CURRICULUM INFORMATION

	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001
Enrollment by Subject Area in Grades 9-12 (%):					
English Language Arts	99.2	98.0	97.5	97.8	
Foreign Language	30.4	30.1	29.4	28.8	
Mathematics	85.8	85.1	84.4	85.0	
Science	81.7	80.8	80.7	82.1	
Social Studies	89.3	89.0	89.1	88.7	
Advanced Placement Courses in High School (%):					
10th Grade	Under development				
11th Grade					
12th Grade					

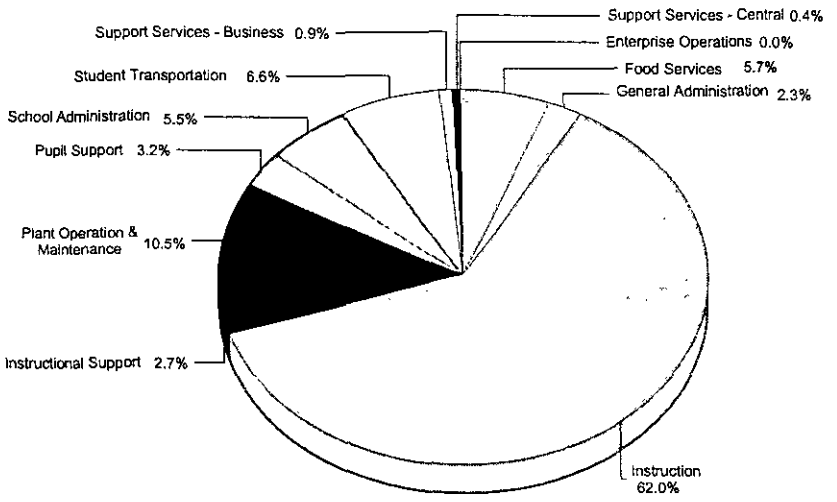
INFORMATION ABOUT THE SCHOOLS

	1995-96	1996-97	1997-98	1998-99	1999-00
Attendance Rate (%)	NA	93.8	93.9	93.8	94.3
Average Class Size	20.7	21.0	21.1	19.1	19.5
Classrooms with Split Grades (#)	223	220	206	211	131
Dropout Rate (%)	NA	2.8	2.9	2.8	3.4
Enrollment K-12 (#)	307,508	304,424	301,314	296,453	290,936
Exemption to Pupil/Teacher Ratio (#):					
Requested	0	0	0	0	0
Granted	0	0	0	0	0
Graduates (#)	20,532	19,547	20,127	19,864	19,448

FINANCIAL INFORMATION

The per pupil expenditure, based on 10th month enrollment, for the state is $6,953.14

The instructional and non-instructional expenditures by classification for the state are given below:



Total State Expenditures: $1,956,352,090.92

STATE SUPERINTENDENT AND DIVISION CHIEFS

Below are the names of the state superintendent (in italics) and assistant superintendents:

David Stewart (Dr.)
Pam Cain (Dr.)
William Luff, J.D.
G. A. McClung
Adam Sponaugle (Dr.)

STATE BOARD INFORMATION

Below are the names of state board members and their term expiration date:

	Term Expires
Sandra M. Chapman	11/04/2005
Barbara N. Fish	11/04/2009
Sheila M. Hamilton	11/04/2002
James J. MacCallum	11/04/2004
Cleo P. Mathews	11/04/2001
J. D. Morris, President	11/04/2006
Paul J. Morris	11/04/2007
Howard M. Persinger, Jr.	11/04/2003
Ronald B. Spencer	11/04/2008

APPENDIX
II

MESSAGE FROM THE COUNTY SUPERINTENDENT

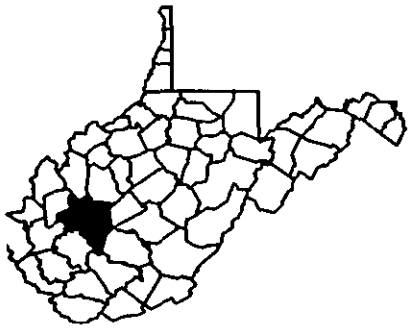
Kanawha County Schools is proud of its record of accomplishments as a community pacesetter for high standards and caring connections to bring about student achievement and success. Our mission as a school system is to use all available resources to become a world-class educational system with a safe and nurturing environment. Our schools will be places where teachers can teach and students can learn academic skills, acquire appropriate social behaviors, achieve individual potential, and develop positive character in order to become productive citizens and life-long learners. This mission drives the goals and activities in our quest to become an exemplary organization. We believe that the entire community expects no less and, therefore, is a prime stakeholder in the many benefits to be derived from sharing this vision of education that will enable our young people to excel and be competitive in a global society. Working together with community involvement and support, we can continue to meet the challenges ahead and make a significant difference in the lives of your young people.

INFORMATION ABOUT THE COUNTY

County Population (#)	204,968	Public Schools (#):	
Student Enrollment (#)	30,106	Elementary	59
High School Graduates (#)	1,981	Middle or Jr. High	14
Teachers (#)	2,082	High Schools	8
Pupil/Teacher Ratio	14.6	Vocational Schools	2
		Other	3

STANFORD ACHIEVEMENT TEST, 9TH EDITION
TOTAL BASIC SKILLS (PERCENTILE SCORES)

	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001
Grade 3	59	64	62	65	
Grade 4	59	61	63	64	
Grade 5	60	62	62	63	
Grade 6	65	67	67	66	
Grade 7	58	60	58	59	
Grade 8	57	60	61	59	
Grade 9	57	59	63	63	
Grade 10	55	58	59	63	
Grade 11	57	60	60	61	



KANAWHA COUNTY SCHOOLS
200 ELIZABETH STREET
CHARLESTON, WV 25311
Phone: (304) 348-7770
Fax: (304) 348-1934

ASTIC APTITUDE TEST (SAT)

	1995-96	1996-97	1997-98	1998-99	1999-00
Test Takers (%)	20.6	20.4	20.1	17.9	17.7
Math Mean Score	514	524	520	533	532
Verbal Mean Score	532	536	528	540	542

AMERICAN COLLEGE TESTING (ACT)

	1995-96	1996-97	1997-98	1998-99	1999-00
Test Takers (%)	60.1	62.5	59.1	57.7	62.8
Composite Score	20.0	20.3	20.4	20.4	20.4

PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT)

	1995-96	1996-97	1997-98	1998-99	1999-00
Test Takers (%)					
10th Grade	20.3	18.1	15.6	17.2	14.5
11th Grade	27.2	29.4	21.9	25.5	21.7

ADVANCED PLACEMENT TEST (APT) (COLLEGE

	1995-96	1996-97	1997-98	1998-99	1999-00
Test Takers (%):					
10th Grade	0.1	0.2	0.2	0.3	0.1
11th Grade	3.4	3.2	3.3	3.1	4.8
12th Grade	6.0	6.0	5.0	5.8	7.1
Students with APT Score of 3 or Higher (%):					
10th Grade	NA	100.0	75.0	100.0	66.7
11th Grade	NA	42.1	53.3	48.6	39.8
12th Grade	NA	61.9	52.1	62.0	55.8

PERSONNEL INFORMATION

Pupil/Administrator Ratio	163.5
Pupil/Teacher Ratio	14.6
Professional Staff:	
Average Years of Experience	17.9
Level of Education (%) -	
Bachelor's Degree	8.7
Bachelor's Degree Plus 15	31.4
Master's Degree	4.3
Master's Degree Plus 15	7.9
Master's Degree Plus 30	15.6
Master's Degree Plus 45	30.4
Doctorate	0.9
Other	0.6

PROGRAM AND CURRICULUM INFORMATION

	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001
Enrollment by Subject Area in Grades 9-12 (%):					
English Language Arts	99.4	98.4	96.2	97.7	
Foreign Language	34.8	36.6	33.4	31.7	
Mathematics	92.1	89.5	86.9	88.7	
Science	88.6	86.4	83.9	85.6	
Social Studies	96.4	97.6	95.1	96.7	
Advanced Placement Courses in High School (%):					
10th Grade					
11th Grade					
12th Grade					

SCHOOL INFORMATION

	1995-96	1996-97	1997-98	1998-99	1999-00
Attendance Rate (%)	NA	93.9	93.8	93.7	93.9
Average Class Size	20.6	21.2	21.0	20.7	20.7
Classrooms with Split Grades (#)	52	56	35	53	31
Dropout Rate (%)	NA	2.9	3.8	2.9	3.2
Enrollment PK-12 (#)	32,220	31,606	31,468	30,793	30,106
Exemption to Pupil/Teacher Ratio (#):					
Requested	0	0	0	0	0
Granted	0	0	0	0	0
Graduates (#)	2,102	1,869	2,110	2,024	1,981

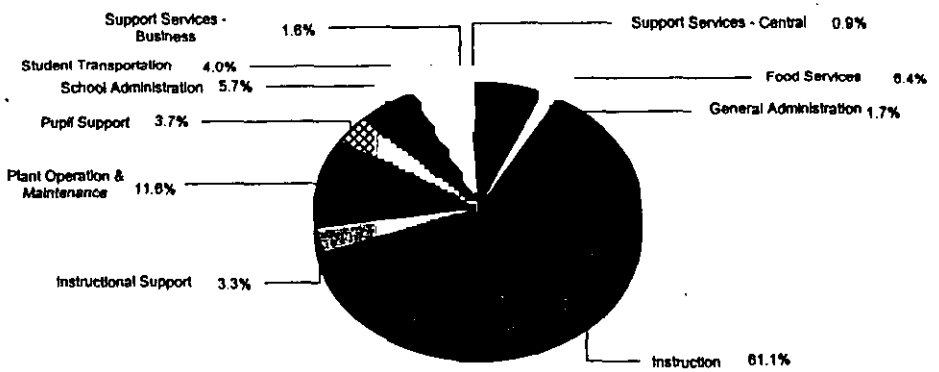
FINANCIAL INFORMATION

Below are the numbers of professional educators and service personnel employed by the county that exceed the number allowed by the public school support plan and the amount of salary supplement that would be available per state authorized employee if all expenditures for such excess employees were converted to annual salaries for state authorized professional educators and service personnel. Due to increased personnel requirements, supplements are not presented for school systems that experienced an increase in enrollment for the 1999-2000 year.

	Professional	Service
Number employed that exceeds number allowed	22.28	80.79
Salary supplement that would be available	$373.74	$1,272.50

The per pupil expenditure, based on 10th month enrollment, for the county is $7,074.13

The instructional and non-instructional expenditures by classification are given below:



Total County Expenditures: *$209,569,090.19*

COUNTY OFFICE INFORMATION

Below are the names of the county superintendent (in italics), assistant superintendents, and the number of training sessions attended in 1999-2000 (in parentheses) as related to their area:

Ronald E. Duerring (18)
Leonard J. Allen (38)
Joseph T. Godish (10)
Patricia A. Petty (31)
Melanie B. Vickers (33)
Thomas E. Williams (33)

COUNTY BOARD INFORMATION

Below are the names of county board members, their term expiration date, and the total number of hours of required training they received during 1999-2000. An asterisk (*) indicates the board member attended an orientation session during 1999-2000.

	Term Expires	# Hours
Cheryle M. Hall*	6/30/2002	19.00
Betty H. Jarvis	6/30/2000	15.00
John A. Luoni, President*	6/30/2000	29.00
William J. Raglin	6/30/2002	07.00
William "Pete" Thaw	6/30/2002	14.00

SCHOOL INFORMATION

School	Grade Range	2nd Month Enrollment	Split Grades (#)	Average Class Size	Attendance Rate (%)	Graduates (#)	Dropouts (%)
ALBAN ELEMENTARY SCHOOL	0K-06	180	0	20.7	95.7	0	0.0
ALUM CREEK ELEMENTARY SCHOOL	PK 0K-06	269	2	18.2	94.8	0	0.0
ANDREWS HEIGHTS ELEMENTARY SCHOOL	0K-06	224	0	20.4	95.6	0	0.0
ANNE BAILEY ELEMENTARY SCHOOL	PK 0K-06	348	0	21.6	94.0	0	0.0
BELLE ELEMENTARY SCHOOL	0K-05	230	1	19.7	94.6	0	0.0
BELVIL ELEMENTARY SCHOOL	PK 0K-06	126	1	18.0	96.4	0	0.0
BONHAM ELEMENTARY SCHOOL	PK 0K-05	304	0	21.7	94.7	0	0.0
BRIDGE ELEMENTARY SCHOOL	PK 0K-05	152	0	20.5	94.7	0	0.0
CEDAR GROVE COMMUNITY SCHOOL	PK 0K-08	540	0	17.7	93.8	0	0.7
CENTRAL ELEMENTARY SCHOOL	0K-06	244	2	19.6	95.1	0	0.0
CHAMBERLAIN ELEMENTARY SCHOOL	0K-06	223	1	18.3	95.3	0	0.0
CHANDLER ELEMENTARY SCHOOL	PK 0K-06	140	2	10.5	91.9	0	0.0
CHELYAN ELEMENTARY SCHOOL	0K-05	187	0	20.1	95.6	0	0.0
CHESAPEAKE ELEMENTARY SCHOOL	PK 0K-05	252	0	18.9	94.0	0	0.0
CLENDENIN ELEMENTARY SCHOOL	PK 0K-05	322	0	19.9	93.3	0	0.0
CROSS LANES ELEMENTARY SCHOOL	PK 0K-05	375	0	19.7	96.0	0	0.0
DUNBAR ELEMENTARY SCHOOL	PK 0K-06	280	0	20.9	96.1	0	0.0
FAIRVIEW ELEMENTARY SCHOOL	PK 0K-06	273	1	17.6	94.5	0	0.0
FLINN ELEMENTARY SCHOOL	0K-05	539	1	22.7	95.0	0	0.0
FORD ELEMENTARY SCHOOL	0K-06	206	1	20.9	94.2	0	0.0
GLENWOOD ELEMENTARY SCHOOL	0K-06	237	4	17.5	93.7	0	0.0
GRANDVIEW ELEMENTARY SCHOOL	PK 0K-06	310	0	21.4	93.9	0	0.0
HIGH LAWN ELEMENTARY SCHOOL	0K-06	238	0	19.9	95.8	0	0.0
HOLZ ELEMENTARY SCHOOL	PK 0K-06	318	0	21.5	96.3	0	0.0
KANAWHA CITY ELEMENTARY SCHOOL	0K-06	364	0	21.2	97.7	0	0.0
KENNA ELEMENTARY SCHOOL	0K-06	219	0	18.9	97.1	0	0.0
LAKEWOOD ELEMENTARY SCHOOL	0K-06	324	0	21.5	96.1	0	0.0
MALDEN ELEMENTARY SCHOOL	0K-05	146	0	20.3	93.5	0	0.0
MARMET ELEMENTARY SCHOOL	0K-05	161	1	17.4	94.0	0	0.0
MARY INGLES ELEMENTARY SCHOOL	0K-05	107	0	15.4	95.2	0	0.0
MIDLAND TRAIL ELEMENTARY SCHOOL	PK 0K-05	153	0	21.2	96.0	0	0.0
MIDWAY ELEMENTARY SCHOOL	PK 0K-05	211	1	16.1	94.1	0	0.0
MONTROSE ELEMENTARY SCHOOL	0K-06	258	1	18.9	96.3	0	0.0
MOUND ELEMENTARY SCHOOL	0K-06	142	0	20.0	93.7	0	0.0
NITRO ELEMENTARY SCHOOL	0K-05	370	1	21.6	94.9	0	0.0
OAKWOOD ELEMENTARY SCHOOL	0K-06	108	0	16.2	94.6	0	0.0
OVERBROOK ELEMENTARY SCHOOL	0K-06	382	0	22.6	96.9	0	0.0
PINCH ELEMENTARY SCHOOL	0K-05	418	0	22.7	95.2	0	0.0
POINT HARMONY ELEMENTARY SCHOOL	0K-05	666	0	24.0	95.5	0	0.0
PRATT ELEMENTARY SCHOOL	PK 0K-05	301	0	19.4	93.4	0	0.0
RAND ELEMENTARY SCHOOL	PK 0K-05	108	0	15.2	94.4	0	0.0
RICHMOND ELEMENTARY SCHOOL	0K-06	258	1	18.6	95.8	0	0.0
J E ROBINS ELEMENTARY SCHOOL	0K-06	301	0	20.1	93.7	0	0.0
ROXALANA ELEMENTARY SCHOOL	0K-06	109	1	16.0			0.0
RUFFNER ELEMENTARY SCHOOL	PK 0K-06	235	1	18.3			0.0

SCHOOL INFORMATION

School	Grade Range	2nd Month Enrollment	Split Grades (#)	Average Class Size	Attendance Rate (%)	Graduates (#)	Dropouts (%)
RUTHLAWN ELEMENTARY SCHOOL	0K-06	231	2	18.3	94.8	0	0.0
SHARON DAWES ELEMENTARY SCHOOL	PK 0K-05	236	0	16.0	94.8	0	0.0
	PK 0K-06	273	0	22.2	96.6	0	0.0
SISSONVILLE ELEMENTARY SCHOOL	PK 0K-05	261	1	21.0	94.9	0	0.0
STAUNTON ELEMENTARY SCHOOL	PK 0K-06	172	0	20.7	95.8	0	0.0
TAFT ELEMENTARY SCHOOL	PK 0K-06	203	0	22.0	93.8	0	0.0
TISKELWAH ELEMENTARY SCHOOL	0K-06	224	1	16.7	93.8	0	0.0
TYLER ELEMENTARY SCHOOL	0K-06	125	0	18.3	95.9	0	0.0
VALLEY GROVE ELEMENTARY SCHOOL	0K-06	158	0	16.6	94.2	0	0.0
WATTS ELEMENTARY SCHOOL	0K-06	179	1	22.1	94.0	0	0.0
WEBERWOOD ELEMENTARY SCHOOL	0K-06	264	0	19.0	96.4	0	0.0
GEORGE C. WEIMER ELEMENTARY SCHOOL	PK 0K-06	262	2	19.9	94.0	0	0.0
ELK ELEMENTARY CENTER	PK 0K-05	517	0	18.7	94.5	0	0.0
BRIDGEVIEW ELEMENTARY SCHOOL	PK 0K-06	450	0	16.6	94.9	0	0.0
PIEDMONT YEAR-ROUND EDUCATION	0K-06	370	1	19.6	93.3	0	0.0
JOHN ADAMS JUNIOR HIGH SCHOOL	07-09	674	0	21.7	94.1	0	0.0
ANDREW JACKSON MIDDLE SCHOOL	06-08	673	0	21.2	94.2	0	0.0
CLENDENIN MIDDLE SCHOOL	06-08	197	0	20.0	92.8	0	1.5
DUNBAR JUNIOR HIGH SCHOOL	07-09	442	0	20.5	92.4	0	1.4
DUPONT MIDDLE SCHOOL	06-08	447	0	24.6	91.7	0	0.3
EAST BANK MIDDLE SCHOOL	06-08	487	0	22.6	89.4	0	0.6
ELKVIEW MIDDLE SCHOOL	06-08	509	0	20.3	93.2	0	
HAYES JUNIOR HIGH SCHOOL	07-09	587	0	19.8	92.9	0	
HORACE MANN JUNIOR HIGH SCHOOL	07-09	369	0	21.8	93.8	0	0.3
MCKINLEY JUNIOR HIGH SCHOOL	07-09	342	0	19.6	94.2	0	0.3
ROOSEVELT JUNIOR HIGH SCHOOL	07-09	290	0	16.8	91.6	0	1.0
SISSONVILLE MIDDLE SCHOOL	06-08	539	0	20.3	91.7	0	0.0
SOUTH CHARLESTON JUNIOR HIGH SCHOOL	07-09	533	0	22.4	94.1	0	0.4
STONEWALL JACKSON JUNIOR HIGH SCHOOL	07-09	526	0	18.5	90.3	0	1.3
GEORGE WASHINGTON HIGH SCHOOL	10-12	730	0	23.4	93.8	230	2.3
HERBERT HOOVER HIGH SCHOOL	09-12	882	0	21.1	92.7	187	4.0
NITRO HIGH SCHOOL	09-12	843	0	22.4	93.1	172	1.5
SAINT ALBANS HIGH SCHOOL	10-12	794	0	21.2	96.6	256	2.9
SISSONVILLE HIGH SCHOOL	08-12	671	0	20.4	93.5	139	2.7
SOUTH CHARLESTON HIGH SCHOOL	10-12	844	0	21.2	92.6	234	3.3
CAPITAL HIGH SCHOOL	PK 10-12	1,083	0	17.8	91.1	306	4.9
RIVERSIDE HIGH SCHOOL	09-12	1,310	0	22.8	92.1	290	3.1
KANAWHA COUNTY SCHOOLS		30,106	31	20.7	93.9	1,981	3.2
WEST VIRGINIA		290,936	131	19.5	94.3	19,448	3.4

PERSONNEL INFORMATION

School	Pupil/Teacher Ratio	Pupil/Adm. Ratio	Professional Staff Experience (Yr)	Professional Staff Level of Education (%)							
				Bach	Bach +15	Master	Master +15	Master +30	Master +45	Doc.	Other
ALBAN ELEMENTARY SCHOOL	14.4	180.0	12.8	6.3	43.8	0.0	12.5	18.8	12.5	6.3	0.0
ALUM CREEK ELEMENTARY SCHOOL	15.8	269.0	19.3	9.5	38.1	9.5	0.0	14.3	28.6	0.0	0.0
ANDREWS HEIGHTS ELEMENTARY SCHOOL	17.9	224.0	12.3	13.3	46.7	6.7	0.0	20.0	13.3	0.0	0.0
ANNE BAILEY ELEMENTARY SCHOOL	13.9	348.0	20.6	0.0	27.6	3.4	10.3	24.1	34.5	0.0	0.0
BELLE ELEMENTARY SCHOOL	19.2	230.0	21.1	6.7	46.7	6.7	0.0	13.3	26.7	0.0	0.0
BELVIL ELEMENTARY SCHOOL	18.0	126.0	20.2	0.0	50.0	0.0	0.0	20.0	30.0	0.0	0.0
BONHAM ELEMENTARY SCHOOL	15.2	304.0	15.0	8.3	37.5	4.2	0.0	29.2	20.8	0.0	0.0
BRIDGE ELEMENTARY SCHOOL	13.2	152.0	10.4	40.0	6.7	6.7	0.0	6.7	40.0	0.0	0.0
CEDAR GROVE COMMUNITY SCHOOL	16.4	270.0	12.7	21.6	37.8	0.0	10.8	16.2	13.5	0.0	0.0
CENTRAL ELEMENTARY SCHOOL	15.7	244.0	19.6	15.8	36.8	0.0	10.5	15.8	21.1	0.0	0.0
CHAMBERLAIN ELEMENTARY SCHOOL	14.4	223.0	22.7	11.1	27.8	0.0	5.6	22.2	33.3	0.0	0.0
CHANDLER ELEMENTARY SCHOOL	11.7	140.0	14.7	18.8	31.3	12.5	0.0	12.5	25.0	0.0	0.0
CHELYAN ELEMENTARY SCHOOL	12.9	187.0	13.3	11.1	50.0	0.0	5.6	22.2	11.1	0.0	0.0
CHESAPEAKE ELEMENTARY SCHOOL	13.6	252.0	15.8	4.5	36.4	18.2	13.6	9.1	18.2	0.0	0.0
CLENDENIN ELEMENTARY SCHOOL	16.9	322.0	18.9	0.0	30.4	0.0	17.4	21.7	30.4	0.0	0.0
CROSS LANES ELEMENTARY SCHOOL	18.3	375.0	20.2	0.0	33.3	4.2	0.0	4.2	58.3	0.0	0.0
DUNBAR ELEMENTARY SCHOOL	18.1	280.0	23.1	5.6	27.8	5.6	5.6	16.7	38.9	0.0	0.0
FAIRVIEW ELEMENTARY SCHOOL	14.8	273.0	14.5	4.5	50.0	0.0	9.1	13.6	22.7	0.0	0.0
FLINN ELEMENTARY SCHOOL	19.3	269.5	17.7	6.3	34.4	6.3	6.3	9.4	37.5	0.0	0.0
FORD ELEMENTARY SCHOOL	14.7	206.0	13.6	22.2	27.8	0.0	16.7	5.6	27.8	0.0	0.0
GLENWOOD ELEMENTARY SCHOOL	13.5	237.0	14.7	13.6	45.5	4.5	4.5	4.5	27.3	0.0	0.0
GRANDVIEW ELEMENTARY SCHOOL	15.5	310.0	15.2	8.3	37.5	4.2	12.5	8.3	29.2	0.0	0.0
HIGH LAWN ELEMENTARY SCHOOL	19.0	238.0	23.1	0.0	50.0	0.0	14.3	21.4	14.3	0.0	0.0
HOLZ ELEMENTARY SCHOOL	16.3	318.0	17.7	0.0	36.4	0.0	18.2	9.1	36.4	0.0	0.0
KANAWHA CITY ELEMENTARY SCHOOL	22.1	364.0	21.0	0.0	47.6	0.0	0.0	9.5	42.9	0.0	0.0
KENNA ELEMENTARY SCHOOL	16.8	219.0	22.3	0.0	18.8	0.0	0.0	18.8	62.5	0.0	0.0
LAKEWOOD ELEMENTARY SCHOOL	20.9	324.0	23.1	0.0	27.8	16.7	16.7	5.6	33.3	0.0	0.0
MALDEN ELEMENTARY SCHOOL	14.6	146.0	14.6	7.7	46.2	0.0	15.4	23.1	7.7	0.0	0.0
MARMET ELEMENTARY SCHOOL	14.0	161.0	20.6	0.0	40.0	0.0	6.7	20.0	33.3	0.0	0.0
MARY INGLES ELEMENTARY SCHOOL	12.6	107.0	15.4	9.1	45.5	9.1	0.0	9.1	27.3	0.0	0.0
MIDLAND TRAIL ELEMENTARY SCHOOL	14.6	153.0	15.5	15.4	30.8	0.0	0.0	15.4	38.5	0.0	0.0
MIDWAY ELEMENTARY SCHOOL	15.1	211.0	12.4	11.1	38.9	0.0	16.7	5.6	27.8	0.0	0.0
MONTROSE ELEMENTARY SCHOOL	19.1	258.0	22.6	6.3	50.0	6.3	12.5	12.5	12.5	0.0	0.0
MOUND ELEMENTARY SCHOOL	13.5	142.0	15.2	0.0	50.0	0.0	14.3	0.0	35.7	0.0	0.0
NITRO ELEMENTARY SCHOOL	20.0	370.0	22.3	0.0	23.8	4.8	14.3	23.8	33.3	0.0	0.0
OAKWOOD ELEMENTARY SCHOOL	11.4	108.0	15.3	0.0	15.4	7.7	7.7	15.4	53.8	0.0	0.0
OVERBROOK ELEMENTARY SCHOOL	19.1	382.0	19.8	0.0	43.5	4.3	0.0	17.4	34.8	0.0	0.0
PINCH ELEMENTARY SCHOOL	20.4	418.0	19.8	0.0	26.1	0.0	4.3	30.4	39.1	0.0	0.0
POINT HARMONY ELEMENTARY SCHOOL	21.5	333.0	20.8	0.0	40.0	2.9	2.9	22.9	31.4	0.0	0.0
PRATT ELEMENTARY SCHOOL	14.7	301.0	17.2	16.7	37.5	0.0	4.2	20.8	20.8	0.0	0.0
RAND ELEMENTARY SCHOOL	12.0	0.0	11.7	10.0	60.0	0.0	20.0	0.0	10.0	0.0	0.0
RICHMOND ELEMENTARY SCHOOL	17.8	258.0	18.8	0.0	43.8	6.3	12.5	12.5	25.0	0.0	0.0
J E ROBINS ELEMENTARY SCHOOL	18.2	301.0	14.7	31.6	36.8	5.3	5.3	15.8	5.3	0.0	0.0
ROXALANA ELEMENTARY SCHOOL	15.6	109.0	16.3	0.0	30.0	10.0	20.0	20.0	20.0	0.0	0.0

PERSONNEL INFORMATION

School	Pupil/Teacher Ratio	Pupil/Adm Ratio	Professional Staff Experience (Yr)	Professional Staff Level of Education (%)							
				Bach	Bach +15	Master	Master +15	Master +30	Master +45	Doc.	Other
RUFFNER ELEMENTARY SCHOOL	15.7	235.0	13.2	10.5	26.3	0.0	21.1	26.3	15.8	0.0	0.0
RUTHLAWN ELEMENTARY SCHOOL	17.1	231.0	17.1	6.3	50.0	0.0	0.0	12.5	31.3	0.0	0.0
SHARON DAWES ELEMENTARY SCHOOL	13.5	236.0	12.3	15.0	30.0	5.0	20.0	5.0	25.0	0.0	0.0
SHOALS ELEMENTARY SCHOOL	16.5	273.0	20.0	0.0	36.8	0.0	5.3	15.8	42.1	0.0	0.0
SISSONVILLE ELEMENTARY SCHOOL	19.3	261.0	16.5	0.0	64.7	0.0	17.6	11.8	5.9	0.0	0.0
STAUNTON ELEMENTARY SCHOOL	18.1	172.0	22.2	0.0	25.0	0.0	16.7	16.7	41.7	0.0	0.0
TAFT ELEMENTARY SCHOOL	12.3	203.0	16.0	10.0	25.0	5.0	10.0	10.0	40.0	0.0	0.0
TISKELWAH ELEMENTARY SCHOOL	11.8	224.0	15.4	34.8	26.1	4.3	0.0	8.7	26.1	0.0	0.0
TYLER ELEMENTARY SCHOOL	12.5	125.0	20.2	0.0	23.1	0.0	15.4	23.1	38.5	0.0	0.0
VALLEY GROVE ELEMENTARY SCHOOL	12.2	158.0	16.1	12.5	37.5	6.3	18.8	12.5	12.5	0.0	0.0
WATTS ELEMENTARY SCHOOL	13.8	179.0	17.7	6.7	26.7	6.7	20.0	6.7	33.3	0.0	0.0
WEBERWOOD ELEMENTARY SCHOOL	17.0	264.0	21.1	0.0	55.6	0.0	11.1	11.1	22.2	0.0	0.0
GEORGE C. WEIMER ELEMENTARY SCHOOL	13.8	262.0	17.8	4.5	36.4	9.1	18.2	13.6	18.2	0.0	0.0
ELK ELEMENTARY CENTER	17.0	258.5	17.5	8.6	31.4	0.0	8.6	5.7	42.9	2.9	0.0
BRIDGEVIEW ELEMENTARY SCHOOL	13.8	450.0	17.3	5.6	38.9	5.6	5.6	16.7	27.8	0.0	0.0
PIEDMONT YEAR-ROUND EDUCATION	12.1	370.0	14.9	20.6	47.1	2.9	5.9	11.8	11.8	0.0	0.0
JOHN ADAMS JUNIOR HIGH SCHOOL	16.0	337.0	21.1	2.1	23.4	2.1	8.5	19.1	44.7	0.0	0.0
ANDREW JACKSON MIDDLE SCHOOL	16.8	336.5	18.1	8.9	40.0	4.4	6.7	8.9	28.9	2.2	0.0
CLENDENIN MIDDLE SCHOOL	12.7	197.0	14.8	20.0	40.0	0.0	0.0	20.0	20.0	0.0	0.0
DUNBAR JUNIOR HIGH SCHOOL	16.1	221.0	13.0	18.8	25.0	3.1	9.4	18.8	25.0	0.0	0.0
DUPONT MIDDLE SCHOOL	15.4	223.5	20.3	12.1	39.4	0.0	0.0	33.3	15.2	0.0	0.0
EAST BANK MIDDLE SCHOOL	15.2	243.5	15.3	11.1	41.7	2.8	13.9	22.2	8.3	0.0	0.0
ELKVIEW MIDDLE SCHOOL	14.8	254.5	22.8	2.6	47.4	0.0	0.0	18.4	31.6	0.0	0.0
HAYES JUNIOR HIGH SCHOOL	15.9	293.5	16.0	14.6	36.6	4.9	12.2	17.1	14.6	0.0	0.0
HORACE MANN JUNIOR HIGH SCHOOL	14.5	184.5	15.0	16.1	32.3	6.5	3.2	19.4	22.6	0.0	0.0
MCKINLEY JUNIOR HIGH SCHOOL	14.3	171.0	18.6	7.1	39.3	3.6	17.9	10.7	17.9	3.6	0.0
ROOSEVELT JUNIOR HIGH SCHOOL	14.9	145.0	13.8	20.8	29.2	12.5	4.2	12.5	20.8	0.0	0.0
SISSONVILLE MIDDLE SCHOOL	16.8	269.5	15.8	2.8	44.4	0.0	11.1	13.9	27.8	0.0	0.0
SOUTH CHARLESTON JUNIOR HIGH SCHOOL	16.7	266.5	21.6	0.0	30.6	5.6	8.3	13.9	41.7	0.0	0.0
STONEWALL JACKSON JUNIOR HIGH SCHOOL	15.0	263.0	19.3	12.8	28.2	0.0	7.7	23.1	25.6	2.6	0.0
GEORGE WASHINGTON HIGH SCHOOL	17.8	243.3	23.6	4.2	12.5	2.1	2.1	27.1	45.8	4.2	2.1
HERBERT HOOVER HIGH SCHOOL	16.0	294.0	17.1	11.3	37.1	4.8	6.5	19.4	19.4	0.0	1.6
NITRO HIGH SCHOOL	17.7	281.0	17.9	12.5	28.6	3.6	12.5	12.5	26.8	1.8	1.8
SAINT ALBANS HIGH SCHOOL	16.5	264.7	21.0	9.1	20.0	1.8	3.6	10.9	50.9	0.0	3.6
SISSONVILLE HIGH SCHOOL	15.1	223.7	18.6	5.7	28.3	5.7	5.7	13.2	37.7	0.0	3.8
SOUTH CHARLESTON HIGH SCHOOL	15.6	281.3	22.2	8.2	29.5	6.6	6.6	9.8	36.1	0.0	3.3
CAPITAL HIGH SCHOOL	13.8	270.8	20.9	7.9	20.2	3.4	2.2	16.9	47.2	0.0	2.2
RIVERSIDE HIGH SCHOOL	16.2	327.5	20.7	5.5	31.9	3.3	4.4	16.5	36.3	1.1	1.1
KANAWHA COUNTY SCHOOLS	14.6	163.5	17.9	8.7	31.4	4.3	7.9	15.6	30.4	0.9	0.6
WEST VIRGINIA	13.9	171.7	17.6	9.5	28.0	6.1	9.9	15.8	29.6	0.8	0.3

PROGRAM AND CURRICULUM INFORMATION

School	ENROLLMENT BY SUBJECT AREA IN GRADES 9-12 (%) English Lang. Arts	Foreign Language	Math	Science	Social Studies
JOHN ADAMS JUNIOR HIGH SCHOOL	100.0	76.6	100.0	100.0	100.0
DUNBAR JUNIOR HIGH SCHOOL	98.6	47.8	98.6	98.6	98.6
HAYES JUNIOR HIGH SCHOOL	100.0	39.7	100.0	100.0	100.0
HORACE MANN JUNIOR HIGH SCHOOL	99.1	34.8	99.1	99.1	99.1
MCKINLEY JUNIOR HIGH SCHOOL	100.0	7.0	100.0	100.0	100.0
ROOSEVELT JUNIOR HIGH SCHOOL	98.9	42.2	98.9	98.9	98.9
SOUTH CHARLESTON JUNIOR HIGH SCHOOL	100.0	35.2	100.0	99.4	99.4
STONEWALL JACKSON JUNIOR HIGH SCHOOL	98.0	49.0	95.9	95.9	95.9
GEORGE WASHINGTON HIGH SCHOOL	98.6	49.5	91.1	85.7	93.3
HERBERT HOOVER HIGH SCHOOL	99.4	28.5	83.4	84.8	96.7
NITRO HIGH SCHOOL	99.1	30.5	90.0	85.3	98.8
SAINT ALBANS HIGH SCHOOL	98.4	35.3	86.0	79.4	99.0
SISSONVILLE HIGH SCHOOL	97.1	21.7	94.9	96.2	97.2
SOUTH CHARLESTON HIGH SCHOOL	97.5	32.3	85.4	79.8	97.2
CAPITAL HIGH SCHOOL	96.6	33.5	86.0	82.5	96.5
RIVERSIDE HIGH SCHOOL	99.1	18.1	88.6	83.3	97.4
KANAWHA COUNTY SCHOOLS	97.7	31.7	88.7	85.6	96.7
WEST VIRGINIA	97.8	28.8	85.0	82.1	88.7

ADVANCED PLACEMENT IN HIGH SCHOOL COURSES (%)

10th	11th	12th
Under Development		

CAREER CLUSTER INFORMATION

Under Development

COLLEGE-ENTRANCE TESTING INFORMATION

School	TEST TAKERS (%) Advanced Placement Test 10th	11th	12th	PSAT 10th	11th	SAT	ACT	COLLEGE-ENTRANCE TEST SCORES ACT Composite	SAT Math	SAT Verbal	12th Grade Test Takers with APT Score of 3 or Higher (%)
GEORGE WASHINGTON HIGH SCHOOL	0.9	9.9	24.8	42.0	58.1	63.0	77.0	23.2	567	570	80.3
HERBERT HOOVER HIGH SCHOOL	0.0	3.9	5.5	2.8	6.4	7.0	63.6	19.7	569	558	9.1
NITRO HIGH SCHOOL	0.0	1.4	6.2	25.0	27.6	26.7	67.4	20.5	501	511	38.5
SAINT ALBANS HIGH SCHOOL	0.0	11.0	4.7	11.7	28.9	10.5	75.4	19.6	506	516	41.7
SISSONVILLE HIGH SCHOOL	0.0	2.0	2.5	6.0	27.8	12.9	63.3	20.3	548	544	25.0
SOUTH CHARLESTON HIGH SCHOOL	0.3	11.5	7.6	12.0	20.6	14.5	78.6	20.0	480	496	36.4
CAPITAL HIGH SCHOOL	0.0	1.4	8.9	21.8	16.6	21.9	77.8	20.2	503	534	54.8
RIVERSIDE HIGH SCHOOL	0.0	0.0	0.0	1.6	5.2	0.0	44.5	19.4	000	000	0.0
KANAWHA COUNTY SCHOOLS	0.1	4.8	7.1	14.5	21.7	17.7	62.8	20.4	532	542	55.8
WEST VIRGINIA	0.1	3.3	5.1	8.7	23.3	17.2	56.7	20.2	511	526	51.1

STANFORD ACHIEVEMENT TEST, 9th EDITION
PERCENTILE SCORES FOR TOTAL BASIC SKILLS BY GRADE LEVEL

School	03	04	05	06	07	08	09	10	11
ALBAN ELEMENTARY SCHOOL	64	69	75	66	--	--	--	--	--
ALUM CREEK ELEMENTARY SCHOOL	58	56	61	59	--	--	--	--	--
ANDREWS HEIGHTS ELEMENTARY SCHOOL	78	72	66	55	--	--	--	--	--
ANNE BAILEY ELEMENTARY SCHOOL	58	43	58	65	--	--	--	--	--
BELLE ELEMENTARY SCHOOL	60	66	65	--	--	--	--	--	--
BELVIL ELEMENTARY SCHOOL	81	85	82	76	--	--	--	--	--
BONHAM ELEMENTARY SCHOOL	64	58	65	--	--	--	--	--	--
BRIDGE ELEMENTARY SCHOOL	68	63	61	--	--	--	--	--	--
CEDAR GROVE COMMUNITY SCHOOL	54	51	55	62	45	46	--	--	--
CENTRAL ELEMENTARY SCHOOL	78	65	67	77	--	--	--	--	--
CHAMBERLAIN ELEMENTARY SCHOOL	75	82	77	78	--	--	--	--	--
CHANDLER ELEMENTARY SCHOOL	**	46	**	**	--	--	--	--	--
CHELYAN ELEMENTARY SCHOOL	53	71	55	--	--	--	--	--	--
CHESAPEAKE ELEMENTARY SCHOOL	71	46	62	--	--	--	--	--	--
CLENDENIN ELEMENTARY SCHOOL	49	49	51	--	--	--	--	--	--
CROSS LANES ELEMENTARY SCHOOL	78	74	72	--	--	--	--	--	--
DUNBAR ELEMENTARY SCHOOL	59	58	72	71	--	--	--	--	--
FAIRVIEW ELEMENTARY SCHOOL	69	62	57	70	--	--	--	--	--
FLINN ELEMENTARY SCHOOL	72	66	66	--	--	--	--	--	--
FORD ELEMENTARY SCHOOL	56	65	71	73	--	--	--	--	--
GLENWOOD ELEMENTARY SCHOOL	57	49	40	60	--	--	--	--	--
GRANDVIEW ELEMENTARY SCHOOL	59	51	67	66	--	--	--	--	--
HIGH LAWN ELEMENTARY SCHOOL	84	75	68	82	--	--	--	--	--
HOLZ ELEMENTARY SCHOOL	86	73	72	87	--	--	--	--	--
KANAWHA CITY ELEMENTARY SCHOOL	61	76	75	81	--	--	--	--	--
KENNA ELEMENTARY SCHOOL	83	85	88	92	--	--	--	--	--
LAKEWOOD ELEMENTARY SCHOOL	69	71	56	77	--	--	--	--	--
MALDEN ELEMENTARY SCHOOL	38	63	55	--	--	--	--	--	--
MARMET ELEMENTARY SCHOOL	54	56	54	--	--	--	--	--	--
MARY INGLES ELEMENTARY SCHOOL	72	59	66	--	--	--	--	--	--
MIDLAND TRAIL ELEMENTARY SCHOOL	63	69	62	--	--	--	--	--	--
MIDWAY ELEMENTARY SCHOOL	49	51	52	--	--	--	--	--	--
MONTROSE ELEMENTARY SCHOOL	68	70	62	77	--	--	--	--	--
MOUND ELEMENTARY SCHOOL	61	61	62	75	--	--	--	--	--
NITRO ELEMENTARY SCHOOL	57	68	59	--	--	--	--	--	--
OAKWOOD ELEMENTARY SCHOOL	59	41	43	77	--	--	--	--	--
OVERBROOK ELEMENTARY SCHOOL	86	80	84	83	--	--	--	--	--
PINCH ELEMENTARY SCHOOL	73	71	69	--	--	--	--	--	--
POINT HARMONY ELEMENTARY SCHOOL	74	68	68	--	--	--	--	--	--
PRATT ELEMENTARY SCHOOL	48	49	56	--	--	--	--	--	--
RAND ELEMENTARY SCHOOL	42	57	46	--	--	--	--	--	--
RICHMOND ELEMENTARY SCHOOL	69	57	59	70	--	--	--	--	--
J E ROBINS ELEMENTARY SCHOOL	46	54	47	58	--	--	--	--	--
ROXALANA ELEMENTARY SCHOOL	72	66	66	55	--	--	--	--	--

STANFORD ACHIEVEMENT TEST, 9th EDITION
PERCENTILE SCORES FOR TOTAL BASIC SKILLS BY GRADE LEVEL

School	03	04	05	06	07	08	09	10	11
RUFFNER ELEMENTARY SCHOOL	53	50	50	58	--	--	--	--	--
RUTHLAWN ELEMENTARY SCHOOL	52	57	70	76	--	--	--	--	--
SHARON DAWES ELEMENTARY SCHOOL	60	50	45	--	--	--	--	--	--
SHOALS ELEMENTARY SCHOOL	83	81	64	77	--	--	--	--	--
SISSONVILLE ELEMENTARY SCHOOL	59	54	61	--	--	--	--	--	--
STAUNTON ELEMENTARY SCHOOL	71	76	79	78	--	--	--	--	--
TAFT ELEMENTARY SCHOOL	34	61	50	61	--	--	--	--	--
TISKELWAH ELEMENTARY SCHOOL	47	55	42	50	--	--	--	--	--
TYLER ELEMENTARY SCHOOL	70	49	78	76	--	--	--	--	--
VALLEY GROVE ELEMENTARY SCHOOL	76	56	59	86	--	--	--	--	--
WATTS ELEMENTARY SCHOOL	45	68	53	60	--	--	--	--	--
WEBERWOOD ELEMENTARY SCHOOL	85	77	74	74	--	--	--	--	--
GEORGE C. WEIMER ELEMENTARY SCHOOL	58	49	48	37	--	--	--	--	--
ELK ELEMENTARY CENTER	61	61	54	--	--	--	--	--	--
BRIDGEVIEW ELEMENTARY SCHOOL	50	56	55	56	--	--	--	--	--
PIEDMONT YEAR-ROUND EDUCATION	64	60	53	70	--	--	--	--	--
JOHN ADAMS JUNIOR HIGH SCHOOL	--	--	--	--	74	76	81	--	--
ANDREW JACKSON MIDDLE SCHOOL	--	--	--	65	62	61	--	--	--
CLENDENIN MIDDLE SCHOOL	--	--	--	44	51	53	--	--	--
DUNBAR JUNIOR HIGH SCHOOL	--	--	--	--	57	58	65	--	--
DUPONT MIDDLE SCHOOL	--	--	--	53	46	48	--	--	--
EAST BANK MIDDLE SCHOOL	--	--	--	52	49	53	--	--	--
ELKVIEW MIDDLE SCHOOL	--	--	--	58	55	56	--	--	--
HAYES JUNIOR HIGH SCHOOL	--	--	--	--	63	63	70	--	--
HORACE MANN JUNIOR HIGH SCHOOL	--	--	--	--	68	70	71	--	--
MCKINLEY JUNIOR HIGH SCHOOL	--	--	--	--	61	66	61	--	--
ROOSEVELT JUNIOR HIGH SCHOOL	--	--	--	--	56	56	68	--	--
SISSONVILLE MIDDLE SCHOOL	--	--	--	59	53	54	--	--	--
SOUTH CHARLESTON JUNIOR HIGH SCHOOL	--	--	--	--	69	66	69	--	--
STONEWALL JACKSON JUNIOR HIGH SCHOOL	--	--	--	--	56	52	56	--	--
GEORGE WASHINGTON HIGH SCHOOL	--	--	--	--	--	--	--	84	81
HERBERT HOOVER HIGH SCHOOL	--	--	--	--	--	--	56	52	56
NITRO HIGH SCHOOL	--	--	--	--	--	--	62	67	65
SAINT ALBANS HIGH SCHOOL	--	--	--	--	--	--	--	64	62
SISSONVILLE HIGH SCHOOL	--	--	--	--	--	--	56	--	56
SOUTH CHARLESTON HIGH SCHOOL	--	--	--	--	--	--	--	66	60
CAPITAL HIGH SCHOOL	--	--	--	--	--	--	--	61	58
RIVERSIDE HIGH SCHOOL	--	--	--	--	--	--	53	49	54
KANAWHA COUNTY SCHOOLS	65	64	63	66	59	59	63	63	61
WEST VIRGINIA	66	64	63	66	61	62	61	61	61

** Percentile scores are not reported when less than five students took the SAT-9.

APPENDIX III

WEST VIRGINIA REPORT CARDS 1999-2000

MESSAGE FROM THE COUNTY

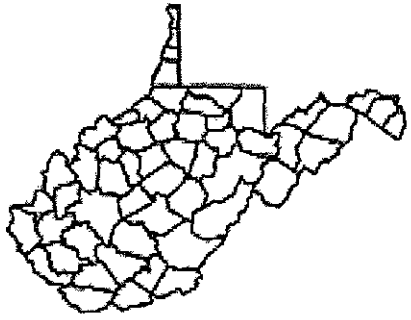
The mission of the Mason County Schools is to provide equal education opportunity for ALL students to acquire knowledge, understanding skills, attitudes and responsibility for life-long success. Success is not a destiny; it is a journey. We can be successful in our pursuit. I ask that you join with me in taking this journey toward an improved Mason County School System.

INFORMATION ABOUT THE COUNTY

County Population (#)	25,838	Public Schools (#):	
Student Enrollment (#)	4,267	Elementary	9
High School Graduates (#)	314	Middle or Jr. High	1
Teachers (#)	337	High Schools	3
Pupil/Teacher Ratio	12.7	Vocational Schools	1
		Other	0

STANFORD ACHIEVEMENT TEST, 9TH EDITION
TOTAL BASIC SKILLS (PERCENTILE SCORES)

	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001
Grade 3	53	59	64	63	
Grade 4	54	61	58	64	
Grade 5	54	62	61	58	
Grade 6	62	68	68	68	
Grade 7	53	57	59	60	
Grade 8	54	59	60	63	
Grade 9	50	59	62	60	
Grade 10	51	54	59	60	
Grade 11	47	56	58	61	



MASON COUNTY SCHOOLS
307 8TH STREET
POINT PLEASANT, WV 25550
Phone: (304) 675-4540
Fax: (304) 675-7226

WEST VIRGINIA REPORT CARDS 1999-2000

SCHOLASTIC APTITUDE TEST (SAT)

	1995-96	1996-97	1997-98	1998-99	1999-00
Test Takers (%)	2.8	4.8	6.9	6.4	4.8
Math Mean Score	000	507	516	531	523
Verbal Mean Score	000	534	527	549	518

AMERICAN COLLEGE TESTING (ACT)

	1995-96	1996-97	1997-98	1998-99	1999-00
Test Takers (%)	51.2	53.3	47.0	56.1	47.8
Composite Score	19.0	19.4	20.0	19.7	20.3

PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT)

	1995-96	1996-97	1997-98	1998-99	1999-00
Test Takers (%)					
10th Grade	12.0	15.1	11.6	10.1	7.3
11th Grade	14.0	18.4	18.7	14.1	16.1

ADVANCED PLACEMENT TEST (APT) (COLLEGE

	1995-96	1996-97	1997-98	1998-99	1999-00
Test Takers (%):					
10th Grade	0.0	0.0	0.0	0.0	0.0
11th Grade	6.4	7.1	4.2	3.3	0.0
12th Grade	5.0	4.1	2.4	2.2	0.0
Students with APT Score of 3 or Higher (%):					
10th Grade	NA	0.0	0.0	0.0	0.0
11th Grade	NA	19.2	28.6	8.3	0.0
12th Grade	NA	35.7	25.0	14.3	0.0

WEST VIRGINIA REPORT CARDS 1999-2000

PERSONNEL INFORMATION

Pupil/Administrator Ratio	158.0
Pupil/Teacher Ratio	12.7
Professional Staff:	
Average Years of Experience	18.7
Level of Education (%) -	
Bachelor's Degree	6.7
Bachelor's Degree Plus 15	29.2
Master's Degree	2.1
Master's Degree Plus 15	8.8
Master's Degree Plus 30	14.5
Master's Degree Plus 45	38.5
Doctorate	0.3
Other	0.0

PROGRAM AND CURRICULUM INFORMATION

	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001
Enrollment by Subject Area in Grades 9-12 (%):					
English Language Arts	99.8	97.8	96.4	96.5	
Foreign Language	21.7	23.8	17.2	19.4	
Mathematics	84.6	83.4	82.3	81.3	
Science	81.4	79.3	77.6	82.1	
Social Studies	98.4	81.4	79.6	81.1	
Advanced Placement Courses in High School (%):					
10th Grade					
11th Grade			**UNDER DEVELOPMENT**		
12th Grade					

SCHOOL INFORMATION

	1995-96	1996-97	1997-98	1998-99	1999-00
Attendance Rate (%)	NA	94.5	93.9	94.3	93.6
Average Class Size	19.8	18.9	18.0	17.8	16.8
Classrooms with Split Grades (#)	0	0	1	4	4
Dropout Rate (%)	NA	3.3	2.7	3.1	2.3
Enrollment PK-12 (#)	4,626	4,539	4,453	4,398	4,267
Exemption to Pupil/Teacher Ratio (#):					
Requested	0	0	0	0	0
Granted	0	0	0	0	0
Graduates (#)	322	332	321	330	314

WEST VIRGINIA REPORT CARDS 1999-2000

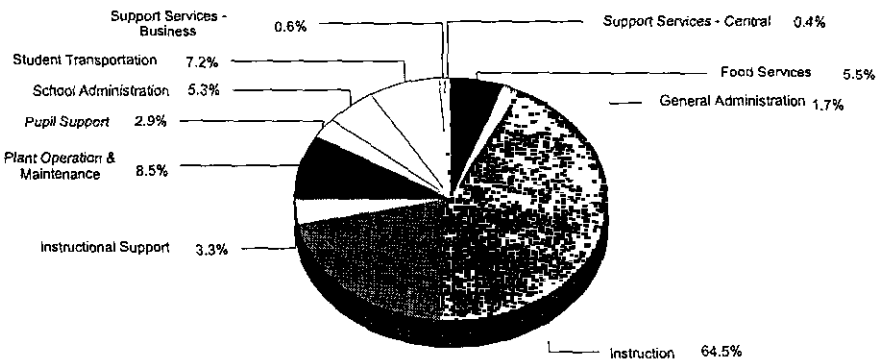
FINANCIAL INFORMATION

Below are the numbers of professional educators and service personnel employed by the county that exceed the number allowed by the public school support plan and the amount of salary supplement that would be available per state authorized employee if all expenditures for such excess employees were converted to annual salaries for state authorized professional educators and service personnel. Due to increased personnel requirements, supplements are not presented for school systems that experienced an increase in enrollment for the 1999-2000 year.

	Professional	Service
Number employed that exceeds number allowed	16.31	29.02
Salary supplement that would be available	$1,862.67	$2,914.97

The per pupil expenditure, based on 10th month enrollment, for the county is $7,274.62

The instructional and non-instructional expenditures by classification are given below:



Total County Expenditures: $30,500,220.21

COUNTY OFFICE INFORMATION

Below are the names of the county superintendent (in italics), assistant superintendents, and the number of training sessions attended in 1999-2000 (in parentheses) as related to their area:

Larry E. Parsons (7)
Suzanne Dickens (5)

COUNTY BOARD INFORMATION

Below are the names of county board members, their term expiration date, and the total number of hours of required training they received during 1999-2000. An asterisk (*) indicates the board member attended an orientation session during 1999-2000.

	Term Expires	# Hours
Amanda Clark	6/30/2000	07.00
Shirley Gue	6/30/2002	10.50
Darrell E. Hagley, President	6/30/2000	08.00
Peggy Huff	6/30/2002	13.50
Jo Hannah Rorrer	6/30/2002	08.00

WEST VIRGINIA REPORT CARDS 1999-2000

SCHOOL INFORMATION

School	Grade Range	2nd Month Enrollment	Split Grades (#)	Average	Attendance	Graduates (#)	Dropouts
BEALE ELEMENTARY SCHOOL	PK 0K-06	302	0	21.2	93.5	0	0.0
CENTRAL ELEMENTARY SCHOOL	0K-06	161	2	15.1	93.4	0	0.0
LEON ELEMENTARY SCHOOL	0K-06	140	0	21.0	93.5	0	0.0
MASON ELEMENTARY SCHOOL	PK 0K-06	313	2	14.8	94.3	0	0.0
NEW HAVEN ELEMENTARY SCHOOL	01-06	197	0	16.2	96.2	0	0.0
NORTH POINT PLEASANT ELEMENTARY SCHOOL	PK 0K-06	267	0	17.8	95.4	0	0.0
ORDNANCE ELEMENTARY SCHOOL	PK 0K-06	355	0	18.6	94.9	0	0.0
ROOSEVELT ELEMENTARY SCHOOL	PK 0K-06	203	0	18.1	95.8	0	0.0
ASHTON ELEMENTARY SCHOOL	PK 0K-06	372	0	21.6	93.8	0	0.0
POINT PLEASANT MIDDLE SCHOOL	07-08	397	0	16.9	91.7	0	0.3
HANNAN HIGH SCHOOL	07-12	251	0	16.2	93.2	50	4.8
POINT PLEASANT HIGH SCHOOL	09-12	864	0	16.7	92.4	198	3.0
WAHAMA HIGH SCHOOL	07-12	445	0	15.9	93.5	66	1.1
MASON COUNTY SCHOOLS		4,267	4	16.8	93.6	314	2.3
WEST VIRGINIA		290,936	131	19.5	94.3	19,448	3.4

PERSONNEL INFORMATION

School	Pupil/Teacher	Pupil/Adm. Ratio	Professional Staff Experience (Yr)	Professional Staff Level of Education (%)							
				Bach	Bach +15	Master	Master +15	Master +30	Master +45	Doc.	Other
BEALE ELEMENTARY SCHOOL	16.8	302.0	17.7	5.3	15.8	0.0	15.8	15.8	47.4	0.0	0.0
CENTRAL ELEMENTARY SCHOOL	9.2	161.0	17.5	0.0	9.5	4.8	4.8	28.6	52.4	0.0	0.0
LEON ELEMENTARY SCHOOL	12.7	140.0	14.5	15.4	38.5	0.0	0.0	15.4	30.8	0.0	0.0
MASON ELEMENTARY SCHOOL	13.3	313.0	16.4	0.0	53.8	3.8	7.7	7.7	26.9	0.0	0.0
NEW HAVEN ELEMENTARY SCHOOL	14.6	197.0	23.4	0.0	40.0	0.0	13.3	26.7	20.0	0.0	0.0
NORTH POINT PLEASANT ELEMENTARY SCHOOL	14.8	267.0	23.5	0.0	0.0	0.0	26.3	5.3	68.4	0.0	0.0
ORDNANCE ELEMENTARY SCHOOL	16.1	355.0	21.6	4.2	33.3	0.0	12.5	8.3	41.7	0.0	0.0
ROOSEVELT ELEMENTARY SCHOOL	16.2	203.0	19.5	7.1	21.4	0.0	0.0	7.1	64.3	0.0	0.0
ASHTON ELEMENTARY SCHOOL	14.3	372.0	17.3	7.1	28.6	0.0	0.0	14.3	50.0	0.0	0.0
POINT PLEASANT MIDDLE SCHOOL	13.0	397.0	18.6	8.6	22.9	2.9	11.4	28.6	25.7	0.0	0.0
HANNAN HIGH SCHOOL	12.6	251.0	10.9	26.1	43.5	0.0	8.7	8.7	13.0	0.0	0.0
POINT PLEASANT HIGH SCHOOL	17.1	288.0	21.3	3.5	33.3	0.0	5.3	19.3	38.6	0.0	0.0
WAHAMA HIGH SCHOOL	13.7	222.5	20.3	10.8	40.5	2.7	13.5	5.4	27.0	0.0	0.0
MASON COUNTY SCHOOLS	12.7	158.0	18.7	6.7	29.2	2.1	8.8	14.5	38.5	0.3	0.0
WEST VIRGINIA	13.9	171.7	17.6	9.5	28.0	6.1	9.9	15.8	29.6	0.8	0.3

WEST VIRGINIA REPORT CARDS 1999-2000

PROGRAM AND CURRICULUM INFORMATION

School	-----ENROLLMENT BY SUBJECT AREA IN GRADES 9-12 (%)----- English Lang. Arts	Foreign Language	Math	Science	Social Studies
HANNAN HIGH SCHOOL	97.7	13.7	74.9	82.9	76.6
POINT PLEASANT HIGH SCHOOL	96.2	23.6	81.5	81.0	81.7
WAHAMA HIGH SCHOOL	96.8	11.0	84.2	84.5	81.7
MASON COUNTY SCHOOLS	96.5	19.4	81.3	82.1	81.1
WEST VIRGINIA	97.8	28.8	85.0	82.1	88.7

ADVANCED PLACEMENT IN HIGH SCHOOL COURSES (%)

10th	11th	12th
Under Development		

CAREER CLUSTER INFORMATION

Under Development

COLLEGE-ENTRANCE TESTING INFORMATION

School	----------TEST TAKERS (%) --Advanced Placement Test-- 10th	11th	12th	---PSAT--- 10th	11th	SAT	ACT	----------COLLEGE-ENTRANCE TEST SCORES---------- ---ACT--- Composite	-----SAT----- Math	Verbal	12th Grade Test Takers with APT Score of 3 or Higher (%)
HANNAN HIGH SCHOOL	0.0	0.0	0.0	16.1	22.5	6.0	32.0	18.9	000	000	0.0
POINT PLEASANT HIGH SCHOOL	0.0	0.0	0.0	8.6	20.7	5.1	53.0	20.4	503	511	0.0
WAHAMA HIGH SCHOOL	0.0	0.0	0.0	0.0	0.0	3.0	43.9	20.8	000	000	0.0
MASON COUNTY SCHOOLS	0.0	0.0	0.0	7.3	16.1	4.8	47.8	20.3	523	518	0.0
WEST VIRGINIA	0.1	3.3	5.1	8.7	23.3	17.2	56.7	20.2	511	526	51.1

WEST VIRGINIA REPORT CARDS 1999-2000

STANFORD ACHIEVEMENT TEST, 9th EDITION
PERCENTILE SCORES FOR TOTAL BASIC SKILLS BY GRADE LEVEL

School	03	04	05	06	07	08	09	10	11
BEALE ELEMENTARY SCHOOL	65	60	56	54	--	--	--	--	--
CENTRAL ELEMENTARY SCHOOL	77	66	57	72	--	--	--	--	--
LEON ELEMENTARY SCHOOL	66	78	72	58	--	--	--	--	--
MASON ELEMENTARY SCHOOL	43	68	61	78	--	--	--	--	--
NEW HAVEN ELEMENTARY SCHOOL	56	74	59	72	--	--	--	--	--
NORTH POINT PLEASANT ELEMENTARY SCHOOL	72	67	63	77	--	--	--	--	--
ORDNANCE ELEMENTARY SCHOOL	58	55	48	65	--	--	--	--	--
ROOSEVELT ELEMENTARY SCHOOL	75	68	76	80	--	--	--	--	--
ASHTON ELEMENTARY SCHOOL	63	55	52	64	--	--	--	--	--
POINT PLEASANT MIDDLE SCHOOL	--	--	--	--	58	61	--	--	--
HANNAN HIGH SCHOOL	--	--	--	--	71	67	54	52	50
POINT PLEASANT HIGH SCHOOL	--	--	--	--	--	--	67	63	62
WAHAMA HIGH SCHOOL	--	--	--	--	61	66	49	55	63
MASON COUNTY SCHOOLS	63	54	58	68	60	63	60	60	61
WEST VIRGINIA	66	64	63	66	61	62	61	61	61

** Percentile scores are not reported when less than five students took the SAT-9

APPENDIX IV

WEST VIRGINIA REPORT CARDS 1999-2000

MESSAGE

The purpose of this report card is to provide parents and the community with information about the academic status of Mingo County students. This report also contains data about pupil-teacher ratio, achievement test scores, and how our children compare with other students in the state.

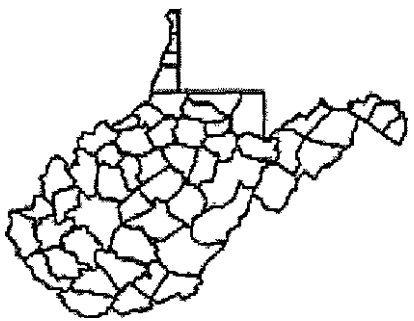
Test scores are not the only measurement of success in Mingo County. We feel that personal achievement, pride, team success, and the individual satisfaction experienced by our staff and students are all necessary to have a successful school system.

INFORMATION ABOUT THE COUNTY

County Population (#)	32,986	Public Schools (#):	
Student Enrollment (#)	5,465	Elementary	7
High School Graduates (#)	341	Middle or Jr. High	5
Teachers (#)	398	High Schools	5
Pupil/Teacher Ratio	13.6	Vocational Schools	1
		Other	1

STANFORD ACHIEVEMENT TEST, 9TH EDITION
TOTAL BASIC SKILLS (PERCENTILE SCORES)

	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001
Grade 3	50	59	62	62	
Grade 4	52	58	59	63	
Grade 5	52	63	65	60	
Grade 6	50	59	66	70	
Grade 7	46	57	58	62	
Grade 8	49	55	62	62	
Grade 9	42	47	50	53	
Grade 10	42	46	47	58	
Grade 11	44	50	51	59	



MINGO COUNTY SCHOOLS
RT. 1, BOX 310
WILLIAMSON, WV 25661
Phone: (304) 235-3333
Fax: (304) 235-3410

WEST VIRGINIA REPORT CARDS 1999-2000

SCHOLASTIC APTITUDE TEST (SAT)

	1995-96	1996-97	1997-98	1998-99	1999-00
Test Takers (%)	1.4	0.5	1.1	1.1	1.8
Math Mean Score	000	000	000	000	603
Verbal Mean Score	000	000	000	000	663

AMERICAN COLLEGE TESTING (ACT)

	1995-96	1996-97	1997-98	1998-99	1999-00
Test Takers (%)	45.7	39.1	36.1	44.1	51.6
Composite Score	18.5	18.1	18.6	18.8	18.1

PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT)

	1995-96	1996-97	1997-98	1998-99	1999-00
Test Takers (%)					
10th Grade	0.0	0.0	0.0	0.0	0.0
11th Grade	14.9	14.6	13.2	15.9	16.0

ADVANCED PLACEMENT TEST (APT) (COLL

	1995-96	1996-97	1997-98	1998-99	1999-00
Test Takers (%):					
10th Grade	0.0	0.0	0.0	0.0	0.0
11th Grade	2.9	1.0	0.4	0.5	7.0
12th Grade	2.7	1.8	1.6	9.6	24.5
Students with APT Score of 3 or Higher (%):					
10th Grade	NA	0.0	0.0	0.0	0.0
11th Grade	NA	20.0	100.0	0.0	0.0
12th Grade	NA	75.0	37.5	10.5	5.6

WEST VIRGINIA REPORT CARDS 1999-2000

PERSONNEL INFORMATION

Pupil/Administrator Ratio	137.7
Pupil/Teacher Ratio	13.6
Professional Staff:	
Average Years of Experience	17.2
Level of Education (%) -	
Bachelor's Degree	7.2
Bachelor's Degree Plus 15	25.5
Master's Degree	4.6
Master's Degree Plus 15	8.0
Master's Degree Plus 30	19.7
Master's Degree Plus 45	34.6
Doctorate	0.2
Other	0.2

PROGRAM AND CURRICULUM INFORMATION

	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001
Enrollment by Subject Area in Grades 9-12 (%):					
English Language Arts	99.5	90.6	93.5	97.2	
Foreign Language	26.5	19.5	14.9	14.7	
Mathematics	77.0	73.1	79.7	83.4	
Science	75.6	68.6	78.4	82.7	
Social Studies	88.4	80.9	90.9	89.5	
Advanced Placement Courses in High School (%):					
10th Grade					
11th Grade	UNDER DEVELOPMENT				
12th Grade					

SCHOOL INFORMATION

	1995-96	1996-97	1997-98	1998-99	1999-00
Attendance Rate (%)	NA	92.8	92.7	92.9	94.3
Average Class Size	20.3	20.1	21.8	20.1	20.6
Classrooms with Split Grades (#)	7	3	3	3	2
Dropout Rate (%)	NA	4.1	5.1	3.7	1.8
Enrollment PK-12 (#)	6,559	6,252	5,991	5,652	5,465
Exemption to Pupil/Teacher Ratio (#):					
Requested	0	0	0	0	0
Granted	0	0	0	0	0
Graduates (#)	492	412	463	370	341

MINGO COUNTY SCHOOLS

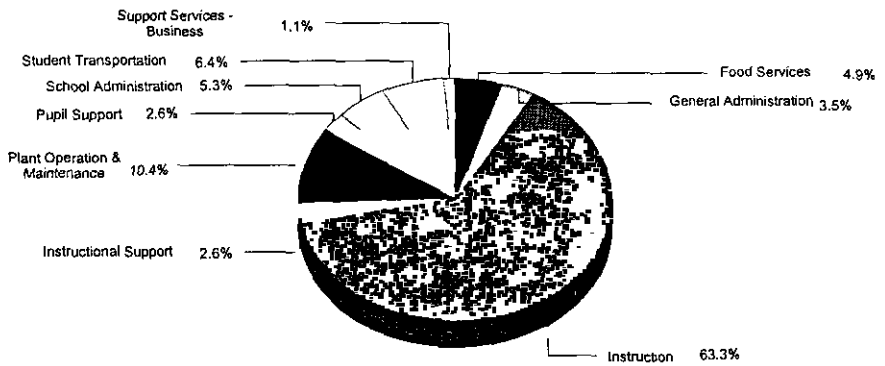
FINANCIAL INFORMATION

Below are the numbers of professional educators and service personnel employed by the county that exceed the number allowed by the public school support plan and the amount of salary supplement that would be available per state authorized employee if all expenditures for such excess employees were converted to annual salaries for state authorized professional educators and service personnel. Due to increased personnel requirements, supplements are not presented for school systems that experienced an increase in enrollment for the *1999-2000* year.

	Professional	Service
Number employed that exceeds number allowed	16.36	23.31
Salary supplement that would be available	$1,444.84	$1,973.57

The per pupil expenditure, based on 10th month enrollment, for the county is $7,914.47

The instructional and non-instructional expenditures by classification are given below:



Total County Expenditures: $40,173,972.74

COUNTY OFFICE INFORMATION

Below are the names of the county superintendent (in italics), assistant superintendents, and the number of training sessions attended in 1999-2000 (in parentheses) as related to their area:

John T. Mattern (11)
Jim May (10)
David Temple (11)

COUNTY BOARD INFORMATION

Below are the names of county board members, their term expiration date, and the total number of hours of required training they received during 1999-2000. An asterisk (*) indicates the board member attended an orientation session during 1999-2000.

	Term Expires	# Hours
James W. Endicott	6/30/2002	08.00
June Mitchell Glover	6/30/2000	07.00
Lossie Mahone	6/30/2000	08.00
Howard M. Persinger, Jr., President*	6/30/2002	18.00
Timothy L. Rutledge*	6/30/2002	12.50

WEST VIRGINIA REPORT CARDS 1999-2000

SCHOOL INFORMATION

School	Grade Range	2nd Month Enrollment	Split Grades (#)	Average Class Size	Attendance Rate (%)	Graduates (#)	Dropouts (%)
CLINE ELEMENTARY SCHOOL	0K-04	154	1	16.0	92.7	0	0.0
DINGESS ELEMENTARY SCHOOL	0K-04	182	1	17.0	94.3	0	0.0
GILBERT ELEMENTARY SCHOOL	PK 0K-04	251	0	19.1	94.7	0	0.0
LENORE ELEMENTARY SCHOOL	PK 0K-04	287	0	20.6	95.3	0	0.0
VARNEY ELEMENTARY SCHOOL	0K-03	293	0	22.1	93.5	0	0.0
RIVERSIDE ELEMENTARY SCHOOL	PK 0K-04	333	0	19.7	94.2	0	0.0
MATEWAN ELEMENTARY SCHOOL	PK 0K-04	342	0	18.8	95.7	0	0.0
KERMIT AREA (K-8) SCHOOL	0K-08	392	0	23.0	93.3	0	0.0
GILBERT MIDDLE SCHOOL	05-08	283	0	19.2	94.0	0	0.7
WILLIAMSON MIDDLE SCHOOL	05-08	248	0	19.5	96.9	0	0.7
MATEWAN MIDDLE SCHOOL	05-08	303	0	23.8	97.1	0	0.0
BURCH MIDDLE SCHOOL	04-08	382	0	20.6	93.2	0	0.0
LENORE MIDDLE SCHOOL	05-08	324	0	21.7	93.8	0	0.0
BURCH HIGH SCHOOL	09-12	363	0	20.7	96.4	78	1.4
GILBERT HIGH SCHOOL	09-12	293	0	21.0	93.6	52	3.4
MATEWAN HIGH SCHOOL	09-12	278	0	20.6	94.2	54	0.4
WILLIAMSON HIGH SCHOOL	09-12	276	0	19.2	92.7	60	3.3
TUG VALLEY HIGH SCHOOL	09-12	481	0	20.5	92.5	97	1.0
MINGO COUNTY SCHOOLS		5,465	2	20.6	94.3	341	1.8
WEST VIRGINIA		290,936	131	19.5	94.3	19,448	3.4

WEST VIRGINIA REPORT CARDS 1999-2000

PERSONNEL INFORMATION

School	Pupil/Teacher Ratio	Pupil/Adm. Ratio	Professional Staff Experience (Yr)	Professional Staff Level of Education (%)							
				Bach	Bach +15	Master	Master +15	Master +30	Master +45	Doc.	Other
CLINE ELEMENTARY SCHOOL	13.1	154.0	12.9	11.8	23.5	0.0	11.8	29.4	23.5	0.0	0.0
DINGESS ELEMENTARY SCHOOL	15.0	91.0	10.8	15.0	35.0	0.0	0.0	20.0	30.0	0.0	0.0
" "	16.4	125.5	18.4	4.3	30.4	0.0	13.0	26.1	26.1	0.0	0.0
LENORE ELEMENTARY SCHOOL	14.6	287.0	15.3	11.5	11.5	3.8	23.1	15.4	34.6	0.0	0.0
VARNEY ELEMENTARY SCHOOL	14.9	293.0	16.4	0.0	20.0	12.0	0.0	32.0	36.0	0.0	0.0
RIVERSIDE ELEMENTARY SCHOOL	14.3	333.0	17.5	9.7	29.0	3.2	16.1	19.4	22.6	0.0	0.0
MATEWAN ELEMENTARY SCHOOL	13.5	342.0	17.8	3.1	37.5	3.1	6.3	15.6	34.4	0.0	0.0
KERMIT AREA (K-8) SCHOOL	14.6	261.3	17.5	5.6	27.8	8.3	2.8	16.7	38.9	0.0	0.0
GILBERT MIDDLE SCHOOL	13.8	188.7	16.1	10.7	10.7	10.7	10.7	28.6	28.6	0.0	0.0
WILLIAMSON MIDDLE SCHOOL	12.6	165.3	17.2	11.1	18.5	3.7	3.7	14.8	48.1	0.0	0.0
MATEWAN MIDDLE SCHOOL	16.1	202.0	18.4	11.1	33.3	3.7	11.1	22.2	18.5	0.0	0.0
BURCH MIDDLE SCHOOL	13.6	254.7	16.0	5.6	38.9	2.8	2.8	16.7	33.3	0.0	0.0
LENORE MIDDLE SCHOOL	12.9	324.0	13.8	12.9	22.6	3.2	6.5	6.5	48.4	0.0	0.0
BURCH HIGH SCHOOL	14.2	242.0	16.7	3.1	46.9	0.0	6.3	15.6	28.1	0.0	0.0
GILBERT HIGH SCHOOL	14.5	195.3	19.2	7.4	14.8	3.7	14.8	25.9	29.6	3.7	0.0
MATEWAN HIGH SCHOOL	14.1	154.4	17.8	0.0	25.0	8.3	12.5	16.7	37.5	0.0	0.0
WILLIAMSON HIGH SCHOOL	13.5	184.0	16.3	17.2	34.5	3.4	10.3	24.1	10.3	0.0	0.0
TUG VALLEY HIGH SCHOOL	14.4	240.5	18.5	0.0	23.1	12.8	7.7	17.9	38.5	0.0	0.0
MINGO COUNTY SCHOOLS	13.6	137.7	17.2	7.2	25.5	4.6	8.0	19.7	34.6	0.2	0.2
WEST VIRGINIA	13.9	171.7	17.6	9.5	28.0	6.1	9.9	15.8	29.6	0.8	0.3

WEST VIRGINIA REPORT CARDS 1999-2000

PROGRAM AND CURRICULUM INFORMATION

School	ENROLLMENT BY SUBJECT AREA IN GRADES 9-12 (%) English Lang. Arts	Foreign Language	Math	Science	Social Studies	ADVANCED PLACEMENT IN HIGH SCHOOL COURSES (%) 10th	11th	12th	ATION
LENORE ELEMENTARY SCHOOL	0.0	0.0	0.0	0.0	100.0	Under Development			Under Development
MATEWAN ELEMENTARY SCHOOL	100.0	0.0	0.0	0.0	0.0				
KERMIT AREA (K-8) SCHOOL	40.0	0.0	20.0	0.0	20.0				
LENORE MIDDLE SCHOOL	100.0	0.0	0.0	0.0	0.0				
BURCH HIGH SCHOOL	94.2	14.2	81.9	75.5	81.1				
GILBERT HIGH SCHOOL	99.0	4.5	83.7	88.2	88.2				
MATEWAN HIGH SCHOOL	94.6	12.5	82.1	85.0	82.1				
WILLIAMSON HIGH SCHOOL	100.0	17.5	81.7	86.2	98.1				
TUG VALLEY HIGH SCHOOL	98.7	21.3	87.0	82.2	97.0				
MINGO COUNTY SCHOOLS	97.2	14.7	83.4	82.7	89.5				
WEST VIRGINIA	97.8	28.8	85.0	82.1	88.7				

COLLEGE-ENTRANCE TESTING INFORMATION

School	TEST TAKERS (%) --Advanced Placement Test-- 10th	11th	12th	—PSAT— 10th	11th	SAT	ACT	COLLEGE-ENTRANCE TEST SCORES —ACT— Composite	—SAT— Math	Verbal	12th Grade Test Takers with APT Score of 3 or Higher (%)
BURCH HIGH SCHOOL	0.0	0.0	25.3	0.0	19.0	0.0	55.1	18.3	000	000	9.5
GILBERT HIGH SCHOOL	0.0	0.0	25.9	0.0	22.1	0.0	40.4	19.3	000	000	6.7
MATEWAN HIGH SCHOOL	0.0	0.0	0.0	0.0	8.1	0.0	48.1	17.8	000	000	0.0
WILLIAMSON HIGH SCHOOL	0.0	1.7	44.6	0.0	10.2	6.7	60.0	18.9	000	000	6.9
TUG VALLEY HIGH SCHOOL	0.0	23.6	23.5	0.0	17.9	2.1	51.5	17.1	000	000	0.0
MINGO COUNTY SCHOOLS	0.0	7.0	24.5	0.0	16.0	1.8	51.6	18.1	603	663	5.6
WEST VIRGINIA	0.1	3.3	5.1	8.7	23.3	17.2	56.7	20.2	511	526	51.1

WEST VIRGINIA REPORT CARDS 1999-2000

STANFORD ACHIEVEMENT TEST, 9th EDITION
PERCENTILE SCORES FOR TOTAL BASIC SKILLS BY GRADE LEVEL

	03	04	05	06	07	08	09	10	11
CLINE ELEMENTARY SCHOOL	69	66	--	--	--	--	--	--	--
DINGESS ELEMENTARY SCHOOL	45	42	--	--	--	--	--	--	--
GILBERT ELEMENTARY SCHOOL	69	61	--	--	--	--	--	--	--
LENORE ELEMENTARY SCHOOL	58	76	--	--	--	--	--	--	--
VARNEY ELEMENTARY SCHOOL	68	--	--	--	--	--	--	--	--
RIVERSIDE ELEMENTARY SCHOOL	65	67	--	--	--	--	--	--	--
MATEWAN ELEMENTARY SCHOOL	59	60	--	--	--	--	--	--	--
KERMIT AREA (K-8) SCHOOL	65	64	39	78	54	58	--	--	--
GILBERT MIDDLE SCHOOL	--	--	61	66	59	72	--	--	--
WILLIAMSON MIDDLE SCHOOL	--	--	69	81	75	65	--	--	--
MATEWAN MIDDLE SCHOOL	--	--	74	69	55	57	--	--	--
BURCH MIDDLE SCHOOL	--	62	61	69	67	59	--	--	--
LENORE MIDDLE SCHOOL	--	--	51	57	55	59	--	--	--
BURCH HIGH SCHOOL	--	--	--	--	--	--	47	52	55
GILBERT HIGH SCHOOL	--	--	--	--	--	--	52	61	56
MATEWAN HIGH SCHOOL	--	--	--	--	--	--	50	63	54
WILLIAMSON HIGH SCHOOL	--	--	--	--	--	--	61	54	65
TUG VALLEY HIGH SCHOOL	--	--	--	--	--	--	57	61	63
MINGO COUNTY SCHOOLS	62	63	60	70	62	62	53	58	59
WEST VIRGINIA	66	64	63	66	61	62	61	61	61

** Percentile scores are not reported when less than five students took the SAT-9.

APPENDIX
V

West Virginia
Population and Per Capita Income by County

	Population		Change 1990 - 2000		Per Capita Personal Income
	2000 Census	1990 Census	Number	Percent	1999
Barbour	15,557	15,699	-142	-0.9	$15,263
Berkeley	75,905	59,253	16,652	28.1	23,040
Boone	25,535	25,870	-335	-1.3	19,843
Braxton	14,702	12,998	1,704	13.1	16,522
Brooke	25,447	26,992	-1,545	-5.7	20,248
Cabell	96,784	96,827	-43	0.0	23,794
Calhoun	7,582	7,885	-303	-3.8	13,841
Clay	10,330	9,983	347	3.5	14,048
Doddridge	7,403	6,994	409	5.8	16,902
Fayette	47,579	47,952	-373	-0.8	17,787
Gilmer	7,160	7,669	-509	-6.6	17,088
Grant	11,299	10,428	871	8.4	18,913
Greenbrier	34,453	34,693	-240	-0.7	19,630
Hampshire	20,203	16,498	3,705	22.5	16,246
Hancock	32,667	35,233	-2,566	-7.3	22,786
Hardy	12,669	10,977	1,692	15.4	19,469
Harrison	68,652	69,371	-719	-1.0	23,851
Jackson	28,000	25,938	2,062	7.9	18,361
Jefferson	42,190	35,926	6,264	17.4	26,529
Kanawha	200,073	207,619	-7,546	-3.6	27,508
Lewis	16,919	17,223	-304	-1.8	17,058
Lincoln	22,108	21,382	726	3.4	14,261
Logan	37,710	43,032	-5,322	-12.4	17,291
McDowell	27,329	35,233	-7,904	-22.4	14,002
Marion	56,598	57,249	-651	-1.1	20,077
Marshall	35,519	37,356	-1,837	-4.9	19,485
Mason	25,957	25,178	779	3.1	17,263
Mercer	62,980	64,980	-2,000	-3.1	21,256
Mineral	27,078	26,697	381	1.4	18,722
Mingo	28,253	33,739	-5,486	-16.3	17,268
Monongalia	81,866	75,509	6,357	8.4	24,258
Monroe	14,583	12,406	2,177	17.5	15,281
Morgan	14,943	12,128	2,815	23.2	20,455
Nicholas	26,562	26,775	-213	-0.8	16,814
Ohio	47,427	50,871	-3,444	-6.8	27,118
Pendleton	8,196	8,054	142	1.8	19,581
Pleasants	7,514	7,546	-32	-0.4	19,843
Pocahontas	9,131	9,008	123	1.4	19,811
Preston	29,334	29,037	297	1.0	15,855
Putnam	51,589	42,835	8,754	20.4	23,642
Raleigh	79,220	76,819	2,401	3.1	20,687
Randolph	28,262	27,803	459	1.7	18,934
Ritchie	10,343	10,233	110	1.1	16,124
Roane	15,446	15,120	326	2.2	15,878
Summers	12,999	14,204	-1,205	-8.5	14,647
Taylor	16,089	15,144	945	6.2	15,259
Tucker	7,321	7,728	-407	-5.3	16,931
Tyler	9,592	9,796	-204	-2.1	16,336
Upshur	23,404	22,867	537	2.3	16,499
Wayne	42,903	41,636	1,267	3.0	15,988
Webster	9,719	10,729	-1,010	-9.4	13,183
Wetzel	17,693	19,258	-1,565	-8.1	19,271
Wirt	5,873	5,192	681	13.1	15,382
Wood	87,986	86,915	1,071	1.2	23,212
Wyoming	25,708	28,990	-3,282	-11.3	14,606
West Virginia	1,808,344	1,793,477	14,867	0.8	$20,921
United States	281,421,906	248,709,873	32,711,906	13.2	$28,546

APPENDIX VI

Table 1

ESTIMATED WEST VIRGINIA COLLEGE GOING RATE
By County
FALL 2000

COUNTY	1999-00 GRADS.	ENROLLED in WV PUBLIC COLL. & UNIV. #	%	ENROLLED in WV INDEPENDENT COLL. & UNIV. #	%	ESTIMATED ENROLLED IN WV DEGREE-GRANTING PROPRIETARY INSTITUTIONS #	%	ESTIMATED TOTAL ENROLLED in WV *INSTITUTIONS of* HIGHER EDUCATION #	%	ESTIMATED ENROLLED in *OUT-OF-STATE* COLL. & UNIV. #	%	ESTIMATED TOTAL ENROLLED in *INSTITUTIONS of* HIGHER EDUCATION #	%
Barbour	172	49	28.49%	18	10.47%	3	1.74%	70	40.70%	2	1.16%	72	41.86%
Berkeley	751	224	29.83%	5	0.67%	0	0.00%	229	30.49%	100	13.32%	329	43.81%
Boone	303	111	36.63%	10	3.30%	48	15.84%	169	55.78%	9	2.97%	178	58.75%
Braxton	165	63	38.18%	10	6.06%	6	3.64%	79	47.88%	10	6.06%	89	53.94%
Brooke	279	107	38.35%	6	2.15%	0	0.00%	113	40.50%	35	12.54%	148	53.05%
Cabell	930	389	41.83%	12	1.29%	31	3.33%	432	46.45%	129	13.87%	561	60.32%
Calhoun	103	36	34.95%	1	0.97%	2	1.94%	39	37.86%	3	2.91%	42	40.78%
Clay	141	37	26.24%	3	2.13%	5	3.55%	45	31.91%	3	2.13%	48	34.04%
Doddridge	107	38	35.51%	5	4.67%	2	1.87%	45	42.06%	6	5.61%	51	47.66%
Fayette *	583	209	35.85%	32	5.49%	7	1.20%	248	42.54%	24	4.12%	272	46.66%
Gilmer	86	36	41.86%	4	4.65%	0	0.00%	40	46.51%	5	5.81%	45	52.33%
Grant	134	44	32.84%	5	3.73%	0	0.00%	49	36.57%	11	8.21%	60	44.78%
Greenbrier	427	152	35.60%	20	4.68%	1	0.23%	173	40.52%	61	14.29%	234	54.80%
Hampshire	182	60	32.97%	2	1.10%	1	0.55%	63	34.62%	28	15.38%	91	50.00%
Hancock	382	156	40.84%	4	1.05%	1	0.26%	161	42.15%	64	16.75%	225	58.90%
Hardy	128	45	35.16%	3	2.34%	0	0.00%	48	37.50%	16	12.50%	64	50.00%
Harrison *	817	317	38.80%	48	5.88%	14	1.71%	379	46.39%	63	7.71%	442	54.10%
Jackson *	346	149	43.06%	18	5.20%	15	4.34%	182	52.60%	33	9.54%	215	62.14%
Jefferson	454	162	35.68%	3	0.66%	0	0.00%	165	36.34%	63	13.88%	228	50.22%
Kanawha *	2,064	805	39.00%	74	3.59%	111	5.38%	990	47.97%	248	12.02%	1,238	59.98%
Lewis	211	79	37.44%	18	8.53%	4	1.90%	101	47.87%	8	3.79%	109	51.66%
Lincoln	280	87	31.07%	13	4.64%	22	7.86%	122	43.57%	4	1.43%	126	45.00%
Logan	446	186	41.70%	7	1.57%	19	4.26%	212	47.53%	17	3.81%	229	51.35%
Marion	677	304	44.90%	19	2.81%	4	0.59%	327	48.30%	52	7.68%	379	55.98%
Marshall	445	175	39.33%	18	4.04%	3	0.67%	196	44.04%	86	19.33%	282	63.37%
Mason	319	91	28.53%	5	1.57%	9	2.82%	105	32.92%	36	11.29%	141	44.20%
McDowell	332	98	29.52%	1	0.30%	0	0.00%	99	29.82%	16	4.82%	115	34.64%
Mercer	607	252	41.52%	5	0.82%	0	0.00%	257	42.34%	70	11.53%	327	53.87%
Mineral	285	107	37.54%	6	2.11%	0	0.00%	113	39.65%	49	17.19%	162	56.84%
Mingo	341	138	40.47%	4	1.17%	11	3.23%	153	44.87%	40	11.73%	193	56.60%
Monongalia	700	306	43.71%	6	0.86%	5	0.71%	317	45.29%	100	14.29%	417	59.57%
Monroe	152	56	36.84%	1	0.66%	0	0.00%	57	37.50%	7	4.61%	64	42.11%
Morgan	107	21	19.63%	0	0.00%	0	0.00%	21	19.63%	33	30.84%	54	50.47%
Nicholas	303	118	38.94%	12	3.96%	6	1.98%	136	44.88%	25	8.25%	161	53.14%
Ohio	575	238	41.39%	35	6.09%	2	0.35%	275	47.83%	172	29.91%	447	77.74%
Pendleton	80	30	37.50%	3	3.75%	0	0.00%	33	41.25%	18	22.50%	51	63.75%
Pleasants	106	46	43.40%	5	4.72%	0	0.00%	51	48.11%	16	15.09%	67	63.21%
Pocahontas	84	29	34.52%	5	5.95%	0	0.00%	34	40.48%	10	11.90%	44	52.38%
Preston	332	119	35.84%	14	4.22%	2	0.60%	135	40.66%	44	13.25%	179	53.92%
Putnam	600	298	49.67%	19	3.17%	29	4.83%	346	57.67%	53	8.83%	399	66.50%
Raleigh	799	257	32.17%	69	8.64%	4	0.50%	330	41.30%	46	5.76%	376	47.06%
Randolph	290	67	23.10%	36	12.41%	1	0.34%	104	35.86%	31	10.69%	135	46.55%
Ritchie	123	45	36.59%	3	2.44%	3	2.44%	51	41.46%	4	3.25%	55	44.72%
Roane	180	52	28.89%	3	1.67%	2	1.11%	57	31.67%	17	9.44%	74	41.11%
Summers *	151	38	25.17%	5	3.31%	0	0.00%	43	28.48%	8	5.30%	51	33.77%
Taylor	169	60	35.50%	10	5.92%	4	2.37%	74	43.79%	13	7.69%	87	51.48%
Tucker	88	22	25.00%	12	13.64%	0	0.00%	34	38.64%	7	7.95%	41	46.59%
Tyler	111	45	40.54%	2	1.80%	0	0.00%	47	42.34%	12	10.81%	59	53.15%
Upshur	246	65	26.42%	39	15.85%	5	2.03%	109	44.31%	21	8.54%	130	52.85%
Wayne	509	179	35.17%	2	0.39%	8	1.57%	189	37.13%	52	10.22%	241	47.35%
Webster	149	53	35.57%	9	6.04%	0	0.00%	62	41.61%	5	3.36%	67	44.97%
Wetzel	244	121	49.59%	3	1.23%	2	0.82%	126	51.64%	27	11.07%	153	62.70%
Wirt	65	35	53.85%	0	0.00%	3	4.62%	38	58.46%	2	3.08%	40	61.54%
Wood	963	375	38.94%	53	5.50%	8	0.83%	436	45.28%	175	18.17%	611	63.45%
Wyoming	387	123	31.78%	16	4.13%	10	2.58%	149	38.50%	22	5.68%	171	44.19%
WV Students Who Attended a Higher Education Institution, but County and High School were Not Available	----------	----------	----------	62	----------	58	----------	120	----------	----------	----------	120	----------
TOTAL	20,010	7,504	37.50%	803	4.01%	471	2.35%	8,778	43.87%	2,211	11.05%	10,989	54.92%

* Estimated enrollment in out-of-state institutions of higher education was not available for some or all high schools within the county.

Note: Estimates of enrollment in out-of-state higher education institutions are based on surveys of West Virginia high schools. Not all of the out-of-state higher education enrollment can be tracked, therefore these figures will not exactly match nationally published overall going rates for West Virginia.

CGR00CTY.123/4-5-01

APPENDIX VII

State and County Total Graduates/Dropout Percentage Rate
(1998-2000 West Virginia Report Cards)

Year	1998	1999	2000
West Virginia	20,127/2.9	19,864/2.8	19,448/3.4
Kanawha	2,110/3.8	2,024/2.9	1,981/3.2
Mason	321/2.7	330/3.1	314/2.3
Mingo	463/5.1	370/3.7	341/1.8

APPENDIX VIII

County, State and National unemployment percentage rate
(U.S Department of Labor, Bureau of Labor Statistics, Local Area Unemployment Statistics, 1998)
(U.S Department of Labor, Bureau of Labor Statistics, 2001)
(Employment Programs of West Virginia, 2001)

	1998	1999	2000	Jul-01
United States	4.5	4.2	4.0	4.7
West Virginia	6.6	6.6	5.5	4.8
Cabell	5.2	5.2	4.6	5.2
Lincoln	11.4	11.9	9.7	8.5
Mason	12.2	13.2	13.1	12.0
Wayne	6.6	6.2	5.2	5.9

County, State and National unemployment percentage rate
(U.S. Department of Labor, Bureau of Labor Statistics, Local Area Unemployment Statistics, 1998)
(U.S. Department of Labor, Bureau of Labor Statistics, 2001)
(Employment Programs of West Virginia, 2001)

	1998	1999	2000	Jul-01
United States	4.5	4.2	4.0	4.7
West Virginia	6.6	6.6	5.5	4.8
Kanawha	4.7	4.7	4.3	3.7

APPENDIX
IX

Table 5: Full- and Part-Time by Major Industry

Kanawha, West Virginia	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998
Employment											
Total Employment	115,509	116,266	119,447	120,236	121,748	125,224	128,193	130,634	132,149	134,414	135,847
By Type:											
Wage & Salary	102,751	103,561	105,956	106,437	108,400	111,725	114,107	115,984	117,464	119,405	120,581
Proprietors	12,758	12,705	13,491	13,799	13,348	13,499	14,086	14,650	14,685	15,009	15,266
Farm	204	200	192	183	183	188	184	181	176	172	174
Nonfarm 2/	12,554	12,505	13,299	13,616	13,165	13,311	13,902	14,469	14,509	14,837	15,092
By Industry:											
Farm	219	219	214	204	204	205	197	196	188	186	186
Nonfarm	115,290	116,047	119,233	120,032	121,544	125,019	127,996	130,438	131,961	134,228	135,661
Private	94,185	96,133	99,524	100,228	100,851	104,349	106,926	108,882	110,079	111,945	113,316
Ag.Serv.,For.,Fish., & Other 3/	509	518	620	775	794	790	849	908	816	893	786
Mining	2,430	2,414	2,610	2,819	2,397	2,332	2,428	2,594	2,556	2,630	2,658
Construction	5,109	5,427	5,653	5,942	5,948	7,100	7,001	6,971	6,626	6,908	7,099
Manufacturing	10,068	10,028	10,180	9,915	9,852	9,460	9,135	8,905	8,909	9,018	8,952
Transportation & Public Utilities	7,797	8,036	8,260	8,109	8,193	8,096	8,326	8,479	8,434	8,565	8,145
Wholesale Trade	6,810	6,835	6,643	6,698	6,683	6,630	6,686	6,458	6,427	6,614	6,736
Retail Trade	20,850	21,090	21,373	20,831	20,937	21,817	22,809	23,369	23,596	22,894	23,105
Finance, Insurance, & Real Estate	8,344	8,398	8,590	8,563	8,019	8,345	8,301	9,102	9,229	9,882	10,175
Services	32,268	33,387	35,595	36,576	38,028	39,779	41,391	42,096	43,486	44,541	45,660
Gov't & Gov't Enterprises	21,105	19,914	19,709	19,804	20,693	20,670	21,070	21,556	21,882	22,283	22,345
Federal, Civilian	1,682	1,806	1,822	1,822	1,830	1,821	2,018	2,227	2,319	2,511	2,463
Military	1,197	1,190	1,213	1,228	1,303	1,264	1,181	1,162	1,131	1,136	1,106
State & Local	18,226	16,918	16,674	16,754	17,560	17,585	17,871	18,167	18,432	18,636	18,776
State	10,481	9,581	8,999	9,033	9,797	9,880	9,945	10,375	10,378	10,412	10,487
Local	7,745	7,337	7,675	7,721	7,763	7,705	7,926	7,792	8,054	8,224	8,289

See Explanatory Notes Section

Data is in thousands of dollars, except where indicated

Source: BEA Regional Economic Information System, Table CA25

APPENDIX
X

Table 5: Full- and Part-Time Employment by Major Industry

Mason, West Virginia	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998
Employment											
Total Employment	8,845	9,160	10,031	9,605	9,532	9,422	9,668	9,854	9,557	9,311	9,346
By Type:											
Wage & Salary	6,579	6,923	7,912	7,499	7,454	7,288	7,537	7,603	7,316	7,034	7,030
Proprietors	2,266	2,237	2,119	2,106	2,078	2,134	2,131	2,251	2,241	2,277	2,316
Farm	916	920	896	872	874	918	914	918	913	925	940
Nonfarm 2/	1,350	1,317	1,223	1,234	1,204	1,216	1,217	1,333	1,328	1,352	1,376
By Industry:											
Farm	1,022	1,041	1,016	970	980	1,016	997	1,022	1,009	1,050	1,045
Nonfarm	7,823	8,119	9,015	8,635	8,552	8,406	8,671	8,832	8,548	8,261	8,301
Private	6,333	6,638	7,479	7,125	7,001	6,918	7,191	7,314	6,996	6,713	6,748
Ag.Serv.,For.,Fish., & Other 3/	48	52	68	(D)	92	91	83	99	97	106	(D)
Mining	86	76	52	(D)	28	36	31	35	33	37	(D)
Construction	467	635	1,256	911	655	348	509	479	392	308	401
Manufacturing	1,074	1,179	1,192	1,166	1,241	1,339	1,394	1,434	1,373	1,295	1,213
Transportation & Public Utilities	1,290	1,274	1,437	1,447	1,487	1,529	1,543	1,480	1,319	1,223	1,223
Wholesale Trade	135	144	171	184	168	134	130	130	134	128	131
Retail Trade	1,118	1,111	1,056	1,050	1,047	1,096	1,161	1,250	1,282	1,237	1,260
Finance, Insurance, & Real Estate	297	311	299	295	299	306	298	307	312	318	317
Services	1,818	1,856	1,948	1,956	1,984	2,039	2,042	2,100	2,054	2,061	2,087
Gov't & Gov't Enterprises	1,490	1,481	1,536	1,510	1,551	1,488	1,480	1,518	1,552	1,548	1,553
Federal, Civilian	141	143	156	148	140	128	124	140	150	163	175
Military	133	133	137	137	146	143	134	134	131	132	130
State & Local	1,216	1,205	1,243	1,225	1,265	1,217	1,222	1,244	1,271	1,253	1,248
State	346	314	332	359	361	354	329	336	340	325	320
Local	870	891	911	866	904	863	893	908	931	928	928

See Explanatory Notes Section

Data is in thousands of dollars, except where indicated

Source: BEA Regional Economic Information System, Table CA25

APPENDIX
XI

Average annual pay by state

	State	1998 pay	1999 pay	Change	% change
1	Washington	$ 33,076	$ 35,736	$ 2,660	8
2	Massachusetts	$ 37,774	$ 40,352	$ 2,578	6.8
3	California	$ 35,348	$ 37,577	$ 2,229	6.3
4	Colorado	$ 32,248	$ 34,191	$ 1,943	6
5	Virginia	$ 31,373	$ 33,025	$ 1,652	5.3
6	District of Columbia	$ 48,462	$ 50,885	$ 2,423	5
7	Georgia	$ 30,856	$ 32,332	$ 1,476	4.8
8	Idaho	$ 24,868	$ 26,044	$ 1,176	4.7
9	Illinois	$ 34,715	$ 36,296	$ 1,581	4.6
10	North Carolina	$ 28,176	$ 29,462	$ 1,286	4.6
11	Oregon	$ 29,544	$ 30,872	$ 1,328	4.5
12	South Dakota	$ 22,751	$ 23,767	$ 1,016	4.5
13	Connecticut	$ 40,895	$ 42,682	$ 1,787	4.4
14	Minnesota	$ 32,075	$ 33,487	$ 1,412	4.4
15	Texas	$ 31,515	$ 32,898	$ 1,383	4.4
16	Kansas	$ 26,845	$ 28,031	$ 1,186	4.4
17	Nebraska	$ 25,539	$ 26,632	$ 1,093	4.3
18	Arizona	$ 29,322	$ 30,525	$ 1,203	4.1
19	Kentucky	$ 26,697	$ 27,783	$ 1,086	4.1
20	New Jersey	$ 39,516	$ 41,038	$ 1,522	3.9
21	New Hampshire	$ 30,944	$ 32,141	$ 1,197	3.9
22	Alabama	$ 27,042	$ 28,095	$ 1,053	3.9
23	Maine	$ 25,875	$ 26,887	$ 1,012	3.9
24	Arkansas	$ 24,425	$ 25,371	$ 946	3.9
25	Wisconsin	$ 28,531	$ 29,607	$ 1,076	3.8
26	Utah	$ 26,873	$ 27,895	$ 1,022	3.8
27	New York	$ 40,684	$ 42,179	$ 1,495	3.7
28	Missouri	$ 28,907	$ 29,967	$ 1,060	3.7
29	Vermont	$ 26,611	$ 27,597	$ 986	3.7

31	Wyoming	$ 24,725	$ 25,647	$ 922	3.7
32	Michigan	$ 34,521	$ 35,750	$ 1,229	3.6
33	Maryland	$ 33,301	$ 34,489	$ 1,188	3.6
34	Tennessee	$ 28,462	$ 29,478	$ 1,016	3.6
35	Iowa	$ 26,026	$ 26,953	$ 927	3.6
36	Delaware	$ 33,969	$ 35,157	$ 1,188	3.5
37	Pennsylvania	$ 31,584	$ 32,696	$ 1,112	3.5
38	Rhode Island	$ 30,156	$ 31,169	$ 1,013	3.4
39	Nevada	$ 30,203	$ 31,213	$ 1,010	3.3
40	Ohio	$ 30,392	$ 31,395	$ 1,003	3.3
41	North Dakota	$ 22,990	$ 23,751	$ 761	3.3
42	Indiana	$ 29,108	$ 30,027	$ 919	3.2
43	West Virginia	$ 25,276	$ 26,018	$ 742	2.9
44	Oklahoma	$ 25,122	$ 25,813	$ 691	2.8
45	Florida	$ 28,184	$ 28,935	$ 751	2.7
46	Montana	$ 22,648	$ 23,260	$ 612	2.7
47	Hawaii	$ 29,036	$ 29,794	$ 758	2.6
48	Mississippi	$ 23,822	$ 24,391	$ 569	2.4
49	New Mexico	$ 25,711	$ 26,267	$ 556	2.2
50	Louisiana	$ 26,910	$ 27,216	$ 306	1.1
51	Alaska	$ 33,847	$ 34,033	$ 186	0.5
	UNITED STATES	**$ 31,945**	**$ 33,340**	**$ 1,395**	**4.4**

APPENDIX XII

Pay by industry segment

PAY BY INDUSTRY SEGMENT, 1999	U.S.	W.Va.	W.Va. as percent of U.S.
Total	$ 33,340	$ 26,018	78%
Total private	$ 33,244	$ 25,497	77%
Mining	$ 54,636	$ 47,626	87%
Construction	$ 34,812	$ 27,911	80%
Manufacturing	$ 41,941	$ 35,703	85%
Transportation, communications and public utilities	$ 41,786	$ 36,582	88%
Wholesale trade	$ 44,185	$ 32,329	73%
Retail trade	$ 17,602	$ 13,873	79%
Finance, insurance and real estate	$ 50,910	$ 28,083	55%
Services	$ 31,509	$ 22,840	72%

APPENDIX XIII

W.Va.'s income growth lags behind

U.S. Department of Labor statistics rank state near last in another economic gauge

By JIM ROSS -- The Herald-Dispatch
jimross@herald-dispatch.com

West Virginia received another reminder last month that it is still falling behind the rest of the nation in key measurements of economic progress.

Web EXTRA

Average annual pay by state

Pay by industry segment

The average yearly pay in West Virginia in 1999 was $26,018, which ranks 44th among the 50 states and the District of Columbia, according to information released by the Bureau of Labor Statistics in the U.S. Department of Labor.

Its growth of $742 from 1998 to 1999 ranked it 45th, and its percent growth of 2.9 percent ranked it 43rd. Nationally, pay increased from $31,945 in 1998 to $33,340 in 1990, for a 4.4 percent growth.

Those numbers are in line with information released by the Census Bureau last month in its Census 2000 Supplemental Survey. The survey shows that 14.7 percent of West Virginia households get by on less than $10,000 a year. Only Louisiana had a higher percentage of the lowest-income households in that survey.

West Virginia was second in the percentage of people living in poverty. At the top of the income range -- more than $200,000 a year -- no state has a lower percentage than West Virginia's 0.64 of 1 percent, the Census study found.

Among the findings in the Labor Department report:

• Since 1982, West Virginia's pay level has lagged behind the U.S. average. In 1982, the average salary in West Virginia was about 99 percent of the national average. In 1999, it was about 78 percent of the national average.

• At least West Virginia is not on the bottom rungs of the pay scale. The

five states with the average lowest annual pay in 1999 -- Montana, North Dakota, South Dakota, Mississippi and Arkansas -- have had the five lowest annual pay figures every year since 1988.

• The fastest rate of pay increase was in Washington state, which had 8 percent growth. The slowest rate was in Alaska, at one-half of 1 percent.

• While the average pay in West Virginia increased 2.9 percent in 1999, private-sector pay increased only 2.3 percent, meaning public-sector pay rose at a faster rate.

• Among the various segments of the private sector, only finance, insurance and real estate saw salary growth exceeding the national average. The growth in that segment in West Virginia was 5.1 percent, compared with 4.7 percent nationally. But the pay in West Virginia in that segment was still only $28,083, compared with $50,910 nationally.

• Pay in the Huntington-Ashland-Ironton metro area averaged $25,581 in 1999, which was 248th of 316 metro areas. Pay in the Charleston metro area averaged $29,114, which was 136th nationally.

Information came from reports submitted by employers subject to state and federal unemployment insurance. Railroad workers, members of the armed forces, most workers on small farms, some domestic workers, most student workers at schools and employees of certain small nonprofit corporations were not included.

APPENDIX XIIII

One Room School
User Survey

Instructions: We are conducting this survey to learn more about your use of the "One Room School" facility. This survey will be helpful identifying areas of success and areas we may be able to improve service. Thank you for your time and input.

1. Gender: ( ) Male ( ) Female
2. Age: _____
3. Home zip code _____
4. Your highest level of education completed: ( ) elementary school ( ) middle/junior high school ( ) high school ( ) community college degree ( ) 4 year college degree ( ) graduate degree
5. Please estimate the number of times you have visited/used the One Room School during the past 4 weeks: _____
6. Describe your computer/Internet skills when you began using the One Room School: ( ) no experience ( ) a beginner ( ) an intermediate user ( ) an expert user.
7. Describe your computer/Internet skills today ( ) no experience ( ) a beginner ( ) an intermediate user ( ) an expert user.
8. Describe your formal training in the use of computers/Internet skills: ( ) no training ( ) 1-3 clock hour of training ( ) more than 6 clock hours of training ( ) a course or courses in high school or college.

9. Do you also have access to the Internet at (check all that apply):

   ( ) home ( ) school ( ) work ( ) other ( ) no other access.

10. What is your primary purpose of using the Internet while at the One Room School: ( ) browsing/recreation ( ) homework ( ) work-related ( ) other _____

11. Have you used the One Room School to develop or enhance your skills relating to workforce development, your employment or potential employment (check all that apply): ( ) skills to prepare me for a job; ( ) skills for promotion or other positions with my current employer; ( ) skills to help me with my own business; ( ) skills so I can start my own business.

12. Do you have any suggestions to make the One Room School better for you?

    _____

    _____

    _____

13. How did you find out about the One Room School?

    _____

    _____

14. Do you have any additional comments for us?

APPENDIX XV

U.S. Census Bureau

State and County*QuickFacts*

QuickFacts Main | FAQs | What's New

West Virginia

West Virginia counties - view map

Select a county Go

Select a state

USA QuickFacts

Locate a county by place name

	People QuickFacts	West Virginia	USA
?	Population, 2000	1,808,344	281,421,906
?	Population, percent change, 1990 to 2000	0.8%	13.1%
?	Persons under 5 years old, percent, 2000	5.6%	6.8%
?	Persons under 18 years old, percent, 2000	22.3%	25.7%
?	Persons 65 years old and over, percent, 2000	15.3%	12.4%
?	White persons, percent, 2000 (a)	95.0%	75.1%
?	Black or African American persons, percent, 2000 (a)	3.2%	12.3%
?	American Indian and Alaska Native persons, percent, 2000 (a)	0.2%	0.9%
?	Asian persons, percent, 2000 (a)	0.5%	3.6%
?	Native Hawaiian and Other Pacific Islander, percent, 2000 (a)	Z	0.1%
?	Persons reporting some other race, percent, 2000 (a)	0.2%	5.5%
?	Persons reporting two or more races, percent, 2000	0.9%	2.4%
?	Female persons, percent, 2000	51.4%	50.9%
?	Persons of Hispanic or Latino origin, percent, 2000 (b)	0.7%	12.5%
?	White persons, not of Hispanic/Latino origin, percent, 2000	94.6%	69.1%
?	High school graduates, persons 25 years and over, 1990	773,239	119,524,718
?	College graduates, persons 25 years and over, 1990	144,518	32,310,253
?	Housing units, 2000	844,623	115,904,641
?	Homeownership rate, 2000	75.2%	66.2%
?	Households, 2000	736,481	105,480,101
?	Persons per household, 2000	2.40	2.59
?	Households with persons under 18, percent, 2000	31.8%	36.0%
?	Median household money income, 1997 model-based estimate	$27,432	$37,005
?	Persons below poverty, percent, 1997 model-based estimate	16.8%	13.3%
?	Children below poverty, percent, 1997 model-based estimate	24.7%	19.9%

	Business QuickFacts	West Virginia	USA
?	Private nonfarm establishments, 1999	41,451	7,008,444
?	Private nonfarm employment, 1999	545,495	110,705,661
?	Private nonfarm employment, percent change 1990-1999	13.1%	18.4%
?	Nonemployer establishments, 1998	80,771	15,708,727
?	Manufacturers shipments, 1997 ($1000)	18,293,309	3,842,061,405
?	Retail sales, 1997 ($1000)	14,057,933	2,460,886,012
?	Retail sales per capita, 1997	$7,743	$9,190
?	Minority-owned firms, percent of total, 1997	3.8%	14.6%
?	Women-owned firms, percent of total, 1997	27.1%	26.0%
?	Housing units authorized by building permits, 2000	3,763	1,592,267
?	Federal funds and grants, 2000 ($1000)	11,738,720	1,623,475,453
?	Local government employment - full-time equivalent, 1997	59,926	10,227,429

	Geography QuickFacts	West Virginia	USA
?	Land area, 2000 (square miles)	24,078	3,537,441
?	Persons per square mile, 2000	75.1	79.6

(a) Includes persons reporting only one race.
(b) Hispanics may be of any race, so also are included in applicable race categories.

FN: Footnote on this item for this area in place of data
NA: Not available
D: Suppressed to avoid disclosure of confidential information
X: Not applicable
S: Suppressed; does not meet publication standards
Z: Value greater than zero but less than half unit of measure shown
F: Fewer than 100 firms

Data Quality Statement

What do you think of our new QuickFacts? Send comments to quickfacts@lists.census.gov

Source U.S. Census Bureau: State and County QuickFacts. Data derived from Population Estimates, 2000 Census of Population and Housing, 1990 Census of Population and Housing, Small Area Income and Poverty Estimates, County Business Patterns, 1997 Economic Census, Minority- and Women-Owned Business, Building Permits, Consolidated Federal Funds Report, 1997 Census of Governments

Last Revised: Wednesday, 21-Nov-2001 12:51:21 EST

Browse more data sets for West Virginia